

Evaluation of the College Success Foundation District of Columbia



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EXECUTIVE SUMMARY

Since 2007, The College Success Foundation – District of Columbia (CSF-DC) has served thousands of students in Wards 7 and 8. In the first seven cohorts alone, over 1,300 students have gone to college and 170 students have earned a bachelor's degree. By the end of the program, it is likely that upwards of 2,000 students will have gone to college and as many as 800 new bachelor's degree recipients. In addition to those who graduate, it is likely that other CSF-DC students who either did not go to college or did not graduate from college still benefited greatly from their mentors, peers, and experiences along the journey.

The Educational Policy Institute (EPI), an international research organization dedicated to the study of educational opportunity, was contracted by the College Success Foundation in late 2014 to conduct an evaluation of the CSF-DC program to determine its impact, efficacy, and to provide information to inform the organization's future. Specifically, EPI was asked to do the following:

- Design and conduct an impact study with an environmental scan retrospective of the first nine years of the program as well as a prospective look towards the next decade.
- Define how CSF-DC fulfills future programming needs in the District.
- Work with CSF to identify and procure data to ensure robust data collection and analysis.
- Identify and summarize “best-in-class” college preparation services and scholarship programs.
- Provide options for CSF-DC programming, funding, and sustainability, beyond current funding sources.
- Communicate with CSF-DC to inform the organization's planning efforts and ensure alignment of future sustainability efforts.
- Provide insight into CSF-DC's outcomes, high-impact levers, and provide informed recommendations for CSF-DC's future impact in light of educational, political, and geopolitical issues in DC.

In addition, the following questions were clarified during initial discussions with CSF-DC:

- What is the impact of CSF-DC programs and scholarships?
- What is the relative efficacy of DC's programming? What is the value added, efficiency of the services and what improvements can be made?
- How do the programmatic impacts compare with the scholarship dollars?
- What refinement in programming can be made?
- What is CSF's “sweet spot” or unique value add?
- What are the gaps in services as well as program inefficiencies, including partnerships?

To answer these questions, EPI utilized a mixed-method strategy that required collection and analysis of diverse types of data to fully comprehend and describe CSF-DC programming and to measure and better understand the significance the program has had on the lives of students in Wards 7 and 8. The study required qualitative and

quantitative data from CSF-DC, including administrative data of Achiever and non-Achiever students, survey data from HERO and Achiever students, information garnered from interviews with CSF-DC staff, Board members, school personnel, and college personnel, and site visit information from EPI's visit to all CSF-DC schools.

This executive summary provides a quick summary of our findings and recommendations related to the questions above.

The DC Challenge

To understand the challenges associated with this population, one needs to evaluate the academic, demographic, and economic data of the DC-area. The summary is that the population in DC is younger, less educated, and much more impoverished than the rest of DC. CSF-DC is focused on Wards 7 and 8 for good reason: there is great need in these areas. It does not appear, from our review of data, that the issues have changed dramatically or at all in Wards 7 and 8 since the program started. Here are some statistics to buttress these points.

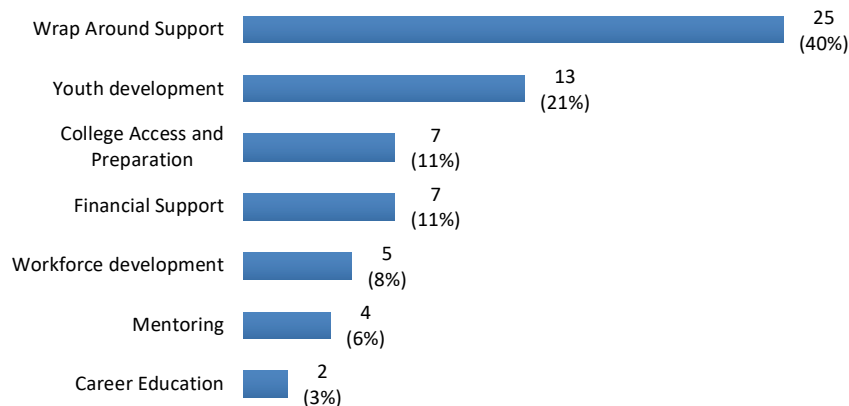
- **Age.** Wards 7 and 8 have a higher percentage of youth under the age of 19-years old and a lower percentage of youth above the age of 55-years old. The youth population did decline as a percentage share between 2000 and 2010.
- **Race/Ethnicity.** The Wards are predominantly African American (88 to 96 percent of total population, respectively) compared to 49 percent for the metropolitan area.
- **Gender.** Throughout the Metro DC area, women comprise a major of the population. The percentage of men in Wards 7 and 8 compared to Metro DC is 43 percent versus 47 percent.
- **Income and Poverty.** In Ward 7 and 8, the percent of children living in poverty were 40 and 48 percent compared to 29 percent for DC and 19 percent for the US. The mean household income of Wards 7 and 8 is less than half of the mean household income in Metro DC. Although Metro DC area has an average household income of over \$100,000, Ward 7 (zip code 20019) has a mean income of \$47,000 and Ward 8 has a mean income of \$44,000 in 20032. Zip code 20020 (a combination of Wards 7 and 8) has a mean income of \$48,000.
- **Public Assistance.** Over 30 percent of the population in Wards 7 and 8 receive food stamps compared to less than 15 percent of Metro DC. Similarly, over twice the percentage of individuals in Wards 7 and 8 received supplemental cash assistance or supplemental security income as compared to Metro DC. Between 2000 and 2010, the percentage of children in Wards 7 on TANF rose 9 percent compared to a reduction of 8 percent in the District and 9 percent in Ward 8.
- **Educational Attainment.** Almost 25 percent of individuals aged 18-24 years of age in Ward 7 will earn less than a high school diploma. In parts of Wards 7 and 8 (specifically zip code 20020), closer to 30 percent of the population of 18-24 year olds earn less than a high school education. This compared to the Metro DC area at 12 percent. The percentage of men aged 18-24 years of age with less than a high school diploma approaches 40 percent compared to 16 percent in Metro DC.
- **Bachelor's degree completion rates** between the Wards and Metro area vary greatly. Only six percent of the overall population between the ages of 18 and 24 years of age has a four-year college degree in Wards 7 and 8 (for all three zip codes being evaluated in this analysis). The percentage plummets to 1-2 percent for males depending on their location in Wards 7 and 8.

- **Crime Rates.** Compared to Ward 3, a more affluent area of the Washington DC Metro Area, Wards 7 and 8 have exponentially higher crime rates. In terms of violent crime, Ward 3 had 78 while Ward 7 had over 1,100 and Ward 8 had almost 1,000 for the same time period. Overall, Wards 7 and 8 have over twice the amount of total crime as Ward 3.

DC-Based Educational Interventions

To better understand the landscape of programs and services in which CSF DC is situated, EPI examined other organizations that are serving students in Wards 7 and 8. Of the 61 programs that work with students in CSF middle and high schools, or that are open to students in the greater DC area, 25 (40 percent) were identified as Wrap Around Support, defined as programs that provide a range of services such as academic preparation, college awareness, career advising, youth development skills, and family services. Both the CSF HERO and Achievers programs are included in this category.

Exhibit 1. Number of programs serving CSF schools by focus area



There are many organizations offering college access programs and services in the greater Washington, DC area, and specifically serving students in Wards 7 and 8. But in general, there seems to be no other program similar to CSF's HERO and Achievers in size and scope. Programs that provide a range of college preparation and access services to students tend to be small in size, serving small cohorts of students at a time. Meanwhile, programs with wider reach do not seem to offer the breadth of resources available to CSF students.

There are several programs that, similar to HERO, serve students starting in 5th and 6th grade: City Kids Wilderness Project, Community Club, For the Love of Children's Scholars Program, Higher Achievement, The Promise Neighborhood, and the United Planning Organization's P.O.W.E.R. program. However, these programs are not school-based and students do not have access to program staff on a daily or regular basis.

To take a closer look at programs that are comparable to CSF's Achievers program, evaluators took into consideration a combination of services that closely aligned with and/or compliment CSF's core services. DC CAP, For the Love of Children's Scholars Program, and the Simon Family Foundation provide a range of services that include scholarships. Despite the similarities with the Achievers program, these three organizations also differ fundamentally from CSF.

The CSF “Sweet Spot”

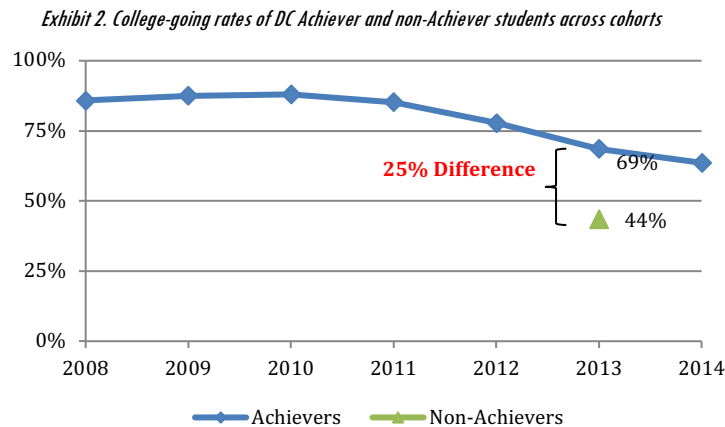
The “sweet spot” or “secret sauce” of CSF is the dual combination of program services AND scholarships. Many scholarship programs have found that money is often not nearly enough to motivate, educate, and encourage students to enroll, attend, and complete college. Money matters greatly, but has limited impact if students are academically ill-prepared for postsecondary study. Programs such as “I Have a Dream” (IHAD) found very early on that money was not enough of an incentive for young students, especially for elementary school students who barely grasp the concept of “college” and “scholarship.” Thus, IHAD started provided value-added programming to support their mission.

One of the primary aspects of CSF-DC is the combination and balance between the two. Surely, the large scholarship is a key component of attracting students and providing significant financial support that impacts college persistence, especially given that finance is arguably the number one reason that low-income students dropout at the postsecondary level. But the secondary reason for dropout is the lower-level academic preparation that many low-income students have for college. Having both the HERO and Achievers pre-college programs is important to improve the motivation and aspirations of students and also provide new or expanded academic tools and schools for students.

Areas of Documented Impact

The HERO and Achievers Programs continue to motivate, prepare, and engage students for college. While the Achievers Program is relatively well documented, the collection of HERO data is still nascent. Thus, most impact data focus on Achiever students. This is what can be definitively stated about the Achievers Program:

- **Achievers are more likely to matriculate to college than comparison students.** Sixty-nine percent of the Achiever students who graduated from high school in 2013 enrolled in college compared to 44 percent of comparison students¹ from the same schools. The matriculation rate in 2014 was 64 percent.



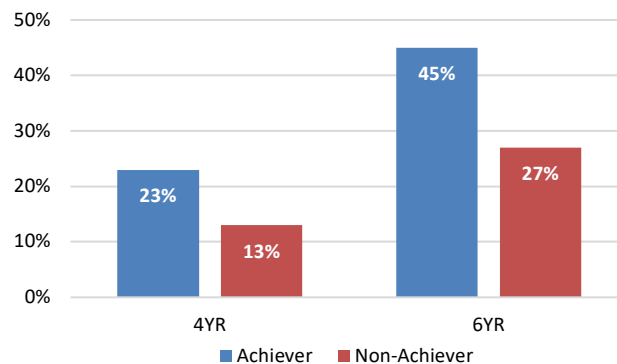
¹ The comparison students are students who were deemed “non-Achiever students” in the DC-CAP database, meaning they composed of *all other students* in the school besides Achiever students. This gives us a reasonable comparison for HERO students, as well, since we cannot decipher who “non-HERO” students are in the database.

Achievers college students are more likely to persist from year-to-year in college than comparison students. The freshman-sophomore retention rates among Achievers who enter higher education was 84 percent for those who matriculated in 2008, increasing to 89 percent in 2010, and decreasing to 74 percent in 2013. Comparatively, the fall-to-fall freshman-sophomore retention rate for non-Achiever students was 74 percent in 2014.

Achievers college students are more likely to earn college degrees than comparison students. The six-year college completion rate of Achiever students who graduated from high school in 2009 was 45 percent compared to only 27 percent for their non-Achiever² peers from the same high schools. The four-year (on time) college-completion rate of Achiever students who graduated in 2009 was 23 percent compared to 13 percent among their non-Achiever peers from the same schools.

During the first seven cohorts to date, 170 BAs have been conferred upon Achiever students. After Cohort 10 enters and completes the college-going process, we estimate that the program will produce approximately 800 college graduates in Wards 7 and 8, averaging 80 graduates per year over the 10 cohorts.

Exhibit 3. Four- and six-year graduation rates of Achievers vs. Non-Achievers, 2008-09 (Cohort 2)



Areas of Inconclusive Impact

In terms of HERO and Achievers programming, it is difficult to describe the absolute efficacy of the programming and value added based on currently available data. We understand from survey responses and from talking to students that HERO students enjoy and appreciate the program. We also know that they like their Advisors and enjoy various aspects of the program. We think that HERO could have a greater impact on students if additional time on task and intensity was infused into the program. The major value added of the HERO and Achiever school-based programs is the dedicated time by an interested adult in the lives of these youth. But our ability to assess the actual time (e.g., dosage) is impossible to calculate based on the current data collection processes. CSF-DC school-based staff do their best within the constructs of Wards 7 and 8 schools to engage students, and often have been creative to do so effectively. An important role of an Advisor is to simply make him or herself available to students and provide the opportunity for engagement and relationship building. We feel that HERO Advisors are diligently doing their jobs and that they are respected in the schools by students and school staff. We believe that the HERO program engages students and provides important information but has limited impact on academic outcomes and

² The term “non-Achievers” refers to students in the same schools who did not participate in the Achievers Program. They are, by definition, comparison students. These data are provided by DC-CAP.

future directions of students. However, the empirical data to support what we believe is happening with regard to HERO is nascent at this time. As CSF-DC continues to improve their data collection and analysis, these questions will be easier to answer.

As for Achievers high school programming, the value is similar to HERO in that it provides an interested adult to engage students on a personal and professional level. From our interactions, it appeared that the Advisors had very positive relationships with students. What we are unable to currently define is how extensive this is throughout the “Achiever Community.” Is this definitive of all Achievers? Some Achievers? Special Achievers? To answer these questions, we recommend the following core data elements for all program students as well as their non-program peers from the same schools. These core data elements align with the mission of CSF and represent the narrowest scope of the outcomes that should be included in the strategic plan.³

- Persistence in school
- High school completion
- College-going and success (enrollment, remedial education, persistence, GPA, and graduation)

Although the core outcomes align with the mission of CSF, there are additional interim outcomes on enrolled students that should be included in the strategic plan, and therefore regularly reported to the board, because they are proven predictors of subsequent college-going and success:

- Applications for financial aid
- Applications to college
- Acceptances to college
- Unmet need of accepted students

In addition, along with the outcomes of program students, CSF should be deliberate regarding the type of student it purposes to serve. In fact, the target levels for the above outcomes cannot be strategically identified without first identifying which type of student that CSF will focus on. Only then can CSF staff set realistic targets and align resources effectively to best serve the needs of the target student profiles. The incoming student profiles should include the following at minimum:

- Academic achievement (GPA, advance coursework)
- First-generation college-goer
- Disciplinary record
- Attendance

³ In some cases, these data are currently being collected but the quality of the data can improve. In other cases, the data are not collected at all. Deciding on these collection efforts should be a priority for the organization.

Promising Program Practices

As described, the secret sauce is the combination of scholarships and wrap around support services. Below is a partial list of some of the things that CSF-DC does well and are important components of strengthening future academic opportunities for students:

CSF-DC provides an adult role model in the schools to engage with students. As evidenced in our observations and student surveys, positive role models can be hard to come by for many of the youth in Wards 7 and 8. The CSF-DC staff working in these schools, without exception, are excellent models and resources for the students in addition to the mentors that are provided for Achievers through CSF-DC's Hometown Mentors program. CSF-DC staff provide critical information for students about preparing for, going to, and getting through college. Most of the CSF-DC students are both low-income and first generation college students. The program fulfills an important need to provide critical information about college going to students, including academic requirements, financial aid, and skill development in academic-related areas, such as study skills, time management, and other important factors related to college success. One primary gatekeeper to college has been entrance exams like the SAT and ACT. In DCPS, all students are now required to take the SAT twice before high school graduation and CSF-DC provides supplemental test prep specifically for their students to augment their performance on the exams.

CSF-DC provides academic support services for students through curriculum during their summer programs and academic year programming by monitoring student grades and school attendance to help keep them on time for high school graduation and to be academically prepared for higher education. CSF-DC staff provide guidance and appropriate referrals to address student's individual needs. We heard from several educators in the schools how this additional monitoring of students by CSF-DC had built capacity to reduce the number of students that might have fallen through the cracks of the system.

CSF-DC provides an opportunity for students to visit college campuses so that they can gain an awareness, understanding, and appreciation for college. A unique feature of CSF-DC is the provision of college visits beyond the borders of the District of Columbia. Without this opportunity, almost all CSF-DC students would not have the opportunity to visit a campus (let alone outside of DC) and get a feel for what campus life would be like. During many of these visits, students are also provided cultural enrichment opportunities in and beyond the District of Columbia. During the school year as well as the summer program, CSF-DC conducts excursions and provides value-added events to create awareness and understanding about important issues related to the student's college going and future.

CSF-DC provides valuable last-dollar scholarships to students in need. What sets CSF-DC apart from other programs is the size of the scholarship award, dwarfing most other programs available to DC students. And as long as CSF students possess satisfactory academic progress (SAP), they keep the scholarship until they graduate from college.

CSF-DC's program stands out by far from other college access and scholarship providers across the country by helping students resolve personal challenges that interfere with their educational pathway. While CSF-DC staff continuously empower Achievers to self advocate and function independently, they are well known among other educational stakeholders as "the problem solvers" in finding ways to help students address and remove barriers in their lives to ensure their future success.

Areas for Program Improvement

One of the primary goals of the program, as written in program documentation, is for the program to have an impact on the college-going culture in participating schools. This is one aspect of CSF-DC that has been difficult to achieve. At the announcement of CSF-DC in 2007, then-DCPS Board President Robert Bobb said, “The D.C. College Success Foundation and the D.C. Achievers program will be important partners in transforming our schools and helping achieve our shared goal of doubling the number of D.C. students who succeed in college. In order to realize this goal, we will continue to build strong partnerships with committed organizations and businesses throughout the city that share our belief in the power and potential of our young people’s future.”⁴

A study⁵ conducted by Westat for the Bill & Melinda Gates Foundation in 2009 equivocally found that CSF-DC did not have a significant impact on school culture due to a number of issues, mostly due to the inability of CSF-DC to penetrate the system. In reality, the ability for outside interventions to come in to public and private schools to produce educational reform is limited at best. Even with the outstanding resources of CSF-DC, the funds expended on program services at the middle and high school levels pale in comparison to DCPS and DCPCS funds. In the end, academic culture must change from within those organizations. Perhaps CSF-DC could have been designed to have more impact within those structures, but it never realized that goal for a variety of reasons internal and external to the organization.

Additional Academic Support. It is our recommendation that HERO and Achiever students would benefit from additional focus on academic preparation interventions. As noted, this is not a meritorious program, but academic prowess is very important for the future academic success for CSF-DC students. In many cases, CSF-DC schools are unable to provide students with the level of support required to prepare them for college-level work. Thus, for these students to have a reasonable chance to succeed, additional supports and “dosage” of programming are necessary. Although we do not know what current dosage is for various CSF programs and activities, we are sound in suggesting that whatever is currently being provided is not enough to ready most CSF students for postsecondary education. Given that the success rate of CSF-DC students is less than 50 percent, and that the financial constraints of students are largely ameliorated via the Achievers scholarship, it follows that the academic wherewithal of many CSF students falls short of what is required for college success. Without doubt, students are gaining critical information about going to college, and the summer programs do provide both academic and cultural enrichment. Adding more intense academic support would improve the propensity of students to succeed in high school, college, and career.

In addition to providing additional dosage and perhaps reworking interventions, other possibilities, such as the consideration of developing a Saturday Academy⁶ for participating Achievers, could be considered.

Intentionality of Curriculum and Programming. The programs would benefit from more “intentionality” in curriculum and programming. We expected to see more in the way of written curriculum and/or advising guides. Advisor practice should be uniform across schools, still providing opportunity and flexibility for Advisors based on

⁴ <http://www.gatesfoundation.org/Media-Center/Press-Releases/2007/03/New-Scholarships-to-Make-College-Success-a-Reality-for-DC-High-School-Students>.

⁵ “Baseline Study of the DC Achievers Program” conducted by Westat for the Bill and Melinda Gates Foundation (February, 2009).

⁶ Saturday Academies are traditionally 3–4 hour blocks on Saturday morning that provides academic support and motivational programming to encourage students to be more engaged in their education.

the variations in environment and youth issues. Given the somewhat limited access of programs to students in the schools, there needs to be a laser focus on what the programs do and how they do it. Increasing the deliberateness of the programs would provide greater consistency across schools, Advisors, and program cohorts.

Starting Achievers Earlier in High School. We recommend that Achievers start earlier in high school to provide more opportunity to lift students up academically and socially. Currently, Achievers are selected in the spring of the junior year, leaving only the summer and the following academic year for intervention. NAEP⁷ data and other studies of outreach interventions clearly illustrate that the academic gap between students (by race/ethnicity and income) expands greatly between 4th and 8th grades and remains throughout high school. Intervention at the senior year has limited if any impact on academic progress. Early selection could have a dramatic impact on the college outcomes of Achievers.

Reconsider the Selection Process for Achievers. The selection process for Achievers has continued to evolve over time. There is a large emphasis on non-cognitive metrics in selecting Achievers for the program. While this falls in line with the mission of the program, this is a very imperfect science to select students for future college success. A program can be focused on non-cognitive measures, but we recommend more consideration of academic indicators in the process. We understand that CSF-DC is not a meritocratic program by definition and we are not suggesting that it become one. That stated, we highly encourage CSF-DC to increase the utilization of academic indicators for program selection in the future.

Link HERO and Achievers Programs. It was said to us by several staff members that HERO is not considered or designed as a feeder program for Achievers. To us, it seems that Achievers would benefit from HERO as a feeder program. It would make sense that the two work in concert as much as possible. If not, perhaps there is a consideration to focus on one program and exclude the other. In this case, eliminate the HERO program and focus completely on Achievers, since the end goal is more college graduates.

Improve College Advising. CSF-DC can improve the advising to students on what colleges they choose and, in turn, create stronger relations with those institutions. There is strength in numbers, and the program and students would benefit if more students attended fewer institutions. This would allow more hands-on support from CSF-DC staff as well as more services created by the institutions directly for Achiever students (e.g., this is what Trinity does for Achievers). CSF-DC college-level Advisors would have greater opportunity to visit Achievers because of the congregations of students at 8-10 institutions rather than 20-25.

Financial Analysis

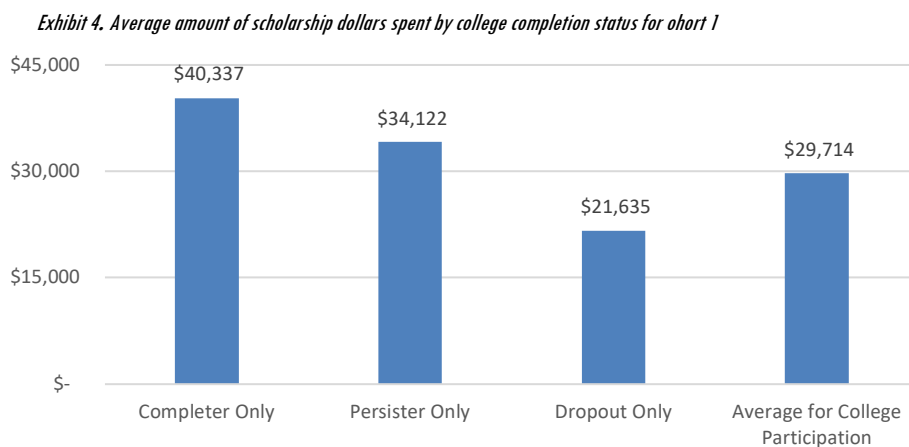
Our financial analysis only provides information on the cost of providing services, and not the return on that investment per individual student. EPI spent considerable time over the 2015 calendar year working with the District of Columbia's Office of Labor Market Research and Information to collect income and employment information of CSF students. This information is commonly available, but the District has yet to sign forms allowing for collecting this information with the assistance of other states.⁸ Once this reciprocal agreement is signed,

⁷ National Assessment of Educational Progress (NAEP). Also known as the Nation's Report Card. (<https://nces.ed.gov/nationsreportcard/>).

⁸ As described to EPI, the Office of Labor Market Research and Information has been waiting for one signature on a form to allow this work. It remains unsigned.

DC can collect actual income and actual time working of CSF students across the United States. This would give us our best look at return on investment (ROI) of CSF-DC. It is hoped that this analysis will be available by summer 2016. Regardless, information on the cost by program and by student outcome is still relevant to better understanding the program at large. At the very least, this information serves as a benchmark for future analysis.

On average for Cohort 1, CSF-DC invested approximately \$30,000 in scholarship dollars for each participant in a two-year or four-year postsecondary institution (n=169) (See **Exhibit 4** below). CSF-DC invested over \$40,000 in scholarship dollars for each postsecondary graduate (n=65) and \$34,000 for “persisters” (n=12), or those students who are still currently enrolled in a two-year or four-year postsecondary institution. For each student from Cohort 1 who dropped out of their selected post-secondary institution (n=92), CSF provided an average of \$22,000 in scholarship dollars.



Assuming that the current 38 percent completion rate for the currently enrolled 1,340 post-secondary students⁹ will continue overtime, one can estimate the overall scholarship funds spent on college completers as compared to non-completers will be a nearly equal. Almost \$40 million dollars in scholarship funds will be invested in these 1,340 post-secondary students and 48 percent, or \$19,028,333, will be spent on students who do not complete college. This does not account for increases in college tuition expenses or inflation nor does it include the funds invested into Achiever high school program. In sum, CSF-DC will invest approximately \$40 million dollars in scholarships to yield 515 college graduates from Cohorts 1 through 7.

⁹ The 38% completion rate was derived by assuming that the existing Cohort 1 persisters would become dropouts. This assumption is based upon historical evidence of longevity in college enrollment yields higher levels of dropouts.

INTRODUCTION

CSF National has a history of growing its service delivery and wanted to apply the CSF Washington State Scholarship model in more challenging environments. At the same time, the Bill and Melinda Gates Foundation had been looking at investing in district reform and improvements in selected cities which included Washington, DC. In 2006, the Bill and Melinda Gates Foundation funded The Bridgespan Group's "Reclaiming the American Dream" report, which found that students who receive better academic preparation tend to aspire and act on their inspiration to prepare for and attend college, have peers who hold similar dreams and aspirations, and understand that they can afford and go to college tend to complete college at much higher rates than other students.¹⁰

Also in that year, the *Double the Numbers for College Success* report was released.¹¹ *Double the Numbers* confirmed that only 1 in 3 9th grade students Ward 7 and 8 students finished high school and five percent went on to obtain a college degree. As well, the report found that females were twice more likely to attain a college degree than males.

These reports, in large degree, drove the Bill and Melinda Gates Foundation's efforts to help youth in Washington, DC, with a specific focus on Wards 7 and 8 where opportunity and aspirations were more limited. When CSF leadership thought about the possibility of a CSF-DC, "they knew it would be a very tough neighborhood." They also knew they had "this one large opportunity to replicate their model in the first major city to make an impact," and the Bill and Melinda Gates Foundation "came in as a hero, as well as Costco, who remains a significant supporter today."¹² The Gates Foundation came through with a \$100 million grant and CSF-DC was established in late 2006.

The DC Achievers Program was designed to be the foundational component of CSF-DC and was modeled after CSF's Washington State Achievers Scholarship Program that began in 2001. CSF-DC's Program was designed to address the critically low college-going and graduation rates in Wards 7 and 8.¹³ CSF-DC soon recognized that the CSF model needed to be modified in order to work for the students in DC. CSF-DC leadership felt providing the original CSF Scholarship model for low-income students (need-based) would not work in DC without providing the wrap-around support services to students throughout their college years too. CSF-DC staff explained the need for modification as follows:

Our DC students are mostly African American and fifth and sixth generation families of poverty. Given the academic profile of the student population we are targeting in DC and providing financial need-based scholarships and not merit-based, we knew our students would need wrap around support and guidance

¹⁰ See [Reclaiming the American Dream](#), by William Bedsworth, Susan Colby, and Joe Doctor (2006), The Bridgespan Group.

¹¹ Adam Kernan-Schloss and Bill Potapchuk, *Double the Numbers for College Success* (Washington DC: KSA-Plus Communications, 2006).

¹² CSF Board of Directors, personal interview, 2015.

¹³ Adam Kernan-Schloss and Bill Potapchuk, *Double the Numbers for College Success* (Washington DC: KSA-Plus Communications, 2006).

in both high school and through their college years. At the time, colleges would not invest in our students on their campuses because they were considered high cost and high risk –therefor, not a good ROI for their institutions. We knew if we were going to put our students on their campuses–it would be up to us to provide the support to ensure they complete their higher education, or in the end, CSF-DC would have no college graduates.

Originally, our parent organization, CSF National, was not supportive of the concept of modifying the scholarship program. However, the Bill and Melinda Gates Foundation was listening to us. They understood the reasons we needed to modify the original CSF model for DC–which is the DC Achievers Program we have today.¹⁴

CSF-DC has the following three overarching college-readiness and success goals that support their efforts to get students ready, in, and through college.¹⁵

- Ninety percent of Achievers will graduate from high school on-time.
- Seventy percent of high school graduates will enroll in college in the fall immediately following graduation.
- Fifty percent of those who enroll in college will earn an associate's or bachelors' degree within six years.

CSF-DC has aligned the following 20 outcomes with CSF programing in middle school, high school, and college. These outcomes have disaggregated into indicators (i.e., measures), short-term outcomes (i.e., changes in knowledge, attitudes or belief), intermediated outcomes (i.e. changes in behavior), and long-term outcomes (changes in condition).¹⁶

Middle School: Get them ready

- Scholars are taking actions to ensure that they will graduate from high school.
- Scholars are taking actions to ensure that they will be college-ready.
- Parents are taking actions to ensure that their child(ren) are college-ready.
- School staff are taking actions to ensure that their students are college-ready.
- Community, school district, college campus and government leaders are taking actions to ensure college access and success.

High School: Get them in

- Scholars are taking actions to ensure that they are college-ready.
- Scholars apply for financial aid and scholarships
- Scholars apply to college of good fit.
- Scholars graduate from high school.
- Scholars enroll in college.
- Parents are taking actions to ensure that their child(ren) are college-ready.
- School staff are taking actions to ensure that their students are college-ready.

¹⁴ CSF-DC staff, personal interview, February 2015.

¹⁵ CSF's RFP: An Evaluation/Impact Study of CSF-DC's College Access & Success Programing and an Environmental Scan/Community Study of the Future Role(s) to be Played by CSF-DC in the District of Columbia and Beyond (2015-2025) [CSF RFP, October 2014].

¹⁶ CSF RFP, October 2014.

- Community, school district, college campus and government leaders are taking actions to ensure college access and success.

College: Get them through

- Scholars attend college.
- Scholars persist from term to term.
- Scholars are retained fall to fall.
- Scholars attending two-year colleges transfer to four-year colleges.
- Scholars graduate with their bachelor's and/or associate's degree.
- Scholars are taking actions to ensure that they will be career ready.
- Community, school district, college campus and government leaders are taking actions to ensure college access and success.

The Achievers Scholarship Program was launched in 2007. Junior-level students were selected in spring of that year to go through the inaugural senior program in the 2007-08 year. This group became known internally as “Cohort 1.” It did not take long for the CSF leadership to learn “DC was a complex space” and they began to recognize CSF-DC students “have deep needs beyond dollars.” As one staff member noted, “in many cases, just handing out scholarship wouldn’t get the job done.” In partnership with District of Columbia College Access Program (DC-CAP), CSF-DC partnered on the Alpha Leadership project in fall 2007 to provide some of these wrap-around services by engaging, motivating, and preparing young Black males for college. By fall 2009, CSF-DC was ready to start their Higher Education Readiness and Opportunity (HERO) program to provide these and other services for middle and high school students.

Since 2007, CSF-DC has served thousands of students in Wards 7 and 8. During the first seven cohorts, over 1,341 students have gone to college and 183 students have earned a bachelor's degree or other credential with many more students remaining in the pipeline. In addition to those whose success is self evident, it is certainly arguable, if not laudable, that many of the students that either did not go to college or did not graduate from college still benefited greatly from their mentors, peers, and experiences along the journey. CSF-DC has impacted lives in Washington, DC.

THIS STUDY

In late 2014, the CSF Board of Directors, in cooperation with the CSF-DC Board of Directors, released a request for proposals to engage a consultant to partner with the Foundation in the conduct of a “third-party independent evaluation/impact study of CSF-DC’s first nine years of impact, including an environmental scan of the current and future college readiness/access landscapes in DC.”

In December of 2014, the Educational Policy Institute was selected as the third-party evaluator. The goal of the project was to determine the efficacy of CSF-DC programs over their recent history to provide information for the organization to determine their future. Specifically, EPI was asked to:

- Design and conduct an impact study with an environmental scan retrospective of the first nine years of the program as well as a prospective look towards the next decade.
- Define how CSF-DC fulfills future programming needs in the District.
- Work with CSF to identify and procure data to ensure robust data collection and analysis.
- Identify and summarize “best-in-class” college preparation services and scholarship programs.
- Provide options for CSF-DC programming, funding, and sustainability, beyond current funding sources.
- Communicate with CSF-DC to inform the organization’s planning efforts and ensure alignment of future sustainability efforts.
- Provide insight into CSF-DC’s outcomes, high impact levers, and provide informed recommendations for CSF-DC’s future impact in light of educational, political, and geopolitical issues in DC.

Methodology

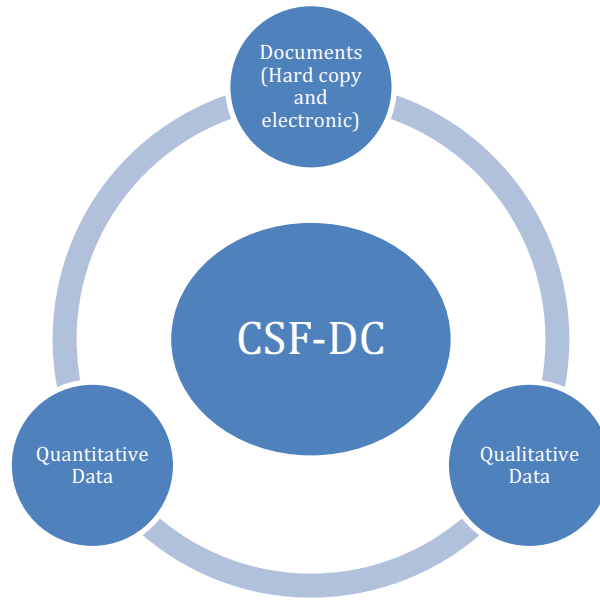
EPI utilized a mixed-method strategy to evaluate the history and progress of CSF-DC. This required the collection and analysis of diverse types of data to fully comprehend and describe CSF-DC programming and to measure and better understand the significance the program has had on the lives of students in Wards 7 and 8. Three different types of data were collected and analyzed for this evaluation. These data include CSF documents plus qualitative and quantitative data from administrative databases and data collected by EPI (see Exhibit 5). EPI began its research process by reading relevant externally and internally generated reports about the CSF-DC programs. EPI reviewed documents, brochures, registration forms, student materials and web-based information regarding the development of the program over the years, historical data, and information that was important to the genesis of CSF-DC. These documents helped build our foundational knowledge about the HERO and Achieve programs and inform the next step of our research, the qualitative analysis.

EPI drafted, tested, and revised interview, site visit, and survey protocol for the collection of qualitative data. These instruments were designed to elicit programmatic information from the CSF Board of Directors, CSF administrative staff, and implementation staff in the schools. All qualitative data were analyzed using grounded theory (Glaser & Strauss, 1967).

Quantitative student outcome data were analyzed using simple statistical techniques. Given the samples of students, there was little if any requirement to use more complicated methods of statistical analysis for comparing within and beyond groups. This type of analysis may occur in the future as data collection improves.

The financial analysis utilized traditional return-on-investment (ROI) methodology. ROI methodology is systematic evaluation method whereby the costs of a specific program are isolated, categorized, and calculated in light of the organization’s mission, objectives, and programmatic structure. For this analysis, financial details were collected from CSF National and DC staff and blended with outcome data. The analysis produced unique and interesting details about the expenses of the program as they related to academic progress for HERO and Achiever students. The results of this process are discussed starting on page 109 with full methodological details on page 175.

Exhibit 5. Research process for CSF-DC project



Data Sources

As previously discussed, EPI utilized three different types of data for this evaluation. These include documents (hard copy and electronic), qualitative data, and quantitative data. The details of each data source are described below.

Document Review

Advisor Spreadsheets. EPI collected excel spreadsheets from CSF school-based Advisors to gain an accurate count of 2014–15 HERO students and other program data.

CFS- DC Reports and Documents. EPI reviewed dozens of documents and web-based information either provided to EPI or found on our own reconnaissance. This included information from CSF regarding the development of the program over the years, historical data, and information that was important to the genesis of CSF-DC. EPI also reviewed brochures and other information that describe the efforts of CSF-DC, including registration forms and other materials used with students.

Environmental Scan/ DC-Based College Access Programs. Using data from a variety of courses, EPI distilled and categorized programs by type, service offered, students served, and other attributes.

Qualitative Data

Education Edge. This is the CSF proprietary data warehouse system. This data system contains student enrollment, academic progress and outcomes, and scholarship data for HERO and Achiever students.

Environmental Scan/ DC-Based College Access Programs. These data provided EPI with a contextual look at economic, social, and educational data in Washington, DC.

Interviews. Exhibit 6 lists the people interviewed in support of this study, as well as the date of the interview. In some cases, certain individuals were interviewed in numerous occasions but only the initial date is provided below. Between February and October 2015, EPI interviewed 45 staff and program stakeholders. These interviews included 18 CSF-DC staff members, 15 current or past Board members, 7 college-based personnel, and 5 others, including the Chancellor of DCPS. The interviews typically lasted between 15 and 90 minutes depending on topic and breadth. Transcripts were prepared and used in support of this report.

Exhibit 6. Interview schedule by name, title and first interview date

CSF-DC STAFF		
Herb Tillery	Executive Director	February 18, 2015
Monica Gray	Director of Programs	February 19, 2015
Angela Bugayong	Program Officer, Recruitment & Selection	February 19, 2015
Claire Roach	Director of Operations	February 19, 2015
Kya Dixon	Senior Program Officer, College Programs	February 19, 2015
Nicole Smith	Senior Program Officer, School Programs, Ballou & Maya Angelou Public Charter	February 24, 2015
Kevin Mungin	Senior Program Officer, HERO, Anacostia and HD Woodson High Schools	February 19, 2015
Jonathan Hayden	HERO Advisor, Ballou High School & Thurgood Marshall Academy	May 8, 2015
William Walker	HERO Advisor, Hart & Kramer Middle Schools	May 8, 2015
Markita Jones	HERO Advisor, Hart & Kramer Middle Schools - HERO Girls	May 13, 2015
Reeco Richardson	HERO Advisor, Friendship Collegiate Academy & Maya Angelou Public Charter	May 7, 2015
Fabian White	HERO Advisor, Cesar Chavez Public Charter	May 22, 2015
Brett Gotlip	College Preparatory Advisor, Friendship & HD Woodson High Schools	May 28, 2015
Kim Smith	College Preparatory Advisor, Anacostia High School & Thurgood Marshall Academy	May 29, 2015
Rasheem Rooke	Program Officer, College Completion	June 12, 2015
Roberto Araya	IT Support/Data Analyst	May 21, 2015
Barry Jacob	Director, Hometown Mentor Program	May 21, 2015
Cindy Umana	Program Officer, College Programs	June 12, 2015
CSF-DC BOARD MEMBERS		
Emily Bloomfield	Current Board Member	May 18, 2015
Joe Gaffney	Current Board Member	May 22, 2015
Donald Graham	Current Board Member	April 30, 2015
James Lee	Current Board Member	May 19, 2015
Ted Leonsis	Current Board Member	May 19, 2015
Chip Magid	Board Chair	March 4, 2015
Patricia McGuire	Current Board Member	April 29, 2015
Bob Moser	Current Board Member	May 14, 2015
Doug Picha	Current Board Member	May 26, 2015
Patricia Raikes	Current Board Member	May 1, 2015
Henry Tam	Current Board Member	May 14, 2015
Samuel Smith	Current Board Member	May 20, 2015
James Shelton	Former Board Member	May 13, 2015
Deborah Wilds	Former Board Member	May 26, 2015
Yolanda Watson Spiva	Current Board Member	April 30, 2015
COLLEGE PERSONNEL		
Matthew Boyce	Director of Admissions, George Mason University	October 9, 2015
Sharon Sheridan	Scholarship Coordinator, Northern Virginia Community College	October 6, 2015
Takita Lockhart	Accounting Assistant, Pennsylvania State University - Main Campus	October 2, 2015
Zakiya Middleton	Financial Aid Counselor/Scholarship Coordinator, Shaw University	September 28, 2015
Tawanna Terry	Academic Advisor, Trinity Washington University	October 2, 2015
Dr. Pamela Barnett	Dean, College of Arts & Sciences, Trinity Washington University	October 8, 2015
Mary Carmel Etienne	Assistant Dean, Trinity Washington University	October 13, 2015
OTHERS		
Alexandra Pardo	Executive Director, Thurgood Marshall Academy	May 28, 2015
Argelia Rodriguez	President & CEO, DC-CAP	May 7, 2015
Tosha Lewis	Vice President of Retention & Data Management, DC-CAP	May 7, 2015
LD Ross	Vice President of Programs, DC-CAP	May 7, 2015
Kaya Henderson	Chancellor, DCPS	June 11, 2015

Site Visits. Site visits were made to the nine CSF-DC schools noted in Exhibit 7 below. Site visits lasted between 1.5 and 3 hours, and during that time EPI personnel were able to talk with CSF-DC staff, school staff, and students. As well, EPI personnel were given a tour of the facilities.

Exhibit 7. Site visit schedule

SITE VISITS	
Anacostia Senior High School	May 29, 2015
Ballou Senior High School	May 8, 2015
Cesar Chavez Public Charter School	May 22, 2015
Friendship Collegiate Academy	May 29, 2015
H.D. Woodson Senior High School	May 28, 2015
Maya Angelou Public Charter School	May 7, 2015
Thurgood Marshall Academy	May 21, 2015
Hart Middle School	May 8, 2015
Kramer Middle School	May 22, 2015

Office of the State Superintendent of Education (OSSE). EPI worked with OSSE to collect CSF-related data. However, data was not made available to EPI or CSF at this time. A secondary submission was made by CSF in support of this study.

Student Surveys. CSF has previously utilized print and online surveys for the Washington State programs. Some surveys were developed for use in CSF-DC but not administered. Although it was an optional component of the EPI proposal, a decision was jointly made to revise these surveys, and in some cases create all new surveys, and administer them to HERO and Achievers students in middle and high school as well as college. Between June 3 and June 30 2015, EPI administered surveyed over 400 HEROs and Achievers via four separate surveys (Exhibit 8).

Exhibit 8. Survey targeted groups and sample size

Group of Interest	n
Achiever High School Survey	146
Achiever College Survey	102
Achievers Cohort 1 and 2 Survey	28
HERO Survey	137

All surveys were made available online and emails were sent to all emails on file. In addition, paper versions of the surveys were distributed to all middle and high schools on June 8, 2015, collected on June 12, and entered into our system on June 13-14. Due to low response rates, data from the Achievers Cohort 1 and 2 survey were not used in this report.

Quantitative Data

CSF-DC Financial System Data. EPI worked closely with CSF finance personnel in both the DC and Issaquah. These data included financial records from 2007-08 to 2013-14 in support of the cost analysis. To conduct the cost-analysis, CSF-DC provided EPI with the following documents and files. (See Exhibit 9 below). A total of 11 sources were used to calculate the cost per effectiveness measure for each CSF-DC program.

Exhibit 9. Documents or files utilized for the CSF-DC cost-analysis

Number	CSF-DC Document or File Utilized by EPI
1	2007 Report of Revenues and Expenditures (Summary and Detail)
2	2008 Report of Revenues and Expenditures (Summary and Detail)
3	2009 Report of Revenues and Expenditures (Summary and Detail)
4	2010 Report of Revenues and Expenditures (Summary and Detail)
5	2011 Report of Revenues and Expenditures (Summary and Detail)
6	2012 Report of Revenues and Expenditures (Summary and Detail)
7	2013 Report of Revenues and Expenditures (Summary and Detail)
8	2014 Report of Revenues and Expenditures (Summary and Detail)
9	IFR in Excel Format from 2007-2014
10	Education Edge Data
11	Databook

DC-CAP. DC-CAP offered and provided academic and outcome data to EPI in support of this study. Their data were important and provided us with the most up-to-date glimpse at Achiever outcomes.

District of Columbia Department of Labor. EPI worked diligently with the DC Department of Labor on labor outcomes for Achiever students. While EPI was able to get a subset of data from the DOL, the restrictions on data only allowed us to view former students who lived in DC and not those who lived in the DC metropolitan area or beyond. It is likely that within the next calendar year additional, improved data will be made available that allows tracking students across the US. This data set provides weekly wage earnings and hours worked, providing critical data for the return on investment calculation.

Environmental Scan/ The DC Challenge There are two parts to the environmental scan. The first is a contextual look at economic, social, and educational data in Washington, DC.

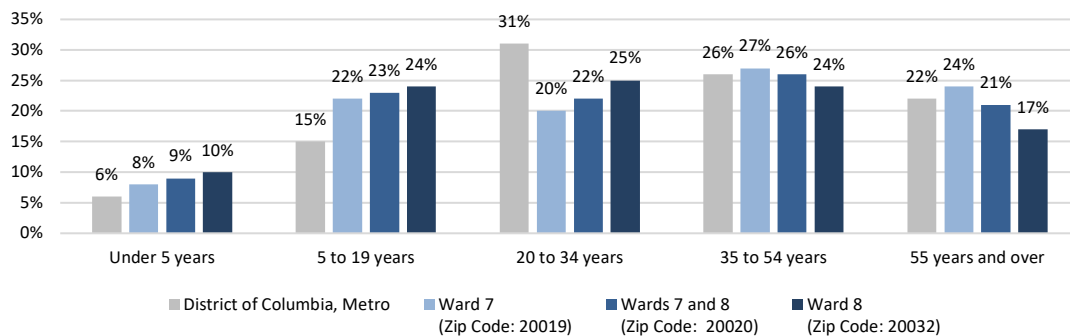
THE DC CHALLENGE

To understand the challenges associated with this population, one needs to evaluate the academic, demographic, and economic data of the DC-area. To review trends for Wards 7 and 8, EPI isolated data by zip code (Ward 7-20019; Ward 8-20020 and 20032) and compared these results to the greater Washington DC Metro Area (see Exhibit 101 for a map of Washington DC wards and zip codes). The summary is that the population in DC is younger, less educated, and much more impoverished than the rest of DC. CSF-DC is focused on Wards 7 and 8 for good reason: there is great need and youth in these areas have a bleak outlook on their future. It does not appear, from our review of data, that the issues have changed dramatically or at all in Wards 7 and 8 since the program started. Here are some statistics to buttress these points.

Age. Exhibit 10 shows that Wards 7 and 8 tend to be younger than the surrounding metropolitan population. For instance, 8 to 10 percent of the Wards 7 and 8 populations, respectively, are under the age of 5 compared to 6 percent in Metro DC. As well, 22 to 24 percent of the population in these Wards are between the ages of 5 to 19 years of age, compared to only 15 percent for the metropolitan area. Metro DC has a much higher mid-life group (20-34 year old) than Wards 7 and 8. This is in part because DC attracts thousands of young college grads and workers. Interestingly, Ward 8 has a much lower number of 55+ population than Ward 7 and Metro DC as a whole.

However, the population under the age of 18 decreased 8 and 16 percent respectively in Wards 7 and 8 between 2000 and 2010, and the under five population decreased 4 and 10 percent.

Exhibit 10. Age demographics (five-year estimates 2009-2013)

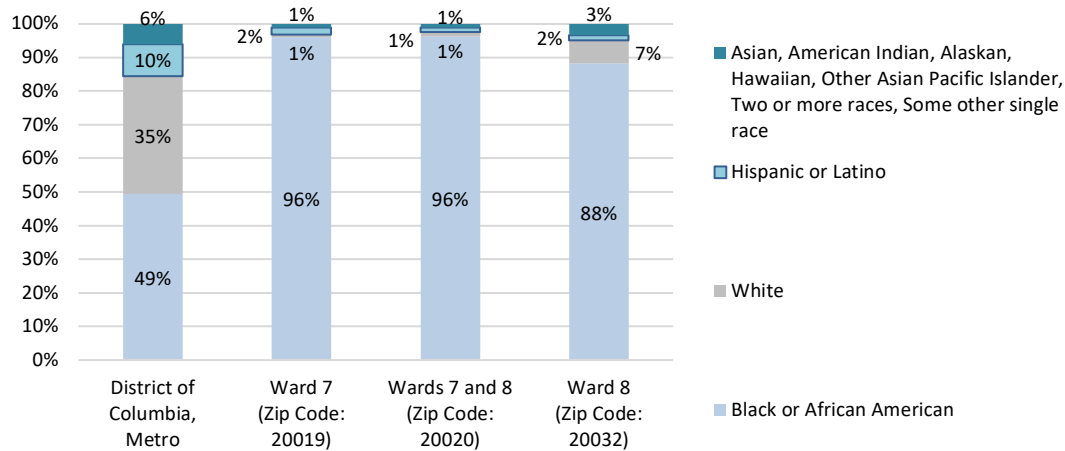


SOURCE: 2009-2013 American Community Survey 5-Year Estimates

Race/Ethnicity. Wards 7 and 8 are predominantly African American (88 to 96 percent of total population, respectively), compared to 49 percent for the metropolitan area (Exhibit 11). While only 1-2 percent of these Wards

are white, 35 percent of the Metro area is white. Thus, the Wards 7 and 8 populations are almost completely homogenous.

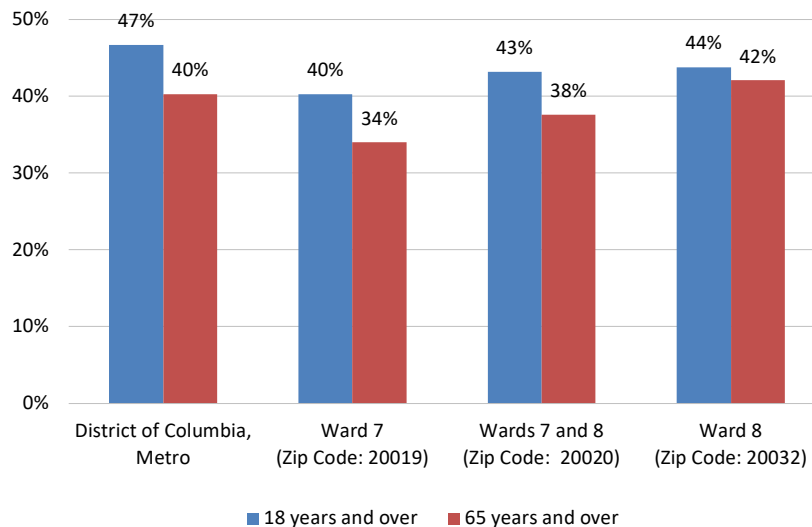
Exhibit 11. Race demographics (5 year estimates 2009-2013)



SOURCE: 2009-2013 American Community Survey 5-Year Estimates

Gender. Throughout the Metro DC area, women comprise a major of the population in every Ward. However, the number and percentage of men in Wards 7 and 8 are much lower than in the Metro DC area (Exhibit 12). Forty-seven percent of the 18 and older population in Metro DC were male in 2013, compared to 43 percent for Wards 7 and 8. The over 65 group is much more female than the average. For instance, in Metro DC, 40 percent of 65+ are male and 60 percent women. In Ward 7, only 34 percent are male.

Exhibit 12. Gender gap in the Metro DC area (2013)

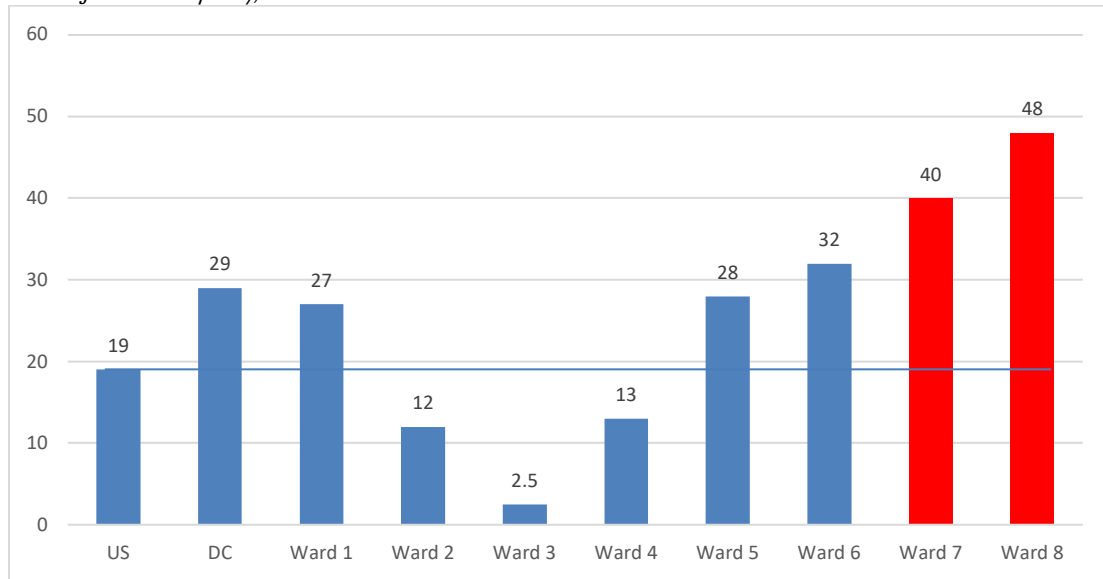


SOURCE: 2009-2013 American Community Survey 5-Year Estimates

Income and Poverty. By poverty indicator, DC has a much higher level of childhood poverty than the US as a whole (29 percent vs. 19 percent). However, the childhood poverty in Wards 7 and 8 are far beyond that even of the DC

population. In Ward 7 and 8, the percent of children living in poverty were 40 and 48 percent between 2005 and 2010.

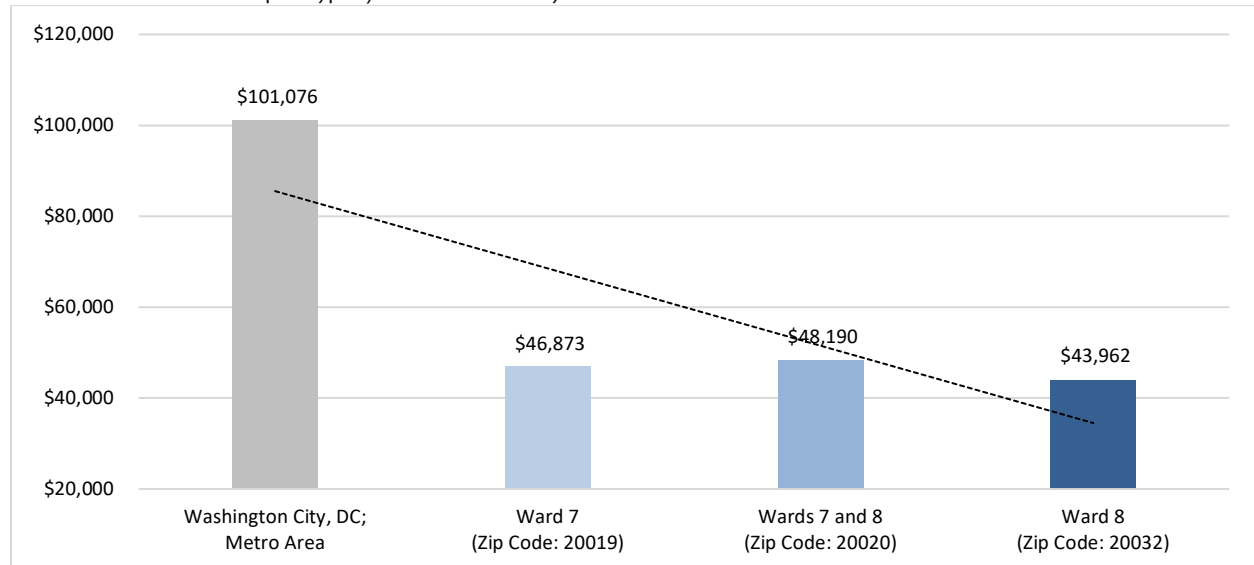
Exhibit 13. Percentage of children in poverty, 2006-2010



SOURCE: 2006-2010 American Community Survey 5-Year Estimates.

The mean household income of Wards 7 and 8 is less than half of the mean household income in Metro DC (See Exhibit 14 below). While the Metro DC area has an average household income of over \$100,000, Ward 7 (zip code 20019) has a mean income of \$47,000 and Ward 8 has a mean income of \$44,000 in 20032. Zip code 20020 (a combination of Wards 7 and 8) has a mean income of \$48,000.

Exhibit 14. Mean household income (dollars) (five-year estimates 2009-2013)



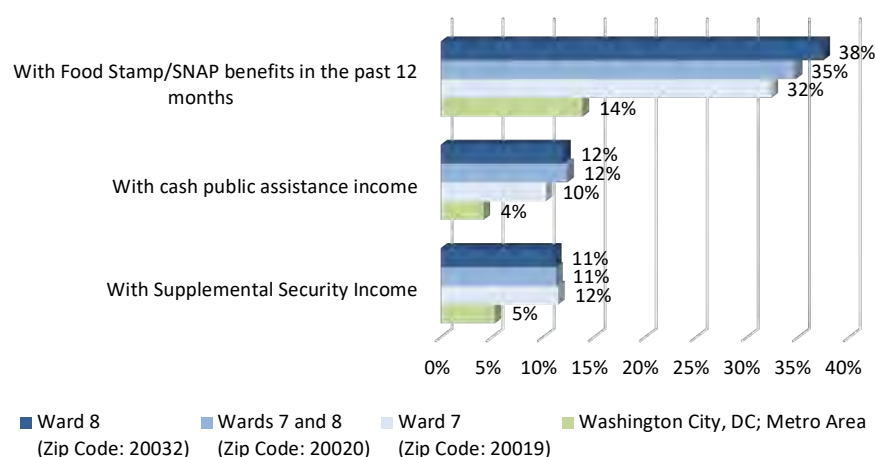
SOURCE: 2009-2013 American Community Survey 5-Year Estimates

Poverty is also directly linked to education. In Ward 7, the poverty rate for BA recipients is 5 percent compared to

24 percent for high school graduates and 39 percent for high school dropouts. In Ward 8 (zip code 20032) the gaps are even wider. For BA grades the poverty rate is 9 percent compared to 36 percent for high school graduates and 47 percent for high school dropouts.¹⁷

Public Assistance. These low-income figures are also reflected in the percentage of the population utilizing public assistance. As illustrated in Exhibit 15 below, Wards 7 and 8 (for all three zip codes being evaluated) have over 30 percent of the population receiving food stamps in the last 12 months as compared to less than 15 percent of Metro DC. Similarly, over twice the percentage of individuals in Wards 7 and 8 received supplemental cash assistance or supplemental security income as compared to Metro DC. Between 2000 and 2010, the percentage of children in Wards 7 on TANF rose 9 percent compared to a reduction of 8 percent in the District and 9 percent in Ward 8.¹⁸

Exhibit 15. Public assistance (five-year estimates 2009-2013)



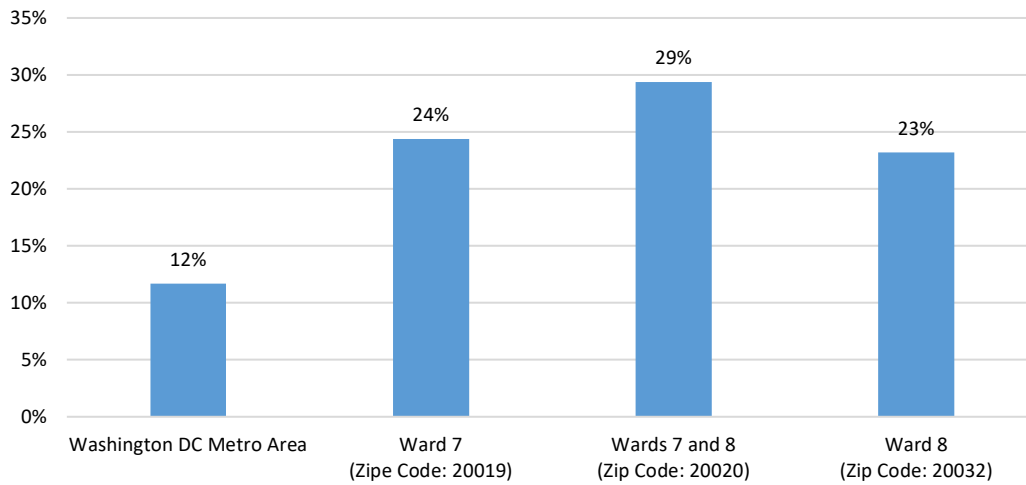
SOURCE: 2009-2013 American Community Survey 5-Year Estimates

Educational Attainment. The educational outcomes for CSF-DC's target population is similarly dire. As shown in Exhibit 16, almost 25 percent of individuals aged 18-24 years of age in Ward 7 will earn less than a high school diploma. In parts of Wards 7 and 8 (specifically zip code 20020), closer to 30 percent of the population of 18-24 year olds earn less than a high school education. This compared to the Metro DC area at 12 percent.

¹⁷ 2009-2013 American Community Survey 5-Year Estimates.

¹⁸ Kids Count Snapshot, Ward 7 and 8.

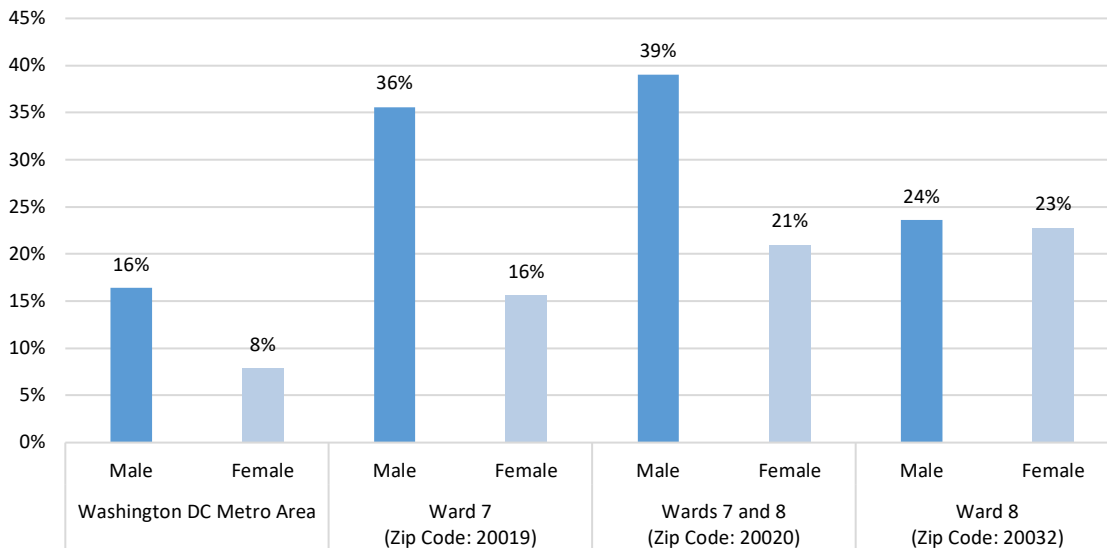
Exhibit 16. 18-24 Year olds with less than a high school diploma (percent)



SOURCE: 2009-2013 American Community Survey 5-Year Estimates

For men in these wards, the statistics are worse. In Wards 7 and 8 (zip code 20020), the percentage of men aged 18-24 years of age with less than a high school diploma approaches 40 percent. In Metro DC, the percentage is less than half at 16 percent (Exhibit 17).

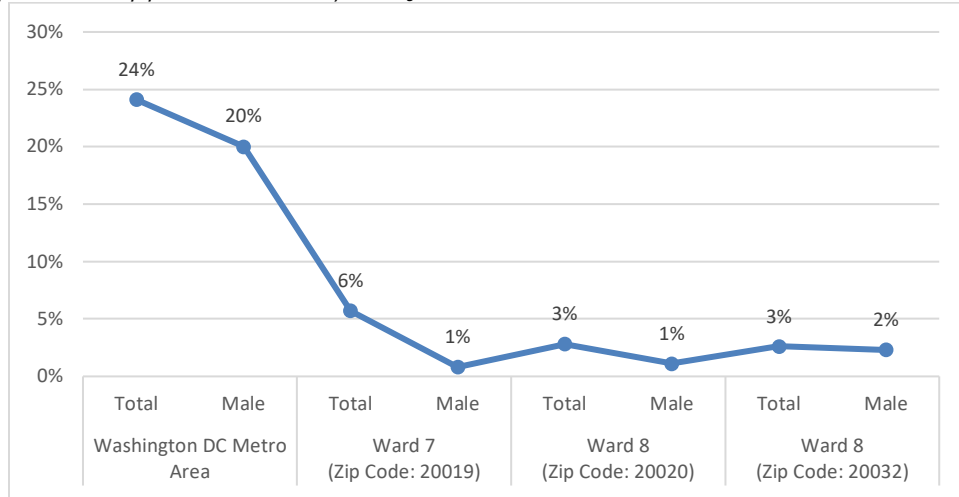
Exhibit 17. 18-24 Year olds with less than a high school diploma — by gender



SOURCE: 2009-2013 American Community Survey 5-Year Estimates

Bachelor's degree completion rates between the Wards and Metro area vary greatly. As Exhibit 18 illustrates, no more than 6 percent of the overall population (males and females) between the ages of 18 and 24 years of age has a four-year college degree in Wards 7 and 8 (for all three zip codes being evaluated in this analysis). For males only, the percentage plummets to 1-2 percent depending on their location in Wards 7 and 8.

Exhibit 18. BA Completion rates total population and males 18-24 years of age



SOURCE: 2009-2013 American Community Survey 5-Year Estimates

Crime. These high poverty rates correlated highly with crime rates for these wards. Compared to Ward 3, a more affluent area of the Washington DC Metro Area, Wards 7 and 8 have exponentially higher crime rates. In terms of violent crime, Ward 3 had 78 while Ward 7 had over 1,100 and Ward 8 had almost 1,000 for the same time period. Overall, Wards 7 and 8 have over twice the amount of total crime as Ward 3 (Exhibit 19).

Exhibit 19. Number of crimes reported in Washington, DC (2014)

Type of Crime	Ward 3	Ward 7	Ward 8
Homicide	-	22	28
Sex Abuse	9	48	49
Robbery Excluding Gun	32	315	248
Robbery With Gun	13	232	170
Assault Dangerous Weapon (ADW) Excluding Gun	21	366	331
Assault Dangerous Weapon (ADW) Gun	3	156	163
Total Violent Crime	78	1,139	989
Burglary	163	347	464
Theft	683	1,136	813
Theft F/Auto	461	723	518
Stolen Auto	64	623	359
Arson	1	4	5
Total Property Crime	1,372	2,833	2,159
Total Crime	1,450	3,972	3,148

SOURCE: <http://crimemap.dc.gov/Report.aspx>

I liked the college campus. It taught me a lot about college life.

I want to become better as a student and as a man.

**I want to be in the
HERO Program to
change my life.**

I wanted to try something new and how they were explaining it to me, it sound really entertaining and something I wanted to be in.

I want to be in HERO because it's helpful and connects DC students in a positive way.

The HERO Program

We get to travel, work or community service if needed.

I really enjoyed how positive they were.

The program helps you become a better young man explore more in life.

Because it helps me plan for my future and it has a great opportunity for my education.

**I wanted to be in hero because I believe that
it will bring me a better future.**

THE HERO PROGRAM

KEY FINDINGS

- Since the inception of the HERO program in 2007, over 2,300 students have been served by CSF staff at Ward 7/8 schools.
- In 2014-15, Anacostia High School had the largest HERO program, with 89 students, with Ballou, Maya Angelou, and Woodson high schools also serving high numbers of HERO students.
- Sixty-four percent of the overall HERO student population in 2014-15 were high school students with 36 percent in middle school.
- Sixty-eight percent of HERO students who also participated in the Achievers program matriculated to college, compared to 31 percent of HERO students who did not participate in Achievers and 44 percent of non-Achievers students.

HISTORY AND OVERVIEW OF THE HERO PROGRAM

The Higher Education Readiness Opportunity (HERO) Program is operated by the College Success Foundation - District of Columbia (CSF-DC) and began serving students in 2007. HERO is designed to increase college readiness for African-American, Latino, and other underrepresented students in Wards 7 and 8 in Washington, DC.¹⁹ During the first two years of the program (2007-08 and 2008-09), CSF-DC ran a hybrid alpha male (HERO) program in partnership with the District of Columbia College Access Program (DC CAP) in Anacostia High School, Ballou High School, Friendship Collegiate Public Charter School, H.D. Woodson High School, Maya Angelou-Evans Campus PCS, and Thurgood Marshall Academy.

In 2009, CSF-DC launched its HERO Program in Ron Brown Middle School and Maya Angelou Middle School, as well as the following six high schools listed above, where they still exist today. During the 2013-14 academic year, HERO expanded into Eliot Hine, Jefferson Academy, Kramer, and Hart middle schools. The latter two are still in operation today.²⁰ In 2014, HERO expanded into Cesar Chavez Public Charter School-Parkside Campus.

While the initial HERO Program was intended to work solely with males, female students were included in the HERO Program activities with special earmarked funds initiatives in the 2014-15 academic year.²¹ As of spring 2015, there were six HERO Advisors providing services in nine schools in Wards 7/8. Three of the six HERO Advisors are CSF-DC Alumni and lived in Wards 7/8 while attending high school, serving as a testament to the

¹⁹ See <http://www.dccollegesuccessfoundation.org/supports/middle-school>.

²⁰ CSF-DC staff, personal communication, June 2015.

²¹ CSF-DC staff, interview, May 2015.

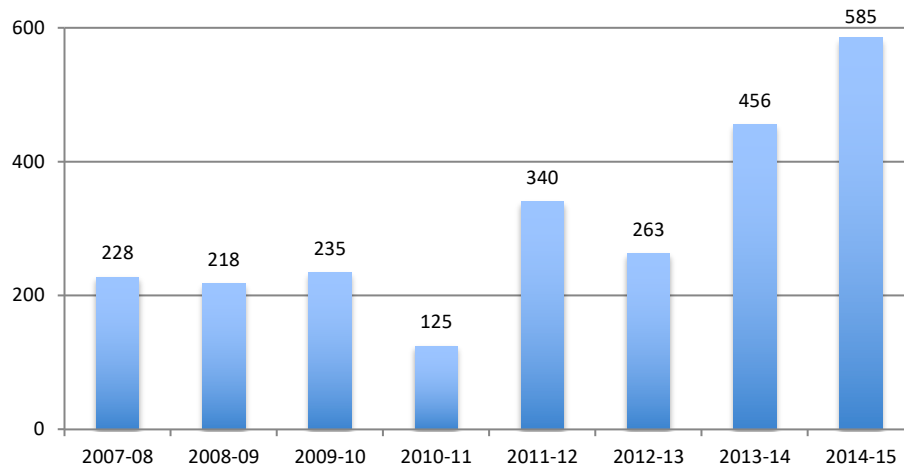
qualifications and experience that HERO Advisors acquired which allows them to better understand and address the unmet needs and challenges of the target population. The sincerity of the Alumni and passion that emanates in their work is evident in the attitude and efforts of the Advisors. As one Advisor told EPI, “I felt CSF-DC had invested so much time, money, and effort in me, I had no choice (after graduating from college) but to come back and work in my community helping others how I was helped.”

In the early years of the CSF-DC, the HERO Program was not a focus area due in part to the ramp-up process for the CSF-DC Achievers Program. HERO staff were convening group meetings and activities for the first three cohorts but the programming was not as developed as it is today.²² One CSF-DC staff recalled HERO as ‘the forgotten program,’ but ready-willing-and-present at every school and CSF-DC function. Another CSF-DC staff member clarified that the HERO Program “didn’t really start going until about five years ago (2010).”²³

During the inauguration of HERO, there was a stigma for boys participating in the program. EPI was told that some non-HERO students would assume the HERO Advisor was a participant’s parole officer checking up on them during the school day. As the program has flourished throughout Wards 7/8, the majority of peers are now aware of the HERO Program and recognize the Advisors as part of the school-based program.²⁴

Since the inception of the HERO program in 2007, over 2,300 students have been served by CSF staff at Ward 7/8 schools (Exhibit 20). The past two years of the program covered by this report, 2013-14 and 2014-15, were the largest HERO programs with 456 and 585 students served, respectively. Of that group, 115 girls were served in the HERO for Girls program in 2014-15.

Exhibit 20. Number of HERO students, 2007-08 to 2014-15



Anacostia High School has the largest HERO program, with 89 students (2014-15), with Ballou, Maya Angelou, and Woodson high schools also serving high numbers of HERO students (Exhibit 21). As illustrated in Exhibit 22, 365 students were served in the high school and 220 in middle school during the 2014-15 academic year.

²² CSF-DC staff, interview, May 2015.

²³ CSF-DC staff, personal communication, June 2015.

²⁴ CSF-DC staff, interviews, February 2015.

Exhibit 21. Number of 2014-15 HERO students by school

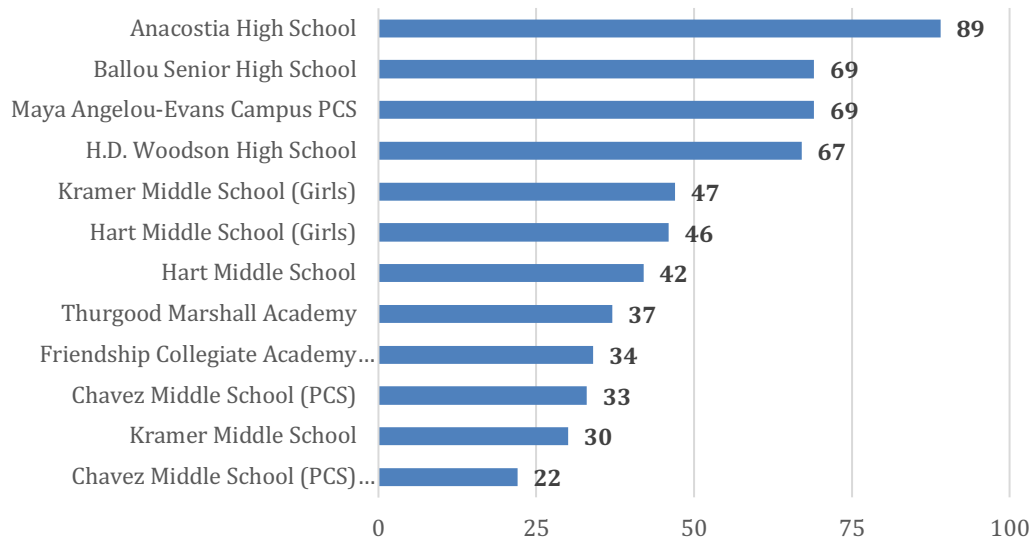
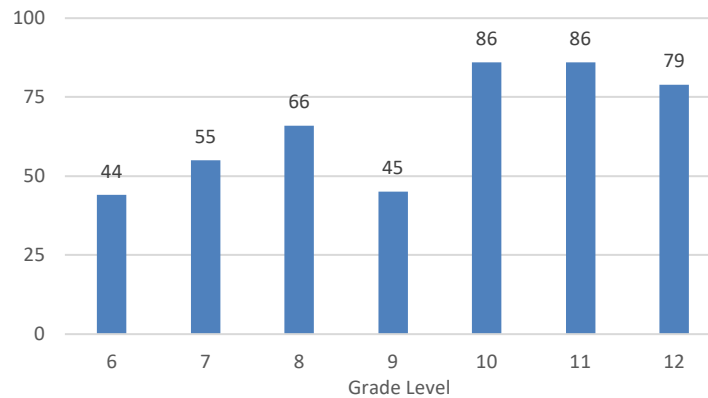


Exhibit 22. Distribution of 2014-15 HERO students by grade level



HERO SCHOOL-BASED SERVICES

The HERO Program strives to engage a minimum of 20 students per grade level in each of the schools they are serving. Students can self-select or be referred by others to join the HERO Program and there is no charge to the students to participate.

The HERO Advisors work in the middle and high schools during the academic year with students in grades 6 through 12 who have the desire to go to college and the willingness to work hard. HERO Advisors provide direct support to the students and their families in their academic communities to ensure that they have the necessary resources to build their academic and leadership abilities.²⁵ One of the most referenced features provided by a HERO Advisor is the differentiated case management support based on an individual's needs.²⁶ In the middle

²⁵ See <http://www.dccollegesuccessfoundation.org/supports/middle-school>.

²⁶ CSF-DC staff, BOD, Partners, and IHE interviews, January–October 2015.

schools, HERO Advisors work with students in grades 7 and 8 while reaching out to 6th-grade students when possible. The Advisors focus on academic grades and attendance monitoring, social, emotional, and leadership skill building, tutoring, and college visits. HERO Advisors encourage students to complete Algebra I in the eighth grade in preparation to complete Geometry on time for the SAT.²⁷

HERO offers the following services for all participants:

- Academic advising and enrichment
- After school programs
- STEM curriculum
- Leadership and social skills development
- Motivational speakers
- College awareness and college visitation programs
- Test preparation and information
- Summer Leadership Academy

Advisors work in the schools and prioritize students' needs and programmatic matters. They move about the building throughout the day sitting in on their students' classes; talking to teachers and staff about HERO students; scheduling times to meet with students one-on-one; and gathering recommendations of potential students who would benefit from the HERO program. These activities allow the HERO Advisors numerous encounters on a regular basis with HERO participants in order to keep abreast of what is happening in their daily lives, provide positive reinforcement for being in school and classes, answer questions regarding their current needs, direct them to relevant resources for specific circumstances, and let their students know that they matter. There are levers in place that let Advisors know when and what services students need if they don't self-disclose to the HERO Advisors. Those levers include teachers, student peers, parents, and other organizations that make referrals of students. Student peers and parents come to Advisors and "tell on each other," as described by one staff member. Another Advisor said he makes it a point to do home visits and talk to the parents to see what is going on with the students lives outside of school.²⁸

HERO Advisors schedule meetings with students to discuss relevant topics and timely issues. Most schools allow the HERO Advisor to provide passes for students to meet with them as needed during class time. In addition, the Advisor convenes small group sessions for planned activities and discussions. These often occur during the lunch period at school. The HERO Advisor considers it a red flag if a student does not show up for these sessions. When students are absent, the HERO Advisor follows up regarding the reason and will assist with addressing any issues.

During the small group sessions, Advisors use a variety of strategies to engage students. One Advisor talked about how he uses multi-media, visual, and fine arts to engage students in various topics for follow up discussions. He brings in role models such as movie directors; scientists that capture their attention with exciting experiments; convicted felons that have turned their lives around; and successful adults from their hometown Wards 7/8. HERO participants are provided community service opportunities that expose them to society and teach them how to

²⁷ CSF-DC staff, interview, February 2015.

²⁸ CSF staff, interviews, May 2015.

successfully navigate through ‘real life situations.’ In the past, students have filled boxes for the homeless and cleaned up at the school for Earth Day. HERO Advisors are also available after school hours for participants as well as during scheduled HERO events and the annual Summer Leadership Academy.

SUMMER LEADERSHIP ACADEMY

The Summer Leadership Academy is a five-week program for rising 7th- through 12th-grade students that are participants in CSF-DC’s HERO Program or selected by CSF-DC through partnerships they may have at that time. CSF-DC’s first Summer Academy was in 2011 and has been held each year since. The program is free for students to attend but there is an application process for students to complete since there are a limited number of spaces for participants in the HERO Summer Leadership Academy each year.

Summer Leadership Academy participants may register with the Mayor’s Summer Youth Employment Program and receive a stipend from the Department of Employment Services (D.O.E.S.) for participation in the Summer Leadership Academy. The hourly wages earned vary by age of the youth with college students earning the most. In reality, some students attend the Summer Leadership Academy and are not paid because they either chose not to apply for the Summer Youth Employment stipend or did not submit a completed application by the deadline.

The Summer Academy is staffed by CSF’s HERO Advisors as well as faculty instructors and other support staff to assist with programming on site. When students engage in field trips, additional CSF-DC staff members accompany the team. The average student-to-staff ratio during the Academy is 10:1. According to staff, there were 265 students who participated in some capacity during summer 2015.²⁹

The Summer Academy convenes five days a week and includes breakfast and lunch for the students. The 2015 Summer Academy took place at Gallaudet University and was accessible by DC public transportation (Metro) for students. Students who participate in the Mayor’s Summer Youth Employment Program may be eligible for Metro passes. Students who do not receive passes through the Mayor’s program can receive a transportation subsidy from CSF.

The Academy provides students with hands-on activities in Science, Technology, Engineering, Art, and Math (STEAM), motivational speakers, and culminates with a week-long excursion that includes several college visits. Students acquire skills to help them with career selection and job readiness. The 2015 Summer Leadership Academy included themes of Engineering, Electricity, Space & Flight, Earth Science and Environment, and Art and Computer Science. The final week focused on Oceanography and Marine Science as the students spent five days and four nights in North Carolina. Students visited the University of North Carolina Wilmington’s Marine Science Program and the campuses of the University of North Carolina Wilmington, Coastal Carolina, and Fayetteville State University. Students toured and participated in activities in the surrounding area and were provided with ample oceanographic experiences.

²⁹ CSF-DC staff, personal communication, October 2015.

PROGRAM MANAGEMENT

The HERO Senior Program Officer reports to the CSF-DC Director of Programs and manages five HERO staff members who implement the Program. While there is no formal guidebook for the onboarding and training of new HERO Advisors, they are required to shadow other HERO Advisors in different schools to observe a variety of styles and techniques. In addition to two weeks of shadowing, a new Advisor will be supervised and provided support in their assigned school during their initial employment. Advisors are offered ongoing professional development opportunities through conferences and in-house training.

HERO Advisors, as well as the Senior Program Officer, are assigned to specific schools to work with students. The HERO Team of six track who they have met with and the services they provided by entering it daily into an electronic spreadsheet created specifically for the HERO Program. Management can monitor productivity and progress via logging into view the spreadsheets. CSF-DC IT uploads this information into the Educational Edge database used by CSF National.

HERO staff communicate with each other frequently via emails and phone calls in addition to HERO team meetings scheduled every other week in one of the schools. During the team meetings, HERO staff review the curriculum they are providing in each school and determine the goals and priorities for the next month. Currently, they are updating and developing curriculum to make it more uniform across the program and relevant by grade level. This helps ensure students are exposed to a variety of content over multiple years. The HERO Senior Program Officer is readily accessible to the Advisors electronically and rotates throughout the nine schools each month to provide support and manage the HERO program.

DATA COLLECTION (SOURCES AND MANAGEMENT)

During the first two years of HERO (2007-2009) when the program was offered in partnership with and under the direction of DC-CAP, data collection and records were not well kept nor transferred when the partnership concluded. Four years ago, CSF-DC developed a paper spreadsheet for the Advisors to use but what was being recorded from school-to-school varied as well as where the paper records were retained—if at all. At the time, Advisors were asked to enter data from their spreadsheets into CSF-National's Educational Edge (EE) database. There was inconsistencies and variations in which data was entered and at what point in time across the program. Under the new leadership in CSF National, CSF-DC, and CSF National IT staff created a new electronic spreadsheet and database for HERO Advisors to use with their subscription to the Microsoft 365 cloud-based system. This has allowed Advisors to keep more accurate records of the services they provide for individual students in their schools, including dosage data of the time spent with students. The database has provided Advisors with the ability to view the status of what services have been provided or are in progress for individual HERO students. This database also allows the Senior Program Officer to log in from anywhere and see what services are being provided to whom, where and when, and also allow the production of timely program reports. The CSF-DC office has added its own IT staff that can more easily and readily transfer HERO data into EE.

In addition to the service information and notes that HERO Advisors enter into the 365 database, they also collect student HERO applications, transcripts, SAT scores (for 11th and 12th grade students), and report cards to monitor academic progress and attendance. Advisors typically go through the school counselors to receive this information. One challenge with this process is the amount of time that passes before Advisors receive the requested information.

One Advisor said he was still waiting on third quarter report cards while they were well into the fourth quarter. This hindered his ability to provide timely advice to students.³⁰

PROGRAM OUTCOMES

In 2014-15, there were approximately 585 students enrolled in the HERO Program, of whom 85 percent actively participate on a regular basis. The grant mandates to engage at least 20 students per grade level (grades 6-12) in the schools that CSF-DC services.³¹

When the HERO staff were asked how they measure the return on investment of what they do, one replied, “I ask myself these questions:”

- Am I keeping them in school?
- Are they doing well academically?
- Are they taking rigorous coursework?
- Are they graduating?
- Are they going to college?
- Are they completing college?
- Have we improved their social skills?
- Do they give back to their community?
- What did they gain from what I gave even if they didn’t go to college?³²

When asked how they know what happened to HERO participants that completed or left the HERO Program, staff gave this explanation:

We do not have any formal follow up with HERO participants that didn’t make it to college once they have completed or opted out of the HERO Program. However, we do hear informally about their progress. Some students self report to HERO Advisors or teachers and keep us informed of what they are doing. Other students disappear. Often students’ friends, siblings, or peers report what former HEROs are doing. This is a small community and it is not uncommon to run into former HEROs on the street and receive an update. I had a student follow up with me two years later to share what they were doing and ‘thank me’ for what I had done for them. CSF-DC is able to document when a former HERO participant matriculates and/or graduates from college if they were selected as an Achiever Scholar or by verification from National Student Clearinghouse data that CSF runs on all of their program participants.³³

PROGRAM IMPACT/SUCCESS

When we asked HERO staff what they thought were some of the successes of the HERO Program, one replied, “We are one of the only programs in the school that does enough work to actually change students and have an

³⁰ CSF-DC staff, interview, May 2015.

³¹ CSF-DC staff, interview, February 2015.

³² CSF-DC staff, interview, June 2015.

³³ CSF-DC staff, interview, February 2015

impact on their lives.”³⁴ Several students attributed the HERO Program as motivating and inspiring them which substantiated a HERO staff members comment that sitting in on his students’ classes conveyed that someone cares how they do.³⁵ The Advisor found that students were motivated to perform well during his classroom observations because they wanted to show him what they could do.³⁶ The most commonly noted theme of success for the HERO Program from CSF-DC staff and Board of Directors, students, school staff, peers, and partners is the Advisors’ ability to develop meaningful and impactful relationships with program participants.³⁷ Several Advisors and peers of CSF-DC reported that the schools want the Advisors in their buildings working with the targeted population because they identify CSF-DC’s wrap around approach and supportive relationships as having a positive impact on the students. One Advisor summed it up like this:

I think we (HERO Advisors) have a tremendous impact on these kids. That is, getting students to come to school—even if they are coming to school ‘high.’ I can’t stop them from smoking weed but I can get them to go to class. And as long as they are still coming (to school) I can still influence them. School counselors can’t get to every kid because the counselor to student ratio is too great, but we (HERO) have a small group of kids that we target and work with and this helps lighten their (school counselors) load.”³⁸

HERO students expressed their appreciation for what the program has given them: new friends, plans for my future, exposure to college campuses, and “experience in public which matures us and gets us ready for the real world outside of this school.”³⁹

Students that join the HERO Program say they like the consistency it provides in role models and like seeing the Advisors watching them in their classrooms. One student shared that they know their HERO Advisor cares about them and knows that he is ‘straight with him’ because he lives there (in the same Ward) and went to the same high school.⁴⁰ Advisors say they know that many students join the HERO Program because they are looking for a ‘father-figure’ that is absent in their lives. One HERO Advisor explained, “We show a lot of respect to students and develop the leadership and social skills that make them better in everything they do—empowering the students to do better for themselves and not for someone else.”⁴¹

With regard to student outcomes, Exhibit 23 illustrates the college-going rate by expected high school graduation year by HERO and Achiever program participation status. The difference between the college-going rate of HERO students who also participated in Achiever and that of HERO students who did not participate in the Achiever program decreased from 44 percent in 2012 to 27 percent in 2014. Thus, HERO students’ likelihood of going to college increases significantly if they are selected into the Achievers program. If they do not make it into Achievers, their college-going rates falls behind average students. As illustrated in the exhibit below, the college-going rate of 2013 HERO students who were not Achievers was 30 percent compared to 44 percent for non-Achievers in their schools.

³⁴ CSF-DC staff, interview, May 2015.

³⁵ CSF-DC Student, interview, May 2015.

³⁶ CSF-DC staff, interview, May 2015.

³⁷ CSF-DC staff, BOD, student, and stakeholder interviews; 2015.

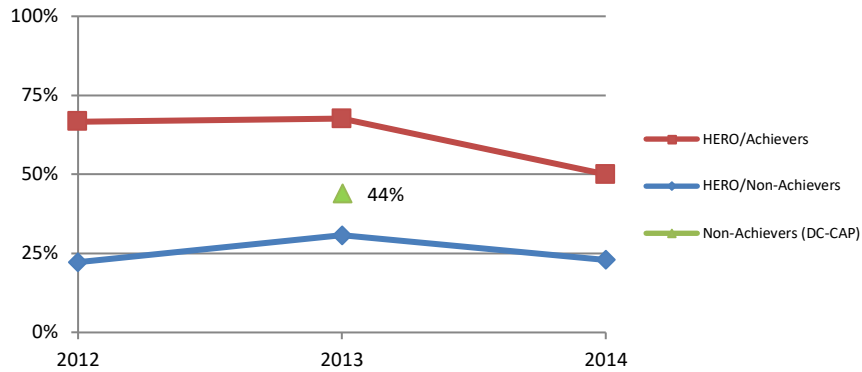
³⁸ CSF-DC staff, interview, May 2015.

³⁹ CSF-DC Student, interview, May 2015.

⁴⁰ CSF-DC Student, interviews, May 2015.

⁴¹ CSF-DC staff, interview, February 2015.

Exhibit 23: College-going by HERO and Achiever across expected high school graduation year by participation status



SOURCE: CSF, DC-CAP.

PROGRAM CHALLENGES

Some of the challenges identified through interviews with HERO staff, students, and other stakeholders included:⁴²

Tracking students that are ‘moving targets’ within, across, and out of Wards 7 and 8 is difficult. Students relocate within the Wards and change schools or move and leave the area all together. Some students unfortunately drop out of school for multiple reasons (i.e., lack of interest, failing academically, pregnancy, to secure employment to help support the family, or help care for other family members). One Advisor said, “The best of the best students are sucked out of the schools and you never know what the outcome can be. There are so many things going on in their lives that complicate our mission, including students and families fearing for their safety in some of the school neighborhoods. Last week there were two more shootings near one of the high schools. Some students want to attend the HERO Summer Program but can’t join because of ‘The Hood.’”⁴³

Identifying positive role models for HERO participants in a community where they are lacking. Advisors stated the need to secure more mentors for their students.

The absence of having tangible incentives to recruit HERO students is an initial hurdle to get over. An Advisor noted, “The HERO Program does not have a ‘carrot to dangle’ like the Achievers Scholarship to entice students to join HERO and stay in the program. I provide the wrap around services—not the financial resources for them.”

The existing school climates change as leadership roles often are in transition, building-to-building, where HERO exists. New school leadership styles and priorities often alter which can impact the recognition, understanding, and implementation of the HERO Program. CSF-DC staff reported their historical experience of new school leaders as “having to break down the existing structure before they can build their own,” sometimes leaving Advisors feeling like “they are starting the Program all over again” afloat in the transition.

⁴² CSF-DC staff, BOD, student, and stakeholder interviews; 2015.

⁴³ CSF-DC staff, interview, May 2015.

Interviewees identified how the college-going culture varies greatly from school-to-school that CSF-DC provides services in. Earlier findings of schools ranging from weak, developing, or strong college-going cultures was evident throughout school site visits and stakeholder interviews.⁴⁴ The resources, including school staff, that are available to support students and the college-going culture are altered greatly across the various schools. Advisors are challenged with assessing the gaps and overlaps in services available for students to identify what the students' needs are from building-to-building and customize the support HERO can provide to fill the gaps.

⁴⁴ Westat Report.

HERO SURVEY ANALYSIS

In spring 2015, a survey was designed and administered to CSF-DC HERO students. The survey was based, in part, on prior work that CSF National had conducted. Since the survey had not been administered in recent years, it was jointly decided by EPI and CSF to use this research opportunity to administer the survey and gain perspective on how students feel about their CSF-DC-related experiences.

The survey was administered in June 2015 in paper form. The Educational Policy Institute distributed paper surveys to all HERO Advisors at the various schools around Wards 7 and 8. EPI then entered survey data into the online system from 137 students, which accounts for 23.4 percent of the total population of 585 HERO students during the 2014–15 year. Demographic information for the population of HERO students during the 2014–15 year is not available, so it is not possible to compare the profile of the survey respondents to that of the population. The survey questions are provided in this report's appendix. In future years of the survey, we would hope and expect that 90 percent or higher of HERO students would complete the survey annually. In this case, the timeline of the survey administration did not allow for additional follow-up opportunities.

Key Findings

- The majority (74 percent) of the 137 survey respondents were male, not surprising given the nature of the program. **Fifty-seven percent of whom will be the first in their family to go to college.** Fifty-eight percent of respondents were middle school HERO students and 42 percent from high school.
- Fifty-four percent reported a grade-point average (GPA) of at least 3.0.
- **Ninety-six percent of students indicated that they intend to earn a college credential;** 68 percent a graduate degree. Students intend to major in a broad array of majors, but the most popular intended field of study in college is Business and Administration with 21 percent.
- Almost a quarter (**24 percent**) of the respondents indicated that they first heard about the HERO program **through a friend**, followed by teacher (20 percent) and guidance counselor (12 percent). The reasons why students entered into HERO are varied, but 35 percent indicated that college going and preparation through campus tours. Fourteen percent saw HERO as a program that would help them improve as a person.
- **Students thought that the various services and activities of the HERO program across the board were helpful.** Ninety-five percent of respondents reported that the regular meetings with their HERO Advisor were very or somewhat helpful. The activity that received the lowest percentage (80 percent) of students who found it very or somewhat helpful were the after-school programs.
- **The HERO Advisor plays an integral role** in the student preparation for college. Eighty-three percent reported that the HERO Advisor provided the students the most assistance to prepare and go to college, followed a parent (55 percent), teacher (39 percent), and guidance counselor (35 percent). **Over two thirds (70 percent) of respondents indicated that their HERO Advisor helps them plan their future and encourage them to continue their education,** followed by 64 percent who responded that their HERO Advisor helps them think about college. Almost 60 percent responded that their HERO Advisor encourages them to become a better person.
- Twenty-five percent of respondents participated in the summer 2014 program, 75 percent of whom thought that the length of the program was just right. The vast majority (78 percent) indicated that they intend to participate in the summer 2015 program. **Students liked those activities of the summer program related to college preparation and going.** Almost 80 percent responded that they liked the college visits the

best, followed by 33 percent for the assistance they received in planning for college and 14 percent for SAT preparation.

- Students encourage more college tours and trips.

General Background

There were a total of 137 respondents to this survey, 74 percent of whom were male and 57 percent of whom will be the first in their family to go to college. Exhibit 24 shows that 79 respondents (58 percent) were in middle school and 42 percent in high school. The survey respondents were more evenly distributed among Friendship Collegiate PCS, Maya Angelou-Evans PCS, H.D. Woodson High School, Ballou Senior High School, and Anacostia High School. A majority (54 percent) of respondents reported a GPA of 3.0 or greater. As illustrated in Exhibit 25, one third (36 percent) of respondents participated in HERO during their 8th grade year, followed by 29 percent in the 9th grade, and almost 25 percent in 7th grade.

Exhibit 24: School of record and GPA distribution

Middle School Level		Count	Percent of Level Total	Percent of Grand Total
Sousa Middle School		1	1 percent	1 percent
Kramer Middle School		33	42 percent	24 percent
Hart Middle School		44	56 percent	32 percent
Friendship Middle School (PCS)		1	1 percent	1 percent
Middle School Level Total		79	100 percent	
High School Level		Count	Percent of Level Total	Percent of Grand Total
Friendship Collegiate PCS		18	40 percent	17 percent
Maya Angelou-Evans PCS		12	12 percent	5 percent
H.D. Woodson High School		18	17 percent	7 percent
Ballou Senior High School		8	14 percent	6 percent
Anacostia High School		12	17 percent	7 percent
High School Level Total		58	100 percent	
Grand Total		137		100 percent
What is your current cumulative GPA?				
2.0 or Less	2.0 to 2.5	2.5 to 3.0	3.0 or Greater	Total
3 percent	20 percent	22 percent	54 percent	100 percent

Exhibit 25: Grades in which students participated in HERO.

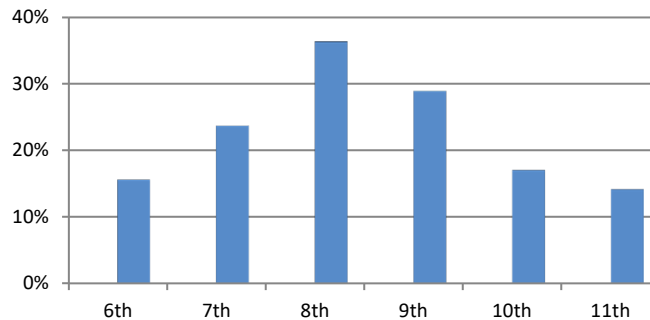


Exhibit 26 indicates that 96 percent of respondents intend to earn a postsecondary credential, 64 percent a graduate degree. Only four percent intend to earn a credential from a two-year institution. Exhibit 26 also shows the more prevalent intended fields of study. Twenty-one percent of students intend to pursue a degree in Business &

Administration followed by 11 percent in the Visual/Performing Arts, and 7 percent in Law & Public Safety and Health Sciences. Examples of other fields of interest among the respondents were education and training (7 percent), education and training (7 percent), and hospitality and tourism (5 percent).

Exhibit 26: Aspirations for educational attainment and field of study.

What is the highest level of education you expect to complete in the future?					
Two-Year	Bachelor's	Graduate	Missing	Total	
4 percent	27 percent	64 percent	4 percent	100 percent	
Which career below most closely represents the field you intend to pursue?					
Business & Administration	Visual/Performing Arts	Information Technology	Undecided	Health Science	Law & Public Safety
21 percent	11 percent	8 percent	8 percent	7 percent	7 percent

Entry into HERO

Exhibit 27 indicates that 24 percent of 137 respondents originally heard about the program through a friend, followed by just over 20 percent from a teacher. Twelve percent of respondents first heard about the HERO program from their school guidance counselor.

Exhibit 27: How students found out about the HERO program

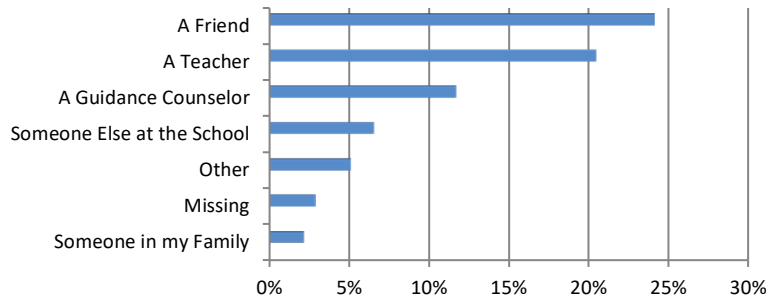
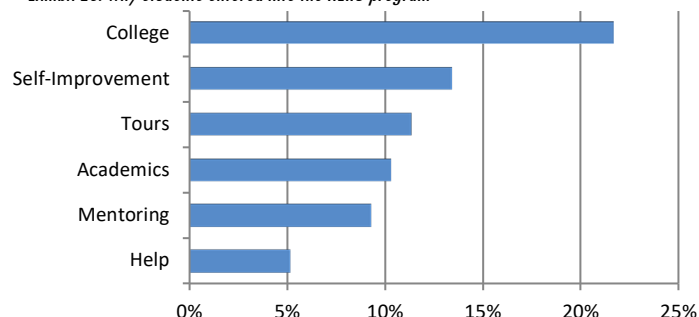


Exhibit 28 indicates that 23 percent of 97 respondents entered into HERO to help them get to college. One respondent that he "...wanted to be a HERO because he wanted to be steered in the right way for college," another saw HERO as a way to "...learn about college, and what to expect." Combined with the tours of college campuses, approximately 35 percent of respondents indicated that college going and preparation is why then entered the program. One student looks at the HERO staff as "...truly inspiring to help me get to college." Fourteen percent of students entered into the program as a method of self-improvement. One student responded that he saw HERO as way to "...become better as a student and a man," another wanted "...to be in the HERO program to change my life."

Exhibit 28: Why students entered into the HERO program



The HERO Program

There are a number of programs in DC schools besides CSF that are designed to facilitate student preparation and transition into higher education. Thirty-four percent of 59 respondents used DC-CAP, 20 percent utilized Sneakers, 17 percent used Talent Search – UDC and TOPS, 14 percent used ASPIRE, and 12 percent used Upward Bound, AVID, and 21st Century. Other programs that students mentioned at a lower rate were Urban Alliance, BUILD, and Robust Afterschool.

Exhibit 29 indicates that students thought that the various services and activities of the HERO program across the board were helpful. Ninety-five percent of students reported that the regular meetings with their HERO Advisor were very or somewhat helpful, followed closely by the increased college awareness, academic enrichment, college visitations, and leadership development. The activity that received the lowest percentage (52 percent) of students who found it very helpful was regular meetings with their fellow HERO students. The activity that received the lowest percentage (80 percent) of students who found it very or somewhat helpful was the after school programs.

Exhibit 29: Helpfulness of activities and services

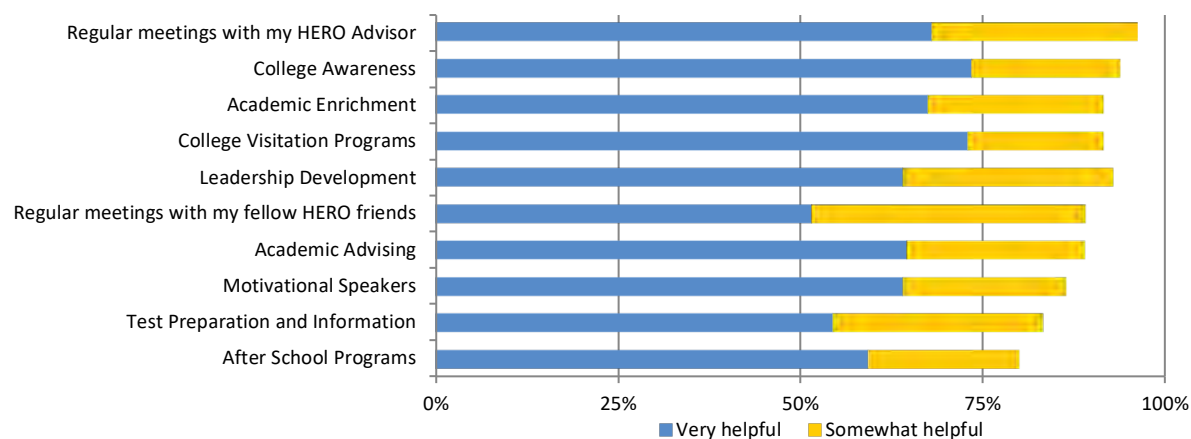
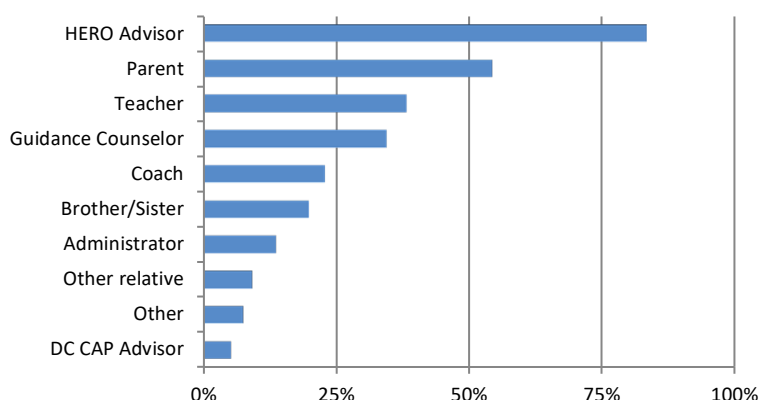


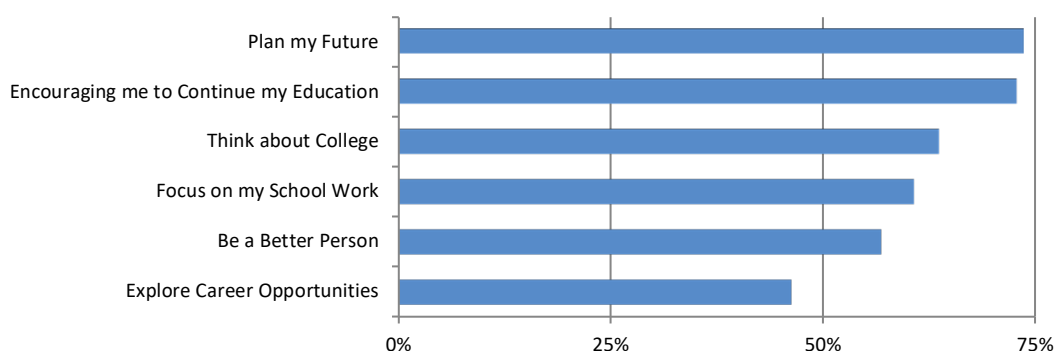
Exhibit 30 suggests that the HERO Advisor plays an integral role in the student preparation for college. Eighty-three percent of respondents stated that their HERO Advisor provided the students the most assistance to prepare and go to college, followed by 55 percent who reported that a parent provided the most support, followed by a teacher at 39 percent and their guidance counselor at 35 percent.

Exhibit 30: The person who most encouraged student to prepare for and enter college



The results of Exhibit 31 are consistent with those of Exhibit 30. Over 70 percent of respondents indicated that their HERO Advisor helps them plan their future and encourage them to continue their education, followed by 64 percent who responded that their HERO Advisor helps them think about college. Exhibit 31 suggests that HERO is not just about education. Almost 60 percent responded that their HERO Advisor encourages them to become a better person.

Exhibit 31: Activities of the HERO Advisor



A survey item provided students an open-ended opportunity to suggest ways that the program can support future students. Seven of 35 respondents had suggestions for their fellow students including “stay focused”, “...take advantage of all the things that they throw at you...”, and “Pay attention towards your work and always stay humble.” Of the 28 who had suggestions for the program, 29 percent encouraged more college tours, 18 percent encouraged more trips, and 11 percent who encouraged the program to continue as is.

The Summer Program

Twenty-five percent of respondents participated in the 2014 Summer program, 75 percent of whom thought that the length of the program was “just right.” Forty-two percent of respondents indicated that they received funding to attend and 75 percent of 103 respondents indicated that they would have attended the summer program if they did not receive pay. Seventy-eight percent of students planned to participate in the summer 2015 program.

Exhibit 32 suggests that the students liked those activities of the summer program that were related to college preparation and going. Almost 80 percent responded that they liked the college visits the best, followed by 33 percent for the assistance they received in planning for college and 14 percent for SAT preparation.

Exhibit 32: Activities that students liked best about the Summer Program

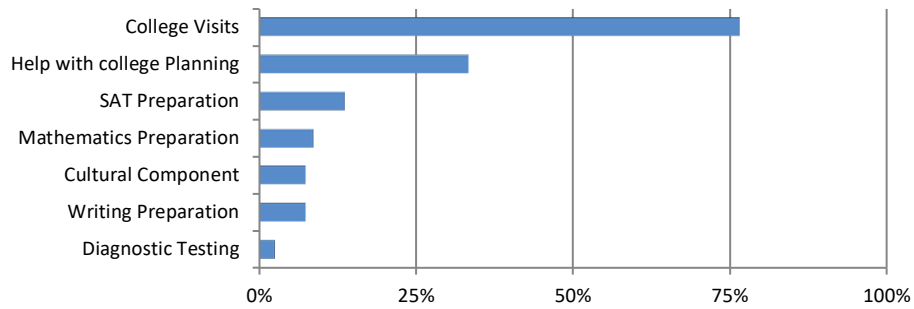
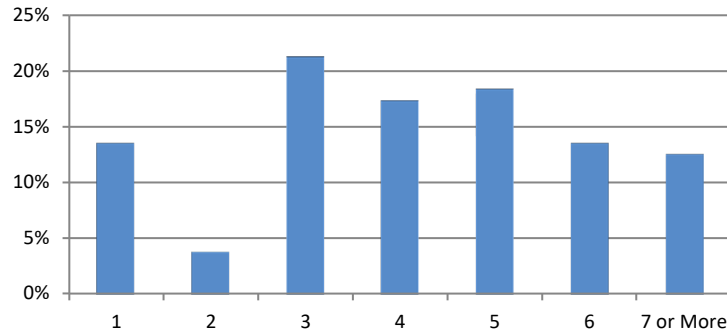


Exhibit 33 indicates that 21 percent of respondents visited three college campuses during the summer program, followed by 18 percent who visited five and 17 percent who visited four colleges. Not shown in the Exhibit are the 66 percent of respondents indicated that there was just the right amount of visits. In addition, 36 percent of students thought that the visits were helpful. One student indicated that the visit "...taught me a lot about college life," another appreciated that they exposed them to many different types of colleges. One student responded that they not only helped her/him decide which college was a good fit, but also which major they wanted to pursue. Twenty-three percent responded that the campus visits were fun. Of the nine students who responded specifically to whether the number of visits was too few, just right, or too many, five indicated that the number of visits was just right, three too few, and one too many.

Exhibit 33: Number of college campus visits during the Summer Program



Achievers is more than just a financial support system for college tuition. It is a second family for many minorities in Washington, DC.

They sit down and actually talk to us not just about the achievers program but we talk about our personal problems.

My favorite part of the Achievers program was getting to know new people. I feel like that helps a lot with how you're going to be socially when you get to college.

It gives us an opportunity to be apart of a different, positive environment.

Keep checking on us especially during the first semester because of how hard the transition from high school to college is

The Achievers Program give me a big opportunity to be successful in life.

The Achievers Program

I really enjoyed the campus tours. It really helped me figure out what type of college I want to go to.

Achievers will help me better prepare for the SAT and college. Not everyone in my school are able to take SAT PREP and/or go on college tours.

(It) gives me the skills I need to be successful in college.

The Achievers program gives me a family type of environment as well as the push I need to be more responsible.

The Achievers program gives me an opportunity to meet new people and travel to several colleges. This program also offers a mentor in which my school doesn't have.

THE ACHIEVERS PROGRAM

KEY FINDINGS

- A total of 197 students were selected for Cohort 1 during the 2007-08 academic year. This number grew to 316 in 2013-14 and leveled at 262 students in the 2014-15 year.
- The largest representation of students has consistently been at Friendship Collegiate High School.
- Overall, 65 percent of all Achiever students have been female, but the proportion ranged between 71 percent in the Cohort 3 to 58 percent in Cohort 6.
- Approximately 12 percent of Achiever students in Cohort 6 and beyond participated in HERO either in middle or high school.
- The GPA of Achiever students increased from 2.51 for Cohort 1 to 2.82 in Cohort 4, followed by a decline to 2.51 the following year.
- Seventy-four percent of the 2013 Achiever graduates enrolled in higher education, compared to only 44 percent of non-Achiever students. Students with higher grade point averages (GPAs) in high school are more likely to transition to college than their Achiever counterparts with lower GPAs.
- Among students who enroll in college, the transition rate into the 2nd year of college was 79 percent for Achiever students (2013) compared to 71 percent for non-Achiever students.
- Achiever students earn degrees at much higher rates than non-Achiever students from the same high schools who also went to college. For a four-year degree, the advantage for Achiever students was 23 percent versus 13 percent for non-Achievers, and for a six-year degree, those percentages rose to 45 and 27 percent, respectively.
- Achiever students with higher high school GPAs were much more likely to graduate within 5 or 6 years than their Achiever counterparts with lower GPAs. Achiever college students who had a GPA of 3.0 or higher had a four-year graduation rate of 30 percent and a six-year graduation rate of 58 percent. Those with a GPA between 2.0 and 3.0 had a four-year rate of 17 percent and a six-year rate of 38 percent. And those with a sub-2.0 rate had a 6 percent four-year graduation rate and 20 percent six-year graduation rate.
- The total cost of the Achievers high school program decreased from \$3.1 million in the 2007-08 to \$1.9 million in 2013-14. The average cost per student has followed a similar decrease over the same time-frame from \$15,509 to \$5,940.
- \$31 million in scholarship funding was awarded to Cohort 1 through 7 students by 2014.
- Twenty-five percent of Achiever students who went to college received scholarships for only one year and 23 percent received scholarships for two years. Thirty-four percent of students received scholarships for four or more years.
- Twenty-three percent of scholarships, or \$7.3 million, went to students who ultimately completed their degree. Almost the same percentage and amount (24 percent and \$7.5 million) went to dropouts and 53 percent, or \$16.5 million, went to students who persisted in college.

- The average amount of scholarships distributed to completers in Cohort 1 was \$41,617 compared to \$22,640 for dropouts/stopouts.
- Assuming an average 38 percent completion rate for the currently 1,340 post-secondary students, a \$40-million investment of scholarship funds will yield a 52 percent graduation rate, or 515 college graduates. Forty-eight percent of the scholarship dollars, or \$19,028,333, will be spent on students who do not complete college.

HISTORY AND OVERVIEW OF THE ACHIEVERS HIGH SCHOOL PROGRAM

The focus of the Achievers School Program is to increase the number of students that graduate from high school “college ready” and immediately enroll in a higher education institution in the fall. Students attending one of the following Achiever High Schools must apply to become a DC Achiever as a rising junior and are selected in the spring of their junior year of high school.

- Anacostia High School
- Ballou High School
- Friendship Collegiate Public Charter School
- H.D. Woodson High School
- Maya Angelou-Evans Campus PCS
- Thurgood Marshall Academy

DC Achievers have access to a College Preparatory Advisor (CPA) that is based in their Achiever High School. Achievers are required to attend CSF-DC’s four-week Summer Academic Enrichment Program as a rising high school senior and are provided with a Hometown Mentor to assist and support them through the college application process. DC Achievers are eligible to receive the Achievers Scholarship for college which is a last dollar scholarship up to \$60,000 over a five-year period.

CSF-DC has two overarching goals for the Achievers’ High School Program which are:

- Ninety percent percent of Achievers will graduate from high school on-time; and
- Over 70 percent of high school graduates will enroll in college in the fall immediately following graduation.

CSF-DC has aligned the following high school programing outcomes with their overarching goals. They are disaggregated by indicators (i.e., measures), short-term outcomes (i.e., changes in knowledge, attitudes or belief), intermediated outcomes (i.e. changes in behavior), and long-term outcomes (changes in condition).⁴⁵

High School: Get them in.

- Scholars are taking actions to ensure that they are college-ready.

⁴⁵ CSF RFP, October 2014.

- Scholars apply for financial aid and scholarships.
- Scholars apply to college of good fit.
- Scholars graduate from high school.
- Scholars enroll in college.
- Parents are taking actions to ensure that their child(ren) are college-ready.
- School staff are taking actions to ensure that their students are college-ready.
- Community, school district, college campus and government leaders are taking actions to ensure college access and success.

STAFF (QUALIFICATIONS, EXPERIENCE, AND RESPONSIBILITIES)

CSF-DC's Achiever School Programs staff includes a Senior Program Officer, two College Preparatory Advisors, and a Program Associate. The Senior Program Officer reports to the Director of Programs in the CSF-DC office. The College Preparatory Advisors and the Senior Program Officer are assigned to Achiever High Schools where they provide support to the DC Achievers. The School Programs staff are highly qualified with exceptional experiences including backgrounds in school administration. The School Programs Team is a high energy team that is well respected and well liked in the schools and college access arena.⁴⁶ They were described their role as “setting the tone and foundation for the student’s college experience.”⁴⁷

APPLICATION AND ELIGIBILITY REQUIREMENTS FOR DC ACHIEVERS SCHOLARS⁴⁸

The application to become a DC Scholar goes live on CSF-DC's website in July each year and is put on the College and Credential Completion Network (C3N) for widespread awareness and accessibility. The C3N is a consortia of local college access providers, government agencies, philanthropic foundations, community-based organizations, institutions of higher learning, and non-profits that are all committed to the common goal of improving the District's level of college and credential attainment.⁴⁹ CSF-DC's CPAs manage the recruitment for Scholars by encouraging and ensuring students are applying—especially during the fall when students return to the schools. The minimum application guidelines to apply to be a DC Achievers Scholar are:

- Must be a high school junior enrolled at one of the following six Achievers High Schools and will graduate from that high school in spring 2017 (students may only apply once for the Achievers Scholarship and should be approximately a year and half away from high school graduation at the time of application):
 - Anacostia High School
 - Ballou High School
 - Friendship Collegiate Public Charter School
 - H.D. Woodson High School
 - Maya Angelou-Evans Campus PCS
 - Thurgood Marshall Academy
- Must be actively working to prepare academically for admission to a four-year college, demonstrating academic potential through commitment to classroom work and assignments.

⁴⁶ CSF-DC staff, school, partners, interviews, 2015.

⁴⁷ CSF-DC staff, personal interview, February 2015.

⁴⁸ See <http://www.dccollegesuccessfoundation.org/scholarships/achievers/eligibility>.

⁴⁹ See <http://c3n-dc.com/WhoWeAre>.

- Must plan to obtain a Bachelor's Degree.
- Must plan to attend an eligible public or independent college or university.
- Must have family total income for 2014 (adjusted gross income plus all untaxed) that does not exceed:
 - Family of 2 - \$39,000
 - Family of 3 - \$48,000
 - Family of 4 - \$57,500
 - Family of 5 - \$66,500
 - Family of 6 - \$75,500
 - Family of 7 - \$77,500
 - Family of 8 - \$79,000

The student application is comprised of student information, parent and family information, recommendations, transcript, and four written essays. The Achievers Application closes in October each year.⁵⁰

SELECTION OF ACHIEVERS SCHOLARS

CSF-DC receives over 500 applications from the six Achievers High Schools per year, and, on average, 250 Achievers are selected per cohort. The selection process begins with the CSF-DC Program Officer for Recruitment and Selection managing verification of the applicants' information. This includes confirming the reported family income and the student's residence. The student's application packet and an individual interview are reviewed and evaluated for selection.

Although transcripts are a part of the application, there is no minimum GPA requirement and a student's current academic standing will not disqualify them from being an Achievers Scholar Candidate. One CSF-DC staff shared they look for students "that want to work hard!"⁵¹

The selection process of DC Achievers has evolved since the inception of the CSF-DC Program. The following description from CSF-DC Leadership captures the process of evolution.⁵²

"The selection process CSF uses in Seattle for their students to receive scholarships didn't work in DC—we needed to modify the process. Originally, we hired Posse's⁵³ team (The Posse Foundation) as consultants and had them do the interviews for our first cohorts of students. Selection was very rushed to get the first cohort off the ground (due to the timing of receiving the funding and the beginning of a new academic year). Unfortunately, for Cohorts 2, 3, and 4, we began to notice we were getting a larger group of scholarship recipients that were very outspoken and sometimes 'bullies.' We were still utilizing the Posse method for the scholarship selection process. We were not allowed to observe how they selected the students. I questioned the degree of success the selected students would have at college. It was decided that the Posse large group interview model (Dynamic Assessment Process [DAP])⁵⁴ was not working for the CSF-DC's student population. We felt the model Posse used was not serving our introverted kids well as opposed to

⁵⁰ CSF-DC staff, personal interview, February 2015.

⁵¹ CSF-DC staff, personal interview, February 2015.

⁵² CSF-DC staff, personal interview, February 2015.

⁵³ See <http://www.possefoundation.org/about-posse>.

⁵⁴ See <http://www.possefoundation.org/about-posse/program-components/recruitment>.

the more outgoing students that were being selected – and they (the outgoing students) didn't necessarily end up completing college. We wasted time on using a flawed system to select our scholars. That process, in utilizing Posse as consultants, cost us about \$80–\$90,000. Now we recruit and train our own volunteers for the selection process and we buy them lunch.”

Currently, CSF-DC recruits and trains over 80 volunteers to assist as Readers and Interviewers during the annual selection process. The volunteers are asked to focus on a student's potential and not merit-based academics in hopes of 'broadening the traditional educational pipeline.'⁵⁵ All Readers sign a confidentiality agreement and are asked to read approximately 25 applicant's essays. Every applicant's essays are read by five different readers who are asked to notify CSF-DC staff regarding any concerns about the well being of a student based on information in their essays. They are also asked to note if the student has severe challenges in writing or could require other academic or non-academic services based on the Reader's professional opinion.⁵⁶ A three-point scoring scale measuring negative, neutral, and positive evidence for the application review is provided for the Readers to use.

Approximately 350 scholarship applicants are selected to go through an individual interview. The interviews take place in the Achievers High Schools where the students are interviewed by a panel of 2-3 interviewers. In order to be more intentional and inclusive of students that are more introverted but could still succeed at college, CSF-DC staff created questions to utilize in the interviews for the non-cognitive selection component.⁵⁷

The students' application packet, including the essays and interview are evaluated through a process that seeks to identify non-cognitive traits that show persistence and predict success in earning a baccalaureate degree. CSF-DC looks for non-cognitive variables that are based on extensive and widely-heralded research by Dr. William Sedlacek, professor emeritus, University of Maryland, College Park.⁵⁸ His work measures the likelihood of success of traditionally underrepresented students in college degree programs. His work supports that predictive results for college performance are improved when non-cognitive variables are used in conjunction with traditional cognitive measures (i.e. standardized test and grades). CSF-DC utilizes Dr. Sedlacek's non-cognitive variables that are indicators that measure students' motivation, perceptions and the ability to adjust to circumstances and environments (conversely, cognitive variables related to componential intelligence: the ability to interpret information in a hierarchical and taxonomic fashion in a well-defined and unchanging environment). CSF-DC provides their volunteers for the selection process with training regarding these theoretical underpinnings.⁵⁹ The process for selecting the DC Achiever Candidates takes place over several months. The DC Achievers Candidates are selected by early spring of their junior year in high school.

Each newly selected DC Achievers Candidates and their parent or guardian must review and sign a contract to commit to the expectations of the scholarship recipients during high school. The contract provides the Candidates with the framework of positive actions to ensure each student utilizes the opportunities provided by the DC Achievers Scholarship. If a DC Achiever Candidate is not meeting the expectations and their behavior poses a

⁵⁵ See https://prezi.com/t0qqo_9znfvb/college-success-foundation-dc-c3n-presentation/.

⁵⁶ See https://prezi.com/t0qqo_9znfvb/college-success-foundation-dc-c3n-presentation/.

⁵⁷ CSF-DC staff, personal interview, February 2015.

⁵⁸ Dr. Sedlacek, University of Maryland, College Park.

⁵⁹ See https://prezi.com/t0qqo_9znfvb/college-success-foundation-dc-c3n-presentation/.

threat to graduating from high school on time and/or reaching the goal of earning a Bachelor's degree, the foundation is at liberty to review the DC Achievers' eligibility and can forfeit their scholarship at anytime.⁶⁰

Some of the expectations of Achievers Scholarship Candidates while in high school included in the CSF-DC Achievers Scholars contract include:⁶¹

- **ACADEMIC PERFORMANCE** – Must pass all courses and meet the academic requirements set by the high school. Must remain in an Achiever High School. Must provide progress reports and final grades at the end of each term to their CPA. Must work hard in class, complete all assignments on time, and exhibit satisfactory academic progress.
- **CITIZENSHIP** – Must be a leader and set a standard as an Achiever in their school. Must obey the rules and laws to foster a safe environment in their school and community and exemplify brother/sister keeper with their peers. Must adhere to rules set by CSF, CPA, and CSF staff. Must behave positively in Summer Academic Enrichment Program respecting peers, teachers, CSF staff, the community and surrounding environment. Must assist their CPA in recruiting for the next Achievers cohorts by attending assemblies, presentations and application prep sessions.
- **COLLEGE PLANNING** – Must attend scheduled Achievers meetings facilitated by CPA and/or CSF at their school. Must participate in workshops and events as directed by their CPA and sponsored by CSF or partner organizations. Must file the FAFSA and DC ONEAPP between January 1st and February 15th and re-file both applications every year for the assuming school year. Must apply to a minimum of five colleges approved their CPA by December 15th of their senior year in high school. Must take the SAT/ACT by the end of their junior year and retake as many times as necessary in the fall of my senior year. Must participate in SAT prep classes offered in September and October of their senior year to be fully prepared for the SAT in October.
- **HOMETOWN MENTORING** – Must maintain a great relationship with their Hometown Mentor. Must attend at least one face-to-face meeting once per month to discuss career goals, current academic progress, college planning, and financial aid process. Must give ample notification to their Hometown Mentor and CPA if they must cancel an appointment (at least 24 hours notice or more when possible). Must contact their CPA if they have concerns about with their Hometown Mentor.
- **COMMUNICATION AND INTERACTION WITH THE COLLEGE SUCCESS FOUNDATION-DC** – Must stay in constant communication with their CPA and CSF to update changes in contact information (name, email address, phone number, etc.). Must turn in all documents requested by CPA on time such as permission slips, admissions letters (acceptance and denial), college applications, college essays, financial aid information and anything closely associated with the Achievers Scholarship.
- **SUMMER PROGRAMMING** – Must attend the orientation for the Summer Academic Enrichment Program. Must attend and participate in the non-residential and the residential (overnight) portions of the Summer Academic Enrichment Program. Must register for the Summer Youth Employment Program in a timely manner.

⁶⁰ District of Columbia Achievers Scholarship Contract High School Class of 2016.

⁶¹ District of Columbia Achievers Scholarship Contract High School Class of 2016.

Each DC Achievers Candidate and their parent or guardian must sign their initials next to each expectation listed on the contract declaring their understanding that if they fail to fulfill the requirement, they may be placed on candidacy review and/or lose their scholarship.

PROGRAM SERVICES AND ACTIVITIES

CSF-DC's Achievers High School Program provides college awareness, readiness, and access services and activities to promote and support Achievers Candidates' high school graduation and college enrollment. Some of the features of the DC Achievers School Programs include:

COLLEGE ADVISING AND ACCESS TO A COLLEGE PREPARATORY ADVISOR (CPA) – CSF-DC

School Programs utilize school-based CPAs to provide support services, mentoring, and college preparation assistance. CPAs have assigned high schools that they work in three days per week on average throughout the school year. This schedule provides continuity for the students to seek the support they need and for CPAs to provide timely programming that aligns with the college prep and access process.

CPAs make themselves visible and accessible in the high schools to allow for informal contact with the students and to keep abreast of what is happening in the Achievers Candidates' daily lives that may impact their pathway to college. The high visibility of the CPAs in the buildings also promotes additional opportunities for CPAs to engage with school faculty and administrators and exchange relevant student information to keep all stakeholders updated and well informed.

CPAs are provided space in each high school for the students and school personnel to schedule appointments with them to discuss specific individual matters. This space is generally in the community partners' area and can be shared office space or near the school guidance counselors. Having a designated space in the schools provides the opportunity for 'walk in' visits from students that may have time sensitive needs or crisis situations that require immediate support and attention. CPAs providing and referring students with the critical wrap around supports they require was repeatedly noted by all stakeholders of CSF-DC, including school teachers, coaches, principals, students, college access peers, and higher education staff and faculty.⁶²

CPAs convene biweekly group meetings for the Achievers Candidates' during the school day, typically during lunch period or after school. CSF-DC staff often provide food and refreshments for the students during the gatherings. CPAs share pertinent information on topics such as financial aid, scholarship opportunities, and or college degrees to pursue. Workshop series are offered on a plethora of college knowledge topics that include college affordability, college planning, FAFSA completion, and college selection.

While CSF-DC's CPAs observe and receive feedback about Achievers' citizenship behaviors in the school community, they also monitor student's academic performance. Achiever Candidates are responsible for providing their CPAs with academic progress reports and end of the term grades so CPAs may act as intentional levers to generate academic support and recommendations based on individual students' needs.

⁶² CSF-DC Stakeholders, personal interviews, 2015.

College tours and overnight college experiences are offered for Achievers Candidates' to assist with their college selection. CPAs coordinate and accompany students on campus tours throughout the school year, during spring break, and as the residential experience during the Summer Academic Enrichment Program. CSF-DC Leadership and staff prioritize helping students find the college that is 'the right fit' for them. One staff member shared she has "honed in on her craft of finding students the 'right fit.'" CSF-DC Leadership reflected that historically, they have learned, focusing on 'college-fit' for students at selection has increased Achievers persistence, retention and graduation rates.⁶³

SUMMER ACADEMIC ENRICHMENT PROGRAM (SAEP)

The College Success Foundation-DC conducts an annual Summer Academic Enrichment Program for all newly selected DC Achievers Candidates. The program takes place between the students' junior and senior years in high school. There are three components to the SAEP which includes a one day orientation and both a residential university-based component as well as a non-residential academic component.⁶⁴ All three components of the Summer Academic Enrichment Program are mandatory for DC Achievers Candidates to attend.⁶⁵

In 2015, Orientation for SAEP took place in June at Trinity Washington University in Washington, DC. The non-residential academic and cultural component was held at Friendship Collegiate Academy (one of the Achievers high schools) from June 29th-July 24th. This component included a day at Calleva Day Camp which provided a blend of fun, learning, and challenges that help Achievers take risks, develop confidence, learn new skills and excel in a team environment.⁶⁶ The week-long residential college tour component, took place from July 27th – 31st.

In the SAEP Letter to the Parent/Guardian of CSF-DC Achievers Scholars Candidates, SAEP is presented as "a great opportunity for Achievers to learn about college expectations and to improve their academic and social readiness for college." Parents and Guardians are asked to "Please help us to ensure that your child participates in this program. SAEP participation is mandatory for students to maintain their Achievers Scholarship eligibility. Students who miss more than three days of programming will be dismissed from the program and they will forfeit their Achievers Scholarship." Students are required to adhere to the Achievers Scholarship Candidates Dress Code and Cod of Conduct to retain eligibility for the DC Achievers Scholarship.

MENTORING THROUGH CSF-DC'S HOMETOWN MENTORS

When implemented effectively, mentoring can positively impact a young person's life.⁶⁷ One of the components of CSF's Achiever Scholars Program is the recruiting and matching of Hometown Mentors. Mentors are members of the community who serve as supportive adult role models and provide guidance to scholars on the college planning and application process. The goal is to pair every Achiever scholar with a caring adult, though some scholars already have an existing relationship with an adult outside of their family, either through sports or other extracurricular activities. In those cases, CSF staff do their best to match scholars who do not already have a mentor.

According to CSF-DC, recruiting mentors can be a challenge at times in a city that is "saturated" with mentoring opportunities. However, many of the Hometown Mentors learn about CSF-DC through web searches or by word

⁶³ CSF-DC staff, personal interviews, February 2015.

⁶⁴ See <http://www.dccollegesuccessfoundation.org/supports/high-school/summer-academic-enrichment-program>.

⁶⁵ SAEP Letter to Parents, 2015.

⁶⁶ See <http://www.calleva.org/content/summer-camps>.

⁶⁷ Rhodes, J. & Lowe, S. R. (2008). Youth Mentoring and Resilience: Implications for Practice. *Child Care in Practice*, 14(1), 9-17.

of mouth. Existing mentors extend the opportunity to others in their own networks and help recruit more mentors. In 2004-15, CSF-DC recruited 74 mentors.

CSF-DC also partners with local institutions and organizations to expand their mentoring outreach. Last year, CSF-DC received approximately 30 mentors from the George Washington University's Trachtenberg School of Public Policy and Public Administration, and is also collaborating with Deloitte and United Way to build a more robust mentoring program for the organization.

To become a CSF mentor, interested candidates have to complete an application form, participate in a phone interview with CSF staff, and attend a two-hour training at the CSF office. The training consists of an overview of the Achiever Scholars program, information about CSF and what the organization does, expectations for mentors, and resources. All mentors must undergo a background check. Once mentors are paired with a scholar, they coordinate times when it is convenient for both to meet for a minimum of one hour per month. Outside of the one-on-one time, CSF-DC also organizes social events for mentors and scholars to attend, such as ice skating and baseball games. However, given the scholars' busy schedule, it is often a challenge to coordinate an event at a time that is convenient for most program participants.

Matching Mentors to Scholars

Achievers are selected in the Spring of their junior year. Since some Achiever scholars have also participated in CSF-DC's HERO program, staff are familiar with these scholars, their personalities, their particular interests and needs, and whether or not they would like to have a mentor. In these cases, CSF-DC staff are able to pair scholars with a mentor as early as May. Last year, as many as nine scholars were matched with a mentor in the late spring. However, not all scholars receive a mentor that early into the Achievers program. Due to the supply and demand of mentors, recruitment cycles, or matching potential, some scholars may not be paired with a mentor until December.

Challenges and Concerns

Just as staff see a lot of potential in the mentorship component of the Achievers Program, they also identified areas that need improvement. One of the main concerns is that scholars are matched with mentors at the end of their junior year in high school. As scholars enter their senior year and their schedules get filled with other events and activities, finding time to meet with mentors becomes a challenge. Establishing a relationship with an adult this late in the students' high school career also becomes more difficult. In addition, though many mentors and scholars exceed the one-hour per month minimum, this dosage may not be sufficient across the board for all matches.

Staff indicated that some mentors may not fully understand the population with which they are working. While mentors have good intentions to support and guide scholars through an important step in their lives, perhaps mentors would benefit from more training that would enable them to better understand the multifaceted needs and interests of scholars, and the impact of having someone take a consistent leadership role in their lives. Despite these challenges, program staff indicated that of those matches that have been successful, mentors have maintained a relationship with CSF and followed scholars all the way through college.

ACHIEVERS COLLEGE PROGRAM

OVERVIEW

The purpose of the CSF-DC's Achievers College Program is to help DC Achievers who have transitioned to college successfully complete and attain a bachelor's degree. Data has shown that first-generation, minority, and low-income students, such as the CSF-DC's target population, are less likely to have a strong support system to matriculate to, persist at, and graduate from a postsecondary institution. DC Achievers Scholars receive scholarships, mentoring, and wrap-around support services to help remove financial barriers and increase their college retention and graduation rates.

CSF-DC works with university partners to make sure DC Achievers attending their campus are provided with a college mentor, academic advisor, or other staff contact to provide additional on-campus support.⁶⁸ CSF-DC believes that mentoring should be on an one-on-one basis and provides a staff advisor for all of their college students throughout their college career to help ensure they complete a four-year degree.⁶⁹

STAFF (QUALIFICATIONS, EXPERIENCE, AND RESPONSIBILITIES)

The Senior Program Officer for College Programs leads their team of five, which includes two Program Officers and two Program Associates, in addition to herself. The Senior Program Officer reports to CSF-DC's Director of Programs. The CSF-DC College Program are equipped with an abundance of credentials and experience in higher education—both in navigating the college arena and working directly with college students.⁷⁰

While the primary role of the College Success Foundation-DC is to provide financial support through scholarship funding, it is the responsibility of CSF-DC's College Program to serve as College Success Advisors. The College Success Advisors provide DC Achievers with guidance and support during college. The Advisors help students access resources at their colleges to support persistence and graduation.⁷¹

Each College Success Advisor is responsible for managing one or more DC Achievers Cohort. One CSF-DC staff member explained that their role goes beyond being knowledgeable about navigating the college world and knowing where and how to connect DC Achievers with needed and timely resources. CSF-DC Advisors are one of the safety nets that help catch students who may slip through the cracks in the higher education pipeline. The Advisors monitor Achievers' college progress and reach out to those that are losing momentum or have stopped out through a "leave no man behind" mentality. One Advisor said, "Often in the third year of college, the students are running low on motivation. They are tired and they feel like they have nothing to show for going to school all of their lives. The temptation increases for them to 'just go work and make money'. At those times, I am their cheerleader telling them, 'You can do this! You are so close! This is a normal feeling! You are almost there!'"⁷²

⁶⁸ See <http://www.dccollegesuccessfoundation.org/dc/supports/college>.

⁶⁹ See <http://www.dccollegesuccessfoundation.org/dc/supports/college>.

⁷⁰ CSF-DC staff, personal interviews, February/May 2015.

⁷¹ District of Columbia Achievers Scholarship Contract for Achievers in College, 2015.

⁷² CSF-DC staff, personal interviews, 2015.

The College Success Advisors pledge to provide the Achievers Scholars timely and courteous service, listen to any concerns they have, connect them with the persons and resources who can assist with providing information or school challenges they may encounter, and respect each Achievers Scholar as a unique individual.⁷³

EXPECTATIONS OF ACHIEVERS SCHOLARS IN COLLEGE

The DC Achievers Scholars are expected to sign a new contract once they have enrolled in college. Similar to the contract they signed in high school, the expectations are provided in a framework of positive actions. Students are asked to meet the following expectations and exhibit behaviors that promote the likelihood of graduating on time from college/university and/or obtaining a Bachelor's degree or the foundation is at liberty to review the Achievers' eligibility or forfeit the scholarship at anytime.⁷⁴

1. **ACADEMIC PERFORMANCE** – Must pass all courses and meet the Satisfactory Academic Progress (SAP) set by the college. Must enroll in the summer or winter semester, to get back on track for graduation, if the Achievers Scholar fails to earn 30 credits per year. Must be a full-time student (Fall & Spring semesters) with 12 credit hours or more and contact their CPA, academic advisor, and financial aid prior to dropping below 12 credit hours.
2. **CITIZENSHIP** – Must be a leader and set a standard in their college/university community as an Achiever. Must obey the rules and the law to foster a safe environment in their college/university community and exemplify brother/sister keeper with their fellow peers. Must adhere to the terms set by the College Success Foundation and any CSF-DC staff.
3. **COLLEGE SUCCESS** – Must file the FAFSA and DC ONEAPP every year for the following school year. Must submit their Financial Aid Award Letter, class schedule, and grades each semester to their CPA or any CSF-DC staff. Must communicate with CSF-DC if they are not enrolled for two semesters. Must participate and take advantage of resources available on their campus, such as student support services and tutoring. Must attend their college orientation and attend the summer bridge program, if available.
4. **COMMUNICATION AND INTERACTION WITH CSF-DC** – Must stay in constant communication with their College Success Advisor and the CSF-DC to update any changes in their contact information. Must check in with their College Success Advisor once a semester.

CSF-DC Achievers Scholars are required to initial each expectation listed in the contract signifying they understand if they fail to meet the expectation they will be put on candidacy review, with the potential of losing their scholarship.

COLLEGE PROGRAM SERVICES AND ACTIVITIES

CSF-DC College support services include school-based staff members who provide students with advising, workshops, summer school support, transfer assistance, and other resources while students are in college.

- **CSF-DC SCHOLARSHIP** – Each DC Achievers Scholar is eligible for a renewable last dollar scholarship up to \$60,000 total per student over a five-year period to attend an eligible four-year university/institution.

⁷³ District of Columbia Achievers Scholarship Contract for Achievers in College, 2015.

⁷⁴ District of Columbia Achievers Scholarship Contract for Achievers in College, 2015.

- **SUMMER BRIDGE PROGRAMS** – The College Success Foundation-DC provides financial support and encourages DC Achievers to attend Summer Bridge Programs that are available at the institution they are enrolled in.
- **MENTORING** – Mentors are provided to each DC Achiever on their campus and through CSF-DC's Hometown Mentors Program.
- **SUMMER EMPLOYMENT OPPORTUNITY (SAEP)** – College Achievers have the opportunity to be employed as a team leader to assist with the Summer Academic Enrichment Program and the HERO Summer Leadership Academy.
- **CSF-DC COLLEGE SUCCESS ADVISORS (CSA)** – CSF-DC College Advisors are assigned to DC Achievers Cohorts and provide one-on-one and small group advising, college-related workshops, and support services for DC Achievers Scholars to persist and graduate from a four-year college with a bachelor's degree.

CSF-DC College Advisors shared the following overview of the services they provide and their activities during a typical year.⁷⁵

- During the fall, Advisors review the college enrollments of their assigned cohort(s) and identify Achievers that are not enrolled in a college. They follow up with them and assist with any late fall registrations or enrollments to college for winter/spring term. Advisors ensure that all Achievers Scholarships are processed for the current term.
- CSF-DC responds to Achievers Scholars who have contacted them with individual needs and requests for support. There are a great number of requests to respond to when the Cohort is beginning their freshman year in college. In addition, the Advisors will reach out to Achievers that they know may have particular academic challenges or personal issues based on the history of the student (i.e. transcripts).
- While College Advisors provide support to students electronically through phone calls, emails, and text messages, they also spend a portion of their time traveling to meet with Achievers on the campuses. Every College Advisor visits three to four campuses each fall and spring to provide support for students (especially during midterms) and meet with key university contacts. Advisors also travel to present at and attend annual conferences for professional development throughout the year.
- Many Achievers follow up with their College Advisors around the winter holidays. In part, because they are home over college breaks and also because this is the time students may tend to think about transferring to another institution. Advisors assist students in determining what the best strategy and institution may be to help them stay on track to receiving a bachelor's degree.
- As the academic year progresses, Advisors continue to prioritize and multi task to meet the needs of all of their students. DC Achievers are required to check in with their College Advisors at least once every semester. Advisors must receive and review their students' class schedule and grades each semester. College Success Advisors utilize the time in between to plan the college tours for the upcoming Summer Academic Enrichment Program and coordinate which college graduations they will attend to support DC Achievers Scholars that will be graduating.
- The CSF-DC Program Director provides a list of the upcoming Achievers' college graduations and the Advisors may select which ones they would like to attend. They try to choose the ceremonies that they have

⁷⁵ CSF-DC staff, personal interview 2015.

been specifically asked to attend by an Achiever or has a large group of Achievers graduating. It is challenging to schedule since there are only a few weekends that all the college graduations take place across the country.

- In the spring, the College Success Advisors work with the high school College Preparatory Advisors to help transition the high school Cohorts onto college campuses. The CSF-DC School Programs and College Programs overlap their service delivery to the high school Achievers so they are familiar with all CSF-DC Advisors that they may be working with.
- During the summer months, Advisors meet individually with students from their assigned Cohorts and provide timely services that are relevant to their Cohorts college year(s) and/or individual students' needs. CSF-DC provides several workshops for students through social media and on college campuses as well as implementing the CSF-DC's Summer Programs. They are in the process of developing their own curriculum and summer academy training for upperclassmen.

One CSF-DC staff member concluded the description of this overview with the following comments. "We have our scheduled plans and campus visits for the year but we have an 'open door' policy (at CSF-DC) to go to our students at anytime if they are in need. Trouble shooting is what do! That is BIG!"⁷⁶

WORKING WITH INSTITUTIONS OF HIGHER EDUCATION

When CSF-DC launched the Achievers Program in 2007, they wanted to form partnerships with higher education institutions to help DC Achievers persist and graduate from their institutions. The initiative was being driven from the top down with CSF National and DC Leadership at the helm encouraging institutions to support CSF-DC Achievers and receive funding from the Bill and Melinda Gates Foundation.⁷⁷ While government officials and other influential philanthropist and educational attainment stakeholders were accepting the charge for institutions of higher education to work with DC Achievers on their campuses, not all institutions did what they said they would do at the school level.⁷⁸

CSF-DC Leadership spent a lot of initial development time and resources trying to get higher education institutions to sign partnership agreements. In the end, the IHEs said they would not sign formal partnership agreements with CSF-DC but would basically 'be nice to CSF-DC kids' if they went to their institutions.⁷⁹ It was at that point that the CSF-DC Team turned towards identifying specific institutions that already had similar student populations enrolled that were performing well. When these institutions were approached by CSF-DC Leadership to partner informally, they agreed to supply their existing student support resources for CSF-DC Achievers.

As the number of Achievers Scholars transitioning from high schools onto college campuses increases, the need for college support services continues to rise. With the matriculation of eight Achievers Cohorts to date, which includes

⁷⁶ CSF-DC staff, interview, 2015.

⁷⁷ CSF BOD, interviews, 2015.

⁷⁸ CSF-DC staff, interviews, February 2015.

⁷⁹ CSF-DC staff, interviews, February 2015.

over 2,000 students at over 200 colleges, CSF-DC stakeholders are being more strategic about “college-fit” to ensure their students’ success and protect the return on investment.

DETERMINING INSTITUTIONAL PARTNERSHIPS

CSF-DC Leadership pay attention to how DC Achievers perform historically at institutions of higher education. They reported trends of DC Achievers success and challenges at certain institutions and are creating a list of “The Right Fit”: those institutions where DC Achievers have historically performed well. The Senior Program Officer for College Programs relays the list of suggested IHEs to the Achievers School Programs Team who are working with the Achievers Candidates in high school.

The Achievers College Program staff meet with students at the college campuses and monitor issues that students may be having at that institution. They ask students about the support they receive and resources that are available to them on campus. The CSF-DC Team tries to determine what challenges may be due to the student and which to the IHE (i.e., lack of resources and support for the students’ needs).

They are also doing their research to identify additional colleges that enroll similar student populations that are enjoying successful outcomes. They look at relevant outcomes and resources such as the institutions’ retention rates, graduation rates, student support services, and First Year Experience (FYE) Programs. The CSF-DC sends staff to do an assessment of the IHE to seek which of their students might thrive in that environment. One staff person explained,

For example, Winston retention rates weren’t that great but we saw that they were doing some good First Year Experience programs and one of our attending Achievers Scholars started demonstrating very good progress there. We began sending more students from the next cohort to IHEs where previous Achievers were demonstrating significant success. It has been a lot of ‘trial and error’ but we are starting to see a difference.⁸⁰

CSF-DC staff noted the strength of support from the programs biggest partner, Trinity University, and that “approximately 30 Achievers are at Winston and A & T, Claflin University-South Carolina are institutions where more of our students are going and doing very well.” One Advisor summarized, “We have huge pockets of students at institutions here and there. Our students tend to go to public institutions because it is affordable. They can afford to attend a private institution if they get the DC TAG. Some go to liberal colleges if they are high academic achievers and eligible for merit based scholarships.”

The College Success Foundation-DC is continuing to develop partnerships with IHEs that will provide assistance for their students (i.e., financial, academic, and human resources) and are a good fit to foster successful outcomes for DC Achievers Scholars.

CSF-DC’S INTERACTIONS WITH IHEs

Interviews with several representatives of the colleges and universities that DC Achievers are attending noted they had good to excellent relationships with the CSF-DC. One noted, “They (CSF-DC) are the university’s strongest

⁸⁰ CSF-DC staff, interviews, 2015.

partnership!” When asked about the context of their interactions with the CSF-DC Leadership, they noted interactions across the departments of financial aid, admissions, student success, and/or “special scholarship cohorts” for retention.⁸¹

The depth and breadth of the interactions reported by IHEs ranged from limited (i.e., processing DC Achievers Scholarships and only having contact if there is an issue) to collaborating extensively on joint campus activities and workshops for not only DC Achievers but for other students on the campus (e.g., Trinity). All IHEs noted having at least one person they communicate with at CSF-DC, if not several, that they identified by name. “If we become aware of an issue for a DC Achiever we pick up the phone or email CSF-DC and if CSF-DC lets us know that an Achiever has raised an issue about something here on campus—we address it.”⁸²

IHE’s INTERACTIONS WITH STUDENTS ON CAMPUSES

All campus financial aid offices have interactions with CSF-DC due to processing the DC Achievers’ Scholarships. Those that were interviewed felt that the current system works fairly well. Most of the interviewees working in financial aid said they typically encounter DC Achievers at the beginning of a term when they are checking to see if their scholarship money has posted to their account. She pointed out that without the DC scholarship, the students would not have the financial support to be at their institution. One interviewee told us, “The DC Achievers I see are concerned about their payments being disbursed from CSF and refunds that might be owed to them. One student had a 4.0 GPA and called me four times within two days to be sure I saw her transcripts and could release the scholarship funds!” Others relayed their observations of the students’ appreciation for the scholarship and added comments like “The funding is so helpful to the students!” and “We think it is a great program and very beneficial for the students!”

Representatives from Trinity University discussed what their interactions are with both CSF-DC staff and DC Achievers Scholars. Trinity explained their partnership with CSF-DC included meetings this past summer (2015) that were focused on their intentional planning and inclusion of DC Achievers in utilizing the resources and support services available to them on campus. The partnership between Trinity and CSF-DC has developed to the level that CSF-DC staff is providing workshops for other students on the campus that will benefit in addition to the DC Achievers.⁸³

A CSF-DC staff members pointed out that “Colleges think if they share information about their support resources with students during orientation they have done their job. Whereas, Trinity and Washington University are specifically watching out for issues DC Achievers may have that are affecting their academic performance.”⁸⁴

A Trinity Academic Advisor explained,

Once the students are on campus we create an academic plan and set academic goals. We map out their courses for the year and get them engaged with some activity on campus utilizing the Appreciative Advising model. We try to meet with all students at least three times per semester—one workshop and two

⁸¹ CSF-DC Higher Education Institutions, interviews, 2015.

⁸² CSF-DC IHE, interviews, 2015.

⁸³ CSF-DC IHE, interviews, 2015.

⁸⁴ CSF-DC staff, interviews, 2015.

individual face-to-face meetings. While we offer the same services for all students on our campus we do provide some specific workshops for DC Achievers Scholars. For example, we are planning a workshop with CSF-DC for DC Achievers on how to communicate with their professors. The workshop will be open for other Trinity students to attend as well.”⁸⁵

It was clear from the interviews conducted with various IHEs that the level of engagement with DC Achievers Scholars varied. Here is how another IHE interviewee described their interaction with DC Achievers:

DC Achievers are offered all the student support services we provide to every student on campus. We don’t make it a practice to check to see what they (DC Achievers) are doing unless their academic performance or behavior impacts their scholarship. Then we would meet with them to address whatever their situation is.

While several IHEs said DC Achievers Scholars were similar to the other students enrolled at their institutions and did not stand out in any unique way, one was quick to tell us that:

Achievers are a great group of students. I think they perform better academically than the students that are attending and receiving only the DC TAG Scholarship alone. Achievers’ GPAs seem to be higher than other students. I’m not sure why – maybe because of requirements that CSF-DC has in place for Achievers to remain eligible to receive their scholarships.”⁸⁶

It is apparent there is a wide range of perceptions and interactions with DC Achievers Scholars from institution to institution. Some institutions report being pro active and others are reactive in addressing DC Achievers Scholars needs on their campuses and ensuring their persistence and graduation.

STUDENT NEEDS/ISSUES

The higher education institutions shared the following needs or issues that DC Achievers Scholars were encountering on their campus.

COLLEGE FIT

IHEs commented on the relevance of finding the college that was “the right fit” for DC Achievers and to increase college persistence on their campuses. All IHEs felt very strongly that a DC Achiever coming from Ward 7 or 8 “would need more advisory support on campus or they would be less likely to complete college.”⁸⁷ Some IHEs were concerned that the Scholars were not going to get a lot of “specific advising” on their campuses.

ACADEMIC

Some IHEs expressed the concern that DC Achievers have to be self-identifying and ask for academic help on their campuses. They clarified it is very easy for these students to “fall by the wayside if they are not asking for help.” In

⁸⁵ CSF-DC IHE, interviews, 2015.

⁸⁶ CSF-DC IHE, interviews, 2015.

⁸⁷ CSF-DC IHE, interviews, 2015.

alignment with this concern, was the DC Achievers “not taking advantage of the resources available to them to persist on campus (i.e., workshops, resource centers, math lab, etc.).”

The topic of DC Achievers lower GPAs surfaced in many of the interviews with the IHEs. There was a concern for the number of remedial courses that Achievers take at the college level and IHEs questioned if some students felt “too academically challenged” while trying to adjust to all the other variables of attending college as well (i.e. social, financial, emotional).

Another shared, “There has to be some realistic decision about GPA and academic preparedness in order to succeed in college. Some of our students have lower GPAs and yet, finish with honors. However, I’m not sure how you can weigh a student’s ‘determination to succeed’ variable in accordance with their academic preparedness and GPA. A realistic “college fit” should be based on a student’s GPA and if the school can provide the right resources for the student to succeed.”

Some of the following quotes from the IHEs capture their level of concern for the students.

There is something to be said about providing opportunities for students who want to go to college but have struggled through high school. I worry about the placement—what institutions these students end up at and whether those students might be better off wading into the waters through a community college process.

I think sometimes it is a disservice to throw them to the wolves at a large public four-year research institution without feeling like they are positively ready to take on the rigor of the course load.

I love that CSF-DC thinks about the non-cognitive factors when selecting their Scholars but I think it is overly weighted in the scoring for scholarship selection and surviving academically in college.

I think it is very revealing when reading some of the DC Scholars essays and their level of ability (writing) is not taken into consideration the way it needs to be for them to survive at the college level.

We believe in taking a holistic approach when selecting students for college. But sometimes I see other students from Wards 7 & 8 that weren’t selected as DC Achievers Scholar and I ask myself, ‘Why weren’t they selected as an Achiever—especially with a better GPA?’ I’m just curious why students with higher GPAs don’t get the scholarship. The current scholarship selection process at CSF-DC excludes students from Wards 7 & 8 that are being successful here academically but desperately need the scholarship funds.

One Dean presented her perspective on DC Achievers that are underprepared academically as such,

How do you fix a lot of years of not great education for a student? That’s the philosophical question. How late is too late? Do you think for some people it is too late for them to get an education? I couldn’t be an educator if that’s how I come at it, right? I can’t accept the premise that for some people it’s just not worth

trying. The current DC Achievers college graduation rate doesn't seem like a win but we have to ask, how many students would have graduated if they didn't have this support?"⁸⁸

PERSONAL CIRCUMSTANCES

IHEs spent significant time talking about the particular external circumstances that DC Achievers often are trying to contend with while enrolled in college. While a lot of their struggles are academics, they also are emotional. IHEs point these students in the right direction for counseling. One IHE staff person said,

Some students can't focus on their work, not because they can't do the work, but because they are distracted with what is going on in their personal lives at home. Many Achievers are working while going to school to support their family at home with siblings and parents to care for. Some have children of their own they must provide for. These aren't your typical college freshmen.

It was also shared that when these students enroll in college, it may be the first time they have any type of health care and therefore the first time they may be diagnosed with emotional issues that require counseling and/or medication.

FINANCIAL

Several IHEs touched on the financial need that Achievers still have beyond their tuition and room and board that is covered by CSF-DC's scholarship. It was stated that many Achievers do not have the money to pay for transportation, child care, meals, or books for example that become barriers to their success.

SUGGESTIONS AND COMMENTS FROM IHEs

Representatives from some of the IHEs that DC Achievers Scholars attend made a few suggestions from their perspective that would benefit the Scholars.

EARLIER NOTIFICATION LIST OF DC ACHIEVERS SCHOLARS

Several of the IHEs expressed interest in receiving earlier notification of who the DC Achievers Scholars were that would be attending their campuses, allowing them to start the financial aid process earlier (July versus August for example). This would allow the Financial Aid Office to generate a preliminary list and begin verifying the student's documentation and generate earlier communication to the student if further documents are needed. This would allow the students disbursements and refunds to be distributed in a timelier fashion and help prevent Achievers being dropped from scheduled classes because the payment typically processes after the payment deadline. One financial aid officer said, "The students are very stressed about their funding once the semester has started and it would help alleviate that stress if we could start the process earlier for them."

ON-CAMPUS RESIDENCE FOR DC ACHIEVERS

IHE interviewees recommended whenever possible, DC Achievers Scholars should reside on campus and not commute. One IHE representative made the statement that "while community colleges provide open access for DC Achievers to enroll, they do not have access to the students to provide the high-touch advising that this population requires. These students need intentional reaching out when they are falling off the path."

⁸⁸ CSF-DC IHE, interviews, 2015.

The other reason that surfaced in regards to DC Achievers residing on campus as opposed to commuting was because the IHE representative said they see a higher success rate for students ‘like Achievers’ who live on campus. While the representative said she did not have specific numbers—she sees it as a constant barrier for their success. One IHE Academic Advisor spoke from her personal experience of growing up in one of the Wards. In her words,

If you are not addressing the outside factors in DC Achievers lives they will struggle to make it through college. You need to give them enough money to get them out of the element they are in. This is the most significant factor contributing to their success and how much of an impact college can have. If they live on campus they no longer have to figure out the commute and working to make the money to pay for the commute or how they will eat while they are on campus. Work then becomes the priority for surviving—not college. That is my personal opinion from my similar experience of growing up in the Ward.

SUMMER BRIDGE PROGRAMS ON A CAMPUS

Many IHEs felt it was significant to an Achiever’s success to participate in a summer bridge program that is held on a college campus and not in the Achievers high schools or local community prior to arriving on campus. They felt removing the students from ‘their comfort zone’ through a summer bridge program would allow for early identification of issues individuals may need assistance. These issues could be addressed proactively rather than when the student arrives on campus and is attending with academics and all the other stressors as well.

SOCIAL CASE MANAGERS

IHE Administrators see the need for case management on campus for DC Achievers and students with similar backgrounds because of the large amount of wrap around services they require beyond financial need (i.e., campus navigation, academic resources, mental health support). They noted some DC Achievers are experiencing the lack of finances for necessary supports to complete their college education and the stress of having the time and skills to navigate through those systems to solve their situations. They spoke of a DC Achiever that had all of their tuition paid for but was homeless and had nowhere to live. They told of other incidences where students have no money for food and are hungry, or no money for books for classes they are enrolled in. Another recalled the Achiever that was attending school out of state and the student didn’t have the money to pay for the expense of getting their belongings to campus or no way home when the campus closes.

One Administrator felt scholarships allow these students to enroll in higher education “but scholarships are not what gets these kids through college.” She said she would rather see “larger scholarship amounts that cover fewer students that would actually graduate from college by making sure they have all the support services they need. These students really need social case work management.” She closed with this foresight, “If we could help students get access to everything they are eligible for they could get their degrees. They wouldn’t need the subsidies anymore and neither would their kids because maternal education is the biggest predictor of what’s going to happen to their children.”⁸⁹

COMMENTS AND SUGGESTIONS FROM CSF-DC STAFF

These were some of the common themes that CSF-DC staff talked about.

⁸⁹ CSF-DC IHE, interview, 2015.

HUMAN RESOURCES

CSF-DC staff expressed the need for more staff to provide the wrap around supports to the increasing number of DC Achievers as they move through the educational pipeline to college graduation and entering the workforce. Staff talked about being ‘spread too thin’ in trying to provide support to the large number of students for whom they are responsible.

MONITORING DC ACHIEVERS PROGRESS AND NEEDS

CSF-DC staff talked about the need for a system that would allow them to uniformly and consistently track their students progress and needs as well as other DC Achievers that they might assist. They felt the database system used by CSF (Educational Edge, “EE”) does not provide them with the tools they need to know what services an individual DC Scholar has received or requires in real time. CSF-DC mentioned several ways they are trying to track students through spreadsheets, Google Docs, Notes, but stated, “EE is not built to put everything in and utilize the data we collect.”

BETTER COLLEGE CHOICE

One CSF-DC staff stated, “I believe that the student needs to be at a college that affirms them. I am real big on having students choose the right institution the first time.” CSF-DC staff discussed the need to focus more on ‘College Fit’ to try and increase DC Achievers success and decrease the number of students that need to transfer to another institution because it wasn’t the ‘right fit’ for them.

INCREASE IN DC ACHIEVERS SCHOLARSHIPS FORFEITED

CSF-DC talked about the possible reasons for the increase in the number of Achievers Scholarships forfeited in recent years. Some staff attributed it to stronger enforcement of the eligibility requirements that may not have been imposed in previous years. For example, there may have been more leniency in the past if a student didn’t attend the summer program or turn in documents by a specified deadline. One staff said an Achiever didn’t meet the deadline for making a housing deposit so he had no place to live and therefore couldn’t go to college that term.

Another Advisor said students are not aware of or fully understand the concept of Satisfactory Academic Progress (SAP). “Achievers don’t know that every class they drop out of applies towards their financial aid as attempted credits. We refer to these students as being ‘Sapped Out’.” Another staff added, “This starts a vicious cycle that Achievers get caught in because they didn’t meet SAP, they lose their financial aid, then they have a balanced owed at the college. Because the student has a balanced owed at the college, they cannot re enroll or register for classes until the debt is paid. So students are then focused on trying to find a job to earn money not only to survive on but to pay off this debt so they can go back. This truly is an academic issue that ends up impacting their eligibility.”

And finally in frustration, one Advisor exclaimed, “In the end, so many students just don’t believe that they can do this and decide not to go—no matter what we do or tell them!”

SELECTION PROCESS FOR DC ACHIEVERS

Staff bantered back and forth around the variables that factor into the selection of a DC Achiever Scholar. While some staff felt there needs to be a change in the criteria for selection, such as imposing a minimum GPA, others took the position that, “We may not be doing the best (percent of Achievers completing college) but we are doing something!”

PROGRAM PARTICIPATION

Exhibit 34 shows the number and distribution of Achiever students across cohorts and school. There were 197 students in Cohort 1 starting in the 2007-08 academic year, grew steadily to 316 in 2013-14, but decreased to 262 students in the 2014-15 year. Across all eight cohorts, there were a total of 1,980 Achiever students. The largest representation of students was consistently at Friendship Collegiate, starting at 30 percent of the total Achiever population in the 2007-08 year, increasing to 43 percent in the 2010-11 and 2011-12 years, and decreasing to 31 percent in 2014-15. The percent of the Achiever students at Anacostia grew from only 8 percent in 2007-08 to 16 percent in 2014-15. At Maya Angelou-Evans, the percent decreased from 12 percent in 2007-08 to 7 percent in 2014-15. At Thurgood Marshall, the percent of the Achiever students grew quickly from 14 percent in 2007-08 to 20 percent in 2009-10, but then decreased to between 10 percent and 14 percent thereafter.

Overall, 65 percent of all Achiever students have been female, but the proportion ranged between 71 percent in the Cohort 3 to 58 percent in Cohort 6. In terms of participation in HERO, none of the Achiever students were in HERO until Cohort 6 in which 12 percent had participated in HERO while in high school. Among Cohort 8 students in 2014-15, one percent participated in HERO in middle school. Overall, 12 percent of the Achiever students from Cohorts 6 through 8 were HERO students. The GPA of Achiever students increased from 2.51 for Cohort 1 to 2.82 in Cohort 4, followed by a decline to 2.51 the following year. Other information not shown below is that 85 percent of Achiever Candidates received Free/Reduced-Price Lunch and 78 percent were first generation students.

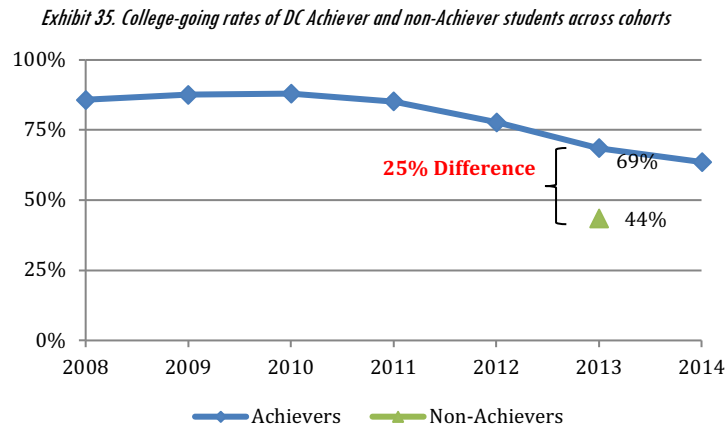
Exhibit 34: Achiever Cohorts by high school, gender, HERO participation, and GPA

	COHORT								
	1	2	3	4	5	6	7	8	Total
Year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	1,980
Cohort Size	197	177	225	250	270	283	316	262	
Anacostia HS	8%	5%	4%	6%	10%	12%	13%	16%	10%
Ballou SHS	17%	15%	17%	20%	16%	13%	12%	15%	15%
Friendship Collegiate	30%	29%	36%	43%	43%	32%	35%	31%	35%
H.D. Woodson HS	19%	21%	18%	15%	13%	17%	13%	19%	17%
Maya Angelou-Evans	12%	11%	4%	5%	6%	12%	13%	7%	9%
Thurgood Marshall	14%	19%	20%	10%	13%	13%	14%	13%	14%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%
Female	69%	68%	71%	67%	68%	58%	63%	58%	65%
Male	31%	32%	29%	33%	32%	42%	37%	42%	35%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%
No HERO	100%	100%	100%	100%	100%	88%	90%	86%	95%
MS HERO	0	0	0	0	0	0	0	1%	0
HS HERO	0	0	0	0	0	12%	10%	13%	5%
GPA	2.51	2.82	2.81	2.82	2.81	2.51	2.56	2.63	2.68

SOURCE: CSF Education Edge.

Exhibit 35 indicates that the college-going rate of Achievers students increased gradually from 86 percent among the 2008 graduating cohort to 88 percent in 2010, and then steadily decreased to 64 percent among 2014 graduates. These college-going rates are derived from Achiever data provided by CSF based upon college-going information

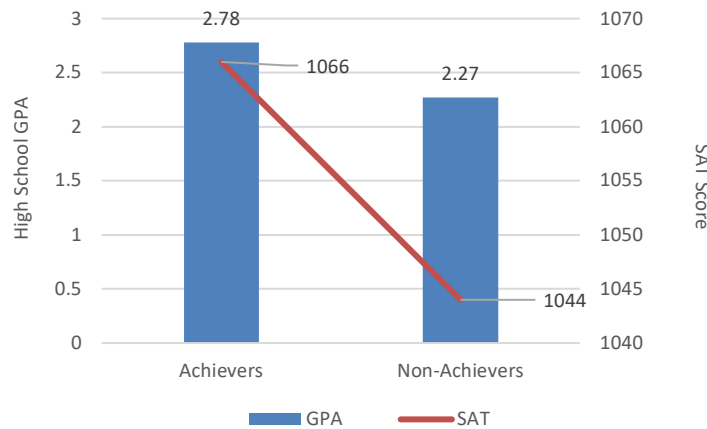
from the National Student Clearinghouse. According to these DC-CAP data, a slightly higher percentage (74 percent vs. 69 percent from the CSF data) of the 2013 Achiever graduates enrolled in higher education, compared to only 44 percent of non-Achiever students from the same high schools.



SOURCE: EE data and DC-CAP Data; FILE: Achievers Analysis 2015 10 14.xls

Exhibit 36 indicates that the academic performance of Achievers Candidates exceeds that of their non-Achievers peers. The average cumulative high school GPA of Achiever Candidates in the 2008-09 cohort was 2.78 compared to 2.27 for non-Achiever students. Similarly, the average SAT for Achiever Candidates was 1066, 22 points higher than their non-Achiever peers who averaged 1044.

Exhibit 36. High school GPA and SAT of Achievers vs. Non-Achievers, 2008-09 (Cohort 2)

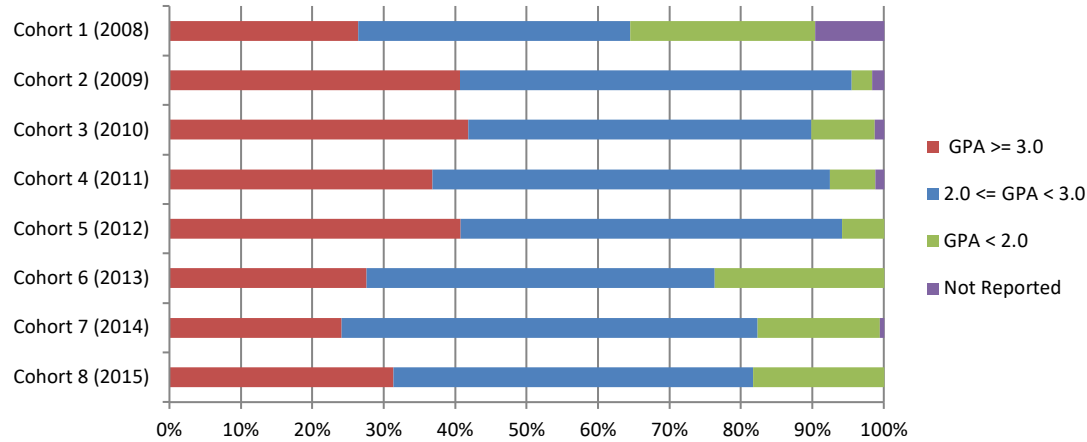


SOURCE: DC-CAP; FILE: DC-CAP Data.xls.

Exhibit 37 shows that the composition of the cohorts over time changed. Only 28 percent of Cohort 1 consisted of students whose GPAs were higher than 3.0, increasing to over 40 percent by Cohort 3, and subsequently decreasing down to 25 percent in Cohort 7 and 32 percent in Cohort 8. The percent of the cohorts whose GPA was less than 2.0 decreased from 26 percent in Cohort 1 to only 3 percent among Cohort 2, eventually increasing to 24 percent in Cohort 6. These trends, combined with the college-going rates depicted in Exhibit 38, suggest that the decrease in the college-going rate overall in Exhibit 35 after Cohort 5 in 2012 is in part due to the changing academic preparation of the Achiever students. However, the changing composition of the students does not tell the full story.

As Exhibit 38 indicates, the college-going rates of even those with GPA greater than 3.0 decreased in the latter years of the program, but not as precipitously as that of the students with lower GPAs.

Exhibit 37: Distribution of Achiever cohorts by GPA



The college-going rates of students with a GPA of 3.0 and higher started off at 96 percent for Cohort 1 and decreased steadily to 75 percent for Cohort 7. College-going information for Cohort 8 was not available. As expected, students with lower GPAs in high school were less likely to go to college. The gap between students with GPAs between 2.0 and 3.0 and students with GPAs greater than 3.0 was 4 percentage points in Cohort 1, decreased to 1 percentage point in Cohort 4, and subsequently increased dramatically to 14 percentage points by Cohort 7. The college-going rate of those students with GPAs less than 2.0 was substantially lower except in Cohorts 3 and 4. Note that the college-going rate of these students in Cohort 2 was not interpretable due in part to the low number of students (n=5) with a GPA this low.

Exhibit 38: College-going rates of Achiever Candidates by GPA across cohorts

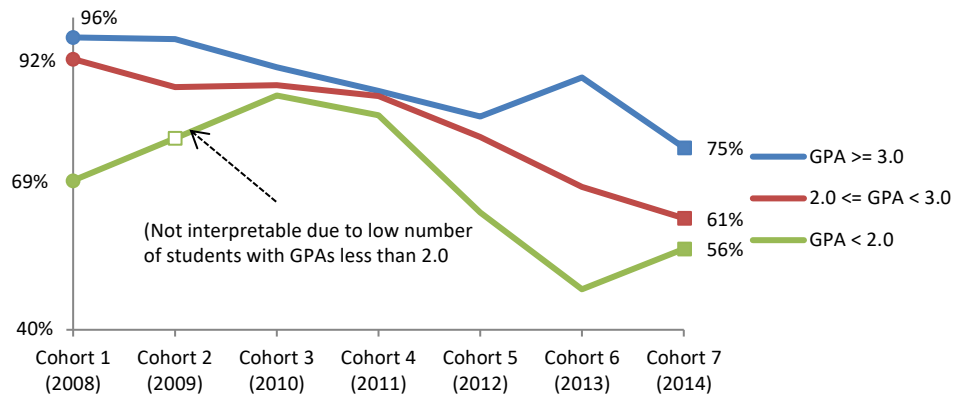


Exhibit 39 shows the college-going rates among Achiever students across cohorts by gender. Across all cohorts the college-going rate of females was 80 percent compared to 74 percent among males. The college-going rate among females was approximately 8 to 9 percentage points higher than males until Cohort 5, where the college-going rate

for males exceeded that of females by two percentage points. Thereafter, the college-going rate for females exceeds that of males by percentage points.

Exhibit 39: College-going rates of Achievers students across cohorts, by gender

	COHORT							Total
	1	2	3	4	5	6	7	
Female	88%	91%	91%	88%	77%	70%	65%	80%
Male	80%	80%	82%	79%	79%	67%	62%	74%

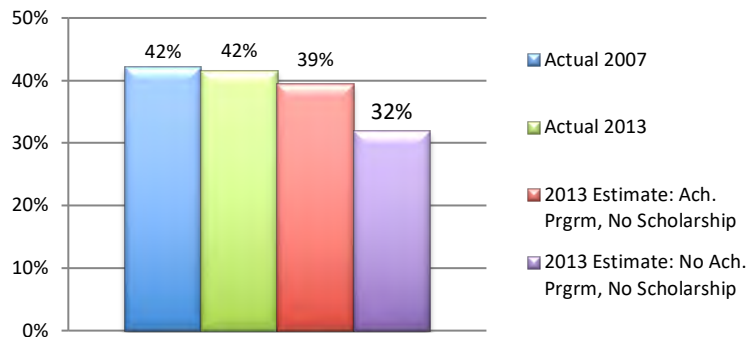
Exhibit 40 shows the college-going rates of the graduating cohorts of Achiever students in select CSF Achiever high schools, and in total across all three high schools, in 2007 prior to the Achiever program and in 2013. It is not possible to determine precisely what the college-going rate would have been in the absence of the CSF program. However, we have some information from the surveys of high school Achiever students that provide a basis for estimates of what the college going rate would have been in 2013 had the Achiever program not been in the schools.

The first survey item that will be used focuses on the effect of the program as a whole (i.e., all the support structures and the scholarship): “*The Achievers program influenced my decision to go to college.*” Thirty-two percent of respondents strongly agreed with this statement, suggesting that in fact had it not been for the program, they would not have decided to go to college. In order to use these data to estimate the counterfactual, assume that these results apply to the Achiever students at each of the high schools in Exhibit 40. In 2013, for example, there were 106 Achiever seniors at all three schools. The survey data suggest that 32 percent (34) of these students decided to go to college because of the Achievers. The actual number of Achiever seniors in 2013 who went to college was 70. Had the Achievers program not been in place in Anacostia in 2013, we estimate that only 36 (70 – 34) Achiever students would have enrolled in college, resulting in an overall college-going rate for the whole class of 32 percent as shown by the purple bar. This is a remarkable difference from the actual college-going rate in 2013 from the actual rate of 42 percent, so the estimate should be considered a maximum boundary for the actual effect.

Another survey item provides a basis to tease out the effects of the overall program from that of the scholarship: “*Even without the Achievers Scholarship, I would be going to college.*” Seven percent of respondents strongly disagreed or disagreed, meaning that these students would not have decided to go to college had it not been for the scholarship. These results, in combination with the above item, are consistent with the rest of the survey in that although the scholarship is the reason the students entered the program, they valued the support systems in place more than the scholarships.

This item allows us to estimate what the college-going rate would have been had the Achievers program not included a scholarship. Continuing with the previous example, approximately 7 students (7 percent of the 106 Achiever Candidates at all three high schools) would not have decided to go to college had they received all the supports in place, but not the scholarship. This results in an overall college-going rate among all seniors of 39 percent, as shown in the red bars. Exhibit 40 demonstrates that the effect on college-going of the overall program (i.e., the support structures combined with the scholarship) is substantially larger than that of just the scholarship. Across all three schools, the lower boundary for the estimate of the college-going rate in the absence of the program (support structures and scholarship) is a full 10 percentage points less than the actual college-going rate of 42 percent in 2013, and 3 percentage points in the absence of just the scholarship.

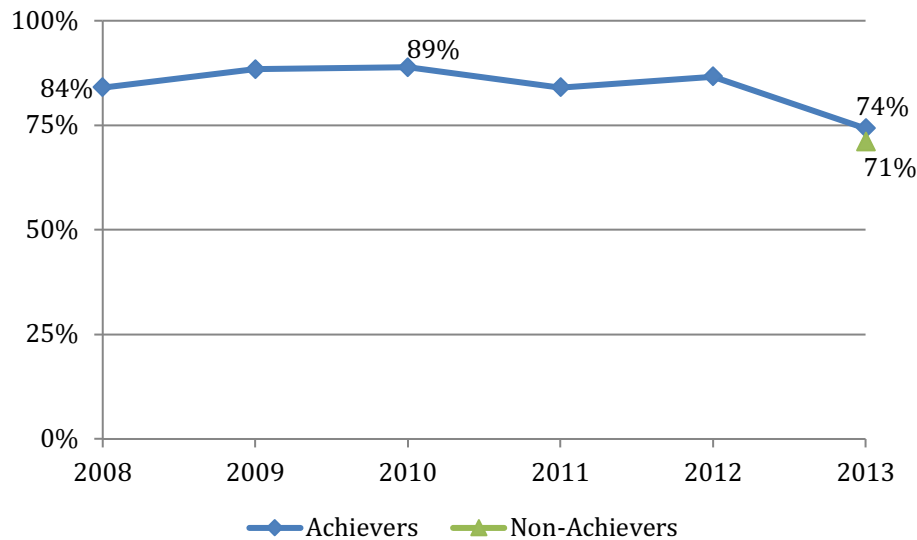
Exhibit 40: Actual and estimated college-going rates among Achiever Candidates at Anacostia, Ballou, and HD Woodson



SOURCE: DC-CAP, EPI Achiever High School Survey.

Exhibit 41 shows that, among those Achiever students who transition to higher education, the retention rate into the second year increases gradually from 84 percent among 2008 graduates to 89 percent among 2010 graduates, and then gradually decreases to 74 percent among 2013 graduates. These trends are based upon the college-going information provided by CSF using National Clearinghouse Data. In addition, data from DC-CAP based upon follow-up efforts indicates that the second-year retention rate among 2013 graduates was slightly higher (79 percent) than the rate based upon CSF data. More importantly, the DC-CAP data indicate that the second-year retention rate among non-Achiever graduates in 2013 was 71 percent.

Exhibit 41: Freshman-sophomore college retention rates for graduating cohorts from 2008 through 2013. SOURCE: CSF and DC-CAP



SOURCE: EE data and DC-CAP Data; FILE: Achievers Analysis 2015 10 14.xls

Exhibit 42 reflects the college retention rates for each cohort by gender and high school GPA. Across all cohorts, there was only a 2 percentage point difference in the retention rates across genders. Except for Cohort 1 students, the retention rates for females are higher than for males. Students with the highest high school GPA transitioned to their 2nd year in college at 78 percent, followed by 73 percent among those with mid-range GPAs and 65 percent among those students with GPAs less than 2.0.

Exhibit 42: Freshman-sophomore college retention rates of Achievers across cohorts by gender and GPA

	COHORT						Total
	1	2	3	4	5	6	
	2008	2009	2010	2011	2012	2013	
Female	82%	90%	90%	85%	88%	76%	75%
Male	90%	84%	87%	82%	84%	72%	73%
GPA $\geq$ 3.0	92%	90%	94%	90%	83%	75%	78%
2.0 $\leq$ GPA < 3.0	80%	87%	85%	81%	91%	76%	73%
GPA < 2.0	80%	0%	88%	69%	70%	66%	65%
Total	84%	88%	89%	84%	87%	74%	74%

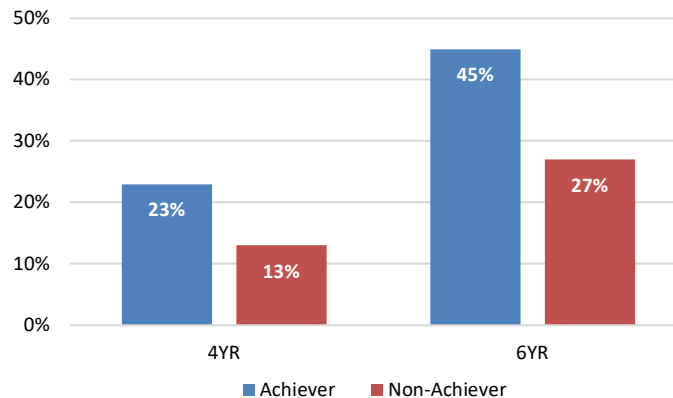
SOURCE: CSF EE Data

COLLEGE OUTCOMES

Ultimately, graduating from college is the ultimate goal for the Achievers program. To further understand the outcomes of Achievers, we will use data that followed Cohort 2 Achiever college students from their matriculation to college in 2009 until 2015—a period of six years.

The data illustrated in Exhibit 43 illustrates two major outcomes for Achiever students. First, an extra two-years of college—six rather than four—doubles the percentage and number of Achievers who earn a college degree. As illustrated, 23 percent of Achievers graduated on time with a college degree. After six years, that percentage rose to 45 percent. Second, Achiever students earn degrees at much higher rates than non-Achiever students from the same high schools who also went to college. For a four-year degree, the advantage for Achiever students was 23 percent versus 13 percent for non-Achievers, and for a six-year degree, those percentages rose to 45 and 27 percent, respectively. Thus, being an Achiever resulted in more success in completing degrees within four- and six-years than other students like them.

Exhibit 43: Four- and six-year graduation rates of Achievers vs. Non-Achievers, 2008-09 (Cohort 2)

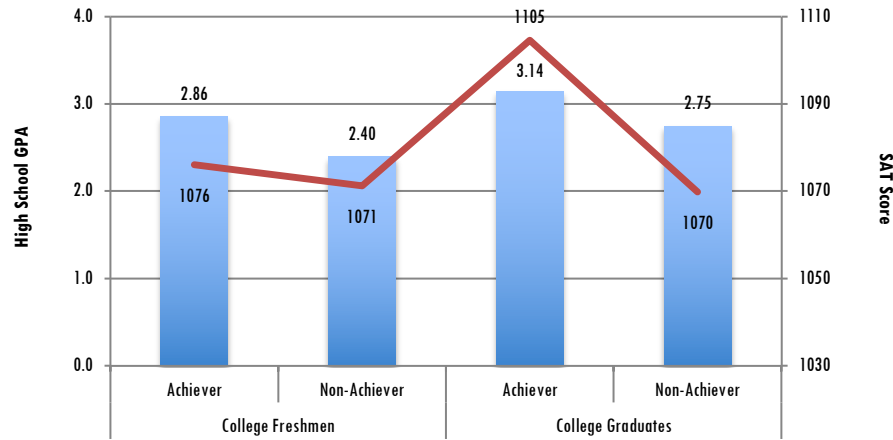


SOURCE: DC-CAP; FILE: DC-CAP Data.xls

An interesting perspective on college students and college graduates is to look at their prior academic results from high school. For instance, at the freshman level in college, Achievers had higher GPAs and SAT scores than non-Achiever students (Exhibit 44). Specifically, Achievers had an average GPA of 2.86 compared to 2.40 for non-Achievers. As well, Achievers had an average SAT score of 1076 compared to 1071 for their peers. These comparisons run similarly for college graduates.

Focusing on students that graduated from college within six-years, we see that Achievers had, on average, higher average GPA and SAT scores than non-Achievers. Achiever graduates had an average high school GPA of 3.14 compared to non-Achievers (2.75), and an average SAT score of 1105 compared to 1070 for non-Achievers.

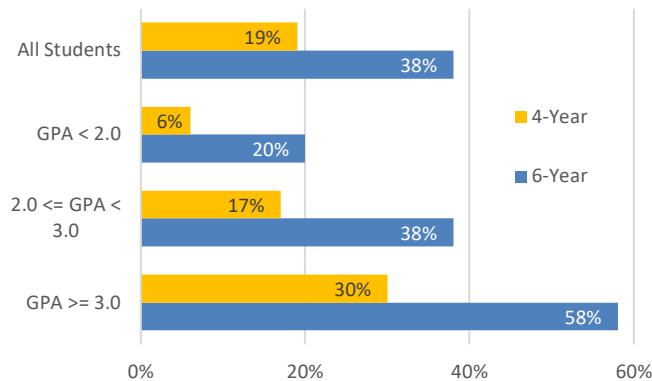
Exhibit 44. Comparative high school GPA and SAT scores of Achievers vs. Non-Achievers, by college freshman and graduation status (six-year), 2008-09 (Cohort 2)



SOURCE: DC-CAP.

Taking a secondary look at GPA and college completion, we separate Achiever students by high school GPA and compared four- and six-year graduation rates using CSF data. As expected, students with higher GPAs outperformed students with lower GPAs (Exhibit 45). Achiever college students who had a GPA of 3.0 or higher had a four-year graduation rate of 30 percent and a six-year graduation rate of 58 percent. Those with a GPA between 2.0 and 3.0 had a four-year rate of 17 percent and a six-year rate of 38 percent. And those with a sub-2.0 rate had a 6 percent four-year graduation rate and 20 percent six-year graduation rate. Clearly, the high school GPA of student has an impact on ability to compete and complete at the college level.

Exhibit 45. Four- and six-year college completion rates of Cohort 1 Achiever students by GPA

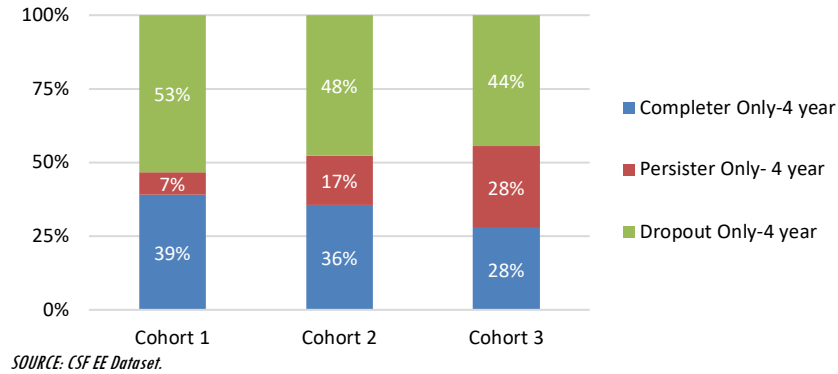


SOURCE: CSF Education Edge Data

From the various data sources analyzed, CSF is graduating approximately 40 percent of its college students. It will take a few more years to understand the full impact of the services and scholarships via additional years of data for further cohorts. Exhibit 46 below illustrates not just the graduation rates, but also the persistence and dropout rates

for students from Cohorts 1 through 3. Follow-up data on Cohort 1 was available at the time of this study for six-years past high school graduation, and five years for Cohort 2 and four years for Cohort 3. Thus, the completion/graduation rates for these three groups will not compare for obvious reasons. Therefore, persistence data is added to see who is still remaining in the college pipeline. Of course, not all persisters will graduate, but the graduation numbers will rise. Given these data, we surmise that the graduation rates for Cohorts 2 and 3 will look roughly the same as Cohort 1. Important to note is that the DC-CAP data shows that 45 percent of Cohort 2 students have graduated with degree in hand.

Exhibit 46. Completion and persistence rates for Cohorts 1, 2, and 3 students



SCHOLARSHIPS

In total, 1,340 Achiever students from Cohorts 1 through 7 received scholarships totaling approximately \$31 million to date between 2008 and 2014. Although we do not have all financial details, we have included counts of 2014-15 in Exhibit 47. As well, please see the cost analysis section for additional details on finance. The illustration below provides much data about the CSF Achievers by cohort, including the number selected versus the number that enrolled in college, the number of scholarships/scholars provided by year by cohort, the total number of scholarships per year, and the number of bachelor's degrees awarded by cohort.

Between 2007 and 2015, over 3,800 scholarships have been provided to those 1,340 students. In 2013-14 alone, 787 scholarships were provided to students.

Exhibit 47: Number of Achievers in high school and college, and number of scholarships by cohort and year, 2007-08 to 2014-15

	ORIGINAL ACHIEVERS SELECTION	Achievers that enrolled in college	Yield	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	BAs (as of 2014)
C1 (2007-08)	197	169	86%	8	158	136	107	109	77	42	13	63
C2 (2008-09)	177	155	88%		46	143	125	107	98	65	29	53
C3 (2009-10)	225	198	88%			55	187	166	142	123	66	52
C4 (2010-11)	250	213	85%				11	209	179	150	126	2
C5 (2011-12)	270	210	78%					16	202	183	136	
C6 (2012-13)	283	194	69%						26	186	144	
C7 (2013-14)	316	201	64%							38	196	
C8 (2014-15)	262	-	-									
TOTAL		1340		8	204	334	430	607	724	787	710	170

SOURCE: CSF Education Edge.

WHERE ACHIEVERS GO TO COLLEGE

Since the first year of college-going for Achiever students in 2008, Achievers have attended over 200 institutions of higher education in the United States. Exhibit 48 below identifies the top 25 institutions where Achievers attend, representing over 60 percent (812 students) of all college-level Achiever students. Of these 25 colleges and universities:

- Three were two-year institutions and 22 were four-year institutions.
- Eighteen were Historically Black Colleges and Universities (HBCUs).
- Twenty-five percent of all Achiever college students attending one of three institutions: Trinity (197 students), Penn State (71 students), or Bennett College for Women (67 students).
- Cost of attendance ranged from \$20,250 to \$47,548.⁹⁰ The tuition cost at the Community College of DC is \$3,000.
- The average enrollment-weighted COA for Achievers at these institutions was \$32,185.
- First-year retention rate ranged from 45 to 92 percent at these institutions and the six-year rate ranged from 6 to 85 percent.
- The average six-year graduation rate for institutions attended by this group is 38 percent (enrollment weighted).
- 87 percent (708) of students attended institutions with a six-year graduation rate of 50 percent or lower; 59 percent (482) attended an institution with a 35 percent or lower six-year graduation rate; and 17 percent (134) attended an institution with 20 percent or lower six-year graduation rate.
- Of all Achiever college students, two thirds attended only one institution (65 percent), 27 percent attended two, and 9 percent attended three or more institutions.

Exhibit 48. Top 25 institutions of higher education attended by Achiever students, Cohorts 1 through 7

Institution	Number of Achievers	Grad Rate (6 year)	Fall-Fall Freshman - Sophomore	Cost of Attendance	HBCU	Sector
Trinity Washington University	197	34	55	\$35,336	No	Private
Pennsylvania State University-Main Campus	71	85	92	\$47,548	No	Public
Bennett College for Women	67	44	61	\$31,073	Yes	Private
Virginia State University	38	40	65	\$30,941	Yes	Public
University of the District of Columbia	36	16	58	\$23,128	Yes	Public
University of Maryland-Eastern Shore	35	32	68	\$31,105	Yes	Public
Lincoln University of Pennsylvania	28	40	72	\$27,884	Yes	Public
Norfolk State University	26	34	72	\$35,098	Yes	Public
Prince George's Community College	25	6	62	\$20,250	No	Public
Pine Manor College	24	34	62	\$42,300	No	Private
Clafin University	22	44	70	\$32,550	Yes	Private
Community College of the District of Columbia	22	-	-	-	-	Public
Delaware State University	22	37	65	\$30,218	Yes	Public
Bowie State University	20	35	70	\$31,367	Yes	Public
Livingstone College	20	20	53	\$26,721	Yes	Private
George Mason University	18	67	87	\$45,648	No	Public
North Carolina A & T State University	18	43	80	\$29,395	Yes	Public
Winston-Salem State University	17	46	75	\$27,050	Yes	Public
Morgan State University	16	34	72	\$32,464	Yes	Public
Potomac State College of West Virginia University	16	17	45	\$21,666	No	Public

⁹⁰ It is important to note that these data represent published cost of attendance figures and do not reflect actual net cost for students which is less for most students and significantly less for Achiever students, almost all of whom are Pell Grant-eligible. We use them only as guides for reference in comparison to others across the United States.

Evaluation of the College Success Foundation – District of Columbia

Bethune-Cookman University	15	55	63	\$27,070	Yes	Private
Central State University	15	25	53	\$25,946	Yes	Public
Montgomery College	15	16	68	\$30,554	No	Public
Shaw University	15	24	42	\$29,378	Yes	Private
North Carolina Central University	14	47	77	\$30,283	Yes	Public

ACHIEVERS HIGH SCHOOL SURVEY

In spring 2015, a survey was designed and administered to CSF Achiever High School students. The survey was based, in part, on prior work that CSF had conducted. Since the survey had not been administered in recent years, it was jointly decided by EPI and CSF to use the opportunity to administer the survey and see how students felt about their experiences.

The survey was administered in June 2015 in both paper and online formats. The Educational Policy Institute distributed paper surveys to all Achiever Advisors at the six participating schools in Wards 7/8. EPI entered paper survey data from students into the online system to add to the existing surveys entered online by students. The survey questions are provided at the end of this section. In total, there were 146 respondents out of the 473 total number of Achiever students in cohorts 8 and 9 who received the survey (response rate of 30.9 percent) that completed the survey between June 4 and July 2, 2015.⁹¹

Key Findings

- The majority of the survey respondents are from Cohorts 8 and 9. **Sixty-one percent of respondents were female, 42 percent first-generation,** and a majority from Friendship Collegiate.
- Relative to their peers at the schools they attend, students participate in AP courses at higher rates. The percent who have taken the SAT/ACT tests relative to their school peers varies by school. **Students aspire to be traditional college students attending full-time at four-year colleges across the country.** Seventy-five percent intend to earn a postgraduate degree of some type.
- **Approximately 17 percent of respondents intend to pursue a degree in the Health Science field,** followed by 14 percent in Business Administration, and 11 percent in Education and Training.
- **Seventeen percent of students enrolled in their high school because of the Achievers Program.** The vast majority were motivated to apply to the program primarily by the scholarship. More students reported that they found out about the program through their regular school counselor (42 percent) than any other source, followed by the Achievers Advisor and a family member.
- Almost three quarters of the respondents (71 percent) stated that the scholarship was the primary motivation for applying to the Achievers program. A large percentage of respondents (28 percent) also cited the support available through the program as a motivation for applying to the program.
- Although students appreciated all aspects of the program, they consistently indicated that **they most valued the services and activities that were directly related to college preparation.** These activities included help with financial aid strategies, increasing college awareness, and college visits.
- **Twenty-eight percent of students stated that their favorite part of the program was the college tours** followed by 21 percent expressing their appreciation for developing relationships with their peers and the Achiever program staff.
- **Students were very satisfied with their Achievers Advisor,** citing the overall level of support that they provided particularly in regards to college preparation activities such as encouragement to continue their education, financing college, and help with the application process. Students responded that they received the most support for college preparation from the Achievers Advisor, more than their parents, guidance counselors, and teachers.

⁹¹ There were a total of 262 Achiever students in Cohort 8 according to CSF EE data. Only 217 of these were sent the survey due to email availability. As of the date of this report, the total number of Cohort 9 Achiever students is unknown, but 256 were sent the survey. This results in a total of 473 who actually received the survey.

- The scholarship was highly valued, but as students gained more experience in the program they came to value the overall program as much as the scholarship. **A majority of respondents (67 percent) indicated that they would be going to college anyway without the scholarship.** The part of the summer program that the students overwhelmingly valued most was the college visits because they were helpful and informative.
- **Students indicated that they felt prepared academically, socially, and emotionally for success in higher education.** Most students reported that they intend to work during college, but only 31 percent intend to take out student loans.

General Background

Of the 146 that completed the survey, 53 percent were Cohort 8 students and 47 percent Cohort 9. Sixty-one percent of the respondents were female, and 42 percent were first-generation college students, which is the same gender composition relative to the overall Achiever population of cohorts 7 and 8. There is a notable difference in the composition of first-generation college-going students, with 58 percent of the survey respondents being first generation college-goers compared to 28 percent for the overall DC Achiever population.

Surveys were collected from all high schools, and Friendship Collegiate represented one-third of all survey respondents (35 percent). Students from Ballou HS are over-represented in the survey responses relative to the overall DC Achiever population as is Maya-Angelou to a much lesser extent; Friendship, HD Woodson, and Thurgood Marshall are underrepresented. Fourteen percent of respondents had been in the HERO program before becoming an Achiever. Of those that were HERO students, the highest percentage were HEROs in 10th and 11th grade (70 and 65 percent of those who responded as a HERO student).

Exhibit 49. Students in the survey sample and the overall DC Achievers population

	Total (percent)	DC Achievers (percent)*
GENDER		
Female	61	61
Male	39	39
Total	100	100
FIRST GENERATION		
No	58	28
Yes	42	62
Total	100	100
SCHOOL		
Anacostia High School	12	12
Ballou Senior High	23	9
Friendship Collegiate	35	43
H.D. Woodson High	9	11
Maya Angelou-Evans	9	7
Thurgood Marshall	13	16
Total	100	99**
HERO PARTICIPATION		
No	86	88
Yes	14	12
Total	100	100

**Cohorts 7 & 8 only. ** One percent had multiple high schools of record. Omitted here.*

Academic Achievement

The survey collected data on academic progress and achievement of Achievers students. Overall, the average Achievers respondent has a high school GPA of 3.11, with a low of 1.95 and a high of 4.35. The average SAT score for respondents was 416 for critical reasoning, 421 for mathematics, and 412 for writing (see Exhibit 50). Fifty-nine percent of Achievers completed at least one Advanced Placement Course, with one third of respondents completing at least three (Exhibit 51). Forty-one percent of Achievers did not complete an AP course.

Exhibit 50. Average SAT score for Achiever respondents

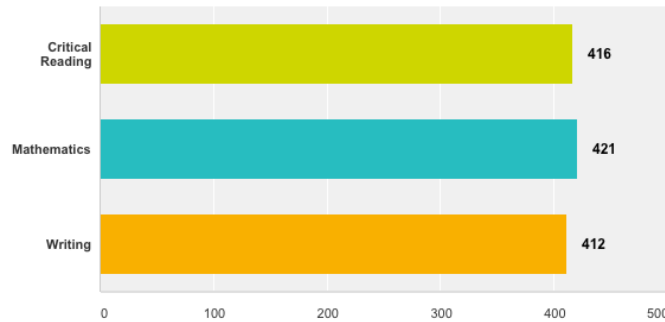
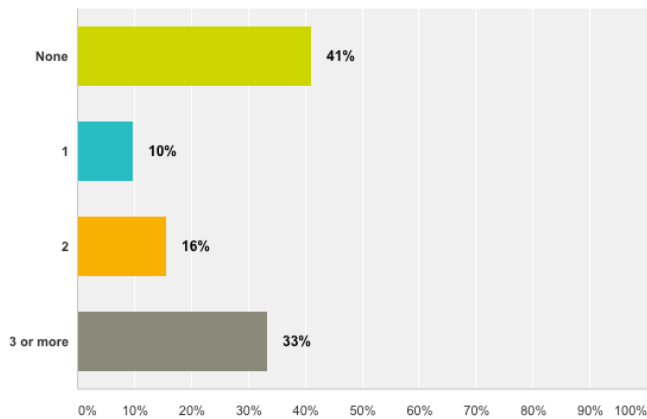


Exhibit 51. Advanced Placement (AP) course completion for Achiever respondents



In addition to the above data, Exhibit 52 reflects the academic progress and achievement of Achievers relative to their school-wide population as of the 2015 academic year. Survey respondents participated in at least one AP course at a much higher rate than their peers in all schools except Friendship Collegiate. The highest AP participation rate among respondents was 75 percent at H.D. Woodson, followed by 50 percent of the survey respondents at Thurgood Marshall, 45 percent at Friendship Collegiate, 41 percent at Anacostia High School, and 38 percent at Ballou Senior High. No students at Maya-Angelou indicated that they enrolled in an AP course.

The percent of students who took the SAT test among survey respondents was less than their peers at Anacostia, Ballou, and Friendship, and higher at H.D. Woodson and Maya Angelou-Evans. The ACT participation rate among survey respondents was higher than their school peers at Anacostia, Ballou, and H.D. Woodson. SAT and ACT participation data at Thurgood Marshall was not available.

Exhibit 52: Academic achievement of the survey sample compared to school wide population

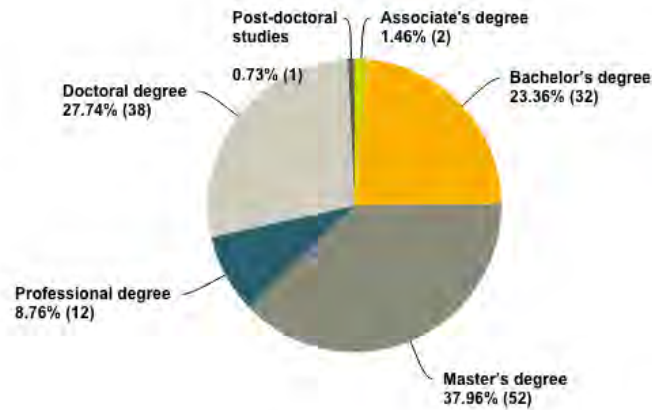
High School	AP Participation (percent)		SAT Participation (percent) [†]		ACT Participation (percent) [†]	
	School Wide (2015)*	Survey	School Wide (2015)*	Survey	School Wide (2015)*	Survey
Anacostia High School	16.8	41	34.7	12	21	24
Ballou Senior High	7.5	38	59.5	38	11.9	13
Friendship Collegiate	42.9	45	89	27	34.4	6
H.D. Woodson High	10.6	75	49.3	50	8.5	17
Maya Angelou-Evans	7.1	-	35.7	42	-	25
Thurgood Marshall	**	50	**	44	**	-

[†] Based upon the percent who provided scores *Data retrieved from <http://www.learnnc.org/schoolprofiles/>. ** No data provided.

College/Professional Aspirations

Ninety-two percent of the survey sample indicated that they intend to attend college full-time and almost all students (99 percent) aspired to at least a bachelor's degree (see Exhibit 53). Overall, 23 percent of respondents planned on attaining a bachelor's degree, with 38 percent aimed for a master's and an additional 37 percent planning on attaining a professional degree, doctorate, or post-doctorate.

Exhibit 53. Educational attainment aspirations



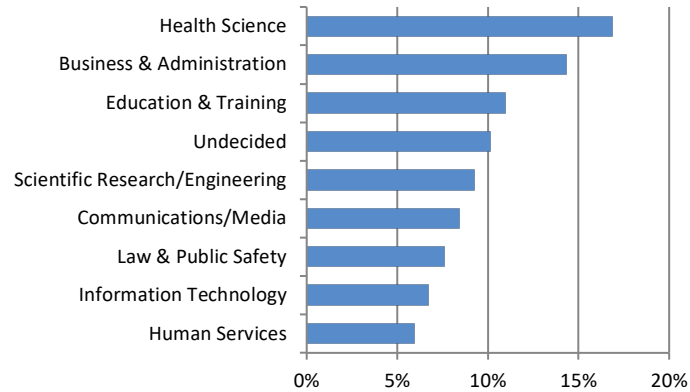
There was an impressive distribution of campuses that students intend to attend according to the survey. Of the 100+ responses, the most popular institutions were Trinity University, North Carolina A&T, and North Carolina Central University. The responses were uniformly diverse, with over 70 different institutions mentioned. Exhibit 54 below illustrates a text analysis of the institutions.

Exhibit 54. Text analysis of potential institutions

Clark Atlanta University Potomac Johnson
Norfolk University of Pennsylvania
Hampton Trinity University Eastern
College Arizona North Carolina
Florida Virginia Morgan Maryland Ohio
Delaware state University Toledo

Exhibit 55 includes an illustration of the top fields of study chosen by Achievers via the survey. Approximately 17 percent of respondents intend to pursue a health science field of study, followed by 14 percent in business administration and 11 percent in education & training. Other top choices include engineering, communications, law, and information technology.

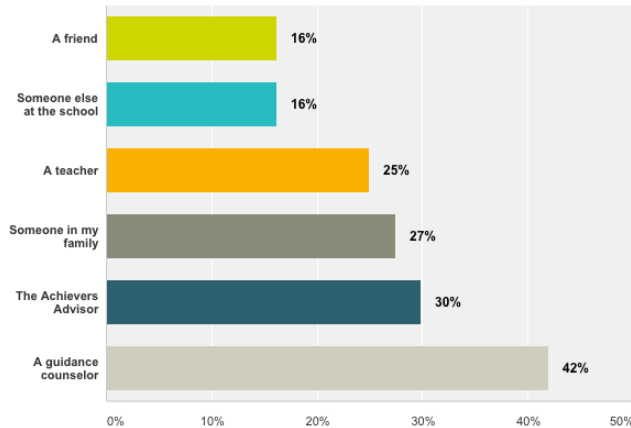
Exhibit 55: Career aspirations of Achievers students



Entry into Achievers

Approximately one-third of respondents found out about the Achievers program through their high school counselor (see Exhibit 56). A quarter of respondents said it was their Achievers Advisor, and others learned through a family member, teacher, school staff, or friend. Seventeen percent of respondents stated that they chose their high school because of the Achiever scholarship program.

Exhibit 56: How students first heard about the Achievers program



Perhaps not surprisingly, money was a primary attraction for students. Exhibit 57 indicates that it was mentioned by 71 percent of respondents as they reason why they applied. Students clearly understand the importance of financing their college education. One student responded in reference to the scholarship that “College would not be affordable without it.” Another specifically mentioned how important the scholarship is to achieve her personal goals in spite of circumstances: “...I want to go to college and be successful and my mom is single-parent who has low-income.” The various types of support that the program provides students (e.g., academic, college preparation and application, etc...) was a distant second place at 24 percent of respondents.

Exhibit 57: Why students applied to the Achievers program

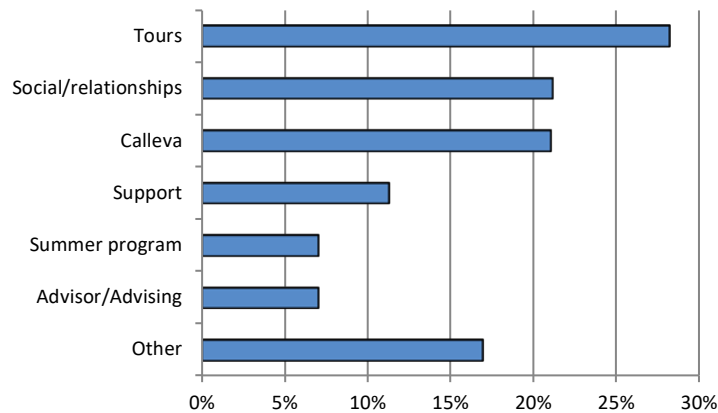
RESPONSE	FREQUENCY	PERCENT
Money	83	71 percent
Support	28	24 percent
Network	17	15 percent
Self-Improvement	16	14 percent
College	12	10 percent
Required	6	5 percent
Total Responses	117	
Non-responses	29	

The Achievers Program Services and Activities

Services that are directly tied to college-going were the most valued by students. For example, more students (79 percent) responded that filling out the Free Application for Federal Student Aid (FAFSA) was “Very Important” than any other service. College awareness and college visits were similarly important (78 and 77 percent, respectively). Other important services include SAT/ACT test prep, academic advising, leadership development, and regular meetings with Achiever Advisors.

The survey provided an open-ended opportunity for students to indicate which part of the program was their favorite. Exhibit 58 shows that 28 percent of responses were the college tours. The next highest activity was developing relationships with other students and the Achiever program staff (21 percent). One student went so far as to refer to “Being a family and having support when you need it,” and another answered “I like the family-oriented environment and the nonstop support.” The same percentage of students responded that the camping trip was their favorite, followed by the general level of support that the program provides students. Related to support, another seven percent specifically mentioned the advisor/advising. The same percentage mentioned the summer program in general.

Exhibit 58: Favorite activities of the Achievers Program



The survey included an open-ended prompt for suggestions for how the program could be improved to support them and future students. Eighty-percent of responses were directed to the program itself, 44 percent of which encouraged them to continue the program without any suggestions for change. Three respondents (6.7 percent) cited more support for the students, one of which suggested that “...mentors actually help them during the college application process.” There were some specific suggestions for improvement. One student suggested that the college trips “should not be a privilege because they are critical in choosing a college,” while another suggested that the tours of college campuses should include “Being able to actually sit in a college class and see how professors teach and how

the students learn.” Yet another suggested that staff “Make sure that all students are thought about and not just the popular or outgoing ones.”

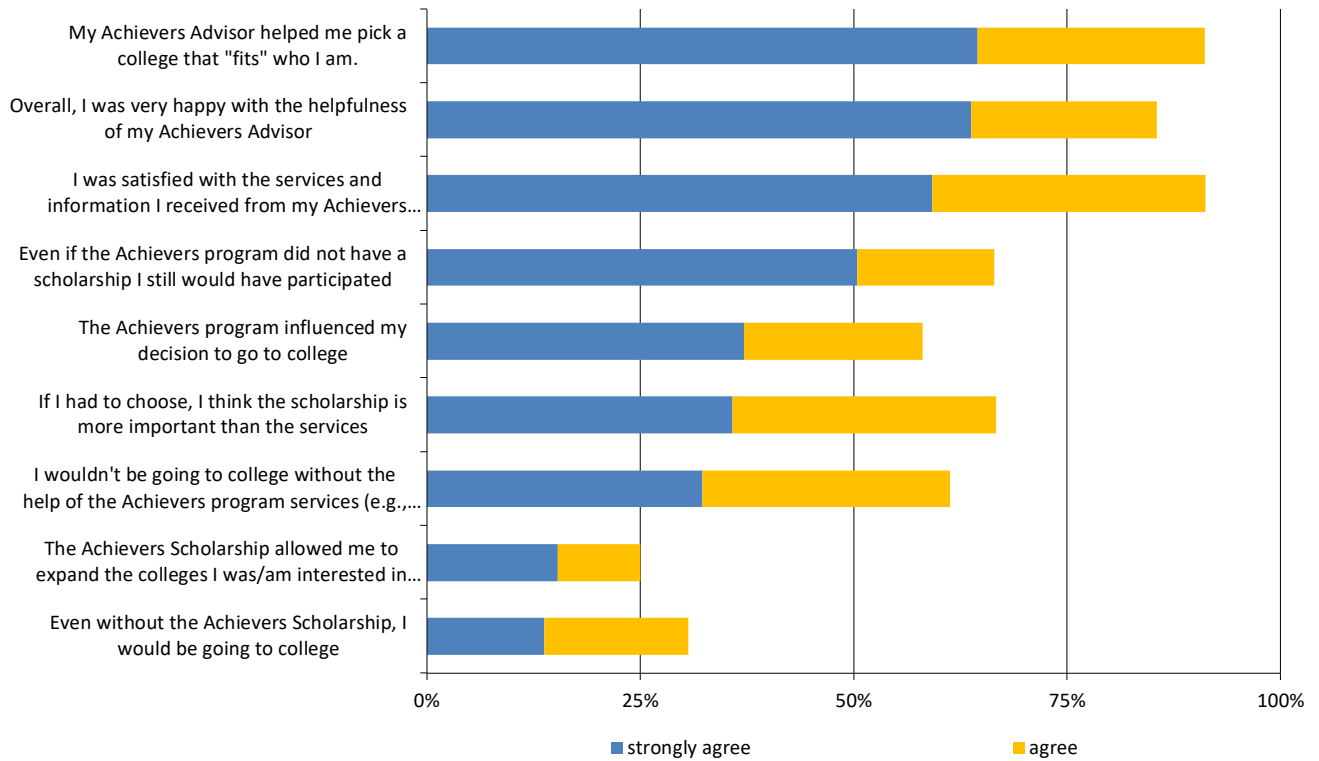
Twenty percent (11) had suggestions for their fellow students, three of whom encouraged their peers to stay focused. The balance of the suggestions for the fellow students included remaining open-minded, staying on top of paperwork to just being yourself.

Exhibit 59 illustrates student responses to questions about components of the Achievers program in descending order of the percent who responded with Strongly Agree. Two thirds of students (67 percent) said that they still planned to go to college even if they didn’t have the Achievers Scholarships, while 22 percent were unsure and 9 percent did not think they would go to college. Even so, 58 percent of respondents agreed or strongly agreed that the Achiever program influenced their decision to go to college. Perhaps as importantly, 85 percent of students agreed or strongly agreed that the scholarship expanded the colleges that they were considering.

Respondents were very satisfied with the role of the Achievers Advisor. Ninety-one percent of respondents either strongly agreed or agreed that they were happy with the helpfulness of their Achievers Advisor and were satisfied with the services and information that they received from the Achievers Advisor. Two thirds of students (67 percent) either agreed or strongly agreed that the Achiever Advisor helped them pick a college that was a good fit for them.

Sixty-one percent of students agreed or strongly agreed that they would have participated in the program even if it did not include the scholarship, and as an interesting note, students did not think that the scholarship was more important than the services. Specifically, one third (35 percent) of students did not agree with the statement that the scholarship was more important than program services compared to 29 percent who agreed.

Exhibit 59: Student responses about the program, the Advisor, and the scholarship

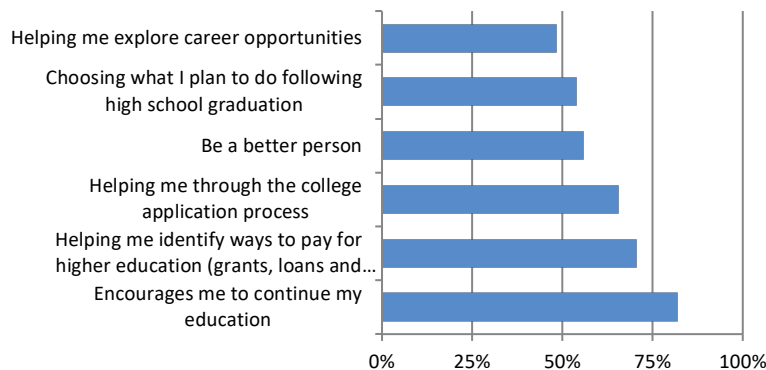


SELECTED ELEMENTS OF THE ACHIEVERS PROGRAM

Achievers Advisor

Exhibit 60 reflects the ways in which students perceived their Achiever Advisor was helpful and suggests that the students most valued the Advisor's role of preparing for college. Over 80 percent indicated that the Advisor was helpful in providing encouragement to continue their education, followed by 70 percent with financial counseling, and 65 percent for assistance with the college application process. Fifty-six percent valued the role that the counselor played in making them feel like a better person. Approximately 54 percent responded that the Advisor was helpful in facilitating postsecondary plans and 48 percent for helping to explore career opportunities.

Exhibit 60: Ways the Achievers Advisor was helpful

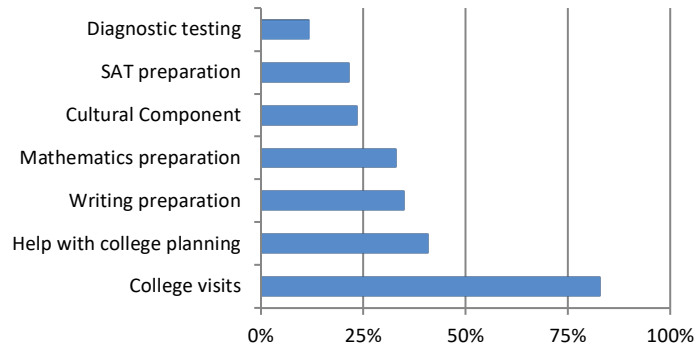


Summer Program

Thirty-two percent of respondents indicated that they participated in the 2014 summer program. Of those, 71 percent thought that the length of the summer program was just right and 20 percent thought that it was too long. Seventy-one percent of respondents indicated that they received funding to attend the summer program but 85 percent would have attended even if they had not received the pay.

Exhibit 61 reflects open-ended responses regarding what students liked best about the summer program. Over 80 percent indicated that they liked college visits which is consistent with the responses regarding what students liked most about the Achievers program as described in Exhibit 58. Help with college planning was mentioned by 40 percent of the respondents. Thirty-five and 33 percent liked the writing and math preparation, respectively. Only 23 percent responded that they like the cultural component best followed by 21 percent for SAT preparation and 12 percent for diagnostic testing.

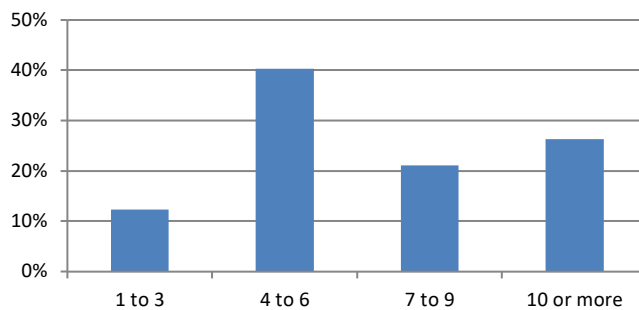
Exhibit 61: What students liked about the summer program



College Campus Visits

As Exhibit 62 indicates, the summer program includes tours to college campuses. Forty percent of respondents visited between four to six campuses during the summer program, while 26 percent visited 10 or more, 21 percent visited 7 to 9 colleges, and 12 percent visited 1 to 3 campuses. Approximately 75 percent of these respondents indicated that there were just the right amount of visits and 24 percent thought that there were too few. Seventy-nine percent of respondents indicated that the visits would help them choose a college to attend.

Exhibit 62: Number of college campuses visited



Many students provided open-ended responses to the college visit question. Students “enjoyed” the visits, found them “really great.” Others commented that the visits allowed them to see places they would not have seen. As one student commented, “the college visits helped give me an up-close feel for the environment of the school and if I would like it and be comfortable there or not.” Students commented on the connections that some college students had with their institution, and an insight into the activities and opportunities available to them. “They really showed me what I want in a college and allowed me to see the school I will be attending in the fall.”

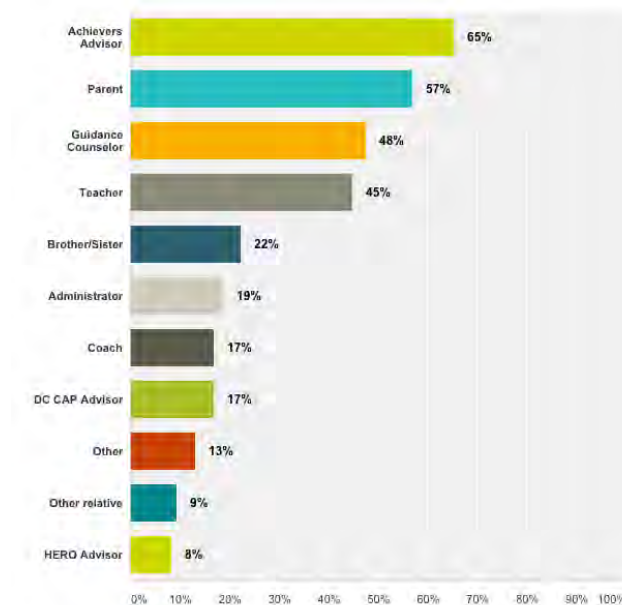
Hometown Mentor

Thirty-eight percent of respondents indicated they had a Hometown Mentor, of whom 74 indicated that their mentor was very helpful and 14 percent indicated that the mentor was somewhat helpful. Five percent indicated that their Hometown Mentor was either not very helpful or not helpful at all.

General Assistance for College Going

Exhibit 63 indicates that 65 percent of respondents thought that their Achievers Advisor provided the most encouragement and assistance to prepare and go to college, followed by 57 percent for parents, 48 percent for their guidance counselor, and 45 percent for their teacher.

Exhibit 63: The person who provided the most support to prepare and go to college.



Students in DC public schools have a number of services available to them designed to encourage and support their enrollment in higher education. Exhibit 64 shows the percentage of students who used other services. It shows only those services that received at least 10 percent. Fifty-seven percent of respondents utilized DC-CAP services, followed by TOPS (23 percent), AVID (18 percent), and PSSE (17 percent). Other top programs included the Michael Walton Foundation, Upward Bound, BUILD, and the 21st Century Program.

Exhibit 64: Other services utilized by Achiever students

Response	Percent of Total Responses
DC-CAP	57 percent
TOPS	23 percent
AVID	18 percent
POSSE	17 percent
Michael Walton Foundation	15 percent
Upward Bound	14 percent
BUILD	11 percent
21st Century	10 percent

College Preparedness

A number of items addressed how well students feel prepared for college and the types of support and services that they anticipate needing. Overall, students feel very prepared academically, socially, and emotionally to succeed in college. Exhibit 65 indicates that 82 percent agreed or strongly agreed that they are academically prepared to be successful in college, and 79 and 77 percent felt prepared emotionally and socially, respectively. Students were less confident financially, even with the Achievers Scholarship. While 56 percent felt strongly agreed or agreed with being well-prepared financially, 29 percent had no opinion and 14 percent disagreed or strongly disagreed.

Exhibit 65: Academic, social, emotional, and financial preparedness for college

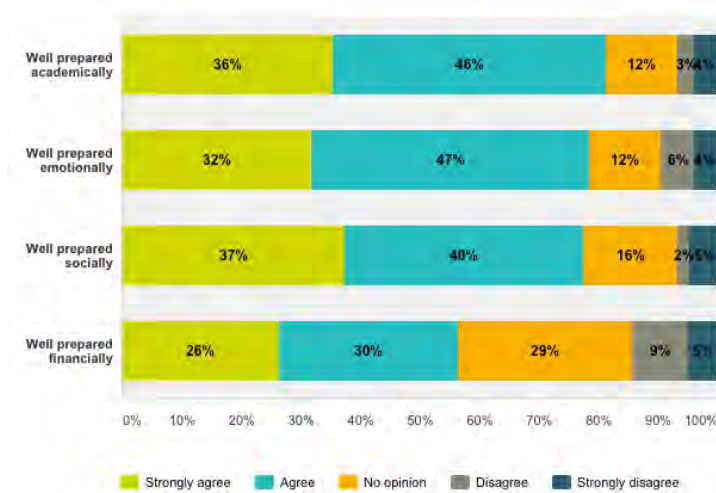
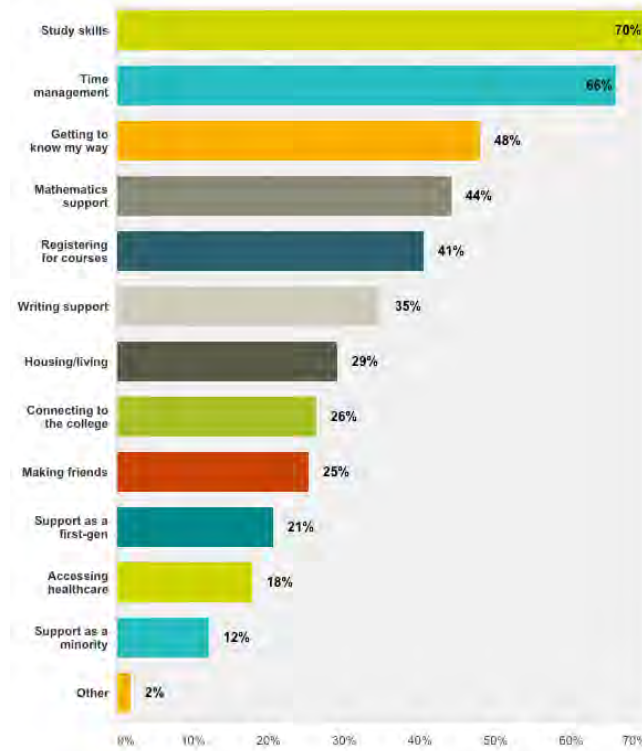


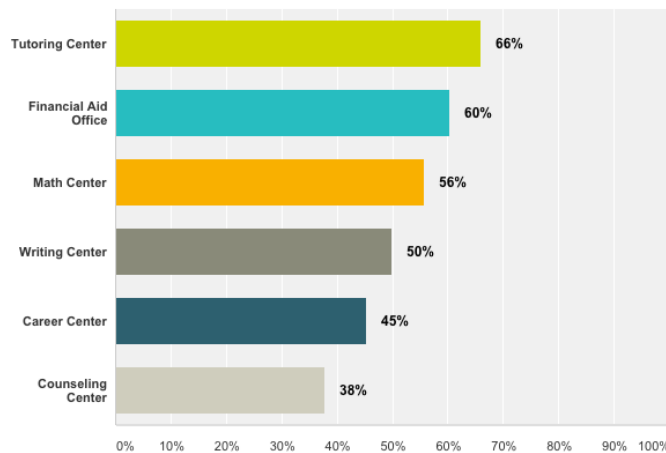
Exhibit 66 indicates that, of 106 respondents, 70 percent anticipate needing assistance with study skills and 66 percent for assistance with time management. Just under 50 percent anticipate needing assistance with getting to know their way around followed by 44 percent for assistance in math and 41 percent for course registration. Students do not anticipate needing as much assistance with connecting to the college and making friends (both approximately 26 percent) or needing support as a racial/ethnic minority (12 percent).

Exhibit 66: Type of assistance anticipated in college



Consistent with Exhibit 66, Exhibit 67 illustrates that two thirds of respondents anticipate needing to use the services of the tutoring center in college, 60 percent who anticipate support from the financial aid office, and 56 percent from the math center. Other areas included writing, career, and counseling centers.

Exhibit 67: Types of anticipated areas of campus support



Financing College

Almost all students (90 percent) planned to work during college to help support the cost, while only 31 percent were planning to take out any student loans for college.

ACHIEVERS COLLEGE SURVEY

Executive Summary

- **Ninety percent of a total of 96 respondents were last enrolled in the 2013-14 academic year.** All were enrolled in a four-year institution and anticipate earning a Bachelor's degree and 81 percent plan on earning a postgraduate degree of some type. There were a variety of fields of study, but **more students were business majors (15 percent) than any other field**, followed by health professions at 9 percent and 8 percent for education and psychology. There was an impressive geographical distribution of institutions, but **Trinity Washington University had more Achiever students than any other institution.**
- Seventy-five percent of students cited the communication and encouragement from CSF staff as the most helpful aspect of the CSF program, compared to only 18 percent who listed the scholarship as the most helpful aspect. Although 32 percent responded that the program should be continued as is, some students suggested more frequent student meetings and that there should be some changes regarding what fields students are encouraged to enter and the institutions to which they are encouraged to apply.
- **Nineteen percent of students have stopped out, 40 percent due to financial reasons.** About half worked while in college, 45 percent of whom worked over 21 hours per week. Thirty-one percent were employed in a work-study position, 35 percent worked in an on-campus job, and 25 percent were related to their major. **Half of the respondents used a portion of their work earnings, financial aid, or refund check to support their parents and/or siblings.**
- **The majority of students felt that they were prepared for success in college academically (62 percent), socially (67 percent), and emotionally (59 percent).** Sixty-three percent reported a grade-point-average (GPA) of at least a 2.5 and 8 percent had a GPA of less than 2.0. A total of 41 percent of students enrolled in a remedial math course and 30 percent enrolled in a remedial English course.
- **Students consistently responded that they most needed, received, and were satisfied with assistance regarding the financial aspects of college life such as paying tuition, financial aid, and paying for books and other expenses.** Fewer students indicated that they required assistance on the social aspects of college life. They received assistance primarily from their academic Advisors, followed by CSF college program staff, professors, and their CSF College Preparatory Advisor.
- Regarding their college experiences, **60 percent of students indicated that they had participated in community service or volunteered**, about half were active in a campus or student organization, and 39 percent had participated in an internship, 73 percent of which were related to their majors and 68 percent of which were paid.

General Background

There were a total of 96 respondents to the college survey, 90 percent of whom were last enrolled in the 2014-15 academic year. The 96 responses corresponds to a 9.4 percent response rate out of 1,016 CSF-DC students currently enrolled in college.⁹² The data to compare the survey respondents to the overall population of Achiever students enrolled in higher education was not available. Fifty-eight percent of students will be in their 3rd or 4th year as of the fall 2015 semester. Eighty-three percent plan to earn their Bachelor's degree within the next four academic years. All anticipate earning at least a Bachelor's, with 81 percent planning on earning a postgraduate degree of some type (Exhibit 68). The data to compare the survey respondents to the overall population of Achiever students enrolled in higher education was not available. Fifty-eight percent of students will be in their third or fourth year as of the fall

⁹² This is the total number of Achievers from Cohorts 3 through 7 who were enrolled in higher education.

2015 semester. Eighty-three percent plan to earn their Bachelor's degree within the next 4 academic years. All anticipate earning at least a Bachelor's, with 81 percent planning on earning a postgraduate degree of some type.

Exhibit 68: College year and expectations

What year and term were you last enrolled in college? (n=96)

2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	Total
0 percent	1 percent	3 percent	6 percent	90 percent	100 percent

As of this upcoming fall term, what will be your official college class level? (n=96)

2nd Year	3rd Year	4th Year	5th Year or above	Bachelor's degree	Not Sure	Total
5 percent	32 percent	26 percent	7 percent	20 percent	9 percent	100 percent

When will/did you complete your bachelor's degree? (n=96)

2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	Total
1 percent	16 percent	26 percent	35 percent	17 percent	5 percent	100 percent

What is the highest level of education you expect to complete in the future? (n=96)

Bachelor's degree	Master's degree	Professional degree	Doctoral degree	Total
19 percent	53 percent	1 percent	27 percent	100 percent

Fifteen percent of respondents are business majors, followed by health professions (9 percent), and education and psychology (8 percent each). Examples of other majors include communications, liberal arts, and social science. Only five percent of students had yet to declare a major. Notably, only 46 percent students created an up-to-date Bachelor's degree graduation plan that was reviewed by an Advisor.

All students were enrolled in four-year institutions across the country, including one as far as Hawaii. However, Trinity Washington University in the District of Columbia area had more Achiever students than any other institution with nine percent of the respondents, followed by Pennsylvania State University (7 percent), Bennett College (6 percent), and the University of the District of Columbia (5 percent).

Over 90 percent of students participated in an orientation prior to enrollment and 37 percent participated in an academic summer program prior to enrollment.

The College Success Foundation

Seventy-five percent of respondents indicated that the communication and encouragement from CSF-DC staff were most helpful. One student mentioned regular communication with his high school CPA, while another mentioned "...being able to contact our cohort leader." One student appreciated that the Advisor would "...reach out to us and come out to our schools instead of over phone conversations." Another identified the proactive engagement of the Advisor: "When they notice that you have not been up to par they email and call you and talk about ways you can improve." Eighteen percent of the responses referred to the scholarship as the most helpful.

Exhibit 69 suggests that the support network of fellow Achievers scholars has not been as important as the support from the campus community. Only 40 percent of the respondents agreed or strongly agreed that they felt connected to other scholars compared to 57 percent who agreed or strongly agreed that they felt connected to the campus community.

Exhibit 69: Connection to the campus community and other CSF Scholars

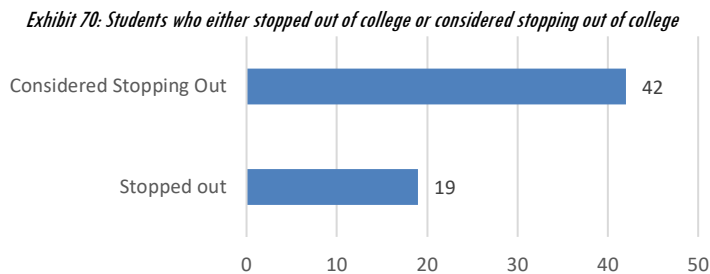
Strongly Agree	Agree	No opinion	Disagree	Strongly Disagree	Total
<i>During the last 12 months I felt connected to my campus community. (n=59)</i>					
20 percent	37 percent	12 percent	12 percent	19 percent	100 percent
<i>During the last 12 months I felt connected to other CSF Scholars. (n=59)</i>					
20 percent	20 percent	20 percent	22 percent	17 percent	100 percent

Thirty-two percent of students encouraged the program to continue as it current is, with 11 percent suggesting that the advising component should be improved. One student encouraged Advisors to lead students into fields that “...they want to do, do not let them go into a field that has the most money.” Another student stated that Advisors “...should never mention that a school is a stretch; it only negatively reinforces what they hear already in their environment.” A respondent offered that it is important for Advisors to strike the right balance between not being too strict yet also make sure that students “...understand that this is not a game.” Eleven percent of the responses encouraged more student meetings and more engaged peer mentors. Examples of other responses include money for graduate school, scholarships for postgraduate education, vouchers for books, and more exposure to CSF alumnus.

Persistence

Nineteen percent of students responding to the survey had stopped out of college for at least on quarter or semester since matriculation (Exhibit 70). Students commented that money played a large issue in their reason to stop out. “I stopped out because I wanted to transfer but couldn’t and Tuskegee is too expensive to stay there.” One student did not have enough funding to cover tuition because their DC TAG did not come through. Some had academic probation issues, and two students had family emergencies. One student joined the Army.

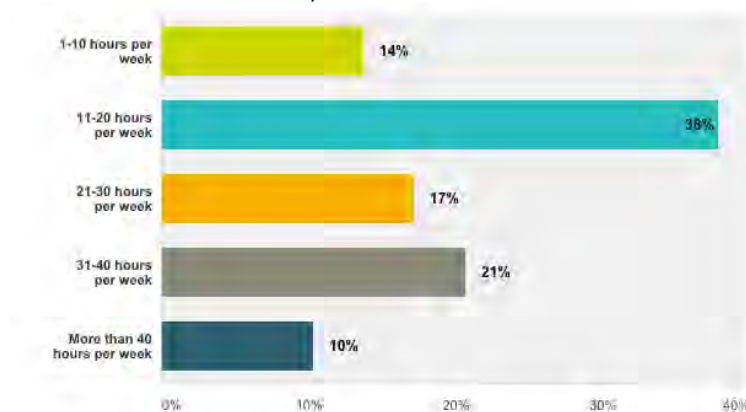
Of those that remained in college continuously, 42 percent indicated that they had considered stopping out at one point.



Finances

Forty-nine percent of respondents worked while enrolled in classes sometime during the previous 12 months. Exhibit 71 indicates that approximately 38 percent of those who were employed worked 11 to 20 hours per week. Just over 15 percent worked 21 to 30 hours per week and approximately 20 percent worked 31 to 40. Ten percent of students reported that they worked over 40 hours per week.

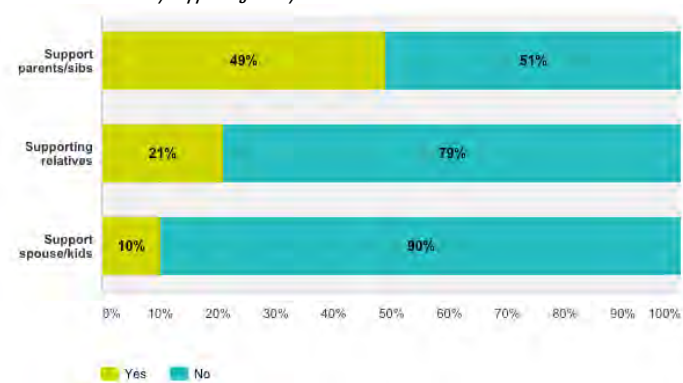
Exhibit 71: Number of hours worked per week



Thirty-one percent of respondents indicated that they worked in a work-study position, correspondingly roughly to the 35 percent who reported that they worked on-campus. Forty-eight percent worked off-campus and 17 percent worked both on and off campus jobs. Only 25 percent of the positions were related to their major.

Exhibit 72 reveals that approximately half of respondents (49 percent) indicated that they used their work earnings, financial aid, or refund check to support their parents and/or siblings, followed by just over 20 percent on supporting other relatives, and 10 percent on spouses and/or children. Seventeen percent—or 1 of every 6 students—responded that they had experienced homelessness as a college student.

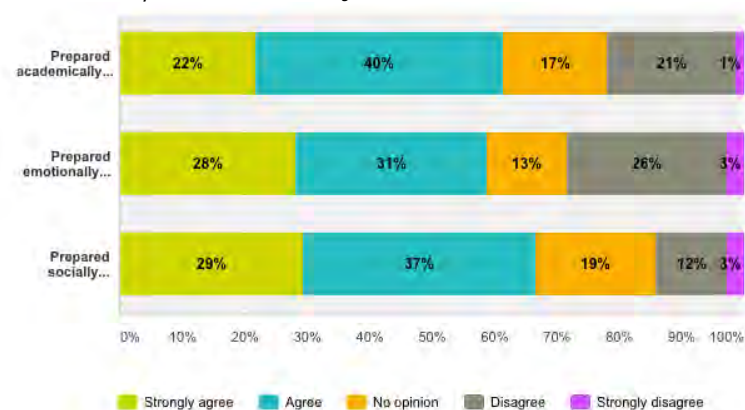
Exhibit 72: Financially supporting family members



Preparedness

Exhibit 73 indicates that most students felt prepared across the board for college, but felt most prepared socially. Approximately two thirds of students (67 percent) agreed or strongly agreed that they were prepared socially for success, followed by 62 percent for being academically prepared and 59 percent for emotionally prepared. Alternatively, over one quarter of students disagreed or strongly disagreed that they were prepared emotionally. Thirty-seven percent of respondents participated in an academic summer program prior to enrollment and 68 percent participated in a “College Success” course. Three quarters of those agreed or strongly agreed that the course was helpful.

Exhibit 73: Preparation for success in college



Consistent with Exhibit 73, 63 percent of students reported that they had a cumulative GPA of 2.5 or above, 30 percent had a GPA between 2.0 and 2.5, and only 8 percent had a cumulative GPA less than 2.0. Forty-one percent of respondents enrolled in at least one remedial mathematics course and 30 percent enrolled in at least one remedial English course. Eighty-four percent passed their college math course requirements for their Bachelor's degree and 68 percent passed their English composition course degree requirements.

Needed Assistance

Exhibit 74 suggests that the majority of student needs on campus related to finances, course registration, and other regular campus issues. Sixty-three percent of students stated that they needed support in understanding their financial aid package and half (49 percent) received assistance. Students also needed help registering for courses (48 percent; 43 percent received help), paying for textbooks and supplies (64 percent; 40 percent received), accessing health care (49 percent; 38 percent received), and support as a first-generation student (49 percent; 33 percent received).

On the social end of the spectrum, only one-in-ten students needed help making friends and 29 percent would have liked help dealing with issues related to race/ethnic issues (19 percent of students did receive assistance).

Evaluation of the College Success Foundation – District of Columbia

Exhibit 74: Assistance needed and received as a college student

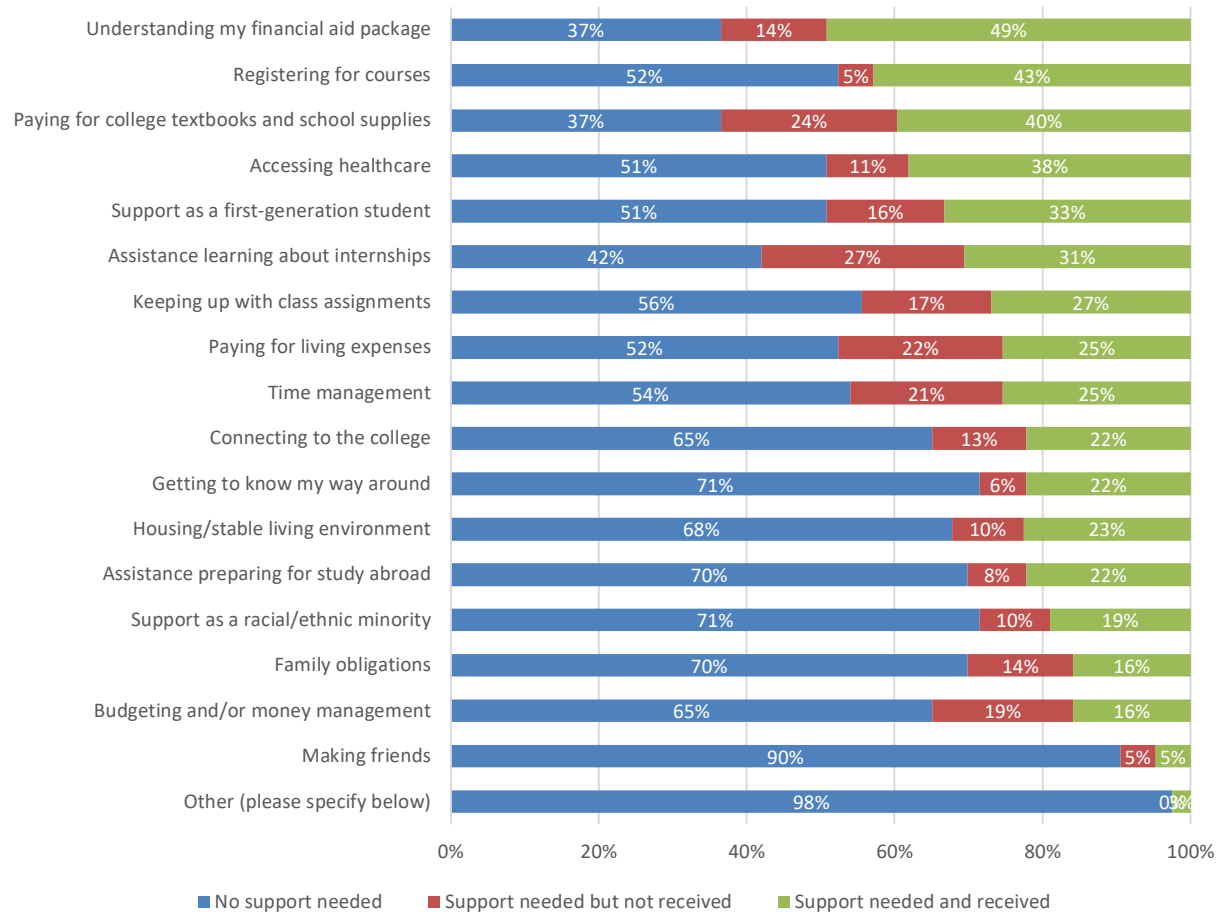


Exhibit 75 indicates that over 80 percent of respondents received assistance from an academic advisor, 65 percent from CSF college program staff, 61 percent from a professor, and 58 percent from their CSF College Preparatory Advisor. Thirty percent of students reported receiving assistance from a peer mentor.

Exhibit 75: Individuals who provided assistance to the CSF Scholars

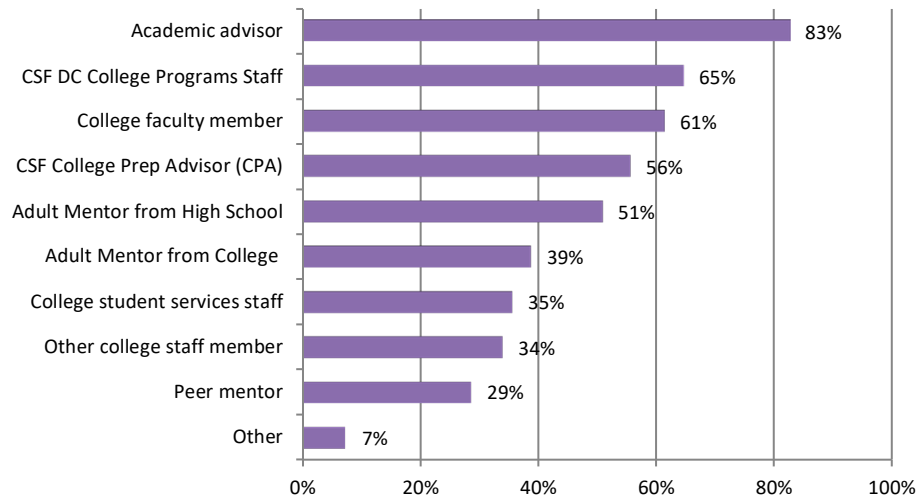


Exhibit 76 suggests that students needed and were satisfied most with support services for paying for college. For example, almost all students (98 percent) reported that they used and were satisfied with services related to their Pell Grant, followed by 81 percent for other financial aid, 69 percent for DC TAG, and 62 percent for other scholarships from their colleges. Students also reported and used academic counseling, student activities, health care, and employment support.

A number of students identified employment support (36 percent), peer tutoring (29 percent), and assistance with books, transportation, and food (41 percent) as services that they had not used but would like to in the future.

Exhibit 76: Experiences with various support services on campus

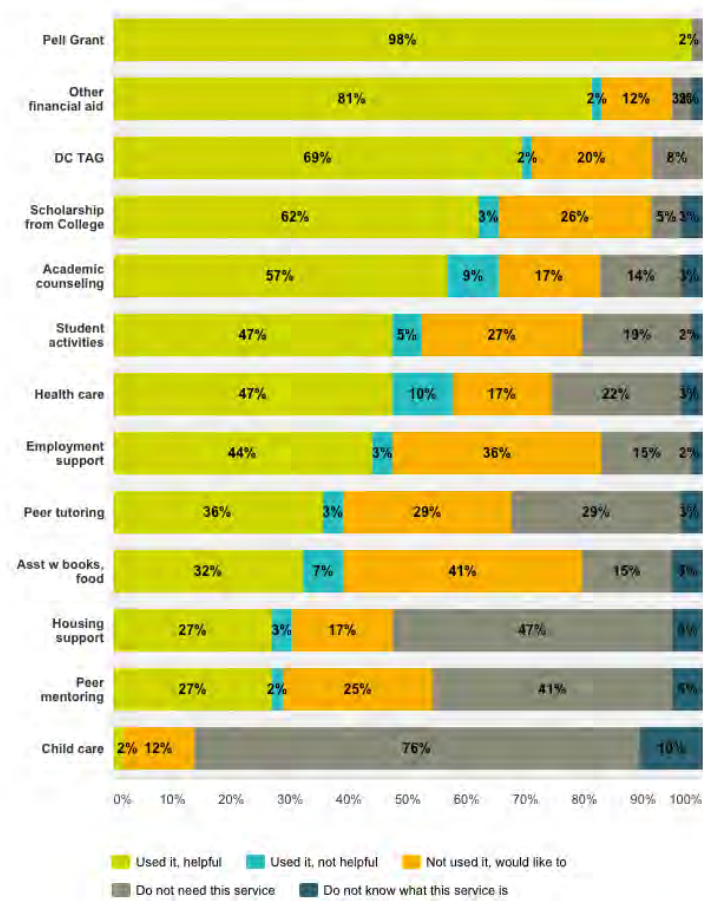
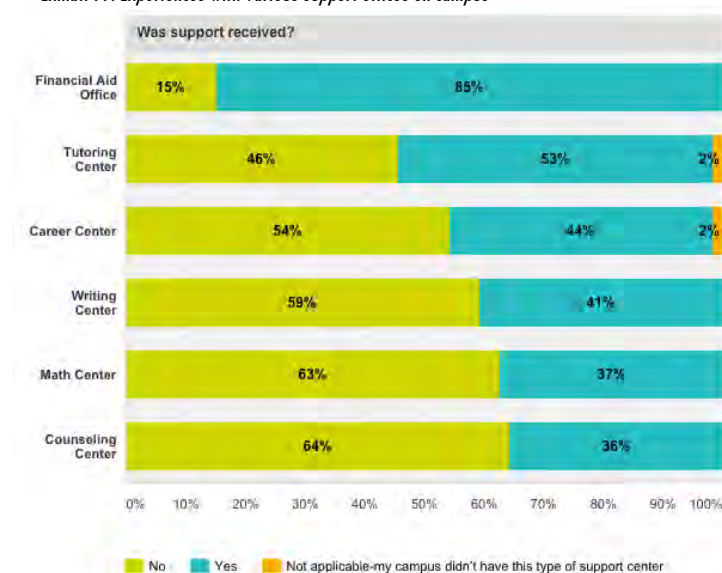


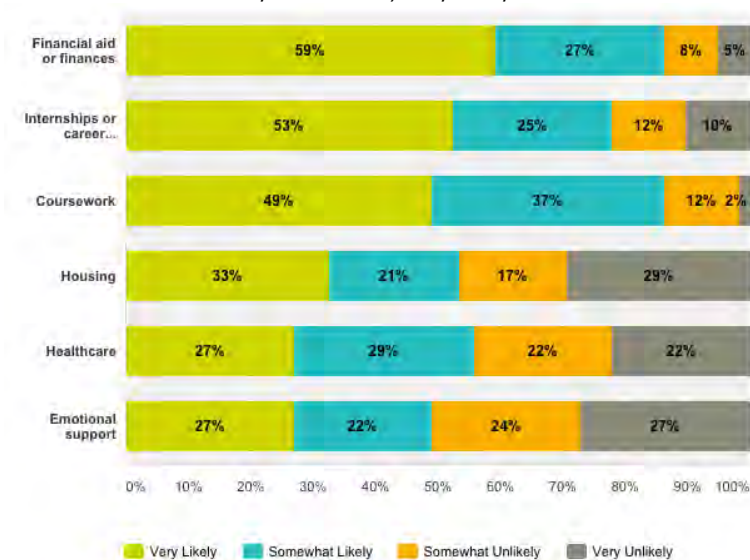
Exhibit 77 illustrates the experiences that students have had with offices on campus. By far, the financial aid office was the highest ranked office of support with 85 percent of survey respondents receiving assistance. The next highest office was the tutoring center (53 percent), followed by career center (44 percent), and writing and math centers (41 and 37 percent respectively). Not illustrated in the Exhibit is that almost 70 percent of those who received assistance from the financial aid office did so either once per term or academic year. Thirty-five percent of students reported utilizing the tutoring center either monthly, weekly, or even more often.

Exhibit 77: Experiences with various support offices on campus



Consistent with Exhibit 77, Exhibit 78 illustrates that 85 percent of respondents are very likely or somewhat likely to ask someone at the college for assistance on financial aid or finances and coursework, followed by 78 percent for help on internships/career counseling. Fifty percent were very unlikely or somewhat unlikely to seek help for emotional support.

Exhibit 78: Areas in which respondents are likely to request help

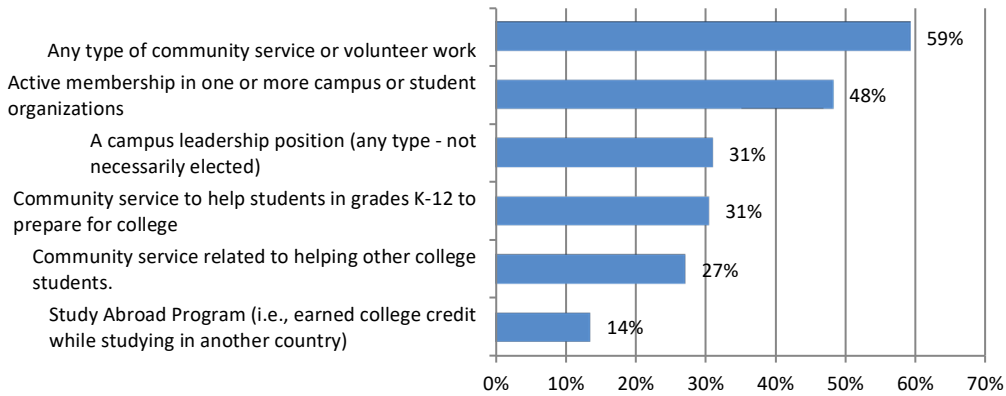


Sixty-three percent of respondents indicated that they had participated in an informal study group in the previous 12 months, 15 percent had participated in a formal study group offered by the college, and 29 percent had not participated in a study group at all.

College Experiences

Thirty-nine percent of respondents participated in an internship, 73 percent of whom reported that the internship was related to their major and 68 percent of whom reported that it was a paid internship. Exhibit 79 indicates that almost 60 percent of respondents participated in community service or volunteer work, and half of respondents (50 percent) were active in a campus or student organization. Only 27 percent helped other college students through community service or in a volunteer capacity.

Exhibit 79: On-campus activities in which students have participated



ENVIRONMENTAL SCAN OF DC-BASED COLLEGE ACCESS PROGRAMS

While the high school graduation rates for students in Washington, DC have witnessed a steady increase over the past years,⁹³ the nation's capital continues to trail behind the national average. According to Collegiate Directions, Inc., “only 43 percent of students who enter public schools in Washington DC in the 9th grade will graduate from high school.”⁹⁴ Recognizing the need to support students through the education pipeline and through college and careers, stakeholders in the public and private sector have joined forces to leverage their resources to serve youth. From government agencies to private foundations, and partnerships between businesses, post-secondary institutions and schools, there is no dearth of programs and resources serving students in DC.

The purpose of this environmental scan is to provide a comprehensive collection of resources available to youth in Washington, D.C in addition to the College Success Foundation (CSF). While not exhaustive, the scan includes programs serving students enrolled in the DC public and public charter school systems, as well as programs open to all residents of the DC metropolitan area. The scan provides basic descriptive information on each program, including goals, services offered, target populations, and schools where services are provided.

METHODOLOGY

To generate the list of programs, the scan focused on organizations serving youth in DC, particularly in middle and high school, with the primary goals of increasing college readiness and awareness through a wide range of programs and services. Programs that expose students to other positive outlets such as youth development, cultural and community experiences, career exploration, and workforce development were also considered in the selection given the connection with these protective factors and student persistence and academic success.

Two major sources of information provided the initial list of programs and organizations in the scan: the District of Columbia College Access Program's (DC CAP) 2014 Directory of College Access Programs and the RAISE DC College and Credential Completion Network (C3N)⁹⁵. Other sources included the American Youth Policy Forum's *Success at Every Step* report,⁹⁶ school websites, and web-based research. CSF-DC staff also contributed to our awareness of programs in CSF schools. Once the programs were identified, researchers collected descriptive

⁹³ <http://eddataexpress.ed.gov/data-element-explorer.cfm/tab/trend/deid/4537/state/DC/>

⁹⁴ <http://www.collegiatedirections.org/high-schools/>

⁹⁵ <http://www.raisedc.org/college-and-credential-member-list>

⁹⁶ Hooker, S. & Brand, B. (2009). *Success at Every Step: How 23 Programs Support Youth on the Path to College and Beyond*. Washington, DC: American Youth Policy Forum.

information through the organization's website, and, when necessary, contacted individual organizations by phone or email to confirm or clarified information.

TYPES OF PROGRAMS BY FOCUS AREA

Programs were categorized by focus area based on their program descriptions and types of services provided, even though many programs offer various types of services. There are eight different areas as categorized below.

Career Education

Career education programs focus primarily on providing students with opportunities to explore different career paths and the skills required in each field. These programs facilitate workshops on career exploration, entrepreneurialism, employment trends, goal setting, and long-term career planning. Examples of career education programs include the After School Starts' Career Exploration Opportunities program (CEO), New Futures' Career Education program, and BUILD DC.

College Access and Preparation

Like CSF's HERO and Achievers programs, the main focus of college access and preparation programs is to equip students and their families with the tools and knowledge to prepare for a post-secondary education through rigorous curricula, the opportunity to take college-level courses and earn college credit, and information sessions and workshops. Programs include the Reach 4 Success College Information Center, the Early College Program at Columbia Heights Education Campus, the Latin American Youth Center's Bard College initiative, and the Tour for Diversity in Medicine's High School program.

Early College Awareness

Early College Awareness programs typically work with students in elementary and middle school to expose them to the concept of higher education and create a college-going culture. Programs may focus on supporting students during their transition from middle school to high school and/or provide a summer immersion program. The scan identified one program whose primary focus of to provide early college awareness: Georgetown University Institute for College Preparation's Kids2College program.

Financial Support

Programs categorized as financial support are those whose main focus is to assist students through scholarships. In addition to CSF's Achievers and Leadership 1000 Scholarships, there are several other scholarship-based programs in DC. The Tiger Woods Learning Center's Earl Woods Scholarship program supports low-income, first generation college students starting in 11th grade through financial assistance, mentors, workshops and internships. The New Futures' Scholars program provides scholarships to students who are pursuing shorter-term post-secondary opportunities such as an associate's degree or vocational certificate. The United College Negro Fund provides scholarships to students who meet specific award criteria and the DC TAG program is authorized by Congress to provide support for DC students to attend undergraduate studies by offsetting the cost of out-of-state tuition and fee charges.

Mentoring

Like CSF's Hometown and College Mentors, mentoring is a major component in most programs surveyed in the scan. However, a small number of them utilize mentoring as the major conduit to delivering supports and services to students. Examples include Mentors, Inc., Concerned Black Men, Stride for College, and Strive for College.

Workforce Development

Workforce development programs focus on training students and connecting them with local companies via internships or job opportunities. These programs include OIC DC's In-School Youth Program, On Ramps to Careers, Urban Alliance, Washingtonians for Children, and Year Up.

Wrap Around Support

Most, if not all, programs in the scan provide a range of services to students. Programs under the Wrap Around Support category offer a combination of academic, college knowledge, and student development services, such as academic and career advising, mentoring, tutoring, parent workshops, and financial support. One example of this type of program is the Communities in Schools model, which provides students with tutoring, mentoring, individual case management, exposure to college and career days, after-school enrichment activities, field trips, and internships opportunities.

Youth Development

Youth development programs focus on building students' character and leadership skills through service learning, civic engagement, and community or arts-based activities. Students in these programs are engaged in experiences that build on their protective factors and encourage them to succeed in school. Examples of these programs include the Liberty's Promise, Men Can Stop Rape's MOST and WISE Clubs, the Michael Walton Foundation, Teens Run DC, Super Leaders, and Young Doctors DC.

TYPES OF SERVICES

In addition to the focus area, the scan also includes the specific types of services each program provides. In an effort to capture the wide variety of services in a concise manner, services were grouped into six major categories: academic support, college knowledge, financial, life experience, social emotional, and career/skill training. The types of services under each of these categories is described below.

Academic

- **Test Preparation:** Services include ACT/SAT preparation courses, support with high school exit examinations, test-taking skills tutoring, and/or test fee waivers.
- **In-Person:** In-person academic support including homework help, tutoring, enrichment courses, Saturday academies, GED preparation, college-level course-taking, accelerated learning opportunities, and academic advising. In addition, this service category includes enhanced/rigorous curriculum and instructional support to schools, school-wide strategic planning, and individual academic plans for students.

College Knowledge

- **Advising:** Individual or group advising on college readiness information and access. Services include information sessions and workshops, assistance with college searches, counseling on the admission process, attendance at college fairs, and college readiness curricula for schools.

- **Visits/Tours:** Individual or group visits to colleges and universities.
- **Application Completion:** Assistance to students and families through the college application forms.
- **Parent Information Sessions:** Workshops for parents and families that address questions about the college application process, financial counseling, pre-college sessions that focus on building a college-going culture, and transition to college.

Financial

- **Scholarships:** Financial support to students via partial or full scholarships, last dollar scholarships, or other financial awards to cover costs of attending college/university or vocational training program.
- **FAFSA Support and Education:** Assistance to students and families with completion of Federal Student Aid application, education on financial options and costs of attending a post-secondary institution, loan management education, individual development accounts (IDA), etc.

Life Experiences

- **Study Abroad:** Opportunities for students to travel outside of the U.S. These services focus on experiential learning through cultural experiences and youth development activities.
- **On-Campus Residential Experience:** On-campus residential activities that expose students to a college environment through classes or campus living. These experiences may occur during the school year or summer, and may take place over a weekend or several weeks.

Social Emotional

- **Mentoring:** One-on-one or group mentoring with an adult or peer to discuss a range of topics from social, college and career goals, personal, and/or academic.
- **Youth Development:** Services to youth that develop character, leadership, and other skills through cultural or community experiences, service learning projects, motivational guest speakers, arts-based workshops, or entrepreneurship.
- **Family Services:** Services that are provided to the families of the children participating in one of the programs. Families may receive support through leadership and skills trainings, referrals to community resources, literacy and school engagement opportunities, parenting workshops, etc.

Career/Skill Training

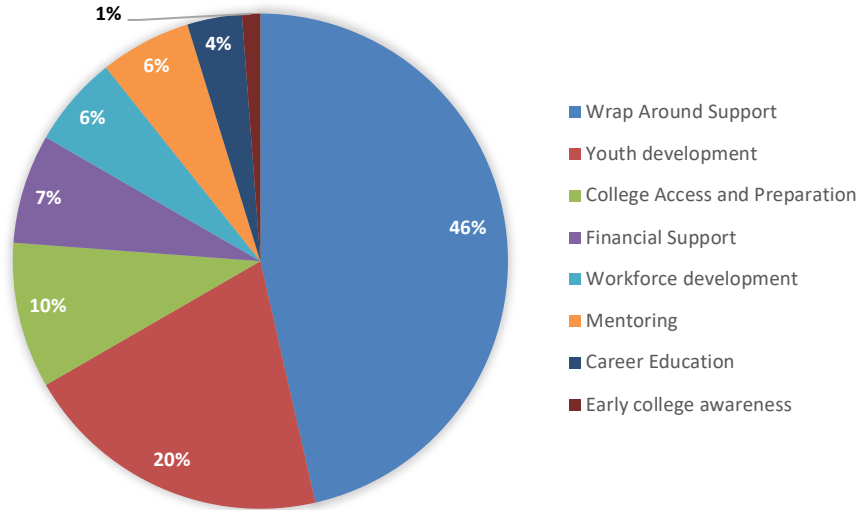
- **Internship/Job Placement:** Assistance provided to students with internship or job placements.
- **Career Exploration:** Students work with program staff to discuss career goals, receive support with career exploration, counseling and planning.
- **Skill Development:** Services that help students develop marketable skills in preparation to enter the workforce or to participate in an internship program.

RESULTS

A total of 65 organizations are listed in the environmental scan. Organizations that provide a range of services to youth through unique programs are listed separately, thus resulting in 84 different programs included in the scan. Of the 84 programs, nearly half (46 percent) are identified as “Wrap Around Support” programs. Seventeen programs (20 percent) focus on Youth Development activities and 8 (10 percent) offer College Access and Preparation support. Six programs (7 percent) focus on Financial Support, 5 (6 percent) focus on Workforce Development, 5

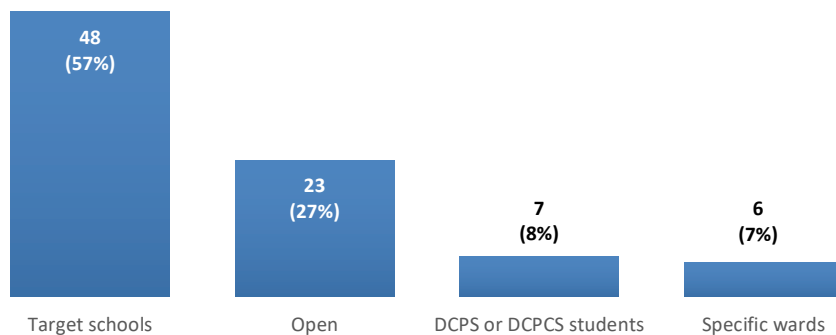
programs (6 percent) work with youth via Mentoring, 3 programs (4 percent) are centered around Career Education, and 1 program (1 percent) was identified as Early College Awareness. Exhibit 80 illustrates the distribution of college access programs by focus area.

Exhibit 80. College access programs by focus area



Forty-eight programs (57 percent) indicated serving students in specific partner schools, including DCPS, DCPCS, independent, and private schools (see Exhibit 81). Twenty-three programs (27 percent) are open to anyone. Of this number, 15 programs (18 percent) are open to students residing in the DC metropolitan area, 6 programs (7 percent) are open to anyone, and 2 programs (2 percent) indicated being open to DC residents only (see Exhibit 82).

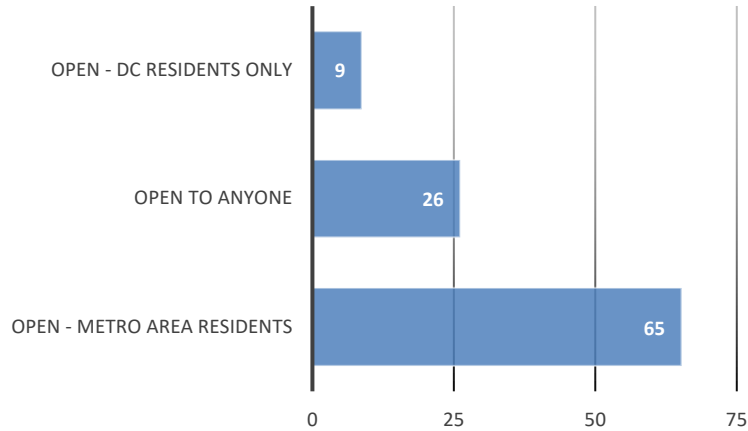
Exhibit 81. Programs by schools/locations served



Seven programs (8 percent) are open to students enrolled in or graduates from District of Columbia Public Schools (DCPS) or District of Columbia Public Charter Schools (DCPCS). Six programs (7 percent) offer services to students in specific wards. For example, the Georgetown University Institute for College Preparation's Kids2College and Scholars programs work with middle school students in Ward 7. The United Planning Organization focuses on serving Ward 8 residents. The University of District of Columbia's Upward Bound program works with students from Anacostia and Ballou High Schools, but also serve other Ward 8 residents. George Washington University's

Upward Bound program serves students in Wards 5, 6, and 7. Lastly, the Young Doctors program target students in Wards 7 and 8.

Exhibit 82. Programs open to all students



Programs serving CSF schools

For the 2014-2015 school year, the College Success Foundation (CSF-DC) formally served two middle schools, Hart and Kramer, and the following public and charter high schools: Anacostia, Ballou, H.D. Woodson, Friendship Collegiate, Maya Angelou, Thurgood Marshall Academy, and Chavez Public Charter School – Parkside Campus. Exhibit 83 provides a list of programs working at these ten CSF schools.

Evaluation of the College Success Foundation – District of Columbia

Exhibit 83. Programs serving CSF Schools

	Organization Name	Program Name	Hart	Kramer	Anacostia	Ballou	Woodson	Chavez PCS - Parkside MS	Chavez PCS - Parkside HS	Friendship Collegiate	Maya Angelou PCS	Thurgood Marshall Academy
1	Access Youth	Access Youth				x	x					
2	AVID	AVID				x	x	x	x	x		
3	BUILD DC	BUILD DC				x				x	x	
4	City Kids	City Kids Wilderness Project	Open to all. Target schools: Burroughs EC, Chavez Prep, DC Prep Academy PCS, SEED PCS, The Fishing School.									
5	College Bound	College Bound	Open to anyone attending DCPS or DCPCS									
6	College Success Foundation	HERO Program	x	x	x	x	x	x		x	x	x
7	College Success Foundation	Achiever Scholars Program			x	x	x			x	x	x
8	College Success Foundation	Hometown Mentors			x	x	x		x	x	x	x
9	College Success Foundation	HERO Urban Scholars			x	x	x		x	x	x	x
10	College Success Foundation	DC Leadership 1000 Scholarship	Must be a graduate of DCPS, DCPCS, or Prince George County PS									
11	College Summit	College Summit				x				x		
12	Community Club	Community Club	Open to anyone attending DCPS or DCPCS									
13	Concerned Black Men - DC Chapter	Just say Yes! Mentoring Program		x	x							
14	DC-CAP (College Access Program)	DC-CAP (College Access Program)	Open to anyone attending DCPS or DCPCS									
15	DC Tuition Assistance Grant (TAG)	DC TAG	Open to all DC residents									
16	For Love of Children	The Scholars Program	Open to all DC residents									
17	Higher Achievement	Higher Achievement		x				x				
18	HISCIP	High School/College Internship Program	Open to anyone attending DCPS or DCPCS									
19	Latin American Youth Center (LAYC)	Bard @ LAYC	Open to anyone in the DC Metro area									
20	Latin American Youth Center (LAYC)	Post-secondary Success Program	Open to anyone in the DC Metro area									
21	Latino Student Fund	LISTO for College	Open to anyone in the DC Metro area									
22	Link2:DC	College Access Symposium	Open to anyone in the DC Metro area									
23	Men Can Stop Rape (MCSR)	Men of Strength (MOST) Club	x	x	x	x	x					
24	Men Can Stop Rape (MCSR)	Women Inspiring Strength and Empowerment (WISE) Club	x	x	x	x	x					
25	Mentors, Inc.	Mentors, Inc.	Open to anyone attending DCPS or DCPCS									
26	Michael Walton Foundation	Michael Walton Foundation								x		
27	Minds Matter	Minds Matter	Open to anyone in the DC Metro area									
28	National Coalition of 100 Black Women	Women in Partnership with Teen At-Risk Program	Open to anyone									
29	New Community for Children	A.B.L.E. (5th -12th)	Open to anyone in the DC Metro area									
30	New Futures	Scholars Program	Open to anyone in the DC Metro area									
31	New Futures	Career Education Program	Open to anyone in the DC Metro area									
32	New Heights Teen Parent Program	New Heights Teen Parent Program			x	x	x					
33	OIC DC	In-school Youth Program				x						
34	On Ramps to Careers	On Ramps to Careers								x		
35	POSSE Foundation	Posse Foundation	Open to anyone in the DC Metro area									
36	Reach 4 Success	College Information Center	Open to anyone in the DC Metro area									
37	Reach for College	Reach for College Curriculum										x
38	RISE-DC	RISE-DC			x	x					x	
39	Sasha Bruce Youthwork	Youthled				x						
40	Sasha Bruce Youthwork	Teens Reaching Out (TOP)				x						
41	Spark the Wave	Spark the Wave	Open to anyone									

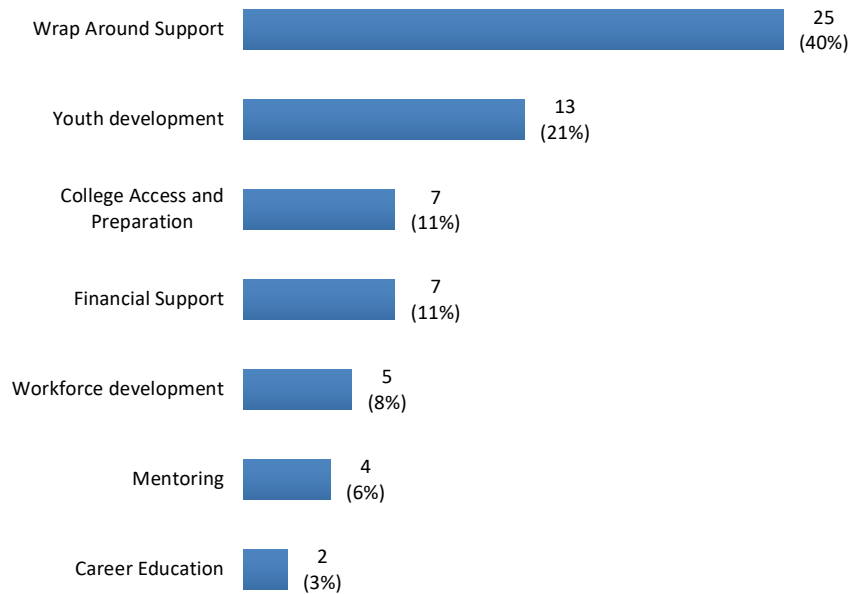
Evaluation of the College Success Foundation – District of Columbia

42	Strive for College	Strive for College	Open to anyone									
43	Super Leaders	Super Leaders			x	x						
44	Talent Search	Talent Search (UDC)				x	x					
45	Teens Run DC	Teens Run DC				x						
46	The Promise Neighborhood	The Promise Neighborhood						x	x			
47	The Simon Family Foundation	Simon Scholars Program						x	x			
48	Tiger Woods Learning Center	College-Access Program	Open to anyone in the DC Metro area									
49	Tiger Woods Learning Center	Earl Woods Scholarship	Open to anyone in the DC Metro area									
50	Tour for Diversity in Medicine	High School Program	Open to anyone									
51	Turning the page	Turning the Page	x	x								
52	United College Negro Fund	UNCF Scholarships	Open to anyone who meets criteria									
53	United Planning Organization	P.O.W.E.R.	Ward 8 residents									
54	Upward Bound	University of District of Columbia (UDC)	Anacostia, Ballou or Ward 8 residents									
55	Upward Bound	The George Washington University						x	x	x	x	
56	Urban Alliance	High School Internship Program	Open to anyone attending DCPS or DCPCS									
57	Washington National Cathedral	Cathedral Scholars Program				x						
58	Washingtonians for Children	Washingtonians for Children: Changing the Story	Open to anyone in the DC Metro area									
59	Year Up National Capital Region	Year Up	Ballou and students from Wards 7 and 8									
60	Young Doctors DC	Young Doctors DC				x						
61	Young Playwrights' Theater	Young Playwrights' Theater		x	x							

Analysis

To better understand the landscape of programs and services in which CSF DC is situated, this environmental scan examined the organizations that are also serving students in Wards 7 and 8, more specifically, organizations that work with students attending the same schools that CSF serves. Exhibit 84 illustrates the programs serving CSF schools by focus area.

Exhibit 84. Number of programs serving CSF Schools by focus area



Of the 61 programs that work with students in CSF middle and high schools, or that are open to students in the greater DC area, 25 (40%) were identified as Wrap Around Support. Both the CSF HERO and Achievers programs are included in this category. These programs provide a range of services such as academic preparation, college awareness, career advising, youth development skills, and family services. Exhibit 85 lists these programs and includes a description on how they generally differ from the core services offered by CSF's HERO and Achievers programs.

Evaluation of the College Success Foundation – District of Columbia

Exhibit 85. List of Programs Serving CSF Schools

Organization Name	Program Name	Grades Served	How does program differ from CSF?
AVID	AVID	9, 10, 11, 12	Specific AVID curriculum, no summer residential experience, no scholarships available.
City Kids	City Kids Wilderness Project	6, 7, 8, 9, 10, 11, 12	Uses experiential learning and outdoor adventures as the medium to prepare students for life after high school either through postsecondary education or the workforce. Also provides internship opportunities and job placement assistance.
College Bound	College Bound	8, 9, 10, 11, 12	No summer residential experience, students must apply to enroll in program (starting in 8th grade), program is not school-based.
College Success Foundation	HERO Program	6, 7, 8, 9, 10, 11, 12	N/A
College Success Foundation	Achievers Scholars Program	11, 12, and college	N/A
College Summit	College Summit	9, 10, 11, 12	Offers high school curricula that focuses on planning for and financing postsecondary education, works with a select group of Peer Leaders (students) that are charged with creating a college-going culture at their respective schools, College Summit offers coaching and data-driven professional development to school staff.
Community Club	Community Club	6, 7, 8, 9, 10, 11, 12	Program is based on one-on-one relationship between students and tutors (volunteers), students receive academic support during weekly Study Hall sessions, participate in social outings and college advising, not school-based.
DC-CAP (College Access Program)	DC-CAP (College Access Program)	9, 10, 11, 12, college	DC-CAP Advisors are stationed in every public and public charter school in DC, services are available to all students, students may receive up to five years of counseling and support after high school graduation to ensure college success, Last Dollar Scholarships available.
For Love of Children	The Scholars Program	6, 7, 8, 9, 10, 11, 12	Does not offer summer residential experience, small cohorts (served 14 seniors in 2013), programming through weekly workshops and individual advising, not school-based, some scholarships available
Higher Achievement	Higher Achievement	5, 6, 7, 8	After-school and summer enrichment program for middle school students, assistance with high school application and placement.
Latin American Youth Center (LAYC)	Post-secondary Success Program	College students	Target audience are college students.
Link2:DC	College Access Symposium	9, 10, 11, 12	Year-round assistance with college information and tours, not school-based.
Minds Matter	Minds Matter	10, 11, 12	Volunteer-based staff, only works with students starting in 10th grade. Selection process is competitive.
New Heights Teen Parent Program	New Heights Teen Parent Program	9, 10, 11, 12	Target audience are teen parents.
RISE DC (formerly Paul Penniman's RICH program)	RISE-DC	9, 10, 11, 12	Program focus is to strengthen math and literacy skills through tutoring, tutors are seasoned professionals who are experts in their field, program also offers college prep and advising.
Talent Search	Talent Search (UDC)	9, 10, 11, 12	Government funded, program is not school-based.
The Promise Neighborhood	The Promise Neighborhood	6, 7, 8, 9, 10, 11, 12	DCPNI provides funding to support middle and high school partners including Higher Achievement, City Year, Chess Challenge, CSF and Mentor Foundation.
The Simon Family Foundation	Simon Scholars Program	11, 12	Scholars are announced before summer of junior year, small cohorts (8-9 students are selected per year), scholars must enrolled in IHE full-time in order to receive scholarship (up to \$4000/yr).
Turning the page	Turning the Page	K-12	Program focuses on family engagement and providing opportunities for parents to be involved in the schools and the community.
United Planning Organization	P.O.W.E.R.	6, 7, 8, 9, 10, 11, 12	P.O.W.E.R. is a six year college readiness initiative starting at the end of 6th grade, program participants meet every Saturday and during the summer, program is not school-based.
Upward Bound	University of District of Columbia (UDC)	9, 10, 11, 12	Government funded, program is not school-based.
Upward Bound	The George Washington University	9, 10, 11, 12	Program targets students with expressed interest in pursuing a career in the medical or health fields.
Washington National Cathedral	Cathedral Scholars Program	10, 11, 12	Students can apply after 9th grade, small cohorts (15 students per year), college prep program is 3-yr commitment, not school-based. Selection process is competitive.

How does CSF compare to other organizations in the area?

There are many organizations offering college access programs and services in the greater Washington, DC area, and specifically serving students in Wards 7 and 8. But in general, there seems to be no other program similar to CSF's HERO and Achievers in size and scope. Programs that provide a range of college preparation and access services to students tend to be small in size, serving small cohorts of students at a time. Meanwhile, programs with wider reach do not seem to offer the breadth of resources available to CSF students.

There are several programs that, similar to HERO, serve students starting in 5th and 6th grade: City Kids Wilderness Project, Community Club, For the Love of Children's Scholars Program, Higher Achievement, The Promise Neighborhood, and the United Planning Organization's P.O.W.E.R. program. However, these programs are not school-based and students do not have access to program staff on a daily or regular basis. Rather, these programs (with the exception of the Promise Neighborhood Initiative, which funds and supports existing programs in middle and high schools) run their services at a site located in the neighborhood and meet with students during after school hours on specific days, weekend, or summers.

To take a closer look at programs that are comparable to CSF's Achievers program, evaluators took into consideration a combination of services that closely aligned with and/or compliment CSF's core services. These included test preparation and academic support, college advising, scholarship support, summer residential experiences, mentoring and youth/leadership skills development. Exhibit 86 provides a list of the 6 resulting programs and the services offered (for a full list of programs by services provided, see Appendix D. Environment Scan – Program Descriptions & Contact Information on page 139).

Exhibit 86. Programs comparable to CSF by services provided

Organization Name	Program Name	Type of Support							
		Academic		College Knowledge		Financial		Social Emotional	
		Test Preparation (ACT/SAT)	In-person (tutoring, courses)	Advising	College and FAFSA application, tours, information	Scholarships	On Campus Residential Experience	Mentoring	Youth development
College Success Foundation	HERO Program	x	x	x	x		x	x	x
College Success Foundation	Achievers Scholars Program		x	x	x	x	x	x	x
Community Club	Community Club		x	x				x	
DC-CAP (College Access Program)	DC-CAP (College Access Program)			x	x	x			
For Love of Children	The Scholars Program	x	x	x	x	x			
RISE-DC	RISE-DC	x	x	x	x		x	x	
The Simon Family Foundation	Simon Scholars Program	x	x	x	x	x			x
United Planning Organization	P.O.W.E.R.		x		x		x		x

DC CAP, For the Love of Children's Scholars program and the Simon Family Foundation provide a range of services that include scholarships. Despite the similarities with the Achievers program, these three organizations also

differ fundamentally from CSF. For example, although DC-CAP has advisors stationed at every public and public charter high school, the program does not offer a summer learning component at a college campus or provide opportunities for leadership skills development. In addition, DC-CAP's open access to any high school student does not support a cohort model in which students meet on a regular basis and thus develop and benefit from a network of peer support.

In contrast, the Simon Family Foundation recruit cohorts of students each year to participate in the Scholars program, which begins in the summer of students' junior year in high school. Similar to CSF Achievers, Simon scholars spend their junior and senior years working with Simon Foundation staff to prepare and apply for college. Scholars receive college test preparation, academic support, college coaching, opportunities to develop leadership skills and to engage in community service projects. In addition, scholars may qualify to receive scholarship support from the foundation. Yet, unlike the CSF's Achievers program, the DC chapter of the Simon Scholars program is smaller in scope, selecting only up to eight scholars each year from their partner school, Cesar Chavez High School – Parkside Campus. In addition, their selection criteria include academic requirements such as a minimum high school GPA (starting with a minimum GPA of 2.5 at the end of sophomore year, 2.7 for the 1st semester of junior year, and maintaining a 3.0 until high school graduation), and non-academic commitments such as a minimum of 10 hours of community service per year.

For the Love of Children's (FLOC) Scholars program begins working with students starting in sixth grade and continue to receive support through college. Students must submit an application to enroll in the program, and once accepted, they participate in grade-based workshops, homework help, and individual college and academic advising. Depending on the grade-level, students meet once a week with program staff. Scholars may also participate in the summer Outdoor Education Center, a 10-day residential experience that teaches students about the environment and helps students build leadership skills and civic awareness. Although FLOC's Scholars program supports students both socially and academically, they are smaller in size, serving over a dozen scholars per grade level each year.

The other three programs, Community Club, RISE DC, and the United Planning Organization's P.O.W.E.R. program were identified as programs whose services compliment those offered by CSF. All three of these programs have a strong academic tutoring component that do not necessarily overlap with the services offered to Achiever scholars. Community Club is open to any student attending a DC public or public charter school in grades 6-11 (high school seniors are not accepted as new students in the program). P.O.W.E.R. targets students in Ward 8, and RISE DC works with students in select high schools (for the 2015-2016 school year, RISE DC served students at Anacostia, Ballou, Maya Angelou and Cesar Chavez –Parkside). In the past, Achiever scholars have also participated in these organizations.

COST ANALYSIS

FINDINGS

- In 2013-14, Achiever college scholarships accounted for over 60 percent of CSF-DC's total expenditures.
- The percentage of funds expended on operational costs have decreased overtime suggesting greater efficiency for this expenditure.
- The percentage of expenses allocated to the Achiever college program and the HERO program has increased over time but the percentage of funds dedicated to the Achiever high school program has decreased over time.
- In 2013-14, 30 percent of the overall HERO funds were spent on its summer program and 60 percent of the overall Achiever high school funds were spent on its summer program.
- From 2007-14, CSF-DC has invested \$16.5 million or 53 percent of the total Achiever college scholarship dollars on persisters, or those students still in the pipeline. Approximately 23 percent of the funds were expended on those who had completed their college degree (\$7.3 million) and 24 percent on dropouts (\$7.5 million).
- Using GPA as a variable, \$1.7 million in Achiever college scholarship dollars was awarded to students with a GPA of 3.0 or higher; \$2.1 million to students with a 2.0 to 3.0 GPA, and \$798,000 to those with a sub-2.0 GPA.
- For each student from Cohort 1 who dropped out of their selected post-secondary institution, CSF incurred a loss of almost \$21,600 in invested scholarship dollars.
- From 2007-14, the average amount of expenses invested into a HERO participant is approximately \$2,500. The average amount of expenses invested into an Achiever high school participant is about \$9,500 and the average amount of scholarship dollars invested to date in Achiever college participants (without regard to completion status or including operational expenses) is conservatively estimated at \$23,000.
- Assuming an average 38 percent completion rate for the currently 1,340 post-secondary students, a \$40-million investment of scholarship funds will yield a 52 percent graduation rate, or 515 college graduates. Forty-eight percent of the scholarship dollars, or \$19,028,333, will be spent on students who do not complete college.

This section details the results of the financial analysis and provides information only on the cost of providing services and not the return on that investment. EPI spent considerable time over 2015 working with the District of Columbia's Office of Labor Market Research and Information to collect income and employment information of CSF students. This information is commonly available, but the District has yet to sign forms allowing for collecting

this information with the assistance of other states.⁹⁷ Once this reciprocal agreement is signed, DC can collect actual income and actual time working (including unemployment) of CSF students across the United States. This would give us our best look at return on investment (ROI) of CSF-DC. They hope to be able to do this by summer 2016. Regardless, information on the cost by program and by student outcome is still relevant to fully understanding the program. At the very least, this information becomes benchmark for the future.

This section begins with a discussion of the methods utilized and then moves to detail the results. First, general results from the financial analysis are discussed and then the findings for each CSF-DC program beginning with the middle school and high school programs followed by the college program. The section concludes with an estimation of the amount of scholarship dollars required to sustain the existing post-secondary graduation rate and the number of college graduates achieved for the investment made.

Methods

Twelve steps were utilized to calculate the program costs per student.⁹⁸ Because this analysis relied exclusively on budgetary data and scholarship information provided by CSF-DC, it should be noted that the figures do not include costs that may have been incurred by other stakeholders (e.g., volunteer time, expenses bore by parents such as gas to and from program events, or costs incurred by the host schools such as donated space). Therefore, this cost analysis represents just the financial investment made by CSF as documented in the budgetary data and scholarship information. The expenses presented below have been adjusted for the academic year and do not include adjustments for inflation.⁹⁹ All data on CSF-DC program expenses were sourced from the Report of Revenues and Expenditures (summary and detailed). Because the 2015 financials are incomplete, the 2014-15 academic year was necessarily excluded from this analysis. This analysis includes years 2007-14. In these seven years, CSF-DC and EPI identified 87 unique grant and program code combinations in the Report of Revenues and Expenditures. Each grant and program code combination was assigned to one of six categories. These are:

1. HERO Middle School and High School
2. HERO Summer
3. Achiever High School
4. Achiever Summer
5. Achiever College
6. General Operations Expenses

The results below are presented using CSF-DC financials as well as student achievement and scholarship data from Education Edge and the 2015 CSF Data Book.

Results for Overall Expenses and Scholarships Dollars Spent

From the 2007-08 academic year to the 2013-14 academic year, CSF-DC spent a total of \$52,478,831 in expenses and scholarship dollars.¹⁰⁰ As illustrated in Exhibit 87, programmatic expenses for the first four academic years

⁹⁷ As described to EPI, the Office of Labor Market Research and Information has been waiting for one signature on a form to allow this work. It remains unsigned.

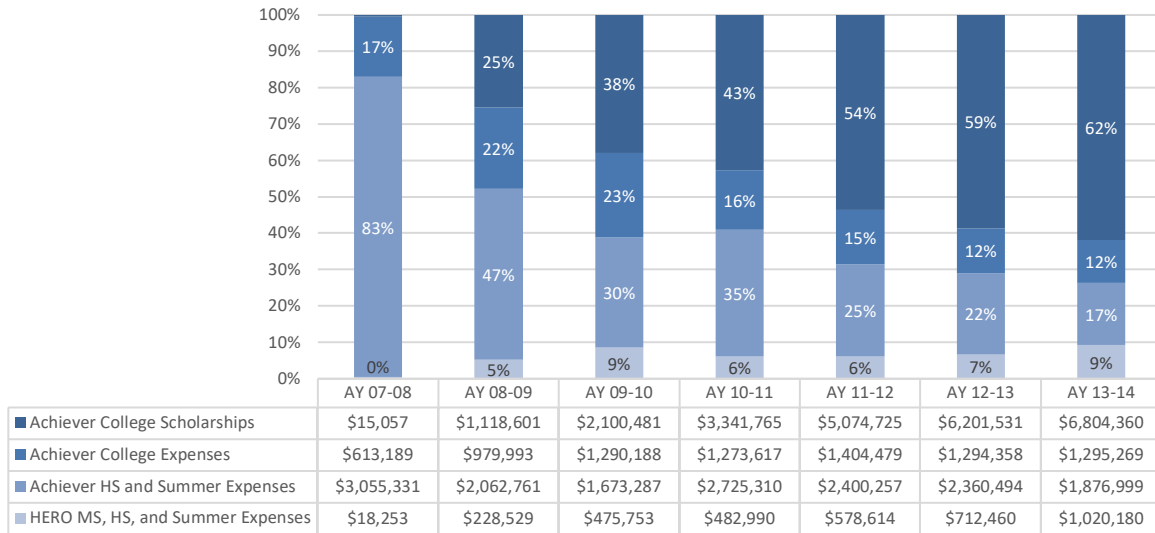
⁹⁸ See **Appendices** for a complete discussion of the methods used for this analysis.

⁹⁹ See the **Appendices** for a complete list of assumptions and limitations associated with this analysis.

¹⁰⁰ The total of expenses and scholarships spent by CSF-DC between 2007 and 2015 totaled \$62,026,148 (\$30,332,789 in expenses and \$31,693,359 in scholarship dollars). Because EPI did not have 2015 CSF-DC expenditures, the academic year of 2014-2015 was necessarily dropped from the analysis. To adjust the finances from a fiscal year to an academic year, \$2,510,477 in programmatic expenses (representing the

exceeded the amount spent on Achiever college scholarships.¹⁰¹ However, as more Achievers matriculated into college the amount dedicated to their scholarship needs exceeded the funds invested into the service-based programs. In 2013-14, Achiever college scholarships accounted for over 60 percent of CSF-DC's total expenditures. Individual findings for the HERO and Achiever programs are discussed in more detail below.

Exhibit 87. Total expenses by academic year



Note: The financials for each CSF-DC program presented in this exhibit include a percentage of operational expenses. For example, since the Achiever high school and summer program accounted for 83% of the total expenses for the 2007-2008 academic year, 83% of the operational expenses for the 2007-2008 academic year was added to this program's total expenses.

SOURCE: CSF-DC Report of Revenues and Expenditures (summary and detailed) for fiscal years 2007-2014 and CSF-DC Education Edge.

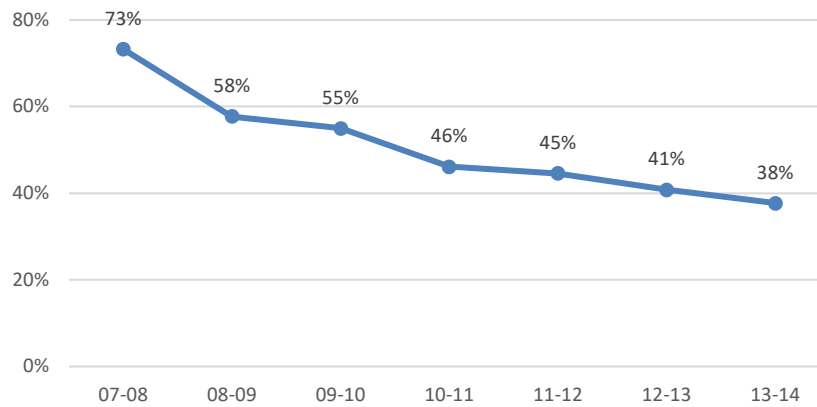
Isolating just the operating expenses, Exhibit 88 shows that CSF- DC has steadily decreased its operating expenses as a percentage of the overall expenses (Achiever college scholarships excluded). Operational expenses include any grant and program code combinations that could not be directly attributed to one of the programs being evaluated.¹⁰² In the first academic year, CSF-DC's startup costs consumed almost three-quarters of the entire budget. However, over time, this percentage decreased and in the last academic year being evaluated (2013-14), the percentage of funds expended on operational costs lowered to 39 percent. This trend suggests a greater efficiency in terms of the funds are expended on CSF-DC operational expenses.

first half of the 2014-2015 academic year expenses) was dropped from the analysis resulting in an academic year total of \$27,822,311. The scholarship dollars dispersed for the 2014-2015 academic year totaling \$7,036,839 were also omitted from the analysis in order to align expenses and scholarship expenditures. Scholarship dollars for this analysis total \$24,656,520.

¹⁰¹ Programmatic expenses include all line item expenses noted in the CSF-DC Report of Revenues and Expenditures.

¹⁰² For example, a grant and program code combination that included management expenses for the HERO program, the Achiever high school program, and the Achiever college program would be coded as "operations."

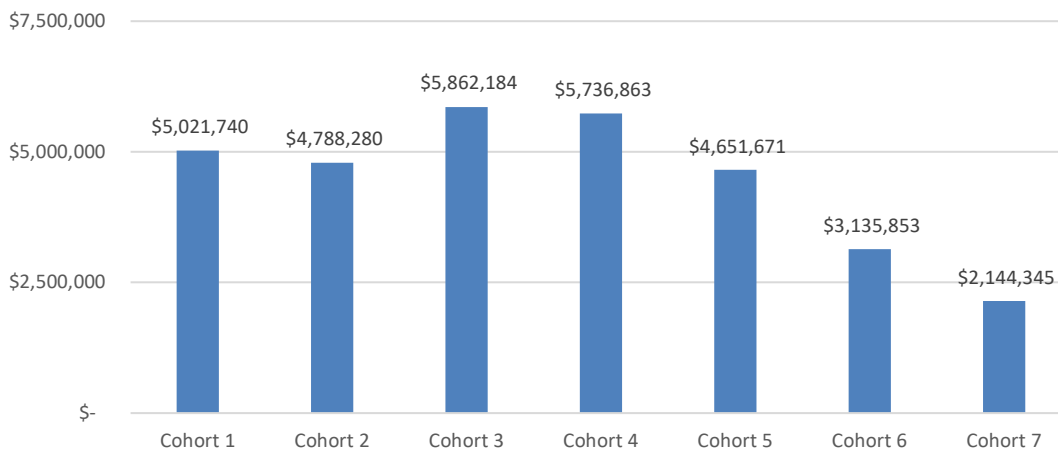
Exhibit 88. Operations expenses as a percentage of total expenditures, 2007-08 to 2013-14



SOURCE: CSF-DC Report of Revenues and Expenditures (summary and detailed) for fiscal years 2007-2014.

Between 2007-08 and 2013-14, CSF-DC has dispersed a total of \$31,340,936 in scholarship funds to Achiever college students.¹⁰³ As Exhibit 89 shows, the first four cohorts have had the largest amount of funds invested into their college education, due to the amount of time that they have been enrolled in college. One would expect that the amounts invested into cohorts 5, 6 and 7 to more steadily increase over time while the funds dedicated to the first four cohorts would level off as students either graduate or drop out. The amount of funds invested into college graduates and dropouts is detailed further below.

Exhibit 89. Total amount of scholarship dollars dispersed by cohort, 2007-14



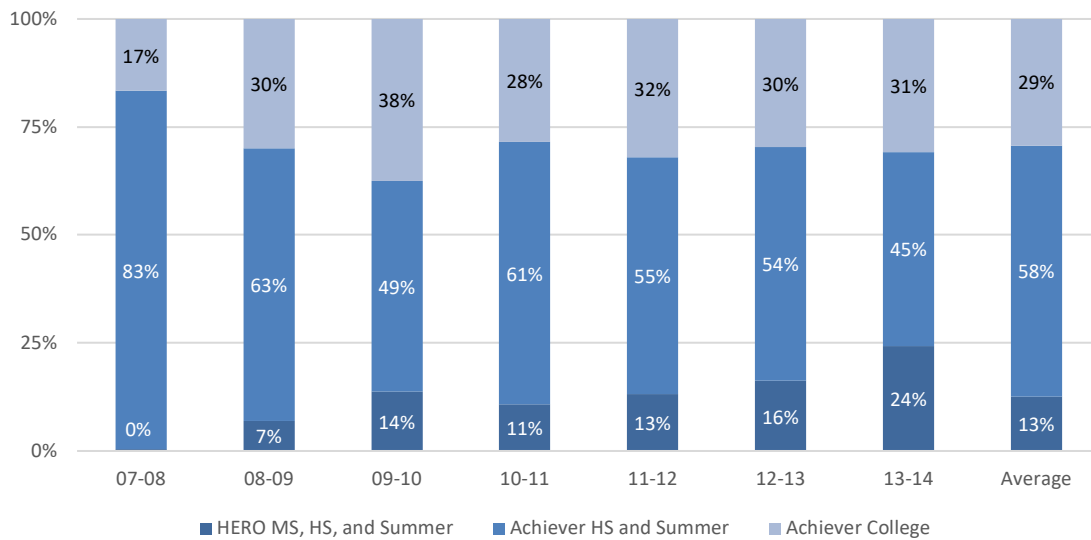
SOURCE: CSF- DC Education Edge.

Excluding the scholarship data and evaluating just the expenses for the three CSF-DC interventions, Exhibit 90 illustrates that the percentage of expenses allocated to the Achiever college program and the HERO program have increased over time but the percentage of funds dedicated to the Achiever high school program has decreased over time. For example, in the 2007-08 academic year, a negligible amount of funds were allocated to the HERO

¹⁰³ There is a discrepancy in CSF-DC Achiever scholarship data in Education Edge. The cohort totals by scholarship amount are approximately \$300,000 less than the scholarship totals by academic year (i.e. cohort scholarship dollar total \$31,340,936; academic year scholarship total \$31,693,359). For the analysis, EPI utilized the lower cohort scholarship amounts for two reasons. First, they provide a slightly more conservative estimation and second, these figures align with the individual Achiever college students who are categorized by completion status (i.e. completer, persister, or dropout). Therefore, EPI could directly link these figures to the college success rate.

program and by the 2013-14 academic year, 24 percent of the overall expenses were dedicated for the HERO program. Similarly, the percentage of funds used for Achiever college expenses increased from 17 percent in the first academic year (2007-08) to 31 percent in the last academic year being evaluated (2013-14). However, it appears as though the percentage of funds dedicated to the Achiever high school program has decreased overtime. In the first academic year (2007-08) over 80 percent of the overall expenses were put toward the Achiever high school program but by the last academic year (2013-14) only 45 percent of the overall expenses were allocated toward the Achiever high school program. On average, 13 percent of the overall expenses have been dedicated toward the HERO program, 58 percent of the overall expenses have been dedicated toward the Achiever high school program, and 29 percent of the overall expenses have been allocated toward the Achiever college program.

Exhibit 90. Percentage of expenses spent per program with operations expenses included, 2007-08 to 2013-14



SOURCE: CSF-DC Report of Revenues and Expenditures (summary and detailed) for fiscal years 2007-14.

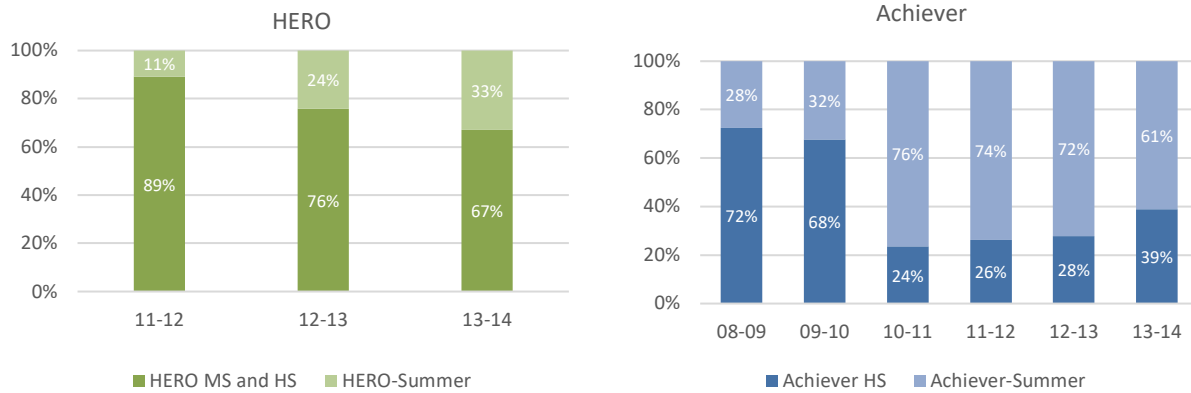
CSF-DC Middle School and High School Program Results

Reducing our analysis to the middle and high school HERO and Achiever programs shows a distinct difference in the percentage of monies spent during the academic year as compared to the summer program. Exhibit 91 illustrates that CSF-DC has historically spent considerably less on the HERO summer program than on the HERO academic-year program. However, as the HERO summer program grows, there is a trend that the percentage of funds spent on the HERO summer program is increasing. In the 2011-12 academic year, only 11 percent of the overall HERO funds were spent on the summer program. Two years later, that percentage exceeded 30 percent.

With regard to the Achiever high school program, a larger percentage of the overall Achiever high school funds in the first two academic years was spent on academic year programming. However, the past four years have resulted in a larger percentage of overall Achiever funds being spent on the summer program. For example, in the 2009-10 academic year, 32 percent of the overall Achiever high school budget was invested in the summer program. The following year 75 percent of the budget was allocated toward the summer program. It appears that the percentage of funds spent on the Achiever summer program and the academic year programming may be leveling out. In 2013-14,

the percentage of Achiever funds spent on the summer program was approximately 60 percent compared to 40 percent spent on academic year programming.

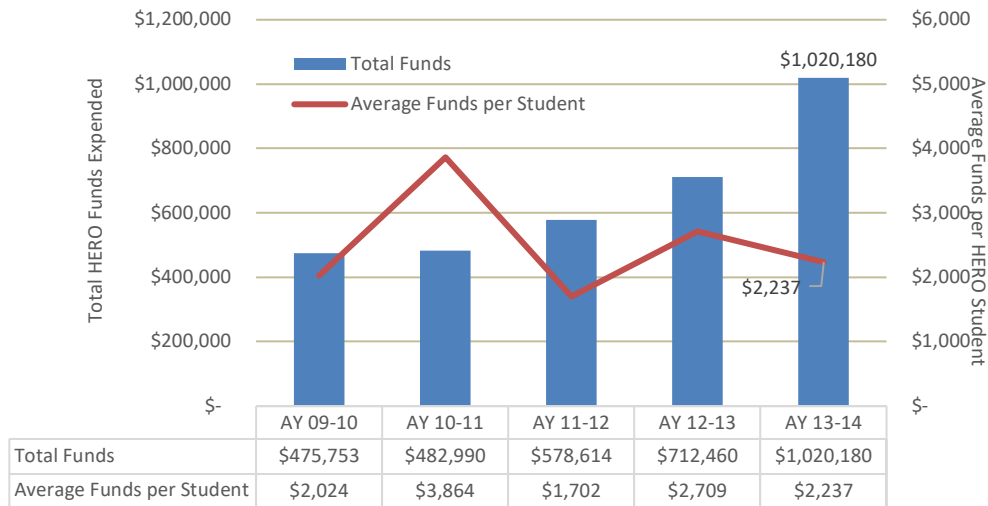
Exhibit 91. HERO vs Achiever summer and academic year expenses



SOURCE: CSF-DC Report of Revenues and Expenditures (summary and detailed) for fiscal years 2007-14.

Exhibit 92 below shows the total funds and average funds spent per HERO student from 2009-10 to 2013-14. The total HERO budget grew from \$475,753 in 2009-10 to \$1,020,180 in 2013-14. During that time, enrollment also grew 94 percent from 235 to 456 students. Across those years, CSF-DC invested approximately \$2,500 per HERO middle school, high school, and summer participant. This cost per participant has shown a notable fluctuation across the years. In the academic year 2010-11, CSF-DC spent close to \$4,000 per participant but only \$1,700 per participant one year later. In 2013-14, the average expenditure per student was \$2,237.

Exhibit 92. Total funds expended for HERO Program and average funds expended per participant, 2009-10 to 2013-14

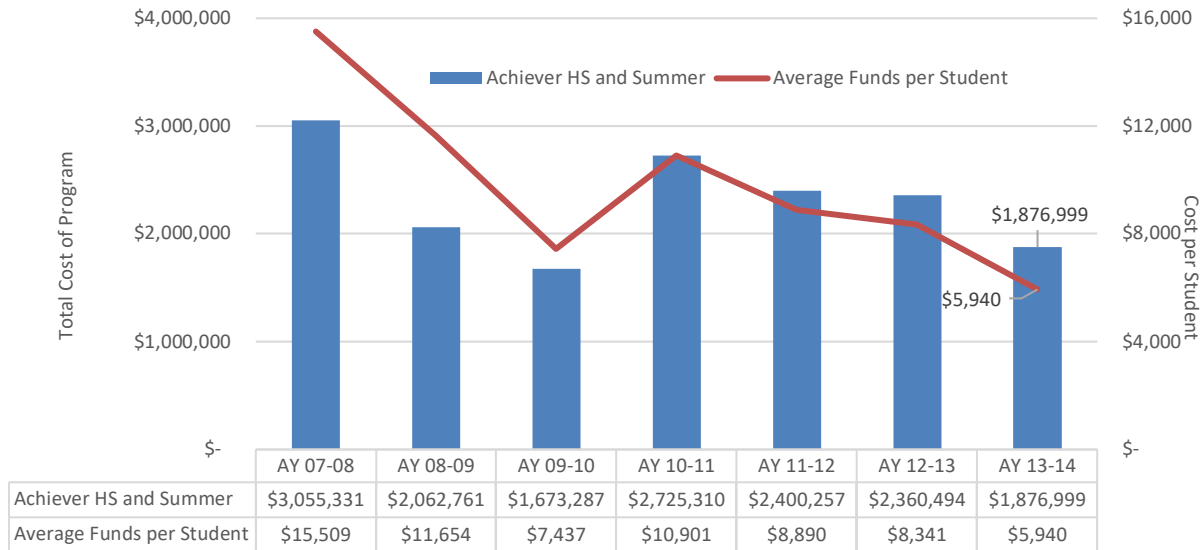


*Cost associated with operating the Middle and High School HERO program, including staffing, summer program, and associated costs.
SOURCE: CSF-DC Report of Revenues and Expenditures (summary and detailed) for fiscal years 2007-2014; CSF-DC Education Edge.

Exhibit 93 offers us a similar glimpse as we just reviewed for HERO. This analysis focuses on Achiever high school and summer program and does not include scholarship dollars and college-level services. As illustrated, total funding for Achievers high school has average about \$2 million over the years (not adjusted for inflation), with a total of \$1.9

million in 2013-14. The first year of the program—a major start-up time—expended just over \$3 million. As the number of Achievers in high school has steadily increased, the cost per students has reduced significantly. In 2013-14, the average cost per student was \$5,940 compared to \$10,901 in 2010-11. The cost per student was unrealistically high in the start-up year due to program implementation.

Exhibit 93. Total cost* of High School Achievers program and average cost per student, 2007-08 to 2013-14



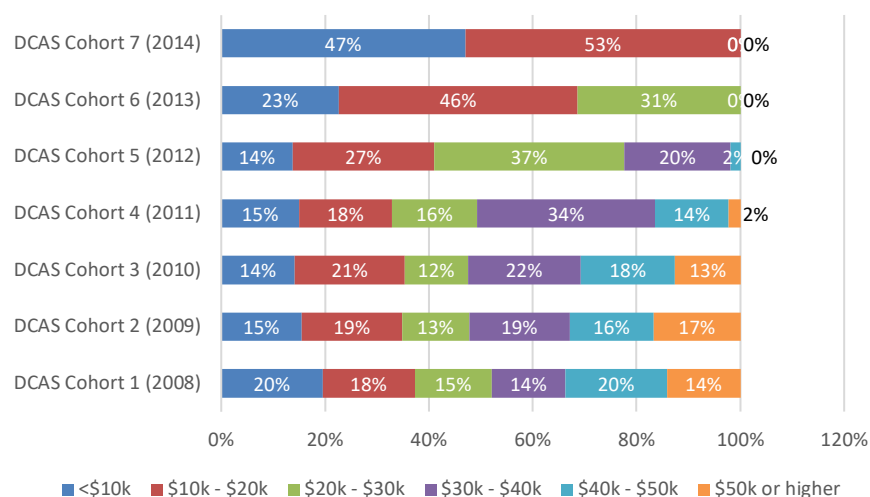
*Cost associated with operating the High School portion of the Achievers program, including staffing, summer program, and associated costs.
 SOURCE: CSF-DC Report of Revenues and Expenditures (summary and detailed) for fiscal years 2007-2014; CSF-DC Education Edge.

CSF-DC College-Going Program Results

During the time covered by this report, over \$31 million in scholarships were provided to 1,340 students, with an average of \$23,000 in scholarship aid to each student. Of course, given the volatility of student retention and completion, students, in actuality, were granted varied amounts of funding from CSF. Exhibit 94 shows the percentage of post-secondary students by their current level of funding by cohort year. The most complete year of funding—Cohort 1—illustrates a fairly even level of funding by amount to scholars. Our bands represent \$10,000 increments of funding, with a “\$50,000 and over” band as an upper-bound container. The percent of students who received funds held between 14 and 20 percent in all categories. A similar outcome can be noted on Cohort 2 and 3 to a degree. However, in the later cohorts, we notice variations in borrowing due almost exclusively to the simple reality that the students have been in the college funnel for fewer years. In Cohort 7, for instance, 47 percent of students had received \$10,000 or less, compared to 20 percent in Cohort 1. Thus, these data provide an interesting perspective of distribution of funds to students, with an understanding that only the first years provide a complete picture of funds in the field.

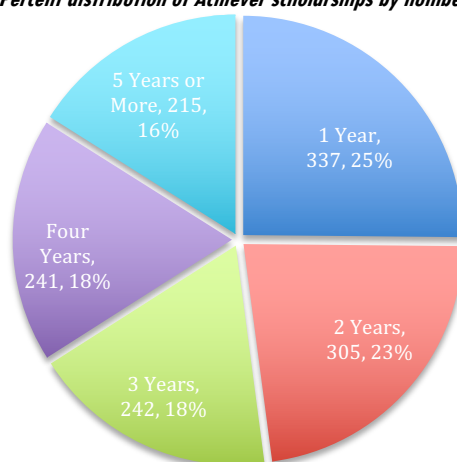
Exhibit 95 simply illustrates the number of years of funding that students received. As illustrated, only 34 percent of students received funding for four or more years. Numerically, this still accounts for 456 students. Twenty-five percent, or 337 students, received funding for only one year (or part of one year) and an additional 23 percent (305 students) received funding for two years.

Exhibit 94. Percent distribution of Achiever scholarships by cohort



SOURCE: CSF-DC Education Edge.

Exhibit 95. Percent distribution of Achiever scholarships by number of years funded

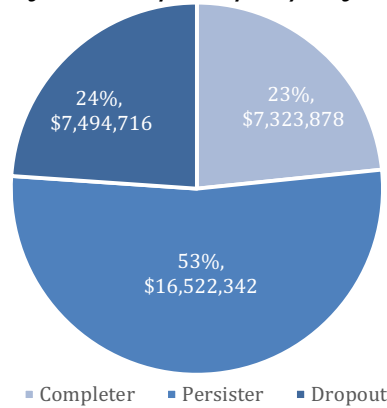


SOURCE: CSF-DC Education Edge.

Perhaps more interesting are the funds expended by completion status for students. Exhibit 96 distributes students into three categories: “completers” (i.e., students who have graduated from a two- or a four-year post-secondary institution); “persisters” (i.e., students who are still actively pursuing a college degree); and “dropouts” (i.e., students who have stopped attending college completely). Understand, for our analysis throughout this report, that we do not use the definition of “stopouts,” which is often used in retention research. This is because stopouts are those that stopout, or leave, college but do come back. In our analysis, if students stopped out and came back in our scope of study, they are categorized as “persisters.”

As illustrated in the exhibit, the largest chunk of funds within the first seven cohorts was expended on persisters in the system—that is, those that are still in the pipeline. This totals \$16.5 million. Approximately 23 percent of the funds were expended on those who had completed their college degree (\$7.3 million) and 24 percent on dropouts (\$7.5 million).

Exhibit 96. Percentage of scholarship funds spent by college completion status, 2007-14

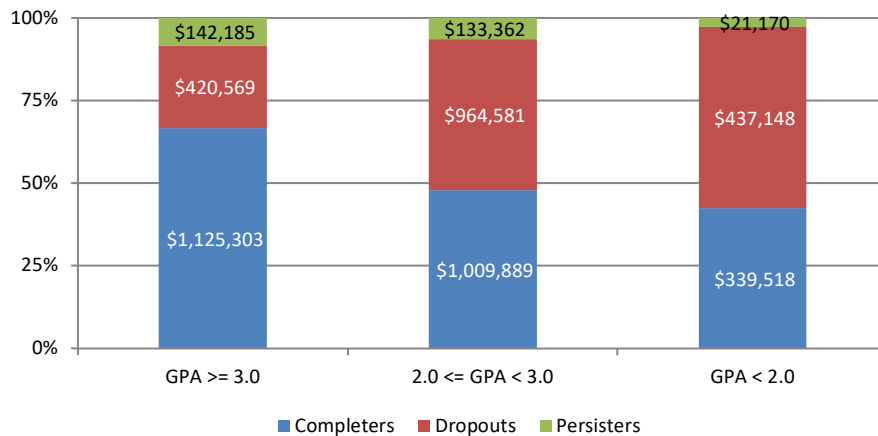


SOURCE: CSF-DC Education Edge.

To evaluate the post-secondary completion status of CSF-DC Achievers, this analysis was restricted to Cohort 1. This restriction was put in place as it provided the greatest accuracy and perhaps the most conservative estimation of completion rates. Exhibit 97 reflects the distribution of scholarship dollars to completers, dropouts, and persisters in Cohort 1 by their high school GPA upon entry into the Achievers program. In total, \$4.6 million was award to Cohort 1 by 2013-14. Of these funds, \$2.5 million was award to those who eventually completed their degree; \$297,000 to those who were still attending college at the time; and \$1.8 million to students who dropped out of college.

Using GPA as a variable, \$1.7 million was awarded to students with a GPA of 3.0 or higher; \$2.1 million to students with a 2.0 to 3.0 GPA, and \$798,000 to those with a sub-2.0 GPA. The reality is that funding will increase to those who graduate due to number of years in college. However, the percentage of completers are much more likely to have a higher GPA. Thus, the story here isn't as much of how much scholarship appropriation went to high GPA completers, but as illustrates, how much funding went to low-GPA non completers. The chart shows that almost half a million dollars were awarded to low-GPA students who dropped out of college. And about twice that amount was awarded to 2.0-3.0 GPA students who dropped out. This isn't to say that awarding funds to lower-GPA students isn't appropriate given the goals of the program, but it is a reminder of the efficiency—if not risk—of awarding to students who are less-prepared for college-level work.

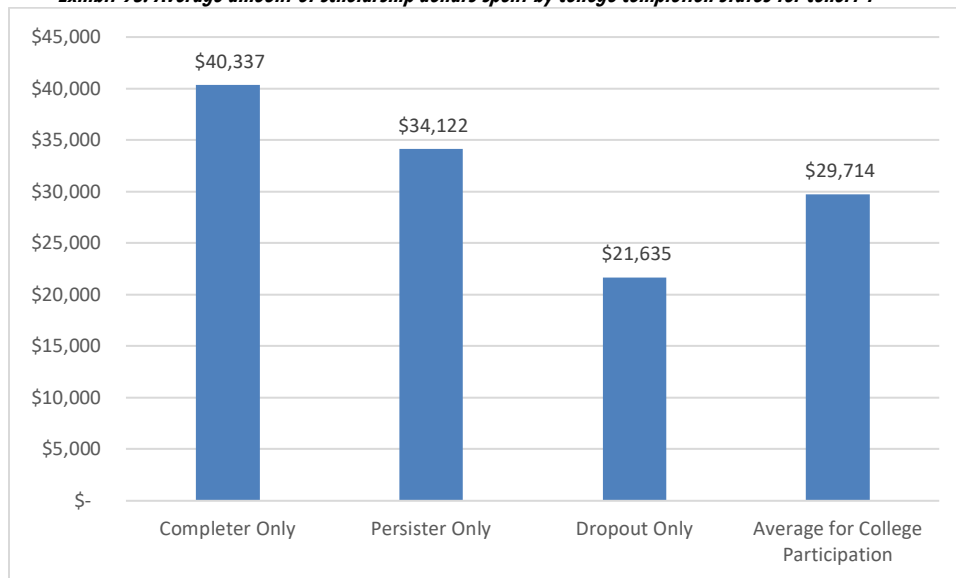
Exhibit 97: Percent distribution of scholarships by college completion status and high school GPA among Cohort 1



SOURCE: CSF-DC Education Edge.

There are no existing effectiveness measures for HERO and Achiever middle and high school. To evaluate the return on investment for post-secondary completion rates of CSF-DC Achievers, this analysis was restricted to Cohort 1. This restriction was put in place as it provided the greatest accuracy and perhaps the most conservative estimation of completion rates. On average for Cohort 1, CSF-DC invested approximately \$30,000 in scholarship dollars for each participant in a two year or four-year post-secondary institution (n=169). (See Exhibit 98 below). In Cohort 1, CSF-DC invested over \$40,000 in scholarship dollars for each post-secondary graduate (n=65). In Cohort 1 “persisters” (n=12) or those students who are still currently enrolled in a two-year or four-year post-secondary institution, have received approximately \$34,000 of CSF-DC scholarship funds. For each student from Cohort 1 who dropped out of their selected post-secondary institution (n=92), CSF incurred a loss of almost \$22,000 in invested scholarship dollars.

Exhibit 98. Average amount of scholarship dollars spent by college completion status for cohort 1

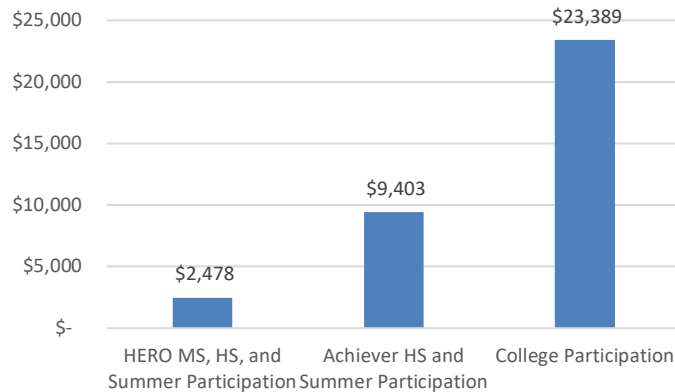


SOURCE: CSF-DC Education Edge.

Overall Investment in CSF-DC Program Participants

Exhibit 99 shows the average funds invested in each student participating in a CSF-DC program. As shown, the average amount of expenses invested into a HERO participant is approximately \$2,500. The average amount of expenses invested into an Achiever high school participant is about \$9,500 and the average amount of scholarship dollars invested to date in Achiever college participants (without regard to completion status or including operational expenses) is conservatively estimated at \$23,000. CSF-DC can utilize these figures to determine if the amount invested per participant in each program is in alignment with their objectives and goals.

Exhibit 99. Investment in CSF-DC Program participants to date, 2007-08 to 2013-14

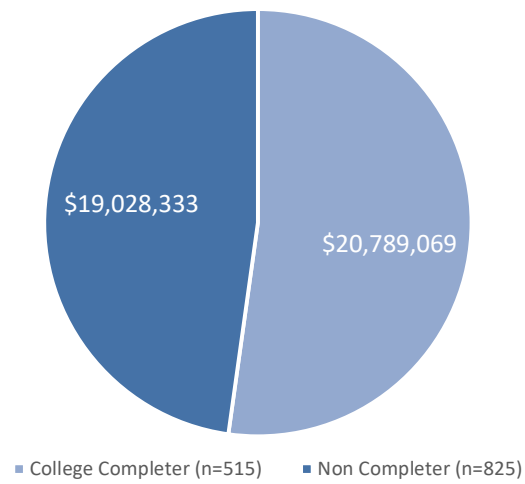


SOURCE: CSF-DC Education Edge.

There are no existing effectiveness measures for HERO and Achiever middle and high school. Assuming an average 38 percent completion rate for the currently enrolled 1,340 post-secondary students,¹⁰⁴ one can estimate the overall scholarship funds spent on college completers as compared to non-completers will be a nearly equal. As shown in Exhibit 100 below, almost \$40 million dollars in scholarship funds will be invested in these 1,340 post-secondary students and 48 percent, or \$19,028,333, will be spent on students who do not complete college. This does not account for increases in college tuition expenses or inflation nor does it include the funds invested into Achiever high school program. In sum, CSF-DC would invest \$40 million dollars in scholarships to yield 515 college graduates. This is a conservative financial estimation.

¹⁰⁴ The 38% completion rate was derived by assuming that the existing Cohort 1 persisters would become dropouts. This assumption is based upon historical evidence of longevity in college enrollment yields higher levels of dropouts.

Exhibit 100. Prediction scholarship dollars needed and college completion rate



SOURCE: EPI calculations based upon CSF- DC Education Edge data.

APPENDIX

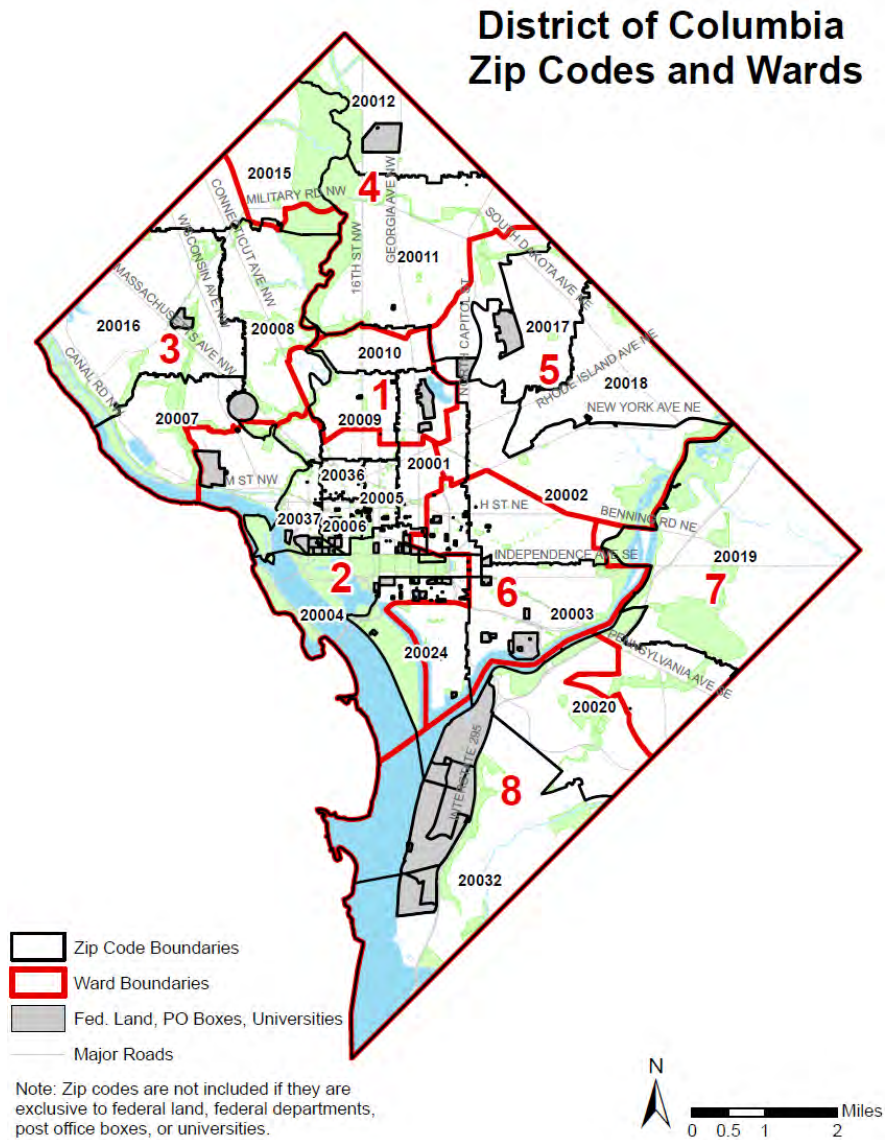
A. Interview and Site Visit Schedule

The following list consists of people interviewed in support of this study, as well as the date of the interview. In some cases, certain individuals were interviewed in numerous occasions but only the initial date is provided below. As well, dates are provided of the site visits to CSF-DC schools. Transcripts were written for all interviews and used in this report.

CSF-DC STAFF		
Herb Tillery	Executive Director	February 18, 2015
Monica Gray	Director of Programs	February 19, 2015
Angela Bugayong	Program Officer, Recruitment & Selection	February 19, 2015
Claire Roach	Director of Operations	February 19, 2015
Kya Dixon	Senior Program Officer, College Programs	February 19, 2015
Nicole Smith	Senior Program Officer, School Programs, Ballou & Maya Angelou Public Charter	February 24, 2015
Kevin Mungin	Senior Program Officer, HERO, Anacostia and HD Woodson High Schools	February 19, 2015
Jonathan Hayden	HERO Advisor, Ballou High School & Thurgood Marshall Academy	May 8, 2015
William Walker	HERO Advisor, Hart & Kramer Middle Schools	May 8, 2015
Markita Jones	HERO Advisor, Hart & Kramer Middle Schools - HERO Girls	May 13, 2015
Reeco Richardson	HERO Advisor, Friendship Collegiate Academy & Maya Angelou Public Charter	May 7, 2015
Fabian White	HERO Advisor, Cesar Chavez Public Charter	May 22, 2015
Brett Gotlip	College Preparatory Advisor, Friendship & HD Woodson High Schools	May 28, 2015
Kim Smith	College Preparatory Advisor, Anacostia High School & Thurgood Marshall Academy	May 29, 2015
Rasheem Rooke	Program Officer, College Completion	June 12, 2015
Roberto Araya	IT Support/Data Analyst	May 21, 2015
Barry Jacob	Director, Hometown Mentor Program	May 21, 2015
Cindy Umana	Program Officer, College Programs	June 12, 2015
CSF-DC BOARD MEMBERS		
Emily Bloomfield	Current Board Member	May 18, 2015
Joe Gaffney	Current Board Member	May 22, 2015
Donald Graham	Current Board Member	April 30, 2015
James Lee	Current Board Member	May 19, 2015
Ted Leonsis	Current Board Member	May 19, 2015
Chip Magid	Board Chair	March 4, 2015
Patricia McGuire	Current Board Member	April 29, 2015
Bob Moser	Current Board Member	May 14, 2015
Doug Picha	Current Board Member	May 26, 2015
Patricia Raikes	Current Board Member	May 1, 2015
Henry Tam	Current Board Member	May 14, 2015
Samuel Smith	Current Board Member	May 20, 2015
James Shelton	Former Board Member	May 13, 2015
Deborah Wilds	Former Board Member	May 26, 2015
Yolanda Watson Spiva	Current Board Member	April 30, 2015
COLLEGE PERSONNEL		
Matthew Boyce	Director of Admissions, George Mason University	October 9, 2015
Sharon Sheridan	Scholarship Coordinator, Northern Virginia Community College	October 6, 2015
Takita Lockhart	Accounting Assistant, Pennsylvania State University - Main Campus	October 2, 2015
Zakiya Middleton	Financial Aid Counselor/Scholarship Coordinator, Shaw University	September 28, 2015
Tawanna Terry	Academic Advisor, Trinity Washington University	October 2, 2015
Dr. Pamela Barnett	Dean, College of Arts & Sciences, Trinity Washington University	October 8, 2015
Mary Carmel Etienne	Assistant Dean, Trinity Washington University	October 13, 2015
OTHERS		
Alexandra Pardo	Executive Director, Thurgood Marshall Academy	May 28, 2015
Argelia Rodriguez	President & CEO, DC-CAP	May 7, 2015
Tosha Lewis	Vice President of Retention & Data Management, DC-CAP	May 7, 2015
LD Ross	Vice President of Programs, DC-CAP	May 7, 2015
Kaya Henderson	Chancellor, DCPS	June 11, 2015

B. Background Information for The DC Challenge

Exhibit 101. District of Columbia zip codes and wards



http://www.neighborhoodinfodc.org/pdfs/ward_zip.pdf

Exhibit 102. Gender and age

	District of Columbia, Metro		Ward 7 (Zip Code: 20019)		Ward 8 (Zip Codes: 20020, 20032)		Ward 8 (Zip Code: 20020)		Ward 8 (Zip Code: 20032)	
	Estimate	%	Estimate	%	Estimate	%	Estimate	%	Estimate	%
Total population	619,371	—	52,572	—	87,948	—	51,176	—	36,772	—
GENDER										
Male	293,104	47%	22,244	42%	39,814	45%	22,983	44.90%	16,831	45.80%
Female	326,267	53%	30,328	58%	48,134	55%	28,193	55.10%	19,941	54.20%
AGE										
Under 5 years	36,492	6%	4,025	8%	8,075	9%	4,448	9%	3,627	10%
5 to 19 years	92,873	15%	11,698	22%	20,521	23%	11,679	23%	8,842	24%
20-34 years	192,926	31%	10,420	20%	20,398	23%	11,186	22%	9,212	25%
35-54 years	160,541	26%	14,000	27%	21,814	25%	13,054	26%	8,760	24%
55 years and over	136,539	22%	12,429	24%	17,140	19%	10,809	21%	6,331	17%
Median age (years)	33.8	—	35.3	—	—	—	32.1	—	28.3	—
18 years and over	514,080	—	38,179	—	62,820	—	36,908	—	25,912	—
Male	239,916	47%	15,385	40%	27,290	43%	15,950	43%	11,340	44%
Female	274,164	53%	22,794	60%	35,530	57%	20,958	57%	14,572	56%
65 years and over	70,363	—	6,491	—	7,917	—	5,039	—	2,878	—
Male	28,375	40%	2,210	34%	3,109	39%	1,896	38%	1,213	42%
Female	41,988	60%	4,281	66%	4,808	61%	3,143	62%	1,665	58%
RACE										
Black	305,877	49%	50,489	96%	82,186	93%	49,218	96%	32,968	90%
White	217,331	35%	415	1%	3,377	4%	755	2%	2,622	7%
Hispanic	59,479	10%	1,148	2%	1,189	1%	624	1%	565	2%
Asian	21,621	4%	62	0%	232	0%	178	0%	54	0%
American Indian, Alaskan, Hawaiian, Asian Pacific Islander, Other single race, Two or more races	13,780	2%	441	1%	788	1%	389	1%	399	1%

SOURCE: 2009-2013 American Community Survey 5-Year Estimates

Subject	Washington City, DC; Metro Area	Ward 7 (Zip Code: 20019)	Ward 8 (Zip Code: 20020)	Ward 8 (Zip Code: 20032)
Population 18 to 24 years	83,773	5,698	5,865	5,471
Less than high school graduate	11.7%	24.4%	29.4%	23.2%
High school graduate (includes equivalency)	21.2%	39.1%	38.0%	47.0%
Some college or associate's degree	43.0%	30.8%	29.8%	27.2%
Bachelor's degree or higher	24.1%	5.7%	2.8%	2.6%
Population 25 years and over	430,307	32,481	31,043	20,441
Less than 9th grade	4.4%	4.4%	4.0%	4.5%
9th to 12th grade, no diploma	7.2%	14.7%	13.8%	13.8%
High school graduate (includes equivalency)	18.8%	40.7%	40.5%	37.7%
Some college, no degree	14.2%	22.4%	21.6%	25.4%
Associate's degree	3.0%	4.3%	4.0%	4.5%
Bachelor's degree	22.7%	7.9%	9.8%	8.8%
Graduate or professional degree	29.7%	5.5%	6.3%	5.4%
Percent high school graduate or higher	88.4%	80.9%	82.1%	81.8%
Percent bachelor's degree or higher	52.4%	13.4%	16.0%	14.1%
Population 25 to 34 years	133,227	6,052	7,180	5,350
High school graduate or higher	93.7%	89.9%	85.1%	88.8%

Bachelor's degree or higher	68.4%	18.3%	20.8%	17.8%
Population 35 to 44 years	84,609	6,391	5,913	4,103
High school graduate or higher	91.4%	90.6%	90.7%	90.5%
Bachelor's degree or higher	55.4%	17.0%	14.6%	17.3%
Population 45 to 64 years	142,108	13,547	12,911	8,110
High school graduate or higher	86.5%	78.6%	81.7%	79.3%
Bachelor's degree or higher	42.7%	10.8%	14.0%	11.5%
Population 65 years and over	70,363	6,491	5,039	2,878
High school graduate or higher	78.7%	67.6%	68.8%	63.3%
Bachelor's degree or higher	37.9%	10.8%	16.2%	10.2%
POVERTY RATE FOR THE POPULATION 25 YEARS AND OVER FOR WHOM POVERTY STATUS IS DETERMINED BY EDUCATIONAL ATTAINMENT LEVEL				
Less than high school graduate	33.6%	39.0%	47.2%	47.1%
High school graduate (includes equivalency)	24.5%	23.6%	29.7%	36.1%
Some college or associate's degree	16.1%	19.4%	19.5%	22.1%
Bachelor's degree or higher	5.3%	4.5%	6.7%	9.2%
MEDIAN EARNINGS IN THE PAST 12 MONTHS (IN 2013 INFLATION-ADJUSTED DOLLARS)				
Population 25 years and over with earnings	53,660	35,548	35,943	31,930
Less than high school graduate	22,471	22,143	23,227	16,817
High school graduate (includes equivalency)	30,179	32,040	30,866	31,653
Some college or associate's degree	37,914	37,114	36,184	30,758
Bachelor's degree	61,334	57,409	55,795	48,318
Graduate or professional degree	82,921	68,237	70,250	71,250
PERCENT IMPUTED				
Educational attainment	7.3%	6.7%	5.8%	5.5%

SOURCE: 2009-2013 American Community Survey 5-Year Estimates

Exhibit 103. Economic characteristics

Subject	Washington city, DC; Washington-Arlington-Alexandria, DC-VA-MD-WV Metro Area		Ward 7 (Zip Code: 20019)		Ward 8 (Zip Code: 20020)		Ward 8 (Zip Code: 20032)	
	Estimate	Percent	Estimate	Percent	Estimate	Percent	Estimate	Percent
EMPLOYMENT STATUS								
Population 16 years and over	525,070	525,070	39,966	39,966	38,645	38,645	27,199	27,199
In labor force	357,458	68.1%	23,793	59.5%	21,677	56.1%	15,773	58.0%
Civilian labor force	354,171	67.5%	23,786	59.5%	21,661	56.1%	14,633	53.8%
Employed	315,177	60.0%	18,363	45.9%	17,215	44.5%	10,405	38.3%
Unemployed	38,994	7.4%	5,423	13.6%	4,446	11.5%	4,228	15.5%
Armed Forces	3,287	0.6%	7	0.0%	16	0.0%	1,140	4.2%
Not in labor force	167,612	31.9%	16,173	40.5%	16,968	43.9%	11,426	42.0%
Civilian labor force	354,171	354,171	23,786	23,786	21,661	21,661	14,633	14,633
Percent Unemployed	(X)	11.0%	(X)	22.8%	(X)	20.5%	(X)	28.9%
Females 16 years and over	279,615	279,615	23,675	23,675	21,965	21,965	15,231	15,231

In labor force	182,481	65.3%	14,113	59.6%	11,791	53.7%	8,413	55.2%
Civilian labor force	182,001	65.1%	14,113	59.6%	11,791	53.7%	8,269	54.3%
Employed	163,148	58.3%	10,945	46.2%	9,633	43.9%	6,088	40.0%
Own children under 6 years	40,585	40,585	4,411	4,411	4,865	4,865	3,990	3,990
All parents in family in labor force	29,363	72.3%	3,344	75.8%	3,035	62.4%	2,354	59.0%
Own children 6 to 17 years	57,451	57,451	8,473	8,473	8,361	8,361	5,851	5,851
All parents in family in labor force	43,816	76.3%	6,404	75.6%	5,902	70.6%	3,698	63.2%
COMMUTING TO WORK								
Workers 16 years and over	312,875	312,875	17,793	17,793	17,022	17,022	11,294	11,294
Car, truck, or van -- drove alone	106,343	34.0%	7,701	43.30%	7,141	42.00%	4,725	41.80%
Car, truck, or van -- carpooled	18,603	5.9%	1,383	7.80%	1,447	8.50%	777	6.90%
Public transportation (excluding taxicab)	120,076	38.4%	7,635	42.90%	7,627	44.80%	4,565	40.40%
Walked	38,164	12.2%	373	2.10%	298	1.80%	439	3.90%
Other means	14,728	4.7%	275	1.50%	168	1.00%	170	1.50%
Worked at home	14,961	4.8%	426	2.40%	341	2.00%	618	5.50%
Mean travel time to work (minutes)	29.7	(X)	36.7	(X)	37.9	(X)	37.1	(X)
OCCUPATION								
Civilian employed population 16 years and over	315,177	315,177	18,363	18,363	17,215	17,215	10,405	10,405
Management, business, science, and arts occupations	189,581	60.2%	5,438	29.6%	5,529	32.1%	3,167	30.4%
Service occupations	49,360	15.7%	5,102	27.8%	3,953	23.0%	3,245	31.2%
Sales and office occupations	54,524	17.3%	5,195	28.3%	4,929	28.6%	2,438	23.4%
Natural resources, construction, and maintenance occupations	9,360	3.0%	917	5.0%	948	5.5%	602	5.8%
Production, transportation, and material moving occupations	12,352	3.9%	1,711	9.3%	1,856	10.8%	953	9.2%
INDUSTRY								
Civilian employed population 16 years and over	315,177	315,177	18,363	18,363	17,215	17,215	10,405	10,405
Agriculture, forestry, fishing and hunting, and mining	190	0.1%	0	0.0%	0	0.0%	28	0.3%
Construction	9,045	2.9%	754	4.1%	699	4.1%	469	4.5%
Manufacturing	4,061	1.3%	171	0.9%	286	1.7%	51	0.5%
Wholesale trade	2,049	0.7%	110	0.6%	122	0.7%	93	0.9%
Retail trade	15,429	4.9%	1,650	9.0%	1,709	9.9%	750	7.2%
Transportation and warehousing, and utilities	9,872	3.1%	1,584	8.6%	1,225	7.1%	423	4.1%
Information	12,854	4.1%	330	1.8%	453	2.6%	309	3.0%
Finance and insurance, and real estate and rental and leasing	16,986	5.4%	640	3.5%	670	3.9%	493	4.7%
Professional, scientific, and management, and	70,378	22.3%	2,726	14.8%	2,318	13.5%	1,468	14.1%

administrative and waste management services								
Educational services, and health care and social assistance	62,446	19.8%	4,605	25.1%	4,183	24.3%	2,675	25.7%
Arts, entertainment, and recreation, and accommodation and food services	28,909	9.2%	1,659	9.0%	1,810	10.5%	1,183	11.4%
Other services, except public administration	28,470	9.0%	1,077	5.9%	1,057	6.1%	613	5.9%
Public administration	54,488	17.3%	3,057	16.6%	2,683	15.6%	1,850	17.8%
CLASS OF WORKER								
Civilian employed population 16 years and over	315,177	315,177	18,363	18,363	17,215	17,215	10,405	10,405
Private wage and salary workers	216,811	68.8%	12,131	66.1%	11,467	66.6%	6,772	65.1%
Government workers	83,485	26.5%	5,567	30.3%	5,270	30.6%	3,424	32.9%
Self-employed in own not incorporated business workers	14,615	4.6%	630	3.4%	436	2.5%	209	2.0%
Unpaid family workers	266	0.1%	35	0.2%	42	0.2%	0	0.0%
INCOME AND BENEFITS (IN 2013 INFLATION-ADJUSTED DOLLARS)								
Total households	263,649	263,649	21,364	21,364	20,138	20,138	13,067	13,067
Less than \$10,000	27,350	10.4%	3,685	17.2%	3,833	19.0%	2,666	20.4%
\$10,000 to \$14,999	12,220	4.6%	1,873	8.8%	1,658	8.2%	1,052	8.1%
\$15,000 to \$24,999	20,194	7.7%	3,125	14.6%	2,391	11.9%	1,775	13.6%
\$25,000 to \$34,999	18,500	7.0%	2,036	9.5%	2,271	11.3%	1,652	12.6%
\$35,000 to \$49,999	27,389	10.4%	3,087	14.4%	2,853	14.2%	1,757	13.4%
\$50,000 to \$74,999	38,121	14.5%	3,466	16.2%	3,123	15.5%	2,034	15.6%
\$75,000 to \$99,999	28,956	11.0%	1,908	8.9%	1,717	8.5%	938	7.2%
\$100,000 to \$149,999	38,742	14.7%	1,312	6.1%	1,448	7.2%	809	6.2%
\$150,000 to \$199,999	20,912	7.9%	613	2.9%	517	2.6%	282	2.2%
\$200,000 or more	31,265	11.9%	259	1.2%	327	1.6%	102	0.8%
Median household income (dollars)	65,830	(X)	34,832	(X)	34,685	(X)	31,184	(X)
Mean household income (dollars)	101,076	(X)	46,873	(X)	48,190	(X)	43,962	(X)
With earnings	212,462	80.60%	14,745	69.00%	13,830	68.70%	9,248	70.80%
Mean earnings (dollars)	106,471	(X)	51,704	(X)	53,626	(X)	48,573	(X)
With Social Security	49,562	18.80%	4,937	23.10%	4,327	21.50%	2,675	20.50%
Mean Social Security income (dollars)	14,233	(X)	11,656	(X)	12,105	(X)	11,790	(X)
With retirement income	38,651	14.70%	4,067	19.00%	3,362	16.70%	1,757	13.40%
Mean retirement income (dollars)	38,566	(X)	25,782	(X)	31,068	(X)	28,630	(X)
With Supplemental Security Income	14,032	5.3%	2,451	11.5%	2,273	11.3%	1,460	11.2%
Mean Supplemental Security Income (dollars)	8,526	(X)	8,185	(X)	8,634	(X)	8,122	(X)
With cash public assistance income	11,109	4.2%	2,195	10.3%	2,505	12.4%	1,577	12.1%

Mean cash public assistance income (dollars)	3,989	(X)	3,370	(X)	4,205	(X)	4,258	(X)
With Food Stamp/SNAP benefits in the past 12 months	36,604	13.9%	6,931	32.4%	7,008	34.8%	4,899	37.5%
Families	112,278	112,278	11,584	11,584	11,405	11,405	7,761	7,761
Less than \$10,000	8,999	8.0%	1,679	14.5%	2,010	17.6%	1,598	20.6%
\$10,000 to \$14,999	4,176	3.7%	802	6.9%	867	7.6%	598	7.7%
\$15,000 to \$24,999	8,675	7.7%	1,520	13.1%	1,406	12.3%	991	12.8%
\$25,000 to \$34,999	7,798	6.9%	1,111	9.6%	1,276	11.2%	1,012	13.0%
\$35,000 to \$49,999	10,211	9.1%	1,791	15.5%	1,494	13.1%	900	11.6%
\$50,000 to \$74,999	14,180	12.6%	1,999	17.3%	1,652	14.5%	1,268	16.3%
\$75,000 to \$99,999	10,486	9.3%	1,126	9.7%	1,025	9.0%	489	6.3%
\$100,000 to \$149,999	16,021	14.3%	956	8.3%	1,007	8.8%	593	7.6%
\$150,000 to \$199,999	11,121	9.9%	429	3.7%	431	3.8%	238	3.1%
\$200,000 or more	20,611	18.4%	171	1.5%	237	2.1%	74	1.0%
Median family income (dollars)	79,665	(X)	39,451	(X)	36,272	(X)	32,360	(X)
Mean family income (dollars)	126,759	(X)	52,626	(X)	53,391	(X)	47,467	(X)
Per capita income (dollars)	45,290	(X)	20,504	(X)	20,445	(X)	17,212	(X)
Nonfamily households	151,371	151,371	9,780	9,780	8,733	8,733	5,306	5,306
Median nonfamily income (dollars)	57,584	(X)	25,123	(X)	30,305	(X)	26,510	(X)
Mean nonfamily income (dollars)	80,031	(X)	38,045	(X)	39,008	(X)	35,391	(X)
Median earnings for workers (dollars)	45,231	(X)	30,947	(X)	31,167	(X)	27,254	(X)
Median earnings for male full-time, year-round workers (dollars)	67,487	(X)	43,364	(X)	44,111	(X)	40,044	(X)
Median earnings for female full-time, year-round workers (dollars)	60,383	(X)	43,911	(X)	43,107	(X)	38,340	(X)
HEALTH INSURANCE COVERAGE								
Civilian noninstitutionalized population	608,630	608,630	52,310	52,310	50,423	50,423	35,082	35,082
With health insurance coverage	568,063	93.3%	48,836	93.4%	47,115	93.4%	32,581	92.9%
With private health insurance	424,566	69.8%	24,432	46.7%	21,864	43.4%	13,820	39.4%
With public coverage	212,152	34.9%	30,205	57.7%	30,085	59.7%	21,329	60.8%
No health insurance coverage	40,567	6.7%	3,474	6.6%	3,308	6.6%	2,501	7.1%
Civilian noninstitutionalized population under 18 years	105,045	105,045	14,379	14,379	14,252	14,252	10,860	10,860
No health insurance coverage	2,600	2.5%	145	1.0%	172	1.2%	127	1.2%
Civilian noninstitutionalized population 18 to 64 years	435,555	435,555	31,599	31,599	31,245	31,245	21,508	21,508
In labor force:	337,051	337,051	22,611	22,611	20,786	20,786	14,127	14,127
Employed:	299,700	299,700	17,328	17,328	16,535	16,535	10,039	10,039
With health insurance coverage	278,807	93.0%	15,626	90.2%	14,795	89.5%	9,063	90.3%

With private health insurance	254,011	84.8%	11,906	68.7%	11,262	68.1%	6,533	65.1%
With public coverage	34,186	11.4%	4,389	25.3%	4,248	25.7%	2,923	29.1%
No health insurance coverage	20,893	7.0%	1,702	9.8%	1,740	10.5%	976	9.7%
Unemployed:	37,351	37,351	5,283	5,283	4,251	4,251	4,088	4,088
With health insurance coverage	29,168	78.1%	4,323	81.8%	3,612	85.0%	3,410	83.4%
With private health insurance	12,320	33.0%	1,001	18.9%	840	19.8%	645	15.8%
With public coverage	19,112	51.2%	3,503	66.3%	2,895	68.1%	2,887	70.6%
No health insurance coverage	8,183	21.9%	960	18.2%	639	15.0%	678	16.6%
Not in labor force:	98,504	98,504	8,988	8,988	10,459	10,459	7,381	7,381
With health insurance coverage	90,110	91.5%	8,346	92.9%	9,732	93.0%	6,683	90.5%
With private health insurance	54,013	54.8%	2,162	24.1%	2,434	23.3%	1,645	22.3%
With public coverage	42,430	43.1%	6,683	74.4%	7,892	75.5%	5,285	71.6%
No health insurance coverage	8,394	8.5%	642	7.1%	727	7.0%	698	9.5%
PERCENTAGE OF FAMILIES AND PEOPLE WHOSE INCOME IN THE PAST 12 MONTHS IS BELOW THE POVERTY LEVEL								
All families	(X)	14.8%	(X)	26.4%	(X)	31.7%	(X)	34.0%
With related children under 18 years	(X)	22.9%	(X)	35.7%	(X)	42.0%	(X)	42.4%
With related children under 5 years only	(X)	14.6%	(X)	26.2%	(X)	46.4%	(X)	35.7%
Married couple families	(X)	3.8%	(X)	6.5%	(X)	9.3%	(X)	10.1%
With related children under 18 years	(X)	4.4%	(X)	10.2%	(X)	13.5%	(X)	3.2%
With related children under 5 years only	(X)	2.6%	(X)	2.5%	(X)	6.9%	(X)	1.2%
Families with female householder, no husband present	(X)	30.0%	(X)	32.8%	(X)	43.1%	(X)	44.6%
With related children under 18 years	(X)	39.2%	(X)	40.6%	(X)	49.7%	(X)	54.0%
With related children under 5 years only	(X)	39.4%	(X)	34.2%	(X)	55.6%	(X)	56.3%
All people	(X)	18.6%	(X)	29.6%	(X)	33.6%	(X)	38.3%
Under 18 years	(X)	28.7%	(X)	41.3%	(X)	47.7%	(X)	51.0%
Related children under 18 years	(X)	28.5%	(X)	41.2%	(X)	47.7%	(X)	50.7%
Related children under 5 years	(X)	25.5%	(X)	43.8%	(X)	51.0%	(X)	52.9%
Related children 5 to 17 years	(X)	30.0%	(X)	40.2%	(X)	46.2%	(X)	49.6%
18 years and over	(X)	16.5%	(X)	25.2%	(X)	28.0%	(X)	32.8%
18 to 64 years	(X)	16.9%	(X)	27.1%	(X)	29.2%	(X)	33.9%
65 years and over	(X)	14.0%	(X)	15.8%	(X)	20.4%	(X)	24.2%
People in families	(X)	16.9%	(X)	29.1%	(X)	34.0%	(X)	37.3%
Unrelated individuals 15 years and over	(X)	21.4%	(X)	31.2%	(X)	32.1%	(X)	41.2%

SOURCE: 2009-2013 American Community Survey 5-Year Estimates

C. Survey Instruments

HERO Survey

- 1) What is your gender?
- 2) Are you a first-generation college student? (that is, will you be the first in your family to go to college?)
- 3) What middle or high school do you attend?
- 4) What is your current cumulative GPA?
- 5) What grades have you participated in HERO? (Check all that apply)
- 6) What is the highest level of education you expect to complete in the future?
- 7) How did you originally find out about the HERO program?
 - a) The HERO Advisor
 - b) A friend
 - c) A teacher
 - d) A guidance counselor
 - e) Someone else at the school
 - f) Someone in my family
 - g) Other (please specify)
- 8) Why did you want to be a HERO?
- 9) What activities did you find the most helpful?
- 10) Regular meetings with my HERO Advisor
- 11) Regular meetings with my fellow HERO friends
- 12) Academic Advising
- 13) After School Programs
- 14) What other services have you used in school over the past few years:
 - a) DC-CAP
 - b) Sneakers
 - c) New Heights Program
 - d) Michael Walton Foundation
 - e) RICH - Paul Penniman
 - f) Access Youth
 - g) ASPIRE
 - h) Teens Run DC
 - i) Urban Alliance
 - j) TOPS
 - k) Upward Bound
 - l) 21st Century
 - m) POSSE
 - n) OIC
 - o) AVID
 - p) BUILD
 - q) College Summit
 - r) International Programming
 - s) HISCIP
 - t) Robust Afterschool Programming
 - u) Talent Search - UDC
- 15) What activities did you find the most helpful?
 - a) Regular meetings with my HERO Advisor
 - b) Regular meetings with my fellow HERO friends
 - c) Academic Advising

- d) After School Programs
 - e) Leadership Development
 - f) Motivational Speakers
 - g) College Awareness
 - h) College Visitation Programs
 - i) Test Preparation and Information
 - j) Academic Enrichment
- 16) About how many hours per week did you work while enrolled in classes?
- 17) Who provided you with the most encouragement and assistance to prepare and go to college? (choose three)
- a) HERO Advisor
 - b) Guidance Counselor
 - c) Teacher
 - d) Coach
 - e) Administrator
 - f) Parent
 - g) Brother/Sister
 - h) Other relative
 - i) DC CAP Advisor
 - j) Other
- 18) My HERO Advisor helps me: (check all that apply)
- a) By encouraging me to continue my education
 - b) Plan about my future
 - c) Explore career opportunities
 - d) Think about college
 - e) Focus on my school work
 - f) Be a better person
- 19) What suggestion(s) do you have to help us support you and future students?
- 20) Did you participate in last summer's (Summer 2014) Summer Program?
- 21) What activities did you like best?
- a) SAT preparation
 - b) Mathematics preparation
 - c) Writing preparation
 - d) College visits
 - e) Help with college planning
 - f) Cultural Component
 - g) Diagnostic testing
- 22) Please provide additional information about what you liked and why.
- 23) Was the Summer Program too short, too long, or just about right?
- 24) Did you receive pay by the DC government to attend the summer program?
- 25) Would you have attended the summer program if you did not receive pay from the DC government?
- 26) Are you planning to participate in this summer's (Summer 2015) program?
- 27) How many campuses have you visited as a HERO participant?
- 28) Were there too many, too few, or just the right amount of campus visits?
- 29) Please provide your thoughts about the campus visits you've done during the past year or so. Were they helpful? Did you like them? Were there too many? Too few?

Achievers High School Survey

- 1) What high school do you attend?
- 2) What is your CSF Cohort?
- 3) What is your gender?
- 4) Are you a first-generation college student? (that is, are you the first in your family to go to college?)
- 5) What is your current cumulative GPA?
- 6) What are your SAT scores? (NOTE: use your highest scores if you took the SAT twice or more)
- 7) What was your ACT score? (if applicable)
- 8) Did you complete any AP courses, and, if so, how many?
- 9) Did you participate in the HERO program at any time during middle school or high school?
- 10) If yes, what grades did you participate in HERO? (Check all that apply)
- 11) If you already know, where do you plan to go to college?
- 12) Do you plan to attend college full-time or part-time?
- 13) Which career below most closely represents the field you intend to pursue (Choose One)?
- 14) What is the highest level of education you expect to complete in the future?
- 15) Did you choose your high school because it had the Achievers scholarship/program?
- 16) How did you originally find out about the Achievers program?
- 17) What are the primary reasons you applied to be an Achievers Scholar?
- 18) The following Achievers' services were important to my preparation and enrollment in college:
 - a) Regular meetings with my Achievers Advisor
 - b) Regular meetings with my fellow Achievers
 - c) The Summer Academic Enrichment Program (at Friendship)
 - d) College Visits
 - e) SAT/ACT Test Preparation and Information
 - f) Academic Advising
 - g) After School Programs
 - h) Leadership Development
 - i) Motivational Speakers
 - j) College Awareness
 - k) Help with the FAFSA (financial aid form)
 - l) STEM (Science, Technology, Engineering, and Math Curriculum)
- 19) What is your favorite part of the Achievers program?
- 20) What suggestion(s) do you have to help us support you and future students?
- 21) Please answer the following questions about the Achievers Program:
 - a) Even without the Achievers Scholarship, I would be going to college
 - b) The Achievers Scholarship allowed me to expand the colleges I was/am interested in pursuing
 - c) I wouldn't be going to college without the help of the Achievers program services (e.g., college visits, planning meetings)
 - d) If I had to choose, I think the scholarship is more important than the services
 - e) The Achievers program influenced my decision to go to college
 - f) Even if the Achievers program did not have a scholarship I still would have participated
 - g) I was satisfied with the services and information I received from my Achievers Advisor
 - h) Overall, I was very happy with the helpfulness of my Achievers Advisor
 - i) My Achievers Advisor helped me pick a college that "fits" who I am.
- 22) List all the ways your Achiever Advisor helpful:
 - a) Encourages me to continue my education
 - b) Choosing what I plan to do following high school graduation
 - c) Helping me explore career opportunities
 - d) Helping me through the college application process
 - e) Helping me identify ways to pay for higher education (grants, loans and scholarships)Be a better person
- 23) Did you participate in last summer's (summer 2014) Achiever Summer Program?
- 24) If yes, what activities did you like best?

- a) SAT preparation
 - b) Help with college planning
 - c) Mathematics preparation
 - d) Cultural Component
 - e) Writing preparation
 - f) Diagnostic testing
 - g) College visits
- 25) Please provide additional information about what you liked and why.
- 26) Was the six-week summer program too short, too long, or just about right?
- 27) Did you receive pay by the DC government to attend the summer program?
- 28) Would you have attended the summer program if you did not receive pay from the DC government?
- 29) How many college campuses did you visit as an Achiever?
- 30) Were there too many, too few, or just the right amount of campus visits in the Achiever program?
- 31) Did or will the campus visits help you choose a college?
- 32) Please provide your thoughts about the campus visits you've been on.
- 33) Do you have a Hometown Mentor?
- 34) If yes, was the experience helpful?
- 35) Who provided you with the most encouragement and assistance to prepare and go to college? (choose three)
- a) Achievers Advisor
 - b) Parent
 - c) Guidance Counselor
 - d) Brother/Sister
 - e) Teacher
 - f) Other relative
 - g) Coach
 - h) DC CAP Advisor
 - i) Administrator
 - j) Other
 - k) HERO Advisor
- 36) What other services did you use in school over the past few years? (choose all that apply)
- a) DC-CAP
 - b) AVID
 - c) Teens Run DC
 - d) New Heights Program
 - e) College Summit
 - f) TOPS
 - g) RICH - Paul Penniman
 - h) HISCIP
 - i) 21st Century
 - j) ASPIRE
 - k) Talent Search
 - l) UDC
 - m) OIC
 - n) Urban Alliance
 - o) Sneakers
 - p) BUILD
 - q) Upward Bound
 - r) Michael Walton Foundation
 - s) International Programming
 - t) POSSE
 - u) Access Youth
 - v) Robust Afterschool Program

- 37) What does the Achievers Program do for you that other programs/services in your school do not? Please describe.
- 38) In anticipation of your first year of college, how strongly do you agree or disagree with the following statements:
- a) I am well prepared to be academically successful in college courses.
 - b) I am well prepared emotionally to be successful in college.
 - c) I am well prepared socially to be successful in college.
 - d) I am well prepared financially to be successful in college.
- 39) Which of the following do you think you will need assistance with during your freshman year of college?
- a) Registering for courses
 - b) Making friends
 - c) Time management
 - d) Getting to know my way around
 - e) Study skills
 - f) Connecting to the college
 - g) Mathematics support
 - h) Support as a first-generation student
 - i) Writing support
 - j) Support as a racial/ethnic minority
 - k) Housing/stable living environment
 - l) Other (please specify below)
 - m) Accessing healthcare (including physical, mental or emotional support)
- 40) Which of the following areas of campus support do you think you will use in college?
- a) Tutoring Center
 - b) Counseling Center
 - c) Writing Center
 - d) Career Center
 - e) Math Center
 - f) Financial Aid Office
 - g) Financing College
- 41) Do you plan to work during college?
- 42) Do you plan on taking any student loans out for college?

Achievers College Survey

- 1) General Background Items
- 2) What year and term were you last enrolled in college? (Note: If you have graduated, this will likely be the year and term when you graduated.)
- 3) As of this upcoming fall term, what will be your official college class level?
- 4) When will/did you complete your bachelor's degree?
- 5) What is the highest level of education you expect to complete in the future?
- 6) What is/was your OFFICIALLY DECLARED undergraduate major or majors?
- 7) Have you created or did you create an up-to-date bachelor's degree/graduation plan that you reviewed with an Advisor?
- 8) Are you currently enrolled or do you plan to enroll next year in a graduate/professional or certificate program?
- 9) At what college were you enrolled during your last term?
- 1) Did you participate in a freshman orientation or a transfer student orientation prior to attending your first term in college?
- 2) What CSF supports have been most helpful to you?
- 3) How strongly do you agree or disagree with the following statements?
 - a) During the last 12 months I felt connected to my campus community.
 - b) During the last 12 months I felt connected to other CSF Scholars.
- 4) What suggestion(s) do you have to help us support you and future students?
- 5) If you have not "stopped out," have you ever considered doing so?
- 6) Why "Yes" or "No"?
- 7) Have you "stopped out" (i.e., taken off at least one quarter or semester since enrolling in college)?
- 8) Why did you stop out?
- 9) During the last 12 months, did you work while you were enrolled in classes?
- 10) About how many hours per week did you work while enrolled in classes?
- 11) Was your job Work Study?
- 12) Where was your job located?
- 13) Was your job related to your major?
- 14) Please specify whether you spent a portion of your work earning, financial aid or refund check on any of the following:
 - a) Supporting parents and/or siblings
 - b) Supporting spouse and/or children
 - c) Supporting other relatives
- 15) Were you homeless or at risk of being homeless at any point during your college career? (Homeless is defined by the federal government as lacking fixed, regular, adequate housing. This includes living in shelters, hotels, cars, or couch-surfing anywhere you can. Additionally, anyone in this situation who is fleeing an abusive home also qualifies as homeless, even if the parent would provide support.)
- 16) Reflecting on your first year of college, how strongly do you agree or disagree with the following statements:
 - a) I was well prepared to be academically successful in college courses.
 - b) I was well prepared emotionally to be successful in college.
 - c) I was well prepared socially to be successful in college.
- 17) Did you participate in any academic summer program prior to starting college?
- 18) Have you enrolled in a "College Success" course (e.g., 1st year experience or freshman seminar) at some point in your college career?
- 19) Reflecting back on the course, how strongly do you agree or disagree that the college success course was helpful?
- 20) What is your cumulative GPA at your current or last-attended college?
- 21) What was your term GPA for the spring 2015 (or most recently completed term) at your current or last-attended college?
- 22) During your college career, have you had to enroll in one or more math courses below college level (also known as "remedial" or "developmental" math)?
- 23) Did you pass your college math course requirement for your bachelor's degree?
- 24) During your college career have you had to enroll in one or more English or language arts courses below college level (also known as "remedial" or "developmental" English)?

- 25) Did you pass your college level English Composition course requirement for your bachelor's degree?
- 26) Please indicate whether you needed help with any of the following issues during the past academic year, and estimate the frequency of any support received.
- a) Registering for courses - Support needed?
 - b) Registering for courses - Frequency of support?
 - c) Keeping up with class assignments - Support needed?
 - d) Keeping up with class assignments - Frequency of support?
 - e) Time management - Support needed?
 - f) Time management - Frequency of support?
 - g) Assistance preparing for study abroad - Support needed?
 - h) Assistance preparing for study abroad - Frequency of support?
 - i) Assistance learning about internships - Support needed?
 - j) Assistance learning about internships - Frequency of support?
 - k) Understanding my financial aid package - Support needed?
 - l) Understanding my financial aid package - Frequency of support?
 - m) Paying college tuition - Support needed?
 - n) Paying college tuition - Frequency of support?
 - o) Paying for college textbooks and school supplies - Support needed?
 - p) Paying for college textbooks and school supplies - Frequency of support?
 - q) Paying for living expenses - Support needed?
 - r) Paying for living expenses - Frequency of support?
 - s) Budgeting and/or money management in general - Support needed?
 - t) Budgeting and/or money management in general - Frequency of support?
 - u) Housing/stable living environment - Support needed?
 - v) Housing/stable living environment - Frequency of support?
 - w) Family obligations - Support needed?
 - x) Family obligations - Frequency of support?
 - y) Accessing healthcare (including physical, mental or emotional support) - Support needed?
 - z) Accessing healthcare (including physical, mental or emotional support) - Frequency of support?
 - aa) Making friends - Support needed?
 - bb) Making friends - Frequency of support?
 - cc) Getting to know my way around - Support needed?
 - dd) Getting to know my way around - Frequency of support?
 - ee) Connecting to the college - Support needed?
 - ff) Connecting to the college - Frequency of support?
 - gg) Support as a first-generation student - Support needed?
 - hh) Support as a first-generation student - Frequency of support?
 - ii) Support as a racial/ethnic minority - Support needed?
 - jj) Support as a racial/ethnic minority - Frequency of support?
 - kk) Other (please specify below) - Support needed?
 - ll) Other (please specify below) - Frequency of support?
- 27) Please note if you received assistance from any of the following individuals during the past year and the frequency of the support:
- a) Adult mentor in the community who first connected with me in high school - Was support received?
 - b) Adult mentor in the community who first connected with me in high school - Frequency of support?
 - c) Adult mentor in the community who first connected with me in college - Was support received?
 - d) Adult mentor in the community who first connected with me in college - Frequency of support?
 - e) Peer mentor - Was support received?
 - f) Peer mentor - Frequency of support?
 - g) Academic Advisor - Was support received?
 - h) Academic Advisor - Frequency of support?
 - i) College faculty member - Was support received?
 - j) College faculty member - Frequency of support?
 - k) College student services staff member - Was support received?

- l) College student services staff member - Frequency of support?
 - m) Other college staff member - Was support received?
 - n) Other college staff member - Frequency of support?
 - o) CSF DC College Programs Staff - Was support received?
 - p) CSF DC College Programs Staff - Frequency of support?
 - q) CSF College Preparatory Advisor (CPA) - Was support received?
 - r) CSF College Preparatory Advisor (CPA) - Frequency of support?
 - s) Other - Was support received?
 - t) Other - Frequency of support?
 - u) Other (please specify)
- 28) Please describe your experience with the following supports or services while at college.
- a) DC TAG (Tuition Assistance Grant)
 - b) Pell Grant
 - c) Scholarship from your college
 - d) Other financial aid
 - e) Academic counseling
 - f) Employment support
 - g) Health care services
 - h) Housing support/referrals
 - i) Student activities/clubs
 - j) Peer mentoring
 - k) Peer tutoring
 - l) Child care
 - m) Vouchers or assistance with books, transportation, food
- 29) Please note whether you received assistance from any of the following campus offices during the past academic year and the frequency of the support:
- a) Tutoring Center - Was support received?
 - b) Tutoring Center - Frequency of support?
 - c) Writing Center - Was support received?
 - d) Writing Center - Frequency of support?
 - e) Math Center - Was support received?
 - f) Math Center - Frequency of support?
 - g) Counseling Center - Was support received?
 - h) Counseling Center - Frequency of support?
 - i) Career Center - Was support received?
 - j) Career Center - Frequency of support?
 - k) Financial Aid Office - Was support received?
 - l) Financial Aid Office - Frequency of support?
- 30) How likely are you to ask someone at the college for help with each of the following things if you needed it?
- a) Coursework
 - b) Internships or career counseling
 - c) Housing
 - d) Financial aid or finances
 - e) Healthcare
 - f) Emotional support
- 31) During the last 12 months did you participate in a study group?
- a) Yes - informally with friends
 - b) Yes - offered by the college
 - c) No
- 32) During the last 12 months did you have an internship?
- 33) Was your internship related to your major?
- 34) Was your internship a paid internship?
- 35) During the last 12 months did you participate in any of the following activities?
- a) Study Abroad Program (i.e., earned college credit while studying in another country)

- b) Active membership in one or more campus or student organizations
 - c) A campus leadership position (any type - not necessarily elected)
 - d) Any type of community service or volunteer work
 - e) Community service or volunteer work specifically related to helping or mentoring students in grades K-12 to prepare for college
 - f) Community service or volunteer work specifically related to helping or mentoring other college students to succeed in college.
 - g) Other
- 36) Do you identify as a foster care youth?
- 37) What advice do you have for colleges that are trying to reach out and identify youth who have been in foster care?
- 38) What can your college do to better serve former foster youth?

D. Environment Scan — Program Descriptions & Contact Information

Access Youth — Access Youth

Caitlin Ellsworth, Program Director

cells@wroth@accessyouthinc.org

<http://accessyouthinc.org/>

3259 Prospect St NW, Washington, DC 20007

202-652-0287

Access Youth, Inc. is a nonprofit organization whose mission is to provide disadvantaged young people with access to the skills, resources and support they need to stay in school and out of the criminal justice system.

The program serves grade(s) 9, 10, 11, 12 at Ballou, Woodson and is a Youth development program with the following services: One-on-one support, student-led meetings, truancy prevention, alternatives to suspension.

After-School All Stars — We Are Ready and CampUS programs

Kanchan Sakhrani, National Program Manager

ksakhrani@as-as.org

<http://www.afterschoolallstars.org>

1400 Eye Street NW, Suite 500, Washington, DC 20005

(202) 289-3904

After-School All-Stars (ASAS) provides comprehensive after-school programs that keep children safe and help them succeed in school and life. The program's vision is for our All-Stars to be safe and healthy, to graduate high school and go to college, to find careers they love and then give back to their communities. In response to America's high school drop-out crisis, ASAS launched its We Are Ready (W.A.R.) program to better prepare middle school students for success in high school and beyond. The curriculum targets 8th graders who exhibit signs that they are at risk of dropping-out. Through career and college exposure, academic support, service projects, counseling and mentoring, W.A.R. provides middle school students with the skills, information, and confidence they need to successfully navigate their transition into high school so they are better prepared to graduate. For rising 9th grade students in need of an extra push, the We Are Ready program also includes an intensive one-week, overnight summer camp at a university. Students map out their next academic moves between meals in the cafeteria, classes in lecture halls and lights out in the dorms.

The program serves grade(s) 6, 7, 8, 9, 10, 11, 12 at Stuart-Hobson MS and is a Wrap Around Support program with the following services: Academic support, career exploration, skill development, summer residential program.

After-School All Stars — Career Exploration Opportunities (CEO)

Kanchan Sakhrani, National Program Manager

ksakhrani@as-as.org

<http://www.afterschoolallstars.org>

1400 Eye Street NW, Suite 500, Washington, DC 20005

(202) 289-3904

Career Exploration Opportunities, or C.E.O., is a financial literacy, career development and entrepreneurialism program created to help students learn to be self-sufficient adults, prepare them for the 21st century economy, and inspire long-term career planning. Students are taught how to budget, save, and spend wisely, as well as what it means to have credit.

The program serves grade(s) 6, 7, 8, 9, 10, 11, 12 at Stuart-Hobson MS and is a Career Education program with the following services: Academic support, career exploration, skill development, summer residential program.

Alcanzando Metas Foundation — Alcanzando Metas Foundation

Laura Rodriguez, Public Relations

info@alcanzandometas.org

<http://www.alcanzandometas.org/home.html>

700 12ST NW Suite # 700 Washington, DC 20005

202 250 0887

The Alcanzando Metas Foundation is a new, nonprofit 501(c)(3) foundation dedicated to improving the career chances of young Hispanic/Latino women. The organization has a unique series of programs that aim to help young Hispanic women enter successful careers in science and technology fields (STEM) The organization looks at the entire career cycle for students, providing programs for keeping them in school, for helping them transition to higher education, and finally to begin careers in science and technology. Of the whole career cycle, the most important step for young Latinas is staying in school, so the foundation is focused on helping these young women succeed academically, particularly in such critical subjects as science, technology, and mathematics.

The program serves grade(s) 9 at Cardozo EC and is a Wrap Around Support program with the following services: Mentoring, afterschool program, college prep, internships, scholarships.

Asian American LEAD — Mentoring and Afterschool Programs

Surjeet Ahluwalia, Executive Director

info@aalead.org

<http://www.aalead.org>

1029 Vermont Avenue NW, Suite 810, Washington, DC 20005

202-884-0322

AALEAD supports low-income and underserved Asian Pacific American youth with educational empowerment, identity development, and leadership opportunities through after school, summer, and mentoring programs.

The program serves grade(s) 6, 7, 8, 9, 10, 11, 12 at Deal MS, Jefferson MS, School Without Walls, Wilson HS and is a Wrap Around Support program with the following services: Afterschool programs, mentoring, skill development, academic support, college prep, community service.

AVID — AVID

Chloe Woodward-Magrane , District Director

chloe.woodward-magrane@dc.gov

<http://www.avid.org/default.aspx>

(202) 645-3400

Advancement Via Individual Determination (AVID) is a college readiness system designed to help increase learning and performance school wide. The AVID elective course provides students in the academic middle with the supports and services they need to accelerate their academic progress. The AVID elective course teaches students the soft academic skills they need to be successful in rigorous college preparatory coursework. AVID students receive instruction in cross curricular reading, writing, note taking, organization and time management skills. Students also receive direct instruction in career and college exploration through guest speakers, college tours, and research

assignments. Finally, AVID students receive approximately 40 minutes of tutoring from trained university volunteers who facilitate small groups of students during tutorials.

The program serves grade(s) 9, 10, 11, 12 at Johnson MS, Ballou, Woodson, Roosevelt, Friendship Tech, Friendship Collegiate, Chavez PCS, Perry St Prep, Washington MST PCS and is a Wrap Around Support program with the following services: Elective courses, study skills, tutoring, college tours, leadership development, parent workshops.

BUILD DC- Business United in Investing, Lending, and Development — BUILD DC

Bryce Jacobs, Regional Director

info@build.org

<http://build.org>

1763 Columbia Road NW, 1st Floor, Washington, DC 20009

202.506.6623

BUILD's mission is to use entrepreneurship to excite and propel disengaged, low-income students through high school to college success for 9th - 12th Graders. BUILD offers a four-year program that targets disengaged high school students in low-income communities and uses entrepreneurship to motivate these students to excel in school and go to college. Students enter the program in 9th grade and must complete an application form.

The program serves grade(s) 9, 10, 11, 12 at Ballou, Cardozo, Columbia Heights EC, Eastern, Friendship Collegiate, Maya Angelou, Roosevelt SHS, Roosevelt S.T.A.Y. HS, SEED and is a Career Education program with the following services: Entrepreneurship, skill development, college and career exploration.

Capital Partners for Education — Trailblazers Program

Khari Brown, Executive Director

Khari@cpfe.org

<http://www.cpfe.org>

1413 K Street, NW 3rd Floor, Washington, DC 20005

202-682-6020

Capital Partners for Education (CPE) works with motivated, low-income Washington, DC area youth to get to and through college via a proven combination of mentoring, partnerships with quality high schools, tuition assistance, and a customized array of academic, career, and life skills development. 97% of our high school graduates have enrolled in college, and almost three-quarters have graduated from college on-time. The Trailblazers program, is a mentoring and college success program that begins working with selected students in the 9th grade and continues through their high school graduation.

The program serves grade(s) 9, 10, 11, 12 at Academy of Holy Cross, Banneker HS, McNamara HS, O'Connell HS, Capital City PCS, Catholic HS, Cristo Rey HS, Seton HS, Georgetown Visitation Prep, Gonzaga HS, McKinley Tech, Our Lady of Good Counsel HS, Paul PCS, Woodrow Wilson HS and is a Wrap Around Support program with the following services: One-on-one mentoring, college and career readiness programming, financial support.

Capital Partners for Education — Navigators Program

Khari Brown, Executive Director

Khari@cpfe.org

<http://www.cpfe.org>

1413 K Street, NW 3rd Floor, Washington, DC 20005
202-682-6020

The Navigators program is an intensive mentoring and college success program for students in the 11th and 12th grade.

The program serves grade(s) 11, 12 at Banneker HS, Capital City PCS, Paul PCS, Wilson HS and is a Wrap Around Support program with the following services: Mentoring, individualized support, college and career readiness programming, financial support.

Capital Partners for Education — Transformers Program

Khari Brown, Executive Director

Khari@cpfe.org

<http://www.cpfe.org>

1413 K Street, NW 3rd Floor, Washington, DC 20005
202-682-6020

The Transformers program is comprised entirely of Trailblazer and Navigator alumni. As a Transformer, college students will continue to benefit from CPE's career readiness curriculum and individualized staff support, mentoring, and academic financial assistance.

The program serves grade(s) College students at College students and is a Wrap Around Support program with the following services: Career readiness, individualized support, academic and financial assistance.

City Kids — City Kids Wilderness Project

Eloise Russo, Executive Director

eloise@citykidsdc.org

<http://www.citykidsdc.org>

2437 15th Street NW, Washington, DC 20009
202-525-4930

City Kids Wilderness Project is a non-profit organization founded on the belief that providing enriching life experiences for underserved and at-risk DC children can enhance their lives, the lives of their families and the greater community. City Kids currently operates school year and summer programs for 130 under-resourced DC youth, enrolling new youth in the sixth grade and providing program support through middle school and high school. The program is based around three core principles: long-term youth engagement, experiential education programming with a focus on overcoming challenges, and goal setting with a focus on future planning. The programs aim to position participants for success in adulthood by getting them off to the right start as youth. Program goals include that youth graduate from high school or earn their GED, enroll in a postsecondary education program or obtain a job, and that they are involved and connected members of their community.

The program serves grade(s) 6, 7, 8, 9, 10, 11, 12 at Open to all, but target schools are Burroughs Ed campus, Chavez Prep, DC Prep Academy PCS, SEED PCS, The Fishing School and is a Wrap Around Support program with the following services: Goal setting, career exploration, summer camp, leadership development, internships, job program, college and career support, scholarships, experiential learning.

City Year — City Year

Jeff Franco, VP and Executive Director

<http://www.cityyear.org>

1875 Connecticut Avenue NW Suite 1130, Washington, DC 20009

(202) 776-7780

City Year is an organization working to bridge the gap in high-poverty communities between the support that students actually need, and what their schools are designed and resourced to provide. In doing so they help to increase graduation rates across the country, and changing the lives of the students they serve. City Year is one of the three organizations participating in the Diplomas Now project.

The program serves grade(s) 6, 7, 8, 9, 10, 11, 12 at Cardozo EC and is a Wrap Around Support program with the following services: One-on-one tutoring, afterschool programs, school culture, school-wide activities.

College Bound — College Bound

Kenneth Ward, Executive Director

kenneth@collegebound.org

<http://www.collegebound.org>

128 M Street, NW, Suite 220 Washington, DC 20001

(202) 842-0858

College Bound, Inc., a Washington, DC based, 501 (c)(3) non-profit organization, offers public and public charter school students in grades 8-12 academic enrichment and resources to prepare for and succeed in college. Founded in 1991, the organization offers tutoring, mentoring, ACT/SAT preparation, and academic and career guidance free-of-charge to assist students in the District of Columbia metropolitan area in meeting their post-secondary educational goals.

The program serves grade(s) 8, 9, 10, 11, 12 at DCPS and DCPCS and is a Wrap Around Support program with the following services: Tutoring, mentoring, ACT/SAT preparation, academic and career guidance, scholarships, college tours,

College Success Foundation — HERO Program

<http://www.dccollegesuccessfoundation.org/supports/middle-school>

The HERO (Higher Education Readiness Opportunity) program is designed to increase college readiness for African-American and Latino male students, and other under-represented male students. The HERO program operates in two middle schools and six high schools in Wards 7 and 8 in the District of Columbia. HERO provides support directly to students, their families, and academic communities to ensure that they have the resources necessary to help them build their academic and leadership abilities. Students meet with Advisors and participate in a Summer Leadership Academy.

The program serves grade(s) 6, 7, 8, 9, 10, 11, 12 at Hart MS, Kramer MS, Anacostia, Ballou, Woodson, Friendship Collegiate, Maya Angelou, Thurgood Marshall and is a Wrap Around Support program with the following services: Transition from middle to high school, academic preparation (STEM) and enrichment, SAT preparation, afterschool activities, summer leadership academy, college tours, attendance monitoring, social/emotional and leadership skill building, motivational speakers, mentoring, case management..

College Success Foundation — Achievers Scholars Program

<http://www.dccollegesuccessfoundation.org/supports/high-school>

Achiever Scholars work with mentors who serve as adult role models and assist with high school and college planning. Scholars work with college prep Advisors on the college application process as well as assistance with financial aid planning and education. Scholars also participate in college visits, listen to college-level speakers, attend a summer academic enrichment program and can apply for the Achievers Scholarships.

The program serves grade(s) 11, 12, and college at Anacostia, Ballou, Woodson, Friendship Collegiate, Maya Angelou, Thurgood Marshall and is a Wrap Around Support program with the following services: Summer academic enrichment, mentoring, college knowledge, financial aid planning and education, scholarships, and networking skills development.

College Success Foundation — Hometown Mentors

<http://www.dccollegesuccessfoundation.org/get-involved/become-a-mentor>

Mentors are critical to ensuring that our students earn college degrees. Achiever Scholars are paired with a caring adult with a bachelor's degree to help support them as they navigate the college admissions and financial aid processes.

The program serves grade(s) 11, 12, and college at Anacostia, Ballou, Woodson, Friendship Collegiate, Maya Angelou, Thurgood Marshall and is a Mentoring program with the following services: Mentoring, college readiness and advising.

College Success Foundation — HERO Urban Scholars

<http://www.dccollegesuccessfoundation.org/supports/high-school/hero-urban-scholars-program>

The CSF - DC has partnered with 1000 Urban Scholars to launch a college scholarship program focused on high school students in underserved communities. 1000 Urban Scholars provides selected students, called U-Scholars, with up to \$10,000 to attend a four-year college or university. The scholarship is structured to provide HERO students with a commitment for a base grant of \$5,000 at the end of their ninth grade year with an opportunity for recipients to increase their scholarship through academic achievement and other factors throughout their high school years.

The program serves grade(s) 6, 7, 8, 9, 10, 11, 12 at Anacostia, Ballou, Woodson, Friendship Collegiate, Maya Angelou, Thurgood Marshall and is a Financial Support program with the following services: Scholarships.

College Success Foundation — DC Leadership 1000 Scholarship

Angela Bugayong, Program Officer

abugayong@collegesuccessfoundation.org

<http://www.dccollegesuccessfoundation.org/scholarships/11000>

202-207-1813

The CSF - DC Leadership 1000 Scholarship is a scholarship program funded by individuals, foundations, or businesses and provides four-year scholarships to deserving students from Washington DC who need assistance

attending college. Scholarships are provided by benefactors and are generally \$5,000 per year for up to five years for a maximum of \$25,000.

The program serves grade(s) 9, 10, 11, 12 at Must be graduate of DCPS, DCPCS, or Prince George County Public HS. and is a Financial Support program with the following services: Financial aid via scholarships.

College Summit — College Summit

Rustin Lewis, Executive Director, National Capital Region

info@collegesummit.org

<http://www.collegesummit.org/region/national-capital/>

1763 Columbia Road NW, 2nd Floor, Washington, DC 20009

202-319-1763

College Summit Offer a postsecondary planning course for students in grades 9-12, and provide educators with professional development, and onsite coaching to successfully lead this class. CS mobilizes peer influencers through powerful training in summer workshop and school year activities to forge a student-driven college-going culture. The College Summit curriculum emphasizes college and career readiness by treating high school as a launchpad to college.

The program serves grade(s) 9, 10, 11, 12 at Ballou, High Road Academy, High Road Upper School, Friendship Collegiate and is a Wrap Around Support program with the following services: College and career readiness curriculum, PD for partner schools.

College Tribe — College Tribe

Peter Clare, Executive Director

peter@collegetribe.org

<http://collegetribe.org>

3845 South Capitol Street SW, Washington, DC 20032

202-563-3420

College Tribe's mission is to cultivate the character, scholarship, and social capital of 3rd – 8th grade boys in Washington, DC. College Tribe provides mentoring, after school STEM education through robotics, chess, computer engineering and video game design. In addition, College Tribe offers math and english tutoring through the Genius Club program.

The program serves grade(s) 3, 4, 5, 6, 7, 8 at Center City PCS, Garfield ES, Leckie Elementary and is a Youth development program with the following services: Mentoring, STEM education, afterschool programs, academic tutoring.

Collegiate Directions, Inc — Collegiate Directions

Rachel Mazyck, President

rmazyck@collegiatedirections.org

<http://www.collegiatedirections.org>

4827 Rugby Avenue, Suite 001, Bethesda, MD 20814

301-907-4877

Collegiate Directions is a non-profit organization committed to closing the education, achievement, and opportunity gap for low-income, primarily first-generation-to-college students. CDI supports its Scholars over a

seven-year span, providing comprehensive counseling and tutoring services from the end of 10th grade through college graduation. CDI provides comprehensive college counseling, targeted tutoring, test preparation, study skills, leadership training, and ongoing support, starting in tenth grade and continuing through successful college graduation.

The program serves grade(s) 11, 12 at Haynes PCS and is a Wrap Around Support program with the following services: College admissions and financial aid counseling, tutoring, test prep, study skills, leadership opportunities, cultural excursions, peer mentoring, job/internship placement, resume writing support.

Communities In Schools — Integrated Student Support Model

Ellen London, Executive Director

elondon@cisnationscapital.org

<http://cisnationscapital.org>

3121 South Street, NW, Washington, DC 20007

202.333.2277

Communities In Schools surround students with a community of support, empowering to stay in school and achieve in life. CIS brings needed community resources into public schools in the District of Columbia to address the critical issues that prevent students from learning. To do this in a comprehensive and coordinated way, CIS utilizes a model of Integrated Student Services which combines both whole-school dropout prevention programming, and services and targeted supports for individual students who have been identified by school staff as at greatest risk of dropping out.

The program serves grade(s) K-12 at Garfield ES, Moten ES, Johnson MS, Hobson MS, Cardozo EC and is a Wrap Around Support program with the following services: Tutoring, mentoring, counseling, case management, after-school enrichment activities, field trips, career and college days, internships.

Communities In Schools — Diplomas Now

Doug Elmer, Director

delmer2@jhu.edu

<http://diplomasnow.org>

3121 South Street, NW, Washington, DC 20007

202.333.2277

Diplomas Now (DN)'s mission is to enable high-poverty high schools to achieve college- and career-ready graduation rates of 80 percent or better and to enable high-poverty middle schools to prepare their students to enter high school with good attendance, behaviors, and course performance ready to succeed in challenging college- and career-ready high school courses. DN partners with the school community to reorganize the schedule so each student at risk has caring adults and those adults have the tools to improve achievement. Working with administrators and teachers, a Diplomas Now team sets goals based on students' attendance, behavior and course performance. They develop a strategic plan, implement an early warning system to identify struggling students and regularly review the data. Teachers and the Diplomas Now team craft individual student plans that include more math and English time and teacher teams with shared planning time.

The program serves grade(s) 6, 7, 8, 9, 10, 11, 12 at Cardozo EC and is a Wrap Around Support program with the following services: Curriculum and instruction support, school-wide strategic planning, early warning indicators, community resources, individualized support.

Community Club — Community Club

Tom Karr and Shamika Bradley, Directors

directors@communityclub.org

<http://www.communityclub.org>

New York Avenue Presbyterian Church, 1313 New York Avenue, NW, Washington, DC 20005

Since 1962, The Community Club has helped DC school students improve their academic skills, prepare for college and career, and become successful adults. Each Thursday evening during the school year, 120 students and their tutors meet one-on-one at the New York Avenue Presbyterian Church, to do schoolwork, to talk, and to be together. Students come to Study Hall from middle and high schools across in the city. They come on their own or with family encouragement after hearing about Community Club from relatives or friends.

The program serves grade(s) 6, 7, 8, 9, 10, 11, 12 at DCPS and DCPCS and is a Wrap Around Support program with the following services: Tutoring, scholarships, college prep.

Concerned Black Men - DC Chapter — Just say Yes! Mentoring Program

office@cbmdc.org

<http://www.cbmdc.org>

1816 12th St NW, Suite 203 I Washington, DC 20009

(202) 797-7444

Established in 2007, the Just Say Yes! (JSY) group mentoring program is a youth development program that sponsors workshops and field trips to promote positive self-esteem, cultural awareness, physical fitness, and service. Designed for boys ages 9-15, JSY meets twice monthly. Society encourages kids to "just say, No" to negative influences; our program encourages young men to just say "Yes!" to positive life choices.

The program serves grade(s) 5, 6, 7, 8, 9, 10, 11, 12 at Francis JHS, Stanton ES, P.R. Harris EC, Kramer MS, Anacostia SHS, Bell Multicultural and is a Mentoring program with the following services: Mentoring, tutoring, scholarships.

DC-CAP (College Access Program) — DC-CAP (College Access Program)

Argelia Rodriguez, President & CEO

info@dccap.org

<http://www.dccap.org>

1400 L Street, NW, Suite 400, Washington, DC 20005

(202) 783-7933

Established in the Fall of 1999 by major Washington-area corporations and foundations, DC-CAP is a privately-funded nonprofit organization dedicated to encouraging and enabling DC public high school students to enroll in and graduate from college. DC-CAP is unique from other college access programs around the country for two reasons. First, every DC public and public charter high school student is eligible for DC-CAP services, and second, DC-CAP continues to support the students for up to five years after high school graduation so that they have the best chance of completing their education

The program serves grade(s) 9, 10, 11, 12 at DCPS and DCPCS and is a Wrap Around Support program with the following services: College prep, financial aid, college visits, scholarship.

DC-CAP (College Access Program) — Alpha Leadership Project

Matthew Avery, Alpha Leadership Project Director

alp@dccap.org

<http://alphadev.dccap.org>

1400 L Street, NW, Suite 400, Washington, DC 20005

(202) 783-2716

The Alpha Leadership Project (ALP) is a program within DC-CAP, designed for young men of color in DC public high school. ALP strives to assist and empower students through the educational process, improve academic achievement, increase the possibility that they graduate from high school, and be socially and academically prepared to enroll and graduate from college. The core components of the program are personal development, positive peer pressure, and parent training.

The program serves grade(s) 9 at Capital City PCS, Coolidge, Dunbar, Roosevelt, Wilson. and is a Youth development program with the following services: Personal Development workshops, parent training, mentoring.

DC Tuition Assistance Grant (TAG) — DC TAG

<http://osse.dc.gov/service/dc-tuition-assistance-grant-dc-tag>

810 First Street NE, 3rd Floor, Washington, DC 20002

(202) 727-2824

The DC Tuition Assistance Grant (TAG) provides college-bound DC-residents up to \$10,000 toward the difference between in-state and out-of-state tuition at public four-year colleges and universities throughout the US, Guam and Puerto Rico. DC TAG also provides up to \$2,500 per academic year toward tuition at private colleges and universities in the District and private Historically Black Colleges and Universities (HBCUs) and two-year colleges nationwide.

The program serves grade(s) 12 and college at Open to all DC residents and is a Financial Support program with the following services: Grants.

Early College Program — Early College Program

Adrian Thweatt,

Adrian.Thweatt@dc.gov

http://www.checdc.org/early_college.html

3101 16th Street NW, Room A433, Washington, DC 20010

The Bell Early College Program (ECP) is part of a national instructional model designed to inspire and motivate students who have the potential to be the first in their families to graduate from college. The ECP offers an opportunity for students beginning 9th grade to participate in a combined high school and college experience with the goal of earning a high school diploma and associate degree or as much as 60 transferable credits at the same time. A major component of the Early College is the school-wide Advisory program. In addition to academic and career advising as well as individual counseling and guidance provided by the Early College counselor, the ECP also offerd a daily advisory class and tutoring through the Georgetown Tutoring program.

The program serves grade(s) 12 at Columbia Heights EC and is a College Access and Preparation program with the following services: Academic and career advising, college-level courses, credit attainment, tutoring.

For Love of Children — The Scholars Program

Tim Payne, Executive Director

tpayne@floc.org

<http://www.floc.org>

1763 Columbia Road, NW, Washington, DC 20009

202-462-8686

For Love of Children (FLOC) provides educational services beyond the classroom to help students succeed from first grade through college and career. FLOC brings together students, volunteers, families, and community partners in proven programs that teach, empower, and transform. The FLOC Scholars Program serves students in grades 6-12 and beyond, helping them gain the skills needed to graduate from high school, pursue higher education, and succeed in college and career.

The program serves grade(s) 6, 7, 8, 9, 10, 11, 12 at Open to all DC residents and is a Wrap Around Support program with the following services: Academic and career workshops, ACT/SAT prep, homework help, individual advising, college search and application support, financial aid, scholarship.

Higher Achievement — Higher Achievement

Katherine Roboff, DC Executive Director

kroboff@higherachievement.org

<http://www.higherachievement.org>

317 8th Street, NE, Washington, DC 20002

202.544.3633

Higher Achievement's rigorous afterschool and summer academic program gives youth from at-risk communities their best opportunity to succeed in middle school — and in life. Higher Achievement has served more than 10,000 middle school youth in the Washington, DC area since 1975, helping them achieve success in school and beyond.

The program serves grade(s) 5, 6, 7, 8 at Mary Reed ES, Brightwood EC, Eliot-Hine MS, Kelly Miller MS, Chavez MS, Achievement Prep, Kramer MS and is a Wrap Around Support program with the following services: Academic support, mentoring, skill building, college visits, high school placement.

HISCIP — High School/College Internship Program

Kevin C. Hudson, Manager College Readiness Initiative

dcpscollegereadiness@dc.gov

<https://dcpscollegereadiness.wordpress.com/hiscip/>

1200 First Street, NE, 8th flr, Washington, DC 20002

Since 1975, the High School/College Internship Program (HISCIP) has afforded hundreds of academically advanced District of Columbia Public School (DCPS) students, and more recently District of Columbia Public Charter School (DCPCS) students, a pathway to take college courses during their senior year in high school. HISCIP offers DCPS and DCPCS students the opportunity to maintain their high school status while enrolling part-time or full-time at a participating college or university. In addition to being able to take challenging college courses, Students may earn college credit that can be transferred to postsecondary institutions.

The program serves grade(s) 12 at DCPS and DCPCS and is a College Access and Preparation program with the following services: Enrollment at a partner IHE, opportunity to earn college credit while in HS.

Institute for College Preparation at the Georgetown University — Kids2College

micp@georgetown.edu

<http://icp.georgetown.edu>

Village C - West, Suite 207, 37th and O Streets, Washington, DC 20057

(202) 687.0894

Administered out of the Center for Multicultural Equity and Access through the Institute for College Preparation (ICP), Kids2College is an early college awareness program that introduces 6th grade students to the concept of higher education by placing Georgetown University students in local elementary and middle school classrooms to facilitate college preparation workshops.

The program serves grade(s) 6 at Ward 7 (J.P. Sousa MS, Kelly Miller MS) and is an Early college awareness program with the following services: Presentations by college students, campus visit, college planning.

Institute for College Preparation at the Georgetown University — ICP Scholars Program

collegeprep@georgetown.edu

<http://icp.georgetown.edu>

Village C - West, Suite 207, 37th and O Streets, Washington, DC 20057

(202) 687.0894

For over two decades, the Institute for College Preparation (ICP) has provided intensive, comprehensive, pre-college academic enrichment to middle and high school students enrolled in targeted DC public schools. Students begin the program in the 7th grade as a cohort, and continue through their high school graduation. During the program, students are exposed to rigorous course work via a carefully developed curriculum offered to students in Saturday Academy classes and Summer Institute on Georgetown University's campus.

The program serves grade(s) 7, 8, 9, 10, 11, 12 at Ward 7 (J.P. Sousa MS, Kelly Miller MS) and is a Wrap around Support program with the following services: Saturday academy, summer immersion, college tours, summer study abroad, 1st year college support.

KIPP DC — Future Focus

Courtney Bragg, Guidance Counselor

alumni@kipfdc.org

<http://www.kipfdc.org>

2600 Virginia Ave NW, Suite 900, Washington, DC 20037

(202) 610-6545

Through a partnership with Accenture, KIPP DC's KIPP Through College team created Future Focus, a career readiness program focused on building the essential career readiness skills needed for success in the competitive job market. Future Focus provides KIPP DC high school students and alumni with workshops focused on college and career readiness topics, mentorship with professionals, and a summer internship experience targeted to each student's area of career interest.

The program serves grade(s) 9, 10, 11, 12 at KIPP DC schools and is a Wrap Around Support program with the following services: College and career readiness, mentoring, summer internship.

Latin American Youth Center (LAYC) — Guide to Postsecondary (GPS)

Griselda Macias, Program Coordinator

griselda@layc-dc.org

<http://www.layc-dc.org/index.php/programs/education/college-access.html>

1419 Columbia Road, NW, Washington, DC 20009

(202) 780-4436

LAYC's College Access program provides low-income and minority students with an intensive four-year college access advising program. Students are recruited from partnering District of Columbia public high schools during 9th grade; program services continue until the student finishes one complete year of college. Services include regional and national college tours, SAT classes, weekly academic advising by trained LAYC Academic Advisors, and homework and tutoring support. GPS is a post-secondary prep program for juniors and seniors to make sure that students are on track to graduate and to help students navigate post-secondary choices such as college and work.

The program serves grade(s) 9, 10, 11, 12 at Wilson HS, Roosevelt HS, Cardozo EC and is a Wrap Around Support program with the following services: Homework assistance, tutoring, Saturday academy, college and test prep, college visits, summer residential experience, academic advising.

Latin American Youth Center (LAYC) — Bard @ LAYC

Griselda Macias, Program Coordinator

griselda@layc-dc.org

<http://www.layc-dc.org/index.php/programs/education/college-access.html>

1419 Columbia Road, NW, Washington, DC 20009

(202) 780-4436

The Bard College course at the Latin American Youth Center (LAYC) offers students an opportunity to "try on" an authentic college experience before transitioning to a longer-term educational institution. The Bard College Program at LAYC offers college-level humanities courses to individuals ranging in ages from 17-30.

The program serves grade(s) Ages 17-30 at Anyone in the DC Metro area and is a College Access and Preparation program with the following services: College -level classes, opportunity to earn college credits.

Latin American Youth Center (LAYC) — Post-secondary Success Program

Melissa Gudiel, Post-secondary Success Program Coordinator

melissa@layc-dc.org

<http://www.layc-dc.org/index.php/programs/education/college-access.html>

1419 Columbia Road, NW, Washington, DC 20009

202.319.2225

The Post-secondary Success is a two-year program works with approximately 75 students who are currently enrolled in a post-secondary institution in the DC Metro area. Students must be DC residents, and must submit an application to be accepted into the program. Students receive one-on-one support, advising, referrals to local resources, and scholarships. The goal of the program is to provide the necessary support to ensure students succeed in college.

The program serves grade(s) College students at Anyone in the DC Metro area and is a Wrap Around Support program with the following services: One-on-one advising, referrals to resources, scholarship support.

Latino Student Fund — LISTO for College

Maria Fernanda Borja, President & CEO

mfborja@latinostudentfund.org

<http://www.latinostudentfund.org>

National Cathedral School, Carriage House, 1st Flr, 3480 Woodley Rd., NW, Washington, DC 20016
(202) 244-3438

The mission of the Latino Student Fund (LSF) is to provide opportunities for a strong academic foundation for under-served PreK-12th grade students of Hispanic descent and to promote higher education and professional leadership. LISTO for College is an intensive afterschool college preparation program designed to support 9th-12th grade students on their pathway to college and potential career. LISTO offers academic support, college visits, team building activities, networking with current college students and professionals from various careers, and mentoring for college and financial aid application completion. LISTO is held at Cardozo Education Campus and Mary's Center on Georgia Avenue.

The program serves grade(s) 9, 10, 11, 12 at Anyone in the DC Metro area and is a College Access and Preparation program with the following services: Academic support, college visits, team building activities, networking with current college students and professionals from various careers, and mentoring for college and financial aid application completion.

Liberty's Promise — Liberty's Promise

Robert M. Ponichtera, Executive Director and Founder

rponichtera@libertyspromise.org

<http://libertyspromise.org>

2900-A Jefferson Davis Hwy, Alexandria, VA 22305
703.549.9950

Liberty's Promise supports young immigrants in need while encouraging them to be active and conscientious American citizens. Its programs aim to make the immigrant experience an affirmative one for young newcomers while instilling in them a sense of pride and support for American ideals of democracy and freedom. By doing so, Liberty's Promise seeks to reaffirm our fundamental egalitarian and democratic traditions for future generations.

The program serves grade(s) 9, 10, 11, 12 at Roosevelt HS and is a Youth development program with the following services: Community engagement, civics and citizenship, internship opportunities, leadership development, scholarships, tutoring, financial aid advising.

Link2:DC — College Access Symposium

Howard Blue, Director of Graduate Support

hblue@wjacademy.org

<http://www.link2dc.com>

900 Varum Street NE, Washington, DC 20017
202.832.7679

Link2:DC educates and empowers young people to better understand the possibilities and potential they can enjoy through academic preparation and determination. Link2:DC aims to inform, mentor and connect the young people of DC with a future they may not yet realize. By taking part in our various initiatives, high school students and families will be provided a deeper understanding of how to develop personally and academically to become a strong applicant, student, graduate and professional. Through educational seminars, service and career learning

opportunities, beneficial summer work opportunities and financial support provided by Link2:DC, students will be armed with the tools necessary for success over the next 4 years of college and into a strong, viable career.

The program serves grade(s) 9, 10, 11, 12 at Anyone in the DC Metro area and is a Wrap Around Support program with the following services: College prep, college visits, summer leadership training, career planning.

Men Can Stop Rape (MCSR) — Men of Strength (MOST) Club

Neil Irvin, Executive Director

nirvin@mencanstoprape.org

<http://www.mencanstoprape.org>

1130 6th Street NW, Suite 100, Washington, DC 20001

202-265-6530

Men Can Stop Rape's youth development program, the Men of Strength Club, is the country's premier primary violence prevention program for mobilizing young men to prevent sexual and dating violence. The Men of Strength Club, or MOST Club, provides young men with a structured and supportive space to build individualized definitions of masculinity that promote healthy relationships.

The program serves grade(s) 6, 7, 8, 9, 10, 11, 12 at Stuart-Hobson MS, Sousa MS, Garnett Patterson MS, Brown MS, McFarland MS, Kramer MS, Miller Ms, Johnson MS, Jefferson MS, Hart MS, Eliot-Hine MS, Deal MS, CHEC, Woodson HS, Wilson HS, Walls HS, Spingarn HS, Roosevelt HS, Phelps HS, Moore HS, McKinley HS, Ellington HS, Eastern HS, Dunbar HS, Coolidge HS, Cardozo, Bell HS, Ballou HS, Anacostia HS and is a Youth development program with the following services: 22-week curriculum, community service project.

Men Can Stop Rape (MCSR) — Women Inspiring Strength and Empowerment (WISE) Club

Ebony Wheeler, Program Manager

ewheeler@mencanstoprape.org

<http://www.mencanstoprape.org/Women-Inspiring-Strength-and-Empowerment-Club/>

1130 6th Street NW, Suite 100, Washington, DC 20001

(202) 265.6530

Since 2012, Women Inspiring Strength and Empowerment (WISE Club) has provided young women with a structured and supportive space to learn about healthy femininity and redefine what it means to be a strong woman. Challenging the images and “dominant stories” they see in the media, their communities and across the globe, WISE Club encourages young women to look within and become their best selves.

The program serves grade(s) 6, 7, 8, 9, 10, 11, 12 at Stuart-Hobson MS, Sousa MS, Garnett Patterson MS, Brown MS, McFarland MS, Kramer MS, Miller Ms, Johnson MS, Jefferson MS, Hart MS, Eliot-Hine MS, Deal MS, CHEC, Woodson HS, Wilson HS, Walls HS, Spingarn HS, Roosevelt HS, Phelps HS, Moore HS, McKinley HS, Ellington HS, Eastern HS, Dunbar HS, Coolidge HS, Cardozo, Bell HS, Ballou HS, Anacostia HS and is a Youth development program with the following services: The WISE Club provides a safe spaces to discuss difficult issues, like date rape, gender norms, violence and body image issues..

Mentors, Inc. — Mentors, Inc.

Deirdre Bagley, Executive Director

dbagley@mentorsinc.org

<http://www.mentorsinc.org>

1012 14th St. NW, suite 304, Washington, DC 20005

Mentors, Inc. is a nonprofit organization that provides mentoring support to public and charter high school students in Washington DC and improves graduation rates and students' outlook for the future. Mentors, Inc. has been the only citywide, one-on-one, open enrollment mentoring program serving high school aged youth, focused on the relationship itself. More than merely tutors, our mentors are role models; they provide the guidance, support, knowledge, and love our young people need to become successful adults. Since the start, our goal has been to help our students graduate from high school and go on to college, to open up a lifetime of possibilities.

The program serves grade(s) 9, 10, 11, 12 at DCPS and DCPCS and is a Mentoring program with the following services: One-on-one mentoring.

Michael Walton Foundation — Michael Walton Foundation

Michael Walton, Founder

info@michaelwaltonfoundation.org

<http://michaelwaltonfoundation.org/foundation/>

No address listed

301.868.0171

The Michael Walton Foundation, founded in 2002, was formed to provide positive outlets and opportunities for self development for youth in grades 6th – 12th in the Greater Washington DC area. The MWF believes that through providing positive alternatives and programs to combat the negativity that young people face, it can guide them to be exceptional citizens and leaders of tomorrow.

The program serves grade(s) 6, 7, 8, 9, 10, 11, 12 at Friendship Collegiate and is a Youth development program with the following services: Guest speakers, career development, cultural enrichment, community service, leadership training.

Minds Matter — Minds Matter

Jonathan Schwebel, President

dc@mindsmatter.org

<http://mindsmatterdc.org>

Minds Matter's mission to transform the lives of accomplished high school students from low-income families by broadening their dreams and preparing them for college success is met through three separate programs: the Sophomore Program, the Junior Program, and the Senior Program. The Sophomore Program curriculum develops the students' skills in key academic and leadership areas. Students in the Junior Program continue to work with their mentors to refine their writing, oral presentation, and interviewing skills. Juniors also attend an intensive, 15-week SAT/ACT prep course, which ensures they are able to realize their dream of pursuing higher education. The Senior Program guides students through the college application process, including school selection, interviews and financial aid. In addition the program provides workshops on how to adapt to college life.

The program serves grade(s) 10, 11, 12 at Anyone in the DC Metro area and is a Wrap Around Support program with the following services: Academic support, mentoring, summer programs, college application support and advising.

National Coalition of 100 Black Women — Women in Partnership with Teen At-Risk Program

<http://www.ncbw.org>

7600 Georgia Avenue, NW , Suite 411, Washington, DC 20012
(202) 478-8523

Provides opportunities for at-risk females to improve their quality of life. Advancement opportunities for black females to further themselves through various scholarships, award programs as well as sponsorships and endorsements.

The program serves grade(s) 9, 10, 11, 12 at Open to anyone and is a Wrap Around Support program with the following services: Scholarships, award programs, sponsorships and endorsements.

New Community for Children — A.B.L.E. (5th -12th)

Cheryl Rodgers, Executive Director

croddgers@ncfc-dc.org

<http://ncfc-dc.org>

1722 6th Street NW, Washington, DC 20001

202.232.0457

New Community for Children (NCFC) provides children and youth with learning experiences that build up their academic, social, and creative skills. For the 2014-2015 school year over 100 students attended daily after school programs and six weeks intensive summer program. NCFC serves students in grades K-12. Students in grades 5-12 receive academic support but are also engaged in activities to foster college and career awareness.

The program serves grade(s) K-12 at Anyone in the DC Metro area and is a Youth development program with the following services: Afterschool programs, summer program, parent workshops, scholarships.

New Futures — Scholars Program

Shenita Denson, Program Manager, Scholars Program

shenita@newfuturesdc.org

<http://www.newfuturesdc.org>

805 15th Street, NW, Suite 100, Washington, DC 20005

(202) 384-5854

New Futures creates educational opportunities for rewarding careers. Founded in 1999 from a bequest from the estate of Allen Gould (New Futures' Founder Mike Gould's late brother), we provide a practical yet innovative program of scholarships, career education services and support to low-income DC-area young people pursuing shorter-term post-secondary educational opportunities toward fulfilling careers. New Futures Scholars Program empowers low-income students to obtain a shorter-term post-secondary education (associate's degrees or post-secondary certificates) toward a meaningful career and financial self-sufficiency.

The program serves grade(s) Ages 17-29 at Anyone in the DC Metro area and is a Financial Support program with the following services: Scholarships, workshops, skill development.

New Futures — Career Education Program

Julene Jarnot, Director of Student Programs

julene@newfuturesdc.org

<http://www.newfuturesdc.org>

805 15th Street, NW, Suite 100, Washington, DC 20005

(202) 384-5854

New Futures recognizes that students need multiple pathways to a successful career and that the four-year college “one size fits all” approach may not work for everyone. We educate young people about the economy, employment trends and more specifically about middle-skill careers through an interactive, online tool, the New Futures Career Navigator, as well as Career Education Workshops, the New Futures Career Guide and by participating in local career fairs.

The program serves grade(s) Ages 17-29 at Anyone in the DC Metro area and is a Career Education program with the following services: Career assessment, skill development, workshops.

New Heights Teen Parent Program — New Heights Teen Parent Program

Varies by school, Varies by school

<http://dcps.dc.gov/page/health-and-wellness>

New Heights is a school-based program that provides support to help teen parents stay in school, further their education, become gainfully employed and contribute to the health and wellness of their children. In collaboration with various government agencies and community-based organizations, New Heights provides help, support and information for teen parents in order to help them transition from adolescence to adulthood and from high school to higher education and/or work.

The program serves grade(s) 9, 10, 11, 12 at Anacostia, Ballou, Ballou STAY, Cardozo, Columbia Heights EC, Coolidge, Dunbar, Moore, Roosevelt, Spingarn STAY, Washington MET, Wilson, Woodson. and is a Wrap Around Support program with the following services: Academic support, GED preparation, mentoring, job placement, summer enrichment.

OIC DC — In-school Youth Program

F. Alexis Roberson, President & CEO

<http://www.oicdc.org>

3016 Martin Luther King Jr Ave, SE, Washington, DC 20032

202-373-0330

In partnership with Ballou High School and private employers in the Hospitality/Leisure and Retail industries, will implement an in-school youth year round education, occupational skills training and job placement program for 25 WIA-eligible at-risk youth ages 16-20.

The program serves grade(s) 9, 10, 11, 12 at Ballou and is a Workforce development program with the following services: Skill development, job placement.

On Ramps to Careers — On Ramps to Careers

Robert Holm, Director

holmrob@gmail.com

<http://www.onrampstocareers.org>

3310 10th Street, NE, Washington, DC, 20017

202-768-9004

The Nation's Capital attracts an abundance of information technology (IT), communications, defense, health, biotechnology, professional services and other dynamic technology-centered employers. Yet too many of our students get scant preparation for this region's great careers. On Ramps to Careers addresses this challenge by

engaging employers with DC students, strengthening both young people's opportunities and the region's technology economy. On-Ramps to Careers is a non-profit business-education partnership that makes the educational on-ramps to technology jobs more attractive, effective and accessible to youth in the Nation's Capital. It provides employers with a reliable infrastructure to inspire students and shape the region's future workforce.

The program serves grade(s) 9, 10, 11, 12 at McKinley Tech, Phelps ACE HS, Friendship Collegiate PCS, Wilson HS, Columbia Heights EC and is a Workforce development program with the following services: Internships, mentoring, skill development.

POSSE Foundation — Posse Foundation

Tamara Wilds Lawson, Director

dc@possefoundation.org

<https://www.possefoundation.org/>

1319 F Street, N.W., Suite 604, Washington, DC 20004

(202) 347-7071

Posse is one of the most comprehensive and renowned college access and youth leadership development programs in the United States. The Posse Foundation identifies public high school students with extraordinary academic and leadership potential who may be overlooked by traditional college selection processes. The Foundation extends to these students the opportunity to pursue personal and academic excellence by placing them in supportive, multicultural teams—Posses—of 10 students. The Foundation's partner colleges and universities award Posse Scholars four-year, full-tuition leadership scholarships.

The program serves grade(s) 12 at Anyone in the DC Metro area and is a Youth development program with the following services: Team building, cross-cultural communication, leadership development, academic excellence.

Project Inspire — Project Inspire

Daphne Valcin, Executive Director

daphne.valcin@inspirethemovement.org

<http://www.inspirethemovement.org>

700 12th Street, NW, Suite 700, Washington, DC 20005

202-695-2135

Project Inspire is an effort to empower youth and young adults under the age of 25 through programming and initiatives focusing on College and career preparation, Life skills, the Arts, and Self and community empowerment (CLAS). The programming consists of scholarship dissemination for high school juniors and seniors, empowerment programs serving schools and organizations, and professional development programs for college students and young adults. The Project Inspire provides youth with a positive outlet and circle of support to serve as a foundation for future personal, educational, and professional success.

The program serves grade(s) 9, 10, 11, 12 at Eastern SHS, Roosevelt HS, Dunbar HS and is a Wrap Around Support program with the following services: College and career prep, skill development, arts-centered mentorship, cultural and community empowerment, scholarships.

Reach 4 Success — College Information Center

James Rose, Director

jrose@reach4success.org

<http://reach4success.org>

MLK Memorial, Library 901 G St. Room 324, NW, Washington, DC 20001
202-442-8398

In 1996, the Consortium of Universities of the Washington Metropolitan Area established the College Info Center as a centralized, accessible resource for postsecondary information and advising services. Reach4Success emerged from the services offered by the Greater Washington College Info Center (CIC). Reach4Success offers a wide variety of programs and services to students and families in the Washington metropolitan area seeking assistance with postsecondary education, financial aid, and careers.

The program serves grade(s) 6, 7, 8, 9, 10, 11, 12 at Anyone in the DC Metro area and is a College Access and Preparation program with the following services: Workshops for parents on financial aid, college admission, loan management.

Reach for College — Reach for College Curriculum

Jonathan Williams, Executive Director

info@reachforcollege.org

<http://reachforcollege.org>

700 12th Street NW Suite 700, Washington, DC 20005

(202) 246-7357

Reach for College! was founded in 2005 by two experienced urban educators to help low-income high school students reach their dreams of pursuing post-secondary education. Working in public high schools and public charter schools, Reach for College! provides a curriculum specially developed for students who will often be the first in their families to pursue higher education, and we train teachers to use it. This research-based, structured curriculum has been proven to significantly increase the number of students going to college from high schools where the college-going rate is often low.

The program serves grade(s) 9, 10, 11, 12 at Paul PCS, TMA, Hospitality HS, Chavez - Public Policy, Eastern HS, Washington MST PCS and is a College Access and Preparation program with the following services: College readiness curricula and books.

RISE DC (formerly Paul Penniman's RICH program) — RISE-DC

Paul Penniman, Founder and Executive Director

paul@risedc.org

<http://www.resourcesforinnercitychildren.org/>

P.O. Box 15231, Washington, DC 20003

202-966-4814

RISE-DC provides high-quality educational resources, free of charge, to inner city schools in Washington, DC. RISE-DC operates from a pedagogical foundation that the greater a student's academic need, the more important the experience of the teacher. RISE-DC's professional instructors have an average experience level of twenty years. Through its various programs, RISE-DC staff work closely with students and provide academic tutoring, college advising, Saturday academies, and attendance monitoring. RISE-DC also identifies the best math and science students in partner schools and provide a rigorous curriculum in preparation for college-level work. Students in this program, MATHletes, participate in national math contests and serve as peer tutors.

The program serves grade(s) 9, 10, 11, 12 at Anacostia, Ballou, Maya Angelou, Chavez and is a Wrap Around Support program with the following services: Tutoring, college advising, attendance monitoring, college tours, college application support, financial aid advising, Saturday academy, math and science enrichment, SAT prep, resume writing, job placement advise.

Sasha Bruce Youthwork — Youthled

Todd Elliott, Program Director

telliott@sashabruce.org

<http://sashabruce.org>

202.675.9340

Sasha Bruce Youthwork recently expanded its leadership-building work in DC's Ward 8 with a new program called Youthled. The goal of Youthled is to use the tools of positive youth development to organize young people in Southeast Washington's poorest communities to lead their own efforts for structural change in their communities.

The program serves grade(s) 9, 10, 11, 12 at Ballou and is a Youth development program with the following services: Activism, community service, art activities.

Sasha Bruce Youthwork — Teen Outreach Program (TOP)

Courtney Gibbs, Program Director

cgibbs@sashabruce.org

<http://sashabruce.org>

202.675.9340

The need for pregnancy prevention among youth in DC is profound, and the city's Ward 8 accounts for 30% of births to child mothers. SBY's newest community-based initiative, the Teen Outreach Program (TOP) is one way to address this problem.

The program serves grade(s) 9, 10, 11, 12 at Ballou and is a Youth development program with the following services: After school activities, service learning and community service activities.

Spark the Wave — Spark the Wave

Katie Oleksiak, Program Manager

katie@sparkthewave.org

<http://www.sparkthewave.org>

PO Box 40038, Washington, DC 20016

(202) 294-6366

Spark the Wave (STW) provides volunteering training to youth and empowers them to become agents of change in their schools and local communities. STW trains and mentors the next generation of leaders who will impact the world through a lifelong commitment to community service.

The program serves grade(s) 6, 7, 8, 9, 10, 11 at Open to anyone. Previous service projects at Wilson HS, KIPP College Prep and is a Youth development program with the following services: Summer training, leadership skills development, community service.

Stride for College — Stride for College

Megan McGlinchey, Primary Contact

mtm95@georgetown.edu

<https://hoyalink.georgetown.edu/organization/strideforcollege>

1421 37th Street, NW - Poulton Hall 130, Washington, DC 20057
(202) 687-5330

The Stride mentoring program connects low-income high school students with undergraduate student mentors, who work with them one-on-one through the college application and financial aid processes over the course of one year.

The program serves grade(s) 12 at Columbia Heights EC and is a Mentoring program with the following services: College application support, mentoring.

Strive for College — Strive for College
Michael Carter, President, CEO and Founder
info@striveforcollege.org
<http://striveforcollege.org>

Strive for college provides one-on-one mentoring to high school students to help them navigate the college search and application process. SFC uses a college prep curriculum that ensures each qualified student is armed to enroll in their best-fit college, both academically and financially.

The program serves grade(s) 9, 10, 11, 12 at Open to anyone and is a Mentoring program with the following services: Mentoring, college readiness.

Super Leaders — Super Leaders
Frankie Crosby, Executive Director
frankiecrosby@super-leaders.com
<http://www.super-leaders.com>
2127 G Street, NW, Washington, DC 20052
202-409-7972

The Super Leaders comprehensive youth development program combines in-school mentoring, youth leadership training retreats, and community service projects. Dedicated School Advisors coordinate the Super Leaders weekly meetings, provide tutoring and mentoring on an appointment basis to Super Leaders students, lead life-skills workshops at off-site youth leadership retreats, and coordinate community service field trips for Super Leaders students.

The program serves grade(s) 9, 10, 11, 12 at Anacostia HS, Ballou HS, Blow-Pierce HS, Coolidge HS, Eastern HS, MacFarland MS and is a Youth development program with the following services: In-school mentoring, youth leadership training, retreats, community service projects.

Talent Search — Talent Search (UDC)
Saundra Carter, Director of TRIO Programs
scarter@udc.edu
2400 6th St NW, MSC590486, Washington, DC 20059
202.274.5032

Talent Search works within select schools to provide students with academic, career, and financial counseling, encouraging them to graduate from high school and continue on to a postsecondary institution of their choice.

Talent Search also serves high school dropouts by encouraging them to re-enter the education system and complete their education.

The program serves grade(s) 9, 10, 11, 12 at Ballou HS, Woodson HS, Cardozo EC and is a Wrap Around Support program with the following services: Academic, career, and financial counseling.

Teens Run DC — Teens Run DC

Ben Forman, Executive Director

ben@teensrundc.org

<http://www.teensrundc.org>

2607 Bowen Rd SE, Washington, DC 20020

(301) 537 0009

Teens Run DC promotes the physical, social, and emotional well-being of underserved youth through a mentoring and distance running program. Youth in the program participate in running and life skills trainings each week, receive the support of an individual mentor and an embracing community, and engage in races, community events, and service learning opportunities. Through the program, middle and high school youth of all abilities and backgrounds envision and work towards their running and life goals.

The program serves grade(s) Ages 11-20 at Open to all, partner schools for 2015-2016 include Johnson MS, Miller MS, Cardozo EC, Ballou, DC International and is a Youth development program with the following services: Mentoring, physical activity, life skill sessions.

The Future Project — The Future Project

Voncia Barno Monchais, Chief Dream Director

thefutureproject.org

The Future Project consists of Dream Directors who work inside high schools to identify and help young people discover their passions and channel them into actions.

The program serves grade(s) 9, 10, 11, 12 at Eastern HS, Roosevelt HS, Cardozo EC and is a Youth development program with the following services: One-on-one mentoring and support.

The Promise Neighborhood — The Promise Neighborhood

Mary Brown, Executive Director

Mary.Brown@dcpni.org

<http://dcpni.org>

1300 44th Street NE, Room 311, Washington, DC 20019

202-615-0935

Education programming is at the heart of DC Promise Neighborhood Initiative (DCPNI)'s work to break the cycle of inter-generational poverty in Kenilworth-Parkside. With high quality, results-driven partners, the DCPNI is working to transform educational outcomes for children from cradle to college and career. DCPNI coordinates programs to increase school attendance and test performance, reduce food insecurity and crime, and increase the capacity for community members to identify and solve their own problems. The intent of the activities is to connect, support, and advocate for the Kenilworth-Parkside community.

The program serves grade(s) 6, 7, 8, 9, 10, 11, 12 at Chavez PCS - Parkside MS and HS and is a Wrap Around Support program with the following services: In school programs, out of school time programs.

The Simon Family Foundation — Simon Scholars Program

Nicoisa Young, Program Manager

nyoung@simonfamilyfoundation.net

<http://www.simonfamilyfoundation.net>

(202) 492-0836

The Simon Family Foundation's "Simon Scholars Program" was created to help economically disadvantaged students who face difficult life circumstances advance themselves through a college education. It is an especially unique scholarship program in that it begins in the summer before a student's junior year in high school. The Simon Scholars Program offers its participants tools, mentoring and support that create successful college applicants with the ultimate goal of developing confident individuals who remain highly competitive throughout their college years and beyond.

The program serves grade(s) 11, 12 at Chavez PCS - Parkside MS and HS and is a Wrap Around Support program with the following services: College and test prep, academic support, college coaching, college tours, leadership skills, community service, scholarship.

Tiger Woods Learning Center — Afterschool and College-Access Program

help@tigerwoodsfoundation.org

<http://www.tigerwoodsfoundation.org/programs/tiger-woods-learning-center/home>

709 12th St., SE, Washington, DC 20003

(202) 544-6549

The flagship Tiger Woods Learning Center was launched in Anaheim, California, in February 2006. Since its inception, the 35,000 square-foot education facility has reached students through its hands-on classes -- ranging from forensic science and aerospace to robotics, biotechnology, video production and graphic design. In 2010, the TWLC launched its first satellite locations in Washington, DC, in Wards 6 & 7. The TWLC College-Access Program provides workshops and presentations designed to help low-income students plan a roadmap to college. Additionally, dozens of universities visit the TWLC to meet with students. The afterschool program is designed for low-income middle and high school students, it offers more than 50 different areas of exploration (such as communications, engineering, video and film production, robotics, oceanography, alternative energy, video production, and the list goes on). These hands-on learning experiences help students recognize their potential and identify their interests with a future career in mind.

The program serves grade(s) 9, 10, 11, 12 at Anyone in the DC Metro area and is a College Access and Preparation program with the following services: College readiness presentations and workshops, career exploration, parent workshops, summer immersions, test prep.

Tiger Woods Learning Center — Earl Woods Scholarship

help@tigerwoodsfoundation.org

<http://www.tigerwoodsfoundation.org/programs/earl-woods-scholarship-program/home>

709 12th St., SE, Washington, DC 20003

(202) 544-6549

The Earl Woods Scholarship Program ensures that 100 percent of recipients graduate with a bachelor's degree or higher.

The program serves grade(s) 11, 12 at Anyone in the DC Metro area and is a Financial Support program with the following services: Scholarships, workshops, mentoring, internships.

Tour for Diversity in Medicine — High School Program

Dr. Alden Landry, Co-Director

<http://tour4diversity.org>

Conceived by former medical student leaders, Tour for Diversity in Medicine is a grassroots effort to educate, inspire, and cultivate future minority physicians and dentists. T4D seeks to address this concern by using the experiences and advising of current minority physicians, dentists, and medical students to help undergraduate students along the educational pipeline to medical/dental school. HS seniors are welcome to take part in our High School program that focuses on college readiness, academic skills and public health awareness.

The program serves grade(s) 12 at Open to anyone and is a College Access and Preparation program with the following services: Workshops on college readiness, academic skills and public health awareness.

Turning the page — Turning the Page

Ellie Canter, Director of Programs (DC)

ecanter@turningthepage.org

<http://turningthepage.org>

1625 K. Street NW, Suite 102, Washington DC 20006

(202) 347-9841

Turning the Page believes that families play a vital role in their children's education. Engaged parents are powerful partners to schools and communities as they both support their child to excel academically and advocate for access to quality resources for the full school community. Turning the Page's efforts to support family engagement in Ward 8 connect parents to home learning resources and activities, create a space for parents to build relationships with other parents and teachers, and build a bridge to further leadership and advocacy opportunities that improve schools and communities. TTP connects parents with children through Community Nights, author visits, and summer learning.

The program serves grade(s) K-12 at Garfield Prep, MLK ES, Patterson ES, Savoy ES, Hart MS, Kramer MS and is a Wrap Around Support program with the following services: Community nights that include workshops on college and career readiness (middle school), literacy, STEM. Summer learning experiences through local field trips, mentoring, leadership development training for parents.

United College Negro Fund — UNCF Scholarships

Charles Thompson, Area Development Director

Charles.Thompson@uncf.org

<http://www.uncf.org>

1805 7th Street, NW, Washington, DC 20001

202 810 0333

Since its founding in 1944, UNCF has raised more than \$4.5 billion to help more than 400,000 students receive college degrees at UNCF-member institutions and with UNCF scholarships. UNCF plays a critical role in enabling more than 60,000 students each year to attend college and get the education they need and that the nation needs them to have by awarding scholarships and working with local HBCUs to support their capacity-building efforts.

The program serves grade(s) 12 at Open to anyone who meet criteria and is a Financial Support program with the following services: Scholarships.

United Planning Organization — P.O.W.E.R.

Youth Services Center,

info@upo.org

<http://www.upo.org/p-o-w-e-r-program/>

1649-B Good Hope Road, SE, Washington, DC 20020

202-610-0466

Launched in 2009, The UPO P.O.W.E.R. program (Providing Opportunities with Educational Readiness) is designed to nurture and prepare youth for the academic rigors of higher education. Through our six-year college readiness initiative, UPO works intensely with youth living in Ward 8 to help them matriculate through middle and high school and ensure their successful entry into college upon high school graduation.

The program serves grade(s) 6, 7, 8, 9, 10, 11, 12 at Ward 8 residents and is a Wrap Around Support program with the following services: Saturday and summer academies, parent meetings.

Upward Bound — University of District of Columbia (UDC)

Saundra Carter, Director of TRIO Programs

scarter@udc.edu

UDC, 4200 Connecticut Ave, NW, Building 39, Room 106A, Washington, DC 20008

202.274.5032

Upward Bound is a year-round college preparatory program that provides high school students academic assistance, educational and career guidance and cultural enrichment activities. Students are expected to remain in the program until they complete high school. It is one of the several programs sponsored by the University of the District of Columbia's Office for TRIO and College Preparatory Programs that encourage high school students to graduate and pursue a post-secondary education. It is a part of UDC's Division of Student Affairs.

The program serves grade(s) 9, 10, 11, 12 at Anacostia, Ballou or Ward 8 residents and is a Wrap Around Support program with the following services: Academic preparation, test preparation, tutoring, mentoring, counseling, experiential, college visits.

Upward Bound — Howard University

Joseph Hill, Director

jhill@howard.edu

https://www.howard.edu/schooleducation/programs/trio/Upward_Bound.html

2400 6th St NW, MSC590486, Washington, DC 20059

202-806-5132

On the campus of Howard University since 1965, Howard University Upward Bound (HUB) is one of the originally funded pilot Upward Bound projects. HUB is a college preparatory program for high school students designed to develop the skills and motivation necessary for success at the collegiate level. The program serves 130 students annually.

The program serves grade(s) 9, 10, 11, 12 at Target schools are Cardozo EC, Roosevelt HS, Dunbar HS, but also serve students from other schools and is a Wrap Around Support program with the following services: Academic,

personal, career counseling, college admission and financial aid advise, college tours, cultural and recreational excursions.

Upward Bound — The George Washington University

Ivy DeShield, Director

vyford@gwu.edu

<https://smhs.gwu.edu/upward-bound/>

2300 Eye Street NW, Suite 125, Washington, DC 20037

202-994-7250

Upward Bound (UB) at The George Washington University (GW) School of Medicine and Health Sciences (SMHS) declares its commitment to provide supplemental education, extracurricular resources and opportunities for low income, potential first-generation college students to facilitate their matriculation into an accredited, four-year post-secondary institution. Our program primarily identifies students having an expressed desire to pursue medical and allied health careers and offers extensive exposure and accessibility to these disciplines in addition to the core academic subjects: English Composition and Literature; Integrated Mathematics; Laboratory Science; and Foreign Language.

The program serves grade(s) 9, 10, 11, 12 at Public and charter schools in Wards 5, 6, and 7 (Chavez, Bell Multicultural, Dunbar, Eastern, Friendship Collegiate, Maya Angelou, McKinley, Perry Street, Richard Wright, Spingarn, Washington MST PCS and is a Wrap Around Support program with the following services: Academic support (Saturday Academy), tutoring, summer residential, mentoring, counseling, college visits, scholarships, cultural excursions.

Urban Alliance — High School Internship Program

Eshauna Smith, CEO

esmith@theurbanalliance.org

<http://www.theurbanalliance.org>

2030 Q Street NW, Washington, DC 20009

(202) 459-4300

Urban Alliance empowers under-resourced youth to aspire, work and succeed through paid internships, formal training, and mentorship. Urban Alliance is the only year long employment program for under-resourced high school seniors in Washington, DC, Baltimore, MD, and Chicago, IL. Its goal is to give youth access to professional growth and experiences. The program prepares students for a life of work and self-sufficiency through paid internships, formal training, and mentorship.

The program serves grade(s) 9, 10, 11, 12 at DCPS and DCPCS and is a Workforce development program with the following services: Paid internships and trainings.

Washington National Cathedral — Cathedral Scholars Program

Joseph Peralta, Director, Scholars Program

jperalta@cathedral.org

<http://www.cathedral.org/learn/scholars.shtml>

3101 Wisconsin Ave, NW, Washington, DC 20016

(202) 537-2159

The Cathedral Scholars Program provides academic enrichment, professional and career exploration, leadership development, and community engagement experience for select high school students in DC Public Schools. This three-year college preparatory program seeks to foster a “college-going” culture among under-served youth in the District of Columbia by improving their rate of college access and enhancing critical college readiness skills. One hundred percent (100%) of Cathedral Scholar graduates successfully complete high school and are accepted in to a post-secondary institution.

The program serves grade(s) 10, 11, 12 at DCPS selected on rotating basis each year. For 2015-2016: Eastern HS, Ballou, Cardozo EC, Wilson HS, D. Ellington HS and is a Wrap Around Support program with the following services: College prep, leadership training, professional development, community engagement, summer immersion program, academic support, tutoring, college tours, parental support.

Washingtonians for Children — Washingtonians for Children: Changing the Story

Christine McMahon, President and CEO

washingtonians@fedcap.org

<http://www.fedcap.org>

300 New Jersey Avenue, NW, 9th Floor, Washington, DC 20001

202.657.4988

Changing the Story is Fedcap’s innovative, highly successful strategy to help youth and young adults achieve success in education and employment and become self-sufficient adults. Within Changing the Story, Fedcap serves youth and young adults who have spent time in foster care or are “transitioning out” of the child welfare or juvenile justice system and any young person “disconnected” from the support they need to transition successfully to adulthood. For youth who are not college bound, Fedcap provides vocational training through our nationally recognized Career Design School in high growth sectors accompanied by Fedcap’s’ signature work /college readiness skill development curricula.

The program serves grade(s) at Anyone in the DC Metro area and is a Workforce development program with the following services: High school completion/GED, youth development, career exploration, skill development, financial aid advising, paid internships.

Year Up National Capital Region — Year Up

Stephen Saunders, Senior Director of Development

ssaunders@yearup.org

<http://www.yearup.org>

1901 South Bell Street, Suite 100, Arlington, VA 22202

(703) 312-9327

Year Up seeks to close the Opportunity Divide by providing urban young adults with the skills, experience, and support that will empower them to reach their potential through professional careers and higher education. We achieve this mission through a one-year, intensive training program that provides low-income young adults, ages 18-24, with a combination of hands-on skill development, college credits, and corporate internships.

The program serves grade(s) Ages 18-24 at Anyone in the DC Metro area and is a Workforce development program with the following services: College credits, internships, skills development, stipend, mentoring.

Young Doctors DC — Young Doctors DC

Dr. Malcolm Woodland, Director

info@yddc.org

<http://www.youngdoctorsdc.org>

1231-B Good Hope Rd., SE, Washington, DC 20020

415-496-9332

Young Doctors DC (YDDC) is a multi-generational mentoring, education, and pipeline to health careers program for high school boys in Southeast Washington, DC. Through intensive summer programs and Saturday academies at Howard University, YDDC participants are trained in preventive medicine, mental health, and health issues in underserved communities. Selected youth join YDDC during their freshmen year of high school and remain in the program until graduation. After one year of training in the summer program and Saturday academies, the "young doctors" begin the service learning component of the program, which includes conducting free health clinics in their community under the supervision of YDDC staff doctors.

The program serves grade(s) 9, 10, 11, 12 at Ballou (target students from Wards 7 and 8) and is a Youth development program with the following services: Mentoring, summer program, Saturday academies, service learning projects.

Young Playwrights' Theater — Young Playwrights' Theater

Brigitte Winter, Executive Director

bwinter@yptdc.org

<http://www.youngplaywrightstheater.org>

2437 15th St. NW, Washington, DC 20009

202-387-9173

By teaching students to express themselves through the art of playwriting, YPT develops students' language skills, and empowers them with the creativity, confidence and critical thinking skills they need to succeed in school and beyond. YPT honors its students by involving them in a high-quality artistic process where they feel simultaneously respected and challenged and by engaging professional theater artists in producing student plays for the community.

The program serves grade(s) K-12 at Cardozo EC, Kramer MS, Swanson MS, Wheatley EC, Anacostia HS, Eastern HS and is a Youth development program with the following services: Playwriting, arts, performance during in-school, afterschool, summer, and other workshops.

E. Environment Scan – College Access Programs by Services Provided

Program Name	Type of Support													
	Academic		College Knowledge				Financial		Life Experience		Social Emotional			
	Test Preparation (ACT/SAT)	In-person (tutoring, courses)	Advising	Visits/Tours	Application Completion	Parent Information Sessions	Scholarships	FAFSA Support & Education	Study Abroad	On Campus Residential Experience	Mentoring	Youth development (leadership, cultural, community service)	Family Services	Internship
A.B.L.E. (5th -12th)		x					x			x			x	
Access Youth											x	x		
Achievers Scholars Program		x	x	x	x		x	x		x	x	x		
Alcanzando Metas Foundation		x	x				x	x						x
Alpha Leadership Project											x	x	x	
AVID		x	x	x	x	x		x			x	x		
Bard @ LAYC		x												
BUILD DC			x											
Career Education Program														
Career Exploration Opportunities (CEO)		x								x				
Cathedral Scholars Program		x	x	x	x	x				x		x		
City Kids Wilderness Project			x							x	x	x		
City Year		x									x	x		
College Access Symposium			x	x								x		
College Bound	x	x		x			x							
College Information Center			x			x		x						
College Summit		x	x											
College Tribe		x									x	x		
College-Access Program	x	x	x			x				x				
Collegiate Directions	x	x	x		x			x			x	x		x
Community Club		x	x								x			
DC Leadership 1000 Scholarship							x							
DC TAG							x							
DC-CAP (College Access Program)			x	x			x	x						

Program Name	Type of Support													
	Academic		College Knowledge				Financial		Life Experience		Social Emotional			
	Test Preparation (ACT/SAT)	In-person (tutoring, courses)	Advising	Visits/Tours	Application Completion	Parent Information Sessions	Scholarships	FAFSA Support & Education	Study Abroad	On Campus Residential Experience	Mentoring	Youth development (leadership, cultural, community service)	Family Services	Internship
Diplomas Now		x												
Earl Woods Scholarship			x		x		x	x			x			x
Early College Program		x												
Future Focus			x								x			x
Guide to Postsecondary (GPS)	x	x	x	x						x				
HERO Program	x	x	x	x						x	x	x		
HERO Urban Scholars							x							

High School Internship Program														x
High School Program		x	x	x										
High School/College Internship Program														
Higher Achievement		x		x							x	x		
Hometown Mentors			x		x			x			x			
Howard University		x	x	x	x			x				x		
ICP Scholars Program		x		x					x	x				
In-school Youth Program														x
Integrated Student Support Model		x	x	x							x	x	x	
Just say Yes! Mentoring Program		x					x				x			
Kids2College			x	x	x									
Liberty's Promise		x					x	x				x		x
LISTO for College		x	x	x	x			x		x	x	x		
Men of Strength (MOST) Club												x		
Mentoring and Afterschool Programs		x	x								x	x		
Mentors, Inc.											x			
Michael Walton Foundation												x		
Minds Matter	x	x	x		x			x			x	x		
Navigators Program			x				x	x			x			
New Heights Teen Parent Program		x								x	x		x	x
On Ramps to Careers											x			x
P.O.W.E.R.		x		x		x				x		x	x	

Program Name	Type of Support													
	Academic		College Knowledge				Financial		Life Experience		Social Emotional			
	Test Preparation (ACT/SAT)	In-person (tutoring, courses)	Advising	Visits/Tours	Application Completion	Parent Information Sessions	Scholarships	FAFSA Support & Education	Study Abroad	On Campus Residential Experience	Mentoring	Youth development (leadership, cultural, community service)	Family Services	Internship
Posse Foundation		x	x		x		x	x			x	x		
Post-secondary Success Program		x									x	x		
Project Inspire			x				x				x	x		
Reach for College Curriculum		x												
RISE-DC	x	x	x	x	x			x		x	x			x
Scholars Program							x							
Simon Scholars Program	x	x	x	x			x					x		
Spark the Wave												x		
Stride for College			x		x						x			
Strive for College			x		x			x			x			
Super Leaders											x	x		
Talent Search (UDC)	x	x	x					x						
Teens Reaching Out (TOP)												x		
Teens Run DC											x	x		
The Future Project											x	x		
The George Washington University		x	x	x	x		x	x		x	x	x		
The Promise Neighborhood		x												
The Scholars Program	x	x	x		x		x	x						
Trailblazers Program			x					x			x			
Transformers Program		x					x							
Turning the Page			x			x					x	x	x	
UNCF Scholarships							x							
University of District of Columbia (UDC)	x	x	x	x						x	x			
Washingtonians for Children: Changing the Story		x						x				x		x
We Are Ready and CampUS programs		x								x				
Women in Partnership with Teen At-Risk Program							x							
Women Inspiring Strength and Empowerment (WISE) Club												x		

Program Name	Type of Support													
	Academic		College Knowledge				Financial		Life Experience		Social Emotional			
	Test Preparation (ACT/SAT)	In-person (tutoring, courses)	Advising	Visits/Tours	Application Completion	Parent Information Sessions	Scholarships	FAFSA Support & Education	Study Abroad	On Campus Residential Experience	Mentoring	Youth development (leadership, cultural, community service)	Family Services	Internship
Year Up											x			x
Young Doctors DC		x								x	x	x		
Young Playwrights' Theater												x		
Youthled												x		

F. Environment Scan – College Access Programs by CSF School

Name of Program	Hart	Kramer	Anacostia	Ballou	Woodson	Chavez PCS - Parkside MS	Chavez PCS - Parkside HS	Friendship Collegiate	Anacostia
Access Youth				x	x				
AVID				x	x	x	x	x	
BUILD DC				x				x	
City Kids Wilderness Project	Open to all, but target schools are Burroughs EC, Chavez Prep, DC Prep Academy PCS, SEED PCS, The Fishing School.								
College Bound	Open to anyone attending DCPS or DCPCS								
HERO Program	x	x	x	x	x	x		x	
Achiever Scholars Program			x	x	x			x	
Hometown Mentors			x	x	x		x	x	
HERO Urban Scholars			x	x	x		x	x	
DC Leadership 1000 Scholarship	Must be a graduate of DCPS, DCPCS, or Prince George County PS								
College Summit				x				x	
Community Club	Open to anyone attending DCPS or DCPCS								
Just say Yes! Mentoring Program		x	x						
DC-CAP (College Access Program)	Open to anyone attending DCPS or DCPCS								
DC TAG	Open to all DC residents								
The Scholars Program	Open to all DC residents								
Higher Achievement		x				x			
High School/College Internship Program	Open to anyone attending DCPS or DCPCS								
Bard @ LAYC	Open to anyone in the DC Metro area								
Post-secondary Success Program	Open to anyone in the DC Metro area								
LISTO for College	Open to anyone in the DC Metro area								
College Access Symposium	Open to anyone in the DC Metro area								
Men of Strength (MOST) Club	x	x	x	x	x				

Name of Program	Hart	Kramer	Anacostia	Ballou	Woodson	Chavez PCS - Parkside MS	Chavez PCS - Parkside HS	Friendship Collegiate	Anacostia
Women Inspiring Strength and Empowerment (WISE) Club	x	x	x	x	x				
Mentors, Inc.	Open to anyone attending DCPS or DCPCS								
Michael Walton Foundation								x	
Minds Matter	Open to anyone in the DC Metro area								
Women in Partnership with Teen At-Risk Program	Open to anyone								
A.B.L.E. (5th -12th)	Open to anyone in the DC Metro area								

Scholars Program	Open to anyone in the DC Metro area								
Career Education Program	Open to anyone in the DC Metro area								
New Heights Teen Parent Program			x	x	x				
In-school Youth Program				x					
On Ramps to Careers								x	
Posse Foundation	Open to anyone in the DC Metro area								
College Information Center	Open to anyone in the DC Metro area								
Reach for College Curriculum									
RISE-DC			x	x			x		
Youthled				x					
Teens Reaching Out (TOP)				x					
Spark the Wave	Open to anyone								
Strive for College	Open to anyone								
Super Leaders			x	x					
Talent Search (UDC)				x	x				
Teens Run DC				x					
The Promise Neighborhood						x	x		
Simon Scholars Program						x	x		
College-Access Program	Open to anyone in the DC Metro area								
Earl Woods Scholarship	Open to anyone in the DC Metro area								

Name of Program	Hart	Kramer	Anacostia	Ballou	Woodson	Chavez PCS - Parkside MS	Chavez PCS - Parkside HS	Friendship Collegiate	Arundel
Earl Woods Scholarship	Open to anyone in the DC Metro area								
High School Program	Open to anyone								
Turning the Page	x	x							
UNCF Scholarships	Open to anyone who meets criteria								
P.O.W.E.R.	Ward 8 residents								
University of District of Columbia (UDC)	Anacostia, Ballou or Ward 8 residents								
The George Washington University						x	x	x	
High School Internship Program	Open to anyone attending DCPS or DCPCS								
Cathedral Scholars Program				x					
Washingtonians for Children: Changing the Story	Open to anyone in the DC Metro area								
Year Up	Ballou and students from Wards 7 and 8								
Young Doctors DC				x					
Young Playwrights' Theater		x	x						

G. Cost Analysis Methodology

This section details the steps utilized to conduct the cost-analysis for the HERO and Achiever programs. Twelve steps were used. Each is detailed below with the corresponding documentation.

Step 1. Determine the effectiveness measure to be used for each program and identify the data sources.

The first step in this cost-analysis was to determine how each CSF-DC program was going to be measured in terms of its effectiveness. For the HERO program, middle school and high school participation was selected and these enrollment data were pulled from the Databook provided by CSF. For Achiever High School, participation was also selected as the effectiveness measure. These data came from Education Edge (EE), CSF-DC's database. For Achiever College, all of the data was sourced from EE and parceled into participation (i.e. higher education enrollment in a two- or four-year institution), "completers" (i.e. those students who had received a four year degree), "persisters" (i.e. those students still enrolled in a four year institution but have not graduated), and dropouts (i.e. those students who ceased attending their selected four year institution). Exhibit 105 below details these effectiveness measures and data sources.

Exhibit 104. CSF-DC Program and corresponding effectiveness measure

Program	Effectiveness Measure	Data SOURCE
HERO MS and HS	Middle and High School Participation	Databook
Achiever HS	High School Participation	Education Edge
Achiever College	College Participation- 2 year and 4 year	Education Edge
	College Completer- 4 year	Education Edge
	Completers and Persisters- 4 year	Education Edge
	Completer Only- 4 year	Education Edge
	Persister Only-4 year	Education Edge
	Dropout Only- 4 year	Education Edge

Step 2. Receive 2007-2014 financials from CSF-DC

To conduct the cost-analysis, CSF-DC provided EPI with the following documents and files. Exhibit 106 below). A total of 11 sources were used to calculate the cost per effectiveness measure for each CSF-DC program.

Exhibit 105. Documents or files utilized for the CSF-DC cost analysis

Number	CSF-DC Document or File Utilized by EPI
1	2007 Report of Revenues and Expenditures (Summary and Detail)
2	2008 Report of Revenues and Expenditures (Summary and Detail)
3	2009 Report of Revenues and Expenditures (Summary and Detail)
4	2010 Report of Revenues and Expenditures (Summary and Detail)
5	2011 Report of Revenues and Expenditures (Summary and Detail)
6	2012 Report of Revenues and Expenditures (Summary and Detail)
7	2013 Report of Revenues and Expenditures (Summary and Detail)
8	2014 Report of Revenues and Expenditures (Summary and Detail)
9	IFR in Excel Format from 2007-2014
10	Education Edge Data
11	Databook

Step 3. Assign unique grant and program codes into one of six category codes

Based upon the 2007-2014 Report of Revenues and Expenditures provided by CSF, 87 unique grant and program code expenditures were identified. Each of the grant and program code combinations were assigned to one of the six categories. Because EPI was interested in the difference between the academic year and summer program costs, the HERO and Achiever Summer programs were given their own individual codes. The six category codes are as follows:

1. HERO MS and HS
2. HERO Summer
3. Achiever HS
4. Achiever Summer
5. Achiever College
6. General Operations Expenditures

Exhibit 107 shows the assignment of the 87 unique grant titles, grant codes, program titles and program codes to each of the six categories.

Exhibit 106. Grant and program code combinations by CSF DC Program

CSF DC Program	Grant Title	Grant Code	Program Title	Program Code
HERO MS and HS (n=6)	Gates DC Achievers Project Support	2070	(AS) Early Outreach	106
	Gates DC Achievers Project Support	2070	Hero Program	111
	Gates Community Capacity Building	2075	(AS) Early Outreach	106
	Washington Area Women's Foundation	5058	Hero Program	111
	City Fund (Community Fdn for Nat Cap Region) - HERO	5080	Hero Program	111
	OSSE Middle School Initiative HERO	8059	Hero Program	111
HERO Summer (n=11)	DC Costco Breakfast	3010	Hero Program	111
	Marpat Foundation HERO	5056	Hero Program	111
	Marpat Foundation Capacity Building	5057	Hero Program	111
	CareFirst	5061	Hero Program	111
	United Way/Deloitte	5066	Hero Program	111
	Wachovia Wells Fargo Fdn	5067	Hero Program	111
	Microsoft Youthspark - HERO	5077	Hero Program	111
	England Family Foundation - HERO SLI	5078	Hero Program	111
	Wells Fargo NA HERO	5079	Hero Program	111
	DC Children & Youth Investment Trust Corp	5200	Hero Program	111
	Dept of Employment Services SYEP	8061	Hero Program	111
Achievers HS (n=6)	Gates DC Achievers Project Support	2070	(AS) Summer Program	103
	Gates DC Achievers Project Support	2070	School Programs	104
	Gates DC Achievers Project Support	2070	Hometown Mentor Program	110
	Gates DC Achievers Project Support	2070	DC Achievers Scholarship Program- School Project	271
	Gates DC Achievers Project Support	2070	Development	955
	Gates Community Capacity Building	2075	School Programs	104
Achievers Summer (n=12)	Gates DC Achievers Project Support	2070	Summer Academic Enrichment Program	113
	Gates Community Capacity Building	2075	Summer Academic Enrichment Program	113
	DC Costco Breakfast	3010	Summer Academic Enrichment Program	113
	Marpat Foundation	5055	Summer Academic Enrichment Program	113
	HSBC Bank	5060	Summer Academic Enrichment Program	113
	Marriott Foundation SAEP	5065	Summer Academic Enrichment Program	113
	United Way/Deloitte	5066	Summer Academic Enrichment Program	113
	Hattie M. Strong Foundation - SAEP	5069	Summer Academic Enrichment Program	113
	DC Children & Youth Investment Trust Corp	5200	Summer Academic Enrichment Program	113
	Fannie Mae	7100	Summer Academic Enrichment Program	113
	D of Ed: Summer Program Support	7110	Summer Academic Enrichment Program	113
	OSSE Summer Academic Enrichment Program	8056	Summer Academic Enrichment Program	113
Achievers College including Scholarship Expenses (n=18)	Gates DC Achievers Project Support	2070	Selection and Awarding	101
	Gates DC Achievers Project Support	2070	Selection - Reader	102
	Gates DC Achievers Project Support	2070	College Relations	105
	Gates DC Achievers Project Support	2070	Selection - General	107
	Gates DC Achievers Project Support	2070	(AS) Achievers Scholarship	151
	CS Mentor Pilot Project (Gates)	2076	CSMentor Early Intervention Program	176
	DC Costco Breakfast	3010	DC Costco Scholarship Distribution	153
	College Readiness Fund	3731	College Readiness	373
	Leadership 1000 Grant	5030	Leadership 1000 Scholarship Administration	161
	Leadership 1000 Grant	5030	L 1000 Scholarship Disbursements	162
	Leadership 1000 Grant	5030	L1000 Direct Fundraising	164
	Leadership 1000 Grant	5030	Tillery Memorial Scholarships	168
	Leadership 1000 Grant	5030	Chris Cooley Scholarship	175
	Chris Cooley Scholarship	5032	Chris Cooley Scholarship	175
	DC Scholar Alumni Services	5311	DC Scholar Alumni Services	133
	Capital One	5312	DC Scholar Alumni Services	133
	Emerging Need Fund	5050	Emerging Needs Fund	550
	CS Mentor Project (Non-Gates)	5076	CSMentor Early Intervention Program	176
General (n=34)	Gates DC Achievers Project Support	2070	DTN (Double the Numbers)	116
	Gates DC Achievers Project Support	2070	DC Achievers Program Management	270
	Gates DC Achievers Project Support	2070	(GEN) Board of Director Expense	901
	Gates DC Achievers Project Support	2070	CSF IT & Adm Fees	942

Gates DC Achievers Project Support	2070	Facilities & Equipment Management (Occupancy)	943
Gates DC CSF Achievers Scholarship and Program	2071	DC Achievers Program Management	270
Gates Community Capacity Building	2075	DTN (Double the Numbers)	116
Gates Community Capacity Building	2075	DEV State Advocacy	955
DC Costco Breakfast	3010	(DC) Costco Breakfast	121
Costco Administration Grant	3030	General	100
Marpat Foundation Capacity Building	5057	Capacity Building	193
Deloitte DTN Road Map	5070	Deloitte Road Map	118
Deloitte DTN Road Map	5070	Capacity Building	193
Campus Support Interns	5310	Campus Support Interns	130
World Bank CAP Structuring for Sustainability	5575	CAP Restructuring for Sustainability	117
OSSE (CACG) DTN Website	8055	DTN (Double the Numbers)	116
OSSE Campus Retention Initiative- Pilot Program	8057	College Relations	105
OSSE Campus Retention Initiative	8058	College Relations	105
Double the Numbers	8065	DTN (Double the Numbers)	116
General Fund/Indirect Expense	9000	AS General	100
General Fund/Indirect Expense	9000	(GEN) Board of Director Expense	901
General Fund/Indirect Expense	9000	CEO and Chair	920
General Fund/Indirect Expense	9000	Finance & Accounting	940
General Fund/Indirect Expense	9000	CSF IT & Adm Fees	942
General Fund/Indirect Expense	9000	Facilities & Equipment Management (Occupancy)	943
General Fund/Indirect Expense	9000	Human Resources and Administration	945
General Fund/Indirect Expense	9000	DEV Marketing	950
General Fund/Indirect Expense	9000	Development	955
General Fund/Indirect Expense	9000	Unrestricted Investment Income	991
Costco Admin Designated	9101	Designated Unrestricted Funds	910
New School for Enterprise & Development Designated	9102	Designated Unrestricted Funds	910
DC Costco Event Designated	9103	Designated Unrestricted Funds	910
General Fund/Indirect Expense	9500	Unrestricted Donation	980
Indirect/Overhead Allocations Revenue	9998	Allocation Indirect/Overhead	997

Step 4. Assign grant and program codes into one of the six category codes for each fiscal year

After the unique grant and program codes were assigned to one of the six category codes, each Report of Revenues and Expenditures (Summary and Detail) for years 2007-2014 were coded. Beginning with the first grant and program code combination noted in the Report of Revenues and Expenditures, the expense figure pulled came from the line that reads "Total Prog/Evnt/InDr Exp." The following tables show the coding for each year and conclude with a summary of codes assigned and financial differences between EPI coding and CSF-DC accounting totals. EPI's coding did not vary from CSF-DC accounting totals for any given year by more than \$2 which is simple rounding error. Because several of the 87 unique grant and program codes were repeated over the years there was a total of 292 grants and programs that required coding. The following tables (Exhibit 108 through Exhibit 115) detail each category code assigned to the 292 grant and program code combinations for each fiscal year.

Exhibit 107. FY2007 coding

Number of Codes	Grant Code	Program Code	Expense Amount	Category Code
1	2070	101	925	5
2	2070	102	4,093	5
3	2070	103	109,858	3
4	2070	104	120,197	3
5	2070	105	4,196	5
6	2070	107	6,706	5
7	2070	110	15,110	3
8	2070	111	2,758	1
9	2070	270	1,502,096	6
10	2070	271	268,502	3
11	2070	901	(10)	6
12	9000	100	-	6
13	9000	940	(2)	6
14	9000	943	147,064	6
Total from EPI Coding			2,181,493	
Total from Statement of Revenues and Expenditures			2,181,494	
Difference			(1)	

Category Code	CSF DC Program	Expense Amount	Number of Codes
1	HERO MS and HS	2,758	1
2	HERO-Summer	-	0
3	Achiever HS	513,667	4
4	Achiever-Summer	-	0
5	Achiever College	15,920	4
6	General	1,649,148	5
Total		2,181,493	14

Exhibit 108. FY2008 coding

Number of Codes	Grant Code	Program Code	Expense Amount	Category Code
1	2070	101	34,161	5
2	2070	102	1,740	5
3	2070	103	125,423	3
4	2070	104	481,763	3
5	2070	105	252,082	5
6	2070	106	894	1
7	2070	107	8,262	5
8	2070	110	226	3
9	2070	111	3,356	1
10	2070	113	156,254	4
11	2070	116	76,832	6
12	2070	151	-	5
13	2070	270	1,173,083	6
14	2070	271	-	3
15	2070	942	462,238	6
16	2075	113	83,845	4
17	2075	116	11,100	6
18	2075	955	62,893	6
19	3010	121	174,171	6
20	3010	153	-	5
21	3030	100	70,204	6
22	5030	168	-	5
23	9000	901	15,635	6
24	9000	940	(2,302)	6
25	9000	942	21,822	6
26	9000	943	36,873	6
27	9000	945	103	6
Total from EPI Coding			3,250,658	
Total from Report of Revenues and Expenditures			3,250,659	
Difference			1	

Category Code	CSF DC Program	Expense Amount	Number of Codes
1	HERO MS and HS	4,250	2
2	HERO-Summer	-	-
3	Achiever HS	607,412	4
4	Achiever-Summer	240,099	2
5	Achiever College	296,245	7
6	General	2,102,652	12
	Total	3,250,658	27

Exhibit 109. FY2009 coding

Number of Codes	Grant Code	Program Code	Expense Amount	Category Code
1	2070	101	34,147	5
2	2070	102	28,100	5
3	2070	103	128,453	3
4	2070	104	431,299	3
5	2070	105	468,140	5
6	2070	106	-	1
7	2070	107	1,343	5
8	2070	110	1,307	3
9	2070	111	188,905	1
10	2070	113	241,213	4
11	2070	151	-	5
12	2070	270	848,644	6
13	2070	942	180,300	6
14	2075	104	94,798	3
15	2075	106	-	1
16	2075	113	1,811	4
17	2075	116	130,516	6
18	2075	955	119,198	6
19	3010	121	132,116	6
20	3010	153	-	5
21	3030	100	90,451	6
22	5030	162	-	5
23	5030	175	-	5
24	5032	175	-	5
25	5050	550	325	5
26	5055	113	-	4
27	7100	113	-	4
28	8055	116	131,156	6
29	9000	901	14,422	6
30	9000	920	-	6
31	9000	940	-	6
32	9000	942	33,016	6
33	9000	943	21,077	6
34	9000	945	-	6
35	9000	950	-	6
36	9500	980	-	6
37	9998	997	-25,904	6
Total from EPI Coding			3,294,833	
Total from Report of Revenues and Expenditures			3,294,832	
Difference			-1	

Category Code	CSF DC Program	Expense Amount	Number of Codes
1	HERO MS and HS	188,905	3
2	HERO-Summer	-	-
3	Achiever HS	655,857	4
4	Achiever-Summer	243,024	4
5	Achiever College	532,055	10
6	General	1,674,992	16
	Total	3,294,833	37

Exhibit 110. FY2010 coding

Number of Codes	Grant Code	Program Code	Expense Amount	Category Code
1	2070	101	31,018	5
2	2070	102	1,468	5
3	2070	103	-60,750	3
4	2070	104	421,121	3
5	2070	105	530,362	5
6	2070	107	12,529	5
7	2070	110	3,114	3
8	2070	111	239,111	1
9	2070	113	696,201	4
10	2070	116	45	6
11	2070	151	-	5
12	2070	270	1,310,546	6
13	2070	942	3,728	6
14	2070	943	-	6
15	2075	104	-	3
16	2075	116	119,557	6
17	2075	955	143,164	6
18	3010	121	242,553	6
19	3030	100	146,730	6
20	5030	162	45,405	5
21	5050	550	7,894	5
22	5055	113	12,964	4
23	5056	111	-	2
24	5060	113	-	4
25	5065	113	-	4
26	5066	113	-	4
27	5200	113	-	4
28	5575	117	21,482	6
29	7110	113	410,850	4
30	8055	116	96,997	6
31	9000	901	15,722	6
32	9000	940	5,713	6
33	9000	942	110	6
34	9000	943	1,101	6
35	9000	945	1,401	6
36	9000	955	442	6
37	9500	980	37	6
Total from EPI Coding			4,460,615	
Total from Report of Revenues and Expenditures			4,460,616	
Difference			1	

Category Code	CSF DC Program	Expense Amount	Number of Codes
1	HERO MS and HS	239,111	1
2	HERO-Summer	-	1
3	Achiever HS	363,485	4
4	Achiever-Summer	1,120,015	7
5	Achiever College	628,676	7
6	General	2,109,328	17
	Total	4,460,615	37

Exhibit 111. FY2011 coding

Number of Codes	Grant Code	Program Code	Expense Amount	Category Code
1	2070	101	21,807	5
2	2070	102	1,510	5
3	2070	104	329,178	3
4	2070	105	645,518	5
5	2070	107	8,322	5
6	2070	110	4,533	3
7	2070	111	281,436	1
8	2070	113	142,249	4
9	2070	151	-	5
10	2070	270	1,167,282	6
11	2070	901	22,543	6
12	2070	942	47,560	6
13	2070	943	202,216	6
14	2071	270	(74,938)	6
15	2075	116	146,013	6
16	2075	955	106,789	6
17	2076	176	52,975	5
18	3010	113	200,000	4
19	3010	121	93,635	6
20	3030	100	85,417	6
21	3731	373	-	5
22	5030	161	9,176	5
23	5030	162	-	5
24	5030	164	34	5
25	5032	175	-	5
26	5050	550	4,633	5
27	5056	111	25,000	2
28	5057	111	-	2
29	5057	193	-	6
30	5060	113	15,000	4
31	5065	113	-	4
32	5066	111	-	2
33	5066	113	5,000	4
34	5067	111	10,000	2
35	5070	118	-	6
36	7100	113	20,000	4
37	7110	113	-	4
38	8055	116	71,757	6
39	8056	113	600,000	4
40	9000	940	-	6
41	9000	950	131,900	6
42	9000	955	8,102	6
43	9101	910	15,807	6
44	9102	910	-	6
45	9103	910	-	6
Total from EPI Coding			4,400,454	
Total from Report of Revenues and Expenditures			4,400,455	
Difference			1	

Category Code	CSF DC Program	Expense Amount	Number of Codes
1	HERO MS and HS	281,436	1
2	HERO-Summer	35,000	4
3	Achiever HS	333,711	2
4	Achiever-Summer	982,249	8
5	Achiever College	743,975	12
6	General	2,024,083	18
	Total	4,400,454	45

Exhibit 112. FY2012 coding

Number of Codes	Grant Code	Program Code	Expense Amount	Category Code
1	2070	101	23,768	5
2	2070	102	7,540	5
3	2070	104	345,779	3
4	2070	105	643,902	5
5	2070	107	45,975	5
6	2070	110	17,781	3
7	2070	111	290,219	1
8	2070	113	143,000	4
9	2070	151	-	5
10	2070	270	1,042,920	6
11	2070	901	35,783	6
12	2070	942	55,263	6
13	2070	943	206,066	6
14	2075	955	-	6
15	2076	176	55,505	5
16	3010	111	8,459	2
17	3010	113	161,655	4
18	3010	121	96,802	6
19	3030	100	137,639	6
20	3731	373	62	5
21	5030	161	13,238	5
22	5030	162	-	5
23	5030	164	-	5
24	5050	550	23,534	5
25	5055	113	2,036	4
26	5057	111	41,689	2
27	5057	193	37,027	6
28	5065	113	50,000	4
29	5066	111	5,000	2
30	5066	113	9,000	4
31	5067	111	10,000	2
32	5070	118	25,000	6
33	5070	193	6,600	6
34	5200	111	36,868	2
35	5200	113	35,000	4
36	5575	117	3,000	6
37	7110	113	8,915	4
38	8056	113	600,000	4
39	8065	116	79,706	6
40	9000	940	144	6
41	9000	945	-	6
42	9000	955	155,744	6
43	9101	910	-	6
44	9102	910	-	6
45	9103	910	-	6
Total from EPI Coding			4,460,619	
Total from Report of Revenues and Expenditures			4,460,621	
Difference			(2)	

Category Code	CSF DC Program	Expense Amount	Number of Codes
1	HERO MS and HS	290,219	1
2	HERO-Summer	102,016	5
3	Achiever HS	363,560	2
4	Achiever-Summer	1,009,606	8
5	Achiever College	813,524	11
6	General	1,881,694	18
Total		4,460,619	45

Exhibit 113. FY2013 coding

Number of Codes	Grant Code	Program Code	Expense Amount	Category Code
1	2070	101	17,702	5
2	2070	102	2,856	5
3	2070	104	395,202	3
4	2070	105	615,021	5
5	2070	107	18,148	5
6	2070	110	15,787	3
7	2070	111	342,310	1
8	2070	113	261,102	4
9	2070	151	-	5
10	2070	270	1,074,183	6
11	2070	901	25,172	6
12	2070	942	33,536	6
13	2070	943	197,842	6
14	3010	111	13,943	2
15	3010	113	340,705	4
16	3010	121	102,770	6
17	3030	100	87,915	6
18	3731	337	-	5
19	5030	161	10,884	5
20	5030	162	-	5
21	5030	164	1031	5
22	5030	175	-	5
23	5050	550	17,304	5
24	5057	111	25,000	2
25	5057	193	2,529	6
26	5061	111	10,000	2
27	5065	113	30,000	4
28	5069	113	25,000	4
29	5076	176	12,195	5
30	5077	111	150,000	2
31	5078	111	10,000	2
32	5079	111	-	2
33	5200	113	40,000	4
34	5310	130	-	6
35	5311	133	23,272	5
36	5312	133	-	5
37	7110	113	17,830	4
38	8057	105	14,500	6
39	8058	105	46,842	6
40	8059	111	6,670	1
41	9000	940	29	6
42	9000	955	106,453	6
43	9101	910	-	6
44	9102	910	-	6
45	9103	910	-	6
46	9998	997	-7,770	6
Total from EPI Coding			4,085,963	
Total from Report of Revenues and Expenditures			4,085,962	
Difference			(1)	

Category Code	CSF DC Program	Expense Amount	Number of Codes
1	HERO MS and HS	348,980	2
2	HERO-Summer	208,943	6
3	Achiever HS	410,989	2
4	Achiever-Summer	714,637	6
5	Achiever College	718,413	14
6	General	1,684,001	16
	Total	4,085,963	46

Exhibit 114. FY2014 coding

Number of Codes	Grant Code	Program Code	Expense Amount	Category Code
1	2070	101	8,892	5
2	2070	102	15,211	5
3	2070	104	484,810	3
4	2070	105	715,102	5
5	2070	107	19,008	5
6	2070	110	12,607	3
7	2070	111	400,159	1
8	2070	113	133,747	4
9	2070	151	-	5
10	2070	270	945,956	6
11	2070	901	20,984	6
12	2070	942	82,509	6
13	2070	943	203,431	6
14	3010	113	479,320	4
15	3010	121	89,990	6
16	3030	100	25,000	6
17	5030	161	19,296	5
18	5030	162	-	5
19	5030	164	80,002	5
20	5050	550	14,084	5
21	5057	193	-	6
22	5058	111	288	1
23	5059	111	-	1
24	5069	113	-	4
25	5076	176	-	5
26	5077	111	150,000	2
27	5078	111	9,899	2
28	5079	111	-	2
29	5080	111	61,578	1
30	5311	133	23,166	5
31	5312	133	-	5
32	7110	113	17,830	4
33	8058	105	50,728	6
34	8059	111	41,677	1
35	8061	111	32,000	2
36	9000	940	-	6
37	9000	955	69,489	6
38	9101	910	-	6
39	9102	910	-	6
40	9103	910	-	6
41	9998	997	-8,614	6
Total from EPI Coding			4,198,149	
Total from Report of Revenues and Expenditures			4,198,149	
Difference			0	

Category Code	CSF DC Program	Expense Amount	Number of Codes
1	HERO MS and HS	503,702	5
2	HERO-Summer	191,899	4
3	Achiever HS	497,417	2
4	Achiever-Summer	630,897	4
5	Achiever College	894,761	12
6	General	1,479,473	14
	Total	4,198,149	41

Step 5. Sum the category codes

To confirm that no grant and program code combination was omitted, the category codes were totaled and checked against the CSF-DC amounts. The following two tables (Exhibit 116 and Exhibit 117) detail the number of codes

per category and the corresponding dollar amounts. These expense totals were more rigorously compared to CSF-DC financials in the next step.

Exhibit 115. Number of category codes per fiscal year

Code	CSF DC Program	2007	2008	2009	2010	2011	2012	2013	2014	Total
1	HERO MS and HS	1	2	3	1	1	1	2	5	16
2	HERO Summer	0	0	0	1	4	5	6	4	20
3	Achiever HS	4	4	4	4	2	2	2	2	24
4	Achiever Summer	0	2	4	7	8	8	6	4	39
5	Achiever College	4	7	10	7	12	11	14	12	77
6	General	5	12	16	17	18	18	16	14	116
	Total	14	27	37	37	45	45	46	41	292

Exhibit 116. Total expenses of category codes per fiscal year

Code	FY2007	FY2008	FY2009	FY2010	FY2011	FY2012	FY2013	FY2014	Total
1	2,758	4,250	188,905	239,111	281,436	290,219	348,980	503,702	1,859,361
2	-	-	-	-	35,000	102,016	208,943	191,899	537,858
3	513,667	607,412	655,857	363,485	333,711	363,560	410,989	497,417	3,746,098
4	-	240,099	243,024	1,120,015	982,249	1,009,606	714,637	630,897	4,940,527
5	15,920	296,245	532,055	628,676	743,975	813,524	718,413	894,761	4,643,569
6	1,649,148	2,102,652	1,674,992	2,109,328	2,024,083	1,881,694	1,684,001	1,479,473	14,605,371
Total	2,181,493	3,250,658	3,294,833	4,460,615	4,400,454	4,460,619	4,085,963	4,198,149	30,332,784

Step 6. Confirm EPI coding with CSF-DC financials

To confirm that EPI's coding did not omit important expenses, the coding totals for each fiscal year was compared to two different sets of CSF-DC documents. The first document was the IFR. As noted in the table below, CSF-DC's IFR report aligned with each of the Report of Revenues and Expenditures. The total expenditures documented in EPI's coding varied by no more than \$2 for any fiscal year or a total of \$4 for all seven years. This difference represents a simple rounding error. See **Exhibit 118** below.

Exhibit 117. EPI coding totals compared to CSF-DC IFR and report of revenues and expenditures per fiscal year

Annual IFR Data from CSF-DC	FY2007	FY2008	FY2009	FY2010	FY2011	FY2012	FY2013	FY2014	Total
Prog/Evnt/InDr Exp									
Total Salaries	482,728	756,675	1,198,455	1,276,774	1,428,790	1,424,265	1,366,328	1,548,453	9,482,468
Total Benefits & Taxes	111,209	183,915	302,382	330,574	347,335	363,743	301,254	375,586	2,315,998
Total in-kind	-	-	21,600	-	-	-	-	-	21,600
Total Staff Expenses	112,379	137,807	94,780	149,802	209,059	223,585	265,738	264,167	1,457,317
Total Volunteer Expenses	4,925	300	5,326	3,283	16,671	21,945	21,088	24,195	97,733
Total Event Expenses	76,409	733,639	570,166	855,564	701,438	1,188,325	1,024,707	945,644	6,095,892
Total Professional Fees	384,837	115,140	256,148	478,514	642,985	180,423	67,147	26,953	2,152,147
Total Grant Disbursements	705,535	976,730	337,172	712,928	575,996	123,534	92,061	43,856	3,567,812
Total Other Program Expenses	110,961	137,471	117,534	199,787	143,587	197,658	216,867	190,028	1,313,893
Total InDr Occupancy	177,779	185,684	238,323	228,766	212,082	214,109	222,135	231,809	1,710,687
Total InDr Professional Fees - Admin.	3,941	-	4,001	5,658	8,901	12,211	41,060	45,056	120,828
Total InDr Supplies & Printing	6,002	6,134	13,937	3,566	4,462	4,399	6,677	3,142	48,319
Total InDr Travel & Business Meals	2,867	17,529	44,068	15,371	22,650	38,823	26,682	20,474	188,464
Total InDr Service Fees	-	-	-	-	983	375,756	390,779	362,797	1,130,315
Total InDr Other Admin. Expenses	1,923	(364)	90,940	200,028	85,517	91,846	43,438	115,991	629,319
Total Prog/Evnt/InDr Exp	2,181,494	3,250,659	3,294,832	4,460,616	4,400,455	4,460,621	4,085,962	4,198,149	30,332,788
Totals from CSF-DC Report of Revenue and Expenditures	2,181,494	3,250,659	3,294,832	4,460,616	4,400,455	4,460,621	4,085,962	4,198,149	30,332,788
Difference between CSF-DC Report of Revenues and Expenditures and IFR	-	-	-	-	-	-	-	-	-
EPI coding totals from CSF-DC Report of Revenue and Expenditures	2,181,493	3,250,658	3,294,833	4,460,615	4,400,454	4,460,619	4,085,963	4,198,149	30,332,784
Difference between EPI coding and CSF-DC Report of Revenues and Expenditures and IFR	1	1	(1)	1	1	2	(1)	-	4

Step 7. Adjust the necessary categories from fiscal year to the academic year to align with outcomes

To align the expenditures with the selected effectiveness measures, several expense categories were readjusted from fiscal year (January to December) to the academic year (July to June). Exhibit 119 below shows which categories were adjusted to an academic year. Summer programs were not adjusted to an academic year since the majority of the expenses were incurred in the summer. Scholarships were not adjusted since they were provided to EPI based upon cohort totals.

Exhibit 118. CSF DC Program expenses and scholarships adjusted to academic year

Category Code	CSF DC Programs	Adjusted to Academic Year
1	HERO MS and HS	Yes
2	HERO-Summer	No
3	Achiever HS	Yes
4	Achiever-Summer	No
5	Achiever College	Yes
6	General	Yes
NA	Scholarships	No

Exhibit 120 below shows the conversion details from fiscal year to academic year. At this stage, EPI was able to gauge how much the HERO and Achiever summer programs cost as compared to the academic year program. While the HERO program expenses were notably lower than the HERO academic year costs, the Achiever Summer program expenses exceed the Achiever academic year costs.

Exhibit 119. Conversion from fiscal year to academic year

Code	CSF DC Program	AY07-08	AY08-09	AY09-10	AY10-11	AY11-12	AY12-13	AY13-14	Total	AY 14 Dropp
1	HERO MS and HS	4,883	96,578	214,008	260,274	285,828	319,600	426,341	1,607,510	251,8
2	HERO Summer	-	-	-	-	35,000	102,016	208,943	345,959	191,8
3	Achiever HS	817,373	631,635	509,671	348,598	348,636	387,275	454,203	3,497,390	248,7
4	Achiever Summer	-	240,099	243,024	1,120,015	982,249	1,009,606	714,637	4,309,630	630,8
5	Achiever College	164,043	414,150	580,366	686,326	778,750	765,969	806,587	4,196,189	447,3
6	General	2,700,474	1,888,822	1,892,160	2,066,706	1,952,889	1,782,848	1,581,737	13,865,635	739,7
Total		3,686,773	3,271,283	3,439,229	4,481,918	4,383,350	4,367,312	4,192,448	27,822,312	2,510,

Code	CSF-DC Program	Cohort 1	Cohort 2	Cohort 3	Cohort 4	Cohort 5	Cohort 6	Cohort 7	Total
NA	Scholarships	5,021,740	4,788,280	5,862,184	5,736,863	4,651,671	3,135,853	2,144,345	31,340,936

Step 8. Merge like categories

In this step, similar categories were merged to create a more composite cost per CSF-DC program. Notably, summer program costs were added to their respective academic program costs. Achiever College, General Operations Expenses, and Achiever Scholarships remained unchanged. See **Exhibit 121** below.

Exhibit 120. Merging like categories

Code	CSF DC Program	AY07-08	AY08-09	AY09-10	AY10-11	AY11-12	AY12-13
1 & 2	HERO MS, HS, and Summer	4,883	96,578	214,008	260,274	320,828	421,616
3 & 4	Achiever HS and Summer	817,373	871,734	752,695	1,468,613	1,330,885	1,396,881
5	Achiever College	164,043	414,150	580,366	686,326	778,750	765,969
6	General	2,700,474	1,888,822	1,892,160	2,066,706	1,952,889	1,782,848
	Total Expenses	3,686,773	3,271,283	3,439,229	4,481,918	4,383,350	4,367,312

Code	CSF-DC Program	Cohort 1	Cohort 2	Cohort 3	Cohort 4	Cohort 5	Cohort 6	Cohort 7
NA	Scholarships	5,021,740	4,788,280	5,862,184	5,736,863	4,651,671	3,135,853	2,144,345

Step 9. Assign a proportion of the general operating expenses to the programs

The next step involved parceling out the General Operations Expenses by CSF-DC program. To do this, EPI calculated the percentage each program represented in the total for each year. Exhibit 122 and Exhibit 123 detail these calculations. Because this analysis included an evaluation of college “completers,” “persisters,” and dropouts, a separate analysis was conducted to assign a portion of the General Operations Expenses *bore by the Achiever College program only* to those specific college going groups. Similarly, to the expenses analysis, the percentage of the General Operation Expenses was based upon the percentage of the scholarship dollars each subgroup was allocated. **Exhibit 124** and **Exhibit 125** show these calculations. Careful attention was giving to not include the Operations Expenses twice- once in the Achiever College category and then again for each subcategory.

Exhibit 121. Assigning a portion of the general operating expenses to each CSF-DC Program

General Operations Expenses by AY		AY07-08			AY08-09			AY09-10			AY10-11		
		2,700,474			1,888,822			1,892,160			2,066,706		
Code	CSF-DC Program	Expenses	% of total	% of general	Expenses	% of total	% of general	Expenses	% of total	% of general	Expenses	% of total	% of general
1 & 2	HERO MS, HS, and Summer	4,883	0.00	13,370	96,578	0.07	131,951	214,008	0.14	261,745	260,274	0.11	222,717
3 & 4	Achiever HS and Summer	817,373	0.83	2,237,958	871,734	0.63	1,191,028	752,695	0.49	920,592	1,468,613	0.61	1,256,697
5	College Participation	164,043	0.17	449,146	414,150	0.30	565,843	580,366	0.38	709,823	686,326	0.28	587,291
	Total	986,299	1.00	2,700,474	1,382,461	1.00	1,888,822	1,547,069	1.00	1,892,160	2,415,212	1.00	2,066,706

General Operations Expenses by AY		AY11-12			AY12-13			AY13-14		
		1,952,889			1,782,848			1,581,737		
Code	CSF-DC Program	Expenses	% of total	% of general	Expenses	% of total	% of general	Expenses	% of total	% of general
1 & 2	HERO MS, HS, and Summer	320,828	0.13	257,787	421,616	0.16	290,844	635,284	0.24	384,844
3 & 4	Achiever HS and Summer	1,330,885	0.55	1,069,373	1,396,881	0.54	963,614	1,168,840	0.45	708,840
5	College Participation	778,750	0.32	625,729	765,969	0.30	528,390	806,587	0.31	488,053
	Total	2,430,462	1.00	1,952,889	2,584,465	1.00	1,782,848	2,610,711	1.00	1,581,737

Exhibit 122. CSF-DC expenses total with general operating expenses included

Code	Buckets	AY 07-08	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	Total
1 & 2	HERO MS, HS, and Summer	18,253	228,529	475,753	482,990	578,614	712,460	1,020,180	3,516,779
3 & 4	Achiever HS and Summer	3,055,331	2,062,761	1,673,287	2,725,310	2,400,257	2,360,494	1,876,999	16,154,440
5	Achiever College	613,189	979,993	1,290,188	1,273,617	1,404,479	1,294,358	1,295,269	8,151,093
Total		3,686,773	3,271,283	3,439,229	4,481,918	4,383,350	4,367,312	4,192,448	27,822,312

Exhibit 123. Percentage of Achiever college expenses added to achiever college by completion status

Code	Category Code	Cohort 1	Cohort 2	Cohort 3	Cohort 4	Cohort 5	Cohort 6
NA	Scholarships Completer	0.52	0.50	0.35	0.05	-	-
NA	Scholarships Persister	0.08	0.23	0.38	0.73	0.80	0.88
NA	Scholarships Dropout	0.40	0.27	0.27	0.22	0.20	0.12
Total		1.00	1.00	1.00	1.00	1.00	1.00

Exhibit 124. Achiever college expenses added to achiever college by completion status

Code	Buckets	AY 07-08	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13
NA	Scholarships Completer	320,152	487,665	447,755	63,223	-	-
NA	Scholarships Persister	49,998	228,793	491,584	927,061	1,119,256	1,134,900
NA	Scholarships Dropout	243,039	263,534	350,849	283,332	285,223	159,450
Total		613,189	979,993	1,290,188	1,273,617	1,404,479	1,294,350

Step 10. Divide the expenses for each category by the effectiveness measure

The final calculation was to divide the total costs (expenses only for the HERO MS and HS and Achiever HS programs, and expenses plus scholarships for the Achiever College program) by the academic year or cohort totals for each program. Exhibit 114 below details the numerators for each of the group evaluated and Exhibit 115 shows the corresponding denominators. Please note that this is as far as EPI could take the analysis of Achiever College expenses. As previously noted, academic year expenses and cohorts do not align and therefore, there was no accurate denominator that could be used for this portion of the analyses.

Exhibit 114. Numerators utilized for each CSF-DC Program by academic year or cohort

Code	Buckets	AY 07-08	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	Total
1 and 2	HERO MS, HS, and Summer	18,253	228,529	475,753	482,990	578,614	712,460	1,020,180	3,516,779
3 and 4	Achiever HS and Summer	3,055,331	2,062,761	1,673,287	2,725,310	2,400,257	2,360,494	1,876,999	16,154,440
5	Achiever College	613,189	979,993	1,290,188	1,273,617	1,404,479	1,294,358	1,295,269	8,151,093
Total		3,686,773	3,271,283	3,439,229	4,481,918	4,383,350	4,367,312	4,192,448	27,822,312

Cod e	Category Code	Effectiveness Measure	Cohort 1	Cohort 2	Cohort 3	Cohort 4	Cohort 5	Cohort 6	Cohort 7	Total
NA	Achiever College	Completers and Persisters	3,031,363	3,500,644	4,268,043	4,460,624	3,707,006	2,749,539	2,129,001	23,846,220
		Completer Only	2,621,898	2,382,751	2,034,448	284,781	-	-	-	7,323,878
		Persister Only	409,465	1,117,893	2,233,595	4,175,843	3,707,006	2,749,539	2,129,001	16,522,342
		Dropout Only	1,990,377	1,287,636	1,594,141	1,276,239	944,665	386,314	15,344	7,494,716
Total College Participation			5,021,740	4,788,280	5,862,184	5,736,863	4,651,671	3,135,853	2,144,345	31,340,936

Exhibit 115. Denominators utilized for each CSF-DC Program by academic year or cohort

Code	Category Code	Effectiveness Measure	AY 07-08	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	Total
1 and 2	HERO MS, HS, and Summer	Middle and High School Participation	-	-	235	125	340	263	456	1,419
3 and 4	Achiever HS and Summer	High School Participation	197	177	225	250	270	283	316	1,718
5	Achiever College	NA	NA							
Total			197	177	460	375	610	546	772	3,137

			Cohort	Cohort	Cohort	Cohort	Cohort	Cohort	Cohort	Total
Code	Category Code	Effectiveness Measure	1	2	3	4	5	6	7	1
5 and 6	Achiever College	Completers and Persisters	77	81	104	126	136	144	196	864
		Completer Only	65	57	53	8	–	–	–	183
		Persister Only	12	24	51	118	136	144	196	681
		Dropout Only	92	74	94	87	74	50	5	476
	Total	College Participation	169	155	198	213	210	194	201	1,340

Step 11. Resulting in the cost-effectiveness measure per student for each of the categories for the 2007-2014

Exhibit 116 and Exhibit 117 contain the results of these analyses. The results are discussed in the body of the report.

Exhibit 116. Cost-analysis results HERO and Achiever Programs

Category Code	Effectiveness Measure	AY 07-08	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	Average
HERO MS, HS, and Summer Achiever HS and Summer	Middle and High School Participation	–	–	2,024	3,864	1,702	2,709	2,237	2,478
	High School Participation	15,509	11,654	7,437	10,901	8,890	8,341	5,940	9,403
	Total	15,602	12,945	4,672	8,555	4,883	5,628	3,753	6,271

Exhibit 117. Cost-analysis results achiever scholarship dollars only

Category Code	Effectiveness Measure	Cohort 1	Cohort 2	Cohort 3	Cohort 4	Cohort 5	Cohort 6	Cohort 7	Average
Achiever College	Completers and Persisters	39,368	43,218	41,039	35,402	27,257	19,094	10,862	27,600
	Completer Only	40,337	41,803	38,386	35,598	–	–	–	40,021
	Persister Only	34,122	46,579	43,796	35,389	27,257	19,094	10,862	24,262
	Dropout Only	21,635	17,400	16,959	14,669	12,766	7,726	3,069	15,745
	Total College Participation	29,714	30,892	29,607	26,934	22,151	16,164	10,668	23,389

Step 12: Define Assumptions and Limitations

The final step is to articulate the assumptions and limitations associated with these analyses. They are as follows:

Assumptions:

- All students received the maximum amount of CSF- DC services;
- Expenses bore by CSF-DC to support students in two-year institutions, as compared to four-year institutions, is the same.
- Adjusting the expenses from fiscal year to academic year is a close approximation to the actual academic year expenses;
- Combining scholarship cohort totals to academic year expenses is a close approximation to the actual cohort expenses.

Limitations:

- These analyses do not consider costs bore by stakeholders other than CSF-DC. A few examples are listed below:
 - Parents- Parents may have experienced an increase in gas expenses because of taking their student to and from CSF-DC program events.
 - Host Schools- It does not include costs (actual or in-kind) bore by the host schools, for example, the cost of donating space to CSF-DC is not included in this analysis.
 - Volunteers- The costs do not include volunteers' time or expenses incurred as a result of CSF-DC program participation.
 - College and Universities- These analyses do not include costs experienced by colleges and universities who host tours and visitation days for CSF-DC visits.
- These financials have not been adjusted for inflation.

I. DC-CAP Data

DC-CAP provides services to all DC public and public charter high school students. Students are actively recruited for services starting in the 9th grade. By senior year, 95 percent of DCPS and charter school seniors are registered and have received some service from DC-CAP.

In addition to tracking individual student stats (i.e. GPA, credit accumulation, SAT scores, family income, scholarships, etc.), DC-CAP also tracks student participation in other college access programs like Reach for Success, POSSE, and Urban Alliance. Students self-identify as participants in a particular program and/or we get a list directly from the service provider.

DC-CAP makes an extra effort to identify students that are CSF Achievers because they are not eligible for DC-CAP's Last Dollar Award. At the beginning of each year, the DC-CAP high school Advisor at each of the six CSF schools gets the list of CSF Achievers seniors from the CSF counselor. Upon high school graduation, CSF provides DC-CAP with an updated list which reflects the students who have dropped out or become ineligible to be Achievers.

At the end of the senior year, all DC-CAP students are required to complete a release form which authorizes DC-CAP to access their college and financial aid records for up to six years after high school graduation, regardless of the institution they attend or transfer to. This allows DC-CAP to track/verify individual student enrollment, GPA, and progress through college without being restricted by FERPA regulations.

DC-CAP verifies individual student enrollment, retention, and graduation through:

- National Student Clearinghouse
- Office of the State Superintendent of Education student enrollment/graduation records
- Institutional confirmation of student enrollment/graduation
- Review of individual institutional commencement booklets

The collection of student enrollment/graduation records is an iterative process where more students are verified each time DC-CAP goes through the verification protocol. DC-CAP conducts the verification process 3 times per year — in the fall, spring, and summer.

About the Educational Policy Institute

Educational Policy Institute is a Certified Small Business (SBA) and qualified US Department of Education ED-SAT contractor founded by Dr. Watson Scott Swail to fulfill a need for more rigorous educational research and to create better linkages between research and public policy. EPI provides research design and management, program evaluation, policy analysis, and technical assistance to school districts, institutions of higher education, governmental organizations, and other stakeholders in the educational and public policy arena.

Much of EPI's research focuses on access to quality educational opportunities and on access to and success through postsecondary education. Many of EPI's projects are related to federally-funded initiatives involving the preparation and training of teachers, school reform efforts, student college readiness, and postsecondary retention, return on investment in education, and workforce outcomes.

EPI's clients have included the US Department of Education, Lumina Foundation for Education, the Bill & Melinda Gates Foundation, the National Council on Disability, the American Association for the Advancement of Science (AAAS), and many others. In addition, EPI has completed projects for school districts around the United States as well as agencies in many US states and Canadian provinces.



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