

EXECUTIVE SUMMARY

The College Access Program (CAP) was created in 2010 by Dallas Independent School District (ISD) to increase student college applications, scholarship applications, participation in college entrance exams, and parental involvement in the college admissions and financial aid processes. The program has been managed by a college access coordinator within the Dallas ISD Postsecondary Partnerships and Programs department. In 2022-23, the CAP program changed its name to College and Career Advising program (CCAP). The CCAP program served 38 high school campuses in the district in 2022-23. The two vendors selected for the 2022-23 school year were Academic Success Program (ASP) and Education is Freedom (EIF). The CCAP program provided supplemental assistance to students and parents. This assistance included: 1) completing pre-four-year plan; 2) completing 25-hours community service; 3) college and career exploration; 4) career assessment; 5) college applications; 6) completing financial aid applications; and 7) completing Dallas County Promise Pledges. The CCAP received \$11,000,000 through ESSER funds in 2022-23. This was a dramatic increase from 2,448,000 in 2021-22 and 2,350,000 in 2020-21, respectively. The purpose of this evaluation was to examine (a) program implementation and (b) program outcomes.

EVALUATION QUESTIONS/OUTCOMES

How was the College and Career Advising Program implemented in 2022-23?

The purpose of the CCAP program was to maintain and sustain a college- and career-going culture at high school. The CCAP provided targeted support to students grades nine through 12 with post-secondary planning, college application, financial aid, and post-secondary enrollment. Additionally, the advisors assisted students with post-secondary transition process.

Like previous years, leadership from each campus selected a CCAP vendor, and the vendor assigned CCAP advisors to each campus to provide supplemental assistance to students and parents. This assistance included help with:

- Pre four-year plans;
- 25-hours of utilizing community service;
- College exploration;
- Career exploration;
- Career assessment;

- College applications;
- Financial aid applications;
- Registering and preparing for SAT and *Texas State Initiative Assessment (TSIA)* tests; and
- Completing Dallas County Promise Pledges

During the 2022-23 school year, 23,851 students in grades nine to 12 utilized CCAP vendor services. The CCAP program focused on supporting high school students, and the majority of participants were enrolled in grade 12 (36.7%), followed by grade 10 (32.8%) and grade 11 (21.9%). Because of the program expansion in 2022-23, the number of CCAP program participants increased dramatically by 12,274 students from 2020-21 to 2022-23.

Table 1: CCAP and District High School Student Characteristics

Characteristics	CCAP Enrollment		District HS Enrollment	
	<i>n</i>	%	<i>N</i>	%
Grade				
Grade 9	2,051	8.6	12,042	30.5
Grade 10	7,803	32.8	10,810	27.4
Grade 11	5,223	21.9	7,795	19.8
Grade 12	8,774	36.7	8,781	22.3
Gender				
Male	11,746	49.2	19,905	50.5
Female	12,105	50.8	19,523	49.5
Ethnicity				
Asian	332	1.4	475	1.2
African American	4,617	19.4	7,560	19.1
Hispanic	17,327	72.6	28,848	73.2
White	1,156	4.8	1,852	4.7
Other	419	1.8	693	1.8
Student Groups				
Eco.Dis.	18,962	79.5	31,745	80.5
At Risk	15,024	60.0	26,411	67.0

Source: CCAP data were provided by staff member 07/10/23. District demographic data file dated 05/12/23.

Note: *N*=23,851 (CCAP students). Percentages may not add to 100 due to rounding. There were two students who were not identified at gender category.

The majority of CCAP students were Hispanic (73%) followed by African American (19%). There was a slightly higher percentage of CCAP female students than districtwide high school female students (51% vs. 50%) and a slightly lower percentage of CCAP at-risk students than districtwide high school students (60% vs. 67%). The percentage of economically disadvantaged CCAP students

was about the same as the district overall (80% vs. 81%, respectively; Table 1).

During the 2022-23 school year, the CCAP program served 61 percent of district high school students and 100 percent of seniors as a result of program's expansion.

What activities did the CCAP program implement to reach its annual goals?

Due to the program expansion, the total number of students served by CCAP vendors increased from 10,659 in 2020-21 to 11,577 in 2021-22 and increased dramatically 23,851 in 2022-23.

- During the 2022-23 school year, ASP mostly supported students with four-year college application (19%) and Dallas County Promise (15%), while EIF most often provided four-year (16%) and two-year college applications (15%).
- On average, students receiving CCAP services were served 3.7 times by CCAP vendors in 2022-23. The average number of times students were served by vendor ranged from one to 15. CCAP students received an average of 3.8 times in 2020-21 and 3.4 times in 2021-22.

To what extent did CCAP vendors meet 2022-23 program goals?

• Pre-Four-year Plan

Overall, the CCAP program did not meet the goal of 60 percent of freshmen completing pre-four-year plans. The overall completion rate was 37 percent in 2022-23. By campus, Garza had the highest percentage of freshmen completing a pre-four-year plan (96%), followed by Kimball (86%), Gilliam (77%), Lassiter (73%) and Townview: Pub Svc (66%).

• The 25-hours Utilizing Community Service

Overall, the program goals of 60 percent of freshman and sophomores, and 80 percent of juniors completing 25-hours of utilizing community services were not met. Garza had the highest completion percentages, at 100 percent across all three grades, and was the only campus to meet the goal.

• College Exploration

The program goal of 60 percent of sophomores completing college exploration was not met. Overall, 55 percent of 2022-23 sophomores completed college exploration. Ten of the 18 (56%) campuses served by EIF, and none of campuses served by ASP met this CCAP goal.

• Career Exploration

The program did not meet the goal of 60 percent of sophomores completing career exploration. Overall, 21 percent of 2022-23 sophomores completed career exploration. By campus, Garza had the highest percentage of sophomores completing career exploration (99%) in 2022-23, followed by Gilliam (95%), Wilmer-Hutchins (84%), and Lassiter (83%).

• Career Assessment

The program goal of 80 percent of 2022-23 juniors completing career assessment was not met. The overall completion rate was 26 percent in 2022-23. By campus, Garza and Kimball had the highest percentage of juniors completing career assessment (95% each), followed by Townview: Ed & Soc, and Townview Pub SVC (90% each).

• College Applications

The program goal that 100 percent of participants would submit a college application was not met. Overall, 91 percent of 2022-23 seniors completed at least one college application (94% in 2021-22 and 84% in 2020-21). Two of the 20 (10%) eligible campuses served by ASP, five of the 18 (28%) campuses served by EIF met this goal.

• Financial Aid Application

Overall, the program goal of 100 percent of 2022-23 seniors completing a FAFSA or TASFA was not met, though by one percentage point. The overall combined completion rate of FAFSA and TASFA increased to 99 percent in 2022-23 from 92 percent in 2021-22 and 67 percent in 2020-21. Sixteen high schools (80%) served by ASP and nine high schools (50%) served by EIF met the goal.

• Dallas County Promise Pledges

The CCAP goal that 100 percent of seniors would complete the Dallas County's Promise Pledge was not met. Overall, 93 percent of CCAP students completed the Dallas County Promise Pledge in 2022-23. Eleven (29%) participating campuses met the program goal.

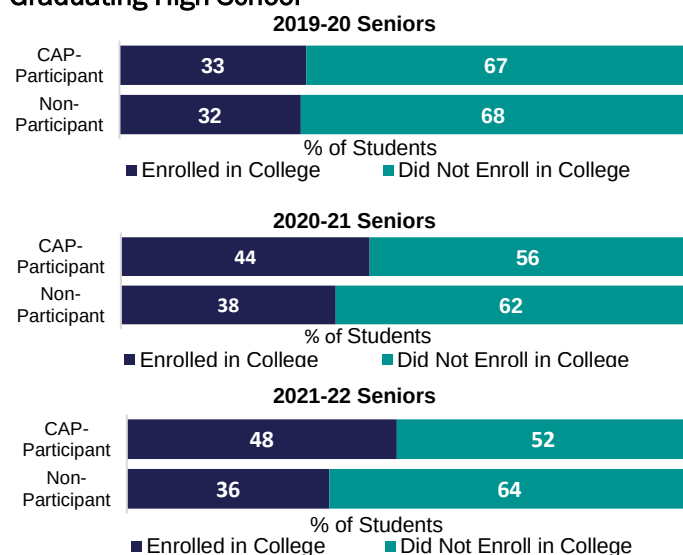
What was the relationship between CCAP participation and college enrollment for 2019-20, 2020-21, and 2021-22 seniors?

- After increasing from 2019-20 (33%) to 2020-21 (44%), college enrollment increased again to 48 percent for CCAP participants in 2021-22 (Figure 1).
- The 2021-22 seniors who participated in CCAP were as likely to enroll in four-year (17% vs. 26%) and two-year colleges (12% vs. 10%) as non-participants. The percentage of CCAP participants enrolled in four-year

colleges increased from 2019-20 (25%) to 2020-21 (28%) and decreased to 17 percent in 2021-22.

- In 2021-22, seniors who visited CCAP vendors 10 or more times were more likely to enroll in a four-year college than those who visited less frequently or non-CCAP participants (15% vs. 26%). There was a higher percentage of CCAP participants with one to nine visits enrolled in two-year colleges than non-CCAP participants (12% vs. 10%).

Figure 1: 2019-20 through 2021-22 Percentages of Students Enrolled in College within One Year of Graduating High School



Source: CCAP participation data file dated 07/11/22, district demographic data file dated 05/23/22, and National Student Clearinghouse data file dated 08/02/23. Prior year information was taken from Zhang (2021 & 2022).

Note: N=7,081 CCAP participants in 2019-20. N=960 non-participants in 2019-20. N=6,171 CCAP participants in 2020-21. N=1,632 non-participants in 2020-21. N=7,070 CCAP participants in 2021-22. N=1,327 non-participants in 2021-22.

RECOMMENDATIONS

Investigate barriers to implementation. In 2022-23, none of the program goals related to completion of pre-four-year-plan, 25-hours of utilizing community services, career

exploration, college exploration, career assessment, college application, financial aid, or Dallas County Promise Pledges were met. Program staff should work with CCAP vendors to understand potential roadblocks and difficulties in the program's design. If awareness is an issue, the program should work with vendors and campuses to make students aware of the resources available and encourage them to take advantage. If caseload or schedule constraints exist, the program should work with campuses and vendors to find ways to maximize efficiency to best serve students in a meaningful way.

Continue to identify ways to improve data efficiency. CCAP vendors recorded when a student visited a school counselor and coded the reason for the visit using specific categories. At the end of the 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.

REFERENCES

- National Student Clearinghouse Research Center. (2021). Covid19: Stayed Informed with the Latest Enrollment Information. Retrieved August 15, 2022 from <https://nscresearchcenter.org/stay-informed/>
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Jinhai Zhang, Ph.D., Evaluation Analyst II

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For more information, please contact Program Evaluation at evaluation@dallasisd.org.