

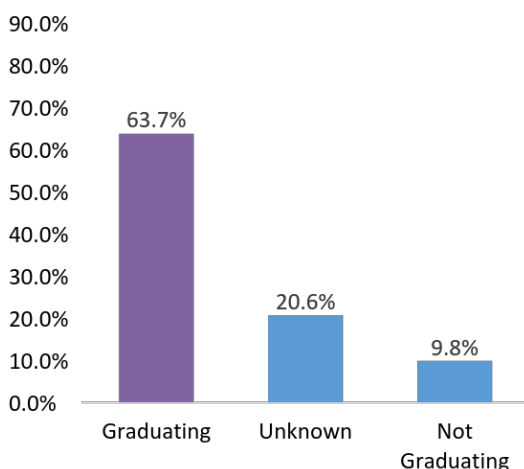
# College Bridge 2014 Program Report

High school seniors often have trouble navigating the large number of complex decisions and tasks that are necessary for successful matriculation into a college program, and this is especially true for students whose parents did not attend college and lack experience with the college process. For many of these students, these pre-college tasks become roadblocks to college, and as many as 1/3 of them who are accepted to college fail to enroll in the fall.

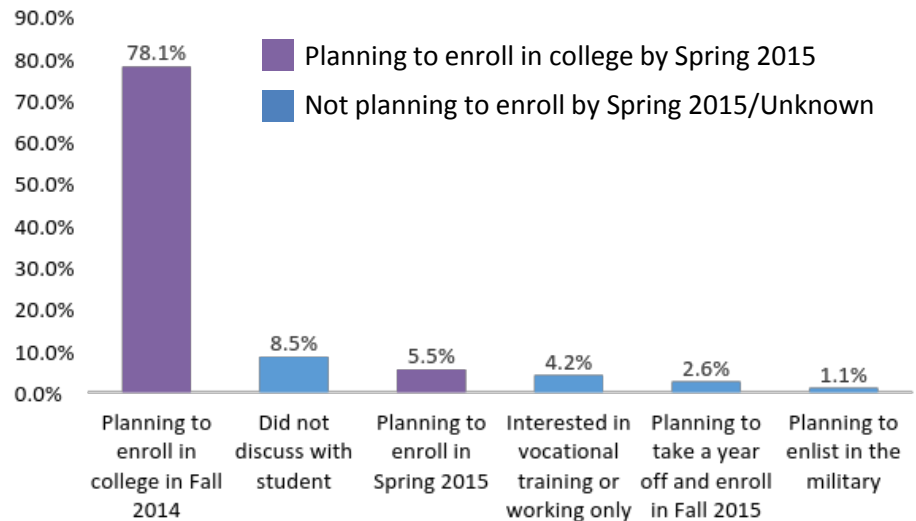
The College Bridge program provides New York City high school students with knowledge and support as they work towards their goal of attending college. In 2014, the program trained and placed near-peer coaches in schools to work with students beginning in March. This relationship continued through the summer, and the coaches, who are themselves recent alumni of the high schools where they work, provided guidance to students at school, through phone and email, and over social media.

In 2014, 30 high schools with a total of 2,757 seniors took part in the College Bridge program. As can be seen below, 1,918 (63.7%) of these students were confirmed as having graduated by August. Out of these graduates, 1,498 students (78.1%) reported that they were planning to enroll in college in Fall 2014, and an additional 106 students (5.5%) reported that they were planning to enroll in Spring 2015. This report examines the task-completion outcomes of the 1,498 students attempting to enroll in Fall 2014.

Senior students (N=2,757):



Postsecondary plans of graduating students (N=1,918):

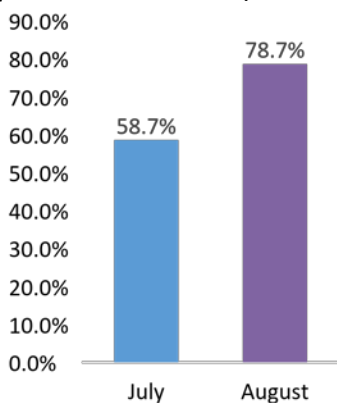


By the end of the school year many New York City seniors have not yet completed the majority of their pre-college tasks. Without guidance, some students give up on the college enrollment process during the summer, a phenomenon referred to as “summer melt” by education researchers. In order to evaluate the summer progress of the 2014 College Bridge program’s 1,498 confirmed college-bound students as they worked with their coaches to navigate pre-college hurdles, their progress at the beginning of the summer was compared to their progress at the end of the summer:

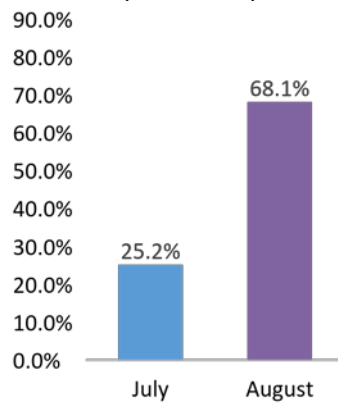
Between the beginning of July and the end of August there was a

- 15.7% increase in the number of students who reported having accepted admission and sending in a deposit to the college (or having the deposit waived)
- 34.1% increase in the number of students who reported having scheduled or taken a placement test
- 22.0% increase in the number of students who reported having completed FAFSA Verification
- 30.6% increase in the number of students who reported completing required college-specific FAFSA paperwork
- 21.4% increase in the number of students who reported having completed TAP
- 49.3% increase in the number of students who reported having reviewed their financial aid letter
- 200.0% increase in the number of students who reported having completed loan counseling
- 170.2% increase in the number of students who reported having sent in housing forms and a housing deposit
- 70.2% increase in the number of students who reported having sent in their physical and immunization records
- 115.0% increase in the number of students who attended an Opportunity Program orientation

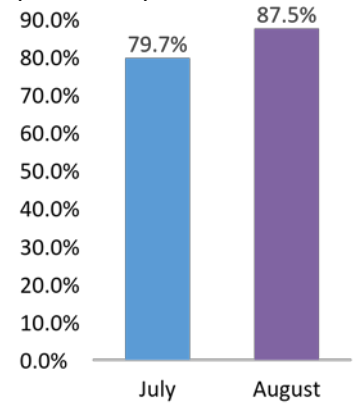
Scheduled or took a required placement exam (N=1,234):



Sent in physical & immunization records (N=1,498):



Completed FAFSA (N=1,498):



By the end of August:

- 86.4% reported having accepted admission and sending in the deposit
- 87.5% reported having completed FAFSA
- 78.7% reported having scheduled or taken a placement exam (out of 1,234 students required to take one)
- 77.8% reported having completed TAP
- 69.3% reported having reviewed financial aid award letters
- 68.1% reported having sent in their physical and immunization records
- 58.8% reported having sent in housing forms and a housing deposit (out of 519 students considering student housing)
- 14.4% reported having decided to take out a loan and having completed loan counseling

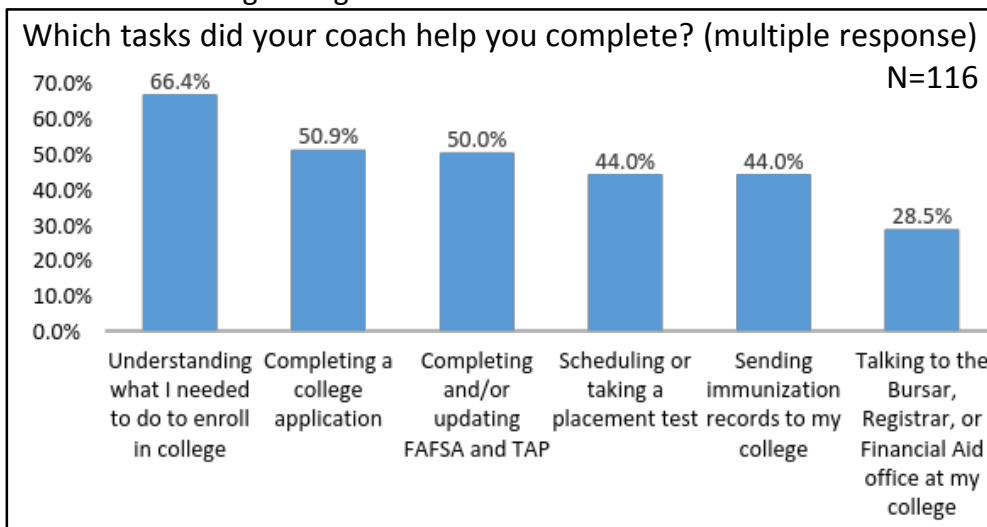
116 of the students who participated in the 2014 College Bridge program volunteered to take an online survey about their experience with the program:

- 69.8% said that their College Bridge coach provided them with additional information and resources that they were not already receiving from their school
- 71.6% said that their coach was “very” or “extremely helpful” in making sure that they were able to enroll in college this fall
- 89.7% were in touch with their coach at least 1-3 times over the summer, and 33.6% were in touch at least 4-6 times
- 74.1% maintained contact with their coach through text, Facebook, phone, and email, instead of solely meeting in person, so students had multiple options for staying in touch
- 94.8% are currently enrolled in a 4-year or community college

“ Many of my students needed moral support. I helped them to believe that they can succeed in college. ”  
 -College Bridge coach

“ [Our] work was very helpful, especially to those who did not have anyone to help them at home. ”  
 -College Bridge coach

“ I believe that I had a strong impact on the students that I worked with because many of them did not know much about the additional paperwork needed to successfully enroll into college. Many of them needed a step-by-step guide to successfully complete the college application. ”  
 -College Bridge coach



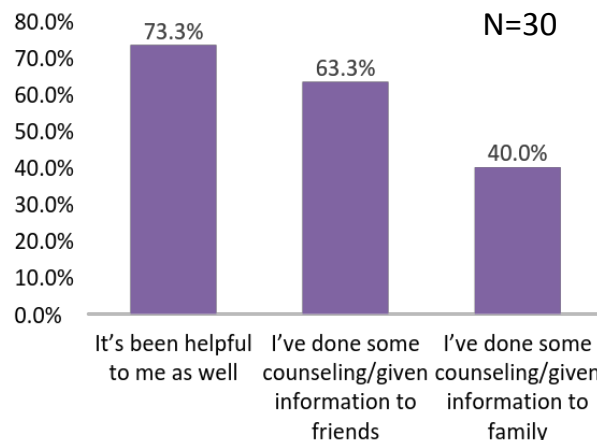
“ Students really appreciated having a summer college coach. Some would have not enrolled if it wasn't for me. ”  
 -College Bridge coach

The college coaches also reported learning many new skills through their training. Not only did these skills help them navigate their own college experiences and career paths, but they were able to use the skills to support others in their communities.

As a coach, I (open-ended question):

- "improved at managing a big work load"
- "learned new skills regarding time management"
- "learned how to talk in public"
- "learned how to find scholarships"
- "gained more self confidence"
- "strengthened my communication skills"
- "learned about resources for undocumented students like myself"
- "gained knowledge that helps me to manage my loans"

How have you used the information that you learned as a coach? (multiple response) N=30



“ This experience showed me that I truly want to do counseling. I love it. ”  
 -College Bridge coach

“ I am helping a friend and my sister apply to college. ”  
 -College Bridge coach

# College Bridge 2014 Program Report

## Part 2: Internal analysis

While the numbers in Part I show an increase in the number of students who reported completing specific tasks from July to August, what they do not show is the July status of students who completed tasks by August. Ideally, the logs would specifically show that a large percentage of students had “not completed” tasks in July, and that those students had “completed” the tasks by the end of August. When bivariate analyses of the July versus August data are examined, though, what instead becomes clear is that the vast majority of students who were recorded as having completed the tasks in August but not in July were marked as “Did not discuss” or as blank entries in July. It is likely that much of the progress shown on the logs represents summer progress in coach/student communication, as opposed to progress toward completing the tasks.

There are two important points to be made about this issue. First, future coaches must understand that the logs are not simply a management tool, but are being collected at specific times to determine how successful the College Bridge program is in meeting its goals and how it can be improved to benefit future students. Toward this end, an effort should be made to collect full and accurate information as close to the collection date as possible. Knowing that a task has not been completed is just as important as knowing that a task has been completed, because there is no real way to track progress without an accurate baseline measurement. In addition, at collection time the July log should ideally contain recently updated information and not information collected at various points between March and the end of June, because this does not truly represent the state of student progress in July.

Second, the decrease in number of “Did not discuss” or blank entries from July to August provides evidence that, overall, the seniors interacted quite a bit with the coaches over the summer. This is important because students had someone following up with them and checking up on their progress, which in itself is a motivation to complete tasks. Below is an analysis of the combined percentage of “Did not discuss” and blank entries in July versus August:

(N=1,498) Task	Number of "Did Not Discuss" or Blank Entries		Percentage of "Did Not Discuss" or Blank Entries		Percent Decrease from July to August
	July	August	July2	August2	
Accepted admission/deposited	230	90	15.4%	6.0%	60.9%
Placement test taken	367	167	24.5%	11.1%	54.5%
Eligible for Opportunity Program	658	410	43.9%	27.4%	37.7%
Completed FAFSA	200	100	13.4%	6.7%	50.0%
FAFSA Verification	449	282	30.0%	18.8%	37.2%
College-Specific FAFSA Verification	556	320	37.1%	21.4%	42.4%
TAP	338	167	22.6%	11.1%	50.6%
College Code Listed on TAP is Correct	489	280	32.6%	18.7%	42.7%
Reviewed Financial Aid Award Letter	582	354	38.9%	23.6%	39.2%
Loan Entrance Counseling Completed	585	280	39.1%	18.7%	52.1%
Completed Master Promissory Note	652	287	43.5%	19.2%	56.0%
Sent Immunization Records to School	633	232	42.3%	15.5%	63.3%
Housing Form Completed and Deposit Sent	501	167	33.4%	11.1%	66.7%
Attended Opportunity Program Orientation	545	130	36.4%	8.7%	76.1%
Attended Orientation/Confirmed Date	698	333	46.6%	22.2%	52.3%
Registered	713	314	47.6%	21.0%	56.0%