College Access Toolkit: Building a Structured, Proactive Plan for High School Students

Everyone Graduates Center
Pathways to Adult Success (PAS) Design Challenge
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Project Design

Problem of Practice

- 26% of Philadelphians live in poverty
- 92nd out of 100 cities in college attainment
- 69% high school graduation rate

Our Student Population

- **We Serve**: Over 1,700 low-income, first-generation-to-college Philadelphia youth in grades 9-12 attending one of six high-poverty, low-graduation rate neighborhood high schools

College Access  College Success
Our Project Goals & Strategies

- **The Toolkit**: Because College Access Program (CAP) students must draw upon their social emotional skills to achieve success during the admissions and financial aid process for college, we wanted to create a time-sensitive, structured college access toolkit to help students make informed decisions about their post-secondary process.

- **Our Approach**: We address the postsecondary pathways challenge of helping students make better, more informed decisions during high school, especially during their fall semester of senior year through a proactive guided 1:1 approach.

- **Our Goal**: Is for students to apply, matriculate, persist and achieve post-secondary attainment as aligned with the PAS framework of helping students navigate pathways to adult success. By focusing on proactivity, we will help to facilitate preparation, structure and informed decision-making in the college match and fit process for our students.
**Project Input**

*As we distribute the tool to our rising seniors, we wonder how we could best develop a detailed evaluation plan for key objectives students are completing.*

**Some example questions of what a detailed evaluation plan could answer:**

- Which objectives have students completed independently, without the assistance of a College Access Program Coordinator? (*Ideal outcome – proactivity & independence*)
- Which objectives have students completed with assistance of a College Access Program Coordinator that the student initiated? (*Next ideal – proactivity but dependent*)
- Which objectives have students completed with assistance of a College Access Program Coordinator that the College Access coordinator initiated? (*Not as ideal – reactive, dependent*)
- Which objectives have students not completed at all, despite attempts from the College Access Program Coordinator to provide that support? (*Worst outcome, no action taken*)
Contact Information

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THANK YOU!