



The College and Career Advising Program (CCAP) was to establish, maintain, support, and sustain a college- and career-going culture at each high school campus. CCAP provides targeted supports and services to students in grades nine through 12 at 39 high schools to increase postsecondary planning, college application, college and career exploration, financial aid application, Dallas County Promise Pledge completion, and post-secondary enrollment.

Key Findings

Implementation

- The number of students served by CCAP vendors increased dramatically from in 2021-22 to 2023-24 as a result of program expansion. ASP and EIF mostly supported students with completing four-year college application and college exploration in 2023-24.
- Overall, the program goal of 70 percent of freshmen completing pre-four-year plans was met. For sophomores, the program goal for career exploration was met. However, the program goal for college exploration (70%) was not met (51.4%).
- Overall, Juniors met the program goal of 70 percent of completing career exploration, but the program goal (70%) of scholarship module completion was not met (20.1%).
- Overall, 2023-24 seniors met the program goal of 93 percent of seniors completing at least one college application and the program goal of 93 percent of seniors completing the Dallas County Promise Pledge. However, due to challenges with FAFSA forms and delays, seniors did not meet the program goal of 97 percent completing FAFSA/TASFA (88.4%).
- A total of 47% of 2022-23 CCAP graduates enrolled in a two-year or four-year college or university the following year.
- Overall, ASP and EIF college advisors at Wilson, Roosevelt, Gilliam, and White worked tirelessly with students answering questions, addressing concerns, and assisting students with college applications, financial aid applications, Dallas County Promise Pledges, and test preparation for SAT/TSIA.

Stakeholder Feedback

Vendor Feedback Surveys

- Advisors ranked college application, post-secondary planning, and financial aid applications as the most important items when assisting students.
- The major challenges advisors encountered included: financial aid system (FAFSA) system issues, communication issues, and low school and parent support.
- Advisors expressed that they enjoyed getting to know and supporting and mentoring students as they navigate high school and make post-graduation plans.
- Advisors expressed the need for improved classroom access, increased time with students, and increased focus on career preparation.

Recommendations

- **Continue to identify ways to improve data efficiency.**

CCAP vendors recorded when a student visited a school advisor, and the advisor coded the visit reason using specific categories. At the end of the school year, some student service data was categorized improperly or in a nonstandard format. It is critical for CCAP staff members to train vendors on best practices in data reporting, to ensure the quality of data on student counseling visits, and to allow for robust evaluation of the program and its goals.

- **Reassess goals and advisor priorities.**

CCAP vendors reported frustration with targets set for Dallas County Promise pledges as well as FAFSA/TAFSA, expressing concern that these activities may not necessarily benefit all students due to income limits placed on program eligibility, parents' immigration status, and home language. In some cases, advisors are tasked with completing activities with students simply to meet program goals. Program staff should work with CCAP vendors and campus administrators to revisit goals and priorities that align with the best interests of each school's unique student population.