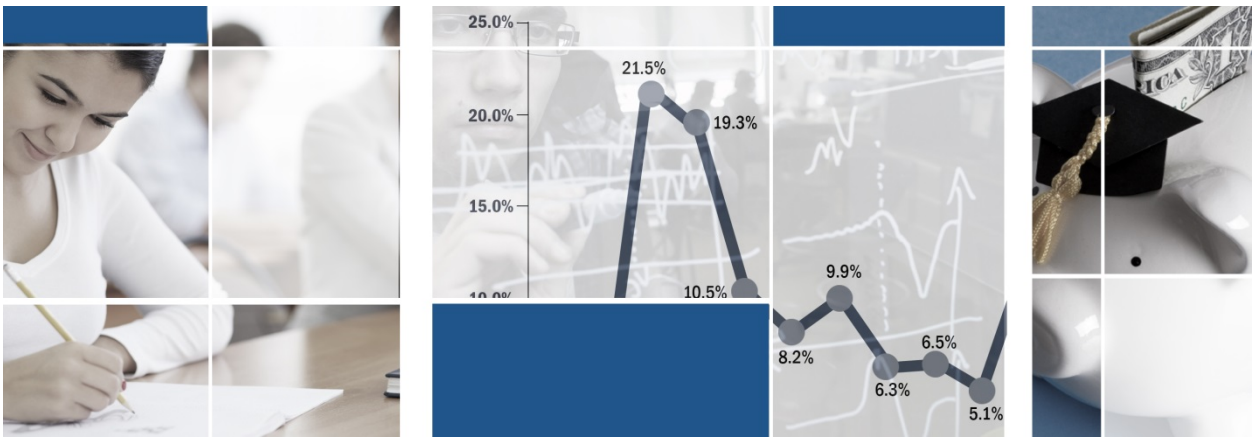


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The Landscape of Postsecondary Access Resources in Virginia

Update to the 2009 statewide examination of college access services and resources

Landscape of Postsecondary Access Resources in Virginia

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The State Council of Higher Education for Virginia (SCHEV) is the Commonwealth's coordinating body for higher education. SCHEV was established by the governor and General Assembly in 1956. Then as now, our mission, which is outlined in the Code of Virginia, is “to advocate and promote the development and operation of an educationally and economically sound, vigorous, progressive, and coordinated system of higher education in the Commonwealth of Virginia and to lead state-level strategic planning and policy development and implementation based on research and analysis. The Council shall also seek to facilitate collaboration among institutions of higher education that will enhance quality and create operational efficiencies and shall work with institutions of higher education and their boards on board development.”

To fulfill our mission, SCHEV makes higher education public-policy recommendations to the governor and General Assembly in such areas as capital and operating budget planning, enrollment projections, institutional technology needs and student financial aid. SCHEV administers a variety of educational programs that benefit students, faculty, parents, and taxpayers. SCHEV serves as a catalyst to promote greater access, quality, affordability, and accountability throughout the system. SCHEV also helps policymakers, college administrators and other concerned leaders work cooperatively and constructively to advance educational excellence.

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Executive Summary

In 2009, the State Council of Higher Education for Virginia (SCHEV) commissioned an initial study of the resources and services available to help students gain access to postsecondary education – research documented in “A Statewide Examination of College Access Services and Resources in Virginia” (Alleman et al., 2009). The present study updates and carries forward that research, and consists of two components: first, an analysis of Virginia school divisions’ need for postsecondary access resources, drawing on Virginia Department of Education (VDOE) data; and second, analysis of data on the services and resources available to help students across the state enter postsecondary education, gathered through an online survey of organizations that provide postsecondary access support. A brief exploratory study based on interviews with a small number of current Virginia postsecondary access leaders (Corning et al., 2015) provided a starting point for this investigation; we refer to that study in several instances below.

Postsecondary education brings a wealth of well-documented benefits to both individuals and communities. Adults with a bachelor’s degree have higher incomes, enjoy better physical health, provide increased federal, state, and local tax revenues, and are more likely to volunteer and to vote (Baum et al., 2013). Similar benefits accrue to those who attend community colleges (Belfield & Bailey, 2011).

Long-term trends in employment opportunities also favor those with higher education, and have been accentuated in recent years. Of the 11.5 million jobs added since the recession of 2007-2010, 99% have gone to workers with at least some college education, and almost three-quarters have gone to those with a bachelor’s degree or more (Carnevale et al., 2016).

Other benefits of post-high-school education for both individuals and society are harder to measure but no less important. Higher education encourages students to engage with new people, places, and ideas, helping them to acquire fresh perspectives and a capacity for “seeing possibilities and relishing the world across borders [they] might otherwise not have dared to cross” (Roth, 2014, p. 7; Faust, 2014). In a world of constant and often unpredictable change, college helps to ensure that students will be “armed for the challenges we cannot yet identify” (Faust, 2014). Such benefits are not limited to individuals, but accrue to societies as well: education encourages us to “imagine a

future that is worth striving for, and [to] enhance our ability to create the tools for its realization” (Roth, 2014, p. 173).

Although postsecondary enrollment has been increasing in the United States, it varies widely across demographic groups, with populations historically underrepresented in higher education continuing to show lower rates of enrollment. Despite some gains, high school graduates from lower-income families are less likely to enroll in college than are those from higher-income families, and Black and Hispanic high school graduates show lower rates of enrollment than do Whites and Asians (Baum et al., 2013). Rural students are less likely to enroll in college than students from urban or suburban areas (Provasnik et al., 2007), though that difference may be largely due to differences in socioeconomic status (Byun et al., 2012). Within Virginia, there is some evidence that postsecondary aspirations are lower among first-generation students (Gunter & Cai, 2016), and the rural population shows lower associate’s degree attainment, compared to the population of other areas (SCHEV, 2017). Under-represented groups may benefit from resources that assist them in overcoming financial, logistical, and social barriers that restrict their access to postsecondary education. Our study documents both the need for such postsecondary access resources in Virginia and the services provided by existing postsecondary access organizations across the state to help address that need. We hope that this report will serve as a useful resource for a wide range of constituencies.

Research Goals

The study had two major goals: first, to provide descriptive information on school divisions’ level of need for postsecondary access resources and to identify divisions where need for such resources appeared to be especially high. The second goal was to describe the postsecondary access provider landscape in Virginia, by gathering information to answer the following questions:

- What organizations and groups provide postsecondary access services?
- In which school divisions are services from these postsecondary access providers available?
- What student populations do they target, and what services do they provide?
- What are the major challenges they face in carrying out their work?
- What practices do they employ to support their postsecondary access efforts?

Definition of “Postsecondary Access Provider”

The present study adhered closely to the definition of postsecondary access provider employed by the authors of the 2009 report: “an access provider is any organization through which an individual gains the knowledge, skills, or support necessary for college aspiration, qualification, application, and enrollment” (Alleman et al., 2009, p. 17). For purposes of this research, “postsecondary access” covered providers’ efforts to increase access to *all* types of post-high school training or education – including not only two- and four-year colleges and universities, but also workforce, technical training, certificate, and other programs. The terms “postsecondary access” and “college access” are used interchangeably in this report to refer to all types of post-high school training or education.

Three categories of postsecondary access provider are the focus of this study: community-based groups and organizations, state- or higher education-directed providers, and micro-providers – typically more locally-oriented groups that often support postsecondary access as part of a range of services.

Two other access provider categories lie outside the scope of both this and the earlier study: school-based providers (counselors, teachers, etc.) and relationship-based providers (friends, family, peers, or community members who support students in their postsecondary endeavors). Finally – and again, consistent with the 2009 study – the research was restricted to programs, groups, and organizations providing postsecondary access services to students in K-12, and thus did not include resources geared mainly toward non-traditional students, veterans, or other individuals outside of the K-12 school system.

Research Approach

Estimating Need for Postsecondary Access Resources

Data from VDOE were the basis for analysis of school divisions’ need for access resources. Postsecondary enrollment rates for school divisions’ graduating cohorts, which are used in this study, represent an important advance in understanding the college access environment: compared to indicators used previously, enrollment rates serve as a more direct measure of divisions’ success in helping students gain access to institutions of higher education.

In view of previous research showing that lower family incomes and/or socioeconomic status (SES) are associated with lower likelihood of enrolling in postsecondary education (see, e.g., Baum et al., 2013), it was appropriate to use a measure of economic

disadvantage to further distinguish school divisions in terms of need for access resources. Communities characterized by greater economic disadvantage may include larger proportions of students who are traditionally underrepresented in higher education – those from families with lower incomes, first-generation students, those with limited English proficiency, and students who have experienced foster care or homelessness, or who are undocumented. Economic disadvantage may also identify divisions with reduced availability of community and school resources – cultural and social capital – that affect college-going (though communities can be a source of strength, skills, and resources as well; see, e.g., Jayakumar et al., 2013; Liou et al., 2009). A measure of economic disadvantage showed a statistical association with postsecondary enrollment, and was used in combination with postsecondary enrollment to classify school divisions in terms of their probable resource need.

Assessing Availability of Postsecondary Access Resources

Data on organizations that provide access services and resources were gathered in several stages during 2016-2017. An initial step identified organizations, groups, or offices – “access providers” – administering postsecondary access programs or services in Virginia. Next, program directors, coordinators, or executive directors at the organizations or offices were invited to report on their work through an online survey. An additional data collection effort obtained responses to a shorter version of the survey from some of the networks of local coaches and advisers who provide “on-the-ground” access services for organizations in schools or specific local areas. The survey included standard closed-ended and open-ended questions, permitting both quantitative and qualitative analysis.

Respondents from 115 different organizations providing access services completed the survey, as did 196 locally-situated coaches or advisers. Of the groups and organizations identified as providing postsecondary access services, 77% responded to the survey.

Study Results

Overview

The organizations participating in our study provided access services in a total of 128 of Virginia’s 131 school divisions. Altogether, over 750 instances of access provider presence were identified (that is, instances in which an organization or group provided access services to a division). Across the Commonwealth, the median number of organizations providing access services per division was five (the mean was 5.8). Just three school divisions were not served by any access group or organization, while 10

divisions received services from 11 or more organizations. Given inherent limitations of the research, it is not possible to draw firm conclusions about change since 2009, but it seems likely that access provider coverage has increased.¹ The median number of “dedicated” access organizations (those whose primary function is to provide postsecondary access services) per division was three.

School Divisions’ Need for Access Resources

To estimate need for resources, school divisions were grouped into quartiles according to the percentage of postsecondary enrollment for the 2014 graduating cohort and the percentage of students considered economically disadvantaged; the resulting quartiles were then cross-classified.² Divisions below the median on postsecondary enrollment and above the median in terms of economic disadvantage were classified as having the greatest need for postsecondary access resources; 40 divisions fell into this group, as shown in Figure 1.

¹ Observed differences cannot be definitively attributed to change in the number or distribution of access organizations; they might also result from different levels of coverage of the population of access providers in the two studies.

² The 2014 graduating class is the most recent cohort for which rates of postsecondary enrollment are available; the percentage of students considered economically disadvantaged is also for the 2013-14 academic year. Rate of economic disadvantage is a VDOE measure based largely on the percentage of students eligible for free or reduced price school lunch, but it also reflects eligibility for Temporary Assistance for Needy Families (TANF) as well as migrant or homeless status. Measures employed in the analysis are at the division level and do not take account of division size. It is essential to keep in mind that division-level percentages can mask considerable variation by schools *within* divisions, so readers are encouraged to examine data for individual schools within the divisions that are of interest to them. Note that results on divisions’ need for access resources are not directly comparable to those in the 2009 study, which relied on a combination of less direct indicators – graduation rate and dropout rate – as well as percent eligible for free and reduced school lunch, in estimating divisions’ levels of need.

Landscape of Postsecondary Access Resources in Virginia

Figure 1. Listing of school divisions classified as showing high and recognized need for postsecondary access resources (based on 2014 data)

Note: Divisions marked with an asterisk showed high or recognized need in both 2014 and 2011; many of those also showed high or recognized need in 2008.



Eleven of the forty divisions are classified as “high need” (dark blue cell): they are characterized by *both* the lowest levels of postsecondary enrollment *and* the highest levels of economic disadvantage. The other three cells in the figure are labeled “recognized need.” Compared to the “high need” divisions, they are slightly better-off economically or in terms of enrollment, but they are still below the median on enrollment and above the median on economic disadvantage. (The full cross-classification appears on p. 17, and a more detailed version of Figure 1 is on p. 27.)

Of the divisions listed in Figure 1, more than half also showed high or recognized need in one or both of two earlier years for which data were analyzed (2008 and 2011). These divisions may show “persistent need,” and are identified by an asterisk in the figure.

A further category of “potential need” divisions was also identified (41 divisions; not shown in figure). These divisions might be considered borderline in terms of need for

access resources; they showed lower-than-average postsecondary enrollment, or higher-than-average economic disadvantage, but not both.

Access Provider Presence

Access organizations, particularly “dedicated providers,” whose main function is to support postsecondary access, may be present in greater numbers in divisions classified as showing high or recognized need. Survey results suggest that access services are somewhat more concentrated in school divisions that have higher levels of economic disadvantage. On the other hand, the association between number of access provider organizations and divisions’ postsecondary enrollment percentages is not strong. While no direct correspondence between the number of access organizations providing services in a division and the division’s rate of postsecondary enrollment should necessarily be expected (both because factors such as number of students in a division also affect the allocation of services, and because, to the extent that access organizations’ efforts are successful, postsecondary enrollment should increase), these results suggest that divisions identified as having high or recognized need (and especially those where need persists over several years) may benefit from additional access efforts and resources.

Access Organizations and Services Provided

Types of organizations. Survey results show that most participating organizations were either state- or higher-education-directed or community-based/nonprofit groups.

- Forty percent of responding groups or organizations were state- or higher-education-directed, while 39% were community-based/nonprofit groups; 9% were foundations, and the remainder were affiliated with faith-based groups, local government, or other kinds of organizations.
- Fifty-four percent of access groups were “dedicated” providers, while 46% provided access resources as part of a broader range of services (such as after-school programs, social services for a local area, etc.) or on a small-scale or part-time basis (e.g., a summer STEM program or a nomination/application-only college preparatory program provided by a college or university).
- Most access provider organizations or offices were very small, with a median of two full-time staff members involved with postsecondary access work.

Student populations targeted. Organizations participating in the survey were united by a focus on two traditionally underrepresented groups: **virtually all providers targeted students from economically disadvantaged families as a primary or secondary focus,**

and first-generation students were a primary or secondary focus for 87%. In terms of grade level served, most organizations targeted high school students, while fewer focused on middle schoolers and especially, K-5 students. The challenge of providing meaningful, substantive postsecondary access programming to younger students also emerged as an issue in the smaller set of exploratory interviews with leaders in the access provider community (Corning et al., 2015).

- Percentages targeting other populations as a primary or secondary focus tended to reflect variation in organizations' specific missions and/or the geographic areas of service. Forty-one percent targeted students with limited English proficiency, 44% percent targeted homeless students, and slightly smaller percentages targeted students who had experienced foster care, those with disabilities, and those who were undocumented. Roughly two-thirds focused on urban students, and about half focused on rural students (many worked with students in both urban and rural areas).
- Access groups in the study reported serving students at all levels, from kindergarten through the 12th grade, and some continued to provide services once students were enrolled in postsecondary programs. Most organizations, however, concentrated on students in high school: 79% worked with ninth graders, while 90% served 12th graders. Middle school efforts were somewhat fewer: a total of 58% served students in grades six to eight, but only 21% served students in K-5th grades.
- Comparisons to 2009 can only be tentative, but these percentages suggest that access groups may have slightly expanded efforts to work with middle school and younger students: in 2009, 52% of access providers reported targeting students in 6-8th grades, and 16%, students in K-5th.

Access services provided. Organizations were asked about a range of services they might provide to students and families along the path from considering postsecondary education to entry into postsecondary programs.

Survey evidence suggests that access organizations may have expanded outreach to parents since 2009, though successful parental engagement remains a challenge.

- In the current study, 47% reported that encouraging college awareness and aspirations among parents was a primary focus, while in 2009, 27% reported that parental programs were a primary emphasis. Just one organization in the current

study reported that increasing awareness among parents was not a focus at all, while in 2009, one-fifth did not offer programs for parents. Still, consistent with findings from the access leaders exploratory study (Corning et al., 2015), respondent comments often noted the challenge of involving parents.

Despite possible increases in services focused on younger students and parent involvement, efforts to foster postsecondary aspirations and awareness about the range of postsecondary options are often still necessary quite late in students' careers.

- Fostering college awareness and aspirations were a primary focus of access providers' work with high school juniors (79%) and seniors (82%), suggesting that foundations crucial to the postsecondary planning, test-taking, and application process had not yet been established even at that late point.
- Similarly, for more than three-quarters of access organizations, communicating the role of postsecondary education in helping students achieve career goals was a primary focus. That percentage was, if anything, higher for groups that work *only* with high school students – again indicating that many students are connecting higher education to careers very late in terms of the planning and application timeframe.

Study results suggest that access organizations may benefit from additional support or resources in several service areas: SAT/ACT test preparation, the financial aid application process and/or financial literacy, and opportunities for student exposure to postsecondary institutions, especially those beyond the local area.

- Support for test preparation may have increased – almost three-quarters of organizations provided at least some support for test preparation, compared to less than half in 2009. Nevertheless, the present research identifies this as an important area where support is relatively low. The exploratory study (Corning et al., 2015) suggested that test preparation services may have been de-emphasized by access groups, but that step seems at odds with the needs expressed by some access organizations in this study. Moreover, as some colleges and universities move to “test score optional” or “test flexible” admissions, access organizations also need accurate information about current test score policies, both for admissions and for merit scholarship consideration.
- More than any other activity directly related to the postsecondary application and financial aid process, access groups emphasized efforts to promote understanding of the costs of education and financial aid options: 67% and 54%

reported helping students and parents, respectively, with these tasks as a *primary* focus. Comments from respondents suggest that some organizations lack adequate staff or expertise to provide in-depth guidance on financial aid – though they recognize its importance and marshal what resources they can, sometimes assisted by other access groups. Here, access groups’ emphasis is fully consistent with the concern voiced by access leaders for helping students and families understand costs and navigate the financial aid process (Corning et al., 2015).

- Opportunities for students to engage meaningfully with institutions of higher education, especially those beyond the local area, are often limited because of transportation costs.

Practices supporting access work. Organizations are in frequent communication with school system staff and some display a keen understanding of the role of data in planning and program assessment. At the same time, **systematic use of data for program evaluation and planning could be strengthened.**

- Almost three-quarters of access organizations are in touch with school personnel at least monthly, and they rely on input from a range of constituents for program development.
- Eighty-eight percent reported using some external data (from high schools, VDOE, or other sources) for program improvement, but just 45% reported systematically tracking any program participant outcomes, and even fewer tracked postsecondary completion.
- Fifty-eight percent carry out regular program evaluations, some of which are quite extensive in gathering information from various stakeholders.
- Forty-three percent reported partnering with schools or school systems, and 55% partnered with non-school groups (often higher educational institutions or other access providers). Just one quarter noted partnerships with local community groups (e.g., businesses, sororities, clubs, after-school programs), however.
- When asked about professional development needs, some respondents called for greater exposure to and engagement with postsecondary institutions, to extend their own understanding of campus life and available resources.
- Relatively few respondents reported having consistent opportunities to interact with others in the access community beyond their immediate partners, or to coordinate efforts with other providers. Responses reflected an interest in

opportunities for greater communication within the postsecondary access community.

Changes and challenges. Access providers were asked about plans for future change, about services they wished to provide, but could not, and about the major challenges they faced. **Responses reflect considerable successes – as well as an abiding commitment to students and families and a determination to reach more of the students who need their services – but also significant challenges.**

- Half reported plans to expand services in order to include more students or schools; to target younger students or to support students just before or during the initial postsecondary year; or to enhance program quality.
- Sixty percent reported being unable to provide a needed access service.
- For some organizations, factors related to access work itself were the major challenges: lack of time with or access to students during the school day, transportation challenges, difficulty in reaching families, and students' or families' lack of appreciation for the value of postsecondary education.
- For most, however, lack of funds and staff were the major challenges identified, and these constraints frequently limited both the reach and the breadth of services organizations were able to offer, as well as their ability to provide individualized support to students.

Study Recommendations

Results of the research indicate that, in all aspects of access services, providers attempt to be sensitive and responsive to the student and family needs that they identify. Although comparisons to 2009 results must be made with caution, findings suggest that access providers have made strides in several areas recommended by the earlier study. The recommendations below are intended to offer guidance about aspects of postsecondary access work that might be emphasized or expanded, while recognizing limited availability of staff and funding. Several recommendations point toward possible opportunities for increased communication, cooperation, or resource-sharing to help access groups extend the reach and breadth of services in an environment of scarce resources.

1. Expand support for early awareness and aspirations. Increased activity might focus on efforts specifically designed for students in K-5, on continued efforts to target middle schoolers, and on broad initiatives to help students and families understand the importance of postsecondary education, particularly in the context of career interests—

ideally, well before high school. Baum, Minton, and Blatt's (2015) advice to put "well-designed, personalized information into the hands of low-income families when their children are young" is relevant for increasing postsecondary access not only for low-income students but for other underrepresented groups as well.

2. Enhance efforts to involve parents. Opportunities for organizations to share creative ideas and successful strategies with one another may help them further strengthen their parent outreach efforts. Survey responses illustrate both the importance of parental support and the challenges of engaging families in the postsecondary endeavor.

3. Expand support for SAT/ACT test preparation and for knowledge about the role of testing in the admissions process. These tests are "cause for trepidation on the part of nearly all students" (Alleman, 2009, p. vii). Current study results suggest that SAT/ACT support may have increased since 2009, but relative to other service area offerings, it is still somewhat low. Some respondents identified test preparation as a service area needing development, possibly through staff training (for instance, in how to make effective use of online test-prep courses). In addition, admissions policies relating to test scores represent an area of change about which access providers need accurate, up-to-date information. Test score admissions policies differ by institution, and even "test score optional" institutions often require test scores if the student wishes to be considered for merit scholarships.

4. Expand communication and cooperation between access providers and other institutions or organizations to help address service gaps and challenges:

a) *Schools.* **More systematic communication with schools, and formalized agreements as needed to comply with the Family Educational Rights and Privacy Act (FERPA), may facilitate access providers' work** by increasing coordination and availability of administrative resources (e.g., student records, class lists, and schedules), and by encouraging teachers and counselors to support and promote access providers' efforts.

b) *Institutions of higher education.* **Closer communication and cooperation between access providers and postsecondary institutions should strengthen the effectiveness of both in supporting students.** Information from college admissions and other offices is not always accessible and appealing to groups of

importance to access providers: first-generation students, those from families with limited resources, or students in middle school or younger. Such students need, as one respondent noted, more than “a pamphlet and a campus tour,” yet it is precisely more extended campus visits that are difficult to arrange and pay for. Access program directors too may benefit from closer ties to postsecondary institutions, which can help to orient them to information for prospective students, expose them to college classes and campus life, and increase familiarity with campus resources that support postsecondary persistence and success.

c) *Community and business groups. Partnerships, collaborations, or simply informal relationships with local community and business groups may help to support the work of access providers.* Although some access groups noted relationships with local community or business organizations, relatively few did so. Local professionals may be a resource for career exploration or a source of guidance to students (e.g., on changes in the local job market, workplace skills and ethics, “high-demand” careers, or the connection between postsecondary education and employment). Such ties and interactions have the potential to form a “dense and complex web” of support for postsecondary attendance within a community (Alleman and Holly, 2014, p. 150). A SCHEV workbook (2014) contains resources for assessing and developing school-community partnerships that may be helpful for access organizations (see also Alleman and Holly [2012] for discussion).

5. Expand communication *within* the postsecondary access community. Access providers may benefit from increased networking and exchange of ideas, whether through state-wide or regional conferences, online platforms, or other opportunities for interaction. Enhanced communication can promote coordination and resource-sharing – for example, allowing access organizations with a specialized focus (such as financial aid or SAT/ACT test preparation) to help other groups fill service gaps. Particularly in an environment populated by many small organizations with limited resources, collective umbrella organizations like VCAN can play an important role in providing opportunities for interaction and professional development.

6. Expand the use of data to inform program development and resource allocation. Some access providers show high levels of data use, and draw on a broad range of sources in order to evaluate and develop programming, but more recently established

organizations, especially, may wish to augment their data use efforts. In addition, while many groups systematically track participant outcomes, conduct regular program evaluations, and review postsecondary enrollment data for schools or divisions (available from VDOE), not all organizations do so; those that do not might consider implementing such practices.

7. Update this study of Virginia’s postsecondary access landscape on an annual or biennial basis. As noted above (see footnote 1, p. v), comparisons between the current survey results and those of the 2009 study cannot be conclusive. However, studies that reach out regularly to the *same* organizations can offer a better basis for over-time comparison; annual or biennial studies could both retain and build upon the current pool of respondents. Such studies need not be extensive, but could track a small number of selected indicators.

8. Conduct further research tailored to specific questions. While this study yielded valuable descriptive information about the access environment, it does not offer a basis for making causal inferences – for example, about the effectiveness of access providers’ efforts or the impact of particular interventions. It also does not provide a level of detail that permits in-depth investigation of the access environment within particular regions or school divisions, nor does it allow for careful assessment of interactions between contextual factors and program features. These issues can be addressed through other study designs, such as experimental or case study research.

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Introduction

Entry into postsecondary education is not an event that occurs at a single point in time. It is better conceptualized as a journey consisting of a series of steps and stages that are shaped by students' specific circumstances. That journey can begin long before high school, and includes (but is by no means limited to): initial contemplation of postsecondary education, development of career and educational aspirations, information-gathering and consideration of various postsecondary options, acquisition of skills and preparation necessary for eligibility, identification of and application to postsecondary programs, the many complex elements of financing a postsecondary education, comparison of acceptance offers from different schools, and finally, matriculation. Any of these stages or steps may be hampered or undercut by incomplete or incorrect information, inadequate resources, inaccurate assumptions, or lack of support for the student's aspirations. Students historically underrepresented in higher education, especially those from lower-income families and first-generation students, are more likely to confront these and other barriers. The role of postsecondary access services and resources is to provide the informational, motivational, and other forms of support that help students overcome impediments to continuing their education.

This research builds upon an earlier study, "A Statewide Examination of College Access Services and Resources in Virginia" (Alleman et al., 2009), commissioned by the State Council of Higher Education for Virginia (SCHEV). The goals of the research are twofold: first, to provide descriptive information on the need of school divisions across the state for postsecondary access resources, and second, to describe the services and resources that are available in Virginia to help students in K-12 enter postsecondary education. In particular, we set out to answer the following questions:

- What organizations or groups provide postsecondary access services?
- In which school divisions are their services available?
- What student populations do they target, and what services do they provide?
- What are the major challenges they face in carrying out their work?
- What practices do they employ to support their postsecondary access efforts?

We hope that the research will be of value to the policymakers, institutions, organizations, and individuals who seek to support students in their postsecondary endeavors.

The Benefits of Postsecondary Education

College attendance greatly influences quality of life for individuals and communities. Those who hold a bachelor's degree tend to have higher incomes, lower levels of unemployment, and rely less on public assistance programs. They receive better health benefits from employers, enjoy better physical health, higher levels of civic engagement, and are more involved in children's education (Baum, et al., 2013). Community colleges and other non-four-year postsecondary institutions play an important role in promoting educational attainment: they tend to be more heterogeneous in terms of student populations, student pathways, and program offerings than many four-year colleges and universities. The benefits of community college attendance mirror those of four-year institutions with regard to income levels, health status, and welfare reliance (Belfield & Bailey, 2011).

Equally important, higher education encourages students to engage with new people, places, and ideas, helping them to acquire fresh perspectives and a capacity for "seeing possibilities and relishing the world across borders [they] might otherwise not have dared to cross" (Roth, 2014, p. 7; Faust, 2014). In a world of constant and often unpredictable change, college helps to ensure that students will be "armed for the challenges we cannot yet identify" (Faust, 2014). Such benefits are not limited to individuals, but are transferred to societies as well: education encourages us to "imagine a future that is worth striving for, and [to] enhance our ability to create the tools for its realization" (Roth, 2014, p. 173).

Income and Employment

One of the greatest benefits of participation in higher education is income and employment security. Long-term trends in employment favor those with postsecondary education (Carnevale et al., 2016). In addition, individuals with a bachelor's degree earn over \$800,000 more in lifetime income, on average, than their counterparts with only a high school diploma, even after taking account of loans used to finance higher education and wages lost due to time in school (Daly & Bengali, 2014). All levels of postsecondary achievement result in increased income and lower unemployment rates: high school graduates earn a weekly median of \$678, associate's degree holders earn \$798, and bachelor's degree holders \$1,137 (U.S. Department of Labor, 2015).

Intergenerational Cycles of Educational Attainment

Individuals with college degrees are also more likely than those without to pass along college-going aspirations and behaviors to their children, as well as to other community members; parental encouragement, involvement and attitudes and behaviors related to

higher education are especially important in influencing children to attend college (Ross, 2016; Bui and Rush, 2016; Crosnoe et al., 2002). Research suggests that exposure to others who have attended postsecondary educational institutions increases the potential of low-income and first-generation students to alter behavioral patterns in directions that lead to effective college preparation (Tuitt, Van Horn, & Sulick, 2011). Thus, the more community members with postsecondary educational experience, the greater the likelihood that subsequent generations of students will also reap the benefits of higher education.

Barriers to Postsecondary Enrollment

Several categories of impediments have been identified that restrict students' access to postsecondary education (e.g., Page & Scott-Clayton, 2016; McDonough & Gildersleeve, 2005). Barriers may relate to financial resources families have available to cover college costs, as well as to families' understanding of the value of postsecondary education; to school support for students' academic readiness and preparation for the college admissions process; and to accurate and timely information about postsecondary costs and options, as well as college-related beliefs and attitudes. For students historically underrepresented in higher education in particular, these barriers can affect awareness of and knowledge about postsecondary programs, and their ability and propensity to apply for and enroll in them.

Financial Resources and Postsecondary Costs

Both access to and success in college are unevenly distributed by family socioeconomic status, and although educational achievement has grown over time at all income levels, income disparities have increased as well (Page & Scott-Clayton, 2016; Reardon, 2013). Recent data show stark differences by income in rates of entry into postsecondary education, with 82% of those in the highest income quintile enrolling in college, 65% of those in the middle income quintile enrolling, and just 52% of those in the lowest income quintile doing so (Baum et al., 2013). These family income gaps in enrollment (and similar gaps in degree attainment) cannot be accounted for by differences in high school academic achievement (Heller, 2013; Kena et al., 2015).

Particularly for those with the fewest resources, college costs are substantial. In 2014-2015, the average annual cost to a full-time student of tuition, books, transportation and food and housing was \$5,960 at community colleges, \$12,830 at four-year public colleges, and \$23,550 at private four-year institutions (Page & Scott-Clayton, 2016). For a student whose family income is in the lowest 20th percentile, community college attendance can amount to more than 20% of the family's income, and for a four-year

college a staggering 45% (Page & Scott-Clayton, 2016). Even as college enrollment has increased, states are investing a smaller proportion of their budgets in higher education, resulting in higher educational institutions' greater reliance on tuition for revenue (Center of Budget and Policy Priorities, 2016).

Academic Readiness and College Preparation

High school course selection, grade point average and, in many cases, SAT scores are essential components of postsecondary application and some scholarship application processes, and students' access to college is shaped by how well they understand what colleges are seeking in applicants and the admissions process itself – as well as by how early they have that information (Plank & Jordan, 2001). School support is especially important for first-generation students, who may have few family or close community members to help shape their college-going plans (Farmer-Hinton, 2008, p. 128); lack of school support has also been shown to decrease the likelihood of enrollment by students from lower socioeconomic status backgrounds (Plank & Jordan, 2001). Inadequate school support can reduce the effectiveness of college searches for lower-income and first-generation college students, leading them to consider a more constrained range of colleges and attend institutions that are less selective than they are eligible for, which in turn can reduce their likelihood of completing a four-year degree (Roderick et al., 2009; Alon & Tienda, 2005).

Studies provide evidence for the idea that differences in high schools themselves can affect educational attainment, sometimes in ways that reinforce existing inequality. The degree of schools' college-going culture appears to influence college enrollment (Kim & Nuñez, 2013); moreover, schools' positive impact on college enrollment may be greater for high-income than for low-income students (Jennings et al. 2015). Ross et al. (2012) show that larger percentages of Asian ninth-graders attended schools with college-oriented counseling emphasis (planning for postsecondary education vs. improving academic achievement), compared to other racial and ethnic minorities, and among male students, both Whites and Asians were more likely to attend such schools than were Hispanic students. Supportiveness by school personnel has been found to affect academic performance, engagement with school, and student effort among immigrant students (Suárez-Orozco et al., 2009), with obvious consequences for postsecondary participation. Rural students may be especially vulnerable when schools offer inadequate resources and less academically rigorous coursework (Means et al., 2016).

In short, support from teachers and counselors is vital, both to promote students' academic success and, for some students, to augment low levels of college preparatory

resources available at home or in their communities. It is often the college aspirations and postsecondary preparations of low-income and first-generation students (who may include other underrepresented groups, such as racial and ethnic minorities, rural students, and students with limited English proficiency) that are most negatively affected by schools ill-equipped to provide college preparation support.

Information and Attitudes

Many elements of the process of applying to and finding funding for postsecondary education require early knowledge on the part of students and parents. The complexity of the Free Application for Federal Student Aid (FAFSA) form alone can be a major obstacle to college enrollment. Low-income and first-generation students are the least likely to complete the FAFSA; first-generation students tend to file the FAFSA later, reducing both their likelihood of receiving federal aid and their eligibility for other aid awards that rely on FAFSA information (Roderick et al., 2009; Feeney & Heroff, 2013).

The deterrent effect of informational barriers for low-income and first-generation students begins well before the financial aid application process, however. Students whose families do not have accurate information about the costs of and ways to finance a postsecondary education, or who believe it will not be a worthwhile investment, may not take necessary college preparatory courses or maintain a high enough grade point average (Feeney & Heroff, 2013) to be eligible. For those who do plan to pursue postsecondary education, lack of familiarity with its demands and costs can result in choices about how to pay for it that reduce enrollment and degree attainment (Warnock, 2016).

Families and communities influence other aspects of students' information about and attitudes toward postsecondary education as well. Compared to students with college-educated parents, first-generation students have less information about the importance of grades and courses in maximizing postsecondary options (Crosnoe & Muller, 2014); they may be less likely to develop college aspirations, as measured by SAT test-taking (Gunter & Cai, 2016); and they may feel a sense of discontinuity between their home life experiences and their college aspirations (Farmer-Hinton, 2008). Similarly, rural students report higher levels of tension when deciding whether or not to leave their communities to attend college (Petrin, Schafft, & Meece, 2014). In other words, spatial isolation from social networks that might promote college-going (Farmer-Hinton 2008),

a lack of “college knowledge,” and family or other social pressures, can all represent further sources of vulnerability to postsecondary exclusion.³

Baum, Minton, and Blatt (2015) suggest that putting “well-designed, personalized information into the hands of low-income families when their children are young – rather than just telling them about the available websites they can visit – has the potential to move the needle” (p. 7). The research discussed here highlights the wisdom of that approach for encouraging postsecondary participation by all groups underrepresented in higher education.

Investigating Postsecondary Access Services in Virginia

Research on barriers to postsecondary enrollment not only draws attention to the complexity of the postsecondary endeavor for students and families, but also highlights points where access services and resources can make a difference. The literature emphasizes the importance of early interventions; of support from school staff and parents; and of appreciating context – the specific circumstances, resources, and beliefs that students and families bring to the process of considering and applying to postsecondary programs.

We approached our examination of the postsecondary access landscape in Virginia with each of these emphases in mind. In particular, they guided us in identifying factors that might influence school divisions’ levels of need for postsecondary access resources; they also informed our investigation of access organizations’ efforts to target different grade levels and specific populations underrepresented in postsecondary education.

³ At the same time, recent work from a community cultural wealth perspective counters a deficit-based orientation, showing that some Black (Jayakuma et al., 2013), Latino/a (Liou et al., 2009), undocumented immigrant (Huber, 2009) communities can also provide resources that support college access and success. Alleman and Holly (2014) likewise show that individuals and local groups within rural communities can promote postsecondary access.

Structure of the Report

This report is divided into two parts, each of which has its own methodological approach. Therefore, each part begins with a discussion of methods and limitations, before turning to results.

Part 1 centers on an analysis of school divisions' need for postsecondary access resources, and presents a classification based on secondary analysis of Virginia Department of Education data. Part 1 also considers change between 2008 and 2014 in school divisions' levels of need for college access resources.

Part 2 presents results from a survey of postsecondary access provider groups and organizations. At the beginning of Part 2, we introduce data from our survey on the geographic distribution of services. We consider the distribution of those services across the state in the context of school divisions' need for access resources and other school division characteristics discussed in Part 1.

Next, Part 2 provides an overview of the groups and organizations included in the survey. The heart of Part 2 is the presentation of survey findings about the activities of organizations providing access services – the populations they serve and the services provided. Data are also presented on the challenges access organizations face in carrying out their work, services they would like to be able to provide, professional development needs, and future plans.

Part 2 ends with additional information on the responding access provider organizations, describing their size and sources of funding, the practices they engage in to support their work, and their relationships with other organizations in the postsecondary access community.

In a concluding section, we offer some reflections on the study and suggestions for further research.

Additional materials that follow the text provide resources for readers. First, tables present data for individual school divisions on need for postsecondary access services and other division characteristics; on the number of access providers serving each division; and on the number of two- and four-year public and private higher educational institutions located within each division. Second, a set of maps display some of the same data in graphic form, showing school divisions' need for access resources as well as the number of access providers serving each division. Third, a directory of access provider groups or organizations participating in our study includes

current contact information for each. Finally, a set of data visualizations – interactive maps that display selected data for school divisions – constitute a companion online resource, and can be viewed at [insert url here].

Part 1. Identifying School Divisions' Need for Postsecondary Access Resources

Some organizations provide postsecondary access services to a specific, local community, but other groups work in multiple localities across Virginia to help students gain access to college. For those groups and agencies, it can be a substantial challenge to understand which school divisions may have the greatest need for postsecondary access services, or in which localities resources might have the most impact. The goal of this part of the study is to identify school divisions where the need for postsecondary access resources appears to be the greatest. We hope that the results will also be helpful to groups whose work is limited to a specific locality, who may find it useful to understand what challenges their division shares with other divisions, with a view to identifying resources and/or strategies that may help them successfully reach and support students in gaining access to postsecondary education.

The 2009 study introduced an approach that identified school divisions in terms of the critical nature of their need for college access resources. The researchers drew on two sets of related measures deemed to reflect a division's need for college access resources: graduation and dropout rates for each division, and measures of economic disadvantage. The 17 divisions that displayed the lowest educational attainment and the greatest economic disadvantage were categorized as "high need." A second group of 18 divisions with less intense but still considerable need was identified as "recognized need," though this designation was less systematically derived. Our current research retains the same basic logic, but formalizes, develops, and refines it.

Research Method

New Data on Postsecondary Enrollment

Our analysis takes advantage of an important new development since the 2009 report was prepared: the availability of estimates of Virginia students' nationwide enrollment at two- and four-year institutions of higher education. The postsecondary enrollment data are collected by the National Student Clearinghouse (NSC), matched with VDOE data on high school graduates, and are available through VDOE for recent graduating cohorts in each division. Thus, in contrast to the earlier study, our identification of need for access resources now takes direct account of estimates of college-going by each division's students.

Fundamental Role of Economic Disadvantage

Postsecondary enrollment outcomes, however, do not provide information about the likely sources of need for college access resources. For example, resources that support college-going – whether aspirational, informational, or financial in nature – are less likely to be available to students and their families in economically disadvantaged school divisions as compared to wealthier divisions. The literature provides support for the role of socio-economic status and other economic factors in the educational outcomes of individuals (e.g., Baum et al., 2013; Heller, 2013; Walpole, 2003; Hill and Duncan, 1987; Jencks et al., 1983). In addition, there is some evidence that schools with larger proportions of first-generation students tend to have student bodies with greater economic disadvantage (Balamian & Feng, 2013).

Relying exclusively on postsecondary enrollment percentages might not give adequate weight to economic disadvantage and the risk factors that often co-occur with it. In fact, as we show below, some relatively prosperous school divisions are characterized by low postsecondary enrollment. By systematically taking economic disadvantage into account, we are able to better distinguish divisions in terms of the nature of their need for access resources.

Measures and Approach

Our measure of postsecondary enrollment was the percentage of the high school graduating class of 2014 within each division that had enrolled in a postsecondary 2- or 4- year institution within 16 months of graduation. For economic disadvantage, we used the VDOE measure, also for the 2013-2014 academic year; that measure is based mainly on the percentage of students eligible for free or reduced price school lunch within each division, but it also takes account of migrant or homeless status, as well as of eligibility for Temporary Assistance for Needy Families (TANF) and Medicaid. (Appendix A provides further details on these and other measures used, and on the sources of data for our analyses.)

Both the postsecondary enrollment and the economic disadvantage distributions over Virginia's 131 school divisions were divided into quartiles.⁴ For postsecondary

⁴ VDOE consolidates several city divisions with surrounding county divisions for reporting purposes: these are Bedford City and County, Williamsburg City and James City County, Fairfax City and County, and Emporia City and Greensville County. In

enrollment, the two quartile bins below the median are labeled “lowest” and “mid-low,” and the two bins above the median are labeled “mid-high” and “highest.” For economic disadvantage, the four bins are labeled “severe,” “substantial,” “some” and “least” disadvantage. (Appendix B shows overall division-level postsecondary enrollment means for each quartile of economic disadvantage.)

Next, as shown in Figure 1.1A below, school divisions were cross-classified in terms of these two measures. The resulting classification distributes the 131 school divisions over sixteen need categories. Each cell in the classification represents a specific combination of economic disadvantage and postsecondary enrollment, reflecting a particular set of college access need circumstances. Cells are identified by a number corresponding to our assessment of highest to lowest degree of need.

addition, we combined Lexington City, which has no high school, with Rockbridge County, where Lexington students attend high school.

Figure 1.1A. Postsecondary access need classification of school divisions, using 2014 economic disadvantage and postsecondary enrollment measures^a

		Level of economic disadvantage ^b			
		Severe (61-83% disadvantaged)	Substantial (49-60% disadvantaged)	Some (38-48% disadvantaged)	Least (6-37% disadvantaged)
Class of 2014 postsecondary enrollment ^c	Lowest (44-60% enrolled)	1 HIGH NEED 11 divisions 55% enrollment	2 RECOGNIZED NEED 8 divisions 58% enrollment	7 POTENTIAL NEED 13 divisions 53% enrollment	11 LOWER NEED 1 division 52% enrollment
	Mid-low (61-65% enrolled)	3 RECOGNIZED NEED 11 divisions 62% enrollment	4 RECOGNIZED NEED 10 divisions 64% enrollment	8 POTENTIAL NEED 9 divisions 63% enrollment	12 LOWER NEED 5 divisions 62% enrollment
	Mid-high (66-71% enrolled)	5 POTENTIAL NEED 10 divisions 69% enrollment	6 POTENTIAL NEED 9 divisions 68% enrollment	13 LOWER NEED 6 divisions 67% enrollment	15 LOWER NEED 5 divisions 69% enrollment
	Highest (72-89% enrolled)	9 LOWER NEED 2 divisions 72% enrollment	10 LOWER NEED 6 divisions 74% enrollment	14 LOWER NEED 5 divisions 76% enrollment	16 LOWER NEED 20 divisions 76% enrollment

^a Postsecondary enrollment percentages are of the class of 2014 graduating with a federally recognized diploma; economic disadvantage data are for entire student body. Percentages within table show median postsecondary enrollment for divisions within each cell.

^b Distribution divided into quartiles, from highest to lowest economic disadvantage; median value is 49%.

^c Distribution divided into quartiles, from lowest to highest enrollment; median value is 65%.

Before discussing the division need classification in detail, we consider limitations of the data we draw on and emphasize the importance of cautious use and interpretation of the classification.

Limitations

Postsecondary Enrollment Data

The postsecondary enrollment estimates are limited in two respects. First, they slightly underestimate enrollment, for several reasons. Approximately 92% of students nationwide attend colleges that participate in the data collection effort (Holian & Mokher 2011); those at non-participating colleges are omitted. In Virginia, four schools do not participate (VDOE 2012), but 96% of students in Virginia attend participating institutions (Holian & Mokher 2011). In addition, the algorithm used to link students from the VDOE database to those in the NSC database can result in misidentifications, though it is believed to be 90% accurate (Holian & Mokher 2011). Finally, a small

number of Virginia graduates (less than 1%) choose not to participate in the data collection effort (Holian & Mokher 2011). These problems notwithstanding, the data represent the best estimates available of college enrollment.

A second limitation of the postsecondary enrollment data stems from the fact that students may delay pursuing higher education. The estimates take this into account by allowing for enrollment up to 16 months after high school graduation, but as a result, the 2014 graduating class is the most recent cohort for which complete data are available now. Therefore, data for the class of 2014 are used in this analysis.

Virginia DOE Data

Other data have limitations as well; for instance, in some cases, data from the Department of Education on economic disadvantage show unusually large changes from one year to the next, as do postsecondary enrollment percentages also. Where we have observed anomalies, we note them in the text below, but we have not been able to identify specific explanations for such changes. Thus, it is important to bear in mind that both the postsecondary enrollment percentages and the economic disadvantage percentages on which the classification is based are likely to reflect a certain amount of reporting error, which we cannot always detect.

Importance of Cautious Interpretation

Division need category order. It is crucial to recognize that the rank ordering of the need categories is, in part, subjective. The numerical ordering of cells used here tends to give some priority to economic disadvantage over enrollment rates; however, it would be equally possible to prioritize lower enrollment rates over economic disadvantage. For example, mean enrollment for Cells 5 and 6 in the classification is higher than for Cells 7 and 8, but the current ordering ranks them as higher in need because of their greater levels of economic disadvantage. Users are encouraged to apply their own ranking to individual cells, depending upon the priorities or particular mission of their individual organizations. (For this reason, we refer to the need categorization as a “classification” rather than an “index,” which implies a more definitive ordering.)

Relative classification. It is equally important to understand that the need classification is relative: our classification relies on a ranking of divisions’ outcomes with respect to other divisions, not with respect to any external criterion. In no way do we wish to suggest that divisions with relatively high enrollment rates and relatively low levels of economic disadvantage do not also have a need for college access resources. We can

only say that when divisions are taken together as a group, some appear to show greater need for resources than others.

Within-division variation. Finally, it is essential to remember that the need classification in Figure 1.1A is developed using division-level data. Both the college access need categories presented here and the division-level data on which they are based may mask considerable variation by individual schools *within* divisions. (Indeed, substantial variation may exist even within a single school, since some schools include specialty centers or programs whose levels of postsecondary enrollment and/or economic disadvantage may be quite different from those of the rest of the school.)

To take one example: At 75%, Henrico County boasts one of the higher overall rates of postsecondary enrollment. However, at individual schools within Henrico County, postsecondary enrollment varies from a high of 90% (at Deep Run High) to lows of 64% (Highland Springs High) and 61% (Varina High). Similarly, the range in percentage of economically disadvantaged students within Henrico County is also considerable, varying from a low of 5% (Deep Run) to 56% (Henrico and Hermitage) and 65% (Highland Springs). Thus, it is not possible to draw any conclusions about the need level of particular schools within a division from a division's need categorization.⁵

Results of Need Classification

The shaded cells in Figure 1.1A represent the divisions with greatest need – that is, with the lowest postsecondary enrollment and the highest levels of economic disadvantage. Put another way, within each level of postsecondary enrollment, economic disadvantage provides a further lens for categorizing divisions in terms of their degree of need.

The darker the shading, the greater the division's college access need. In addition, each of the cells is identified by a number corresponding to our assessment of highest to lowest degree of need. (Divisions in unshaded cells *also* experience need for college access resources, but all school divisions in these cells show postsecondary enrollment above the median, or economic disadvantage below the median, or both.) Each cell

⁵ The Statistics and Reports section of the VDOE website includes an interactive facility that allows users to obtain economic disadvantage data for specific schools, as well as tables showing postsecondary enrollment.

displays the number of school divisions classified into the category, as well as the median postsecondary enrollment for the category.

Table 1.1 provides a complete listing of all divisions in order of need classification, and includes related data on division student and population characteristics for reference.

Table 1.2 provides the same listing, but in alphabetical order by division, and Table 1.3 again provides the same data, this time organized by superintendent's region.

Discussion of Need Classification

At top left, cells 1, 2, 3, and 4 represent the four categories where need is likely to be greatest; 40 of the 131 divisions, or 31%, fall into this quadrant. Cell 1, shaded dark blue and labeled "high need," represents the 11 divisions that are characterized by *both* the lowest levels of postsecondary enrollment *and* the most severe economic disadvantage.

Cells 2, 3, and 4, with medium blue shading, are labeled "recognized need," but in each case, need may take distinctive forms. Cell 2 represents divisions that are among the lowest in enrollment, despite being slightly better off (characterized by substantial but not severe economic disadvantage), while Cell 3 includes divisions that are among the most economically disadvantaged, and have low, though not the lowest, enrollment. Cell 4 is similar in postsecondary enrollment to Cell 8, but is more economically disadvantaged.

At the other end of the range of college access need, 28% (37 divisions) fall into the lowest need (bottom right – Cells 13-16) quadrant, where economic disadvantage is low and postsecondary enrollment rates are relatively high. Again, it is important to emphasize that divisions located in this bottom right quadrant also experience need for college access resources, but that need is probably at lower levels than for divisions in the other quadrants. Of the divisions in this lower right quadrant, the 20 divisions in Cell 16 (Figure 1.1A) enjoy *both* the highest enrollment rates *and* the lowest level of economic disadvantage; on a positive note, Cell 16 contains the largest number of divisions in the classification.

The two remaining quadrants represent other specific types of need. The four cells in the lower left quadrant might be seen as representing "dark horse" divisions: postsecondary enrollment in these divisions is above the median, despite their severe or substantial economic disadvantage. Still, "potential need" cells 5 and 6 include some divisions where enrollment sits just above the median and where economic disadvantage is severe or substantial. For example, although Halifax County, located in Cell 4, is considerably worse off in terms of postsecondary enrollment (61%) than

neighboring counties Franklin and Pittsylvania (each at 67% postsecondary enrollment and classified in Cell 6), Franklin and Pittsylvania are only just above the enrollment median. Thus, we use the “potential need” label and light blue shading to highlight divisions whose need may be borderline or could easily shift over the median from one year to the next.

By contrast, the top right quadrant contains divisions that might be considered “underperforming” – although they are less economically disadvantaged than some, their rates of postsecondary enrollment are below the median, and in the case of cells 7 and 11, well below it. Cells 7 and 8 are shaded light blue and labeled “potential need” to highlight the fact that they are below the median in postsecondary enrollment, and close to the median in economic disadvantage. Several divisions in cell 8 are at the lower enrollment bound within that cell – for example, Manassas City (61%), Rockingham County (61%), and Mathews County (62%).

Additional Factors Contributing to Need for College Access Resources

Drawing on our review of the influences that, on the one hand, facilitate entry into postsecondary programs or, on the other, may deter students from pursuing a postsecondary education, we examined a number of additional school division characteristics that might be associated with postsecondary enrollment: factors such as percent urban or rural population, college-going culture, graduation and dropout rates, racial and ethnic composition, and region. Such factors may help to describe the sources or type of need for college access resources within particular divisions, but for the most part they are highly correlated with economic disadvantage. Because they showed little relationship to postsecondary enrollment *separate from* that due to economic disadvantage, we did not integrate any of these additional factors into the need classification itself. (Details on our analysis of these additional division characteristics are provided in Appendixes A, B and C.) However, these factors are often helpful in understanding and describing the challenges faced by students within particular divisions, so we include data on many of these characteristics for each division in the tables.

Urban/rural population. Urban and rural populations may differ dramatically in the challenges they pose for access to postsecondary education, but they can also show some similarities, such as the likelihood of including large numbers of underserved students, potentially with fewer college access resources available through their communities and schools. Further, some students in both heavily urban and very rural areas may have limited exposure to the range of careers or jobs that require

postsecondary training or a college degree (though again, some communities do offer resources that promote postsecondary access and college and career success, e.g., Alleman and Holly [2014]). In such cases, students may approach the end of high school not only with fewer resources but also with little understanding of the importance of continuing their education, and limited motivation to do so.

Urban and rural populations differ in their proximity to colleges and universities, with greater proximity potentially facilitating campus visits for urban students: nearly two-thirds of Virginia city school divisions include at least one public or private college or university, while the same is true for only 42% of county divisions. Tables 1.1-1.3 report the urban population percentage within each division. (The number of public and private not-for-profit two- or four-year institutions of higher education is not included here but is included in Tables 2.1-2.3.)

College-going culture and knowledge. Research suggests that when environments contain few cues to help students envision themselves in college (for example, when students do not have older peers, siblings, or adult role models who are enrolled in college or have earned college degrees), college aspirations may be less likely to develop (Farmer-Hinton, 2008). Conversely, environments rich in college-going culture may encourage students to develop college aspirations and to pursue higher education. We use the percentage of adults within a locality who had attained a bachelor's degree as a rough indicator of the locality's college-going culture. Bachelor's degree attainment was positively associated ($r = .51$) with a division's rate of postsecondary enrollment.⁶

For instance, Cell 7 includes several fairly small divisions with postsecondary enrollment percentages at the bottom of the distribution: Rappahannock County (44%), Middlesex County (45%), and Madison County (47%). These divisions are entirely rural and have fairly low levels of bachelor's degree attainment among the adult population. None has a college or university located within its borders. In divisions like these, the absence of a college-going culture, combined with the physical distance from resources that might help students learn about college and a range of careers, may increase the challenge of promoting postsecondary enrollment.

⁶ Percentage of adults 25 and older who had earned a bachelor's degree or higher; American Community Survey, 2015, U.S. Census.

Racial/ethnic minorities and students with limited English proficiency. At the individual level, Black or African American and Hispanic/Latino students show lower rates of postsecondary enrollment compared to White students (Perna & Kurban, 2013; Baum et al., 2013). At the division level, there are small correlations between postsecondary enrollment and divisions' racial/ethnic composition, as well as with limited English proficiency, but these associations are largely a function of economic disadvantage and region. Nevertheless, descriptive information on racial/ethnic composition and limited English proficiency may be helpful in identifying strategies or platforms to use in reaching out to students and parents within particular divisions, so we include those percentages in the tables as well.

Graduation and dropout rates. Overall indicators of successful high school completion within a division might reflect graduates' degree of preparedness for college as well as college aspirations, since graduation is a necessary step on the path to college. We examined both the Virginia on-time graduation rate⁷ and the percentage graduating with a federally-recognized diploma, again at the division level.⁸ Although rates of graduation exhibit a strong, inverse association with economic disadvantage ($r = -.61$; $r = -.66$ for graduation with a federally recognized diploma), and dropout rates are positively correlated with economic disadvantage ($r = .49$), neither of the two graduation rates nor the dropout rate is especially strongly associated with postsecondary enrollment rates. For reference, however, we include both graduation and dropout rates in the tables.

VDOE superintendents' regions. Virginia school divisions are divided into eight VDOE superintendent's regions, and postsecondary enrollment varies considerably from one region to the next when averaged across divisions (not taking account of division population size). Moreover, there is sometimes significant variation *within* region in postsecondary enrollment: Northern Virginia had the greatest variation by division, showing rates of enrollment ranging from 50% (Page County) to 87% (Loudon County). Central Virginia and Northern Neck also showed somewhat greater internal variation

⁷ The percentage of students who graduated within four years of entering ninth grade with one of five state-approved diplomas.

⁸ The percentage of students who graduated within four years of entering ninth grade with a standard or advanced studies diploma.

than other regions. In general, divisions in the Southwest and Western regions show higher postsecondary enrollment than might be expected based on indicators such as economic disadvantage. As noted above, Table 1.3 lists divisions in order of superintendent's region, for reference.

Stability and Change in Levels of Need for College Access Resources

The division need classification presented above – based on data for just one year – is a snapshot from a single point in time. Many different factors may influence a division's postsecondary enrollment in a given year; some may be only temporary (for example, an unusually strong or weak graduating cohort in one year), while others may reflect longer-term influences on college-going (such as an increase in economic disadvantage resulting from the impact of a recession). By examining divisions' need levels at several different but relatively recent time points, we can take into account whether divisions show increasing, decreasing, or constant levels of need over time. More specifically, for divisions that show high levels of need in 2014, those that *also* showed high need in previous years might be regarded as experiencing *persistent need*, potentially warranting additional postsecondary access effort.

Approach and Limitations

We carried out the same analysis of school divisions' need levels for two earlier years, 2008 and 2011. Including the 2014 time point, the data cover a total time span of seven years.⁹

Particular caution must be exercised when considering change over time. Not all fluctuation in either economic disadvantage or postsecondary enrollment necessarily reflects a broader trend, and there are several large and unexplained changes for individual divisions.¹⁰ We focus here on over-time consistency in classification within

⁹ The year 2008 is a necessary starting point, since that is the first cohort for which postsecondary enrollment data are available. Definitions of postsecondary enrollment and economic disadvantage, as well as data collection methods, were consistent over the period from 2008-2014.

¹⁰ Several divisions showed unusually large differences between 2008 and 2011 in the percentages identified as economically disadvantaged. In Richmond City, the economically disadvantaged percentage jumped by 32 percentage points; Petersburg

the high and recognized need categories (cells 1-4 in Figure 1.1A). In addition, each of the limitations and reasons for cautious interpretation noted above (see pp. 18-19) apply to the over-time analysis as well. For example, change in division need levels over time represents a composite view that does not necessarily correspond to change in the situation of any given school within the division.

Results on Stability and Change

Of the 40 divisions shown in the upper left quadrant in Figure 1.1A, 15 (38%) were classified as showing high or recognized need in all three years, while a total of 34 (85%) showed high or recognized need in at least one of the two earlier years. Thus, many of the 2014 high and recognized need divisions also show persistent need.

Figure 1.1B lists the 2014 high and recognized need divisions; divisions whose names appear in bold also showed high or recognized need in 2011, and names in bold *and* italics showed high or recognized need in all three years. Divisions repeatedly classified into the highest need categories may be the most lacking in, or may benefit the most from, access services and resources. (For reference, Appendix D provides a full listing of the prior [2008 and 2011] status of the 2014 high and recognized need divisions.)

City showed an apparent decrease of 45 percentage points; and Caroline County also showed a decrease of 38 percentage points. In all three cases, the 2011 and 2014 percentages are closer than the 2008 and 2011 percentages, so it seems probable that the 2008 observations should be treated with particular caution. VDOE confirmed (personal communication, June 23, 2016) that these large differences are not accounted for by any change in data collection procedures or in the definition of economic disadvantage, but they do not have any explanation for the differences, which may result from local changes or errors in reporting. Postsecondary enrollment also shows large changes in some divisions (between 2011 and 2014, the enrollment percentage in Colonial Beach and Northampton County declined by 24 and 18 percentage points, respectively, and in Franklin City, the percentage decreased by 21 percentage points between 2008 and 2011). When data from other years are considered, it is clear that these divisions tend to show considerable fluctuation from one year to the next, perhaps in part because they have small graduating cohorts (about 30-40 in Colonial Beach graduated with a federally recognized diploma in recent years, and between 60-100 in the other two divisions).

At the same time, the divisions shown in regular type in Figure 1.1B also bear watching. These divisions did not show high or recognized need in 2011, but many of them did in 2008; they may be hovering on the edge of greater need, and might be considered “endangered.” While divisions that show persistent need are probably the primary targets for access resources, those moving into high or recognized need categories warrant attention as well.

Figure 1.1B. High and recognized need division classification for 2014, with status in earlier years (2011 and 2008) indicated

Note: Bold indicates divisions also classified as high or recognized need in 2011; those in bold and italics showed high or recognized need in all three years.

	Severe economic disadvantage	Substantial economic disadvantage
Lowest postsecondary enrollment by class of 2014	<p><i>On average, 70% economically disadvantaged and 55% postsecondary enrollment^a</i></p> <p>1 HIGH NEED 11 divisions</p> <p><i>Buckingham County</i> <i>Cumberland County</i> <i>Hopewell City</i> <i>Petersburg City</i> <i>Richmond City^b</i> <i>Westmoreland County</i> Accomack County Charles City County Colonial Beach Greensville County Northampton County</p>	<p><i>On average, 51% economically disadvantaged; 58% postsecondary enrollment^a</i></p> <p>2 RECOGNIZED NEED 8 divisions</p> <p><i>Caroline County</i> <i>Highland County</i> <i>King and Queen County</i> <i>Nelson County</i> <i>Northumberland County</i> <i>Waynesboro City</i> Alleghany County Buena Vista City</p>
Mid-low postsecondary enrollment by class of 2014	<p><i>On average, 65% economically disadvantaged; 62% postsecondary enrollment^a</i></p> <p>3 RECOGNIZED NEED 11 divisions</p> <p>Buchanan County Franklin City Lee County Lynchburg City Newport News City Nottoway County Roanoke City Smyth County Hampton City Lunenburg County Norfolk City</p>	<p><i>On average, 56% economically disadvantaged; 64% postsecondary enrollment^a</i></p> <p>4 RECOGNIZED NEED 10 divisions</p> <p>Carroll County Halifax County Scott County Winchester City Covington City Mecklenburg County Portsmouth City Richmond County Russell County Staunton City</p>

^a Medians.

^b Richmond City would be among the divisions showing high levels of need in all three years were it not for very low reported levels of economic disadvantage prior to 2010. VDOE is not aware of any local changes in data collection procedures, but the difference is large enough to suggest some change or reporting error. See footnote 10 in text for further discussion.

For instance, the five “endangered” (regular typeface) divisions in the high need/Cell 1 category in Figure 1.1B did *not* meet the criteria for high or recognized need in 2011, but all five were classified as showing high or recognized need in 2008. In each of these divisions the percentage of economically disadvantaged students increased over time, and all displayed sharp declines in postsecondary enrollment, either over the total period or between 2011 and 2014.

Similarly, the three recognized need groups in Figure 1.1B include divisions (again, in regular type) that returned to or acquired high or recognized need status in 2014. In some cases, the higher need level resulted mainly from declining rates of postsecondary enrollment (e.g., Alleghany County in Cell 2). For some other divisions, the main driver of higher need status was an increase in the percentage of students considered economically disadvantaged, while postsecondary enrollment showed small changes (e.g., in Cell 2, Buena Vista City, where postsecondary enrollment appeared to increase in spite of the growth in economic distress, or Staunton City in Cell 4, where enrollment decreased slightly). For still other divisions, both decreasing postsecondary enrollment and increasing economic disadvantage contributed to the higher need designation (e.g., Mecklenburg County and Richmond County in Cell 4). We do not know whether these types of changes represent longer-term trends, but these divisions may be important to watch over the next few years.

Shifts occur in a positive direction, too. Six divisions exhibited high or recognized need in 2008, but were *not* categorized as having high or recognized need in either 2011 or 2014: Brunswick County, Colonial Heights City, Franklin County, Harrisonburg City, Henry County, and West Point. (These divisions do not appear in Figure 1.1B or Appendix D because they were not among the 2014 high or recognized need divisions.) Indeed, Colonial Heights, Harrisonburg, and West Point showed consistent increases in postsecondary enrollment across the three time points – despite simultaneous increases in economic disadvantage within those divisions. It is worth noting that Brunswick County, Colonial Heights, Harrisonburg City, and Henry County had been identified as showing high or recognized need according to the criteria used in the 2009 report (Alleman et al.), and may have benefited as a result from increased college access resources and attention. Again, though, additional data points are needed to confirm these possible positive trends.

Part 2. Survey of Organizations Providing Postsecondary Access Services

In addition to identifying school divisions' need for access services, our study investigated the access resources divisions have available. We began by identifying as many Virginia access groups, organizations, and offices as we could, and then administered a survey to them as a means of obtaining information on their access work. Part 2 of this report describes our approach and presents results from the survey component of the research.

Research Method

Definitions

For this part of the investigation, we confronted the challenge of identifying and defining "postsecondary access providers," just as the authors of the earlier study did. We followed the 2009 study (Alleman et al., 2009, p. 17) in drawing on Cabrera and La Nasa's (2001) work to define an access provider as "any organization through which an individual gains the knowledge, skills, or support necessary for college aspiration, qualification, application, and enrollment."

In addition, the present research adhered to the 2009 study's conceptual grouping of access providers into five general types, three of which this study sought to include:

- *Community-based providers* (often responding to a particular local need, funded through a combination of donations, state and federal grants, and sometimes through continuing support from foundations);
- *State- or higher-education directed providers* (often similar in terms of services to community-based providers, but directed by state agencies or colleges or universities, and relying on state or federal grants);
- *Micro-providers* (typically smaller-scale, single-locality programs administered by churches, community groups, social support organizations, etc. Postsecondary access services may be just one of a range of services or support they provide, and their reach and scope of services is often more limited).

Two types of access provider were omitted in the present study, just as in the earlier research, and for the same reasons. We did not attempt to include *school-based providers* (in particular, counselors, who constitute the "front line" of access providers), since information on access efforts by schools and counselors is already available from individual schools. (It is worth noting, though, that the ratio of counselors to students

may not be adequate to meet postsecondary access needs: school counseling has been identified as one of the top 10 “critical shortage areas” by the Virginia Department of Education in every academic year since 2010-2011 [VDOE, n.d.]. Moreover, the state’s Standards of Quality for high schools mandate only one counselor per 350 students [VDOE, 2016]).

We also did not include *relationship-based providers* – that is, individuals or networks of individuals that encourage students to pursue their education or provide concrete support to assist them in attaining educational goals, simply because this category is too broad to capture; it may include siblings, other family members, friends, community mentors and role models, and so on. As the authors of the 2009 study note, “every person who attended college or believes in the value of college is a relationship-based provider on some level” (Alleman et al., 2009, p. 19).

In addition, we imposed five types of restrictions on access groups’ and organizations’ eligibility for inclusion in the research. First (and again following Alleman et al.’s [2009] approach), we included only those organizations that provided services or resources to students in K-12. Thus, groups focusing exclusively on non-K-12 students (e.g., veterans, students returning to college after spending time in the workforce, other non-traditional students) were not included in our study. (Some organizations providing services to K-12 students may *also* provide services to students already enrolled in postsecondary education, however, and these groups were eligible for inclusion).

A second restriction was to exclude youth mentoring groups or organizations that lack a programmatic emphasis on college access. Mentors affiliated with these groups may provide postsecondary access services on an ad hoc basis, but whether or not they do so depends entirely on the needs of the individual student and the background and resources of the mentor. We locate such efforts within the category of relationship-based provider; capturing them is beyond the scope of our research. Mentoring programs that have a systematic college access emphasis or component, however, are included.

Third, we did not actively pursue private educational consultants, since an important intent was to identify programs or services available to traditionally underrepresented students, who may have fewer resources. Consultants do sometimes provide free workshops or information sessions for the general public, but initial investigations suggested that these are not typically held on a regular or ongoing basis, so we did not deliberately recruit consultants for the study.

A fourth restriction was that we did not actively recruit organizations whose sole access activity is to provide scholarships. While such groups obviously make an essential contribution to the college-going process, lists of scholarships are already available in several online locations, and most of our survey content would have been irrelevant for such organizations. Organizations that provide scholarships along with other services were included, as well as one or two groups that aggregate information about scholarships available.

Fifth, because we attempted to systematically identify access initiatives and programs at institutions of higher education (IHEs), we confronted the sometimes blurry distinction between efforts designed to promote broad access to postsecondary education, and efforts to recruit students for a particular college or university. We excluded private proprietary (“for-profit”) institutions, which seemed unlikely to support broader-based postsecondary access as distinct from recruitment; searches of the websites of several proprietary institutions turned up no evidence of general postsecondary access efforts. We also excluded programs at public or private non-profit institutions whose primary purpose appeared to be recruitment. To distinguish postsecondary access from recruitment, we were guided for the most part by how directors at IHEs conceived of their programs; they were generally clear and open about the programs’ intent. In a few ambiguous cases, we employed the following criteria to make a determination:

- Geared toward students not yet involved in the college selection/application process (e.g., middle schoolers, younger high school students);
- Not housed in admissions or other office aimed at recruitment;
- Involve non-IHE organizations, or additional IHE partners.

Identification of Access Provider Organizations

A further challenge for the research related to the absence of a complete list of Virginia’s postsecondary access providers. We drew on many sources in order to create as comprehensive a list as possible, including the following: the 2009 study results (Alleman et al., 2009); Virginia College Access Network (VCAN) members and recent conference attendees; Virginia-based members of national associations (such as the National College Access Network and the National Association for College Admission Counseling); TRiO funded programs for K-12 students (Upward Bound, Talent Search, Upward Bound Math-Science); and participants in the State Council for Higher Education of Virginia’s 2013 College Access Challenge Grant Program survey. We also publicized the study and recruited participants at several conferences for educators, counselors, and college access professionals. In addition, we drew on the expertise and

suggestions of our advisory committee members; we developed and drew on contacts at community organizations and institutions of higher education; and we used systematic internet searches to identify other groups or initiatives working on postsecondary access.

Further, we attempted to identify programs or initiatives at Virginia's community colleges and public and private four-year colleges and universities that might include a college access component. We employed systematic searches of their websites and phone calls to potentially relevant offices (such as student support services, diversity and inclusion offices, career services or workforce development offices, etc.). Finally, we used a form of "snowball sampling" to expand our list of potential access programs and organizations: we included a question on the survey that asked respondents to identify other groups, organizations, programs, or initiatives they were aware of that sought to encourage or assist students in pursuing postsecondary education or training.

Within the constraints described above, our goal was to include as broad a range as possible of organizations providing access services or resources to different types of students, at different points in their K-12 educational careers, and assisting them with different parts of the process of entering postsecondary education. To that end, we cast a wide net, emphasizing to the organizations we contacted that we were just as interested in groups that worked with young students to develop college aspirations and career interests as we were in groups that focused on concrete assistance with the planning, application, and financial aid process for high school seniors. In addition, the survey began with a description of the range of activities and target student ages we were interested in to ensure that respondents kept in mind all potentially relevant work.

Finally, we sought to include not only groups and initiatives promoting access to traditional two- or four-year colleges, but also those aimed at increasing access to other types of post-high school education, training, or certificate programs. Both in conversations with access providers and in the survey itself, we emphasized that we were interested in efforts to help students gain access to all kinds of education or training that occur after high school. With that in mind, we frequently employed the term "postsecondary access" rather than "college access." We use the two terms interchangeably in this report.

Survey Approach and Participation Incentive

Our survey approach differed somewhat from that employed in the earlier study (Alleman et al., 2009). In 2009, the researchers drew on contacts but also made their survey publicly available, through e-mail/web discussion lists and other methods.

Consequently, they did not have information on the population of access providers of which their respondents were a subset. We deliberately chose to attempt to identify eligible programs and organizations and contact them individually for several reasons. It seemed important to be able to calculate a response rate, in order to gauge how well our survey covered at least the population of access providers we were able to identify. Additionally, we could not be confident that any public survey dissemination method would reach most, or even many, access providers. Finally, we wished to motivate participation through personal contact with program directors and by offering respondents an incentive, which would not have been possible with a publicly accessible survey. The incentive offered was the opportunity (for respondents who completed the survey) to enter a drawing for a \$1,029 scholarship for the 2017-18 year, to be awarded by the winning organization to a college-bound student participating in one of its access programs.¹¹

We felt it was important to use an incentive to encourage organizations to participate in the survey for several reasons. First, response rates to surveys have declined sharply in recent decades, with response rates to even high-quality standard general population surveys in the United States now in the single digits (Kohut et al., 2012). Second, potential respondents suffer from survey fatigue, particularly when – as in the case of many of our respondents – they are frequently asked to respond to surveys for work or administrative purposes. Third, the survey was lengthy and detailed, often taking 30-40 minutes to complete. Judging by the reactions of access providers to whom we described the scholarship drawing, and by our response rate, discussed below, the strategy was effective.

Survey Content Development

Our starting point for survey content was the questionnaire used in the 2009 study, which had asked access providers about divisions covered, services provided, and populations targeted. As a second stage of the study, the 2009 effort sought to collect organizational-level information, related to staff, numbers of students served, and funding, from providers who had already responded to the initial survey. Because response to that second stage survey was very low, we decided to incorporate as many questions as possible into the main survey, and omit questions that might be seen as intrusive; for example, we did not ask any questions about funding amounts.

¹¹ Scholarship funds were provided by Virginia529.

More generally, we attempted to ensure that respondents felt comfortable answering all questions. We assured respondents that their responses would not be used in a way that identified them, and that they could skip any question they did not wish to answer.

In developing the questionnaire, we also examined materials from the National College Access Network (NCAN) developed to support college access providers in collecting data and carrying out evaluations, to gain a sense of recommended practices. We drew on NCAN's resource materials, such as the list of common measures access organizations might use to determine whether students are likely to enroll in postsecondary education, and their benchmarking reports. We also used a report of findings on data usage from NCAN's survey of 46 member organizations, which helped us to design several of our own survey questions on outcome tracking practices and the use of external data.

To reduce respondent burden, we attempted to keep the survey questions as straightforward as possible. On some topics, however, we had no guidance from previous survey questions to help with question wording or response options. In such cases, we decided to use open-ended questions, which respondents could answer in their own words. Adopting this approach allowed respondents to raise the issues that were salient to them, and ensured that we were not artificially constraining providers either in terms of the issues or in terms of what they wished to say about them. We employ a qualitative approach in analyzing responses to these questions. On some of the open-ended questions, we were able to develop clearly defined categories into which responses could be coded, making it possible to quantify the frequency with which different types of response occurred.

The draft survey questionnaire was reviewed at multiple stages of development by our advisory committee, who made valuable suggestions on question content and helped to refine question wording. Once finalized, we pretested the survey to ensure that question wording was clear and response options appropriate; we also wanted to ensure that the survey was not too burdensome in terms of length, and that the administration in SurveyMonkey (the survey software we used) was working properly. For participation in our initial pretest, we invited a respondent from a major, well-established access provider, a locally-situated site coordinator for a state-wide program, both very knowledgeable about their organizations and programs, as well as a respondent from a small, recently established, local access provider focusing on a single aspect of the postsecondary program application process. Each respondent completed the questionnaire and provided feedback on individual questions as well as the survey

completion experience as a whole. Based on that feedback, modifications were made to the survey questions, and a further round of pretesting was carried out, again ensuring that we were obtaining responses from several different types of access organizations.

Survey Fieldwork Procedure

Survey fieldwork began in August 2016, and both participant recruitment and fieldwork extended through January 2017. We used an initial screening stage (phone or e-mail contact) to evaluate groups' and organizations' eligibility for the survey. Once we determined that a program or organization fit within the scope of our study, we briefly described the research and identified an appropriate respondent (usually the program director or coordinator, or the executive director). We invited the prospective respondent to participate in the survey, and described the incentive. At Virginia Tech, the College Access Collaborative assisted us in identifying programs engaged in postsecondary access work, and the Collaborative administered our survey locally to those program directors.

Those who agreed to participate in the research were sent an e-mail message with a link allowing them to enter the online survey. Respondents could complete the survey in one session, or re-link to work on it in multiple sessions. Up to five e-mail reminders to complete the survey were sent to respondents through the survey software, and in many cases we also followed up with personal e-mail messages and phone calls.

Data from Organizations and from Locally-Situated Coaches/Advisers

Groups or Organizations

Our primary data collection effort targeted access groups and organizations, including programs and offices administering access services at larger institutions, such as colleges and universities. For each organization (including those that employ networks of locally-situated coaches or advisers, such as the Virginia Community College System's network of High School Career Coaches, ACCESS College Foundation, GRASP, or Richmond's Communities in Schools), we obtained *one* survey response from the program director/manager/coordinator or executive director. In the case of Project Discovery (a state-wide program, but one that is administered through local community-based agencies) and TRiO programs (federally funded, but also locally administered), each site was treated as a separate "organization." Programs run by different departments/schools or offices within a single institution of higher education typically operate entirely independently, with different missions, approaches, and target student populations, so in such cases we invited each program director to

complete a separate survey, and we also count those different programs as separate “access provider groups.”

Thus, large and small access organizations alike were each represented by a single survey response in our primary dataset (115 responding organizations). In the discussion of results, we refer to these responses as reports from “access provider organizations,” “program directors,” or for simplicity, “organizations” or “groups,” using the terms interchangeably. Each respondent reported on the overall activity and mission of his or her organization: the various locations served, student populations targeted, and services provided. In addition, the survey gathered data on the size of the organization (or its postsecondary access-focused office), the length of its involvement in college access, and practices used to support access work, such as tracking of student participants, program evaluations, and professional development opportunities for staff.

Coaches/Advisers

We also undertook an additional, simultaneous data collection effort centering on the locally-situated representatives who provide services for the major multi-site access organizations, and for several other groups with a more local or specialized emphasis on particular student populations. Locally-situated representatives affiliated with 13 organizations received a request to participate in a shorter version of the survey.¹² The shorter version included questions about student populations served and services provided, but omitted questions about the organization itself; through preliminary inquiries, we ascertained that most local representatives would not have the information needed to answer these types of questions. In presenting results, we refer to these respondents as “coaches/advisers” or “local coaches/advisers,” and present those results under a separate subheading or otherwise clearly identify them as

¹² The local representatives invited to participate were: VCCS High School Career Coaches and Rural Virginia Horseshoe Initiative Career Coaches, GRASP Advisors, Great Expectations Coaches, GEAR UP Virginia Program Coordinators, ACCESS College Foundation Advisors, Virginia College Advising Corps Advisors, Pathways programs Counselors, Communities in Schools Richmond and Chesterfield Site Coordinators, RVA Future Centers Directors, and Lynchburg Beacon of Hope Future Center Directors.

coach/advisers' responses.¹³ The 196 coaches/advisers who responded to the survey provide a perspective shaped by their regular, direct interactions with students and often particular school contexts.

Response Rates

All told, we investigated or attempted to investigate 434 different programs, initiatives, organizations, agencies and offices that our research suggested might provide postsecondary access services. Having identified these entities, we contacted them by phone, e-mail, or both to obtain basic information on their work and to identify an appropriate contact for those with confirmed involvement in postsecondary access activities. Often multiple contact attempts were required; we carried out over 1,300 contact attempts to identify programs or organizations, with as many as seven attempts in some cases.

Of the 434 different entities identified as potential access provider groups or organizations, 42% were determined at the screening stage to be ineligible: they were not direct access service providers, did not work with students in K-12, or did not meet one of the other criteria laid out above (pp. 29-31). Thirty-four percent were eligible, and were invited to participate in our survey. The remaining 24% of potential providers never responded to our inquiries despite multiple attempts, so we were not able to establish contact with an individual who could confirm the organization's or program's eligibility for our study. Some of these groups may have ceased activity or reorganized, some may not have been a good fit for our criteria but not bothered to confirm that, while others may not have been interested enough in our research to respond.

Virtually all groups or organizations we were able to reach *agreed* to participate in our survey: just one respondent refused to participate in the survey, in part because she was unsure of receiving funding that would allow her organization's program to continue. Although not all organizations that agreed to participate ended up responding, a substantial percentage did: among organizations we were able to contact and that were

¹³ Organizations refer to their local representatives by a number of different titles. We employ the "coach/advisor" terminology because it corresponds to the titles used by a majority of these respondents.

deemed eligible, 115 responded to the survey, for a response rate of 77%.¹⁴ The remainder did not respond, in spite of repeated reminders and follow-up attempts.

We received survey responses from 196 coaches/advisers, for an overall response rate for coaches/advisers of 68%. Response rates for coaches/advisers varied by organization, from 52% to 91%.

Limitations

Survey Representativeness

It is important to emphasize that the survey results cannot be taken as representative of Virginia postsecondary access providers as a whole. Our response rate for access programs and organizations does offer some confidence that our survey responses reflect a sizable proportion of the access organizations we were able to identify. However, two important limitations should be kept in mind.

First, it is possible that organizations we identified but were never able to contact may be somewhat different from those we reached successfully. Indeed, we know this to be true in several instances, when it proved beyond our resources to systematically investigate the many local chapters and branches of highly decentralized organizations, such as the Boys and Girls Clubs, especially when we could not identify a specific college access program that might be administered by different branches.¹⁵ Similarly, it

¹⁴ An alternative and more conservative calculation includes all initiatives and organizations deemed eligible *plus* those of unknown eligibility (that is, those organizations where we never managed to speak with a program director). That calculation assumes proportional allocation of the unknown eligibility cases, and yields a response rate of 59%.

¹⁵ For example, some local Boys and Girls Clubs may provide support for career development and postsecondary access, but central offices have no information on which specific locations provide such services. As another example, we know from our research on Delta Sigma Theta, an African-American sorority, that they have programming designed to support college access for young people; through conversations with the national headquarters, we confirmed that that programming is current. However, the national office does not know what is offered by specific chapters, and we were unable to reach the director for the South Atlantic region or other affiliates (who no doubt volunteer their time). As a final example, local Rotary Clubs

is possible that organizations we contacted and invited to participate, but that did not ultimately participate in the survey, are different in unknown ways from those that did take part; for example, they might be shorter-staffed, or consider postsecondary access work a less important element of their services.

A second, more fundamental limitation stems from the fact that no complete listing exists of Virginia access provider organizations. Therefore, we cannot know what proportion of the total population of access groups and organizations we were able to identify, or whether or how the access providers we identified might differ from those in the total population. We can speculate that the groups and organizations we identified tended to be larger and more well-established, while those we did not identify were almost certainly smaller, more locally-oriented, perhaps less exclusively focused on college access services, and more likely to fall into the category of micro-providers described above (see p. 29).

Data from local coaches/advisers share similar problems bearing on representativeness, compounded by additional considerations: only some organizations employ networks of local representatives or were willing to have us invite them to participate in the study; coach vacancies and inaccuracies in mailing lists hampered our ability to collect complete data; and institutional firewalls complicated delivery of e-mail messages, though we were generally able to find solutions. Rates of response by coaches/advisers varied from one organization to another, and the size of the coach/advisor network differs greatly from one organization to another, with the VCCS High School Career Coaches constituting the largest group, and thus also a large proportion of our coach/advisor respondents. In addition, it is important to recognize that coaches/advisers are often located in rural areas: they are often purposely employed by organizations to increase geographic coverage and to help make services available in more distant school divisions. Local coaches/advisers also tend to work disproportionately with high school students, rather than with younger students. Thus, survey responses from coaches/advisers typically reflect experience in a geographic area and with a subgroup of students more limited than those served by the organization as a whole, so we use them only where appropriate below. Still, when

may provide funding or other types of access support to students. Again, though, contact information for local clubs is limited or unavailable, and we did not have the resources to pursue the potential access work of such groups.

used with caution, these data can offer insight into the services emphasized by representatives “on the ground,” and they reflect a more local perspective on services provided, students’ needs, and the challenges of college access work.

Generalizability, Causal Inferences, and Cautious Interpretation of Results

Because of these limitations, the survey findings cannot be generalized to the larger population of Virginia access providers (or to the population of local coaches/advisers) with any degree of certainty. For this reason, as well as the relatively small numbers of respondents, undue weight should not be placed on any individual point estimate (percentage), or on small percentage point differences across questions. Instead, readers should focus on broad overall trends or tendencies and on sizable differences; our discussion draws attention to the tendencies, trends, and differences that are most likely to be reliable.

In addition, any comparisons to 2009 results must be approached with caution. Differences observed cannot be definitively attributed to change in the number or distribution of access organizations; they might also result from different levels of coverage of the population of access providers in the two studies. We do include several points of comparison in our discussion, but these can only be tentative.

Finally, the purpose of the research is descriptive in nature, not explanatory or evaluative. We occasionally note observed associations or the absence of associations between the measures we use. However, the design of this research does not permit conclusions about any causal relationship between, for example, the presence of access providers in a division and a division’s postsecondary enrollment outcomes; such causal inferences would require a different research design (e.g., an experimental or case study approach).

Reporting of Quantitative and Qualitative Data

Our survey included both standard closed-ended survey questions, where respondents select an answer from a set of response options, as well as open-ended questions, which respondents answer in their own words. In addition, comment space was available for respondents to include notes or expand on a response to a closed-ended question as they wished, but they were not asked to so. Results from the closed-ended questions are reported in quantitative form, usually shown as percentages in figures or text. To illustrate trends or to add depth or interpretation to the quantitative data, we sometimes draw anecdotally on respondents’ comments. In addition to the anecdotal use of respondent comments, we also include more systematic analysis of responses to

open-ended questions. Quoted comments and responses are presented verbatim with minor editing only for clarity, to correct spelling errors, or to adjust capitalization. Partial quotations are shown by ellipses; insertions or changes to capitalization are shown in square brackets; and references to specific programs or organizations are omitted to protect confidentiality.

To ensure that respondents felt comfortable answering questions, and to reduce respondent frustration and broken-off surveys, we did not require a response to any question. As a result, however, respondents did skip questions, with non-response generally about 2%, but up to 5% on some questions about services or target populations, etc. The nature of the questions and patterns of response suggest that respondents did not omit these questions because they found them intrusive; rather, they tended to check responses for services they did provide, but simply did not answer questions about services they did not offer, instead of specifying that they did not provide those services. To simplify the presentation, we include all responses in the base for calculating percentages – that is, in light of the available evidence, we assume that when respondents did not answer a question, they did not provide that service. This is a conservative approach in keeping with our focus on overall trends rather than particular point estimates. (In no case would adjusting the base for percentaging change conclusions, for instance, about the relative emphasis on one service as compared to another.) We also included a “don’t know” option for all closed-ended questions; on most questions, no more than two organizations selected the “don’t know” option. Again, for the sake of simplicity, we generally do not exclude these responses from the base for calculating percentages. However, we do note instances when larger proportions of respondents selected the “don’t know” option, as, for example, on the question about the extent to which undocumented students were a target population.

Access Provider Presence Across Virginia

In this section, we report on the geographic distribution of access provider services across the Commonwealth, based on the survey responses of the 115 different participating access provider groups and organizations. We use those survey responses to examine access providers' presence in individual school divisions and VDOE superintendent's regions in the context of division characteristics and the analysis of need for access resources.¹⁶

Overview of Access Provider Presence

The survey asked respondents to identify the school divisions in which their organization provided postsecondary access services.¹⁷ The participating organizations reported serving a total of 128 of Virginia's 131 school divisions. We identified 756 instances of access provider presence (that is, instances in which an organization or group provided access services to a school division). Across the Commonwealth, the median number of organizations providing access services per division was five (the mean was 5.8). Just three school divisions were not served by any access group or organization, while 10 divisions received services from 11 or more organizations.

Comparison to 2009

Given the inherent limitations of the research discussed above (see pp. 38-40), it is not possible to draw firm conclusions about change since 2009, but these data suggest that access provider coverage may have increased: the 2009 study obtained survey responses from 36 different access provider organizations, identified about 450

¹⁶ In a handful of instances, we were aware that services were provided by a particular program/site (e.g., TRiO, Project Discovery), but did not receive a survey response. In those cases, we were able to obtain information on divisions served, and data reported in this section reflect that supplemental information.

¹⁷ Thirteen access provider groups or organizations indicated that they served students in all school divisions. We do not include them in the counts reported here because our goal was to identify providers with a local presence in each division, but these groups provide important services and resources to students and they are included in the directory/listing provided on pp. 167-180. (See p. 154 for a list of the 13 groups.)

instances of access provider presence, and found a mean of 3.7 providers per division, with 16 school divisions not served by any provider.

Variation Across School Divisions

School divisions vary greatly in terms of the number of organizations providing access services. Figure 2.1 shows how many school divisions receive services from different numbers of access groups. Most divisions are served by between three and eight different access organizations, with 35 school divisions served by three or four access groups, 34 divisions receiving services from five or six access organizations, and 28 served by seven or eight access groups. (It is important to remember, of course, that not all organizations serving a division provide services to all schools within the division – nor do all organizations provide the same level or scope of support.) The three divisions where no access organizations reported a presence are Mathews County, Poquoson City and West Point.¹⁸ The 10 divisions at the high end (served by 11 or more organizations) included Richmond City, which receives access support from 29 different groups and organizations. Because of this skewed distribution, the median (5 providers) is better than the mean as a statewide indicator of the average number of access provider organizations per school division; we use the median rather than the mean in several further figures below.

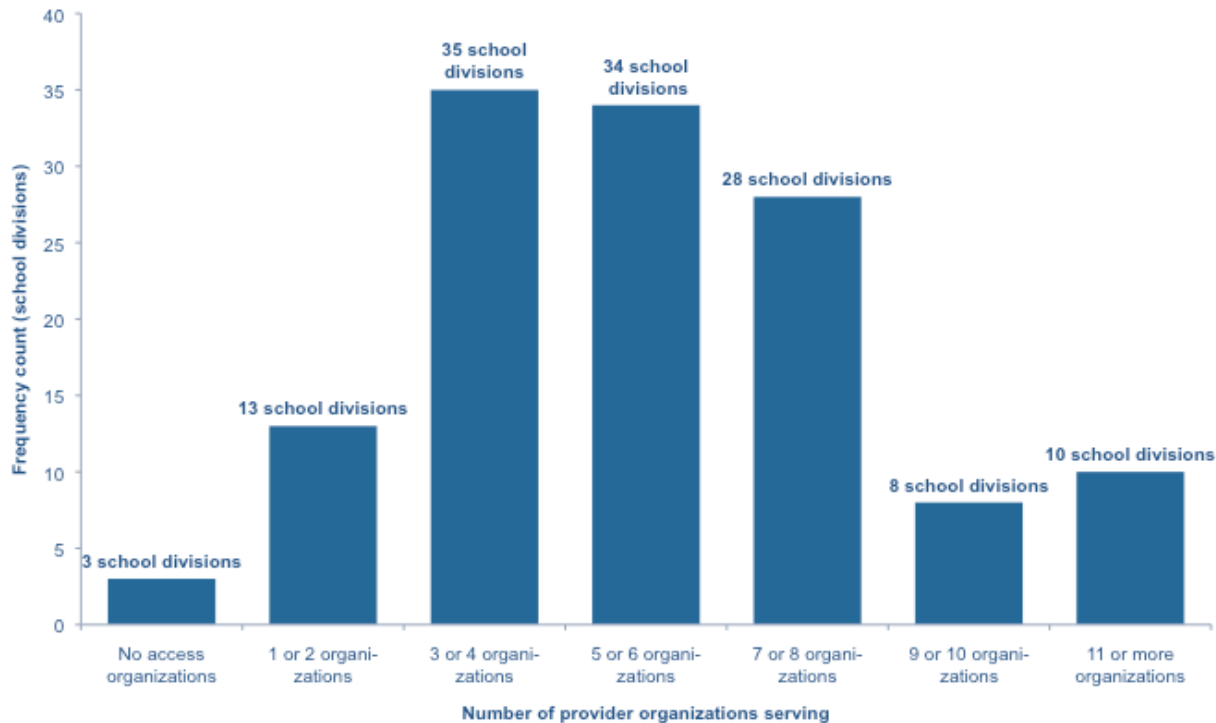
“Dedicated” Provider Presence

We drew on survey responses to identify organizations for which postsecondary access work is the primary function.¹⁹ We refer to these organizations as “dedicated providers”; they make up 54% of the provider organizations in our survey.

¹⁸ As Table 2-2 indicates, Mathews County falls into Cell 8 – “potential need” – but both Poquoson City and West Point are in the lowest need category, Cell 16.

¹⁹ Dedicated providers include the major multi-site providers (e.g., GRASP, ACCESS College Foundation, VCCS Career Coaches, VCCS RVHI Career Coaches); organizations based in a single locality that identified themselves in the survey as “college access organizations” (e.g., RVA Future Centers and a number of smaller providers); federally-funded programs or state-wide groups designed to support postsecondary access (e.g., TRiO programs, Project Discovery, GEAR UP Virginia); and two programs at institutions of higher education whose role is to provide broad (not restricted to selected students) and consistent support for postsecondary access as a

Figure 2.1. How many school divisions are served by different numbers of provider organizations? (N=131)



On the whole, dedicated providers are more likely than other access organizations to report focusing on first-generation students; they also tend to emphasize elements most directly related to selecting and applying to programs or institutions, and financing a postsecondary education – especially the nuts and bolts of the application and financial aid process. When we consider the average presence of dedicated provider groups in school divisions, the mean number per school division of dedicated providers is 2.8, while the mode and median are both 3. Roughly half of school divisions are served by three or more providers whose *primary* function is to support postsecondary access; the other half of divisions are served by two or fewer. (In four divisions [in addition to the

primary function (University of Virginia’s Virginia College Advising Corps [VCAC] and Virginia Tech’s College Access Collaborative). We recognize that the dedicated/non-dedicated distinction is not always clear-cut; for example, our definition excludes some programs at colleges and universities that consider postsecondary access support their primary role, but that work only with a fairly small number of selected students, only through summer programs, etc.

three divisions that do not receive services from any access provider], no dedicated access organization reported a presence.²⁰⁾

City and County School Divisions

In general, city divisions are more likely to show somewhat larger total numbers of access providers, with a median of 7 per division, compared to a median of 5 for counties/consolidated divisions.²¹ There is somewhat less difference in the numbers of dedicated providers, however, with a median of 3 for both cities and counties/consolidated divisions (and means of 3.3 and 2.7, respectively) – perhaps reflecting deliberate efforts by dedicated access providers to distribute services widely, in contrast with a more local orientation by some providers who offer postsecondary access as part of a range of services for an immediate community.

Access Provider Presence and School Division Need

An important question is how the distribution of access provider organizations corresponds to divisions' need for postsecondary access support. Access organizations, especially dedicated providers, do show a somewhat greater presence in divisions classified as showing high or recognized need, compared to other divisions. We find that the number of providers offering services shows a moderate, positive correlation with the percentage of students in a division that are considered economically disadvantaged, as well as with graduating cohort size. The number of providers is also negatively associated with divisions' graduation rates, and positively associated with dropout rates. However, the number of provider organizations shows little relationship to rates of postsecondary enrollment, and thus also to our need classification.²²

²⁰ The four divisions are (with division need classification): Middlesex and Rappahannock Counties (Cell 7), King George County (Cell 12), and Campbell County (Cell 13).

²¹ See footnote 4 on p. 16 on consolidated divisions.

²² This study was not designed to evaluate access providers' efforts, nor should these results be interpreted as a reflection of access service effectiveness. For one thing, an expectation that providers will be present in larger numbers in divisions with greater need does not allow for any mitigating effects of access providers' efforts on postsecondary enrollment. Moreover, factors such as division size influence decisions on where to offer services. Further, the number of access providers in each division is

It is possible that, in deciding where to offer services, access providers may currently be guided primarily by economic disadvantage and student body size, as well by graduation and dropout rates.²³ Until recently, data for these indicators have been more readily available than data on postsecondary enrollment, and indeed the 2009 study of college access resources emphasized both economic disadvantage and graduation and dropout rates (Alleman et al., 2009). Now that a direct measure of college-going – postsecondary enrollment – is available, it can provide an important further planning tool for access providers, whether used as part of our division need classification or as a separate indicator on its own. With that in mind, we include the division need classification in tables that show the presence of access providers in each division, and we also include the underlying rates of postsecondary enrollment and economic disadvantage.

Resources on Access Provider Presence

Three tables provide resources for readers wishing to examine access provider presence in detail. Table 2.1 lists Virginia school divisions according to their classification by need for access resources, and shows the number of dedicated providers in the division (that is, those supporting college access as a primary function), and the total number of providers. The table also shows the size of the graduating cohort in 2014, the size of the 2014 total student body, the percentage of the 2014 graduating cohort enrolling in a postsecondary institution, and the percentage of the student body considered economically disadvantaged. Columns at the far right of the table show the number of

only a rough indicator of services available; we do not have division-level data on the quality, scope, or intensity of services or on the number of staff administering them to students in each division. We also do not have information on the other access resources available to students in each division, particularly through schools, which are likely to influence both postsecondary enrollment rates and access organizations' decisions on where to focus their efforts. Finally, our data do not take into consideration variation on any indicator by individual schools within divisions, though such variation may well figure into access providers' planning.

²³ If graduation rates are low or dropout rates high, postsecondary enrollment will necessarily be limited. On the other hand, as graduation rates increase (as they have done since 2008), they become less useful as an indicator of the need for access resources.

different types of institutions of higher education located in each division. Table 2.2 provides the same information in an alphabetical listing of divisions, while Table 2.3 again repeats the information but organizes divisions by VDOE superintendent's region.

This report includes a set of maps. Map 1 graphically represents the need classification of each division, using the four broad need categories shown in Figure 1.1A (High, Recognized, Potential, and Lower). Maps 2 and 3 display overviews of the distribution of access services across the Commonwealth (total providers and dedicated providers). Map 4 shows boundaries for VDOE superintendent's regions, and Maps 5-12 show total numbers of access providers serving each division within the individual superintendent's regions.

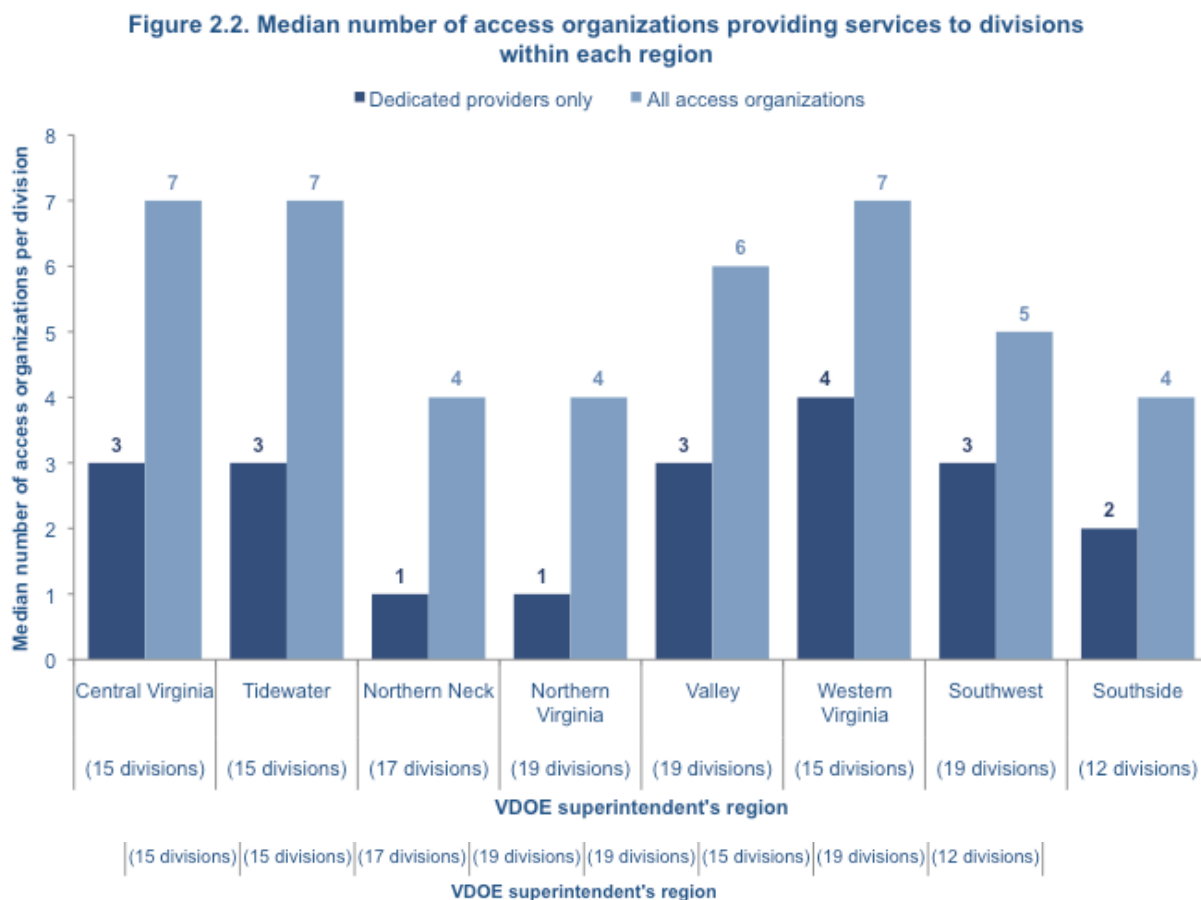
The maps are followed by a list of the access provider groups and organizations that responded to our survey, along with contact information they reported.

One further tool is a set of data visualizations – interactive maps that display selected data for school divisions – available online. These interactive maps show the postsecondary access organizations that reported providing services to each school division, and also display data on a number of indicators. The interactive maps can be viewed at [insert url here].

Access Provider Presence by VDOE Superintendent's Regions

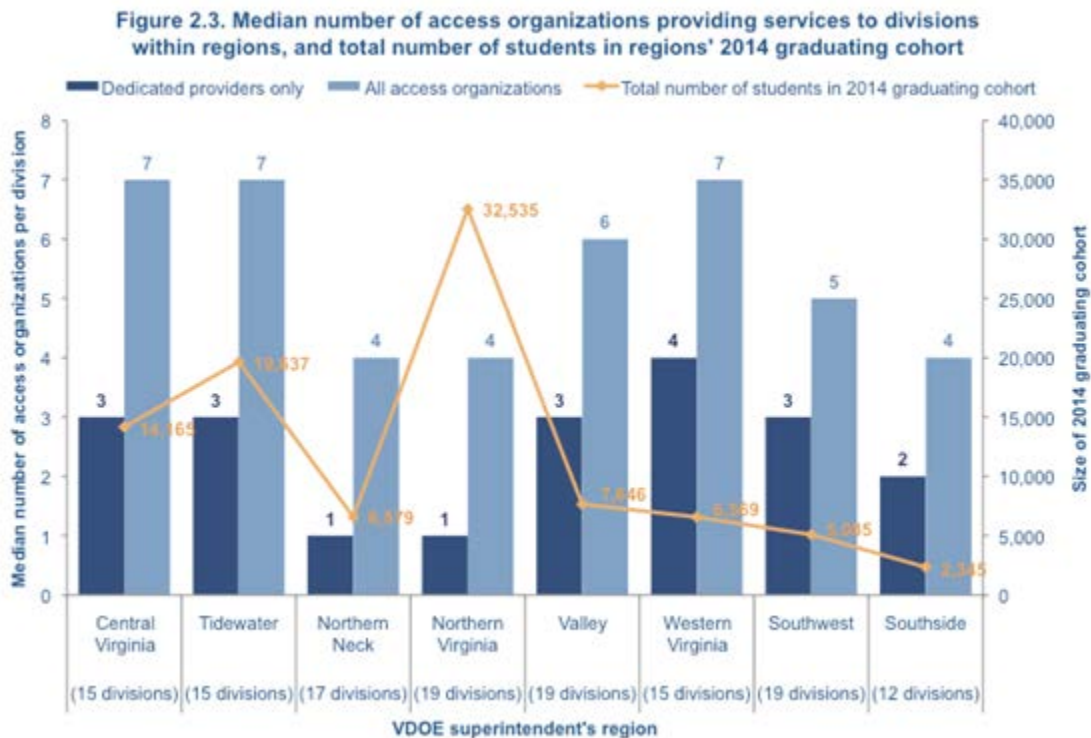
In addition to examining individual school divisions, looking at provider activity by VDOE superintendent's region may help in understanding how access provider services are distributed across the Commonwealth. Figure 2.2 displays divisions grouped by superintendent's region, showing the median number of access organizations per division within each region, as well as the median number of dedicated providers per division within each region. (Note that organizations serving a particular region do not necessarily serve all or even many divisions in the region.)

The median number of dedicated provider organizations serving divisions is fairly consistent from one region to another in Figure 2.2: between three and four organizations per division, with lower numbers in Northern Neck, Northern Virginia, and Southside. Columns representing median numbers of all access organizations serving divisions within each region reveal that provider presence is greatest in Central Virginia, Tidewater, Valley, and Western Virginia (the latter in part due to Virginia Tech’s access-related programs). Northern Neck, Northern Virginia, and Southside are served by the fewest organizations. Data from local coaches/advisers (not shown) indicate that their work is similarly concentrated.

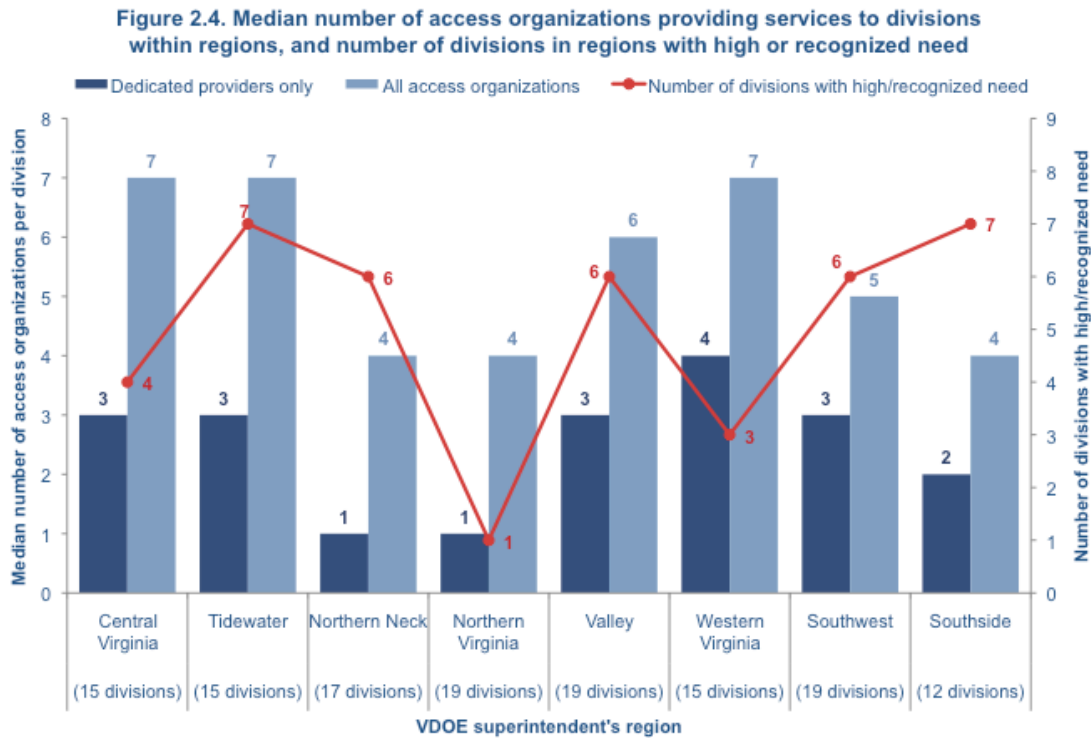


Two additional pieces of information provide perspective on the regional presence of access provider organizations. First, access providers may respond, in part, to demand – the number of students needing access services. Figure 2.3 shows the same data on median number of organizations serving divisions within each region as in Figure 2.2, but also plots the number of students in each region’s 2014 graduating cohort, using the axis on the right-hand side of the chart. The plot shows that the Central, Tidewater, and especially Northern Virginia regions have the largest graduating cohorts. By this

criterion, a strong access presence in the Central and Tidewater regions seems warranted. (Northern Virginia’s situation is somewhat different, a point we return to in a moment.) Among regions with smaller cohorts, Northern Neck stands out: its total number of graduating students is not too different from that in the Western or Valley regions, yet on average, Northern Neck divisions receive services from fewer providers.



Second, Figure 2.4 again shows the same provider data, but plots the number of divisions within each region showing high or recognized need in 2014, according to our classification, along the axis at right. Here too, Northern Neck stands out: its divisions are served by fewer providers compared to other regions with similar numbers of high- or recognized-need divisions. (Southside may also be somewhat underserved.) Figure 2.4 also puts into perspective the relatively small access provider presence in Northern Virginia: despite the large number of students in that region’s graduating cohorts, it includes only one division with high or recognized need (Winchester City).



One final point to consider is the distribution of access providers relative to the number of institutions of higher education within a region. The presence of institutions of higher education can promote students’ familiarity with postsecondary education and encourage enrollment (Swail & Perna, 2002). On this score, too, both Southside and Northern Neck are at a disadvantage compared to other regions: a total of five two- or four-year public or private (nonproprietary) colleges or universities are located in the Southside region, and just seven in Northern Neck, compared to between 10 and 19 in other regions. Moreover, students in Northern Neck may be exposed to a narrower range of postsecondary educational institutions. Six of Northern Neck’s seven institutions are two-year colleges, while in most other regions, two-year colleges constitute half to two-thirds of the total institutions. Tables 2.1-2.3 show the number of higher educational institutions in each division.²⁴

²⁴ Counts of higher educational institutions are based on lists of colleges and universities on the SCHEV website. Counts include all campuses (but not off-campus instructional sites) of community, two-year and four-year public and private not-for-

Summary of Results on Access Provider Presence in Virginia

These findings on the geographic distribution of access organizations' services show that there is considerable variation across divisions in access provider presence. There is some indication that access provider presence may have increased since 2009, though as explained, we cannot be certain. In general, city divisions may be served by larger total numbers of access provider organizations, but dedicated providers are more evenly distributed across county and city divisions. Although the number of access organizations tends to increase with graduating cohort size, economic disadvantage and graduation rate, the number of access organizations does not show a strong association with postsecondary enrollment. Since data on divisions' postsecondary enrollment have become available relatively recently, they may not yet be used extensively in planning by access organizations, but should constitute a useful additional tool.

Examination of access organizations' presence by VDOE superintendents' regions also shows variation. Regional differences in terms of number of graduating students and number of divisions with high or recognized need for access resources provide two lenses through which to examine regional variation in access providers' presence. In terms of both criteria, the Northern Neck region may be somewhat underserved by access organizations, and Southside may also be served by relatively few organizations given the number of divisions showing high or recognized need. In addition, Northern Neck and Southside may have fewer opportunities for exposure to college life because of the smaller presence of institutions of higher education in those two regions.

profit colleges and universities and higher education centers. Private proprietary (for-profit) schools, out-of-state schools, schools offering only graduate programs or religious degrees, and vocational institutions are not included, since they seem less likely to give students in high school or younger a sense of campus experience or a broad understanding of options for continuing their education. For-profit schools, in particular, tend to enroll a larger proportion of adult students compared to public and private nonprofit institutions (IHEP, 2012).

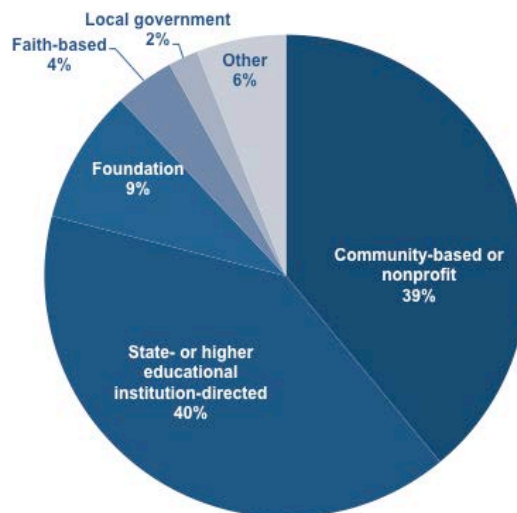
Overview of Organizations Participating in the Survey

As indicated under Research Method (see pp. 29-33), we sought to include as broad a range as possible of access organizations in our study. This section provides a brief orientation to the main characteristics of the participating organizations. Further information on the organizations is included at the end of Part 2.

Types of Organizations

We found that two main types of organizations predominated among survey respondents: those that identified themselves as community-based and/or nonprofit organizations, and organizations or programs (e.g., TRiO) that were directed by state agencies or institutions of higher education (IHEs; nearly all the latter were public institutions, whether four-year or community colleges). As Figure 2.5 shows, 39% of organizations responding to the survey were community-based or nonprofit groups, 40% were offices or programs directed by state agencies or by IHEs, and 9% identified themselves as foundations. Four percent were faith-based organizations, 2% were local government organizations, and 6% did not fall into any of these categories.

Figure 2.5. Types of access provider organizations responding to survey (N=115)



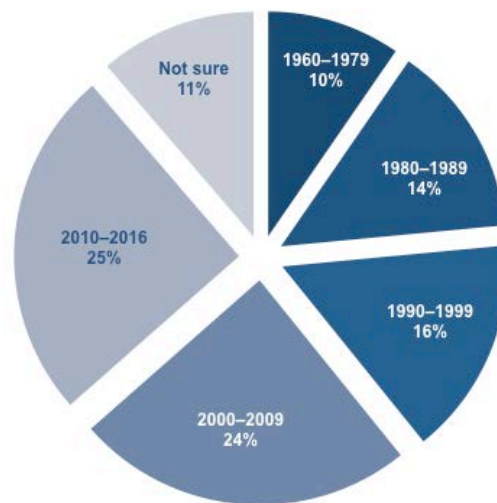
Community-based/nonprofit organizations were somewhat more likely than other organizations to be dedicated providers, for whom postsecondary access work is the primary function.

Year Access Work Began

Organizations were asked to indicate the year in which they began offering postsecondary access services. Figure 2.6 shows that some organizations have decades-long histories of providing access services, with about one quarter dating their access services to the 1980s or before. Most organizations began providing services in 2000 or after, however, with

one quarter beginning their access work in 2010 or more recently. In conjunction with the difference, discussed above, in average number of access providers per division as compared to results of the 2009 study, (see p. 43), this finding also suggests a possible increase in access provider activity in Virginia.

Figure 2.6. Decade in which access provider organizations began postsecondary access work (N=115)



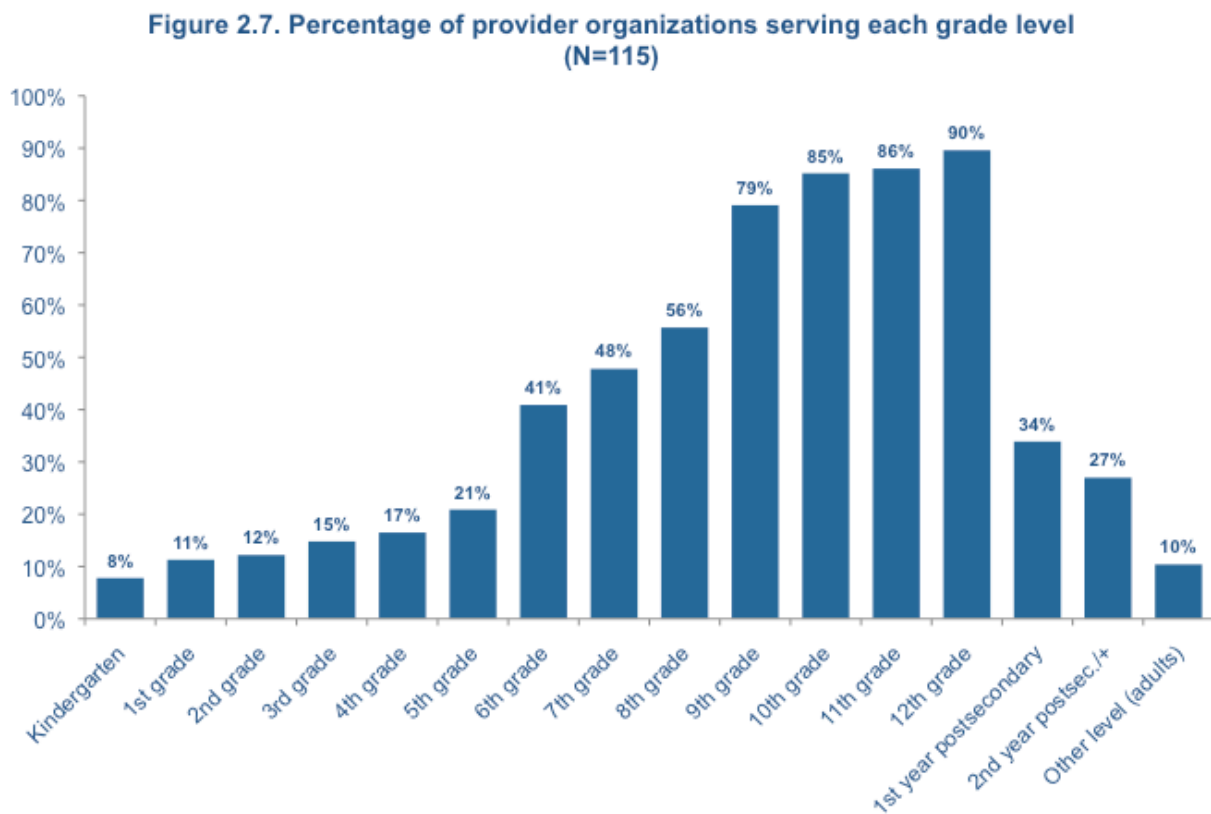
Cost of Programs to Participants

Overall, 86% of responding organizations provided programs at no cost; 9% indicated that some, though not all, programs were free, and 5% indicated that there was a program cost to students or families. However, all but one of the organizations whose programs involved a cost reported either that the fee was a \$20-\$25 registration fee; that they used a sliding scale and/or scholarship funds to defray costs for students with financial need; or that they were conscious of costs and sought additional funding to help reduce the cost to students.

Access Services Provided by Organizations

Grade Levels Served

The organizations responding to our survey provided access services to a range of grade levels, from Kindergarten through high school, with some providers continuing to offer services to students even after their transition into postsecondary education. Figure 2.7 shows the percentages of responding organizations that served each grade level. Between 79% and 90% of organizations reported providing services for different high school grades. Smaller but still substantial proportions provided access services to middle school students: more than half for eighth-graders, and slightly less than half for seventh-graders.²⁵



²⁵ The current GEAR UP Virginia cohorts are in ninth and 12th grade, so GEAR UP services are counted only among the percentages for those two grades in the figure, though these students began receiving services as seventh-graders.

Support for younger students. There is far less access activity aimed at younger students, however: only 21% of providers working with fifth-graders and successively smaller percentages offer services to each grade below fifth. In the 2009 study, Alleman et al. (2009) recommended beginning “programs and services as early as Kindergarten” (p. vii). There may have been some increase since 2009, when 5% of providers reported a “primary focus” and 11% a “secondary focus” on grades K-5, but our results suggest there are still relatively few efforts by access organizations to reach students prior to middle school.

The results also indicate that very few organizations focus *specifically* on younger students (though individual programs do target specific grade levels). Of the responding organizations, 36% work with high schoolers only, while 40% work with middle schoolers as well as high schoolers, and 17% with all three school levels – elementary, middle and high. (Just four programs or organizations reported serving elementary or middle school students only.)

Figure 2.8. Percentage of dedicated and non-dedicated provider organizations serving each grade level

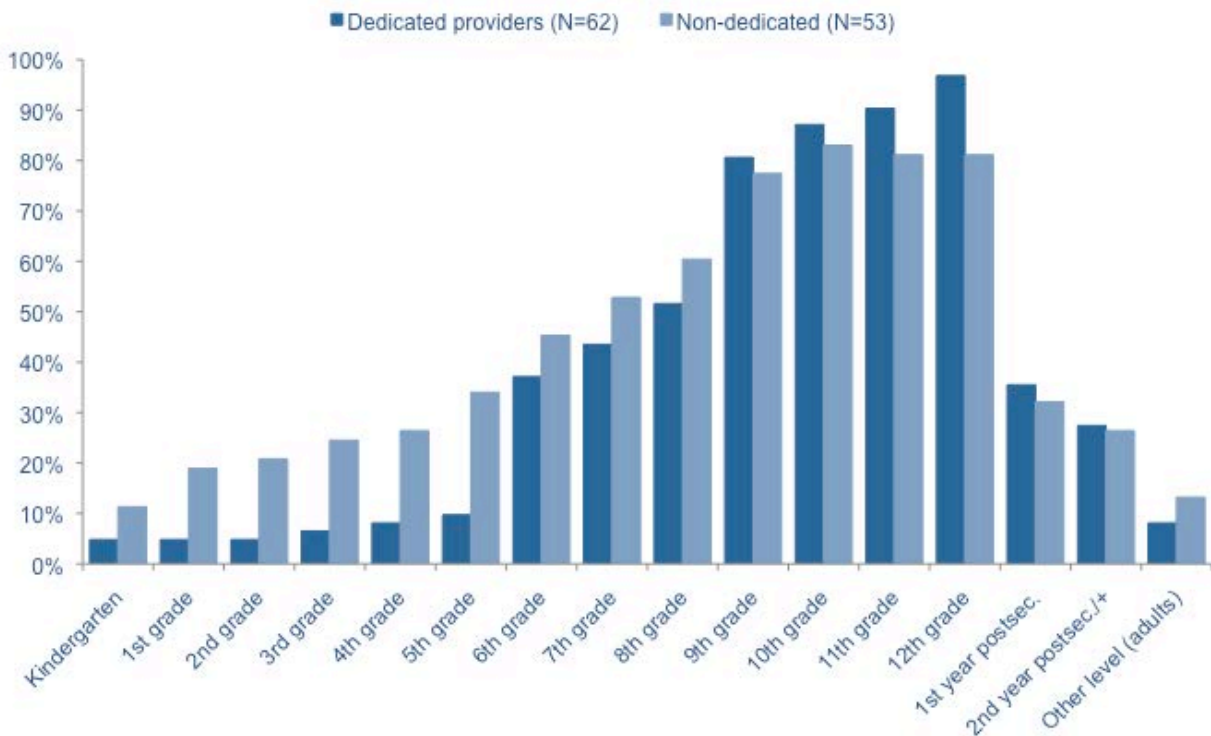


Figure 2.8 compares grade levels served by dedicated and non-dedicated access organizations, and in general terms, they show a similar distribution of services. One possible difference is worth noting, however: Dedicated providers tend to concentrate

their efforts on students in middle school and high school, with less reach among elementary students. Given the limitations discussed in the Research Method section (see pp. 38-40), we cannot be sure that this result is reliable, but it suggests that more focused attention to younger students by dedicated access providers in particular may be warranted.

Comparison to coaches/advisers. Data from the locally-situated coaches and advisers reflect the same trends in grade levels served, with one important difference. Many coaches/advisers are based at or affiliated with specific schools so that they can target high school students, and this emphasis is reflected in the results: coaches/advisers are nearly twice as likely to work *only* with students in high school as are organizations overall.

Support for postsecondary students. As discussed under Research Method, our study was not designed to investigate programs that support students' persistence and success in higher education or other postsecondary training; groups or organizations that worked *only* with postsecondary students were not included in our research. However, the survey asked providers working with K-12 students whether they *also* served students once they had enrolled in postsecondary education. Figures 2.7 and 2.8 show that these students do receive some support.

At this older end of the grade/age range, it is again the access providers serving high schoolers that, not surprisingly, also provide support for students during or after the transition to postsecondary education: Thirty-eight percent of organizations serving high-schoolers provide services to postsecondary students as well. In some instances, these relationships appear to have their own momentum, when students or their families continue to rely on established relationships with access providers, even once they have enrolled in a postsecondary institution. In other cases, it is clear that access providers define their mission as supporting not only access to college but also success in postsecondary education, and they build support for college students into their programs. The quotations below (some from local coaches/advisers) illustrate the varied nature of organizations' and coaches/advisers' work with students at the postsecondary level:

"We TRY to maintain contact with alumni for about 2 years... "

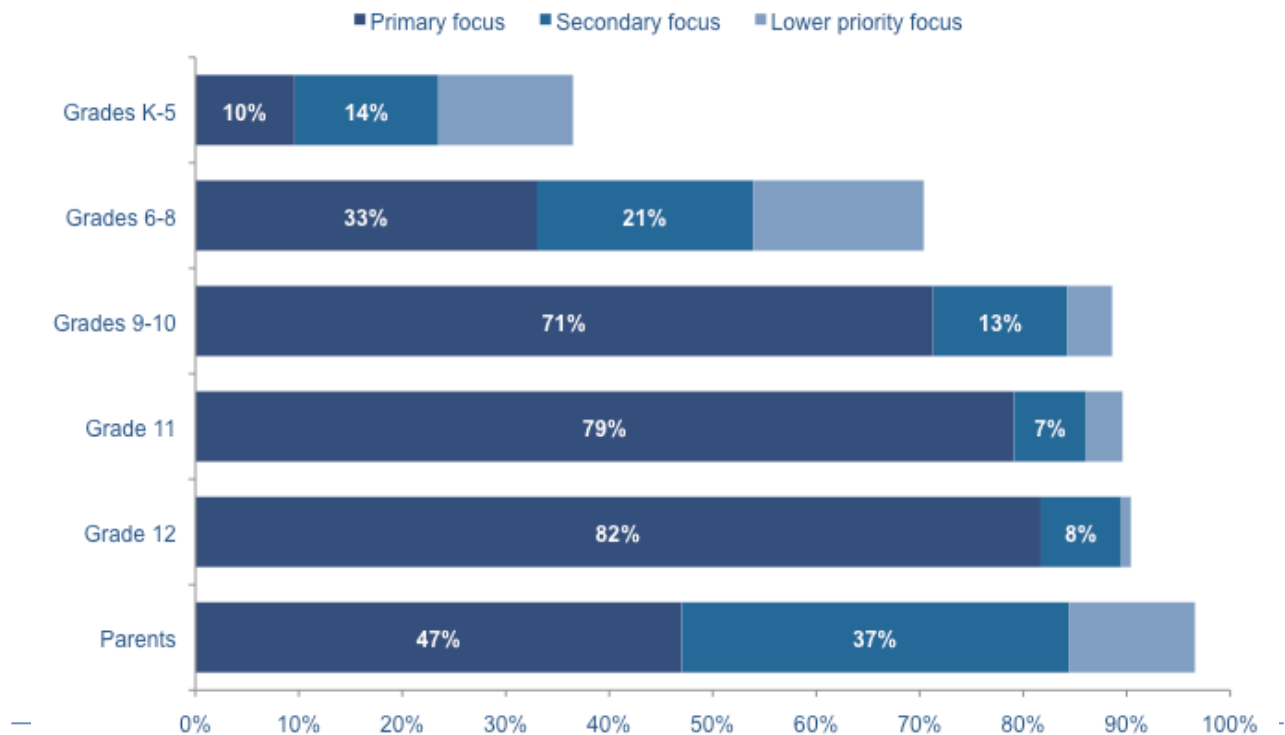
"[Our] staff serves students throughout their college career or higher level of education."

"I don't officially work with postsecondary students. We live in a small community. These families still turn to me and I'm absolutely going to help them again."

College awareness and aspirations for different grade levels. In addition to asking organizations what grade levels were served by their programs as a whole, the survey also asked about the grade levels they worked with specifically to foster postsecondary awareness and aspirations – that is, to encourage students and families to see college or other postsecondary training as an option within reach, and to promote the motivation needed to prepare for, apply to, find funding for, and enter a postsecondary program. College awareness and exposure are linked to higher educational aspirations, which in turn promote enrollment (Swail & Perna, 2002). Familiarizing students at a young age with the idea of postsecondary education and helping them to envision themselves in college are important goals for access providers (Alleman et al. 2009), so we expected that this might be an area of particular focus for work with younger students.

To elicit reports on awareness and aspirations, organizations were asked to what extent their college access work focused on fostering postsecondary awareness or aspirations for grades kindergarten through five, grades six through eight, individually for grades nine through 12, and for parents. Response options allowed them to indicate that such work was a “primary focus,” a “secondary focus,” a “lower priority focus,” or “not a focus at all.” Figure 2.9 displays the results. (Each grade level or group [e.g., grades K-5, grades 6-8, etc.] was asked about as a separate question, so the figure reports results of six different questions, each of which uses the total number of cases [N=115] as the base for percentaging.)

Figure 2.9. Percentage of provider organizations fostering postsecondary awareness or aspirations for each group (N=115)

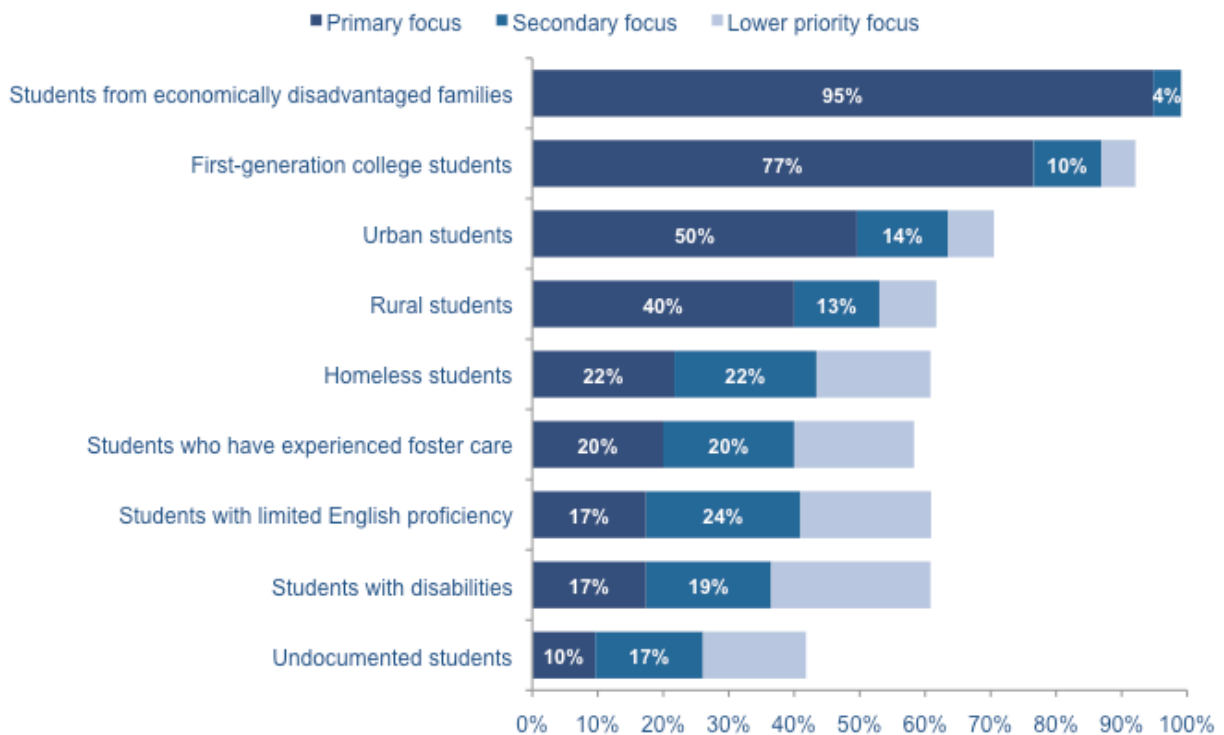


Concerted efforts to promote awareness and aspirations are relatively low for grades K-5 and grades 6-8, reflecting the fairly limited reach of access organizations among younger students shown previously in Figure 2.7. Even so, it is striking that only during high school do the majority of organizations consider fostering awareness and aspirations a primary focus. Indeed, organizations place most emphasis on awareness and aspirations among 11th and 12th graders – a time point that is later than ideal for effective postsecondary preparation and planning (Swail & Perna, 2002). Eighty-four percent reported reaching out to parents to encourage awareness and aspirations as either a primary or secondary focus; we do not know exactly when these parental outreach efforts occur, but we assume that most of them also take place during the students’ high school years.

Focal Student Populations

Another set of survey questions asked about the degree to which providers’ college access efforts emphasized various student populations, again using the “primary focus,” “secondary focus,” “lower priority focus” and “not a focus at all” response options.

Figure 2.10. Percentage of provider organizations focusing on each student population (N=115)



Results (shown in Figure 2.10) indicate that the great majority of access providers focus on students from economically disadvantaged families; for just one of our responding organizations (whose programs are geared toward students with a specialized interest), such students were not a primary or secondary focus. Similarly, a total of 87% of providers indicated that first-generation college students were either a primary or secondary focus.

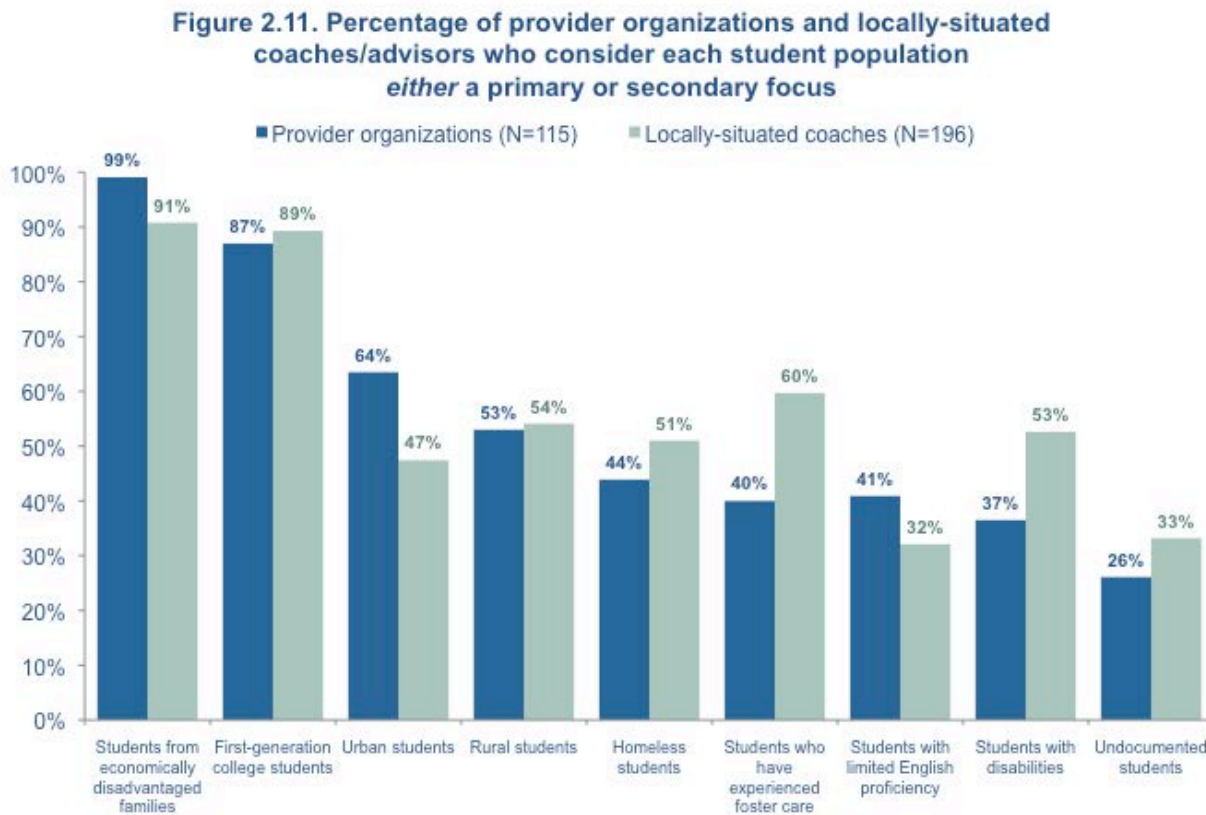
Organizations were more divided in terms of focusing on urban and rural students, with 63% identifying urban students as a primary or secondary focus, and 53% identifying rural students. There is some specialization: Thirty percent concentrate only on urban students as a primary or secondary focus, while 19% focus only on rural students, but one-third of providers include both urban and rural students as a primary or secondary focus.

With respect to other groups of students shown in Figure 2.10, fewer than half of the access organizations in our survey identified each as a primary or secondary focus. Undocumented students were the least likely to be a primary or secondary focus – perhaps because access providers often do not know the status of students with whom they work.²⁶

Figure 2.11 compares the percentages of access organizations and locally-situated coaches/advisers who identified each target population as *either* a primary or secondary focus. The percentages are generally similar, suggesting that local services closely reflect the aims of the provider organizations in terms of students targeted. At the same time, some differences highlight the specific mission of coaches/advisers. For instance, although urban students are a primary or secondary focus for 63% of access organizations, they are a primary or secondary focus for just 47% of coaches/advisers. The larger access organizations often rely on locally situated coaches/advisers to extend their reach in rural areas.

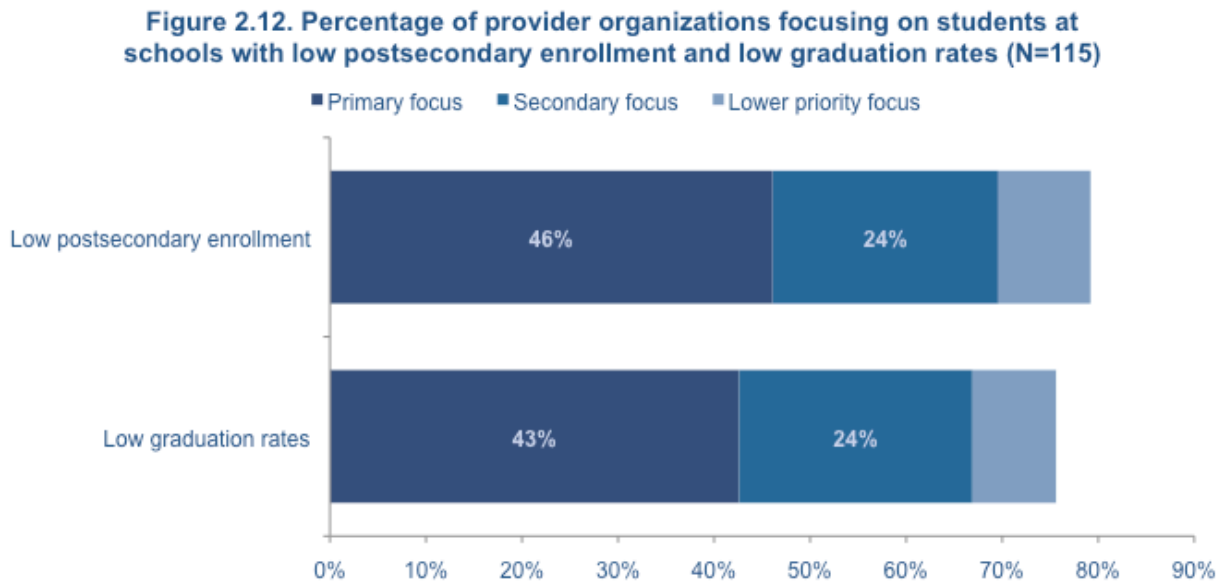
²⁶ The likelihood that organizations may not know students' status is supported by the percentage of "don't know" responses on the question about undocumented students, which, at 11%, was large.

Figure 2.11 also shows that coaches/advisers are somewhat more likely to identify homeless students, students who have experienced foster care, and those with disabilities as a primary or secondary focus. Without placing too much emphasis on any particular percentage or percentage difference, it seems likely that this pattern reflects local coaches/advisers’ direct experience with students and greater knowledge of their needs. Thus, even when organizations may not specifically target some of these groups, they are included in the broader student population that local coaches find themselves helping to support.²⁷



²⁷ Coaches affiliated with Great Expectations, an organization that specifically targets foster youth, were included in the group of locally-situated coaches who responded to our survey. They do not account for the emphasis on students who experienced foster care, however; even when excluding Great Expectations coaches, 58% of locally-situated coaches identified foster youth as a primary or secondary focus.

The survey asked about two other specific student populations: students at schools with low postsecondary enrollment, and those at schools with low graduation rates. Figure 2.12 shows that both types of schools are a focus for most provider organizations: just under half said that such schools were a primary focus, with a further one quarter in each case saying that they were a secondary focus.



Comments from access organizations offer further information on the range of ways in which they define their target populations. Some providers indicated that the mission of their organization was to serve all students at partner schools or in a given region, or to provide services to everyone who needed or requested assistance, e.g., “We serve every student that may walk in the door.” By contrast, other providers identified focal populations even more specific than those we inquired about. Some emphasized specific disadvantaged or at-risk groups, including, for example, Title I schools, male at-risk students, and “students who have overcome adversity.” Others emphasized students from particular racial or ethnic groups, such as Black male students, students of Hispanic origin, and students who are members of Virginia’s Native American communities. Still others emphasized more narrowly defined student populations—for example, students who could benefit from technical education, students from single-parent households, students underrepresented in engineering fields, rural “middle majority” students (who are neither at the top or bottom of their class and consequently receive less attention), and “high-potential students from challenging circumstances.” Taken together with the data on target populations shown in the figures, these comments indicate that, while access providers as a group exhibit a broad-based

emphasis on economically disadvantaged students and first-generation students, there is also considerable variation in the specific populations they hope to reach.

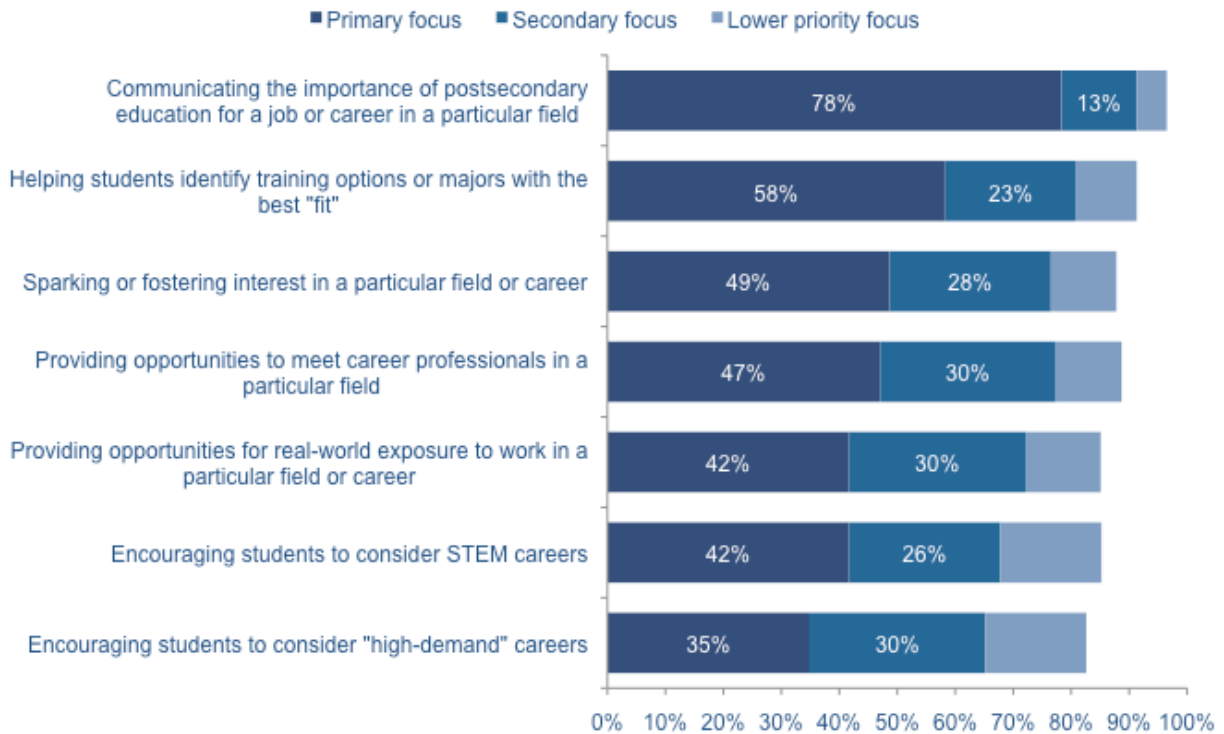
Specific Services Provided by Access Groups

As a group, access providers offer a wide range of services to students. Services available from individual provider organizations may span the entire postsecondary preparation and application process, or may focus more narrowly on a single aspect of it, such as financial aid. The survey asked about services related to general understanding of the importance of postsecondary education, awareness of and information-gathering about postsecondary options, career exploration and planning, academic advising, the college application, SAT/ACT test preparation, and college readiness and life skill development. We examine services in each of these areas below.

Career Interests or Goals and Postsecondary Education

Career interests can be the “hook” that prompts students to think about postsecondary education or training, and having defined career goals can help motivate students to prepare for and pursue further education or training (Hughes et al., 2012; Rodriguez et al., 2012). Yet some studies show declining or limited school support for career development in the United States (Hooley et al., 2011). Therefore, we assumed that access organizations might devote some of their effort to encouraging students’ career-related interests and goals. As Figure 2.13 shows, well over half and often three-quarters or more of access organizations considered career-related efforts a primary or secondary focus of their access work.

Figure 2.13. Percentage of provider organizations focusing on career interest and goal development (N=115)

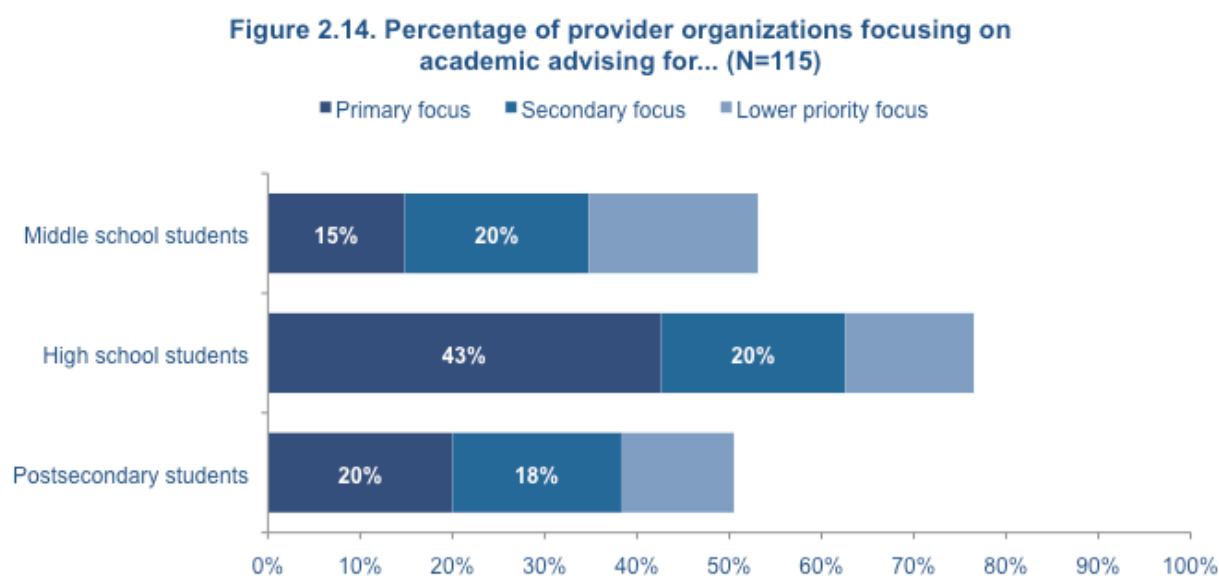


Despite the importance of having students understand the connection between education and careers at an early point, communicating the importance of education for a job or career is emphasized equally by organizations that work *only* with high school students (83% regard it as a primary focus) and by organizations that work with younger students too (79% count it as a primary focus). Of course, emphasizing the role of education in achieving career goals is clearly a crucial part of the process of encouraging students to consider postsecondary education and training, at whatever point that process begins. Nevertheless, the relatively late point in students’ careers at which many access organizations reach students (as shown in Figure 2.7) means that the timeframe for college access work is compressed. If students in elementary or middle school could be supported in developing career interests, with those career interests connected to postsecondary aspirations, students might enter high school better positioned to choose appropriate courses and more prepared to plan in other ways for continuing their education.

Academic and Other Advising and Skill-Building

A further set of survey questions asked about support for academic preparation and development of skills needed for success in post-high school education.

Advising on academics. Organizations were asked how much they focused on academic advising for students at different grade levels. Figure 2.14 shows that responses reflect the general concentration of effort on high school students discussed earlier, with 43% counting advising for high school students as a primary focus, as against 15% for middle school students and 20% for students who have made the transition into postsecondary education.



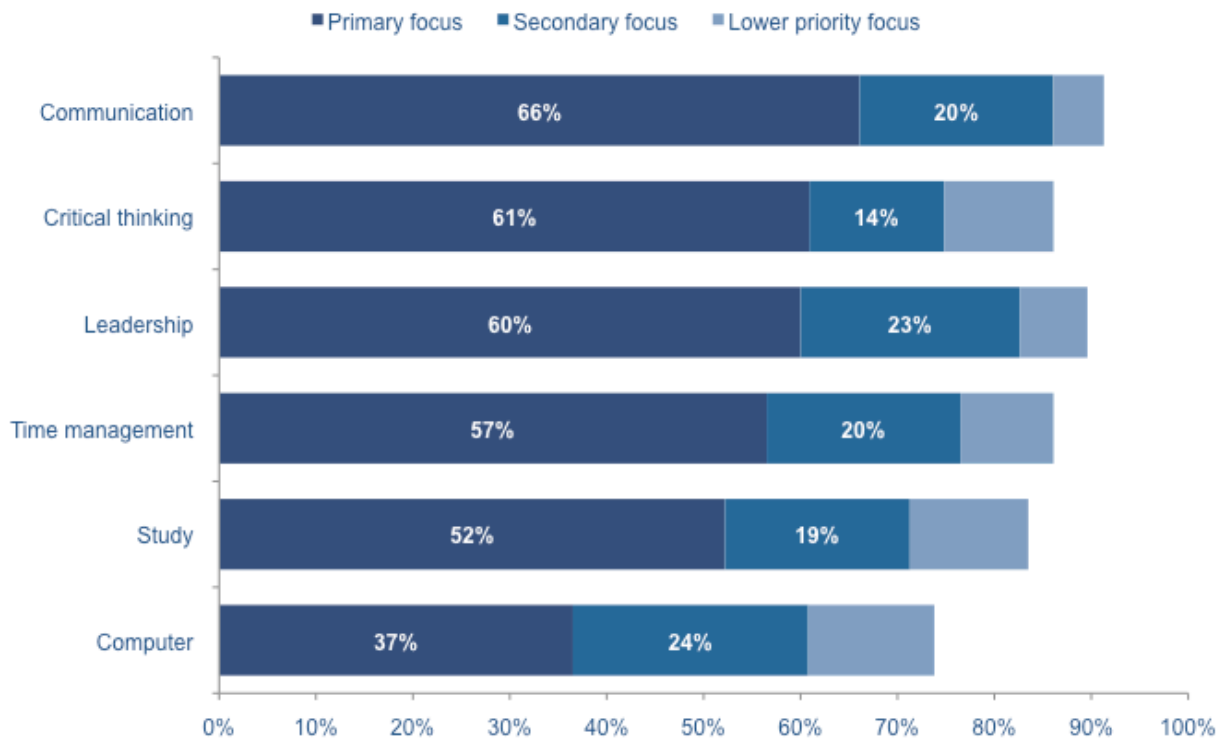
Overall, the percentage of providers considering academic advising as a primary focus is somewhat lower than the percentage supporting many other aspects of the postsecondary education awareness and application process. Comments from both program directors and coaches/advisers indicated that academic advising is often “the responsibility of the guidance counselor”:

“We work in partnership with the school’s guidance department. Advising is under their umbrella...”

“We work with the counselor to ensure that the curriculum [students] are taking lines up with their postsecondary goals.”

“Soft” skill development. Levels of support for other types of skills students entering college are expected to possess are higher, however (Figure 2.15). More than half the organizations responding to our survey reported helping students develop communication, critical thinking, leadership, time management, and study skills as a primary focus; somewhat fewer emphasized computer skills. Anecdotally, some noted in comments that they supported students through academic tutoring; others reported

Figure 2.15. Percentage of access provider organizations focusing on developing each skill area (N=115)



helping students develop other types of life skills as well, such as “goal setting,” “cooperation, trust, and team-building,” “self-advocacy” and “how to prepare for a job interview.” Some coaches pointed out that, while they do not support academic advising or “soft” skill development directly, they do steer students toward school resources or opportunities they believe would be valuable.

Student needs for other support. As these comments suggest, students may need support in areas of life quite apart from college access or even academic endeavors, but that nevertheless affect their ability to meet academic and postsecondary goals. Figure 2.16 shows that more than half of access organizations count support for *general* financial literacy (not specifically related to the financial aid process) as a primary or secondary focus. Comments make clear that some organizations consider general financial literacy so essential – and relevant to the postsecondary planning process – that they build training into their programs:

“One of the ... requirements is to complete financial literacy training during high school.”

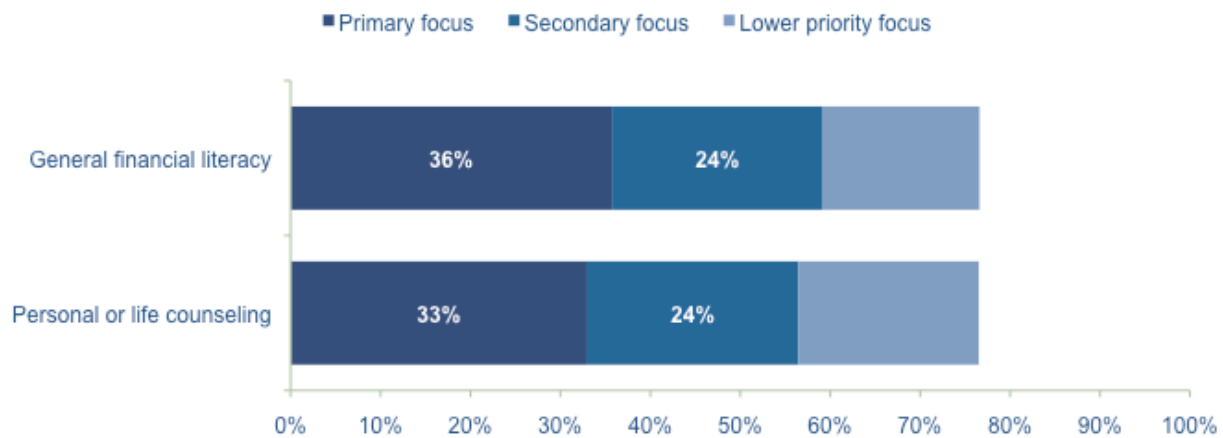
“Our program includes formal Financial Literacy training, which is based on the Junior Achievement training curriculum.”

“We have provided our campers with real life financial information by asking local bankers to discuss the importance of budgeting, and saving for the future.”

Figure 2.16 also shows that more than half of organizations provide personal or life counseling for students as a primary or secondary focus, and over three-quarters offer some support in this area. One respondent indicated that life skills education is formally incorporated into the program:

“Monthly Empowerment Sessions focus on a variety of topics which promote resilience, positive self image, growth mindset, and relationship management skills. In addition, exposure to activities which promote cultural competency are also included in our curriculum.”

Figure 2.16. Percentage of provider organizations focusing on other types of support (N=115)



Most comments, however, suggest that organizations help students with personal or life situations (or attempt to connect students with resources that can help) on a more ad hoc – though frequent – basis. It is not clear whether access providers are frequently called upon for support because of the trusting relationships they have established with students, or whether providers find that such support is necessary to build trust and help students sustain motivation to reach the goal of postsecondary enrollment. Both themes emerge in the comments:

“About 15-25% of my time in the office is spent on personal or life counseling. This is not part of the formal program description but I am happy to offer personal support as that often makes a huge difference for students pursuing post-secondary education.”

“Our volunteers send monthly care packages, encourage students through tough times, celebrate their success, and offer advice when asked.”

Compared to organizations, smaller proportions of locally-situated coaches/advisers report providing personal counseling (22%) or financial literacy support (19%) as a

primary focus. Those who commented made clear that they regarded personal/life counseling in particular as outside their domain of expertise. They acknowledged that students did bring personal issues to them, but they either handled them informally or directed students to appropriate resources:

“I connect students to mental health professionals in the area as needed...so figuring out steps but I am not a counselor.”

“My degree is not in counseling so therefore I cannot provide counseling services, however personal and life issues happen more often than not.”

“While we support students with anything they may need, I am not trained in personal counseling, so it is not a major focus in my day-to-day. However, personal things definitely come up in my conversations with students, and I handle them as they arise.”

“I do function with an AWESOME guidance department. Students do tell me things that are beyond my realm of experience, and for those instances, I direct them to the Head of Guidance.”

Gathering Information on Postsecondary Programs and Institutions

For some access organizations, a key role is that of helping students understand what it is like to attend a postsecondary institution, and to encourage them to begin thinking of themselves as a student at a college, university or other postsecondary school. In the words of one provider, “We just want the students to be able to envision themselves on a campus.”

Campus tours. Many access organizations responding to our survey reported offering campus tours of colleges and universities. Figure 2.17 shows that 64% consider tours of four-year institutions a primary focus for their access work; tours of two-year institutions are a primary focus for somewhat fewer, while a much smaller percentage emphasize campus tours of other types of schools, such as those offering non-credit or short-term technical training. On the other hand, local coaches and advisers, especially those affiliated with two-year institutions in the Virginia Community Colleges System, are more likely to emphasize campus tours of two-year and other types of institutions. Sixty-eight percent of local coaches/advisers consider tours of two-year institutions a primary or secondary focus, as against 62% of organizations; and 43% of coaches/advisers say that tours of schools other than traditional two- or four-year institutions are a primary or secondary focus, as against 34% of organizations.

Visits to campus. More extended visits can help give students a better sense of life at college. Nearly two-thirds of organizations considered half-day or one-day visits a primary or secondary focus, and roughly one-third offer overnight visits or on-campus

Figure 2.17. Percentage of provider organizations helping students gather information through campus tours of... (N=115)

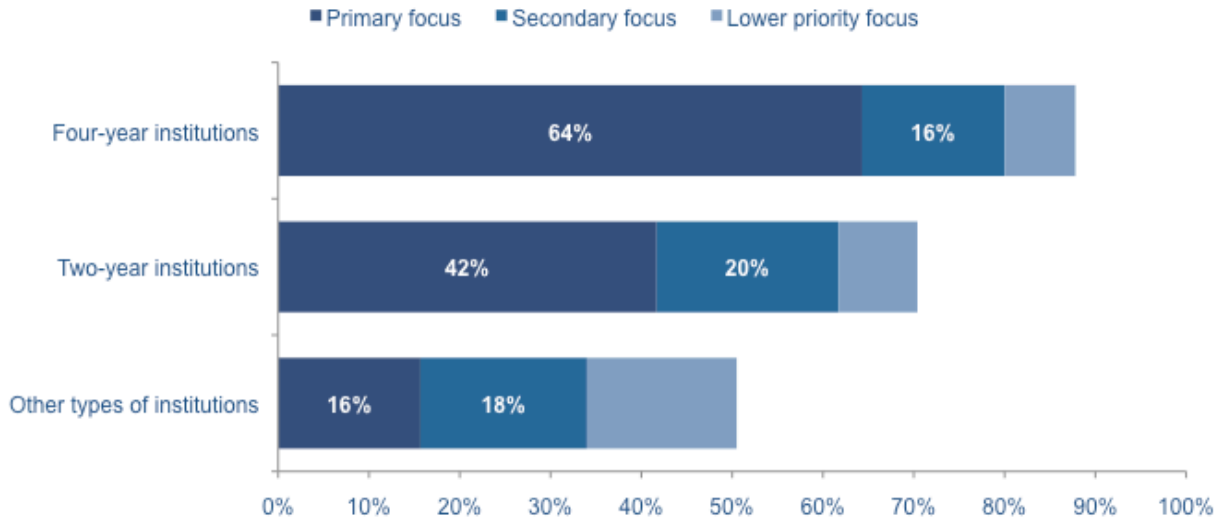
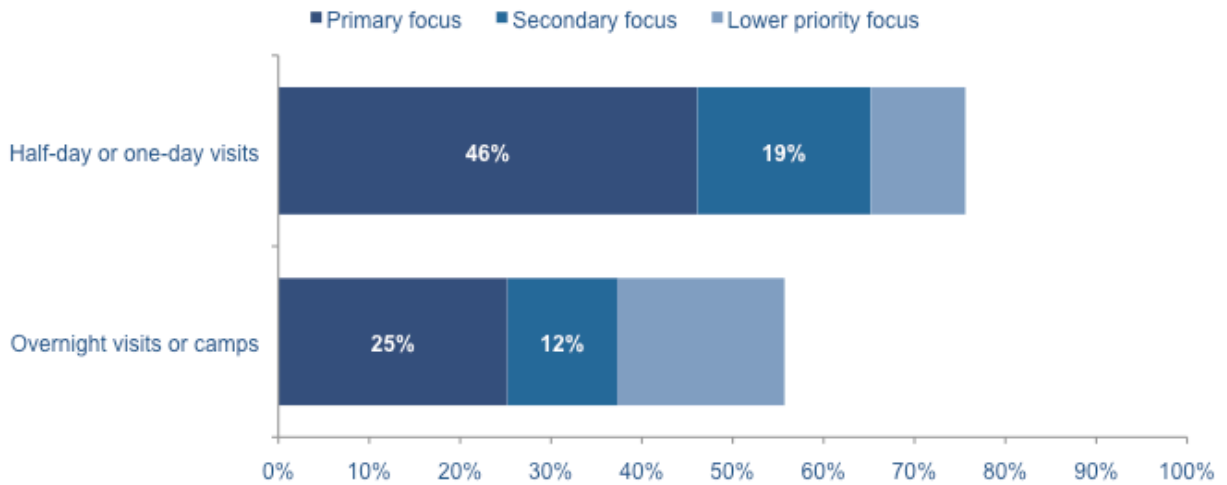


Figure 2.18. Percentage of provider organizations helping students experience campus life through... (N=115)

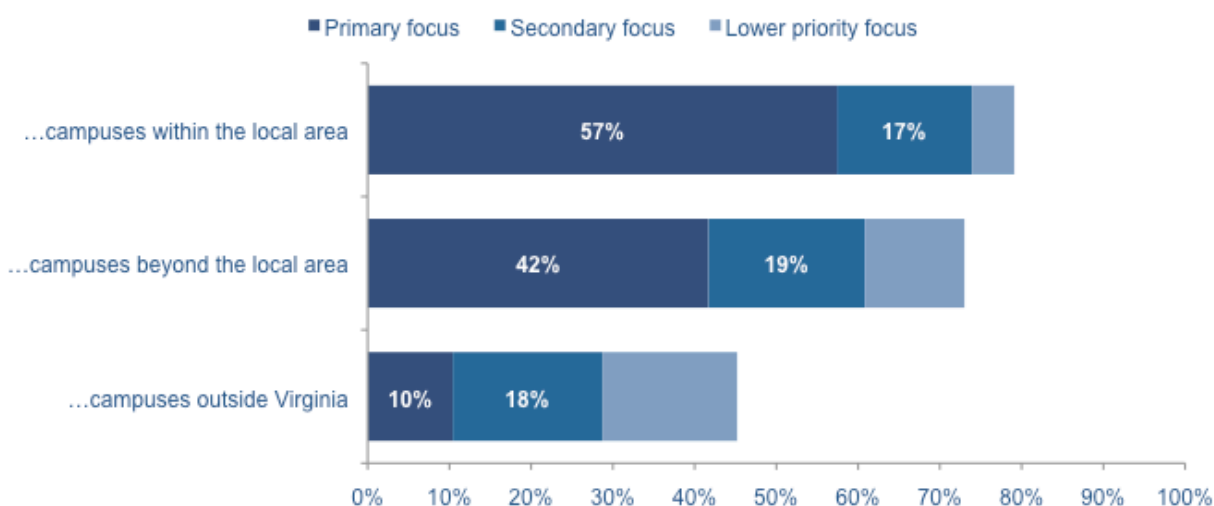


campus as a primary or secondary focus (Figure 2.18). As one program director commented, camps or activities that take place on a campus have the added benefit of exposing students to college:

“All weekly ... activities take place on the local college campus and involve hands-on, experiential learning that makes the local university a familiar part of the child's community.”

Most visits are to campuses within students' local area (Figure 2.19), though a substantial percentage of organizations are able to take students to campuses beyond the local area. The vast majority of such visits, however, are limited to campuses within Virginia.

Figure 2.19. Percentage of provider organizations helping students gather information through visits to... (N=115)



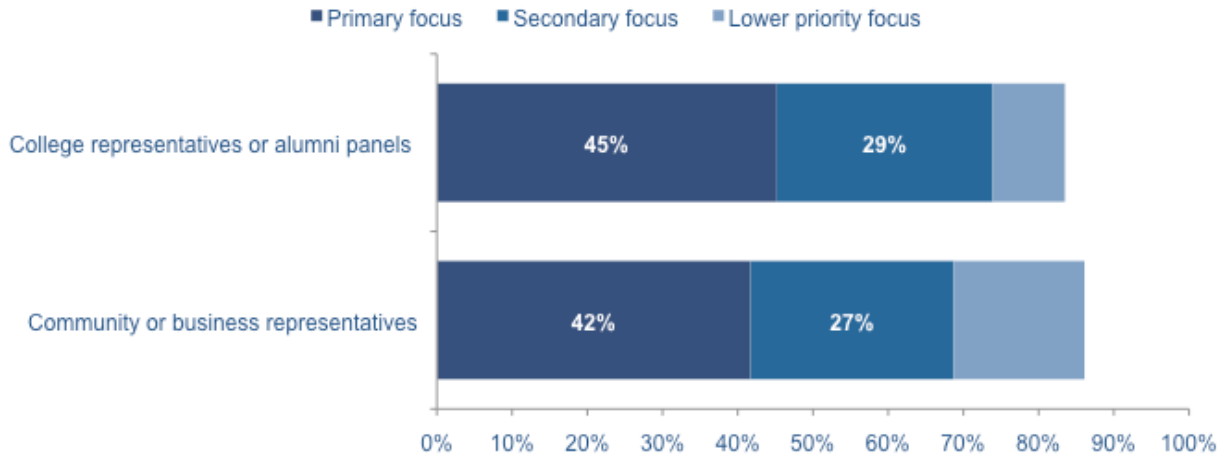
Finally, access providers can help students learn about postsecondary programs and institutions by making available college representatives or alumni panels to talk about their school, to provide information about programs, and to discuss the application and financial aid process (Figure 2.20):

“...guest speakers from other educational institutions, [including] presidents, admissions officers, and recruiters, etc., visit our program and interact with our students. Our intent is to expose our students to as many resources as possible, with the expectation that such exposure will inspire the students to make seeking higher education a core mission.”

Nearly three-quarters of access groups consider such gatherings or presentations a primary or secondary focus. In addition, almost as many emphasize similar

opportunities to meet with or listen to community or business representatives, who may discuss career options and pathways (Figure 2.20).

Figure 2.20. Percentage of provider organizations making representatives available to students for information-gathering (N=97)



While locally situated coaches/advisers also reported organizing campus visits, they were less likely to say they brought students to campuses beyond the local area. In comments, some coaches/advisers identified logistical and financial challenges of providing tours, campus visits, or other field trips for students. In such cases, inviting speakers or alumni panels to meet with students may be the best alternative, and one that some coaches indicated that they pursue:

“Travel costs do not allow students in our county to take field trips. I do try to get business professionals to come speak with groups of students and encourage students to participate in job shadowing or informational interviews with professionals.”

“While we would love to take students on college visits, we do not have the resources or the time to currently plan those trips. We encourage students to visit colleges, but we are not able to provide those visits. However, there are other organizations within the high school that do offer those visits. In place of that, I have organized two alumni panels to occur at the middle schools, so that alumni can talk to students about their college paths.”

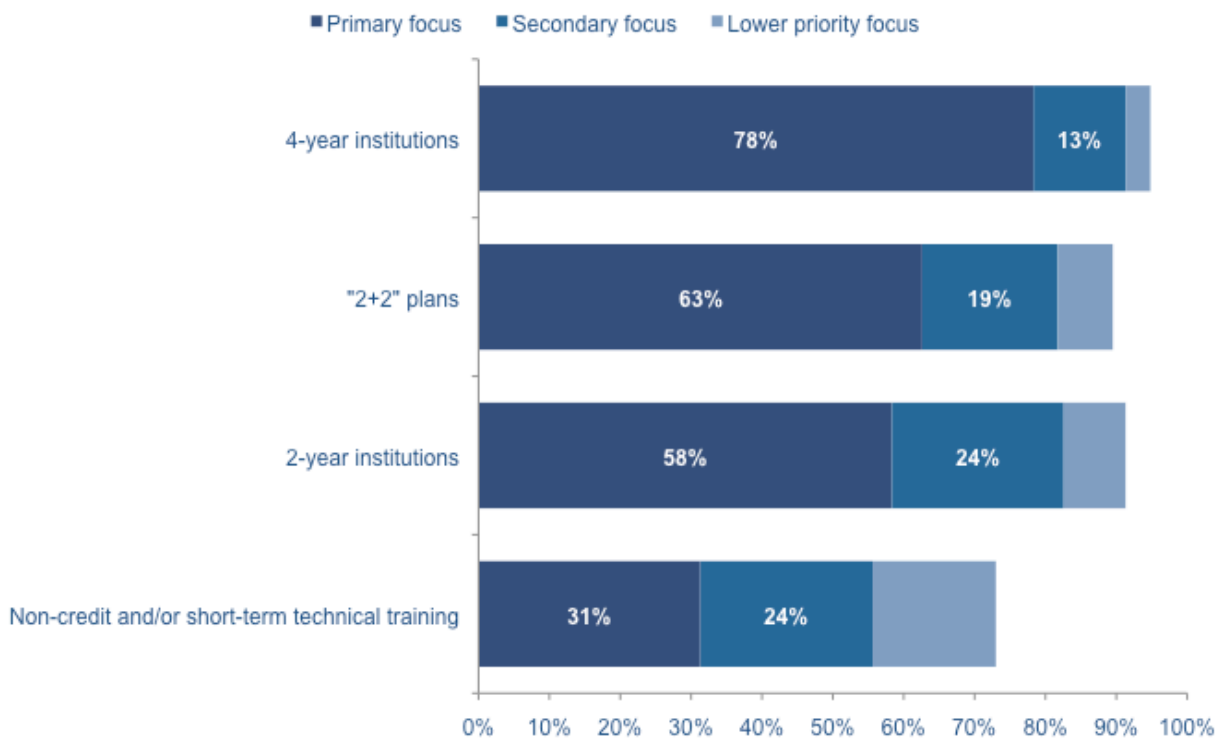
“We have a community college about 5 miles from the high school. We bring seniors on a field trip to the campus, we bring 10th graders to the campus for Career Day. We also have the community college bring representatives over to conduct info sessions about the college. We have a parent/senior information night at the college opened to all. We do not do field trips to schools outside the area - funds are unavailable or [too] limited to make this happen. We participate in [program name] and did a 1/2 day field trip to a local 4 year institute. Working with guidance we host several 4 year colleges to come and do information sessions - some of the schools that have come are Richmond U, Radford University, Emory and Henry, Ferrum, ODU, UVA, JMU.

Radford University, Virginia Tech and NRCC also provide financial aid representatives to help with FAFSA workshops. VT and RU provide an early onsite application review and decision to interested seniors.”

Advising on Type of Postsecondary Institution

Ninety-one percent of access organizations consider four-year institutions a primary or secondary focus when advising students on applying to postsecondary programs (Figure 2.21). Eighty-two percent emphasize “2+2 plans” – where a student begins at a two-year college, then transfers to a four-year institution to complete a four-year degree – as a primary or secondary focus, and the same percentage emphasize two-year institutions as a primary or secondary focus. By contrast, just over half consider institutions that provide non-credit or short-term technical training as a primary or secondary focus.

Figure 2.21. Percentage of provider organizations focusing on each type of institution in advising students (N=115)



Anecdotally, comments from responding organizations suggest that most conceive of their task as educating students and families about the range of postsecondary options available, and helping them find an institution that is financially within reach and is a good fit given the student’s academic record and career goals:

“Our goal is to expose the student to different educational opportunities in line with their career aspiration. Consequently, we’re seeking to assist our students to look at post-secondary opportunities in line with their career or vocational interest.”

“Our program truly prioritizes any option which seems to be the best fit for a student. For example, if a student/family receives an appropriate and doable financial aid packet from a 4-year university, we’d encourage them to take it. However, if adequate aid is not received, we would encourage the 2-yr or 2+2 yr. track. This is a great question to be asking - I hear a lot of talk around ‘not every student should go to college,’ and I think it’s important to capture the efforts that we take to make sure students aren’t making the wrong decision. I think the real issue here is with colleges being too lenient with acceptances & seeing low income, low GPA students as delivery devices for federal dollars.”

“We help students with whatever their goal is, and help them be informed consumers in making their selection.”

“...we ‘google map’ directions for students, meeting them where they are, and helping them see the pathway to where they want to go. We advise [on], but are mindful not to prescribe, specific pathways for students. A goal is to illuminate all options.”

A small number of comments did mention a particular preference for or avoidance of specific types of institutions or plans:

“We promote 4-year postsecondary institutions. However, we have had a very small percentage of students attend 2-year postsecondary institutions.”

“We encourage non-credit or short term technical training as long as the program does not exist at a for-profit institution.”

“We explain 2+2 opportunities to youth but only encourage participation in unique circumstances.”

Comments from locally situated coaches/advisers make it clear that they too are guided by students’ abilities, preferences and financial circumstances:

“I make it a priority to discuss and promote whichever option is best for each student’s situation and career path.”

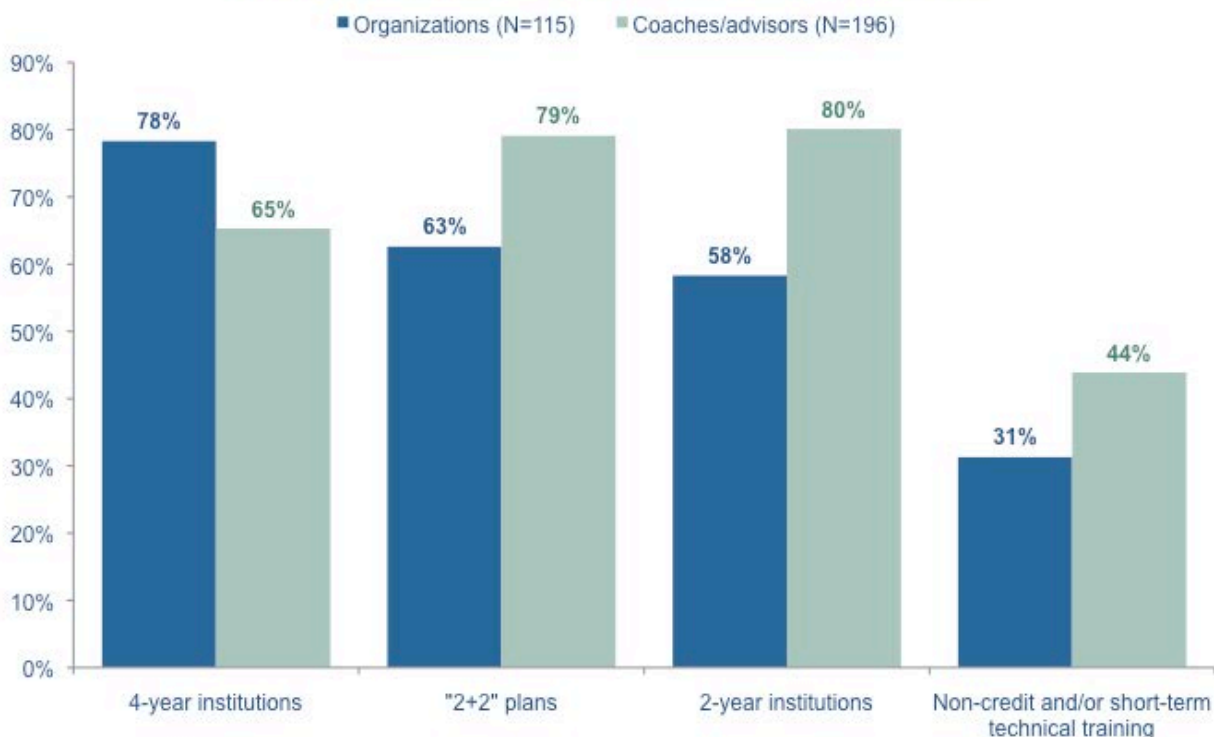
“When working with our students, I try and see what they are looking at doing after college. If they mention going to a 4-year college right away we talk about that option. If they mention a community college or that they have to pay for school themselves, then I talk about the two-year route and after two years then transferring to a 4-year school.”

“...We focus a lot on the affordability piece, and choosing an option that makes academic, personal, social, and financial sense for the student and their family.”

“We give equal emphasis to all post secondary education options. We try not to choose for the family, just present the options.”

“The students I meet with are getting standard diplomas and their GPAs don't allow them to attend most 4-yr universities initially.”

Figure 2.22. Percentage of organizations and coaches/advisors considering each type of institution a *primary* focus in advising students



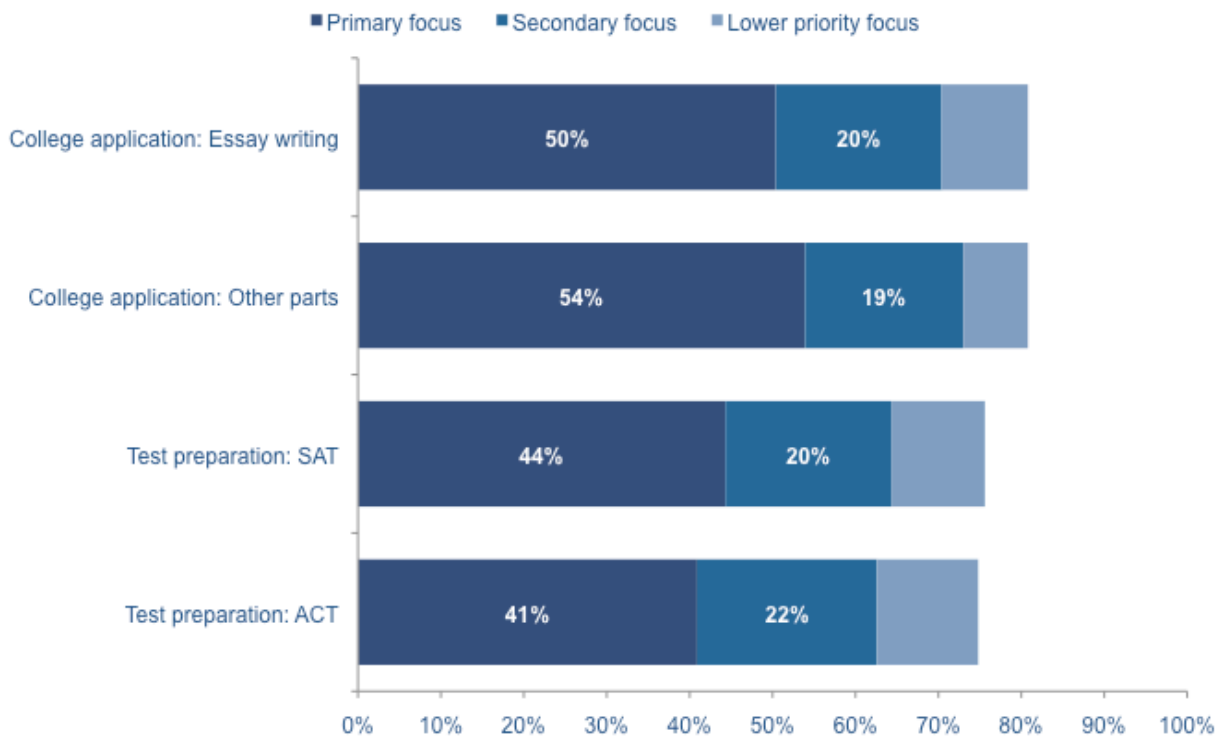
Yet responses to the closed-ended questions about which types of institutions are a primary focus show a clear difference in emphasis when coaches/advisors' responses are compared to those of organizations, as Figure 2.22 shows. Coaches/advisors are more likely to focus on “2+2 plans,” on two-year institutions, and on non-credit and short-term technical training than are organizations overall. Those differences may stem in part from the fact that many coaches/advisors are affiliated with, and thus familiar with or loyal to, the community college system. In addition, although organizations may have a global mission to serve a range of students, coaches in a particular geographic area with particular institutional affiliations may tend to encounter a specific subgroup of students who share similar needs and financial resources. In other words, the divergent emphases visible in Figure 2.22 may result both from coaches' greater proximity to and familiarity with non-four-year institutions, and also from their work with a narrower set of students. Again, in light of the limitations of our study, we cannot be certain that these differences are reliable, but they suggest that for organizations that work with coaches, the overall emphasis on two-year institutions,

“2+2 plans,” and non-credit or short-term technical training may in fact be somewhat greater than that reported by program directors in Figure 2.21.

Postsecondary Application and Testing Process

Access organizations were asked about their work related to the postsecondary application process and associated test preparation (Figure 2.23). Fifty percent support students in writing essays and more than half support them in completing other parts of the college application as a primary focus, with an additional one-fifth providing support in these areas as a secondary focus. Test preparation is a primary focus for 41% (ACT) and 44% (SAT), and in both cases a further one-fifth help students with test preparation as a secondary focus. Local coaches/advisers reported providing support for the application and testing process at similar levels. In comparison with support for other elements of the application process and for the financial aid process, discussed below, test preparation support may be somewhat low.

Figure 2.23. Percentage of provider organizations focusing on each element of the postsecondary application and testing process (N=115)



In addition, as some colleges move to “test-optional” or “test-flexible” policies, students’ – and access providers’ – needs for information in this area may increase. Test-score-reporting policies vary from one institution to another, and even when

institutions do not require test scores for admission, students may need them to be considered for scholarships. In order to provide students with appropriate support, access providers themselves need accurate knowledge about institutions' test score policies.

As noted above (see Figure 2.7), the great majority of organizations in our study provided services to students in 12th grade. Thus, the percentages shown in Figure 2.23 are only slightly higher when the analysis is restricted to organizations working with high school seniors, who are most likely to be involved in completing applications to postsecondary programs: 54% and 56% of those groups indicate that support for essay writing and other parts of the postsecondary application are a primary focus, and 49% and 45% count SAT and ACT preparation as a primary focus, respectively.

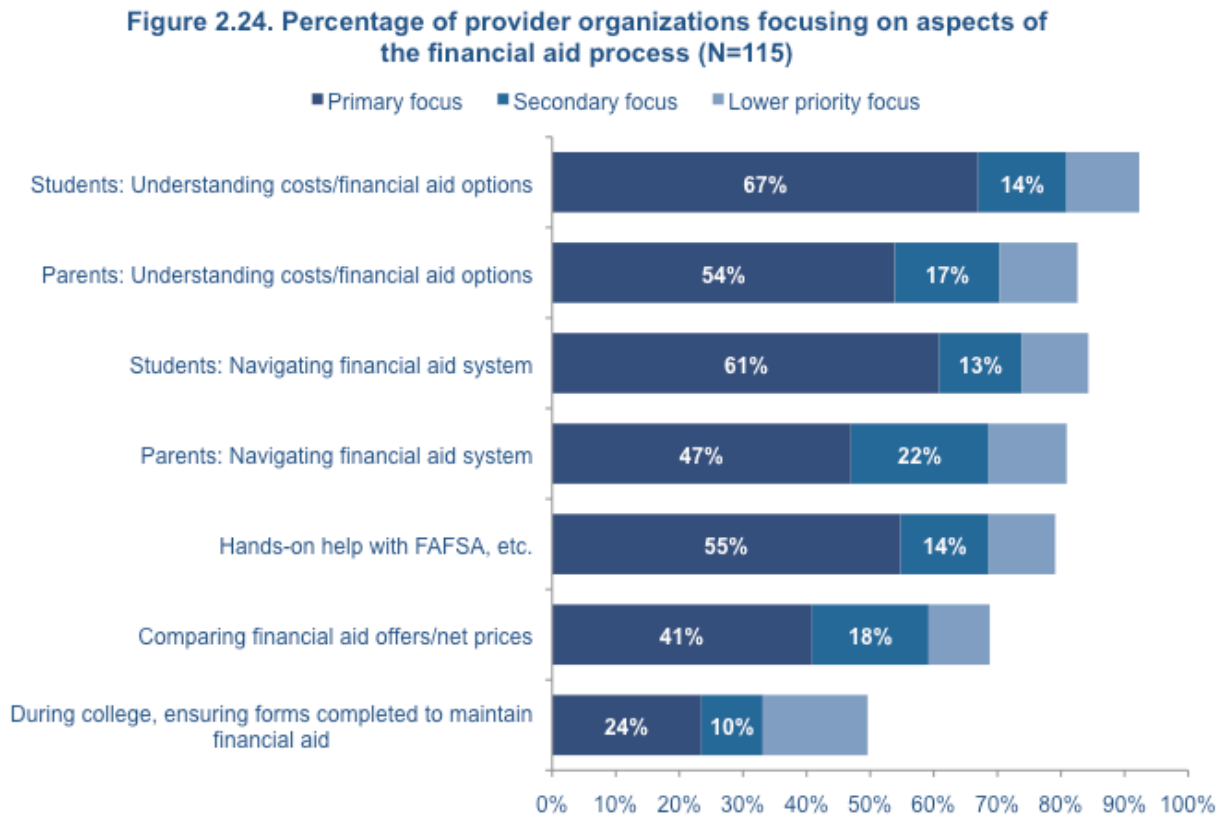
Postsecondary Costs, Financial Aid, and Scholarships

Figure 2.24 shows access organizations' emphasis on various elements of the financial aid and funding process. Assisting students and parents in understanding costs and financial aid options, helping students navigate the financial aid system, and providing hands-on help with completion of the FAFSA or other financial aid paperwork are the most frequently-reported primary foci, though helping parents navigate the financial aid system is also an important focus for access organizations. Somewhat fewer emphasize helping students compare financial aid offers or net prices, but it is still an important task:

"The other college adviser and myself do several presentations regarding financial aid and choosing a school that will be a good financial fit, using the Net Price Calculator."

"...We also sit down and compare financial aid packages with students and their parents (if they are able to come in)..."

Assistance with the financial aid process is most likely to be needed by high school seniors, but again, most organizations in our study provided services to seniors (Figure 2.7). Thus, restricting the analysis to organizations that served seniors increases the percentages only slightly. For example – to take one task that is most likely to be engaged in only by seniors – among organizations that work with seniors in high school, 59% provided hands on help with FAFSA completion as a primary focus (as against 55% overall in Figure 2.24). Similarly, the percentages helping students and parents to understand college costs increase slightly for organizations that work with seniors, to 72% and 58% respectively (compared to 67% and 54% as shown in Figure 2.24). Of course, many efforts, such as assisting students and parents with understanding costs, can and do begin before students enter their senior year.



In anecdotal comments, organizations emphasized the importance of support during the financial aid process for students and families, even when they were limited in their ability to provide that support or when they depended on a GRASP partnership or GRASP advisers to assist students:

“I would like to select primary focus for everything on this list! Technically, they ALL are primary focus areas, but I factored in where we are limited by capacity...”

“Some of the aforementioned items are achieved through our grant partnership with GRASP.”

“These ratings are based upon our partnership with GRASP and the importance of our program participants exposing students to financial literacy. As a partner, these areas are important even when our program participants are not directly providing some of these services.”

Comments also reveal variation in the comprehensiveness of the informational training and resources organizations can offer to students. Some organizations are able to provide hands-on help with the financial aid process ...

“Financial Aid officers are invited to speak and work with or students, in each session. Individual meetings are arranged, where requested, with Financial Aid officers and Admissions officers.”

“We provide scholarship coaching to families and encourage a high quantity of scholarship application completion. We explain the FAFSA, Student Aid Report/Expected Family Contribution, and provide support when financial aid award letters are received. We also show parents how to consider the % of need met by colleges and universities when choosing an institution.”

... but others may be limited to general information sessions:

“During the school year, we do provide information sessions regarding college applications and financial aid to parents through our after school programs. This is done by asking either a high school counselor or other education professional to speak at Family Night events.”

Coaches/advisers, too, noted that they relied on GRASP or other advisers with appropriate expertise to support students with the financial aid process:

“We connect all of our students to GRASP or school counselors for FAFSA and other financial aid matters.”

“Our school also has a GRASP coordinator, so financial aid guidance is primarily provided by that position.”

“I try to get students and parents to use the experts. So many of our students have situations that need the experts.”

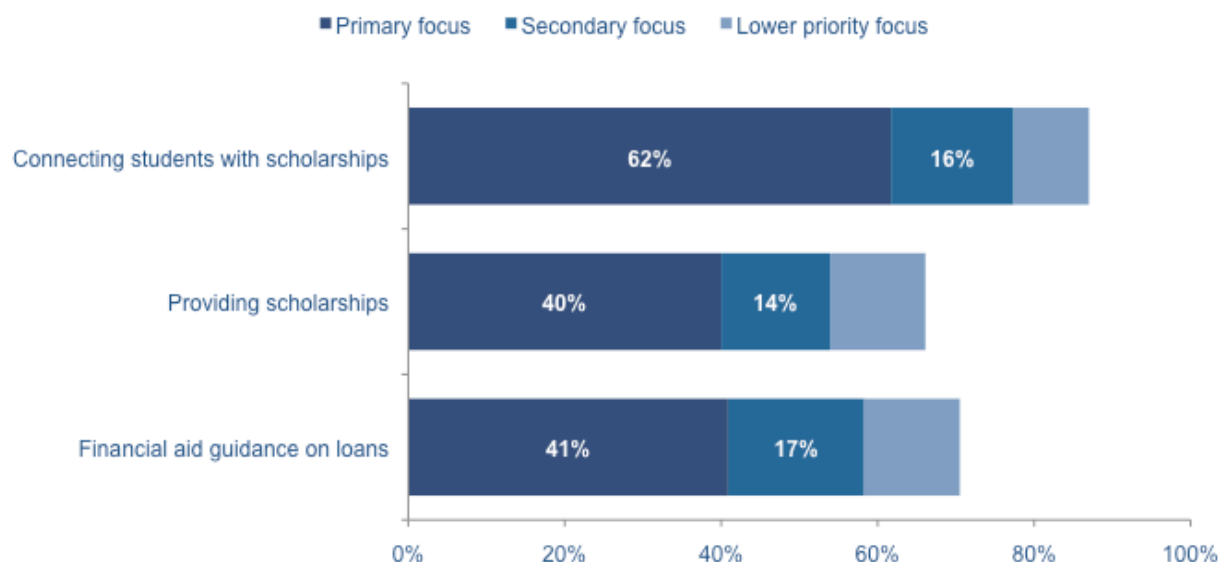
While GRASP advisers may be a key source of financial aid expertise, comments from some organizations and coaches reflect their efforts to marshal as many resources for students as they can:

“I am not a financial aid expert, but I set up presentations by experts and list resources on the website.”

“... During our campus tours, we spend some time addressing financial aid awareness including sharing specific scholarships in the region, encouraging college representatives to share information regarding the process.”

More generally, these comments and the efforts they describe speak to the importance for access organizations of having a network of resources on which to draw. By relying on external expertise where appropriate and available, access providers may be able to focus their own efforts more effectively.

Figure 2.25. Percentage of provider organizations focusing on each form of financial assistance (N=115)



In addition to providing informational and logistical assistance throughout the financial aid process, access organizations often play a role in providing or facilitating more direct financial support for college-bound students, as Figure 2.25 shows. For 62%, connecting students with scholarships is a primary focus, and a secondary focus for a further 16%. In addition, over half of access organizations provide scholarships themselves, and over half provide financial aid guidance on loans (primary or secondary focus). Those percentages are again slightly higher when focusing on groups assisting seniors: for example, connecting students with scholarships as a primary focus increases from 62% to 68%.

A few comments shed light on some of the types of scholarships available. Although scholarship fund organizations may administer scholarships in substantial numbers and amounts ...

“...my organization gives out almost a million dollars a year in scholarships to...seniors and alumni currently in college, so scholarships are a huge part of my job.”

... many organizations provide just a few scholarships, in fairly small dollar amounts, and/or tied to attendance at particular schools. Still, these funds are crucial to helping students overcome financial barriers or to try their hand at college-level work that helps them gain confidence, prepare for, or make a decision about college:

“The program provides one scholarship to the program participants; two are provided if funding from parents is the shared cost.”

“We provide a First Dollar Scholarship — it is need-based and is for students who want to dual-enroll with the community college while in high school. These students are not eligible for any other funding and it allows them to attempt college-level work while they are still part of the high school, where guidance and oversight in a known environment is still available.”

The survey included one other question on financial aid that is not shown in the figures. Organizations were asked to what extent they focused on ensuring that students *already* enrolled in postsecondary completed their FAFSA every year to maintain their funding. The data indicate that once students are enrolled, they receive less support: For 24% of organizations, assisting students enrolled in a postsecondary program was a primary focus, for 10% a secondary focus, and for 17% a lower-priority focus. Some comments reflected the fact that even after enrollment, students may continue to turn to organizations and coaches for support, which they seek to provide, even if at a lower level:

“I send students an email advising them that they need to continue the FAFSA and scholarship search throughout their time in college.”

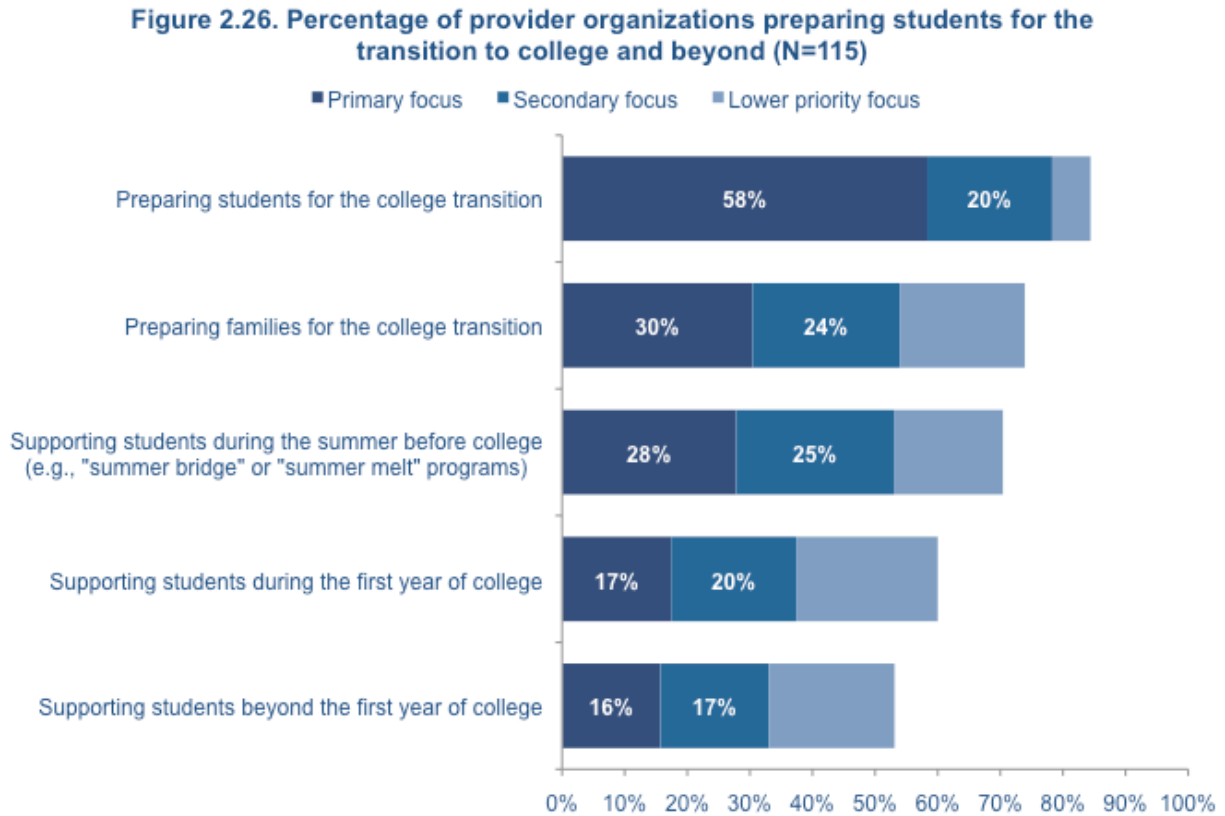
“We help students and parents file the FAFSA form every year, and discuss loans, and scholarships.”

“I hold financial aid workshops for students and parents, review financial aid award letters, and inevitably continue to field calls from former students regarding financial aid as they progress through their college years.”

“Some of these things I do myself for former students and are not directed by the program.”

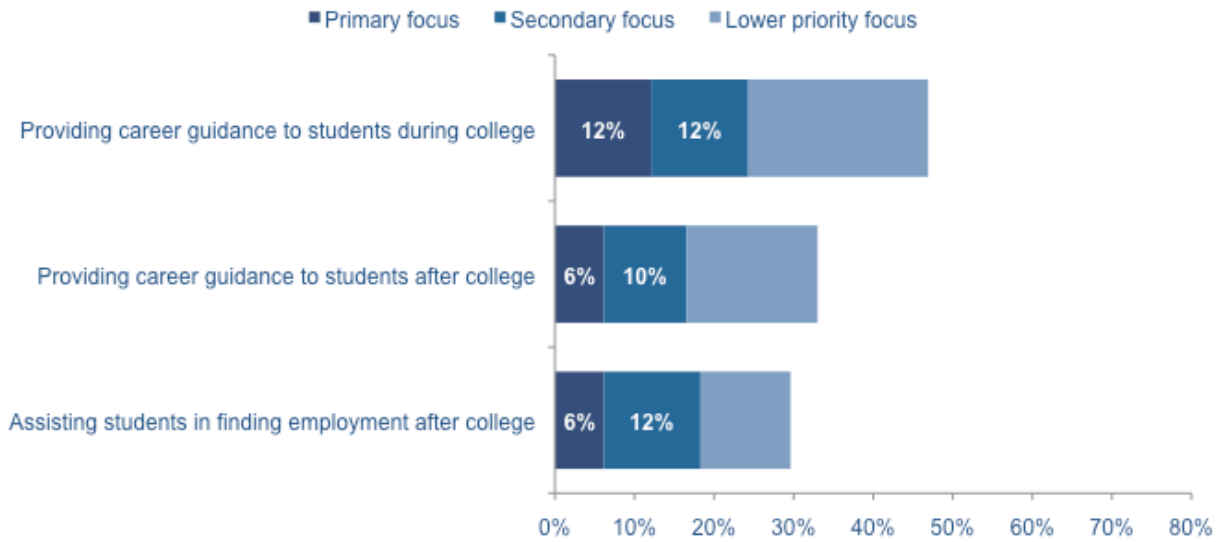
Transition to Postsecondary and After

For most access organizations, access work does not end with the acceptance, aid offer or decision about which postsecondary institution to attend (Figure 2.26). Preparing students and preparing families for the transition to postsecondary education were a primary focus for 58% and 30% of organizations respectively, with an additional one fifth to one quarter considering these activities a secondary focus. Of course, some of this work takes place throughout senior year or even earlier. Nonetheless, as either a primary or secondary focus, more than half of all organizations provide support for students during the limited period of the summer after senior year, in the form of “summer bridge” or “summer melt” programs (the latter are interventions specifically designed to combat the often substantial numbers of prospective students who change their minds before the fall semester begins; Castleman & Page, 2014).



Once students are enrolled, however, support by access providers occurs at much lower levels. Many colleges and universities now provide targeted services – for example, to help first-generation enrolled students persist and succeed. Just 17% of the access organizations included in our study identified support for students during their first year in postsecondary education as a primary focus, though for a total of 37%, it is either a primary or a secondary focus (Figure 2.26). Similar percentages support students after their first year. In fact, the total percentages indicating support for postsecondary students in Figure 2.26 exceeds the percentage who reported that their organization served students at the postsecondary level (Figure 2.7), suggesting that at least some of this support is informal. As many comments have suggested, access organizations and coaches/advisers establish strong relationships with the students they assist and organization staff no doubt continue to be a resource for them even once they are in college or other postsecondary training.

Figure 2.27. Percentage of provider organizations providing guidance and assistance to students during and after college (N=115)



Finally, relatively few organizations provide career or employment support for students during or after postsecondary education (Figure 2.27). A small number do offer such services, but for most they are lower-priority endeavors or are not provided at all.

Communicating with Students, Families, and School Staff

Service Delivery Methods

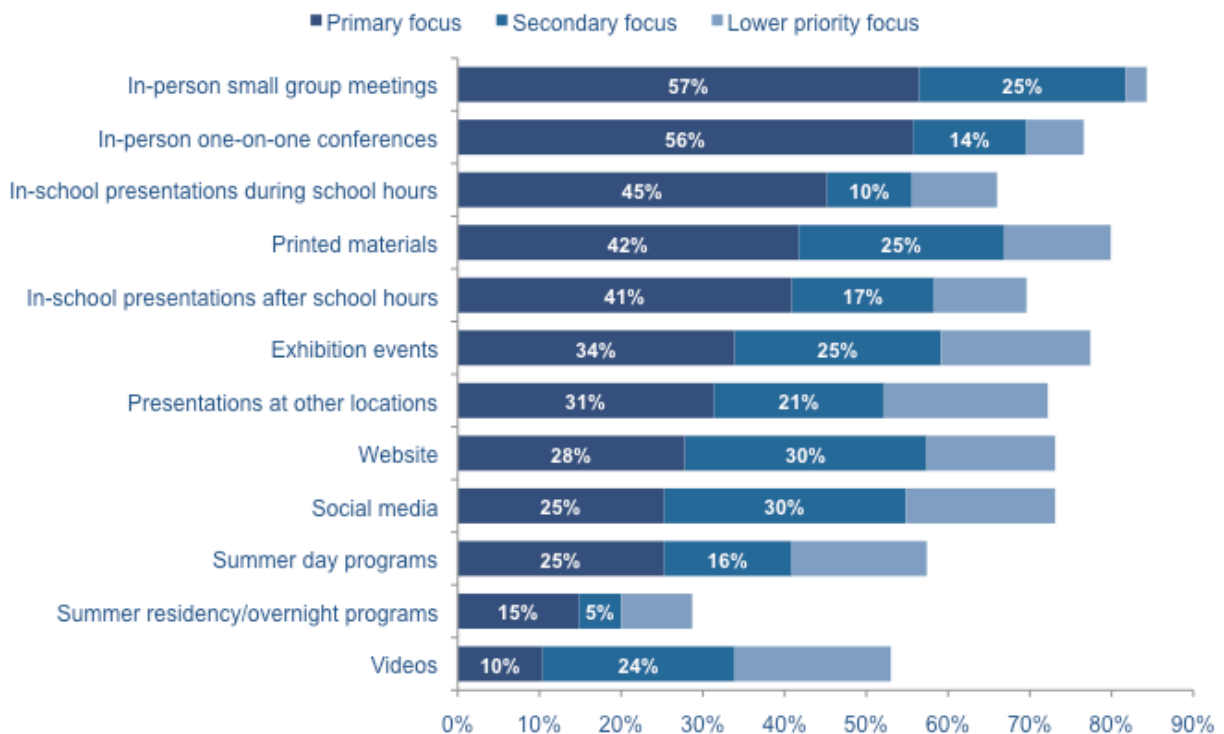
Personal connections are clearly the foundation of access providers’ work with students and families, most often established through small group meetings or one-on-one conferences. Over half of access organizations considered such meetings and conferences a primary focus (Figure 2.28): as one respondent wrote, “[my organization] believes in face-to-face meetings with our students and their families.” Other comments reveal that access organizations use a variety of approaches to provide opportunities for personal interaction:

“We have a summer program that works like office hours – students can come and go as they please. We have also worked during school and after school.”

“... The follow-up component includes establishing local mentoring relationships, where possible, and having on-going communication and interaction with the students. The intent is to continue to encourage and motivate students to seek to do their very best and seek to fulfill the full potential.”

“... 1-1 paired mentoring relationships that take place in small groups of about 10 kids in the same grade, all on the local college campus after school each week.”

Figure 2.28. Percentage of organizations using each method to deliver services to students and families (N=115)



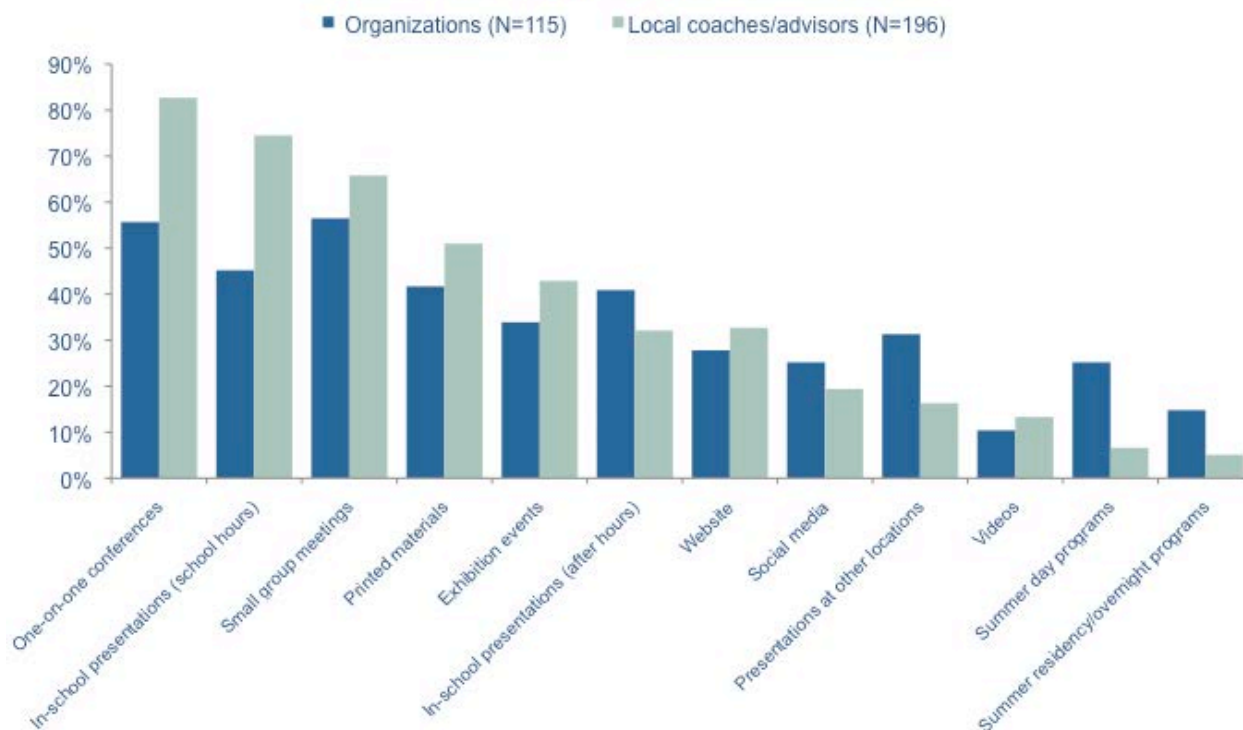
Presentations – whether at school facilities during or after school hours, at other locations, or at exhibition events (career/college fairs or “reality store” simulations, where students can try out careers, budgets, and lifestyles) – were also important methods for communicating information, as shown in Figure 2.28. One other low-tech platform – printed materials – was considered a primary focus by 42%, and a total of 80% of access organizations used printed materials at least to some extent.

The survey also asked about two types of summer programs that organizations might use to provide access services. Summer day programs were a primary focus for 25% but used to some degree by 58%, while summer residency/overnight programs were not often used, no doubt because they ordinarily require facilities or a larger budget, or both.

Electronic media – websites, social media and videos – were all used at relatively low intensity by access organizations, with only about one quarter or fewer considering them a primary focus. However, most access organizations made *some* use of websites and social media, even if at low levels. One respondent commented that e-portfolios are another format for communicating with students, though no elaboration was provided.

Coaches/advisers on service delivery methods. By definition, local coaches/advisers are the personal point of contact for many students during the school year, and their responses to the question about service delivery reflect that role. They rely even more heavily on individual conferences, in-school presentations, and small group meetings than do organizations. Figure 2.29 compares the communication channels identified as a primary focus by organizations on the one hand and coaches/advisers on the other. More than 80% of coaches/advisers considered in-person one-on-one conferences a primary focus; three-quarters considered in-school, during-school-hours presentations a primary focus, and two-thirds considered small group meetings a primary focus. Printed materials and exhibition events, too, were more emphasized by coaches than by program directors reporting on organizations overall.

Figure 2.29. Percentage of provider organizations and local coaches/advisors using each delivery method as a *primary* focus



Publicizing Services

Access organizations' approaches to promoting or publicizing their services similarly stressed authentic, direct personal contacts and connections. Contacts with teachers, counselors, school or division administrative staff, and word of mouth more generally, were the most frequently used channels through which organizations publicized their services (Figure 2.30).

Fliers and posters, contacts with local nonprofits and social-media marketing were somewhat less-popular channels, but still were used by roughly half or more. Contacts with religious groups were less frequently used, as was advertising, whether internet or in local media.

“Other” publicity methods. As Figure 2.30 shows, nearly one-quarter of organizations specified that they used another method of publicizing services in addition to or instead of those listed. Systematic analysis of these responses shows that about one-third identified additional school-related channels, including – for those with representatives based in schools – “school presence,” or simply being visible and available to students:

“College Advisers are in the school 40 hours/week like any other school employee.”

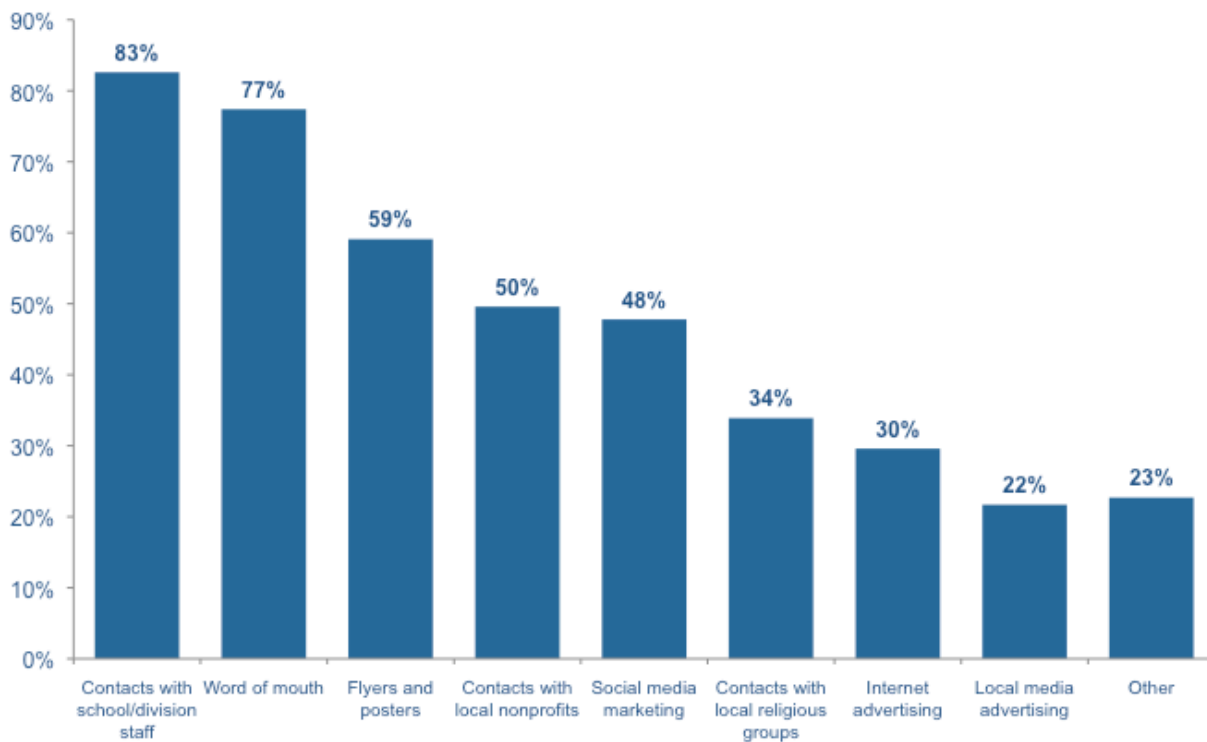
Such representatives may even “have a web presence on their school’s website” or actively employ school channels to get the word out:

“At our schools, each advisor uses the means that make sense at that particular school, such as morning announcements, bulletin boards, school website, etc.”

“Classroom presentations, school presence, recruitment tables in high student traffic areas.”

“College fairs, mailings by K-12 partners promoting programs and services to prospective families, etc.”

Figure 2.30. Percentage of access organizations using each method to publicize services (N=115; more than one response possible)



Responses from local coaches/advisers provided further specifics on the school channels they use, including automatic phone calls (in one case, bilingual) from the school to parents, parent and student newsletters, PowerSchool²⁸ announcements to families, posts on the school blog, signs posted around or in front of the school or on an “informational electronic billboard in cafeteria” and even information on the “school

²⁸ PowerSchool is a widely used technology platform that, among other things, allows schools to send information to parents.

television ‘news’ show.” Two coaches mentioned using Remind, an app that allows schools and other organizations to send reminders and updates to students. A few coaches also mentioned specific local television outlets as opportunities for making services known: “Call 12,” “Channel 18 on TV,” and “live chats via televised programs (for example, On Your Side, local news).”

School contacts of a different kind are important for organizations that rely on school nominations of students for inclusion into their programs:

“Not looking for ‘top’ students, but promising under-achievers nominated by 6th grade teachers and guidance counselors, based on academic potential and economic, social, and academic needs.”

About a third of organizations’ “other publicity method” responses mentioned business, community and civic groups, nonprofits, and professional associations, as well as the events they hold. For example:

“... we send staff to numerous community events with items with our logo (from pens to posters to tablecloths). Also, staff participates in state-wide professional associations.”

“Civic group meetings and events, fairs and expos, committee meetings.”

“In various localities, professionals and organizations effectively working with target populations.”

“Involvement in local organizations such as the Shenandoah Valley Partnership, Workforce Investment Board, CTE advisory committee, and the Industrial Round Table.”

“Membership in local non-profits and community organizations.”

Coaches/advisers were not likely to work with community groups to publicize their services, but on a related note one coach did mention “participation in local parades and festivals,” and one mentioned speaking informally with youth at the local church to provide information when opportunities arise.

For organizations that provide other types of services in addition to postsecondary access, “internal advertising” is used to publicize access resources across service departments. Similarly, access programs affiliated with institutions of higher education may benefit from the efforts of outreach coordinators or offices of community engagement, which can help make services and opportunities known to the wider community.

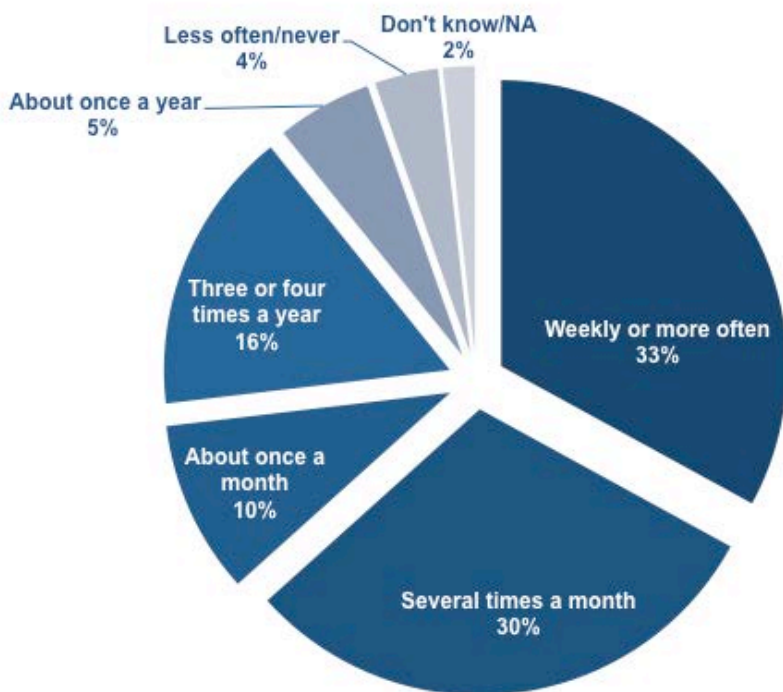
The importance of spreading the word about services notwithstanding, there is a need for sensitivity in publicizing or advertising services and resources to avoid stigmatizing program participants:

“However -- we do need to remember to be sensitive about how we advertise, in order to avoid any stigma about being low income or ‘not college material’ among our adolescents, who already suffer stigma among each other for so many reasons.”

Communication with School Personnel

These findings on the degree to which access representatives and coaches/advisers depend on school communication channels and are integrated into schools suggest that interaction with school personnel is likely to be frequent. The survey data bear this out, as Figure 2.31 shows. One third of organizations reported communicating weekly or more often with teachers, counselors, or administrators, with a further 30% communicating several times a month. All told, almost three-quarters communicated with schools monthly or more often. Locally situated coaches/advisers communicated with schools even more frequently: Seventy percent reported communicating with teachers, counselors, or administrators at least weekly.

Figure 2.31. Frequency of access organizations' communication with K-12 school teachers, counselors, or administrators (N=115)



Access Providers' Challenges, Needs, and Plans

As noted in our discussion of methods, we relied on previous research to help ensure that our survey questions and response options were appropriate for access providers (see pp. 33-34). In several areas, however, there was little previous investigation into the work of college access organizations on which we could draw. Therefore, for certain topics we employed open-ended questions, which respondents were invited to answer in their own words.

These open-ended questions are different from the optional comments respondents entered into spaces made available throughout the survey, which we have included at points above. The open-ended questions were presented as standard (not optional) survey questions. Respondents could answer as briefly or in as much detail as they wished. For the analysis, we systematically reviewed and categorized responses in terms of issues raised or topics referred to, and in some cases we quantified the frequency with which particular responses were given.

Each section below summarizes the main findings from responses to a particular question. For readers interested in more in-depth exploration of results, more detailed analysis (with illustrative quotations from responses) is included in Appendix E.

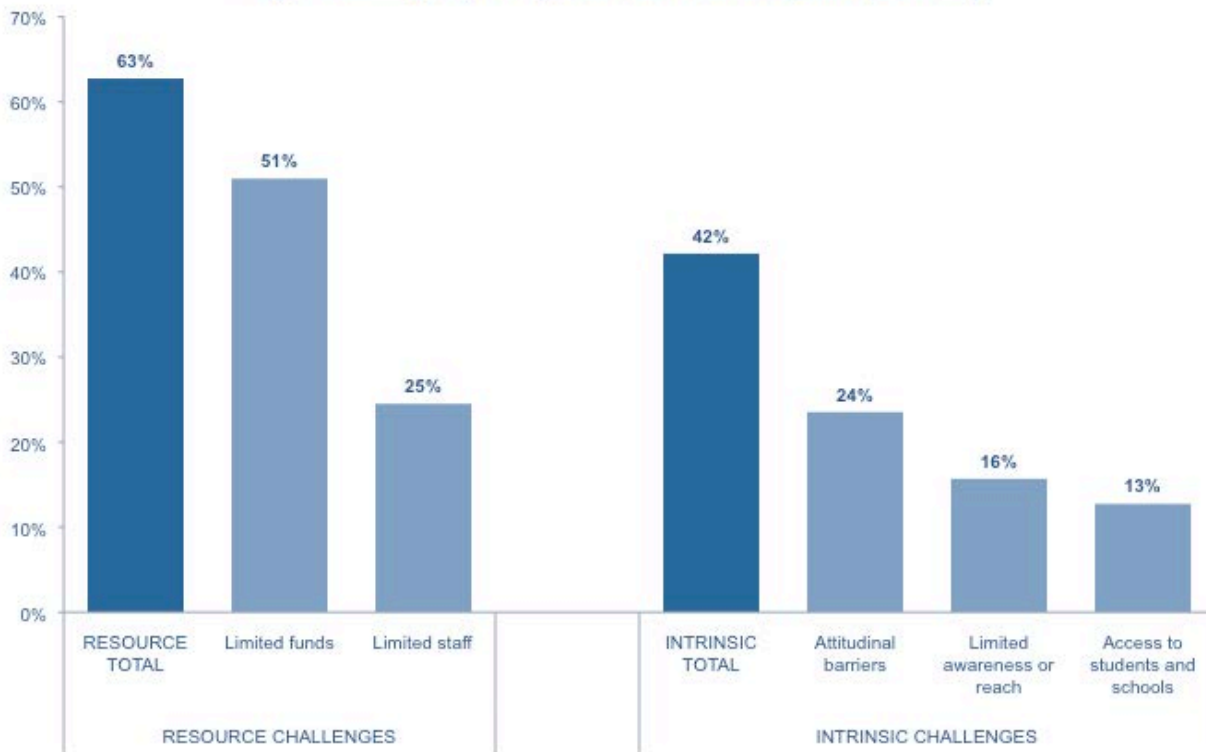
Several of the open-ended questions were asked of coaches/advisers, in addition to program directors. In light of the two groups' somewhat different perspectives, we treat their responses separately below, but point out commonalities and differences. In all instances where we present or discuss responses from coaches/advisers, they are explicitly identified as such.

Major Challenges Faced by Access Providers

Respondents were asked to describe, in their own words, the major challenges that they or their organization faced in providing college access services. Their responses were reviewed and coded into categories, allowing us to identify how often each type of response occurred. Despite the different types of access groups operating with many different levels of resources, and despite their often very different missions, there was remarkable consensus on the significant challenges they faced.

Figure 2.32 shows that responses from organizations fell into two general categories: those relating to the resources available to support effective access efforts, and those relating to intrinsic challenges stemming from the nature of postsecondary access work itself. (Respondents often mentioned more than one type of challenge, so totals do not sum to 100%.) Just 11% of responses were not coded into at least one of these categories.

Figure 2.32. Percentages of provider organizations identifying types of major challenges (N=115; more than one response possible)



Resource Challenges

Resource constraints were named as a major challenge considerably more often than were the intrinsic challenges and frustrations of postsecondary access work – almost two-thirds mentioned some type of resource challenge, as shown by the dark shaded column in Figure 2.32. For more than half of program directors, the resource challenge took the form of limited funds. In a few instances, uncertainty about funding or the difficulty of justifying access organizations’ funding requests was the key issue; in most cases, however, organizations simply had too little funding to cover their needs, which ranged from transportation for students to space or facilities. Twenty-five percent framed the challenge in terms of limited staff or staff time, which prevented providers from fully responding to all students needing services – whether because of inadequate time to work with each student within particular schools or because their service area was limited to a small number of schools or divisions. Staff constraints sometimes led organizations to rely on volunteers or college students, who may not bring the same level of training and expertise to the work. As a result of resource challenges, some organizations, in spite of demand, had been unable to expand successful programs.

Intrinsic Challenges

Within the category of intrinsic challenges, program directors most often mentioned attitudinal barriers that prevented students or families from pursuing postsecondary education, followed by parents' and students' lack of awareness about postsecondary education and the resources available to help attain it, and finally, obstacles making it difficult for them to gain access to students and schools. Percentages giving each of these responses are shown by the lighter shaded bars in Figure 2.32.

Attitudes toward postsecondary education (noted by 24%) were often intransigent: providers reported that, despite their efforts, there were "students who still feel that college may not be accessible for them"; that especially in rural communities where attending college may not be the norm, "post-secondary education is not always viewed as valuable. It can be a bit of a struggle conveying the importance of training beyond a high school diploma." Providers also pointed to the discouraging impact families can have, whether direct (students may be "pushed to remain at home and work to support the family") or indirect ("If the parent does not value college...the student will not either.").

Limited awareness/reach was an additional intrinsic challenge, mentioned by 16% (Figure 2.32). Some providers pointed to communication difficulties, especially with parents – such as families' lack of internet or phone service, or linguistic or cultural barriers that made it difficult to engage families in the postsecondary planning process. Another category of intrinsic challenges was access to students and schools, noted by 13%. Barriers ranged from lack of space or facilities to providers' dependence on teachers to make class time available for access representatives to meet with students – which teachers may be reluctant to do because of needing class time for SOL instruction. Sometimes access providers confronted misconceptions about their services or other resistance from the schools themselves; although no program director referred specifically to the Family Educational Rights and Privacy Act (FERPA), such legal restrictions may contribute to difficulties in obtaining student records. Another element limiting awareness was students' own schedules, with academics, activities, and jobs leaving them little time to work with access representatives.

A small number of program directors mentioned challenges that did not fit within the intrinsic or resource categories, but which nevertheless seem important to document because they may identify widely shared concerns, even if not major challenges for all. Among these were larger challenges related to education quality, health, stress, family and finances that are faced by some of the students providers seek to assist. Those

challenges can contribute both to students' inadequate academic preparation for college-level work, and to a sense that postsecondary institutions – geared toward middle-class students from families with resources – are not a good fit or will not provide adequate support:

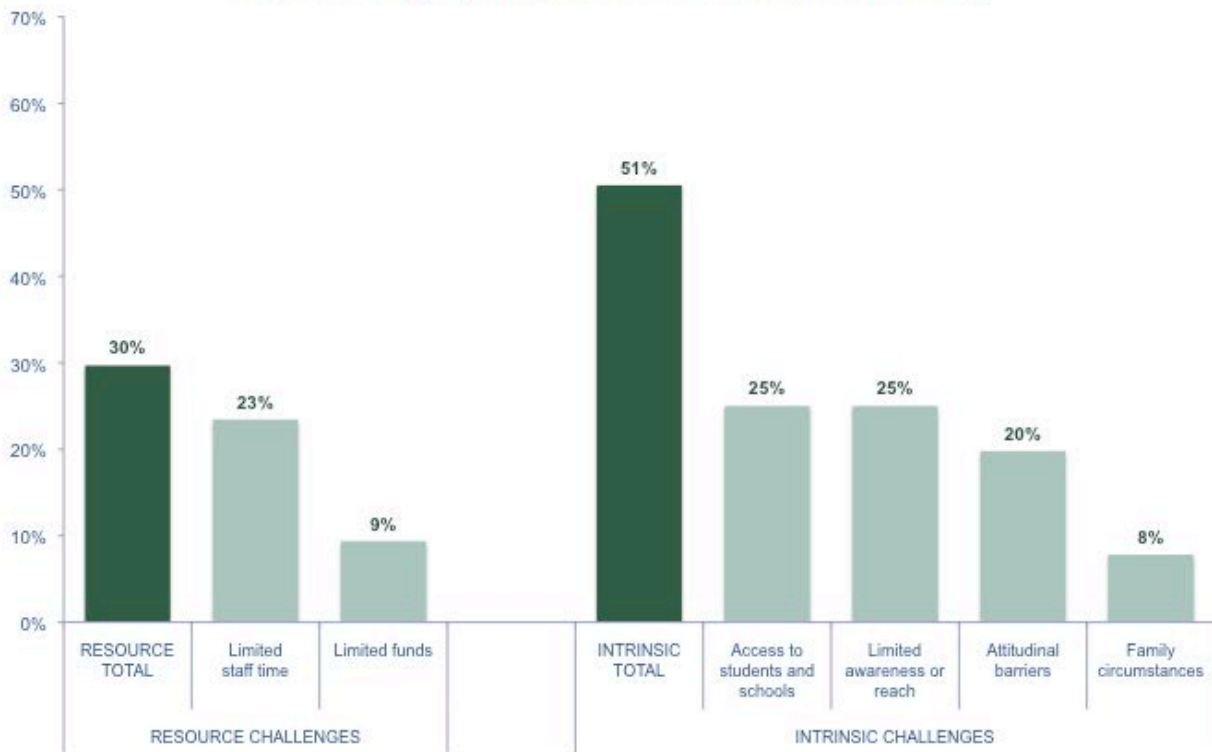
“Most institutions feel like they are built for middle class students. Students who have back up money, who have had quality educations in high school, who can navigate bureaucracies efficiently, and who have 2-4 years that they are able to invest into their education.”

On a related note, two respondents encountered difficulty in finding resources at postsecondary institutions that provided a meaningful introduction to campus life and academics for students unfamiliar with the community- or four-year-college experience.

Coaches/Advisers on Major Challenges

Responses to the same open-ended question from coaches/advisers struck many of the same themes, but the balance of emphasis was somewhat different, reflecting coaches' specific perspective and domains of activity. The coaches/advisers' responses were subjected to the same process of coding and analysis as responses from access organizations, and results are shown in Figure 2.33.

Figure 2.33. Percentage of coaches/advisors identifying types of major challenges (N=196; more than one response possible)



A comparison of Figure 2.33 to Figure 2.32 shows that the content of responses from coaches/advisors and program directors is similar: For the most part, they mention the same kinds of problems and concerns. The difference lies mainly in emphasis: Just half as many coaches/advisors identified resource difficulties (30%) compared to program directors (63%), while a larger percentage of coaches focused on the intrinsic challenges of their work (51% as against 42%).

The contrast between the two figures reflects differences in the demands on the two groups and the nature of their work. While coaches/advisors spend most of their time working directly with students and schools, program directors have a broader range of responsibilities. Coaches are not responsible for organizations' budget allocation and do not see funding or staffing from the same perspective. Thus, the two groups may construe the same problems in different ways.

More important is the high degree of similarity in the *content* of coaches' and program directors' responses; the categories into which responses fell were largely the same, despite their different perspectives. Thus, the coaches/advisors' responses are important for lending additional substance and detail to the challenges identified by both groups.

In terms of resource challenges, coaches/advisers mainly felt that they did not have enough time either to adequately reach all students or to help them at the level of depth and individualization required. Coaches/advisers who mentioned intrinsic challenges tended to emphasize problems with access to students and schools (named by one quarter, as shown in Figure 2.33); they noted difficulties related to “[n]avigating the politics of taking students out of class and missing instructional time,” as well as insufficient access to school data, enrollment lists, or other information that would allow them to target certain students or simply to find them during school hours. In comparison to program directors, coaches/advisers more frequently mentioned the constellation of family and life circumstances that sometimes further complicated students’ decision to pursue postsecondary education. Like program directors, however, they often named limitations on reach (especially the challenges of communicating with and engaging parents, and of transportation to after-school events for students and parents). Finally, some stressed the need to reach students at an earlier point, to allow more time to engage with them and ensure that they are prepared, but they also recognized the considerable challenge of making postsecondary planning meaningful to younger students and their parents.

Services Needed, and Reasons Why Not Provided

Respondents were asked whether there were services they would like to offer but did not provide, and if so, to describe in their own words what services those were. Sixty percent of program directors said there were services they wished they could offer, 22% said there were not, and 18% were not sure.

Two-thirds of those who were dissatisfied with their current services wanted to strengthen existing programs – some by increasing time, especially one-on-one time, spent with students (a challenge identified above). Increasing visits, overnight trips, etc., to give students greater exposure to postsecondary schools; enhancing financial literacy and financial aid services; and increasing scholarships available to students were all among the more frequently-desired changes described. Support for SAT/ACT test preparation was another service access providers often wished they could offer. Finally, some providers wanted to add career exploration and development services, including more work on the links between education and careers, support for students interested in STEM fields, job shadowing, internships, and other opportunities to make connections with professionals.

About one quarter expressed an interest in expanding their programs to reach more students – echoing the frustration felt by those who saw as major challenges the

difficulty of reaching all students in their current schools, or their inability to expand programs beyond current schools or divisions because of funding. Some, though, were specifically interested in serving students at different grade levels, whether by adding services for middle school grades or by adding support for students during the summer before entering postsecondary education or even during college.

What prevented organizations from providing these services? In response to a follow-up question, most respondents cited resource deficits: lack of funding (79%), lack of staff (32%), or lack of time (9%), with a total of 88% mentioning one or more resource factors. Smaller percentages mentioned other factors, such as concern about “scope creep,” poor fit with program mission, etc. Just 6% had plans in place to provide the specific services they saw as needed.

Coaches/Advisers on Services Not Provided

Coaches were evenly divided among those who identified services they would like to provide, those who did not, and those who said they didn’t know. Responses of those who identified needed services centered on themes similar to those in the responses of program directors. The largest proportion (one-third) mentioned a wish to offer or to add more college tours or visits, and/or to have better access to transportation to make that and other travel (e.g., to other events or tests) possible:

“I would like to be able to provide trips for the students to take to various campuses across the state. This way they may get a first hand view of the school...”

Others wanted to offer more career planning and exposure resources, such as presentations or visits to businesses or industrial plants, as well as job shadowing opportunities. Some saw summer melt or summer bridge programs as needed, and some wanted to provide postsecondary access services to younger students. A few felt that better strategies for reaching parents were called for: strategies proposed or being tested included home visits, radio spots, newspaper coverage, and opportunities for parents to meet informally with postsecondary access staff. Other needs were mentioned by only a small number of coaches, but may be worth noting: two felt Spanish-language services would be helpful for schools with large Hispanic populations, and one called for “basic” resources devoted to helping students answer the question of why they should consider college in the first place.

According to coaches/advisers, resource challenges – staff, time, and money – were the primary reason why services were not offered, but a few coaches noted other problems as well, including the difficulty of organizing activities that reduce students’ class time;

liability concerns; lack of access to students once they leave high school; and students' need to work over the summer. In addition, two coaches attributed their difficulty in arranging job shadowing or career exploration opportunities to their status as non-school-system personnel. These are instances where stronger ties between access organizations and local businesses, industry, or community groups may help to create or support opportunities for students.

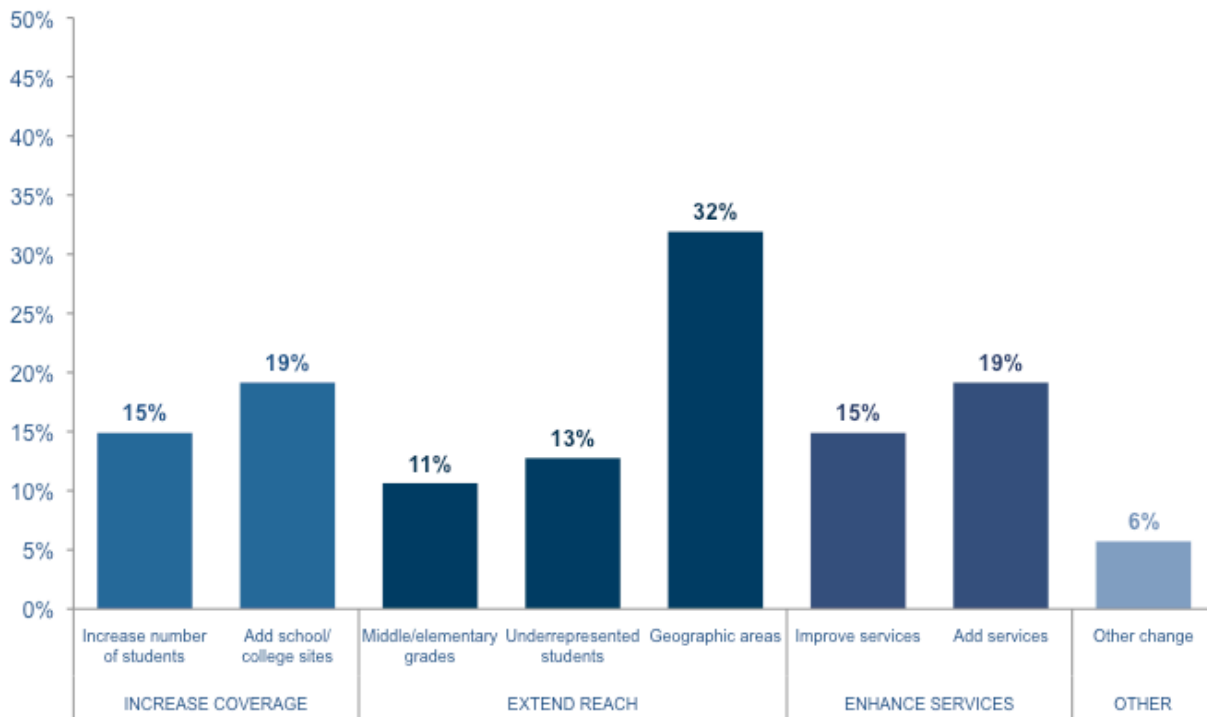
Professional Development Needs

Program directors were asked whether their organization provided professional development (including training, conference or workshop attendance, etc.) to support those working on postsecondary access; 61% said their organization did so. In answer to a further question on whether there was professional development related to college access that they would like, but that was *not* currently provided, 38% said "yes," and were then asked to describe the professional development they wanted. No specific type of professional development or training emerged with great frequency (especially since only a subgroup of respondents answered the question), so we do not quantify results, but in general, access providers called for opportunities to receive greater exposure to postsecondary institutions that would broaden their own knowledge about programs offered and college life; for training to support the volunteers or college students who assist them with service provision; and, again echoing needs expressed in response to the question on services *not* provided, several called for training to support SAT/ACT test preparation, financial aid work, and scholarship searching. A few wanted support in the areas of program management and evaluation. Finally, a few wanted the chance to *provide* training to the teachers and counselors with whom they worked, to help them better understand and support students' needs. Coaches/ advisers had similar ideas for training or professional development, with several also expressing interest in opportunities to attend professional association meetings and conferences.

Plans for the Future

Program directors were asked whether they had plans to either expand or reduce programs or services in the year ahead. Half said “no” (35%) or that they didn’t know (21%), but 45% said “yes,” and were asked a follow-up question about the nature of the changes planned. The responses of those who answered the follow-up question corresponded closely to the results discussed above on services access providers would like to offer, emphasizing program reach and enhancement of services. Figure 2.34 shows that a total of about one third of respondents to the follow-up question indicated that they planned to increase coverage within the divisions they already served, by adding more students or school/college sites. (Again, respondents could mention more than one type of planned change, and some did, so totals exceed 100%). A total of more than half expected to extend their reach, whether by adding programs or services for

Figure 2.34. Access organizations' plans for the coming year: Percentages anticipating different types of changes (N=50; more than one response possible)



middle-schoolers or lower grades (11%); by focusing more intensively on reaching underserved or underrepresented students (13%); or by expanding geographically into school divisions or regions they did not currently serve (32%). About one-third mentioned plans to enhance services, either improving the quality of existing services, or adding new types of services. Finally, a small number of providers described other

types of changes or anticipated *decreases* rather than increases in postsecondary access efforts.

Program directors' responses reflect the success of their efforts, their determination to bring that successful experience to additional students – especially those with the greatest need – and their concern for ongoing improvement of their services. At the same time, their responses often recognized the financial constraints under which they operate. Some explicitly acknowledged that any changes would depend entirely on funding (“Situation is very fluid. We hope to expand, assuming stable or improved funding. We may need to shrink...”), and others used language that implied somewhat indefinite plans (“We would like to reach out to other schools,” “We would like to continue to expand into the Northern VA/DC Metro areas ...”) or even just possibilities under consideration (“Possibly expand into Goochland ...”).

Further Information on Access Provider Organizations

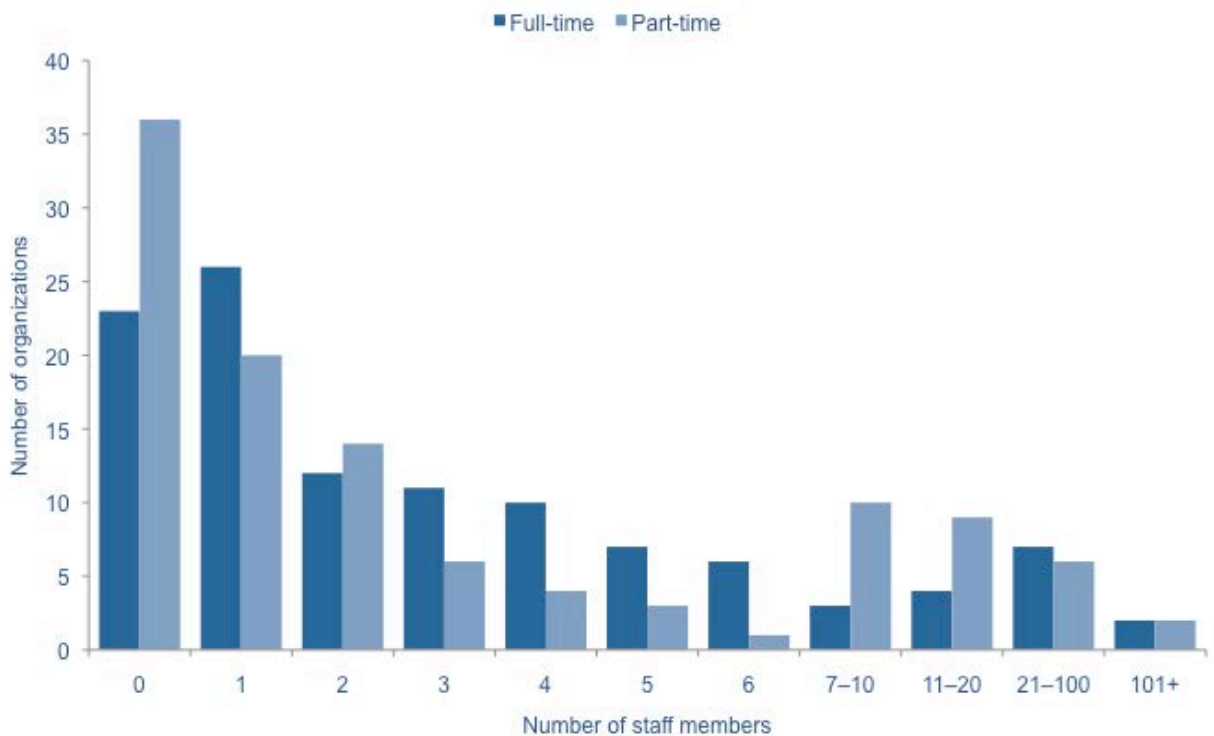
This section provides additional information from the survey on the access organizations themselves and the practices they use to support their work. It also examines access providers' interactions with others in the postsecondary access community.

Organizational Characteristics

Staff Members

Program directors at organizations were asked to report the number of full- and part-time staff members working with postsecondary access programs.²⁹ Most organizations are small, with a median of two full-time staff members. In light of the range of types of organizations, with different missions and different degrees of geographical coverage, the variation in staffing shown in Figure 2.35 is not surprising. Many access groups are

Figure 2.35. How many staff members are employed by organizations for postsecondary access work? (N=115)



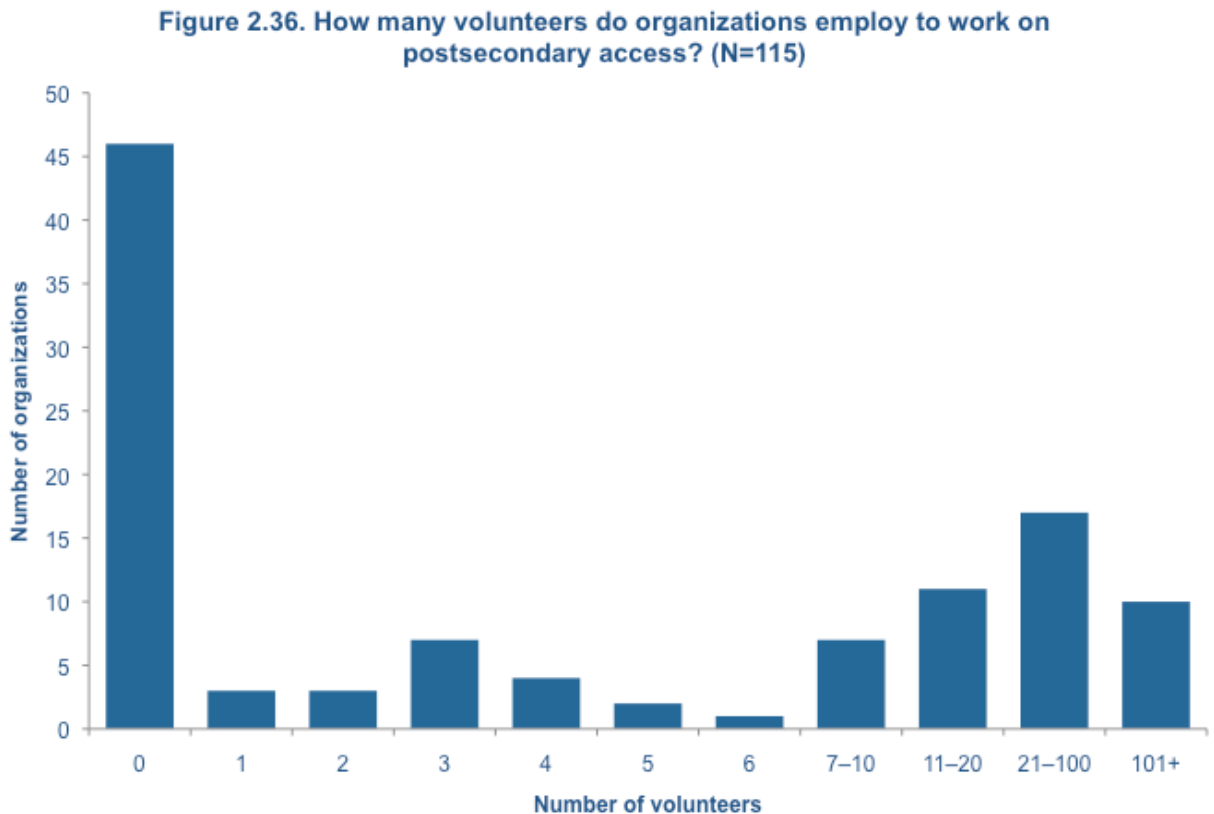
²⁹ These measures are approximate and may overestimate staff: since many organizations provide services in addition to postsecondary access, staff members may spend only part of their time on access-related work.

shoestring operations: 23 organizations, or about one-fifth, had no full-time staff involved in postsecondary access work. At the other end of the scale, 13 organizations had 11 or more full-time staff; these included the major multi-site access providers.

Many groups had no part-time employees, or just a small number, but roughly one quarter (28 organizations) employed more than five part-time staff members. Nearly one quarter reported sharing staff members with other organizations, an approach that garners additional staff support for access programs. For example, comments indicated that shared staff may be employees within the same organization whose primary work lies in other service areas; school teachers who may work with access programs during the summer or in some cases, during the school year; faculty or students at higher educational institutions; or staff from partner institutions.

Volunteers

Some access providers depended on assistance from volunteers: Figure 2.36 shows that, while many organizations do not use volunteers at all, some of those that do employ volunteers rely on them in substantial numbers.



Number of students served

Figure 2.37 shows that the median number of students served at different grade levels ranges between 43 and 100. As the minimum and maximum numbers show, there is enormous variation that is a function of organization size, program model, service delivery methods, and mission scope. Some provider organizations serve all students in a grade level within the schools they work with, while others serve only small numbers of students enrolled in their programs; some focus more on presentations, others on intensive one-on-one support; some work across the state, others only in a single division. Because there are very large numbers of students served by a few organizations, the median number of students served is a better guide to the “average” activity of access providers than the mean.

Figure 2.37. Number of students served per year at each grade level (descriptive statistics)

	Median	Minimum	Maximum	(Number of organizations reporting)
Grades K–5	100	15	3,000	(23)
Grades 6–8	100	2	11,000	(50)
Grade 9	50	1	5,000	(59)
Grade 10	50	1	4,100	(68)
Grade 11	43	2	6,700	(68)
Grade 12	50	2	30,750	(74)
All K–12 levels	335	3	31,250	(86)
Postsecondary	50	2	7,000	(38)

Partners

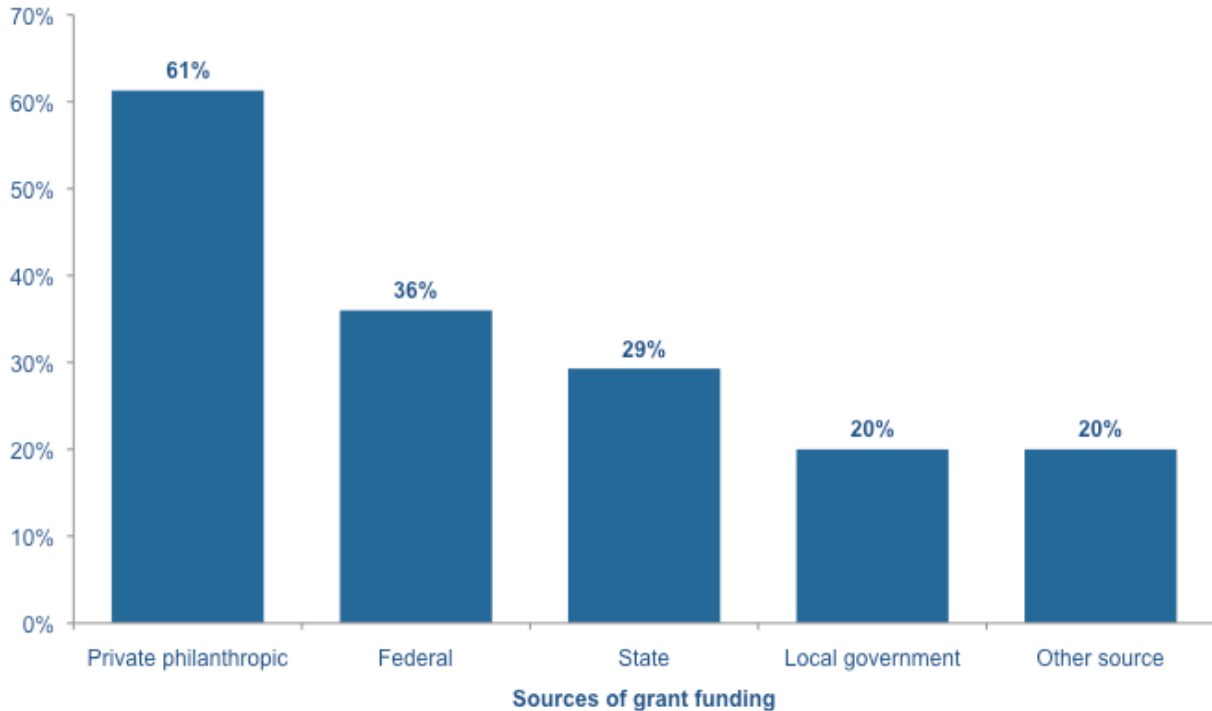
Forty-three percent of organizations reported partnering with schools or school systems and 55% reported partnering with other groups or organizations – often colleges or universities or other access providers. Just one quarter, however, noted partnerships with non-college-access or education-focused groups such as local community organizations, businesses, sororities, after-school programs, clubs, etc. Such groups and organizations may represent an under-utilized resource that can help access providers create a network of ties and relationships to support the college-going endeavor.

Funding

Two-thirds of organizations (67%) reported receiving at least some funding from one or more outside grants. Among those receiving such support, Figure 2.38 shows that the largest percentage (61%) received private philanthropic grants, followed by federal grant money (36%). Smaller proportions received state grants, local government grants and funding from other sources.

Nearly half of the organizations receiving grant funding reported operating on an annual cycle, although those receiving federal funds frequently reported longer (three- or five-year cycles). State, local and private grant recipients most often reported one-, two- and three-year cycles.

Figure 2.38. Sources of grant funding received by provider organizations (percentages of those receiving grants; N=75)



Among those receiving funding, state- and IHE-directed organizations were the most likely to be federal grant recipients – 61% received federal funds, compared to 17% of all other organizations – but they were less likely than other organizations to receive state or local government or private grants. Community-based/nonprofit groups were the most likely to receive local government grants (37% compared to 10% of all other organizations) and state funding (48% compared to 19% of all other organizations).

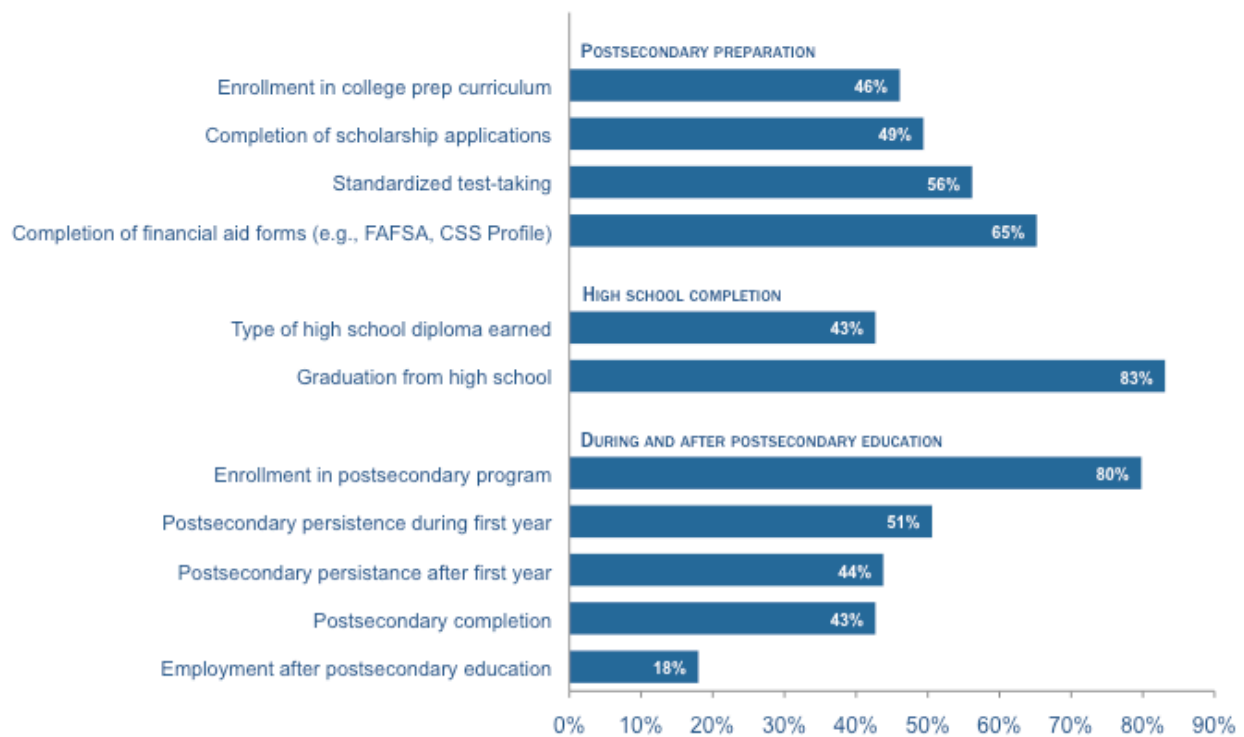
Practices Used by Providers to Support Their Postsecondary Access Work

Tracking Participant Outcomes

Most organizations reported that they tracked the outcomes of program participants either systematically (45%) or informally (32%), but 18% indicated that they did not track outcomes at all. State- and IHE-directed groups were the most likely to track outcomes systematically (53%), while 47% of community-based/nonprofit organizations did so, and 33% of other groups.

It is likely that, as programs stabilize and mature, they tend to turn to tracking as a tool for evaluating effectiveness and demonstrating success. Sixty-nine percent of groups that had begun postsecondary access work before the year 2000 systematically tracked participant outcomes, compared to 30% of those that began work in 2000 or after.

Figure 2.39. Percentages collecting each type of data to track outcomes of program participants (percentages of those tracking any outcome; N=89)



Specific outcomes tracked. Organizations that did track student outcomes collected a variety of data in order to do so, as shown in Figure 2.39. Between half and two-thirds followed students during high school, examining enrollment in college preparatory courses, and checking for standardized test-taking, completion of scholarship applications and financial aid forms. Eighty-three percent collected information on high school graduation, and 80% gathered data on postsecondary enrollment. Half examined

students' persistence in postsecondary during the first year. The 2009 study reported that just "a select few" organizations tracked their students' completion of college, so the 43% of the total sample who currently track postsecondary completion may represent a gain, though with room for further increase. A small proportion (18%) reported tracking employment after postsecondary education.

In addition, some organizations that worked with middle school students tracked their enrollment in college preparatory courses. Other organizations reported tracking additional outcomes, such as financial aid awarded, school attendance, behavior, grades, and SOL scores.

These data on tracking of student outcomes offer one of the few points of comparison we have for our survey results. Findings from a National College Access Network (NCAN) survey on its members' data use suggests that they tended to collect data on two specific student outcomes at a higher rate than did our respondents: 76% of NCAN respondents collected data on both postsecondary enrollment and completion (NCAN, n.d.), while just 31% of all organizations participating in our survey did so. We assume, however, that NCAN member organizations tend to be both more well-established and more likely to support college access as their primary function. Restricting our analysis to dedicated providers that focus on college access as their primary role and whose access programs were established before 2000 shows that 57% of that group track both of these two outcomes – a rate somewhat closer to that of NCAN members.

Why tracking may not be used. Respondents for organizations that did not track outcomes were asked why they did not (and could give more than one reason). Almost two-thirds cited lack of resources (money, staff, or expertise), and about one third indicated that they were not required to track outcomes. However, nearly half said that they lacked access to the information needed.

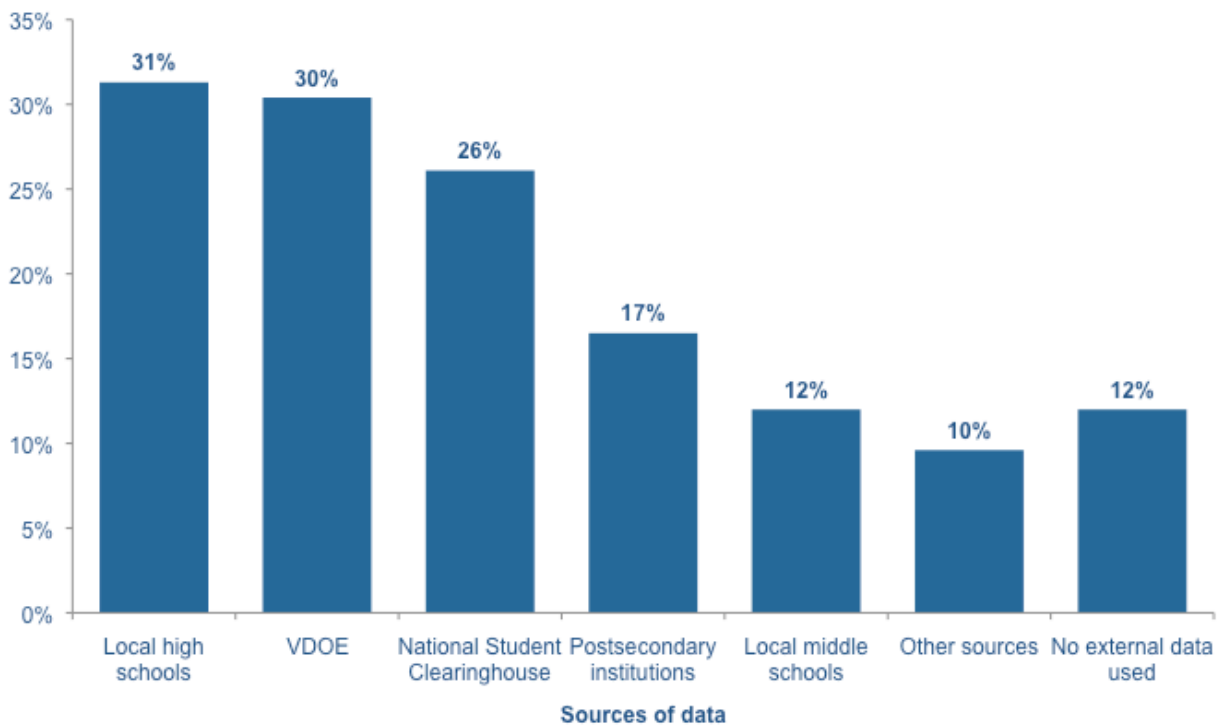
Several respondents offered explanatory comments that illuminate their responses. One, whose organization works with middle school students, noted that once students leave middle school, they no longer have access to information on outcomes; and one said that, since services are provided to all students in a grade level, the school districts assume responsibility for tracking. One respondent indicated that the organization would like to track outcomes of participants, and one noted plans to begin tracking in the near future.

Use of External Data

In addition to asking about data respondents collected themselves on program participants, respondents were also asked whether they used data from external sources to help them evaluate, plan, and improve their programs. Figure 2.40 shows the percentages that reported using each source. Most drew on data from local high schools or from VDOE; slightly fewer used data from the National Student Clearinghouse or postsecondary institutions, and smaller proportions relied on other sources. Just 12% reported not using any external data at all.

On the topic of external data use, it is again possible to make some rough comparisons to the NCAN member data usage survey results. Among the NCAN respondents, 46% used local school district data, and 29%, data from postsecondary institutions – both levels of use somewhat higher than that shown in Figure 2.40. Seventy-seven percent of NCAN respondents also used National Student Clearinghouse data (NCAN, n.d.), almost triple the rate reported by organizations in our survey. On the other hand, data from state systems was used by 29% of NCAN respondents -- comparable to the 30% who reported using data from VDOE.

Figure 2.40. Percentages using data from external sources for program improvement or development (N=115)



Strategies Used to Identify Access Needs

Organizations were asked in an open-ended question to describe how they identified student, school, and community needs for postsecondary access services or resources. (Respondents often mentioned more than one method of identifying needs, so percentages sum to more than 100%.)

About half of program directors identified access needs via information from schools and school staff, which was sometimes elicited through formal mechanisms such as teacher nominations, assessments, surveys, or focus groups, but also gathered more informally on an ongoing basis. For example:

“We set up meetings with school administrators and leaders to discuss program ideas and needs of the schools, students and parents. We also share assessment surveys for administrators to complete identifying areas they need additional resources or programming. The data collected is used to tailor programming.”

“Via consulting with teachers, counselors and school principals. We also have an informal network of parents and friends who encourage students to participate and benefit from our programs.”

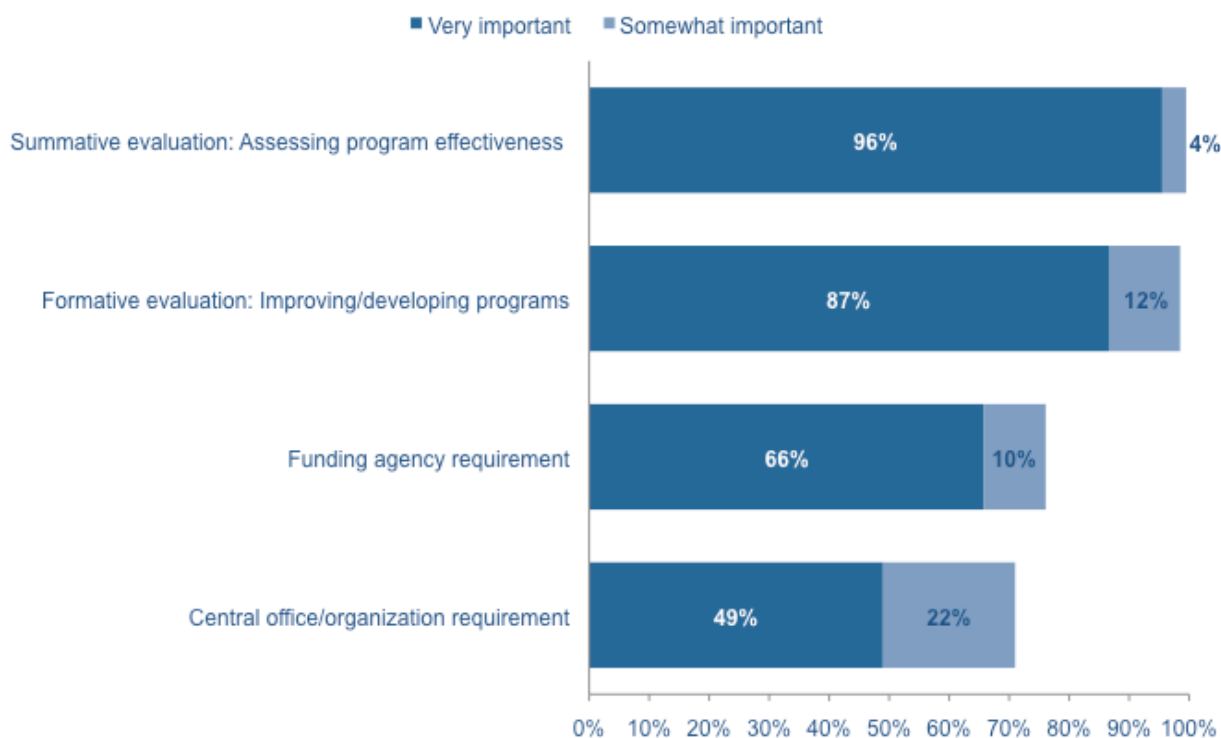
“School visits, needs analysis, self-referrals, conferences with guidance counselors & administrators, attention to college-going rates.”

“My office is in the high school and I work closely with the director of Guidance. I have office hours every week and students and/or parents can pop in or meet by appointment. Teachers and administrators also recommend students that need assistance. I make the program visible by dropping into classes and hosting college visits. Students are often the ones making the initial contact. Through these interactions and conversations with faculty, [we are] able to get a sense of what is needed to tailor [our program] to fit the current school population.”

“We ask appropriate school leadership/superintendents to complete a needs assessment.”

In about one third of cases, students and/or their families indicated a need for access resources by self-referring or applying to a program, or access organizations learned about their needs through direct interactions (for example, in schools) or prior relationships with them (for example, in an after-school program run by the same organization). Another one quarter of respondents mentioned using external data, including, in addition to sources shown in Figure 2.40, state statistics on economic disadvantage, poverty rates, SAT scores, postsecondary enrollment, data on poorly-performing schools, and other sources, e.g., “Identify low performing schools with minimum or no student services/support.” Some providers, thinking more in terms of identifying the *nature* of student needs, mentioned that they used reports on best practices, evidence-based research, and information from experts in education.

Figure 2.41. Importance of reasons for using regular program evaluations
(percentage of those conducting evaluations; N=67)



Finally, about 15% of organizations were guided by requests or referrals from partners and community and business groups, postsecondary institutions, and even other access organizations; for instance, “[s]tudents are identified by social services, school system, and judicial system and then referred to our organization. Also community leaders, parents, and teachers refer students to our organization directly.”

Program Evaluation

Fifty-eight percent of access providers reported that they had a program evaluation plan for reviewing their postsecondary access work. As was true for tracking, the more established organizations were more likely to employ program evaluations, and state- and IHE-directed access groups tended to use program evaluations more than did other types of organizations. Of those who conducted regular program evaluations, 95% did so annually; the remainder carried out evaluations less often.

Large majorities identified program assessment and improvement as “very important” reasons for conducting regular evaluations, as shown in Figure 2.41; somewhat less important reasons were compliance with requirements by funding agencies or by the organization itself.

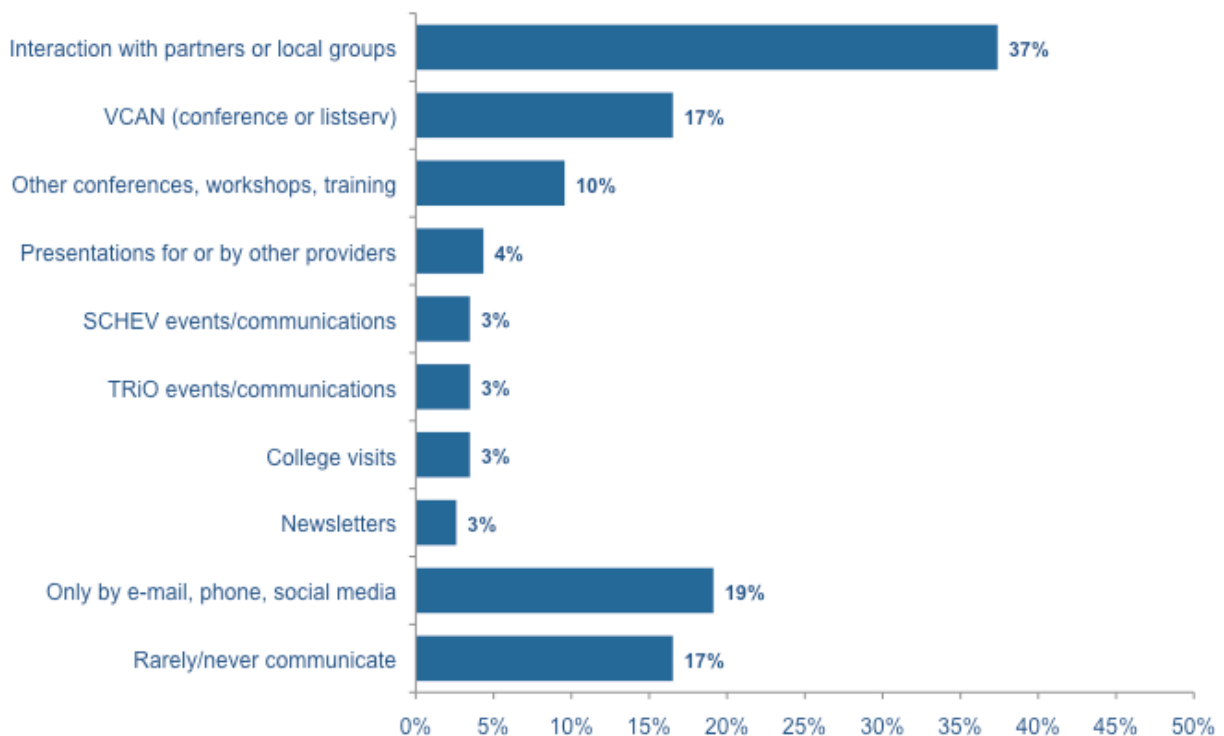
Interaction with the College Access Community

Alleman et al. (2009) found little evidence of efforts by access providers to coordinate their work; that study recommended specific efforts “to link providers throughout the Commonwealth who are working with similar underserved populations” (p. 55). To investigate further, we included two questions in the survey, one designed to learn whether access providers had adequate opportunities for interaction that might lead to coordination or cooperation, and a second question intended to help us understand what access providers themselves regarded as impediments to better communication or collaboration.

Opportunities for Interaction

Organizations were asked how they communicated or collaborated with other Virginia postsecondary access providers (Figure 2.42). The question was open-ended in format, so that respondents could answer in their own words (with more than one response possible). The largest percentage indicated that they interacted mainly with groups or organizations with whom they partner to provide access services, or local groups with whom they are in frequent contact. A sizable percentage mentioned VCAN: most referred to the annual conference, with just a few mentioning the VCAN listserv.

Figure 2.42. Percentages communicating or collaborating with other postsecondary access providers by different methods (N=115)



Other conferences, workshops or professional development sessions also provided an opportunity for 10% to engage with access providers. Some named presentations, either given for their organization by another group, or given by their own organization to others (for example, one access provider may invite another to give a presentation on financial aid to students and families). The TRiO structure and mechanism generated opportunities for some providers within that group; visits to colleges, SCHEV communications or events, and newsletters were also mentioned by small numbers of respondents. However, for 19%, email, phone or social media were the only means of communication with other providers and 17% said that they rarely or never communicated with other access providers at all.

Improving Communication/Encouraging Collaboration

Access providers may face two main problems in communicating with other providers: the difficulty of knowing what other groups or organizations they might connect with, particularly in their local area; and the absence of opportunities for exchange with others. Responses to a follow-up question reflected both elements. That question, also open-ended, asked how communication among Virginia access providers might be improved and/or how coordination or collaboration could be fostered. Sixty percent of respondents expressed interest in or voiced a specific suggestion for improving communication/collaboration; the remainder had no suggestion or did not answer the question.

Before turning to the suggestions, it is important to note that not every respondent felt the need for greater opportunities for interaction. A few expressed satisfaction with opportunities currently available and did not feel the need for more, but each of those respondents was affiliated with a major multi-site provider or a well-established IHE-directed program. In addition, about 10% of respondents pointed to challenges for collaboration. Some of these respondents regarded program structure, funding, or schedules as restricting opportunities for collaboration. For example,

“This is challenging because the program models have grown up differently, are funded differently, and there hasn't been much interest in statewide collaboration.”

“Based on the nature of our grant, I do not think there is much opportunity for crossover.”

Others felt that “territorial” behavior by providers or competition among institutions of higher education hindered communication/collaboration (“As long as access providers operate territorially there is little trust or support between them...”) and one felt that information about opportunities was not widely or equitably shared. Still, even those

skeptical about the possibility of greater coordination or collaboration were not necessarily opposed to it.

Among those who made suggestions, no single recommendation predominated, but about one quarter expressed interest in specific mechanisms for identifying and connecting with other access providers. Of those, half recommended a regularly-updated directory of access providers, and the other half suggested establishing networking channels or other means of connecting providers interested in communication/collaboration with each other or with higher educational institutions:

“A network of providers with opportunities to showcase efforts and consider collaboration would be great.”

“...for SCHEV to provide a detailed list of college access providers’ information in Virginia in order to communicate, share ideas for ‘best practices’ for student academic achievement and success.”

“Have ‘connect up’ sessions quarterly for all of us to share where we are and how we could help one another.”

“Creating a platform where college access providers can communicate and collaborate.”

“A central administration to provide ideas, and collaboration.”

“SCHEV leadership could develop mechanisms for higher education communication.”

Small numbers of respondents also suggested specific channels or platforms, including a newsletter, a more active listserv, and a common resource website.

In addition, about one-fifth felt that more conferences, meetings, workshops or professional development opportunities would be helpful for fostering interaction. Responses were evenly divided between those who recommended statewide meetings or did not specify an area, and those who specifically recommended regional meetings:

“Provide statewide workshops and trainings to get all providers together to showcase services and work as a team to help the students in Virginia.”

“Opportunities to meet one or a couple times a year. It would be great for resource sharing.”

“Need regional consortia. Need state leadership to hold meetings. Need long-term coordinated attention and commitment to this issue by the VDOE/VCCS/SCHEV, as well as the Governor's office and the General Assembly so that goals can be realized.”

“More promotion of VCAN conference...regional VCAN workshops/collaboration sessions throughout the year to harness the brainstorming and momentum created during the Virginia College Access Network annual conference...”

While the question did not ask directly about an institutional umbrella for fostering communication within the Virginia access community, most of those who named an

institution mentioned VCAN. As responses shown here suggest, those who mentioned VCAN implied that they felt its role was a positive one that should be expanded; a small number of respondents also mentioned SCHEV or other groups as potentially playing a role in expanding communication/coordination opportunities. Anecdotally, some program directors we spoke with at smaller, newer, or more locally-oriented organizations were not at all familiar with VCAN, as one or two survey responses also indicated. A small number of respondents suggested that VCAN itself may need to publicize or otherwise increase awareness of its efforts.

Concluding Reflections and Directions for Research

We conclude with several observations on the research and a few suggestions for further investigation.

First, the identification of access programs and initiatives at institutions of higher education proved to be a major challenge for our research, despite our investment of considerable effort. Although we are confident that our research captured most of the substantial and well-established efforts, there are surely programs that we were not able to identify. To our knowledge, Virginia Tech, through the efforts of its College Access Collaborative, is the only college or university to have carried out an internal census of its college access initiatives. The sheer number of different offices within a single university that might administer access programs – to say nothing of outreach initiatives undertaken by departments, individual faculty members, student groups, and other members of the community – makes the task of compiling a comprehensive list of access efforts at higher educational institutions a daunting one. The task is further complicated by the fact that, as we learned, some initiatives may be short-lived undertakings, perhaps never intended as permanent programs. This may be one instance where additional research is *not* the most efficient solution; instead, SCHEV or VCAN might work with colleges and universities to identify important programs and develop regular channels of communication with them.

Second, our survey approach provided valuable breadth of knowledge about the postsecondary access landscape, but greater depth is needed in some areas. For example, a significant challenge is that of understanding the different types of organizations involved in postsecondary access work. While the broad categorizations we used to examine access providers generated important insights, the survey approach is not optimally suited to collecting detailed information about organizations. An in-depth qualitative investigation could make a valuable contribution to understanding of access organizations and their work. Such a study could examine variation in the ways in which organizations define their missions and design their access efforts; study the influence of affiliation with a postsecondary institution (whether an individual college or university, or a larger system like the VCCS) on mission and access efforts; and evaluate the impact of that variation on students' experiences. This type of research can help to increase our understanding of the relative strengths of different types of access providers, and might help to promote collaboration. Another use of case study research might be to shed light on obstacles for postsecondary access initiatives oriented toward

younger children, and to help identify the conditions that promote successful implementation of such efforts.

Third, while the goal of our study was to document access resources existing *outside* the elementary and secondary school systems, information about the level of support provided to students by schools themselves would be a valuable addition to understanding the postsecondary access landscape. Research suggests that school counseling resources, counselor-student ratios, and the extent to which counseling itself is oriented toward postsecondary preparation and support can affect college application and attendance, among low-income and first-generation students and among students overall (Pham & Keenan, 2011; Bryan et al., 2011; Engberg & Gilbert, 2014). Taking account of the degree of support available within the schools might shed additional light on the sources of postsecondary access need by school divisions, though research at the school rather than the division level would be required.

Finally, although this overview of postsecondary access need and resources across Virginia is necessarily descriptive rather than explanatory, it provides a base of information that lays the groundwork for investigations into, for example, why some divisions or schools have higher or lower rates of postsecondary enrollment than others, and the nature of the specific challenges they face. Case studies, in particular, can explore in depth the interactions among elements of community context (such as college-going culture, availability of jobs that do or don't require postsecondary education), school and family resources, and access providers' strategies and approaches, all of which may influence postsecondary enrollment outcomes.

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Tables

Two sets of tables are included below. Tables 1.1-1.3 show each division's need classification as well as selected division characteristics. Tables 2.1-2.3 show the number of access providers serving each division, the number of two- and four-year public and private higher educational institutions located within each division, and selected division characteristics. All tables within each set show the same data, but for convenience Tables 1.1 and 2.1 are organized in order of division need classification, Tables 1.2 and 2.2 are in alphabetical order, and Tables 1.3 and 2.3 are ordered by VDOE region.

Table 1.1. Virginia school divisions in order of postsecondary access resource need classification, with division characteristics^a

School division	Division need classification (cell number)	Division Characteristics: Students							Division Characteristics: Population				
		Post-secondary enrollment % (2014) ^b	Economically disadvantaged % (2014 fall membership) ^c	Size of graduating cohort (2014)	Size of 2014 student body (fall membership)	Graduation rate in 2014 ^d (%)	Dropout rate in 2014 (%)	Student body % Black	Student body % Hispanic	Student body % limited English proficiency	Urban population ^e (%)	Adults holding bachelor's degree or higher ^f (%)	VDOE Superintendent's region
1. HIGH NEED: SEVERE ECONOMIC DISADVANTAGE AND LOWEST POSTSECONDARY ENROLLMENT													
Accomack County	1	57	66	343	5,250	90	5	37	20	18	0	18	Tidewater
Buckingham County	1	57	65	149	2,160	93	6	36	4	0	0	11	Southside
Charles City County	1	48	63	47	737	96	2	56	1	2	0	12	Central VA
Colonial Beach	1	49	63	58	592	90	5	23	5	2	-	-	Northern Neck
Cumberland County	1	53	67	114	1,435	91	4	40	4	2	4	16	Southside
Greensville County	1	56	73	175	2,591	86	11	69	3	3	39	10	Southside
Hopewell City	1	47	76	288	4,330	80	11	54	9	3	100	11	Central VA
Northampton County	1	55	79	109	1,685	83	6	49	17	12	0	20	Tidewater
Petersburg City	1	54	70	322	4,472	83	9	92	5	3	98	15	Central VA
Richmond City	1	55	78	1,416	23,776	81	14	78	10	5	100	13	Central VA
Westmoreland County	1	59	71	110	1,699	81	8	9	6	6	21	17	Northern Neck
2. RECOGNIZED NEED: SUBSTANTIAL ECONOMIC DISADVANTAGE AND LOWEST POSTSECONDARY ENROLLMENT													
Alleghany County	2	55	50	219	2,474	87	7	7	1	1	48	17	Western VA
Buena Vista City	2	60	51	88	1,069	85	9	6	1	0	96	14	Valley
Caroline County	2	54	51	304	4,386	87	5	30	6	2	22	19	Northern Neck
Highland County	2	60	59	19	209	90	11	0	2	0	0	19	Valley
King and Queen County	2	47	56	51	824	86	6	21	5	2	0	17	Northern Neck
Nelson County	2	60	51	150	1,971	87	5	14	7	3	0	29	Valley
Northumberland County	2	60	58	123	1,429	87	11	38	5	2	0	24	Northern Neck
Waynesboro City	2	54	60	211	3,178	93	2	15	12	5	97	19	Valley
3. RECOGNIZED NEED: SEVERE ECONOMIC DISADVANTAGE AND MID-LOW POSTSECONDARY ENROLLMENT													
Buchanan County	3	64	67	260	3,201	88	6	0	0	0	0	9	Southwest
Franklin City	3	63	81	90	1,266	84	10	78	3	0	97	20	Tidewater
Hampton City	3	61	61	1,676	21,157	84	5	60	6	2	100	23	Tidewater
Lee County	3	65	62	262	3,401	87	6	0	1	-	0	11	Southwest
Lunenburg County	3	62	68	110	1,574	88	7	39	8	5	0	13	Southside
Lynchburg City	3	65	65	605	8,599	81	9	49	4	2	97	32	Valley
Newport News City	3	61	62	2,032	29,777	88	3	54	12	4	100	24	Tidewater
Norfolk City	3	63	69	2,057	32,618	79	8	61	7	2	100	26	Tidewater
Nottoway County	3	62	63	179	2,329	88	6	42	6	4	48	12	Southside
Roanoke City	3	61	77	850	13,534	83	12	44	9	9	100	34	Western VA
Smyth County	3	61	61	370	4,787	91	6	2	2	0	25	15	Southwest

Note: Division need classifications correspond to numbered cells in Figure 1.1A.

Table 1.1. Virginia school divisions in order of postsecondary access resource need classification, with division characteristics^a (continued)

School division	Division Characteristics: Students							Division Characteristics: Population					
	Division need classification (cell number)	Post-secondary enrollment % (2014) ^b	Economically disadvantaged % (2014 fall membership) ^c	Size of graduating cohort (2014)	Size of 2014 student body (fall membership)	Graduation rate in 2014 ^d (%)	Dropout rate in 2014 (%)	Student body % Black	Student body % Hispanic	Student body % limited English proficiency	Urban population ^e (%)	Adults holding bachelor's degree or higher ^f (%)	VDOE Superintendent's region
4. RECOGNIZED NEED: SUBSTANTIAL ECONOMIC DISADVANTAGE AND MID-LOW POSTSECONDARY ENROLLMENT													
Carroll County	4	62	58	308	4,016	92	5	1	6	3	3	13	Southwest
Covington City	4	62	51	74	979	80	14	14	6	0	100	9	Western VA
Halifax County	4	61	58	422	5,576	88	6	45	3	1	23	15	Southside
Mecklenburg County	4	63	59	372	4,634	93	5	44	4	2	22	15	Southside
Portsmouth City	4	64	58	986	14,970	85	6	71	3	0	100	20	Tidewater
Richmond County	4	64	52	97	1,233	88	2	27	12	7	0	35	Northern Neck
Russell County	4	65	53	323	4,183	93	5	1	1	0	12	12	Southwest
Scott County	4	64	56	285	3,815	95	5	1	2	1	18	12	Southwest
Staunton City	4	63	57	170	2,712	90	4	17	5	2	96	32	Valley
Winchester City	4	64	56	296	4,240	90	6	12	30	22	100	28	Northern VA
5. POTENTIAL NEED: SEVERE ECONOMIC DISADVANTAGE AND MID-HIGH POSTSECONDARY ENROLLMENT													
Bristol City	5	70	67	165	2,329	87	6	9	3	1	100	20	Southwest
Brunswick County	5	66	74	167	1,921	84	9	76	3	2	24	13	Southside
Danville City	5	71	73	404	6,314	76	5	68	6	4	95	17	Western VA
Essex County	5	69	63	126	1,553	85	7	51	4	2	23	14	Northern Neck
Harrisonburg City	5	69	68	361	5,390	87	8	10	41	41	100	36	Valley
Henry County	5	69	66	558	7,387	88	6	21	12	7	39	12	Western VA
Lancaster County	5	68	62	104	1,257	92	6	53	1	0	0	29	Northern Neck
Martinsville City	5	67	74	150	2,259	87	8	58	8	6	100	17	Western VA
Surry County	5	66	65	56	934	93	7	59	1	0	0	19	Central VA
Sussex County	5	68	83	85	1,112	85	2	73	3	1	0	9	Central VA
6. POTENTIAL NEED: SUBSTANTIAL ECONOMIC DISADVANTAGE AND MID-HIGH POSTSECONDARY ENROLLMENT													
Charlottesville City	6	69	52	287	4,340	89	6	37	10	13	100	49	Valley
Dickenson County	6	68	59	187	2,345	89	8	1	0	0	0	10	Southwest
Franklin County	6	67	49	558	7,407	87	7	9	5	2	11	20	Western VA
Fredericksburg City	6	69	52	233	3,457	83	13	39	18	13	99	38	Northern Neck
Grayson County	6	66	60	156	1,812	84	9	2	6	2	0	11	Southwest
Manassas Park City	6	68	57	184	3,216	88	9	11	49	39	100	26	Northern VA
Patrick County	6	68	53	200	2,772	91	8	8	5	3	0	11	Western VA
Pittsylvania County	6	67	53	702	9,293	90	8	24	4	2	14	14	Western VA
Wise County	6	66	57	456	6,192	91	5	2	1	1	43	13	Southwest

Table 1.1. Virginia school divisions in order of postsecondary access resource need classification, with division characteristics^a (continued)

School division	Division Characteristics: Students									Division Characteristics: Population			
	Division need classification (cell number)	Post-secondary enrollment % (2014) ^b	Economically disadvantaged % (2014 fall membership) ^c	Size of graduating cohort (2014)	Size of 2014 student body (fall membership)	Graduation rate in 2014 ^d (%)	Dropout rate in 2014 (%)	Student body % Black	Student body % Hispanic	Student body % limited English proficiency	Urban population ^e (%)	Adults holding bachelor's degree or higher ^f (%)	VDOE Superintendent's region
7. POTENTIAL NEED: SOME ECONOMIC DISADVANTAGE AND LOWEST POSTSECONDARY ENROLLMENT													
Amelia County	7	50	39	131	1,793	94	5	26	4	2	0	16	Southside
Amherst County	7	54	49	372	4,291	89	5	22	3	0	36	18	Valley
Dinwiddie County	7	57	45	370	4,418	81	10	34	6	2	29	14	Central VA
Giles County	7	59	43	208	2,455	83	7	2	2	0	34	17	Southwest
Gloucester County	7	53	39	474	5,639	93	3	8	4	1	35	23	Northern Neck
Louisa County	7	55	46	334	4,794	91	7	19	3	1	0	19	Valley
Madison County	7	47	38	168	1,879	95	1	9	3	0	0	23	Northern VA
Middlesex County	7	45	48	71	1,219	93	3	18	3	0	0	28	Northern Neck
Page County	7	50	49	273	3,541	97	2	2	3	1	20	12	Northern VA
Prince George County	7	59	41	424	6,385	88	9	32	10	1	47	19	Central VA
Rappahannock County	7	44	40	62	908	98	2	3	4	1	0	32	Northern VA
Shenandoah County	7	53	42	520	6,202	95	2	2	11	6	33	20	Northern VA
Warren County	7	56	43	444	5,477	94	3	5	6	3	50	20	Northern VA
8. POTENTIAL NEED: SOME ECONOMIC DISADVANTAGE AND MID-LOW POSTSECONDARY ENROLLMENT													
Appomattox County	8	63	46	186	2,345	91	4	24	1	0	0	15	Southside
Culpeper County	8	65	44	585	8,080	92	4	16	15	7	38	21	Northern VA
Floyd County	8	64	45	179	2,097	92	5	1	5	3	0	17	Western VA
Greene County	8	65	40	188	3,099	92	3	8	7	4	49	25	Valley
King William County	8	63	39	150	2,246	93	2	38	3	1	17	19	Northern Neck
Manassas City	8	61	39	540	7,242	86	5	13	55	43	100	29	Northern VA
Mathews County	8	62	42	103	1,158	91	6	8	4	1	0	29	Northern Neck
Rockbridge County	8	65	40	268	3,359	80	15	4	4	1	30	26	Valley
Rockingham County	8	61	39	912	11,883	94	4	2	12	7	41	24	Valley
9. SEVERE ECONOMIC DISADVANTAGE AND HIGHEST POSTSECONDARY ENROLLMENT													
Galax City	9	72	62	94	1,338	86	2	8	27	17	86	12	Southwest
Norton City	9	72	62	65	841	85	5	9	2	0	97	21	Southwest
10. SUBSTANTIAL ECONOMIC DISADVANTAGE AND HIGHEST POSTSECONDARY ENROLLMENT													
Alexandria City	10	74	55	803	13,622	84	9	32	33	33	100	62	Northern VA
Charlotte County	10	75	56	167	2,005	90	3	30	2	1	0	15	Southside
Craig County	10	73	53	55	700	89	6	0	1	0	0	13	Western VA
Prince Edward County	10	75	60	173	2,282	83	10	57	3	1	37	22	Southside
Tazewell County	10	74	50	483	6,353	84	6	3	0	1	48	13	Southwest
Wythe County	10	77	53	325	4,323	87	9	5	2	0	25	15	Southwest

Table 1.1. Virginia school divisions in order of postsecondary access resource need classification, with division characteristics^a (continued)

School division	Division need classification (cell number)	Division Characteristics: Students							Division Characteristics: Population				
		Post-secondary enrollment % (2014) ^b	Economically disadvantaged % (2014 fall membership) ^c	Size of graduating cohort (2014)	Size of 2014 student body (fall membership)	Graduation rate in 2014 ^d (%)	Dropout rate in 2014 (%)	Student body % Black	Student body % Hispanic	Student body % limited English proficiency	Urban population ^e (%)	Adults holding bachelor's degree or higher ^f (%)	VDOE Superintendent's region
11. LEAST ECONOMIC DISADVANTAGE AND LOWEST POSTSECONDARY ENROLLMENT													
Orange County	11	52	37	398	5,181	91	3	15	6	3	42	24	Northern VA
12. LEAST ECONOMIC DISADVANTAGE AND MID-LOW POSTSECONDARY ENROLLMENT													
Augusta County	12	62	37	829	10,667	93	4	2	4	2	34	21	Valley
Bedford County	12	65	34	860	10,302	87	7	7	3	2	28	26	Valley
Fluvanna County	12	63	30	272	3,689	92	3	16	4	1	37	30	Valley
Isle of Wight County	12	61	36	444	5,507	93	4	28	3	1	43	26	Tidewater
King George County	12	62	34	315	4,329	93	5	19	2	1	27	32	Northern Neck
13. SOME ECONOMIC DISADVANTAGE AND MID-HIGH POSTSECONDARY ENROLLMENT													
Campbell County	13	67	43	663	8,338	87	5	17	1	2	39	19	Valley
Colonial Heights City	13	66	44	232	2,812	95	3	16	7	4	100	20	Central VA
Pulaski County	13	67	45	369	4,470	89	7	6	2	0	53	16	Southwest
Southampton County	13	71	48	214	2,863	86	9	40	1	0	2	15	Tidewater
Spotsylvania County	13	68	38	1,878	23,838	89	5	18	12	5	68	28	Northern Neck
Suffolk City	13	66	48	1,076	14,476	86	9	55	4	0	78	26	Tidewater
14. SOME ECONOMIC DISADVANTAGE AND HIGHEST POSTSECONDARY ENROLLMENT													
Bath County	14	76	45	55	636	87	9	3	3	2	0	20	Valley
Bland County	14	77	39	79	858	87	8	0	1	0	0	14	Southwest
Henrico County	14	75	41	3,805	50,569	89	7	37	8	7	96	40	Central VA
Radford City	14	89	47	103	1,612	92	4	9	3	1	97	35	Southwest
Washington County	14	72	47	587	7,418	93	3	1	2	1	28	24	Southwest
15. LEAST ECONOMIC DISADVANTAGE AND MID-HIGH POSTSECONDARY ENROLLMENT													
Clarke County	15	69	19	165	2,006	100	0	4	7	2	30	32	Northern VA
Frederick County	15	66	32	977	13,144	90	5	5	13	6	55	28	Northern VA
Goochland County	15	68	27	183	2,451	96	2	19	5	2	3	38	Central VA
Powhatan County	15	70	18	356	4,261	88	4	7	3	0	0	28	Central VA
Williamsburg-James City County	15	71	32	865	11,285	91	4	18	9	4	87	46	Tidewater

Table 1.1. Virginia school divisions in order of postsecondary access resource need classification, with division characteristics^a (continued)

School division	Division need classification (cell number)	Division Characteristics: Students							Division Characteristics: Population				
		Post-secondary enrollment % (2014) ^b	Economically disadvantaged % (2014 fall membership) ^c	Size of graduating cohort (2014)	Size of 2014 student body (fall membership)	Graduation rate in 2014 ^d (%)	Dropout rate in 2014 (%)	Student body % Black	Student body % Hispanic	Student body % limited English proficiency	Urban population ^e (%)	Adults holding bachelor's degree or higher ^f (%)	VDOE Superintendent's region
16. LEAST ECONOMIC DISADVANTAGE AND HIGHEST POSTSECONDARY ENROLLMENT													
Albemarle County	16	78	28	1,002	13,420	95	2	11	10	8	55	52	Valley
Arlington County	16	84	34	1,482	23,499	90	6	11	29	28	100	72	Northern VA
Botetourt County	16	75	21	413	4,856	94	2	2	3	1	36	25	Western VA
Chesapeake City	16	75	36	3,154	39,737	93	3	33	7	2	92	29	Tidewater
Chesterfield County	16	72	29	4,806	59,186	91	6	26	12	7	94	37	Central VA
Fairfax County	16	84	27	13,787	183,422	93	5	10	23	27	99	59	Northern VA
Falls Church City	16	85	6	187	2,426	98	1	4	13	7	100	75	Northern VA
Fauquier County	16	72	23	863	11,147	95	2	9	11	6	43	34	Northern VA
Hanover County	16	77	15	1,529	18,264	96	2	10	4	1	61	36	Central VA
Loudoun County	16	87	17	4,665	70,797	95	2	7	16	11	87	58	Northern VA
Montgomery County	16	73	33	728	9,723	86	7	5	4	3	75	44	Western VA
New Kent County	16	72	20	246	2,977	91	5	11	4	1	0	25	Central VA
Poquoson City	16	83	13	193	2,123	96	2	1	2	1	94	36	Tidewater
Prince William County	16	76	37	6,136	85,452	91	7	21	30	22	96	38	Northern VA
Roanoke County	16	77	25	1,164	14,333	95	4	6	4	2	81	24	Western VA
Salem City	16	73	29	315	3,839	91	4	10	4	2	100	31	Western VA
Stafford County	16	72	31	2,306	27,461	91	5	18	15	6	80	37	Northern Neck
Virginia Beach City	16	73	33	5,370	70,556	89	5	24	10	2	98	34	Tidewater
West Point	16	83	29	76	793	97	0	44	12	2	-	-	Northern Neck
York County	16	78	21	1,028	12,471	95	3	13	8	2	94	42	Tidewater

Notes:

^a Unless otherwise specified, data are from the Virginia Department of Education (VDOE). All data are either for the 2014 graduating cohort or for the student body in the 2013-2014 academic year (fall membership).

^b Percentage of the class of 2014 graduating with a federally-recognized diploma that had enrolled in postsecondary education 16 months after graduation. (National Student Clearinghouse data available from the VDOE.)

^c Percentage of all students (fall membership) in 2014. "Economically disadvantaged" is a Virginia DOE designation based on the percentage eligible for free or reduced price school lunch as well as several other indicators.

^d Four-year ("on-time") graduation rate.

^e U.S. Census, 2010. Data not available for some localities.

^f Percentage of adults 25 and older. American Community Survey, 2015 (U.S. Census). Data not available for some localities.

Table 1.2. Virginia school divisions in alphabetical order, with postsecondary access resource need classification and division characteristics^a

School division	Division need classification (cell number)	Division Characteristics: Students							Division Characteristics: Population				
		Post-secondary enrollment % (2014) ^b	Economically disadvantaged % (2014 fall membership) ^c	Size of graduating cohort (2014)	Size of 2014 student body (fall membership)	Graduation rate in 2014 ^d (%)	Dropout rate in 2014 (%)	Student body % Black	Student body % Hispanic	Student body % limited English proficiency	Urban population ^e (%)	Adults holding bachelor's degree or higher ^f (%)	VDOE Superintendent's region
Accomack County	1	57	66	343	5,250	90	5	37	20	18	0	18	Tidewater
Albemarle County	16	78	28	1,002	13,420	95	2	11	10	8	55	52	Valley
Alexandria City	10	74	55	803	13,622	84	9	32	33	33	100	62	Northern VA
Alleghany County	2	55	50	219	2,474	87	7	7	1	1	48	17	Western VA
Amelia County	7	50	39	131	1,793	94	5	26	4	2	0	16	Southside
Amherst County	7	54	49	372	4,291	89	5	22	3	0	36	18	Valley
Appomattox County	8	63	46	186	2,345	91	4	24	1	0	0	15	Southside
Arlington County	16	84	34	1,482	23,499	90	6	11	29	28	100	72	Northern VA
Augusta County	12	62	37	829	10,667	93	4	2	4	2	34	21	Valley
Bath County	14	76	45	55	636	87	9	3	3	2	0	20	Valley
Bedford County	12	65	34	860	10,302	87	7	7	3	2	28	26	Valley
Bland County	14	77	39	79	858	87	8	0	1	0	0	14	Southwest
Botetourt County	16	75	21	413	4,856	94	2	2	3	1	36	25	Western VA
Bristol City	5	70	67	165	2,329	87	6	9	3	1	100	20	Southwest
Brunswick County	5	66	74	167	1,921	84	9	76	3	2	24	13	Southside
Buchanan County	3	64	67	260	3,201	88	6	0	0	0	0	9	Southwest
Buckingham County	1	57	65	149	2,160	93	6	36	4	0	0	11	Southside
Buena Vista City	2	60	51	88	1,069	85	9	6	1	0	96	14	Valley
Campbell County	13	67	43	663	8,338	87	5	17	1	2	39	19	Valley
Caroline County	2	54	51	304	4,386	87	5	30	6	2	22	19	Northern Neck
Carroll County	4	62	58	308	4,016	92	5	1	6	3	3	13	Southwest
Charles City County	1	48	63	47	737	96	2	56	1	2	0	12	Central VA
Charlotte County	10	75	56	167	2,005	90	3	30	2	1	0	15	Southside
Charlottesville City	6	69	52	287	4,340	89	6	37	10	13	100	49	Valley
Chesapeake City	16	75	36	3,154	39,737	93	3	33	7	2	92	29	Tidewater
Chesterfield County	16	72	29	4,806	59,186	91	6	26	12	7	94	37	Central VA
Clarke County	15	69	19	165	2,006	100	0	4	7	2	30	32	Northern VA
Colonial Beach	1	49	63	58	592	90	5	23	5	2	-	-	Northern Neck
Colonial Heights City	13	66	44	232	2,812	95	3	16	7	4	100	20	Central VA
Covington City	4	62	51	74	979	80	14	14	6	0	100	9	Western VA
Craig County	10	73	53	55	700	89	6	0	1	0	0	13	Western VA
Culpeper County	8	65	44	585	8,080	92	4	16	15	7	38	21	Northern VA
Cumberland County	1	53	67	114	1,435	91	4	40	4	2	4	16	Southside

Note: Division need classifications correspond to numbered cells in Figure 1.1A.

Table 1.2. Virginia school divisions in alphabetical order, with postsecondary access resource need classification and division characteristics^a (continued)

School division	Division need classification (cell number)	Division Characteristics: Students							Division Characteristics: Population				
		Post-secondary enrollment % (2014) ^b	Economically disadvantaged % (2014 fall membership) ^c	Size of graduating cohort (2014)	Size of 2014 student body (fall membership)	Graduation rate in 2014 ^d (%)	Dropout rate in 2014 (%)	Student body % Black	Student body % Hispanic	Student body % limited English proficiency	Urban population ^e (%)	Adults holding bachelor's degree or higher ^f (%)	VDOE Superintendent's region
Danville City	5	71	73	404	6,314	76	5	68	6	4	95	17	Western VA
Dickenson County	6	68	59	187	2,345	89	8	1	0	0	0	10	Southwest
Dinwiddie County	7	57	45	370	4,418	81	10	34	6	2	29	14	Central VA
Essex County	5	69	63	126	1,553	85	7	51	4	2	23	14	Northern Neck
Fairfax County	16	84	27	13,787	183,422	93	5	10	23	27	99	59	Northern VA
Falls Church City	16	85	6	187	2,426	98	1	4	13	7	100	75	Northern VA
Fauquier County	16	72	23	863	11,147	95	2	9	11	6	43	34	Northern VA
Floyd County	8	64	45	179	2,097	92	5	1	5	3	0	17	Western VA
Fluvanna County	12	63	30	272	3,689	92	3	16	4	1	37	30	Valley
Franklin City	3	63	81	90	1,266	84	10	78	3	0	97	20	Tidewater
Franklin County	6	67	49	558	7,407	87	7	9	5	2	11	20	Western VA
Frederick County	15	66	32	977	13,144	90	5	5	13	6	55	28	Northern VA
Fredericksburg City	6	69	52	233	3,457	83	13	39	18	13	99	38	Northern Neck
Galax City	9	72	62	94	1,338	86	2	8	27	17	86	12	Southwest
Giles County	7	59	43	208	2,455	83	7	2	2	0	34	17	Southwest
Gloucester County	7	53	39	474	5,639	93	3	8	4	1	35	23	Northern Neck
Goochland County	15	68	27	183	2,451	96	2	19	5	2	3	38	Central VA
Grayson County	6	66	60	156	1,812	84	9	2	6	2	0	11	Southwest
Greene County	8	65	40	188	3,099	92	3	8	7	4	49	25	Valley
Greensville County	1	56	73	175	2,591	86	11	69	3	3	39	10	Southside
Halifax County	4	61	58	422	5,576	88	6	45	3	1	23	15	Southside
Hampton City	3	61	61	1,676	21,157	84	5	60	6	2	100	23	Tidewater
Hanover County	16	77	15	1,529	18,264	96	2	10	4	1	61	36	Central VA
Harrisonburg City	5	69	68	361	5,390	87	8	10	41	41	100	36	Valley
Henrico County	14	75	41	3,805	50,569	89	7	37	8	7	96	40	Central VA
Henry County	5	69	66	558	7,387	88	6	21	12	7	39	12	Western VA
Highland County	2	60	59	19	209	90	11	0	2	0	0	19	Valley
Hopewell City	1	47	76	288	4,330	80	11	54	9	3	100	11	Central VA

Table 1.2. Virginia school divisions in alphabetical order, with postsecondary access resource need classification and division characteristics^a (continued)

School division	Division need classification (cell number)	Division Characteristics: Students							Division Characteristics: Population				
		Post-secondary enrollment % (2014) ^b	Economically disadvantaged % (2014 fall membership) ^c	Size of graduating cohort (2014)	Size of 2014 student body (fall membership)	Graduation rate in 2014 ^d (%)	Dropout rate in 2014 (%)	Student body % Black	Student body % Hispanic	Student body % limited English proficiency	Urban population ^e (%)	Adults holding bachelor's degree or higher ^f (%)	VDOE Superintendent's region
Isle of Wight County	12	61	36	444	5,507	93	4	28	3	1	43	26	Tidewater
King and Queen County	2	47	56	51	824	86	6	21	5	2	0	17	Northern Neck
King George County	12	62	34	315	4,329	93	5	19	2	1	27	32	Northern Neck
King William County	8	63	39	150	2,246	93	2	38	3	1	17	19	Northern Neck
Lancaster County	5	68	62	104	1,257	92	6	53	1	0	0	29	Northern Neck
Lee County	3	65	62	262	3,401	87	6	0	1	-	0	11	Southwest
Loudoun County	16	87	17	4,665	70,797	95	2	7	16	11	87	58	Northern VA
Louisa County	7	55	46	334	4,794	91	7	19	3	1	0	19	Valley
Lunenburg County	3	62	68	110	1,574	88	7	39	8	5	0	13	Southside
Lynchburg City	3	65	65	605	8,599	81	9	49	4	2	97	32	Valley
Madison County	7	47	38	168	1,879	95	1	9	3	0	0	23	Northern VA
Manassas City	8	61	39	540	7,242	86	5	13	55	43	100	29	Northern VA
Manassas Park City	6	68	57	184	3,216	88	9	11	49	39	100	26	Northern VA
Martinsville City	5	67	74	150	2,259	87	8	58	8	6	100	17	Western VA
Mathews County	8	62	42	103	1,158	91	6	8	4	1	0	29	Northern Neck
Mecklenburg County	4	63	59	372	4,634	93	5	44	4	2	22	15	Southside
Middlesex County	7	45	48	71	1,219	93	3	18	3	0	0	28	Northern Neck
Montgomery County	16	73	33	728	9,723	86	7	5	4	3	75	44	Western VA
Nelson County	2	60	51	150	1,971	87	5	14	7	3	0	29	Valley
New Kent County	16	72	20	246	2,977	91	5	11	4	1	0	25	Central VA
Newport News City	3	61	62	2,032	29,777	88	3	54	12	4	100	24	Tidewater
Norfolk City	3	63	69	2,057	32,618	79	8	61	7	2	100	26	Tidewater
Northampton County	1	55	79	109	1,685	83	6	49	17	12	0	20	Tidewater
Northumberland County	2	60	58	123	1,429	87	11	38	5	2	0	24	Northern Neck
Norton City	9	72	62	65	841	85	5	9	2	0	97	21	Southwest
Nottoway County	3	62	63	179	2,329	88	6	42	6	4	48	12	Southside

Table 1.2. Virginia school divisions in alphabetical order, with postsecondary access resource need classification and division characteristics^a (continued)

School division	Division need classification (cell number)	Division Characteristics: Students							Division Characteristics: Population				
		Post-secondary enrollment % (2014) ^b	Economically disadvantaged % (2014 fall membership) ^c	Size of graduating cohort (2014)	Size of 2014 student body (fall membership)	Graduation rate in 2014 ^d (%)	Dropout rate in 2014 (%)	Student body % Black	Student body % Hispanic	Student body % limited English proficiency	Urban population ^e (%)	Adults holding bachelor's degree or higher ^f (%)	VDOE Superintendent's region
Orange County	11	52	37	398	5,181	91	3	15	6	3	42	24	Northern VA
Page County	7	50	49	273	3,541	97	2	2	3	1	20	12	Northern VA
Patrick County	6	68	53	200	2,772	91	8	8	5	3	0	11	Western VA
Petersburg City	1	54	70	322	4,472	83	9	92	5	3	98	15	Central VA
Pittsylvania County	6	67	53	702	9,293	90	8	24	4	2	14	14	Western VA
Poquoson City	16	83	13	193	2,123	96	2	1	2	1	94	36	Tidewater
Portsmouth City	4	64	58	986	14,970	85	6	71	3	0	100	20	Tidewater
Powhatan County	15	70	18	356	4,261	88	4	7	3	0	0	28	Central VA
Prince Edward County	10	75	60	173	2,282	83	10	57	3	1	37	22	Southside
Prince George County	7	59	41	424	6,385	88	9	32	10	1	47	19	Central VA
Prince William County	16	76	37	6,136	85,452	91	7	21	30	22	96	38	Northern VA
Pulaski County	13	67	45	369	4,470	89	7	6	2	0	53	16	Southwest
Radford City	14	89	47	103	1,612	92	4	9	3	1	97	35	Southwest
Rappahannock County	7	44	40	62	908	98	2	3	4	1	0	32	Northern VA
Richmond City	1	55	78	1,416	23,776	81	14	78	10	5	100	13	Central VA
Richmond County	4	64	52	97	1,233	88	2	27	12	7	0	35	Northern Neck
Roanoke City	3	61	77	850	13,534	83	12	44	9	9	100	34	Western VA
Roanoke County	16	77	25	1,164	14,333	95	4	6	4	2	81	24	Western VA
Rockbridge County	8	65	40	268	3,359	80	15	4	4	1	30	26	Valley
Rockingham County	8	61	39	912	11,883	94	4	2	12	7	41	24	Valley
Russell County	4	65	53	323	4,183	93	5	1	1	0	12	12	Southwest
Salem City	16	73	29	315	3,839	91	4	10	4	2	100	31	Western VA
Scott County	4	64	56	285	3,815	95	5	1	2	1	18	12	Southwest
Shenandoah County	7	53	42	520	6,202	95	2	2	11	6	33	20	Northern VA
Smyth County	3	61	61	370	4,787	91	6	2	2	0	25	15	Southwest
Southampton County	13	71	48	214	2,863	86	9	40	1	0	2	15	Tidewater
Spotsylvania County	13	68	38	1,878	23,838	89	5	18	12	5	68	28	Northern Neck
Stafford County	16	72	31	2,306	27,461	91	5	18	15	6	80	37	Northern Neck
Staunton City	4	63	57	170	2,712	90	4	17	5	2	96	32	Valley
Suffolk City	13	66	48	1,076	14,476	86	9	55	4	0	78	26	Tidewater
Surry County	5	66	65	56	934	93	7	59	1	0	0	19	Central VA
Sussex County	5	68	83	85	1,112	85	2	73	3	1	0	9	Central VA

Table 1.2. Virginia school divisions in alphabetical order, with postsecondary access resource need classification and division characteristics^a (continued)

School division	Division need classification (cell number)	Division Characteristics: Students							Division Characteristics: Population				
		Post-secondary enrollment % (2014) ^b	Economically disadvantaged % (2014 fall membership) ^c	Size of graduating cohort (2014)	Size of 2014 student body (fall membership)	Graduation rate in 2014 ^d (%)	Dropout rate in 2014 (%)	Student body % Black	Student body % Hispanic	Student body % limited English proficiency	Urban population ^e (%)	Adults holding bachelor's degree or higher ^f (%)	VDOE Superintendent's region
Tazewell County	10	74	50	483	6,353	84	6	3	0	1	48	13	Southwest
Virginia Beach City	16	73	33	5,370	70,556	89	5	24	10	2	98	34	Tidewater
Warren County	7	56	43	444	5,477	94	3	5	6	3	50	20	Northern VA
Washington County	14	72	47	587	7,418	93	3	1	2	1	28	24	Southwest
Waynesboro City	2	54	60	211	3,178	93	2	15	12	5	97	19	Valley
Westmoreland County	1	59	71	110	1,699	81	8	9	6	6	21	17	Northern Neck
West Point	16	83	29	76	793	97	0	44	12	2	-	-	Northern Neck
Williamsburg-James City County	15	71	32	865	11,285	91	4	18	9	4	87	46	Tidewater
Winchester City	4	64	56	296	4,240	90	6	12	30	22	100	28	Northern VA
Wise County	6	66	57	456	6,192	91	5	2	1	1	43	13	Southwest
Wythe County	10	77	53	325	4,323	87	9	5	2	0	25	15	Southwest
York County	16	78	21	1,028	12,471	95	3	13	8	2	94	42	Tidewater

Notes:

^a Unless otherwise specified, data are from the Virginia Department of Education (VDOE). All data are either for the 2014 graduating cohort or for the student body in the 2013-2014 academic year (fall membership).

^b Percentage of the class of 2014 graduating with a federally-recognized diploma that had enrolled in postsecondary education 16 months after graduation. (National Student Clearinghouse data available from the VDOE.)

^c Percentage of all students (fall membership) in 2014. "Economically disadvantaged" is a Virginia DOE designation based on the percentage eligible for free or reduced price school lunch as well as several other indicators.

^d Four-year ("on-time") graduation rate.

^e U.S. Census, 2010. Data not available for some localities.

^f Percentage of adults 25 and older. American Community Survey, 2015 (U.S. Census). Data not available for some localities.

Table 1.3. Virginia school divisions by VDOE superintendent's region, with postsecondary access resource need classification and division characteristics^a

School division	Division need classification (cell number)	Division Characteristics: Students							Division Characteristics: Population				
		Post-secondary enrollment % (2014) ^b	Economically disadvantaged % (2014 fall membership) ^c	Size of graduating cohort (2014)	Size of 2014 student body (fall membership)	Graduation rate in 2014 ^d (%)	Dropout rate in 2014 (%)	Student body % Black	Student body % Hispanic	Student body % limited English proficiency	Urban population ^e (%)	Adults holding bachelor's degree or higher ^f (%)	VDOE Superintendent's region
REGION 1: CENTRAL VIRGINIA													
Charles City County	1	48	63	47	737	96	2	56	1	2	0	12	Central VA
Chesterfield County	16	72	29	4,806	59,186	91	6	26	12	7	94	37	Central VA
Colonial Heights City	13	66	44	232	2,812	95	3	16	7	4	100	20	Central VA
Dinwiddie County	7	57	45	370	4,418	81	10	34	6	2	29	14	Central VA
Goochland County	15	68	27	183	2,451	96	2	19	5	2	3	38	Central VA
Hanover County	16	77	15	1,529	18,264	96	2	10	4	1	61	36	Central VA
Henrico County	14	75	41	3,805	50,569	89	7	37	8	7	96	40	Central VA
Hopewell City	1	47	76	288	4,330	80	11	54	9	3	100	11	Central VA
New Kent County	16	72	20	246	2,977	91	5	11	4	1	0	25	Central VA
Petersburg City	1	54	70	322	4,472	83	9	92	5	3	98	15	Central VA
Powhatan County	15	70	18	356	4,261	88	4	7	3	0	0	28	Central VA
Prince George County	7	59	41	424	6,385	88	9	32	10	1	47	19	Central VA
Richmond City	1	55	78	1,416	23,776	81	14	78	10	5	100	13	Central VA
Surry County	5	66	65	56	934	93	7	59	1	0	0	19	Central VA
Sussex County	5	68	83	85	1,112	85	2	73	3	1	0	9	Central VA
REGION 2: TIDEWATER													
Accomack County	1	57	66	343	5,250	90	5	37	20	18	0	18	Tidewater
Chesapeake City	16	75	36	3,154	39,737	93	3	33	7	2	92	29	Tidewater
Franklin City	3	63	81	90	1,266	84	10	78	3	0	97	20	Tidewater
Hampton City	3	61	61	1,676	21,157	84	5	60	6	2	100	23	Tidewater
Isle of Wight County	12	61	36	444	5,507	93	4	28	3	1	43	26	Tidewater
Newport News City	3	61	62	2,032	29,777	88	3	54	12	4	100	24	Tidewater
Norfolk City	3	63	69	2,057	32,618	79	8	61	7	2	100	26	Tidewater
Northampton County	1	55	79	109	1,685	83	6	49	17	12	0	20	Tidewater
Poquoson City	16	83	13	193	2,123	96	2	1	2	1	94	36	Tidewater
Portsmouth City	4	64	58	986	14,970	85	6	71	3	0	100	20	Tidewater
Southampton County	13	71	48	214	2,863	86	9	40	1	0	2	15	Tidewater
Suffolk City	13	66	48	1,076	14,476	86	9	55	4	0	78	26	Tidewater
Virginia Beach City	16	73	33	5,370	70,556	89	5	24	10	2	98	34	Tidewater
Williamsburg-James City County	15	71	32	865	11,285	91	4	18	9	4	87	46	Tidewater
York County	16	78	21	1,028	12,471	95	3	13	8	2	94	42	Tidewater

Note: Division need classifications correspond to numbered cells in Figure 1.1A.

Table 1.3. Virginia school divisions by VDOE superintendent's region, with postsecondary access resource need classification and division characteristics^a (continued)

School division	Division need classification (cell number)	Division Characteristics: Students							Division Characteristics: Population				VDOE Superintendent's region
		Post-secondary enrollment % (2014) ^b	Economically disadvantaged % (2014 fall membership) ^c	Size of graduating cohort (2014)	Size of 2014 student body (fall membership)	Graduation rate in 2014 ^d (%)	Dropout rate in 2014 (%)	Student body % Black	Student body % Hispanic	Student body % limited English proficiency	Urban population ^e (%)	Adults holding bachelor's degree or higher ^f (%)	
REGION 3: NORTHERN NECK													
Caroline County	2	54	51	304	4,386	87	5	30	6	2	22	19	Northern Neck
Colonial Beach	1	49	63	58	592	90	5	23	5	2	-	-	Northern Neck
Essex County	5	69	63	126	1,553	85	7	51	4	2	23	14	Northern Neck
Fredericksburg City	6	69	52	233	3,457	83	13	39	18	13	99	38	Northern Neck
Gloucester County	7	53	39	474	5,639	93	3	8	4	1	35	23	Northern Neck
King and Queen County	2	47	56	51	824	86	6	21	5	2	0	17	Northern Neck
King George County	12	62	34	315	4,329	93	5	19	2	1	27	32	Northern Neck
King William County	8	63	39	150	2,246	93	2	38	3	1	17	19	Northern Neck
Lancaster County	5	68	62	104	1,257	92	6	53	1	0	0	29	Northern Neck
Mathews County	8	62	42	103	1,158	91	6	8	4	1	0	29	Northern Neck
Middlesex County	7	45	48	71	1,219	93	3	18	3	0	0	28	Northern Neck
Northumberland County	2	60	58	123	1,429	87	11	38	5	2	0	24	Northern Neck
Richmond County	4	64	52	97	1,233	88	2	27	12	7	0	35	Northern Neck
Spotsylvania County	13	68	38	1,878	23,838	89	5	18	12	5	68	28	Northern Neck
Stafford County	16	72	31	2,306	27,461	91	5	18	15	6	80	37	Northern Neck
West Point	16	83	29	76	793	97	0	44	12	2	-	-	Northern Neck
Westmoreland County	1	59	71	110	1,699	81	8	9	6	6	21	17	Northern Neck

Table 1.3. Virginia school divisions by VDOE superintendent's region, with postsecondary access resource need classification and division characteristics^a (continued)

School division	Division need classification (cell number)	Division Characteristics: Students							Division Characteristics: Population				
		Post-secondary enrollment % (2014) ^b	Economically disadvantaged % (2014 fall membership) ^c	Size of graduating cohort (2014)	Size of 2014 student body (fall membership)	Graduation rate in 2014 ^d (%)	Dropout rate in 2014 (%)	Student body % Black	Student body % Hispanic	Student body % limited English proficiency	Urban population ^e (%)	Adults holding bachelor's degree or higher ^f (%)	VDOE Superintendent's region
REGION 4: NORTHERN VIRGINIA													
Alexandria City	10	74	55	803	13,622	84	9	32	33	33	100	62	Northern VA
Arlington County	16	84	34	1,482	23,499	90	6	11	29	28	100	72	Northern VA
Clarke County	15	69	19	165	2,006	100	0	4	7	2	30	32	Northern VA
Culpeper County	8	65	44	585	8,080	92	4	16	15	7	38	21	Northern VA
Fairfax County	16	84	27	13,787	183,422	93	5	10	23	27	99	59	Northern VA
Falls Church City	16	85	6	187	2,426	98	1	4	13	7	100	75	Northern VA
Fauquier County	16	72	23	863	11,147	95	2	9	11	6	43	34	Northern VA
Frederick County	15	66	32	977	13,144	90	5	5	13	6	55	28	Northern VA
Loudoun County	16	87	17	4,665	70,797	95	2	7	16	11	87	58	Northern VA
Madison County	7	47	38	168	1,879	95	1	9	3	0	0	23	Northern VA
Manassas City	8	61	39	540	7,242	86	5	13	55	43	100	29	Northern VA
Manassas Park City	6	68	57	184	3,216	88	9	11	49	39	100	26	Northern VA
Orange County	11	52	37	398	5,181	91	3	15	6	3	42	24	Northern VA
Page County	7	50	49	273	3,541	97	2	2	3	1	20	12	Northern VA
Prince William County	16	76	37	6,136	85,452	91	7	21	30	22	96	38	Northern VA
Rappahannock County	7	44	40	62	908	98	2	3	4	1	0	32	Northern VA
Shenandoah County	7	53	42	520	6,202	95	2	2	11	6	33	20	Northern VA
Warren County	7	56	43	444	5,477	94	3	5	6	3	50	20	Northern VA
Winchester City	4	64	56	296	4,240	90	6	12	30	22	100	28	Northern VA

Table 1.3. Virginia school divisions by VDOE superintendent's region, with postsecondary access resource need classification and division characteristics^a (continued)

School division	Division Characteristics: Students									Division Characteristics: Population			
	Division need classification (cell number)	Post-secondary enrollment % (2014) ^b	Economically disadvantaged % (2014 fall membership) ^c	Size of graduating cohort (2014)	Size of 2014 student body (fall membership)	Graduation rate in 2014 ^d (%)	Dropout rate in 2014 (%)	Student body % Black	Student body % Hispanic	Student body % limited English proficiency	Urban population ^e (%)	Adults holding bachelor's degree or higher ^f (%)	VDOE Superintendent's region
REGION 5: VALLEY													
Albemarle County	16	78	28	1,002	13,420	95	2	11	10	8	55	52	Valley
Amherst County	7	54	49	372	4,291	89	5	22	3	0	36	18	Valley
Augusta County	12	62	37	829	10,667	93	4	2	4	2	34	21	Valley
Bath County	14	76	45	55	636	87	9	3	3	2	0	20	Valley
Bedford County	12	65	34	860	10,302	87	7	7	3	2	28	26	Valley
Buena Vista City	2	60	51	88	1,069	85	9	6	1	0	96	14	Valley
Campbell County	13	67	43	663	8,338	87	5	17	1	2	39	19	Valley
Charlottesville City	6	69	52	287	4,340	89	6	37	10	13	100	49	Valley
Fluvanna County	12	63	30	272	3,689	92	3	16	4	1	37	30	Valley
Greene County	8	65	40	188	3,099	92	3	8	7	4	49	25	Valley
Harrisonburg City	5	69	68	361	5,390	87	8	10	41	41	100	36	Valley
Highland County	2	60	59	19	209	90	11	0	2	0	0	19	Valley
Louisa County	7	55	46	334	4,794	91	7	19	3	1	0	19	Valley
Lynchburg City	3	65	65	605	8,599	81	9	49	4	2	97	32	Valley
Nelson County	2	60	51	150	1,971	87	5	14	7	3	0	29	Valley
Rockbridge County	8	65	40	268	3,359	80	15	4	4	1	30	26	Valley
Rockingham County	8	61	39	912	11,883	94	4	2	12	7	41	24	Valley
Staunton City	4	63	57	170	2,712	90	4	17	5	2	96	32	Valley
Waynesboro City	2	54	60	211	3,178	93	2	15	12	5	97	19	Valley
REGION 6: WESTERN VIRGINIA													
Alleghany County	2	55	50	219	2,474	87	7	7	1	1	48	17	Western VA
Botetourt County	16	75	21	413	4,856	94	2	2	3	1	36	25	Western VA
Covington City	4	62	51	74	979	80	14	14	6	0	100	9	Western VA
Craig County	10	73	53	55	700	89	6	0	1	0	0	13	Western VA
Danville City	5	71	73	404	6,314	76	5	68	6	4	95	17	Western VA
Floyd County	8	64	45	179	2,097	92	5	1	5	3	0	17	Western VA
Franklin County	6	67	49	558	7,407	87	7	9	5	2	11	20	Western VA
Henry County	5	69	66	558	7,387	88	6	21	12	7	39	12	Western VA
Martinsville City	5	67	74	150	2,259	87	8	58	8	6	100	17	Western VA
Montgomery County	16	73	33	728	9,723	86	7	5	4	3	75	44	Western VA
Patrick County	6	68	53	200	2,772	91	8	8	5	3	0	11	Western VA
Pittsylvania County	6	67	53	702	9,293	90	8	24	4	2	14	14	Western VA
Roanoke City	3	61	77	850	13,534	83	12	44	9	9	100	34	Western VA
Roanoke County	16	77	25	1,164	14,333	95	4	6	4	2	81	24	Western VA
Salem City	16	73	29	315	3,839	91	4	10	4	2	100	31	Western VA

Table 1.3. Virginia school divisions by VDOE superintendent's region, with postsecondary access resource need classification and division characteristics^a (continued)

School division	Division Characteristics: Students							Division Characteristics: Population					
	Division need classification (cell number)	Post-secondary enrollment % (2014) ^b	Economically disadvantaged % (2014 fall membership) ^c	Size of graduating cohort (2014)	Size of 2014 student body (fall membership)	Graduation rate in 2014 ^d (%)	Dropout rate in 2014 (%)	Student body % Black	Student body % Hispanic	Student body % limited English proficiency	Urban population ^e (%)	Adults holding bachelor's degree or higher ^f (%)	VDOE Superintendent's region
REGION 7: SOUTHWEST													
Bland County	14	77	39	79	858	87	8	0	1	0	0	14	Southwest
Bristol City	5	70	67	165	2,329	87	6	9	3	1	100	20	Southwest
Buchanan County	3	64	67	260	3,201	88	6	0	0	0	0	9	Southwest
Carroll County	4	62	58	308	4,016	92	5	1	6	3	3	13	Southwest
Dickenson County	6	68	59	187	2,345	89	8	1	0	0	0	10	Southwest
Galax City	9	72	62	94	1,338	86	2	8	27	17	86	12	Southwest
Giles County	7	59	43	208	2,455	83	7	2	2	0	34	17	Southwest
Grayson County	6	66	60	156	1,812	84	9	2	6	2	0	11	Southwest
Lee County	3	65	62	262	3,401	87	6	0	1	-	0	11	Southwest
Norton City	9	72	62	65	841	85	5	9	2	0	97	21	Southwest
Pulaski County	13	67	45	369	4,470	89	7	6	2	0	53	16	Southwest
Radford City	14	89	47	103	1,612	92	4	9	3	1	97	35	Southwest
Russell County	4	65	53	323	4,183	93	5	1	1	0	12	12	Southwest
Scott County	4	64	56	285	3,815	95	5	1	2	1	18	12	Southwest
Smyth County	3	61	61	370	4,787	91	6	2	2	0	25	15	Southwest
Tazewell County	10	74	50	483	6,353	84	6	3	0	1	48	13	Southwest
Washington County	14	72	47	587	7,418	93	3	1	2	1	28	24	Southwest
Wise County	6	66	57	456	6,192	91	5	2	1	1	43	13	Southwest
Wythe County	10	77	53	325	4,323	87	9	5	2	0	25	15	Southwest

Table 1.3. Virginia school divisions by VDOE superintendent's region, with postsecondary access resource need classification and division characteristics^a (continued)

School division	Division need classification (cell number)	Division Characteristics: Students								Division Characteristics: Population			VDOE Superintendent's region
		Post-secondary enrollment % (2014) ^b	Economically disadvantaged % (2014 fall membership) ^c	Size of graduating cohort (2014)	Size of 2014 student body (fall membership)	Graduation rate in 2014 ^d (%)	Dropout rate in 2014 (%)	Student body % Black	Student body % Hispanic	Student body % limited English proficiency	Urban population ^e (%)	Adults holding bachelor's degree or higher ^f (%)	
REGION 8: SOUTHSIDE													
Amelia County	7	50	39	131	1,793	94	5	26	4	2	0	16	Southside
Appomattox County	8	63	46	186	2,345	91	4	24	1	0	0	15	Southside
Brunswick County	5	66	74	167	1,921	84	9	76	3	2	24	13	Southside
Buckingham County	1	57	65	149	2,160	93	6	36	4	0	0	11	Southside
Charlotte County	10	75	56	167	2,005	90	3	30	2	1	0	15	Southside
Cumberland County	1	53	67	114	1,435	91	4	40	4	2	4	16	Southside
Greensville County	1	56	73	175	2,591	86	11	69	3	3	39	10	Southside
Halifax County	4	61	58	422	5,576	88	6	45	3	1	23	15	Southside
Lunenburg County	3	62	68	110	1,574	88	7	39	8	5	0	13	Southside
Mecklenburg County	4	63	59	372	4,634	93	5	44	4	2	22	15	Southside
Nottoway County	3	62	63	179	2,329	88	6	42	6	4	48	12	Southside
Prince Edward County	10	75	60	173	2,282	83	10	57	3	1	37	22	Southside

Notes:

^a Unless otherwise specified, data are from the Virginia Department of Education (VDOE). All data are either for the 2014 graduating cohort or for the student body in the 2013-2014 academic year (fall membership).

^b Percentage of the class of 2014 graduating with a federally-recognized diploma that had enrolled in postsecondary education 16 months after graduation. (National Student Clearinghouse data available from the VDOE.)

^c Percentage of all students (fall membership) in 2014. "Economically disadvantaged" is a Virginia DOE designation based on the percentage eligible for free or reduced price school lunch as well as several other indicators.

^d Four-year ("on-time") graduation rate.

^e U.S. Census, 2010. Data not available for some localities.

^f Percentage of adults 25 and older. American Community Survey, 2015 (U.S. Census). Data not available for some localities.

Table 2.1. Virginia school divisions in order of postsecondary access resource need classification: Counts of postsecondary access providers, and division characteristics^a

School division	Access Providers		Division Characteristics: Students				Division Characteristics: Institutions of Higher Education		
	Division need classification (cell number)	Dedicated access providers serving ^b (count)	Total access providers serving ^c (count)	Size of graduating cohort (2014)	Size of 2014 student body (fall membership)	Post-secondary enrollment 2014 (%) ^d	Economically disadvantaged % (2014 fall membership) ^e	Two-year public institutions ^f (count)	Four-year public institutions ^f (count)

Note: Division need classifications correspond to numbered cells in Figure 1.1A.

1. HIGH NEED: SEVERE ECONOMIC DISADVANTAGE AND LOWEST POSTSECONDARY ENROLLMENT

Hopewell City	1	4	8	288	4,330	47	76	0	0	0
Charles City County	1	2	4	47	737	48	63	0	0	0
Colonial Beach	1	1	4	58	592	49	63	0	0	0
Cumberland County	1	3	6	114	1,435	53	67	0	0	0
Petersburg City	1	4	9	322	4,472	54	70	0	1	0
Northampton County	1	7	8	109	1,685	55	79	0	0	0
Richmond City	1	12	29	1,416	23,776	55	78	1	1	2
Greensville County	1	3	4	175	2,591	56	73	0	0	0
Accomack County	1	4	5	343	5,250	57	66	1	0	0
Buckingham County	1	4	7	149	2,160	57	65	0	0	0
Westmoreland County	1	3	5	110	1,699	59	71	0	0	0

2. RECOGNIZED NEED: SUBSTANTIAL ECONOMIC DISADVANTAGE AND LOWEST POSTSECONDARY ENROLLMENT

King and Queen County	2	1	2	51	824	47	56	0	0	0
Caroline County	2	1	4	304	4,386	54	51	0	0	0
Waynesboro City	2	3	8	211	3,178	54	60	0	0	0
Alleghany County	2	4	7	219	2,474	55	50	1	0	0
Buena Vista City	2	2	3	88	1,069	60	51	1	0	1
Highland County	2	2	5	19	209	60	59	0	0	0
Nelson County	2	6	10	150	1,971	60	51	0	0	0
Northumberland County	2	2	4	123	1,429	60	58	0	0	0

3. RECOGNIZED NEED: SEVERE ECONOMIC DISADVANTAGE AND MID-LOW POSTSECONDARY ENROLLMENT

Hampton City	3	4	8	1,676	21,157	61	61	1	0	1
Newport News City	3	6	10	2,032	29,777	61	62	1	1	0
Roanoke City	3	2	6	850	13,534	61	77	1	1	2
Smyth County	3	5	6	370	4,787	61	61	1	0	0
Lunenburg County	3	2	3	110	1,574	62	68	0	0	0
Nottoway County	3	1	3	179	2,329	62	63	0	0	0
Franklin City	3	3	5	90	1,266	63	81	1	0	0
Norfolk City	3	5	12	2,057	32,618	63	69	1	2	1
Buchanan County	3	4	7	260	3,201	64	67	0	0	0
Lee County	3	2	5	262	3,401	65	62	0	0	0
Lynchburg City	3	5	5	605	8,599	65	65	1	0	3

Table 2.1. Virginia school divisions in order of postsecondary access resource need classification: Counts of postsecondary access providers, and division characteristics^a (continued)

School division	Division need classification (cell number)	Access Providers		Division Characteristics: Students				Division Characteristics: Institutions of Higher Education		
		Dedicated access providers serving ^b (count)	Total access providers serving ^c (count)	Size of graduating cohort (2014)	Size of 2014 student body (fall membership)	Post-secondary enrollment 2014 (%) ^d	Economically disadvantaged % (2014 fall membership) ^e	Two-year public institutions ^f (count)	Four-year public institutions ^f (count)	Four-year private institutions ^f (count)
4. RECOGNIZED NEED: SUBSTANTIAL ECONOMIC DISADVANTAGE AND MID-LOW POSTSECONDARY ENROLLMENT										
Halifax County	4	4	7	422	5,576	61	58	0	1	0
Carroll County	4	2	4	308	4,016	62	58	0	0	0
Covington City	4	3	5	74	979	62	51	0	0	0
Mecklenburg County	4	1	4	372	4,634	63	59	0	0	0
Staunton City	4	2	7	170	2,712	63	57	0	0	1
Portsmouth City	4	3	8	986	14,970	64	58	0	0	0
Richmond County	4	2	5	97	1,233	64	52	1	0	0
Scott County	4	3	4	285	3,815	64	56	0	0	0
Winchester City	4	2	3	296	4,240	64	56	0	0	1
Russell County	4	5	7	323	4,183	65	53	0	0	0
5. POTENTIAL NEED: SEVERE ECONOMIC DISADVANTAGE AND MID-HIGH POSTSECONDARY ENROLLMENT										
Brunswick County	5	2	4	167	1,921	66	74	1	0	0
Surry County	5	1	3	56	934	66	65	0	0	0
Martinsville City	5	8	13	150	2,259	67	74	1	1	0
Lancaster County	5	3	5	104	1,257	68	62	1	0	0
Sussex County	5	5	8	85	1,112	68	83	0	0	0
Essex County	5	1	3	126	1,553	69	63	0	0	0
Harrisonburg City	5	3	9	361	5,390	69	68	0	1	1
Henry County	5	6	13	558	7,387	69	66	0	0	0
Bristol City	5	4	7	165	2,329	70	67	0	0	0
Danville City	5	6	10	404	6,314	71	73	1	0	1
6. POTENTIAL NEED: SUBSTANTIAL ECONOMIC DISADVANTAGE AND MID-HIGH POSTSECONDARY ENROLLMENT										
Grayson County	6	3	4	156	1,812	66	60	0	0	0
Wise County	6	5	6	456	6,192	66	57	1	1	0
Franklin County	6	5	8	558	7,407	67	49	0	0	1
Pittsylvania County	6	7	10	702	9,293	67	53	0	0	0
Dickenson County	6	3	4	187	2,345	68	59	0	0	0
Manassas Park City	6	1	5	184	3,216	68	57	0	0	0
Patrick County	6	6	10	200	2,772	68	53	0	0	0
Charlottesville City	6	5	12	287	4,340	69	52	1	1	0
Fredericksburg City	6	4	8	233	3,457	69	52	1	1	0

Table 2.1. Virginia school divisions in order of postsecondary access resource need classification: Counts of postsecondary access providers, and division characteristics^a (continued)

School division	Division need classification (cell number)	Access Providers		Division Characteristics: Students				Division Characteristics: Institutions of Higher Education		
		Dedicated access providers serving ^b (count)	Total access providers serving ^c (count)	Size of graduating cohort (2014)	Size of 2014 student body (fall membership)	Post-secondary enrollment 2014 (%) ^d	Economically disadvantaged % (2014 fall membership) ^e	Two-year public institutions ^f (count)	Four-year public institutions ^f (count)	Four-year private institutions ^f (count)
7. POTENTIAL NEED: SOME ECONOMIC DISADVANTAGE AND LOWEST POSTSECONDARY ENROLLMENT										
Rappahannock County	7	0	2	62	908	44	40	0	0	0
Middlesex County	7	0	1	71	1,219	45	48	0	0	0
Madison County	7	2	3	168	1,879	47	38	0	0	0
Amelia County	7	3	6	131	1,793	50	39	0	0	0
Page County	7	1	4	273	3,541	50	49	1	0	0
Gloucester County	7	1	1	474	5,639	53	39	1	0	0
Shenandoah County	7	1	4	520	6,202	53	42	0	0	0
Amherst County	7	2	3	372	4,291	54	49	1	0	1
Louisa County	7	4	7	334	4,794	55	46	0	0	0
Warren County	7	1	3	444	5,477	56	43	1	0	1
Dinwiddie County	7	3	5	370	4,418	57	45	0	0	0
Giles County	7	2	5	208	2,455	59	43	0	0	0
Prince George County	7	1	4	424	6,385	59	41	1	0	0
8. POTENTIAL NEED: SOME ECONOMIC DISADVANTAGE AND MID-LOW POSTSECONDARY ENROLLMENT										
Manassas City	8	1	5	540	7,242	61	39	1	0	0
Rockingham County	8	2	5	912	11,883	61	39	0	0	1
Mathews County	8	0	0	103	1,158	62	42	0	0	0
Appomattox County	8	1	2	186	2,345	63	46	0	0	0
King William County	8	1	1	150	2,246	63	39	0	0	0
Floyd County	8	3	7	179	2,097	64	45	0	0	0
Culpeper County	8	1	3	585	8,080	65	44	1	0	0
Greene County	8	3	6	188	3,099	65	40	1	0	0
Rockbridge County	8	3	3	268	3,359	65	40	0	1	1

Table 2.1. Virginia school divisions in order of postsecondary access resource need classification: Counts of postsecondary access providers, and division characteristics^a (continued)

School division	Division need classification (cell number)	Access Providers		Division Characteristics: Students				Division Characteristics: Institutions of Higher Education		
		Dedicated access providers serving ^b (count)	Total access providers serving ^c (count)	Size of graduating cohort (2014)	Size of 2014 student body (fall membership)	Post-secondary enrollment 2014 (%) ^d	Economically disadvantaged % (2014 fall membership) ^e	Two-year public institutions ^f (count)	Four-year public institutions ^f (count)	Four-year private institutions ^f (count)
9. SEVERE ECONOMIC DISADVANTAGE AND HIGHEST POSTSECONDARY ENROLLMENT										
Galax City	9	2	4	94	1,338	72	62	1	0	0
Norton City	9	3	5	65	841	72	62	0	0	0
10. SUBSTANTIAL ECONOMIC DISADVANTAGE AND HIGHEST POSTSECONDARY ENROLLMENT										
Craig County	10	1	3	55	700	73	53	0	0	0
Alexandria City	10	5	12	803	13,622	74	55	1	0	0
Tazewell County	10	6	8	483	6,353	74	50	1	0	1
Charlotte County	10	3	5	167	2,005	75	56	1	0	0
Prince Edward County	10	2	6	173	2,282	75	60	0	1	1
Wythe County	10	4	5	325	4,323	77	53	1	0	0
11. LEAST ECONOMIC DISADVANTAGE AND LOWEST POSTSECONDARY ENROLLMENT										
Orange County	11	3	6	398	5,181	52	37	1	0	0
12. LEAST ECONOMIC DISADVANTAGE AND MID-LOW POSTSECONDARY ENROLLMENT										
Isle of Wight County	12	2	3	444	5,507	61	36	1	0	0
Augusta County	12	3	9	829	10,667	62	37	1	0	0
King George County	12	0	1	315	4,329	62	34	1	0	0
Fluvanna County	12	4	7	272	3,689	63	30	0	0	0
Bedford County	12	2	3	860	10,302	65	34	1	0	0
13. SOME ECONOMIC DISADVANTAGE AND MID-HIGH POSTSECONDARY ENROLLMENT										
Colonial Heights City	13	2	5	232	2,812	66	44	0	0	0
Suffolk City	13	4	7	1,076	14,476	66	48	1	0	0
Campbell County	13	0	1	663	8,338	67	43	0	0	0
Pulaski County	13	3	8	369	4,470	67	45	1	0	0
Spotsylvania County	13	3	6	1,878	23,838	68	38	0	0	0
Southampton County	13	3	5	214	2,863	71	48	0	0	0

Table 2.1. Virginia school divisions in order of postsecondary access resource need classification: Counts of postsecondary access providers, and division characteristics^a (continued)

School division	Division need classification (cell number)	Access Providers		Division Characteristics: Students				Division Characteristics: Institutions of Higher Education		
		Dedicated access providers serving ^b (count)	Total access providers serving ^c (count)	Size of graduating cohort (2014)	Size of 2014 student body (fall membership)	Post-secondary enrollment 2014 (%) ^d	Economically disadvantaged % (2014 fall membership) ^e	Two-year public institutions ^f (count)	Four-year public institutions ^f (count)	Four-year private institutions ^f (count)
14. SOME ECONOMIC DISADVANTAGE AND HIGHEST POSTSECONDARY ENROLLMENT										
Washington County	14	4	6	587	7,418	72	47	1	1	1
Henrico County	14	5	14	3,805	50,569	75	41	0	0	0
Bath County	14	4	5	55	636	76	45	0	0	0
Bland County	14	3	4	79	858	77	39	0	0	0
Radford City	14	1	5	103	1,612	89	47	0	1	0
15. LEAST ECONOMIC DISADVANTAGE AND MID-HIGH POSTSECONDARY ENROLLMENT										
Frederick County	15	1	2	977	13,144	66	32	1	0	0
Goochland County	15	3	7	183	2,451	68	27	1	0	0
Clarke County	15	1	2	165	2,006	69	19	0	0	0
Powhatan County	15	3	6	356	4,261	70	18	0	0	0
Williamsburg-James City County	15	2	4	865	11,285	71	32	1	1	0

Table 2.1. Virginia school divisions in order of postsecondary access resource need classification: Counts of postsecondary access providers, and division characteristics^a (continued)

School division	Division need classification (cell number)	Access Providers		Division Characteristics: Students				Division Characteristics: Institutions of Higher Education		
		Dedicated access providers serving ^b (count)	Total access providers serving ^c (count)	Size of graduating cohort (2014)	Size of 2014 student body (fall membership)	Post-secondary enrollment 2014 (%) ^d	Economically disadvantaged % (2014 fall membership) ^e	Two-year public institutions ^f (count)	Four-year public institutions ^f (count)	Four-year private institutions ^f (count)
16. LEAST ECONOMIC DISADVANTAGE AND HIGHEST POSTSECONDARY ENROLLMENT										
Chesterfield County	16	5	15	4,806	59,186	72	29	1	0	0
Fauquier County	16	1	2	863	11,147	72	23	1	0	0
New Kent County	16	1	1	246	2,977	72	20	1	0	0
Stafford County	16	1	4	2,306	27,461	72	31	1	0	0
Montgomery County	16	4	8	728	9,723	73	33	0	1	0
Salem City	16	1	3	315	3,839	73	29	0	0	1
Virginia Beach City	16	2	7	5,370	70,556	73	33	0	0	1
Botetourt County	16	1	1	413	4,856	75	21	0	0	0
Chesapeake City	16	3	8	3,154	39,737	75	36	0	0	0
Prince William County	16	3	8	6,136	85,452	76	37	1	0	0
Hanover County	16	3	8	1,529	18,264	77	15	0	0	1
Roanoke County	16	1	5	1,164	14,333	77	25	0	0	0
Albemarle County	16	2	7	1,002	13,420	78	28	0	0	0
York County	16	2	4	1,028	12,471	78	21	0	0	0
Poquoson City	16	0	0	193	2,123	83	13	0	0	0
West Point	16	0	0	76	793	83	29	0	0	0
Arlington County	16	4	11	1,482	23,499	84	34	0	0	1
Fairfax County	16	5	13	13,787	183,422	84	27	1	1	0
Falls Church City	16	2	6	187	2,426	85	6	0	0	0
Loudoun County	16	1	3	4,665	70,797	87	17	1	0	0

Notes:

^a Unless otherwise specified, data are from the Virginia Department of Education (DOE). All data are either for the 2014 graduating cohort or for the student body in the 2013-2014 academic year (fall membership).

^b Dedicated access provider organizations (those reporting that providing postsecondary college access services is their organization's primary function), as identified through survey.

^c Total counts of organizations with a presence in each division (as identified through survey). Includes dedicated access providers and providers who may support postsecondary access as part of a range of services to the community.

^d Percentage of the class of 2014 graduating with a federally-recognized diploma that had enrolled in postsecondary education 16 months after graduation. (National Student Clearinghouse data available from the Virginia DOE.)

^e Percentage of all students (fall membership) in 2014. "Economically disadvantaged" is a Virginia DOE designation based on the percentage eligible for free or reduced price school lunch as well as several other indicators.

^f Obtained from SCHEV listings. Includes all campuses (but not off-campus instructional sites) of community, two-year and four-year public and private not-for-profit colleges and universities and higher education centers. For-profit schools, out-of-state schools, schools offering only graduate programs or religious degrees, and vocational institutions are not included.

Table 2.2. Virginia school divisions in alphabetical order: Counts of postsecondary access providers, and division characteristics^a

School division	Access Providers			Division Characteristics: Students				Division Characteristics: Institutions of Higher Education		
	Division need classification (cell number)	Dedicated access providers serving ^b (count)	Total access providers serving ^c (count)	Size of graduating cohort (2014)	Size of 2014 student body (fall membership)	Post-secondary enrollment 2014 (%) ^d	Economically disadvantaged % (2014 fall membership) ^e	Two-year public institutions ^f (count)	Four-year public institutions ^f (count)	Four-year private institutions ^f (count)
Accomack County	1	4	5	343	5,250	57	66	1	0	0
Albemarle County	16	2	7	1,002	13,420	78	28	0	0	0
Alexandria City	10	5	12	803	13,622	74	55	1	0	0
Alleghany County	2	4	7	219	2,474	55	50	1	0	0
Amelia County	7	3	6	131	1,793	50	39	0	0	0
Amherst County	7	2	3	372	4,291	54	49	1	0	1
Appomattox County	8	1	2	186	2,345	63	46	0	0	0
Arlington County	16	4	11	1,482	23,499	84	34	0	0	1
Augusta County	12	3	9	829	10,667	62	37	1	0	0
Bath County	14	4	5	55	636	76	45	0	0	0
Bedford County	12	2	3	860	10,302	65	34	1	0	0
Bland County	14	3	4	79	858	77	39	0	0	0
Botetourt County	16	1	1	413	4,856	75	21	0	0	0
Bristol City	5	4	7	165	2,329	70	67	0	0	0
Brunswick County	5	2	4	167	1,921	66	74	1	0	0
Buchanan County	3	4	7	260	3,201	64	67	0	0	0
Buckingham County	1	4	7	149	2,160	57	65	0	0	0
Buena Vista City	2	2	3	88	1,069	60	51	1	0	1
Campbell County	13	0	1	663	8,338	67	43	0	0	0
Caroline County	2	1	4	304	4,386	54	51	0	0	0
Carroll County	4	2	4	308	4,016	62	58	0	0	0
Charles City County	1	2	4	47	737	48	63	0	0	0
Charlotte County	10	3	5	167	2,005	75	56	1	0	0
Charlottesville City	6	5	12	287	4,340	69	52	1	1	0
Chesapeake City	16	3	8	3,154	39,737	75	36	0	0	0
Chesterfield County	16	5	15	4,806	59,186	72	29	1	0	0
Clarke County	15	1	2	165	2,006	69	19	0	0	0
Colonial Beach	1	1	4	58	592	49	63	0	0	0
Colonial Heights City	13	2	5	232	2,812	66	44	0	0	0
Covington City	4	3	5	74	979	62	51	0	0	0
Craig County	10	1	3	55	700	73	53	0	0	0
Culpeper County	8	1	3	585	8,080	65	44	1	0	0
Cumberland County	1	3	6	114	1,435	53	67	0	0	0

Note: Division need classifications correspond to numbered cells in Figure 1.1A.

Table 2.2. Virginia school divisions in alphabetical order: Counts of postsecondary access providers, and division characteristics^a (continued)

School division	Access Providers			Division Characteristics: Students				Division Characteristics: Institutions of Higher Education		
	Division need classification (cell number)	Dedicated access providers serving ^b (count)	Total access providers serving ^c (count)	Size of graduating cohort (2014)	Size of 2014 student body (fall membership)	Post-secondary enrollment 2014 (%) ^d	Economically disadvantaged % (2014 fall membership) ^e	Two-year public institutions ^f (count)	Four-year public institutions ^f (count)	Four-year private institutions ^f (count)
Danville City	5	6	10	404	6,314	71	73	1	0	1
Dickenson County	6	3	4	187	2,345	68	59	0	0	0
Dinwiddie County	7	3	5	370	4,418	57	45	0	0	0
Essex County	5	1	3	126	1,553	69	63	0	0	0
Fairfax County	16	5	13	13,787	183,422	84	27	1	1	0
Falls Church City	16	2	6	187	2,426	85	6	0	0	0
Fauquier County	16	1	2	863	11,147	72	23	1	0	0
Floyd County	8	3	7	179	2,097	64	45	0	0	0
Fluvanna County	12	4	7	272	3,689	63	30	0	0	0
Franklin City	3	3	5	90	1,266	63	81	1	0	0
Franklin County	6	5	8	558	7,407	67	49	0	0	1
Frederick County	15	1	2	977	13,144	66	32	1	0	0
Fredericksburg City	6	4	8	233	3,457	69	52	1	1	0
Galax City	9	2	4	94	1,338	72	62	1	0	0
Giles County	7	2	5	208	2,455	59	43	0	0	0
Gloucester County	7	1	1	474	5,639	53	39	1	0	0
Goochland County	15	3	7	183	2,451	68	27	1	0	0
Grayson County	6	3	4	156	1,812	66	60	0	0	0
Greene County	8	3	6	188	3,099	65	40	1	0	0
Greensville County	1	3	4	175	2,591	56	73	0	0	0
Halifax County	4	4	7	422	5,576	61	58	0	1	0
Hampton City	3	4	8	1,676	21,157	61	61	1	0	1
Hanover County	16	3	8	1,529	18,264	77	15	0	0	1
Harrisonburg City	5	3	9	361	5,390	69	68	0	1	1
Henrico County	14	5	14	3,805	50,569	75	41	0	0	0
Henry County	5	6	13	558	7,387	69	66	0	0	0
Highland County	2	2	5	19	209	60	59	0	0	0
Hopewell City	1	4	8	288	4,330	47	76	0	0	0

Table 2.2. Virginia school divisions in alphabetical order: Counts of postsecondary access providers, and division characteristics^a (continued)

School division	Division need classification (cell number)	Access Providers		Division Characteristics: Students				Division Characteristics: Institutions of Higher Education		
		Dedicated access providers serving ^b (count)	Total access providers serving ^c (count)	Size of graduating cohort (2014)	Size of 2014 student body (fall membership)	Post-secondary enrollment 2014 (%) ^d	Economically disadvantaged % (2014 fall membership) ^e	Two-year public institutions ^f (count)	Four-year public institutions ^f (count)	Four-year private institutions ^f (count)
Isle of Wight County	12	2	3	444	5,507	61	36	1	0	0
King and Queen County	2	1	2	51	824	47	56	0	0	0
King George County	12	0	1	315	4,329	62	34	1	0	0
King William County	8	1	1	150	2,246	63	39	0	0	0
Lancaster County	5	3	5	104	1,257	68	62	1	0	0
Lee County	3	2	5	262	3,401	65	62	0	0	0
Loudoun County	16	1	3	4,665	70,797	87	17	1	0	0
Louisa County	7	4	7	334	4,794	55	46	0	0	0
Lunenburg County	3	2	3	110	1,574	62	68	0	0	0
Lynchburg City	3	5	5	605	8,599	65	65	1	0	3
Madison County	7	2	3	168	1,879	47	38	0	0	0
Manassas City	8	1	5	540	7,242	61	39	1	0	0
Manassas Park City	6	1	5	184	3,216	68	57	0	0	0
Martinsville City	5	8	13	150	2,259	67	74	1	1	0
Mathews County	8	0	0	103	1,158	62	42	0	0	0
Mecklenburg County	4	1	4	372	4,634	63	59	0	0	0
Middlesex County	7	0	1	71	1,219	45	48	0	0	0
Montgomery County	16	4	8	728	9,723	73	33	0	1	0
Nelson County	2	6	10	150	1,971	60	51	0	0	0
New Kent County	16	1	1	246	2,977	72	20	1	0	0
Newport News City	3	6	10	2,032	29,777	61	62	1	1	0
Norfolk City	3	5	12	2,057	32,618	63	69	1	2	1
Northampton County	1	7	8	109	1,685	55	79	0	0	0
Northumberland County	2	2	4	123	1,429	60	58	0	0	0
Norton City	9	3	5	65	841	72	62	0	0	0
Nottoway County	3	1	3	179	2,329	62	63	0	0	0

Table 2.2. Virginia school divisions in alphabetical order: Counts of postsecondary access providers, and division characteristics^a (continued)

School division	Access Providers			Division Characteristics: Students				Division Characteristics: Institutions of Higher Education		
	Division need classification (cell number)	Dedicated access providers serving ^b (count)	Total access providers serving ^c (count)	Size of graduating cohort (2014)	Size of 2014 student body (fall membership)	Post-secondary enrollment 2014 (%) ^d	Economically disadvantaged % (2014 fall membership) ^e	Two-year public institutions ^f (count)	Four-year public institutions ^f (count)	Four-year private institutions ^f (count)
Orange County	11	3	6	398	5,181	52	37	1	0	0
Page County	7	1	4	273	3,541	50	49	1	0	0
Patrick County	6	6	10	200	2,772	68	53	0	0	0
Petersburg City	1	4	9	322	4,472	54	70	0	1	0
Pittsylvania County	6	7	10	702	9,293	67	53	0	0	0
Poquoson City	16	0	0	193	2,123	83	13	0	0	0
Portsmouth City	4	3	8	986	14,970	64	58	0	0	0
Powhatan County	15	3	6	356	4,261	70	18	0	0	0
Prince Edward County	10	2	6	173	2,282	75	60	0	1	1
Prince George County	7	1	4	424	6,385	59	41	1	0	0
Prince William County	16	3	8	6,136	85,452	76	37	1	0	0
Pulaski County	13	3	8	369	4,470	67	45	1	0	0
Radford City	14	1	5	103	1,612	89	47	0	1	0
Rappahannock County	7	0	2	62	908	44	40	0	0	0
Richmond City	1	12	29	1,416	23,776	55	78	1	1	2
Richmond County	4	2	5	97	1,233	64	52	1	0	0
Roanoke City	3	2	6	850	13,534	61	77	1	1	2
Roanoke County	16	1	5	1,164	14,333	77	25	0	0	0
Rockbridge County	8	3	3	268	3,359	65	40	0	1	1
Rockingham County	8	2	5	912	11,883	61	39	0	0	1
Russell County	4	5	7	323	4,183	65	53	0	0	0
Salem City	16	1	3	315	3,839	73	29	0	0	1
Scott County	4	3	4	285	3,815	64	56	0	0	0
Shenandoah County	7	1	4	520	6,202	53	42	0	0	0
Smyth County	3	5	6	370	4,787	61	61	1	0	0
Southampton County	13	3	5	214	2,863	71	48	0	0	0
Spotsylvania County	13	3	6	1,878	23,838	68	38	0	0	0
Stafford County	16	1	4	2,306	27,461	72	31	1	0	0
Staunton City	4	2	7	170	2,712	63	57	0	0	1
Suffolk City	13	4	7	1,076	14,476	66	48	1	0	0
Surry County	5	1	3	56	934	66	65	0	0	0
Sussex County	5	5	8	85	1,112	68	83	0	0	0

Table 2.2. Virginia school divisions in alphabetical order: Counts of postsecondary access providers, and division characteristics^a (continued)

School division	Access Providers			Division Characteristics: Students				Division Characteristics: Institutions of Higher Education		
	Division need classification (cell number)	Dedicated access providers serving ^b (count)	Total access providers serving ^c (count)	Size of graduating cohort (2014)	Size of 2014 student body (fall membership)	Post-secondary enrollment 2014 (%) ^d	Economically disadvantaged % (2014 fall membership) ^e	Two-year public institutions ^f (count)	Four-year public institutions ^f (count)	Four-year private institutions ^f (count)
Tazewell County	10	6	8	483	6,353	74	50	1	0	1
Virginia Beach City	16	2	7	5,370	70,556	73	33	0	0	1
Warren County	7	1	3	444	5,477	56	43	1	0	1
Washington County	14	4	6	587	7,418	72	47	1	1	1
Waynesboro City	2	3	8	211	3,178	54	60	0	0	0
Westmoreland County	1	3	5	110	1,699	59	71	0	0	0
West Point	16	0	0	76	793	83	29	0	0	0
Williamsburg-James City County	15	2	4	865	11,285	71	32	1	1	0
Winchester City	4	2	3	296	4,240	64	56	0	0	1
Wise County	6	5	6	456	6,192	66	57	1	1	0
Wythe County	10	4	5	325	4,323	77	53	1	0	0
York County	16	2	4	1,028	12,471	78	21	0	0	0

Notes:

^a Unless otherwise specified, data are from the Virginia Department of Education (DOE). All data are either for the 2014 graduating cohort or for the student body in the 2013-2014 academic year (fall membership).

^b Dedicated access provider organizations (those reporting that providing postsecondary college access services is their organization's primary function), as identified through survey.

^c Total counts of organizations with a presence in each division (as identified through survey). Includes dedicated access providers and providers who may support postsecondary access as part of a range of services to the community.

^d Percentage of the class of 2014 graduating with a federally-recognized diploma that had enrolled in postsecondary education 16 months after graduation. (National Student Clearinghouse data available from the Virginia DOE.)

^e Percentage of all students (fall membership) in 2014. "Economically disadvantaged" is a Virginia DOE designation based on the percentage eligible for free or reduced price school lunch as well as several other indicators.

^f Obtained from SCHEV listings. Includes all campuses (but not off-campus instructional sites) of community, two-year and four-year public and private not-for-profit colleges and universities and higher education centers. For-profit schools, out-of-state schools, schools offering only graduate programs or religious degrees, and vocational institutions are not included.

Table 2.3. Virginia school divisions by VDOE superintendent's region: Counts of postsecondary access providers, and division characteristics^a

School division	Division need classification (cell number)	Access Providers		Division Characteristics: Students				Division Characteristics: Institutions of Higher Education		
		Dedicated access providers serving ^b (count)	Total access providers serving ^c (count)	Size of graduating cohort (2014)	Size of 2014 student body (fall membership)	Post-secondary enrollment 2014 (%) ^d	Economically disadvantaged % (2014 fall membership) ^e	Two-year public institutions ^f (count)	Four-year public institutions ^f (count)	Four-year private institutions ^f (count)
REGION 1: CENTRAL VIRGINIA										
Charles City County	1	2	4	47	737	48	63	0	0	0
Chesterfield County	16	5	15	4,806	59,186	72	29	1	0	0
Colonial Heights City	13	2	5	232	2,812	66	44	0	0	0
Dinwiddie County	7	3	5	370	4,418	57	45	0	0	0
Goochland County	15	3	7	183	2,451	68	27	1	0	0
Hanover County	16	3	8	1,529	18,264	77	15	0	0	1
Henrico County	14	5	14	3,805	50,569	75	41	0	0	0
Hopewell City	1	4	8	288	4,330	47	76	0	0	0
New Kent County	16	1	1	246	2,977	72	20	1	0	0
Petersburg City	1	4	9	322	4,472	54	70	0	1	0
Powhatan County	15	3	6	356	4,261	70	18	0	0	0
Prince George County	7	1	4	424	6,385	59	41	1	0	0
Richmond City	1	12	29	1,416	23,776	55	78	1	1	2
Surry County	5	1	3	56	934	66	65	0	0	0
Sussex County	5	5	8	85	1,112	68	83	0	0	0
REGION 2: TIDEWATER										
Accomack County	1	4	5	343	5,250	57	66	1	0	0
Chesapeake City	16	3	8	3,154	39,737	75	36	0	0	0
Franklin City	3	3	5	90	1,266	63	81	1	0	0
Hampton City	3	4	8	1,676	21,157	61	61	1	0	1
Isle of Wight County	12	2	3	444	5,507	61	36	1	0	0
Newport News City	3	6	10	2,032	29,777	61	62	1	1	0
Norfolk City	3	5	12	2,057	32,618	63	69	1	2	1
Northampton County	1	7	8	109	1,685	55	79	0	0	0
Poquoson City	16	0	0	193	2,123	83	13	0	0	0
Portsmouth City	4	3	8	986	14,970	64	58	0	0	0
Southampton County	13	3	5	214	2,863	71	48	0	0	0
Suffolk City	13	4	7	1,076	14,476	66	48	1	0	0
Virginia Beach City	16	2	7	5,370	70,556	73	33	0	0	1
Williamsburg-James City County	15	2	4	865	11,285	71	32	1	1	0
York County	16	2	4	1,028	12,471	78	21	0	0	0

Note: Division need classifications correspond to numbered cells in Figure 1.1A.

Table 2.3. Virginia school divisions by VDOE superintendent's region: Counts of postsecondary access providers, and division characteristics^a (continued)

School division	Division need classification (cell number)	Access Providers		Division Characteristics: Students				Division Characteristics: Institutions of Higher Education		
		Dedicated access providers serving ^b (count)	Total access providers serving ^c (count)	Size of graduating cohort (2014)	Size of 2014 student body (fall membership)	Post-secondary enrollment 2014 (%) ^d	Economically disadvantaged % (2014 fall membership) ^e	Two-year public institutions ^f (count)	Four-year public institutions ^f (count)	Four-year private institutions ^f (count)
REGION 3: NORTHERN NECK										
Caroline County	2	1	4	304	4,386	54	51	0	0	0
Colonial Beach	1	1	4	58	592	49	63	0	0	0
Essex County	5	1	3	126	1,553	69	63	0	0	0
Fredericksburg City	6	4	8	233	3,457	69	52	1	1	0
Gloucester County	7	1	1	474	5,639	53	39	1	0	0
King and Queen County	2	1	2	51	824	47	56	0	0	0
King George County	12	0	1	315	4,329	62	34	1	0	0
King William County	8	1	1	150	2,246	63	39	0	0	0
Lancaster County	5	3	5	104	1,257	68	62	1	0	0
Mathews County	8	0	0	103	1,158	62	42	0	0	0
Middlesex County	7	0	1	71	1,219	45	48	0	0	0
Northumberland County	2	2	4	123	1,429	60	58	0	0	0
Richmond County	4	2	5	97	1,233	64	52	1	0	0
Spotsylvania County	13	3	6	1,878	23,838	68	38	0	0	0
Stafford County	16	1	4	2,306	27,461	72	31	1	0	0
West Point	16	0	0	76	793	83	29	0	0	0
Westmoreland County	1	3	5	110	1,699	59	71	0	0	0

Table 2.3. Virginia school divisions by VDOE superintendent's region: Counts of postsecondary access providers, and division characteristics^a (continued)

School division	Division need classification (cell number)	Access Providers		Division Characteristics: Students				Division Characteristics: Institutions of Higher Education		
		Dedicated access providers serving ^b (count)	Total access providers serving ^c (count)	Size of graduating cohort (2014)	Size of 2014 student body (fall membership)	Post-secondary enrollment 2014 (%) ^d	Economically disadvantaged % (2014 fall membership) ^e	Two-year public institutions ^f (count)	Four-year public institutions ^f (count)	Four-year private institutions ^f (count)
REGION 4: NORTHERN VIRGINIA										
Alexandria City	10	5	12	803	13,622	74	55	1	0	0
Arlington County	16	4	11	1,482	23,499	84	34	0	0	1
Clarke County	15	1	2	165	2,006	69	19	0	0	0
Culpeper County	8	1	3	585	8,080	65	44	1	0	0
Fairfax County	16	5	13	13,787	183,422	84	27	1	1	0
Falls Church City	16	2	6	187	2,426	85	6	0	0	0
Fauquier County	16	1	2	863	11,147	72	23	1	0	0
Frederick County	15	1	2	977	13,144	66	32	1	0	0
Loudoun County	16	1	3	4,665	70,797	87	17	1	0	0
Madison County	7	2	3	168	1,879	47	38	0	0	0
Manassas City	8	1	5	540	7,242	61	39	1	0	0
Manassas Park City	6	1	5	184	3,216	68	57	0	0	0
Orange County	11	3	6	398	5,181	52	37	1	0	0
Page County	7	1	4	273	3,541	50	49	1	0	0
Prince William County	16	3	8	6,136	85,452	76	37	1	0	0
Rappahannock County	7	0	2	62	908	44	40	0	0	0
Shenandoah County	7	1	4	520	6,202	53	42	0	0	0
Warren County	7	1	3	444	5,477	56	43	1	0	1
Winchester City	4	2	3	296	4,240	64	56	0	0	1

Table 2.3. Virginia school divisions by VDOE superintendent's region: Counts of postsecondary access providers, and division characteristics^a (continued)

School division	Division need classification (cell number)	Access Providers		Division Characteristics: Students				Division Characteristics: Institutions of Higher Education		
		Dedicated access providers serving ^b (count)	Total access providers serving ^c (count)	Size of graduating cohort (2014)	Size of 2014 student body (fall membership)	Post-secondary enrollment 2014 (%) ^d	Economically disadvantaged % (2014 fall membership) ^e	Two-year public institutions ^f (count)	Four-year public institutions ^f (count)	Four-year private institutions ^f (count)
REGION 5: VALLEY										
Albemarle County	16	2	7	1,002	13,420	78	28	0	0	0
Amherst County	7	2	3	372	4,291	54	49	1	0	1
Augusta County	12	3	9	829	10,667	62	37	1	0	0
Bath County	14	4	5	55	636	76	45	0	0	0
Bedford County	12	2	3	860	10,302	65	34	1	0	0
Buena Vista City	2	2	3	88	1,069	60	51	1	0	1
Campbell County	13	0	1	663	8,338	67	43	0	0	0
Charlottesville City	6	5	12	287	4,340	69	52	1	1	0
Fluvanna County	12	4	7	272	3,689	63	30	0	0	0
Greene County	8	3	6	188	3,099	65	40	1	0	0
Harrisonburg City	5	3	9	361	5,390	69	68	0	1	1
Highland County	2	2	5	19	209	60	59	0	0	0
Louisa County	7	4	7	334	4,794	55	46	0	0	0
Lynchburg City	3	5	5	605	8,599	65	65	1	0	3
Nelson County	2	6	10	150	1,971	60	51	0	0	0
Rockbridge County	8	3	3	268	3,359	65	40	0	1	1
Rockingham County	8	2	5	912	11,883	61	39	0	0	1
Staunton City	4	2	7	170	2,712	63	57	0	0	1
Waynesboro City	2	3	8	211	3,178	54	60	0	0	0

Table 2.3. Virginia school divisions by VDOE superintendent's region: Counts of postsecondary access providers, and division characteristics^a (continued)

School division	Division need classification (cell number)	Access Providers		Division Characteristics: Students				Division Characteristics: Institutions of Higher Education		
		Dedicated access providers serving ^b (count)	Total access providers serving ^c (count)	Size of graduating cohort (2014)	Size of 2014 student body (fall membership)	Post-secondary enrollment 2014 (%) ^d	Economically disadvantaged % (2014 fall membership) ^e	Two-year public institutions ^f (count)	Four-year public institutions ^f (count)	Four-year private institutions ^f (count)
REGION 6: WESTERN VIRGINIA										
Alleghany County	2	4	7	219	2,474	55	50	1	0	0
Botetourt County	16	1	1	413	4,856	75	21	0	0	0
Covington City	4	3	5	74	979	62	51	0	0	0
Craig County	10	1	3	55	700	73	53	0	0	0
Danville City	5	6	10	404	6,314	71	73	1	0	1
Floyd County	8	3	7	179	2,097	64	45	0	0	0
Franklin County	6	5	8	558	7,407	67	49	0	0	1
Henry County	5	6	13	558	7,387	69	66	0	0	0
Martinsville City	5	8	13	150	2,259	67	74	1	1	0
Montgomery County	16	4	8	728	9,723	73	33	0	1	0
Patrick County	6	6	10	200	2,772	68	53	0	0	0
Pittsylvania County	6	7	10	702	9,293	67	53	0	0	0
Roanoke City	3	2	6	850	13,534	61	77	1	1	2
Roanoke County	16	1	5	1,164	14,333	77	25	0	0	0
Salem City	16	1	3	315	3,839	73	29	0	0	1

Table 2.3. Virginia school divisions by VDOE superintendent's region: Counts of postsecondary access providers, and division characteristics^a (continued)

School division	Division need classification (cell number)	Access Providers		Division Characteristics: Students				Division Characteristics: Institutions of Higher Education		
		Dedicated access providers serving ^b (count)	Total access providers serving ^c (count)	Size of graduating cohort (2014)	Size of 2014 student body (fall membership)	Post-secondary enrollment 2014 (%) ^d	Economically disadvantaged % (2014 fall membership) ^e	Two-year public institutions ^f (count)	Four-year public institutions ^f (count)	Four-year private institutions ^f (count)
REGION 7: SOUTHWEST										
Bland County	14	3	4	79	858	77	39	0	0	0
Bristol City	5	4	7	165	2,329	70	67	0	0	0
Buchanan County	3	4	7	260	3,201	64	67	0	0	0
Carroll County	4	2	4	308	4,016	62	58	0	0	0
Dickenson County	6	3	4	187	2,345	68	59	0	0	0
Galax City	9	2	4	94	1,338	72	62	1	0	0
Giles County	7	2	5	208	2,455	59	43	0	0	0
Grayson County	6	3	4	156	1,812	66	60	0	0	0
Lee County	3	2	5	262	3,401	65	62	0	0	0
Norton City	9	3	5	65	841	72	62	0	0	0
Pulaski County	13	3	8	369	4,470	67	45	1	0	0
Radford City	14	1	5	103	1,612	89	47	0	1	0
Russell County	4	5	7	323	4,183	65	53	0	0	0
Scott County	4	3	4	285	3,815	64	56	0	0	0
Smyth County	3	5	6	370	4,787	61	61	1	0	0
Tazewell County	10	6	8	483	6,353	74	50	1	0	1
Washington County	14	4	6	587	7,418	72	47	1	1	1
Wise County	6	5	6	456	6,192	66	57	1	1	0
Wythe County	10	4	5	325	4,323	77	53	1	0	0

Table 2.3. Virginia school divisions by VDOE superintendent's region: Counts of postsecondary access providers, and division characteristics^a (continued)

School division	Division need classification (cell number)	Access Providers		Division Characteristics: Students				Division Characteristics: Institutions of Higher Education		
		Dedicated access providers serving ^b (count)	Total access providers serving ^c (count)	Size of graduating cohort (2014)	Size of 2014 student body (fall membership)	Post-secondary enrollment 2014 (%) ^d	Economically disadvantaged % (2014 fall membership) ^e	Two-year public institutions ^f (count)	Four-year public institutions ^f (count)	Four-year private institutions ^f (count)
REGION 8: SOUTHSIDE										
Amelia County	7	3	6	131	1,793	50	39	0	0	0
Appomattox County	8	1	2	186	2,345	63	46	0	0	0
Brunswick County	5	2	4	167	1,921	66	74	1	0	0
Buckingham County	1	4	7	149	2,160	57	65	0	0	0
Charlotte County	10	3	5	167	2,005	75	56	1	0	0
Cumberland County	1	3	6	114	1,435	53	67	0	0	0
Greensville County	1	3	4	175	2,591	56	73	0	0	0
Halifax County	4	4	7	422	5,576	61	58	0	1	0
Lunenburg County	3	2	3	110	1,574	62	68	0	0	0
Mecklenburg County	4	1	4	372	4,634	63	59	0	0	0
Nottoway County	3	1	3	179	2,329	62	63	0	0	0
Prince Edward County	10	2	6	173	2,282	75	60	0	1	1

Notes:

^a Unless otherwise specified, data are from the Virginia Department of Education (DOE). All data are either for the 2014 graduating cohort or for the student body in the 2013-2014 academic year (fall membership).

^b Dedicated access provider organizations (those reporting that providing postsecondary college access services is their organization's primary function), as identified through survey.

^c Total counts of organizations with a presence in each division (as identified through survey). Includes dedicated access providers and providers who may support postsecondary access as part of a range of services to the community.

^d Percentage of the class of 2014 graduating with a federally-recognized diploma that had enrolled in postsecondary education 16 months after graduation. (National Student Clearinghouse data available from the Virginia DOE.)

^e Percentage of all students (fall membership) in 2014. "Economically disadvantaged" is a Virginia DOE designation based on the percentage eligible for free or reduced price school lunch as well as several other indicators.

^f Obtained from SCHEV listings. Includes all campuses (but not off-campus instructional sites) of community, two-year and four-year public and private not-for-profit colleges and universities and higher education centers. For-profit schools, out-of-state schools, schools offering only graduate programs or religious degrees, and vocational institutions are not included.

Maps

Maps in this section show the distribution of need for postsecondary access resources and the presence of access services across Virginia. Map 1 graphically represents the need classification of each division, using the four overall categories shown in Figure 1.1A (High, Recognized, Potential, and Lower). Maps 2 and 3 display overviews of the distribution of access organizations across the Commonwealth (total providers and dedicated providers). Map 4 shows the VDOE superintendent's region boundaries, and Maps 5-12 show total numbers of access providers for each division within the individual superintendent's regions.

The following groups and organizations indicated that their programs were open to students in all Virginia school divisions:

- Center for the Enhancement of Engineering Diversity (Virginia Tech College of Engineering)
- College Orientation Workshop (COW) (Virginia Military Institute (VMI))
- The College Place - Richmond (VCU)/Northern VA (NVCC)
- Horatio Alger Association
- LEAP Program (VCU)
- Middle School Visit Program (JMU)
- Project HOPE-Virginia (The College of William and Mary)
- Scholarship Sharing
- The Student Success Center at Virginia Tech
- Teens Without 2
- Virginia Latino Higher Education Network (VALHEN)
- Virginia Space Grant Consortium
- Virginia Indians Pre-College Outreach Initiative (VIP-COI, Virginia Tech)

These organizations are not included in counts reported on the maps because our goal was to identify access providers with a local presence in each division; however, these organizations also provide important access services and resources to students across Virginia and are included in the directory/listing provided on pp. 167-180.

Map 1. Virginia School Divisions: Need for postsecondary access resources.

**Region 1
Central Virginia**

- 1-1 Charles City County
- 1-2 Chesterfield County
- 1-3 Colonial Heights City
- 1-4 Dinwiddie County
- 1-5 Goochland County
- 1-6 Hanover County
- 1-7 Henrico County
- 1-8 Hopewell City
- 1-9 New Kent County
- 1-10 Petersburg City
- 1-11 Powhatan County
- 1-12 Prince George County
- 1-13 Richmond City
- 1-14 Surry County
- 1-15 Sussex County

**Region 2
Tidewater**

- 2-1 Accomack County
- 2-2 Chesapeake City
- 2-3 Franklin City
- 2-4 Hampton City
- 2-5 Isle of Wight County
- 2-6 Newport News City
- 2-7 Norfolk City
- 2-8 Northampton County
- 2-9 Poquoson City
- 2-10 Portsmouth City
- 2-11 Southampton County
- 2-12 Suffolk City
- 2-13 Virginia Beach City
- 2-14 Williamsburg-James City
- 2-15 York County

**Region 3
Northern Neck**

- 3-1 Caroline County
- 3-2 Colonial Beach
- 3-3 Essex County
- 3-4 Fredericksburg City
- 3-5 Gloucester County
- 3-6 King and Queen County
- 3-7 King George County
- 3-8 King William County
- 3-9 Lancaster County
- 3-10 Mathews County
- 3-11 Middlesex County
- 3-12 Northumberland County
- 3-13 Richmond County
- 3-14 Spotsylvania County
- 3-15 Stafford County
- 3-16 West Point
- 3-17 Westmoreland County

**Region 4
Northern Virginia**

- 4-1 Alexandria City
- 4-2 Arlington County
- 4-3 Clarke County
- 4-4 Culpeper County
- 4-5 Fairfax County
- 4-6 Falls Church City
- 4-7 Fauquier County
- 4-8 Frederick County
- 4-9 Loudoun County
- 4-10 Madison County
- 4-11 Manassas City
- 4-12 Manassas Park City
- 4-13 Orange County
- 4-14 Page County
- 4-15 Prince William County
- 4-16 Rappahannock County
- 4-17 Shenandoah County
- 4-18 Warren County
- 4-19 Winchester City

**Region 5
Valley**

- 5-1 Albemarle County
- 5-2 Amherst County
- 5-3 Augusta County
- 5-4 Bath County
- 5-5 Bedford County
- 5-6 Buena Vista City
- 5-7 Campbell County
- 5-8 Charlottesville City
- 5-9 Fluvanna County
- 5-10 Greene County
- 5-11 Harrisonburg City
- 5-12 Highland County
- 5-13 Louisa County
- 5-14 Lynchburg City
- 5-15 Nelson County
- 5-16 Rockbridge County
- 5-17 Rockingham County
- 5-18 Staunton City
- 5-19 Waynesboro City

**Region 6
Western**

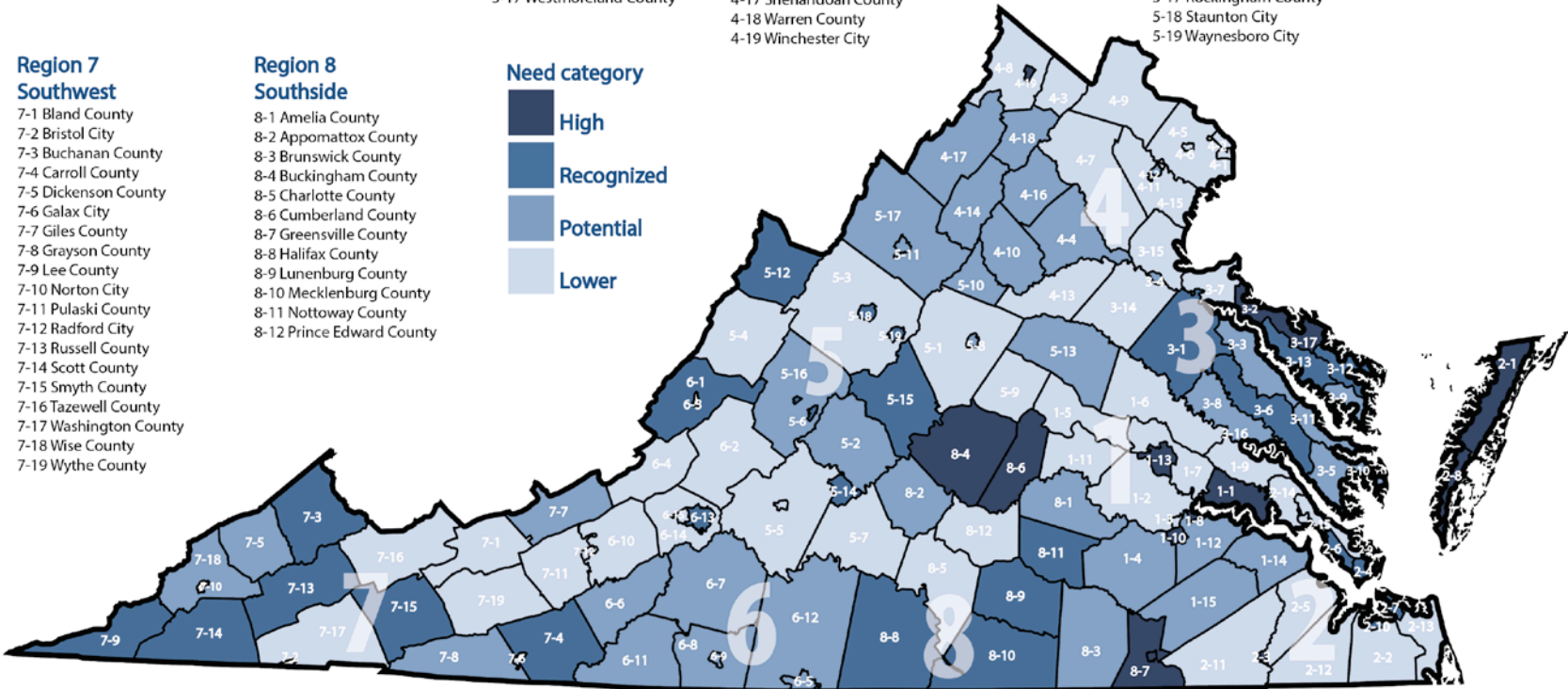
- 6-1 Alleghany County
- 6-2 Botetourt County
- 6-3 Covington City
- 6-4 Craig County
- 6-5 Danville City
- 6-6 Floyd County
- 6-7 Franklin County
- 6-8 Henry County
- 6-9 Martinsville City
- 6-10 Montgomery County
- 6-11 Patrick County
- 6-12 Pittsylvania County
- 6-13 Roanoke City
- 6-14 Roanoke County
- 6-15 Salem City

**Region 7
Southwest**

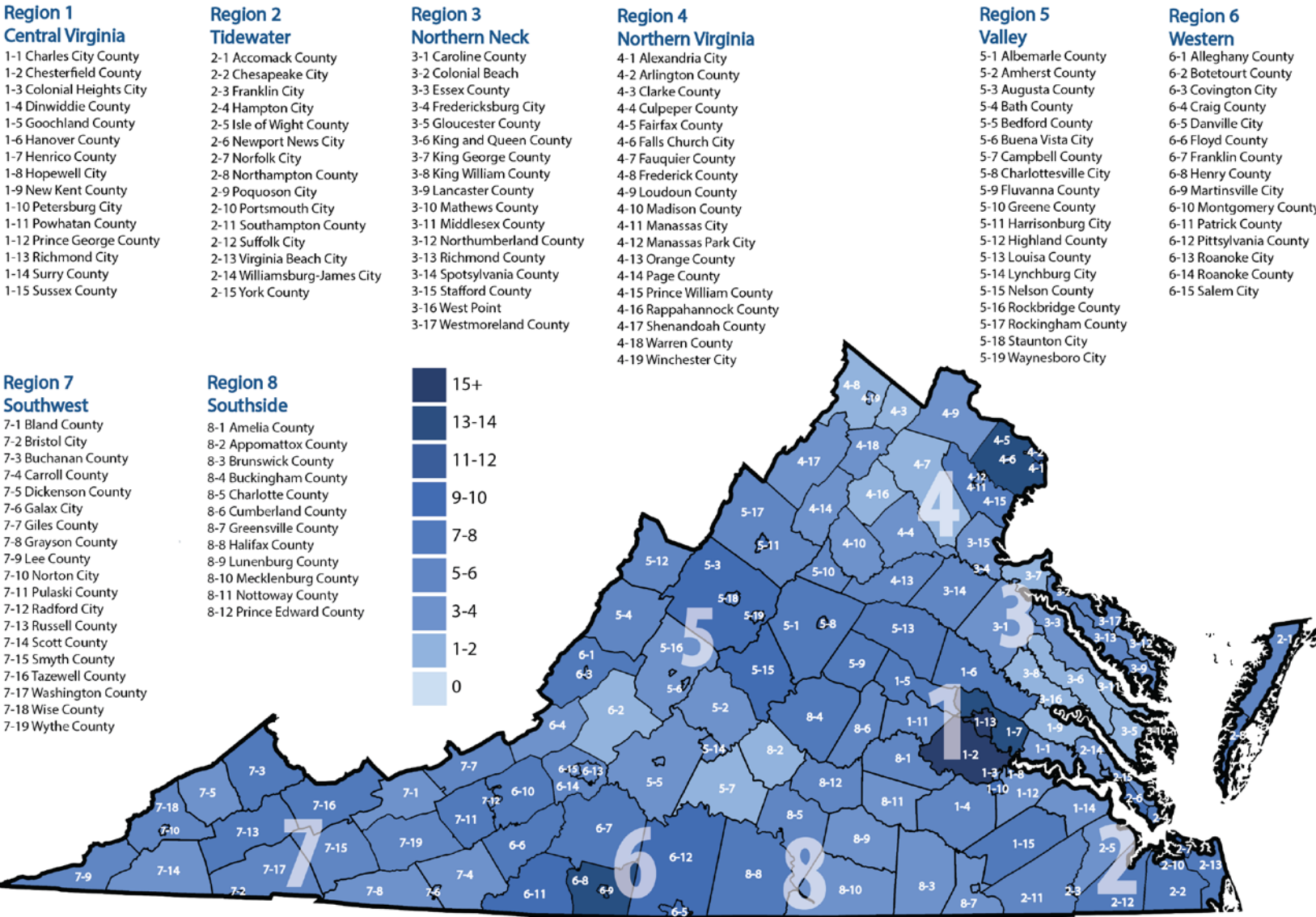
- 7-1 Bland County
- 7-2 Bristol City
- 7-3 Buchanan County
- 7-4 Carroll County
- 7-5 Dickenson County
- 7-6 Galax City
- 7-7 Giles County
- 7-8 Grayson County
- 7-9 Lee County
- 7-10 Norton City
- 7-11 Pulaski County
- 7-12 Radford City
- 7-13 Russell County
- 7-14 Scott County
- 7-15 Smyth County
- 7-16 Tazewell County
- 7-17 Washington County
- 7-18 Wise County
- 7-19 Wythe County

**Region 8
Southside**

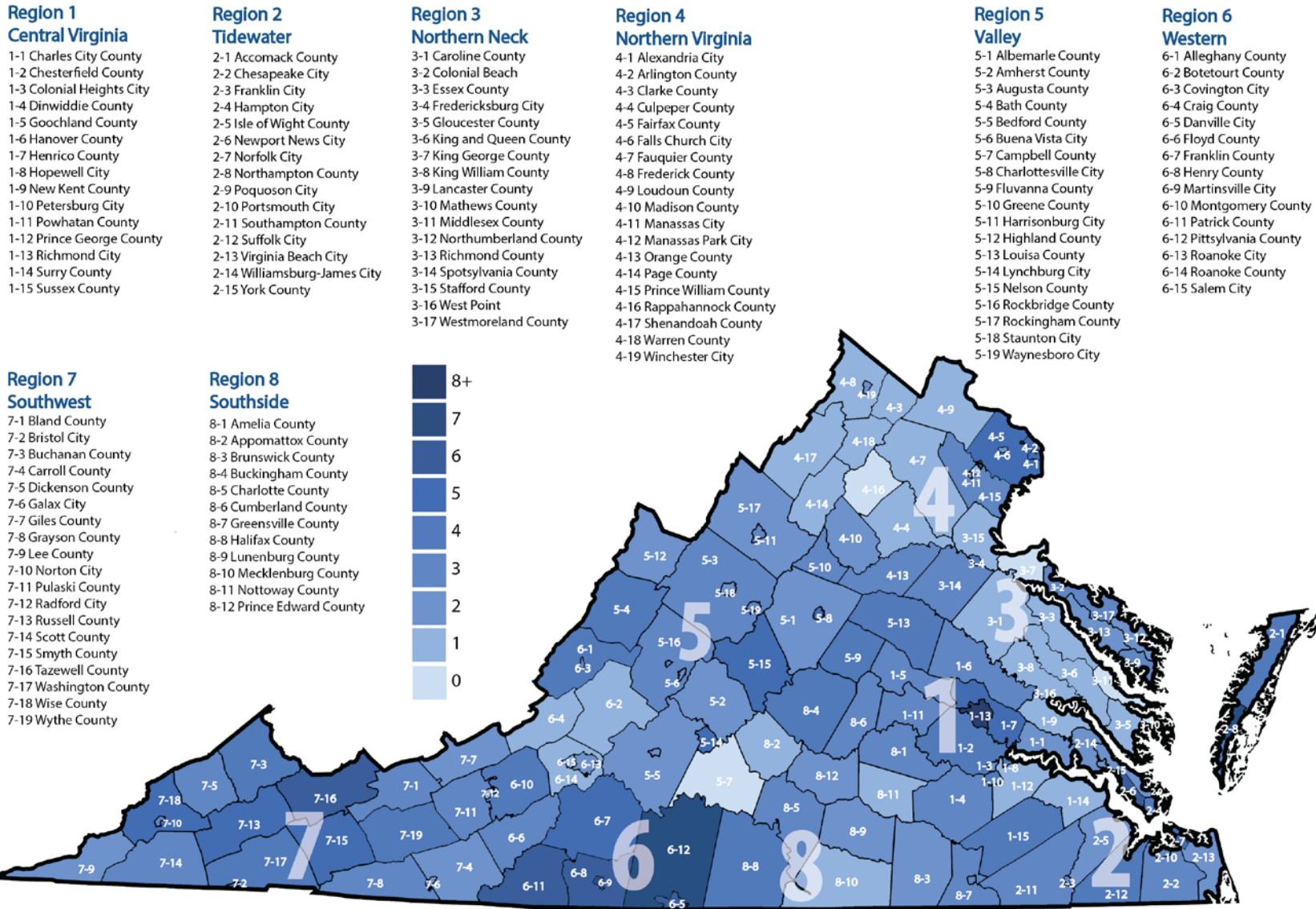
- 8-1 Amelia County
- 8-2 Appomattox County
- 8-3 Brunswick County
- 8-4 Buckingham County
- 8-5 Charlotte County
- 8-6 Cumberland County
- 8-7 Greensville County
- 8-8 Halifax County
- 8-9 Lunenburg County
- 8-10 Mecklenburg County
- 8-11 Nottoway County
- 8-12 Prince Edward County



Map 2. Virginia School Divisions: Total number of organizations providing access services



Map 3. Virginia School Divisions: Number of dedicated access organizations providing services



Map 4. Virginia Department of Education Superintendent's Regions

Region 1 Central Virginia

- 1-1 Charles City County
- 1-2 Chesterfield County
- 1-3 Colonial Heights City
- 1-4 Dinwiddie County
- 1-5 Goochland County
- 1-6 Hanover County
- 1-7 Henrico County
- 1-8 Hopewell City
- 1-9 New Kent County
- 1-10 Petersburg City
- 1-11 Powhatan County
- 1-12 Prince George County
- 1-13 Richmond City
- 1-14 Surry County
- 1-15 Sussex County

Region 2 Tidewater

- 2-1 Accomack County
- 2-2 Chesapeake City
- 2-3 Franklin City
- 2-4 Hampton City
- 2-5 Isle of Wight County
- 2-6 Newport News City
- 2-7 Norfolk City
- 2-8 Northampton County
- 2-9 Poquoson City
- 2-10 Portsmouth City
- 2-11 Southampton County
- 2-12 Suffolk City
- 2-13 Virginia Beach City
- 2-14 Williamsburg-James City
- 2-15 York County

Region 3 Northern Neck

- 3-1 Caroline County
- 3-2 Colonial Beach
- 3-3 Essex County
- 3-4 Fredericksburg City
- 3-5 Gloucester County
- 3-6 King and Queen County
- 3-7 King George County
- 3-8 King William County
- 3-9 Lancaster County
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- 3-12 Northumberland County
- 3-13 Richmond County
- 3-14 Spotsylvania County
- 3-15 Stafford County
- 3-16 West Point
- 3-17 Westmoreland County

Region 4 Northern Virginia

- 4-1 Alexandria City
- 4-2 Arlington County
- 4-3 Clarke County
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- 4-5 Fairfax County
- 4-6 Falls Church City
- 4-7 Fauquier County
- 4-8 Frederick County
- 4-9 Loudoun County
- 4-10 Madison County
- 4-11 Manassas City
- 4-12 Manassas Park City
- 4-13 Orange County
- 4-14 Page County
- 4-15 Prince William County
- 4-16 Rappahannock County
- 4-17 Shenandoah County
- 4-18 Warren County
- 4-19 Winchester City

Region 5 Valley

- 5-1 Albemarle County
- 5-2 Amherst County
- 5-3 Augusta County
- 5-4 Bath County
- 5-5 Bedford County
- 5-6 Buena Vista City
- 5-7 Campbell County
- 5-8 Charlottesville City
- 5-9 Fluvanna County
- 5-10 Greene County
- 5-11 Harrisonburg City
- 5-12 Highland County
- 5-13 Louisa County
- 5-14 Lynchburg City
- 5-15 Nelson County
- 5-16 Rockbridge County
- 5-17 Rockingham County
- 5-18 Staunton City
- 5-19 Waynesboro City

Region 6 Western

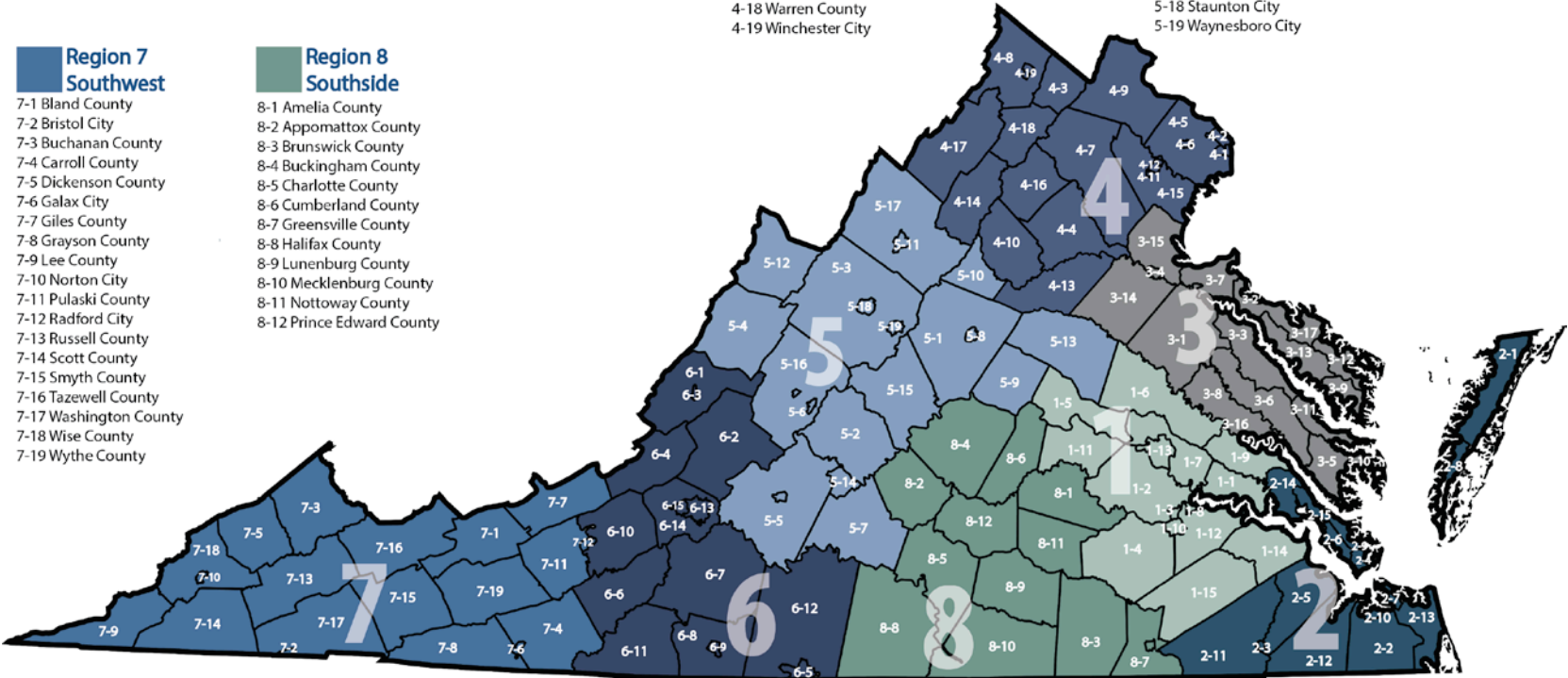
- 6-1 Alleghany County
- 6-2 Botetourt County
- 6-3 Covington City
- 6-4 Craig County
- 6-5 Danville City
- 6-6 Floyd County
- 6-7 Franklin County
- 6-8 Henry County
- 6-9 Martinsville City
- 6-10 Montgomery County
- 6-11 Patrick County
- 6-12 Pittsylvania County
- 6-13 Roanoke City
- 6-14 Roanoke County
- 6-15 Salem City

Region 7 Southwest

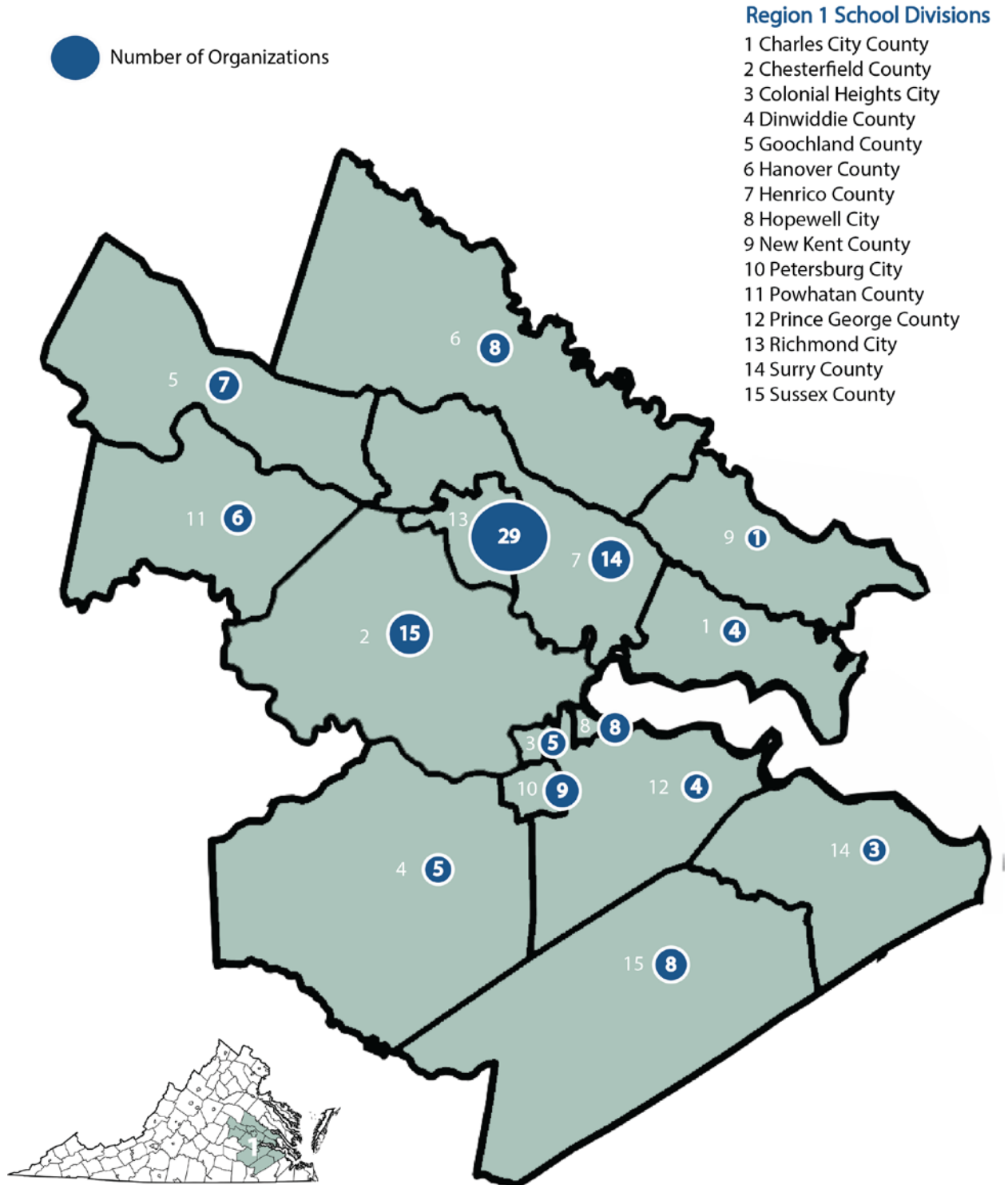
- 7-1 Bland County
- 7-2 Bristol City
- 7-3 Buchanan County
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- 7-12 Radford City
- 7-13 Russell County
- 7-14 Scott County
- 7-15 Smyth County
- 7-16 Tazewell County
- 7-17 Washington County
- 7-18 Wise County
- 7-19 Wythe County

Region 8 Southside

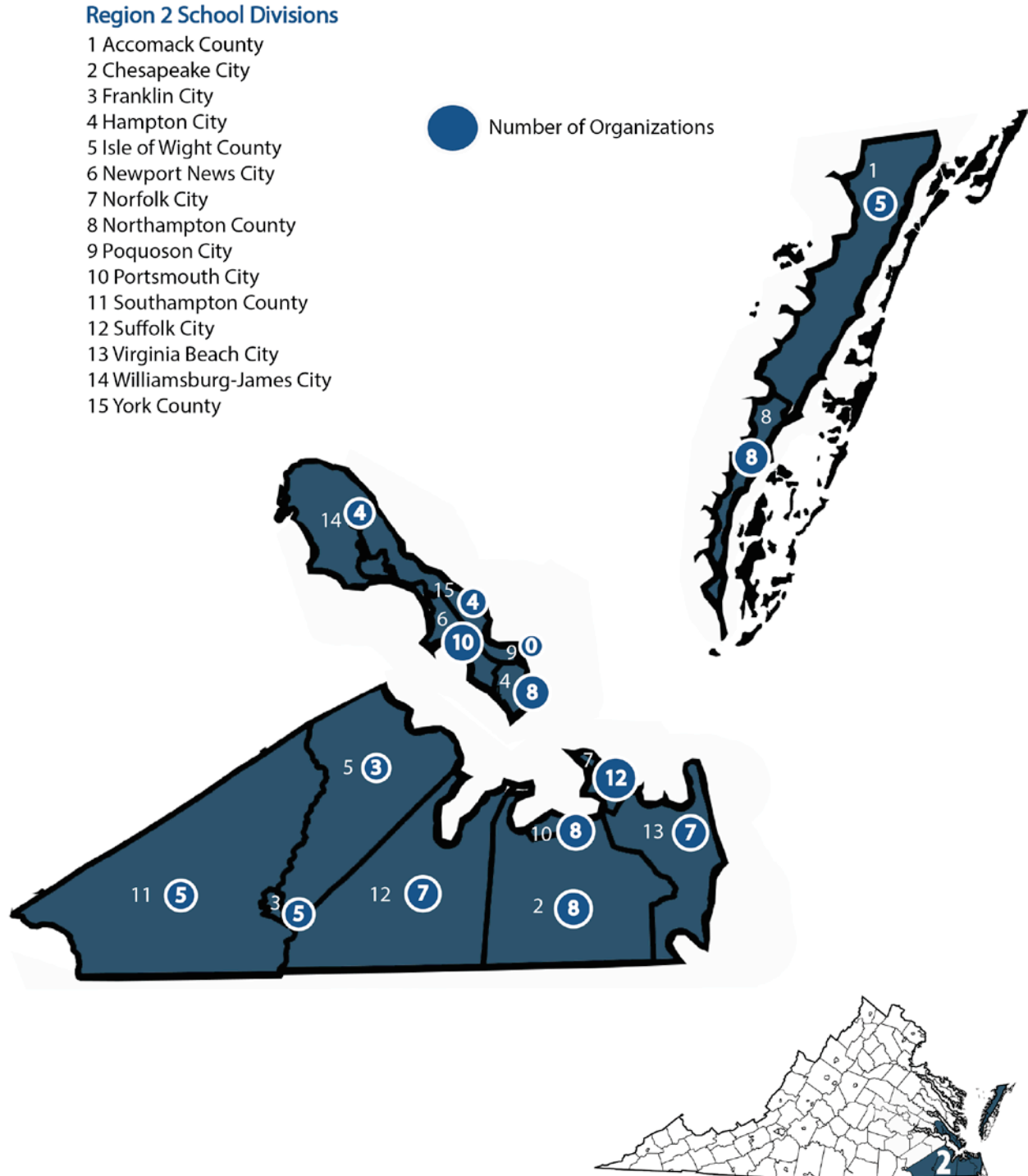
- 8-1 Amelia County
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- 8-5 Charlotte County
- 8-6 Cumberland County
- 8-7 Greensville County
- 8-8 Halifax County
- 8-9 Lunenburg County
- 8-10 Mecklenburg County
- 8-11 Nottoway County
- 8-12 Prince Edward County



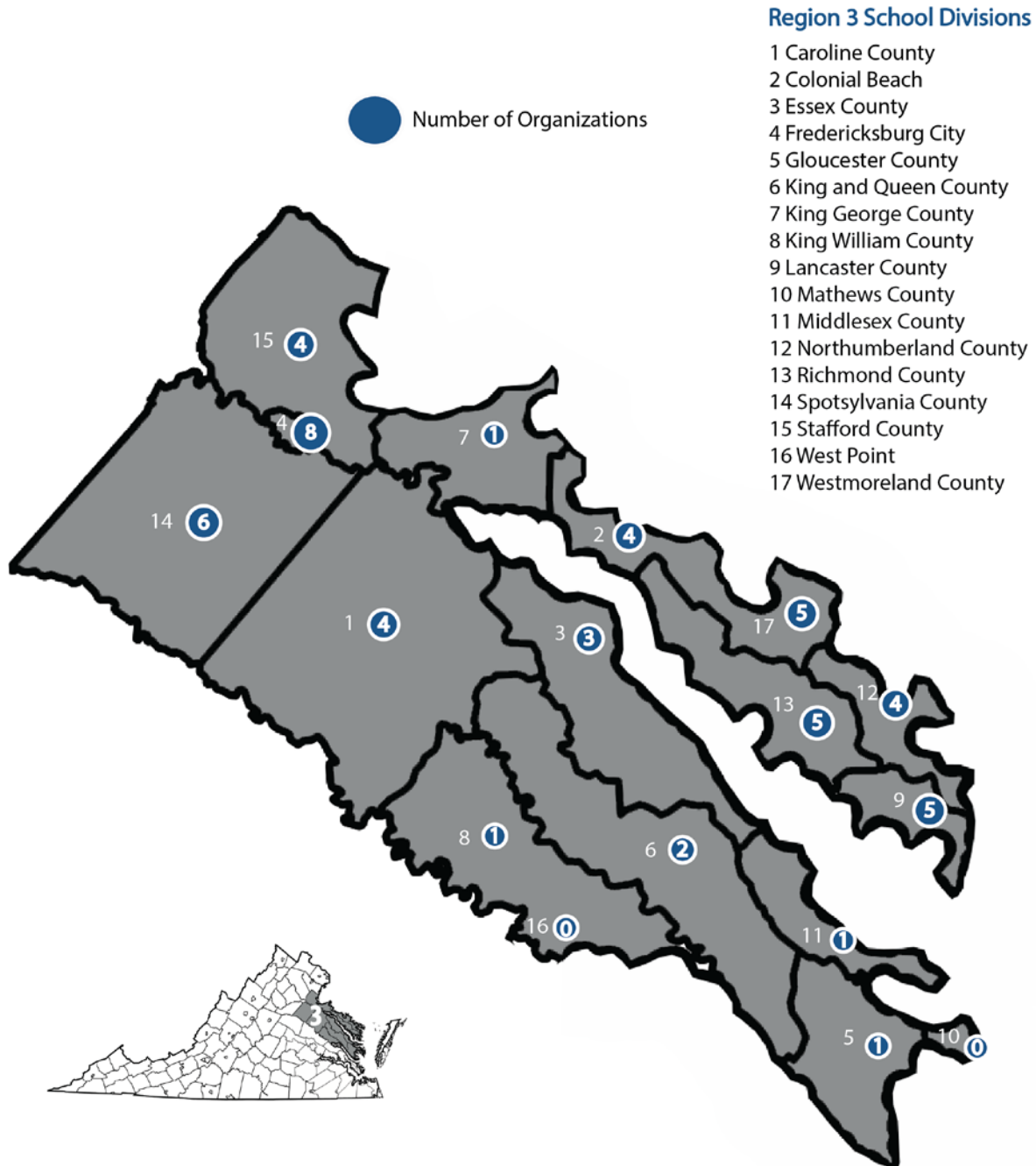
Map 5. Central Virginia, VDOE Superintendent's Region 1:
Number of organizations providing access services



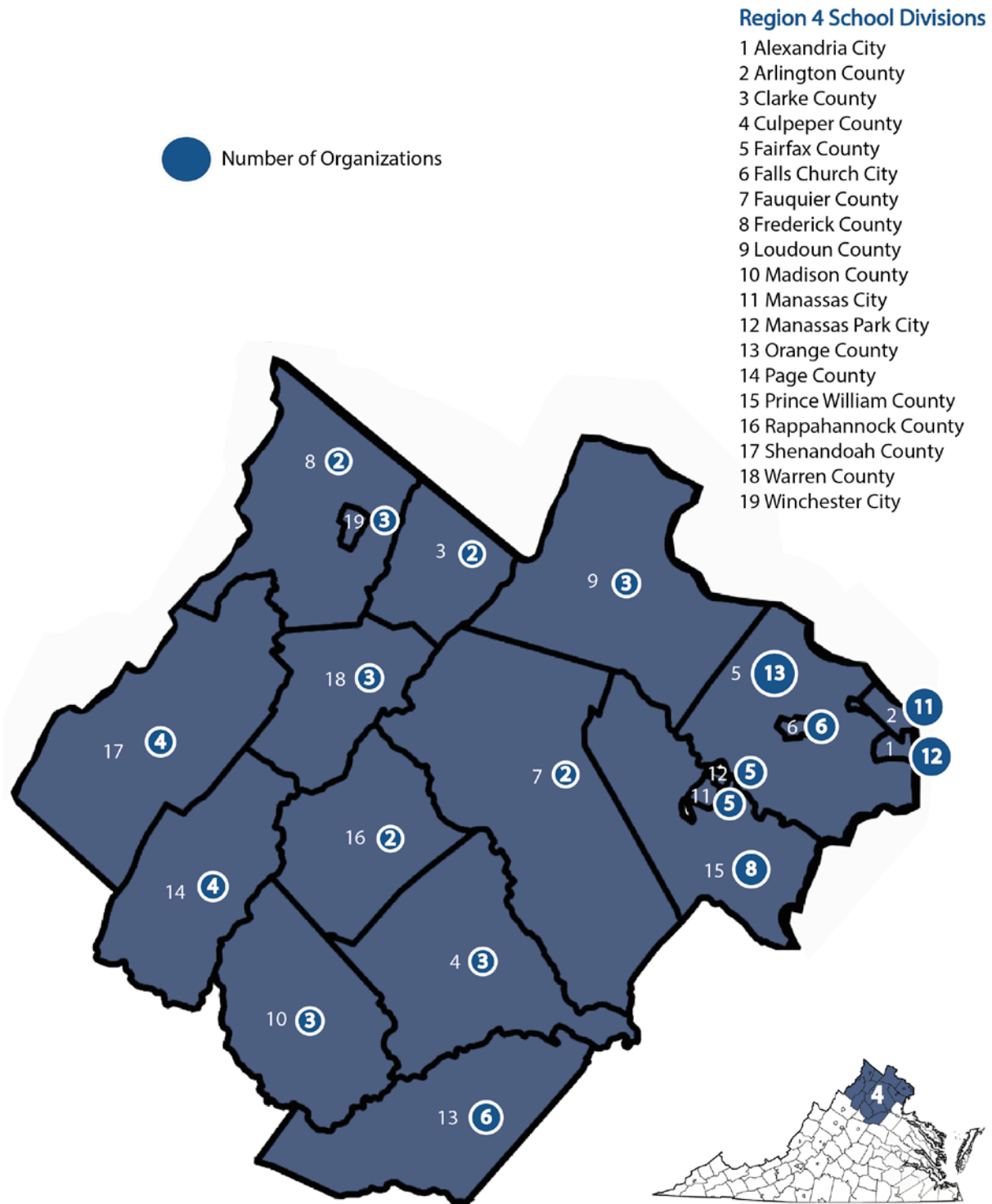
Map 6. Tidewater, VDOE Superintendent's Region 2: Number of organizations providing access services



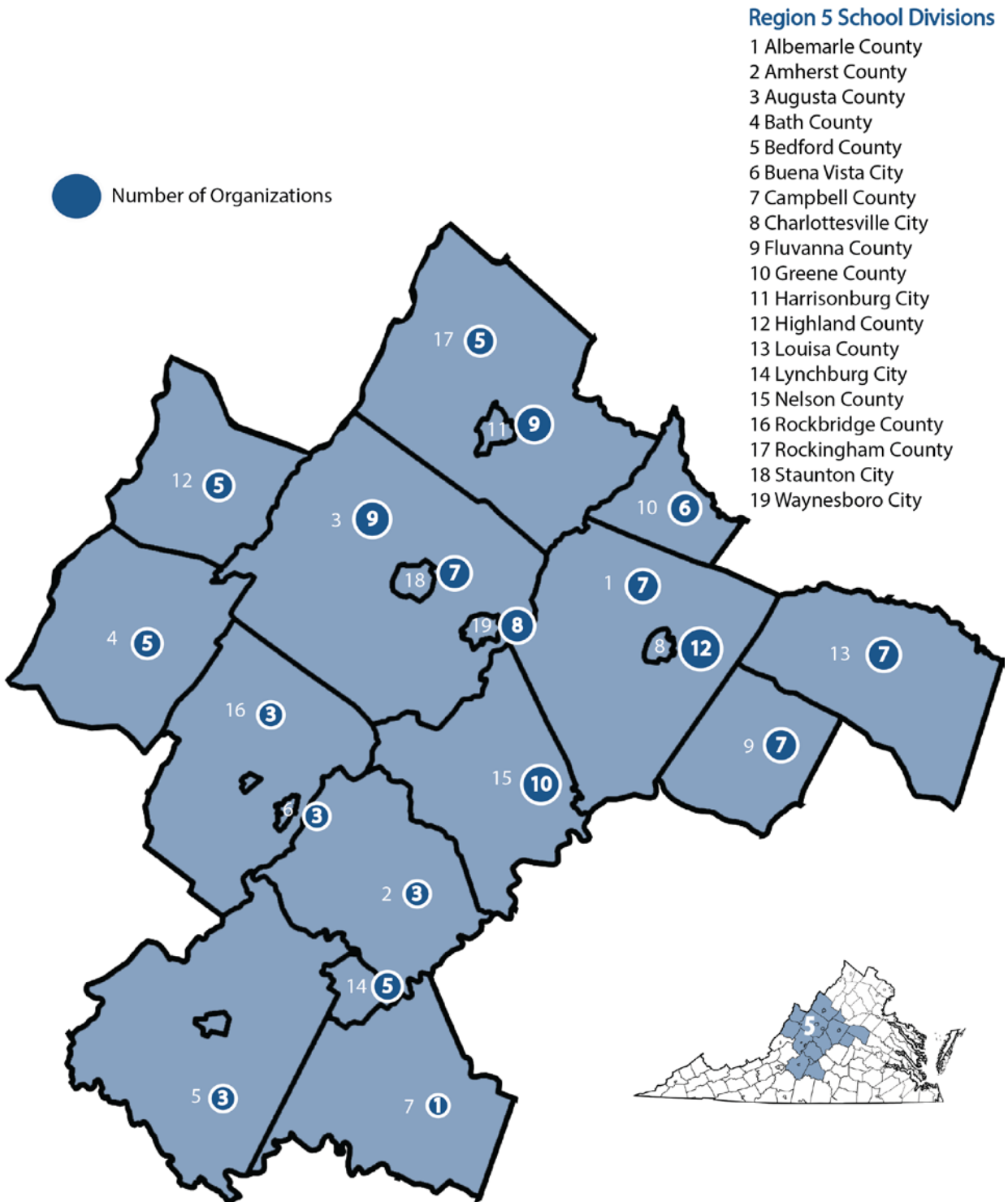
Map 7. Northern Neck, VDOE Superintendent's Region 3:
Number of organizations providing access services



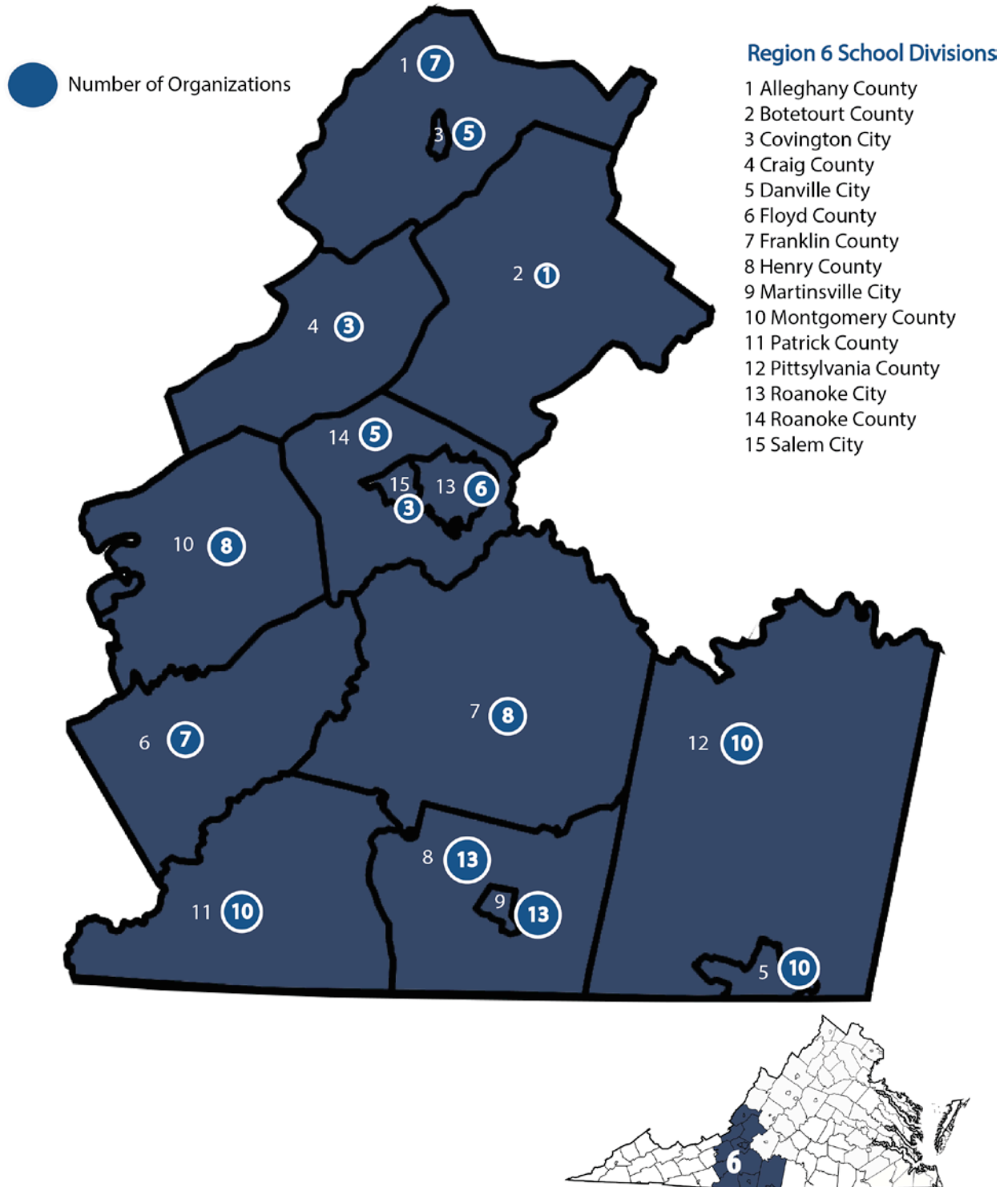
Map 8. Northern Virginia, VDOE Superintendent’s Region 4: Number of organizations providing access services



Map 9. Valley, VDOE Superintendent's Region 5: Number of organizations providing access services



Map 10. Western, VDOE Superintendent's Region 6:
Number of organizations providing access services

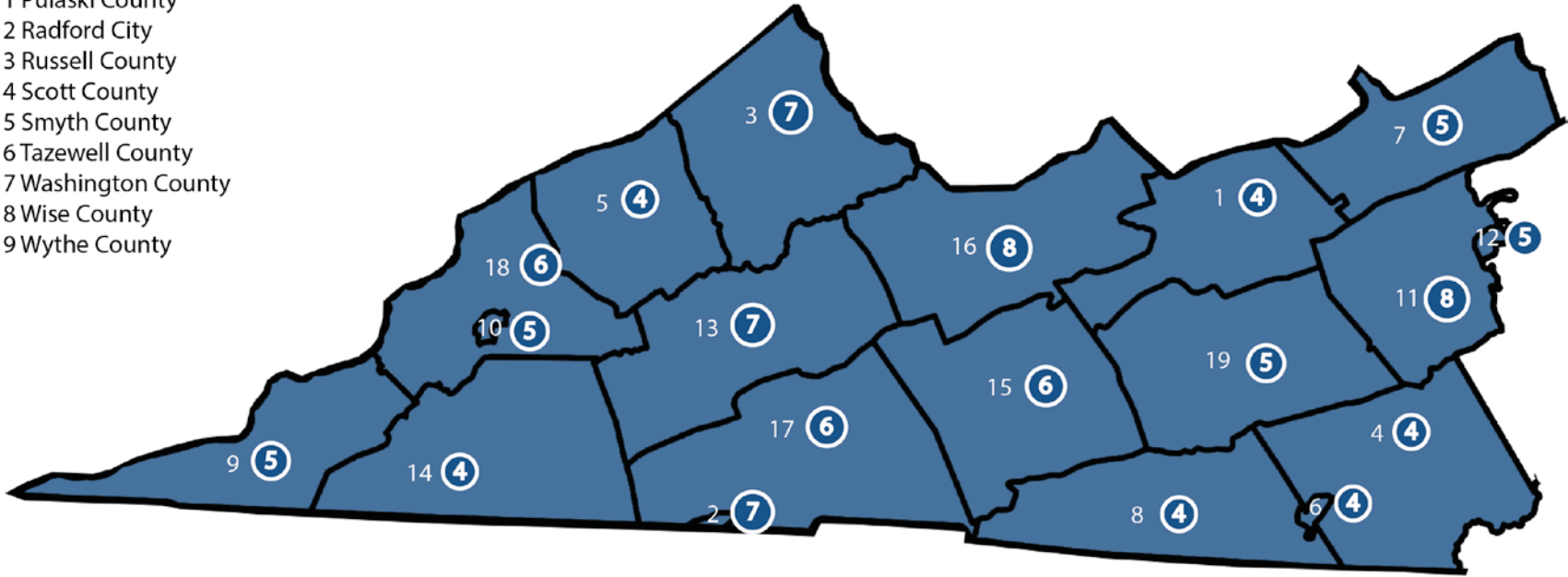
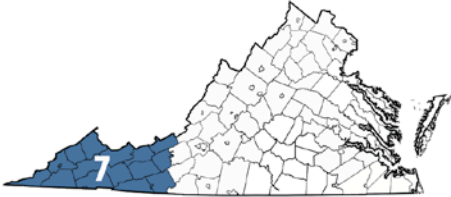


Map 11. Southwest, VDOE Superintendent's Region 7:
Number of organizations providing access services

Region 7 School Divisions

- 1 Bland County
- 2 Bristol City
- 3 Buchanan County
- 4 Carroll County
- 5 Dickenson County
- 6 Galax City
- 7 Giles County
- 8 Grayson County
- 9 Lee County
- 10 Norton City
- 11 Pulaski County
- 12 Radford City
- 13 Russell County
- 14 Scott County
- 15 Smyth County
- 16 Tazewell County
- 17 Washington County
- 18 Wise County
- 19 Wythe County


● Number of Organizations

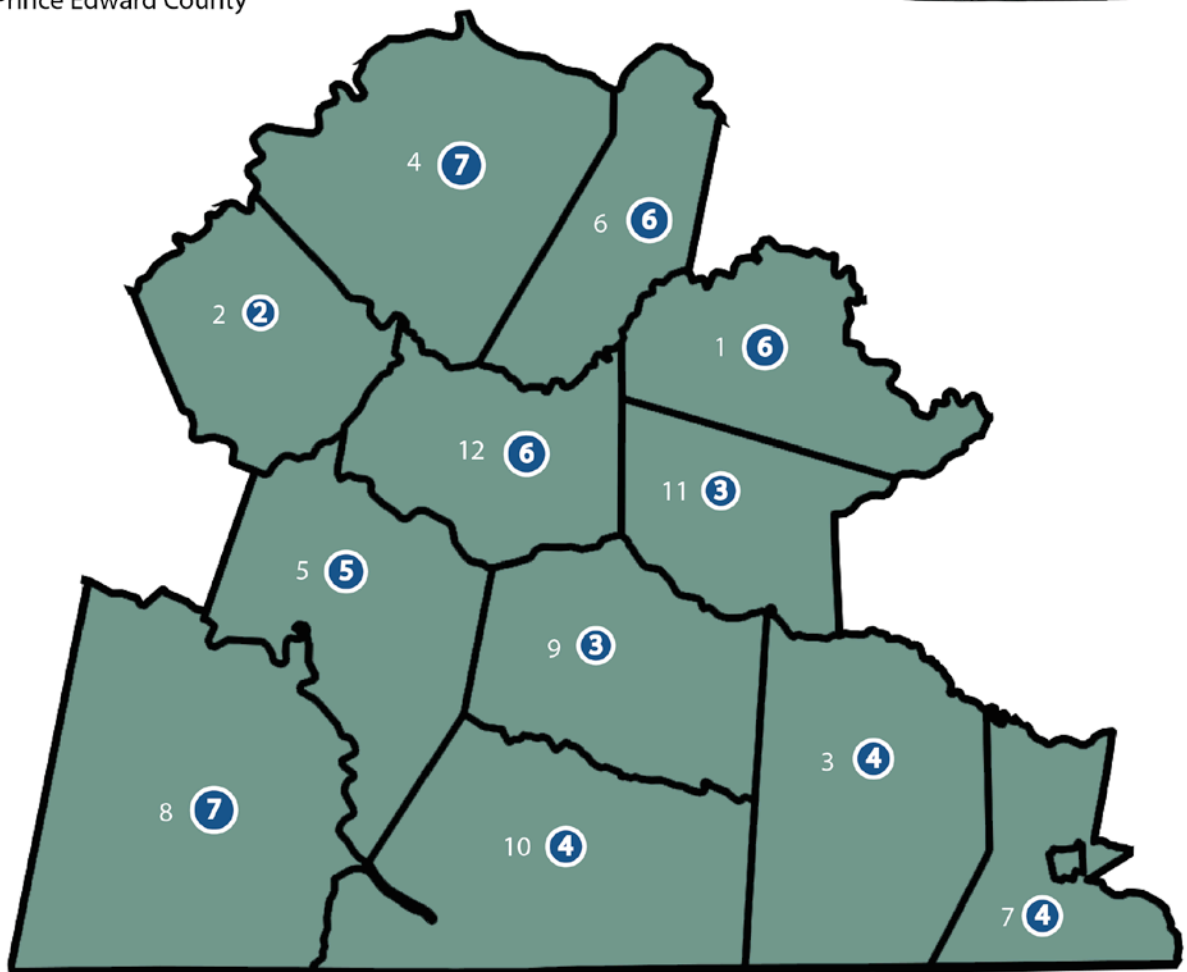
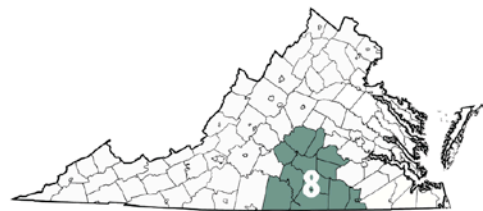


Map 12. Southside, VDOE Superintendent's Region 8: Number of organizations providing access services

Region 8 School Divisions

- 1 Amelia County
- 2 Appomattox County
- 3 Brunswick County
- 4 Buckingham County
- 5 Charlotte County
- 6 Cumberland County
- 7 Greensville County
- 8 Halifax County
- 9 Lunenburg County
- 10 Mecklenburg County
- 11 Nottoway County
- 12 Prince Edward County

 Number of Organizations



List of Virginia Groups and Organizations Providing Access Resources for K-12 Students

The following list of Virginia postsecondary access provider groups and organizations consists primarily of respondents to our survey, but also includes a small number of additional providers/sites for which we could confirm service areas, even though we did not receive a survey response from them.

Note that TRiO programs (Upward Bound, Talent Search/Educational Talent Search, Educational Opportunity Centers) appear together under “TRiO,” then alphabetically by institution, but are also cross-referenced under the college or university providing the program. Otherwise, when the program or office is provided by an institution of higher education, the main reference is under the name of the college or university, but a cross-listing under the program or office name is also included.

ACCESS College Foundation

7300 Newport Ave
Suite 500
Norfolk, VA 23505
Contact: Bonnie Sutton
bsutton@accesscollege.org
(757) 962-6113
www.accesscollege.org

Affordable Housing Corporation, Inc. Project Discovery of Virginia

<http://www.ahcinc.org/>

AHC (Arlington Housing Coalition), Inc.

College and Career Readiness
Program
2230 North Fairfax Drive Suite 100
Arlington, VA 22204
Contact: Milenka Coronel
coronel@ahcinc.org
(571) 423-8191
ahcinc.org

AMP! Metro Richmond

7330 Staples Mill Rd. #159
Richmond, VA 23228
mentor@ampmetrorichmond.org
(804) 601-0639
www.ampmetrorichmond.org

The AnBryce Foundation

McLean, VA 22102
info@anbryce.org
www.anbryce.org

Apple Ridge Farm, Inc.

Administrative Office
541 Luck Avenue SW
Ste 304
Roanoke, VA 24016
Contact: Donna Davis
donna@appleridge.org
(540) 982-1322
<http://www.appleridge.org>

Arlington Employment Center

2100 Washington Blvd. Suite 100
Arlington, VA 22204
Contact: Nadia Conyers
nconyers@arlingtonva.us
(703) 220-1417

**Armstrong Leadership Program
Richmond Hill**

2209 E Grace Street
Richmond, VA 23223
Contact: Yvette Rajput
yrajput@richmondhillva.org
(804) 314-2622

**Blue Ridge Community College
BRCC Career Services**

careers@brcc.edu
<https://www.brcc.edu/services/career/>

**The Campagna Center
Building Better Futures**

418 S. Washington Street
Alexandria, VA 22314
Contact: Dana
dtaylor@campagna.org
www.campagnacenter.org

**CAPUP (Capital Area Agency Uplifting
People)**

**Project Discovery of Virginia
Youth Services**

1021 Oliver Hill Way
Richmond, VA 23219
Contact: Hester Brown
hbrown@capup.org
(804) 788-0050
www.capup.org

**CAPUP Buckingham, Petersburg,
Powhatan, Richmond**

Project Discovery of Virginia
See CAPUP above

Career Services at BRCC

See under Blue Ridge Community
College

**Center for the Enhancement of
Engineering Diversity, College of
Engineering at VT**

See under Virginia Tech

**Center for Research in SEAD
Education, Institute for Creativity, Arts,
and Technology at VT**

See under Virginia Tech

City of Alexandria

Project Discovery of Virginia

<https://www.alexandriava.gov/ProjectDiscovery>

**City of Richmond Local Government
Human Services - ACES Program**

East District Center
701 North 25th Street
Richmond, VA 23223
Contact: Jennifer Swinson
Jennifer.Swinson@Richmondgov.com
<http://www.richmondgov.com/NeighborToNeighbor/AmeriCorpsACES.aspx>

Change the World RVA

PO Box 3562
Richmond, VA 23235
Contact: Natalie May
changetheworldrva@verizon.net
(804) 803-5620
www.changetheworldrva.org

**Church Hill Activities and Tutoring
Church Hill Academy**

3015 N St.
Richmond, VA 23223
Contact: Gina Maio
gina.maio@churchhillacademy.org
(804) 222-8760
www.chatrichmond.org

**Clinch Valley Community Action
Project Discovery of Virginia**

P O Box 188
200 East Riverside Drive
North Tazewell, VA 24630
Contact: Ricky Honaker
rhonaker@clinchvalleycaa.org
(276) 988-5583
www.clinchvalleycaa.org

College Access Collaborative at VT
See under Virginia Tech

College Access Fairfax
8115 Gatehouse Road
Suite 1512
Falls Church, VA 22042
Contact: Judith Wilson
info@collegeaccessfairfax.org
(571) 308-3230
www.collegeaccessfairfax.org

**College Access Fairfax
Project Discovery of Virginia**
8115 Gatehouse Rd #1512
Falls Church, VA 22042
Contact: Tessie Wilson
tessiewilson@outlook.com
(703) 250-8764
<https://www.projectdiscovery.org/>

College Advantage Program
Springfield, VA 22151
Contact: Rita Thompson
thompson@umw.edu
www.globaltruth.us

**College Mentors for Kids
Chapters at: Virginia Tech University,
University of Virginia, and Radford
University**
info@collegementors.org
(877) 473-2635
<http://www.collegementors.org/>

**The College of William and Mary
Project HOPE-Virginia**
P. O. Box 8795
Williamsburg, VA 23187
Contact: Patricia A Popp
homlss@wm.edu
(757) 221-4002
www.wm.edu/hope

College Orientation Workshop (COW)
See under Virginia Military Institute
(VMI)

**The College Place–Richmond/Northern
Virginia**
**Virginia Commonwealth University
(Richmond)**
**Northern Virginia Community College
(Northern Virginia)**
Contact: Kevin Jenkins
kjenkins@ecmc.org
(703) 789-3137
ecmc.org

**Communities in Schools of
Chesterfield**
P.O. Box 10
Chesterfield, VA 23832
Contact: Jay Swedenborg
jay_swedenborg@ccpsnet.net
(804) 717-9305
cisofchesterfield.org

**Communities in Schools of the New
River Valley**
202 North Washington Avenue
Pulaski, VA 24301
www.cisofva.org

Communities in Schools of Richmond
2922 W. Marshall St
Suite 2
Richmond, VA 23230
(804) 358-1247
cisofrichmond.org

**Community Foundation of the Central
Blue Ridge**
117 South Lewis Street
P.O. Box 815
Staunton, VA 24402
Contact: Menieka Garber
info@communityfoundationcbr.org
(540) 213-2150
cfcbr.org

Computers4Kids

945 2nd Street
Charlottesville, VA 22902
Contact: Matt Burke
matt@computers4kids.net
(434) 817-1121
www.computers4kids.net

Dabney S. Lancaster Community College

See under TRiO

Danville Church-Based Tutorial Program, Inc.

498 Arnett Blvd.
Danville, VA 24540
Contact: Kenneth Lewis
lewisk1002@gmail.com
(434) 710-6100
www.dcbtp.com

Danville Community College

See under TRiO

Destined2Succeed, LLC

Destined2Succeed, LLC
6564 Loisdale Court
Suite 600-D
Springfield, VA 22150
Contact: Charles Britt
charles@destined2succeed.us
(703) 679-7465
<http://www.charlesbritt.com>

Early Identification Program

See under George Mason University

Eastern Shore Community College Foundation

Project Horizons

29300 Lankford Hwy
Melfa, VA 23410
Contact: Ina Birch
ibirch@es.vccs.edu
(757) 789-1796

Edu-Futuro

2110 Washington Blvd
Arlington, VA 22204
Contact: Jorge Figueredo
info@edu-futuro.org
(703) 228-2560
www.edu-futuro.org

Exet, LLC

13813 Warwick Blvd., Bldg. D
Newport News, VA 23602
Contact: Waymon Lewis
waymon@exetprograms.org
(757) 256-6162
www.Exetprograms.org

Future Kings

PO Box 159
Dumfries, VA 22026
Contact: Dr. Arik King
info@future-kings.org
(703) 496-9959
www.future-kings.org

GEAR UP Virginia

<http://www.schev.edu/index/students-and-parents/resources/gear-up>

George Mason University

Early Identification Program

Student Union Building One
(SUB 1), Suite 1300
4400 University Drive
Fairfax, VA 22030
eip@gmu.edu
(703) 993-3120

Germanna Community College

Gladys P. Todd Academy

Student Services
10000 Germanna Point Dr
Fredericksburg, VA 22407
Contact: Nnamdi Small
nnamdijsmall@gmail.com
(540) 891-3069
www.germanna.edu

Gladys P. Todd Academy

See Germanna Community College

**Goodwill Industries of the Valleys
Youth Family Services–Rocky Mount,
VA**

1045 North Main Street
P.O. Box 157
Rocky Mount, VA 24151
Contact: Wanda Anthony
wanthony@goodwillvalleys.com
(540) 483-0296
www.goodwillvalleys.com

**GRASP Aspirations Scholarship
Program, Inc. (GRASP)**

4551 Cox Rd., Suite 115
Glen Allen, VA 23060
info@grasp4virginia.com
(804) 527-7726
grasp4va.org

**Great Expectations
Virginia's Community Colleges**

300 Arboretum Place
Suite 200, 3rd floor
Richmond, VA 23236
Contact: Allyson Roberts
aroberts@vccs.edu
(804) 819-4950
<http://greatexpectations.vccs.edu/>

Greater Richmond Relocation Council

PO Box 70190
Richmond, VA 23255
(804) 690-1701
<http://richmondrelo.org/>

**Hampton Roads Community Action
Program**

Project Discovery of Virginia

2410 Wickham Avenue
Newport News, VA 23607
Contact: Ms. Hermelinda Miller
hermelinda.miller@hrcapinc.org
(757) 247-0379, ext. 306

www.projectdiscovery.org

Hampton University

See under TRiO

**Headwaters Foundation
Next Step College & Career Access
Program**

PO Box 114
Sperryville, VA 22740
Contact: Kat Habib
nextstep@headwatersfdn.org
(540) 987-3322
HeadwatersFDN.org;
HeadwatersNextStep.com

Higher Achievement/Richmond

4009 Fitzhugh Ave., Suite 200
Richmond, VA 23230
(804) 643-7753
info@higherachievement.org

Horatio Alger Association

99 Canal Center Plaza
Suite 320
Alexandria, VA 22314
horatioalger.org

Horizons Hampton Roads

7336 Granby Street
Norfolk, VA 23505
(757) 412-0249

**The Improvement Association
Project Discovery of Virginia**

1750 E Atlantic St
Emporia, VA 23847
Contact: William L. Ricks
william.ricks2008@gmail.com
wricks@impassOC.org
(804) 712-9029/804-3522
www.impassOC.org

The Institute for Advanced Learning & Research

Advanced Learning

150 Slayton Ave.
Danville, VA 24540
Contact: Dr. Julie Brown
julie.brown@ialr.org
(434) 766-6711
www.ialr.org

Institute for Creativity, Arts, and Technology at VT

See under Virginia Tech

**James Madison University
Middle School Visit Program**

Access and Inclusion
820 Madison Drive
MSC 1108
Harrisonburg, VA 22807
Contact: Beverly Walker
walke2bm@jmu.edu
(540) 568-1685
<http://www.jmu.edu/osap/MSVP.shtml>

**James Madison University
Valley Scholars**

Harrisonburg, VA 22807
Contact: Shaun Mooney
mooneyms@jmu.edu
(540) 568-7232
www.jmu.edu/valleyscholars

LEAP Program

The Steward School

11600 Gayton Road
Henrico, VA 23238
Contact: Melanie Rodriguez
leap@stewardschool.org
(804) 740-3394, ext.5548
<http://www.stewardschool.org> (click on Campus Programs)

LEAP Program (VCU)

See under Virginia Commonwealth

University

Lynchburg Beacon of Hope

PO Box 1261
Lynchburg, VA 24505
Contact: Laura Hamilton
laura@beaconofhopelynchburg.org
(434) 515-5082
beaconofhopelynchburg.org

**Lynchburg Community Action Group
Project Discovery of Virginia**

915 Main Street
Lynchburg, Virginia 24504
(434) 846-2778
<http://lyncag.org/services/project-discovery/>

Made For More, Inc.

P.O. Box 14896
Newport News, VA 23608
Contact: Bridget Adams
badams@iammade4more.org
(757) 602-6291
<http://www.iammade4more.org/>

Mary and Frances Youth Center

See under Virginia Commonwealth University

Mayor's Youth Academy

701 North 25th Street
Richmond, VA 23223
Contact: Ericka Wakefield
Ericka.Wakefield@richmondgov.com
(804) 646-6484

Middle School Visit Program

See under James Madison University

Monticello Area Community Action Agency (MACAA)

Project Discovery of Virginia

1025 Park Street
Charlottesville, VA 22901
info@macaa.org
(434) 295-3171

<http://www.macaa.org/>

Moss Arts Center, Institute for Creativity, Arts, and Technology at VT
See under Virginia Tech

Mountain Empire Community College
See under TRiO

New College Institute
30 Franklin Street
Martinsville, VA 24112
Contact: Sammy Redd
sredd@newcollegeinstitute.org
(276) 403-5610
www.newcollegeinstitute.org

Northern Virginia Community College Pathway to the Baccalaureate (and other Pathway programs)
Pathway to the Baccalaureate
8333 Little River Turnpike
CG 211
Annandale, VA 22003
Contact: Kerin Hilker-Balkissoon
khilker@nvcc.edu
(703) 425-5350
www.nvcc.edu/cpi

Northern Virginia Community College
See also College Place, The

Office of Undergraduate Admissions at VT
See under Virginia Tech

Old Dominion University
See under TRiO

Open Hand of Fredericksburg
Open Hand of Fredericksburg
200 Prince Edward Street
Fredericksburg, VA 22401
Contact: Linda A. Hill
lhill@openhand-fred.org
(540) 834-4455
<http://www.openhand-fred.org/>

Pamplin College of Business
See under Virginia Tech

Partnership for the Future
4521 Highwoods Parkway
Glen Allen, VA 23060
Contact: Charleita Richardson
chrichardson@partnershipforthefuture.org
(804) 967-2559
www.partnershipforthefuture.org

Pathway to the Baccalaureate (and other Pathway programs)
See under Northern Virginia Community College

Patrick Henry Community College
See under TRiO

Paul D. Camp Community College
See under TRiO

People Incorporated of Virginia Project Discovery of Virginia
1173 West Main Street
Abingdon, VA 24210
discovery@peopleinc.net
(276) 623-9000
www.peopleinc.net

Peter Paul Development Center
1708 North 22nd Street
Richmond, VA 23223
(804) 780-1195
info@peterpauldevcenter.org
www.peterpauldevcenter.org

Piedmont Virginia Community College Workforce Services
501 College Drive
Charlottesville, VA 22902
Contact: Miriam Rushfinn
kidscollege@pvcc.edu
(434) 961-5354

www.pvcc.edu/kidscollege

**Pittsylvania County Community Action
Project Discovery of Virginia**

PO Box 1119
Chatham, VA 24531
adm@pccainc.org
(434) 793-5627
www.pccainc.org

**Presbyterian Community Center
Pathways Program for Youth**

1228 Jamisson Ave
Roanoke, VA 24013
Contact: Nicole Jennings
njennings@pccse.org
(540) 982-2911
pccse.org

Project Discovery of Virginia, Inc.

1200 Electric Rd
Salem, VA 24153
Contact: William Scharrer
wscharrer@projectdiscovery.org
(540) 556-1916
www.projectdiscovery.org
See also local provider agencies.

Project HOPE-Virginia

See under The College of William and
Mary

**Quin Rivers, Inc. Community Action
Agency**

Project Discovery of Virginia
10718 Ballantraye Drive
Suite 402
Fredericksburg, VA 22407
Contact: Dakota Ziegler
dziegler@quinrivers.org
(540) 368-5553
www.projectdiscovery.org

Radford University

See College Mentors for Kids

Rappahannock Scholars Program

See University of Mary Washington

Reynolds Homestead

See under Virginia Tech

**Rural Virginia Horseshoe Initiative
Virginia Community College System**

Workforce Development Services
300 Arboretum Place, Suite 200
Richmond, VA 23236
Contact: Caroline Lane
clane@vccs.edu
(804) 819-1695
<http://www.vccs.edu/giving/rural-horseshoe-initiative/>

RVA Future

RPS Education Foundation

301 N. 9th Street, 17th Floor
Richmond, VA 23219
Contact: Toria Edmonds-Howell
thowell@rvaschools.net
(804) 426-3795
<http://rpseducationfoundation.org>

The SAT Initiative

Contact: Liam Mulcahy
liam.mulcahy@richmond.edu
(540) 354-2607
www.SATinitiative.org

**Scholarship Fund of Alexandria
TC Williams High School**

Scholarship Fund of Alexandria
3330 King Street
Alexandria, VA 22302
Contact: Beth Lovain
Beth.lovain@acps.k12.va.us
(703) 824-6730
<http://www.alexscholarshipfund.org>

Scholarship Sharing

Contact: Lorraine SantaLucia,
President
scholarshipsharing@gmail.com
(804) 577-8513
<http://www.scholarshipsharing.org>

Shenandoah Valley Scholars Latino Initiative

521 Jefferson Street
Winchester, VA 22601
Contact: Paul Burkholder
keydetman@gmail.com
(540) 539-5457
www.svsli.org

Skyline Community Action Partnership (Skyline CAP)

Project Discovery of Virginia

Skyline CAP
522 S. Main Street
Madison, VA 22727
youthcoordinator@skylinecap.org
(540) 948-2237, ext. 150
<http://www.skylinecap.org/>

Southwest Virginia Community College

See under TRiO

Southwest Virginia Higher Education Center

1 Partnership Circle
P. O. Box 1987
Abingdon, VA 24212
Contact: Kathy Hietala
khietala@swcenter.edu
(276) 619-4346
<http://www.swcenter.edu/>

Step, Inc.

Project Discovery of Virginia
<http://www.stepincva.com/>

STOP, Inc.

Project Discovery of Virginia
2551 Alameda Avenue
Norfolk, Virginia 23513
info@stopinc.org
Tel: 757-858-1360
<https://www.stopinc.org/project-discovery>

The Student Success Center at VT

See under Virginia Tech

Teens Without 2

2206 East Marshall Street
Richmond, VA 23223
Contact: Katie Mitchell
teenswithout2@gmail.com
(757) 714-2250
<http://teenswithout2.webs.com/>

TAP (Total Action for Progress)

Project Discovery of Virginia

302 2nd Street SW
Roanoke, VA 24011
(540) 777-HOPE
<https://www.tapintohope.org/ProjectDiscovery.aspx>

TRiO: Talent Search

Dabney S. Lancaster Community College

1000 Dabney Drive
Clifton Forge, VA 24422
Contact: Christie Hardbarger
chardbarger@dslcc.edu
(540) 863-2874
www.dslcc.edu

TRiO: Educational Opportunity Center

Danville Community College

1008 South Main Street
Danville, VA 24541
Contact: Sharon Harris
sharris@dcc.vccs.edu
(434) 797-8577

TRiO: Upward Bound

Danville Community College

1008 South Main Street
Danville, VA 24541
Contact: Robin Dabney
(434) 797-8562
(434) 797-8562

**TRiO: Talent Search
Hampton University**
Hampton University
100 E. Queen Street
Academy Building, 2nd floor
Hampton, VA 23669
ets@hamptonu.edu
(757) 727-5607

**TRiO: Educational Talent Search
Mountain Empire Community College**
3441 Mountain Empire Rd.
Big Stone Gap, VA 24219
Contact: Lisa Woliver
lwoliver@mecc.edu
(276) 523-2400

**TRiO: Upward Bound
Old Dominion University**
1020 Student Success Ctr.
Norfolk, VA 23529
Contact: T. Schumpert
(757) 683-4315
www.odu.edu/partnerships/community/programs/upwardbound

**TRiO: Upward Bound & Upward
Bound Math and Science
Patrick Henry Community College**
<http://www.ph.vccs.edu/aboutph/srvcsadmrecords/upward-bound>

**TRiO: Upward Bound
Paul D. Camp Community College**
<https://www.pdc.edu/future-students/upward-bound/>

**TRiO: Upward Bound & Upward
Bound Math and Science
Southwest Virginia Community
College**
PO Box SVCC
Richlands, VA 24641
Contact: April Quesenberry
april.quesenberry@sw.edu

**TRiO: Upward Bound
University of Virginia**
P.O. Box 400171
Charlottesville, VA 22904
Contact: Ms. Miller
tmw2j@virginia.edu
(434) 982-4551
<http://indorgs.virginia.edu/upwardbound>

**TRiO: Educational Talent Search &
Upward Bound
Virginia Highlands Community
College**
100 VHCC Drive
Abingdon, VA 24210

**TRiO: Talent Search & Upward Bound
Virginia Polytechnic Institute and State
University**
385 West Campus Drive
Hillcrest Hall - Lower Level (0146)
Blacksburg, VA 24061
Contact: Kimberly Andrews
krandrews@vt.edu
(540) 231-6911

**TRiO: Upward Bound & Educational
Talent Search
Virginia State University**
Educational Opportunity Centers
Contact: Regina Barnett-Tyler,
Director
(804) 524-5608
rbarnett@vsu.edu

**TRiO: Talent Search & Upward Bound
Virginia Union University**
Baptist Memorial Building, 2nd Floor
1500 North Lombardy Street
Richmond, VA 23220
Phone: (804) 257-5899
Fax: (804) 257-5832
Email: Upwardbound@vuu.edu
<https://www.vuu.edu/academics/upward-bound>

TRiO: Educational Talent Search & Upward Bound

Wytheville Community College

Student Services
1000 E. Main St
Wytheville, VA 24382
(276) 223-4751
www.wcc.vccs.edu

**University of Mary Washington
Office of Diversity and Inclusion
Rappahannock Scholars Program**

1301 College Avenue
Fredericksburg, VA 22401
Contact: Rita Thompson
thompson@umw.edu
(540) 654-1670
www.umw.edu, search for
Rappahannock Scholars Program

University of Virginia

See under TRiO and Virginia College
Advising Corps; see also College
Mentors for Kids

Valley Scholars

See under James Madison University

VCCS High School Career Coaches

Workforce Development Services
300 Arboretum Place
Richmond, VA 23236
Contact: James Andre
jandre@vccs.edu
www.vccs.edu

**Virginia529 College Savings Plan
Marketing & Communications**

9001 Arboretum Parkway
N. Chesterfield, VA 23236
Contact: Scott Ridgely, Director of
Marketing & Communications
sridgely@virginia529.com
(804) 786-9163
www.virginia529.com

**Virginia Advanced Study Strategies,
Inc.**

324 Factory Street
South Boston, VA 24592
Veronica Tate
veronicatate@vaadvstudies.org
(757) 289-6192
www.vaadvstudies.org

**Virginia College Advising Corps
(VCAC)**

University of Virginia

PO Box 400889
Charlottesville, VA 22904
Contact: Joy Pugh
joypugh@virginia.edu
(434) 982-3993
<http://vcac.virginia.edu/>

**Virginia Commonwealth University
LEAP Program**

Division for Academic Success
1000 E. Marshall Street, Suite 231
Richmond, VA 23298
(804) 828-9782

**Virginia Commonwealth University
Mary and Frances Youth Center**

PO Box 843062
Richmond, VA 23225
Contact: Tina Carter
www.mfyc.vcu.edu

Virginia Commonwealth University

See also College Place, The

**Virginia Highlands Community
College**

See under TRiO

Virginia Hispanic Chamber of Commerce Foundation
Passport to Education Programs
10700 Midlothian Turnpike Suite 200
Midlothian, VA 23235
Contact: Lisa Zajur
info@vahcc.com
(804) 378-4099
www.vahcc.com

Virginia Indians Pre-College Outreach Initiative (VIP-COI)
See under Virginia Tech

Virginia Latino Higher Education Network (VALHEN)
1327 Grandin Road #209
Roanoke, VA 24015
Contact: Dr. Elda Stanco Downey
elda@valhen.org
www.valhen.org

Virginia Military Institute (VMI) College Orientation Workshop (COW)
P.O. Box 1047
Lexington, VA 24450
Contact: Eugene Williams
eugene.williams@cow4life.org
(410) 382-8468
www.cow4life.org

Virginia Polytechnic Institute and State University
See under TRiO and Virginia Tech

Virginia Space Grant Consortium
600 Butler Farm Road
Hampton, VA 23666
Contact: Mary Sandy
msandy@odu.edu
(757) 766-5210
vsgc.odu.edu

Virginia State University
See under TRiO

Virginia Tech: Center for Research in SEAD Education Institute for Creativity, Arts, and Technology
190 Alumni Mall (0916)
Moss Arts Center, Virginia Tech
Blacksburg, VA 24061
Contact: Susan G. Magliaro
sumags@vt.edu
(540) 231-8325

Virginia Tech: College Access Collaborative
207 West Roanoke Street
Blacksburg, VA 24061
Contact: Mary Grace Campos
mcampos@vt.edu
(540) 231-4925
www.access.edm.vt.edu

Virginia Tech: College of Engineering Center for the Enhancement of Engineering Diversity
215 Hancock (0275)
Blacksburg, VA 24061
Contact: Meredith Chambers
mered96@vt.edu
(540) 231-7337
<https://www.eng.vt.edu/ceed>

Virginia Tech: Institute for Creativity, Arts, and Technology Moss Arts Center
190 Alumni Mall
Blacksburg, VA 24061
Contact: Phyllis Newbill
pnewbill@vt.edu
(540) 231-1319
www.vt.edu/sciencefestival

Virginia Tech: Office of Undergraduate Admissions

925 Prices Fork Rd.
Blacksburg, VA 24061
Contact: Tommy Amal
tamal2@vt.edu
admissions.vt.edu/about/staff/the-yates-project.html

Virginia Tech: Pamplin College of Business

880 West Campus Drive
Pamplin Hall, Suite 1046
Blacksburg, VA 24061
Contact: Emily Africa
eafrika@vt.edu
(540) 231-3379
www.pamplin.vt.edu

Virginia Tech: Reynolds Homestead

463 Homestead Lane
Critz, VA 24082
Contact: Sarah Wray
wrayse88@vt.edu
(276) 694-7181, ext. 27

Virginia Tech: The Student Success Center

110 Femoyer
Blacksburg, VA 24060
Contact: Tommy Amal
tamal2@vt.edu
(540) 231-5499
www.studentsuccess.vt.edu

Virginia Tech: Virginia Indians Pre-College Outreach Initiative (VIP-COI) (College Access Collaborative)

207 W. Roanoke Street
Blacksburg, VA 24060
Contact: Anita Price
priceam@vt.edu
(540) 231-4925

Virginia Tech

See also College Mentors for Kids

Virginia Union University

See under TRiO

Warren Coalition College Access Program

Warren Coalition/Warren County Public Schools
538 Villa Ave.
Front Royal, VA 22630
Contact: Joyce Jenkins-Wimmer
jwjenkins@wcps.k12.va.us
(540) 635-4144, ext. 44124
www.warrencoalition.org

The Wendell Scott Foundation, Inc.

P.O. Box 3734
Danville, VA 24543
Contact: Warrick Scott
info@wendellscott.org
(434) 533-0097
www.wendellscott.org

Workforce Services at PVCC

See under Piedmont Virginia Community College

Wytheville Community College

See under TRiO

YMCA of Greater Richmond Youth Development

2 W. Franklin Street
Richmond, VA 23220
Contact: Carol Butterworth
butterworthc@ymcarichmond.org
(804) 474-4325
www.ymcarichmond.org

Appendix A

Technical Information:

Secondary Data Sources and Measures

Data Sources

Data were obtained from several different VDOE sources for this report: the four-year school division cohort reports, the high school graduates postsecondary enrollment reports (four-year rate), the fall membership reports, and the National School Lunch Program free and reduced price eligibility reports.

VDOE corrects and updates its reports regularly, so the percentages presented here may differ slightly from those appearing in other sources. Also note that for all analyses here, the unit of analysis is school divisions. Data are unweighted and do not take account of population size of different divisions.

Data on postsecondary enrollment were obtained through VDOE, but are collected by the National Student Clearinghouse (NSC) and matched with VDOE data on high school graduates.

Additional data on urban population and the percentage of adults holding a bachelor's degree or higher were obtained from the U.S. Census or the American Community Survey, conducted by the U.S. Census Bureau, for the years indicated in tables.

Measures

Economic disadvantage. We use VDOE's measure of economic disadvantage, which reflects the percentage of students in a division who meet one or more of the following conditions: are eligible for free or reduced price school lunch, receive TANF, are eligible for Medicaid, and/or are identified as migrant or as experiencing homelessness.³⁰

Estimates of postsecondary enrollment. Postsecondary enrollment estimated percentages are calculated by dividing the number of students enrolled (at any two-year or four-year college nationwide) within 16 months of graduation from high school by the number of students who earned a federally-recognized high school diploma (i.e.,

³⁰ See

http://www.doe.virginia.gov/statistics_reports/research_data/data_elements.shtml#disadvantage.

either a standard or an advanced studies diploma) within four years. (Enrollment data using five- and six-year graduation rates for the class of 2014 are not yet available, though eventually they will be.)

Although enrollment continues to increase as time since graduation elapses, further increases appear to be more gradual. For example, state-level postsecondary enrollment by the classes of 2006 and 2007 had reached 69.0% and 67.5%, when examined three and two years after graduation, respectively, in 2009 (Lichtenberger et al. n.d.). Assuming that enrollment is fairly stable across cohorts, this suggests that the post-graduation period of 16 months allowed for by the NSC estimates probably captures the majority of postsecondary enrollment by each cohort.

Partial enrollment data for the graduating class of 2015 were also examined, but those partial enrollment estimates for the class of 2015 (48.9%) were much lower than for the class of 2014 (65.2%), reflecting the fact that the class of 2015 had had less than a year in which to enroll in higher education. Therefore, we rely on the 2014 estimates.

Graduation and dropout rates. We examined two graduation rates – the Virginia on-time graduation rate (the percentage of students who graduated within four years of entering ninth grade with one of five state-approved diplomas), and the percentage graduating within four years of entering ninth grade with a federally-recognized (standard or advanced studies) diploma – as well as the dropout rate.

Racial and ethnic identification and limited English proficiency. Finally, we examined the relation to postsecondary enrollment of the percentage of the student body identified in VDOE data as Black or African American (“having origins in any of the black racial groups of Africa”), Hispanic/Latino (“a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race”), and Asian (“a person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam”).³¹ We also examined the relationship to postsecondary enrollment of the percentage identified as having limited English proficiency (“whose native languages

³¹ See

http://www.doe.virginia.gov/statistics_reports/enrollment/fall_membership/index.shtml.

are other than English [and] whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individuals...the ability to meet the state's proficient level of achievement on state assessments...").³²

Division characteristics. We also examined two measures that help to describe each division: the percentage of adults (aged 25 or older) who held a bachelor's or more advanced degree, and the percentage of the division's population considered urban. In addition, we examined variation by superintendent's region – the larger administrative unit in which each division is located. Finally, we looked at whether the number of public or private two-year or four-year colleges and universities located within a division showed any relation to postsecondary enrollment percentages.

Analysis

Associations between each of these indicators and the postsecondary enrollment estimates were evaluated in both bivariate and multivariate contexts, with a view to identifying the most important indicators of need for college access resources. The table in Appendix B shows variation in mean postsecondary enrollment percentages by subcategories of the main indicators considered, as well as bivariate correlations between each and postsecondary enrollment percentage. The table in Appendix C shows results of the OLS regression of postsecondary enrollment on these indicators.

Bivariate and multivariate relationships to postsecondary enrollment estimates

Economic disadvantage. The percentage of students considered economically disadvantaged within school divisions shows a strong, inverse correlation with postsecondary enrollment (Appendix B). The regression model (Appendix C) confirms that even when taking account of the effects of other variables, economic disadvantage displays the strongest association with postsecondary enrollment.

Graduation and dropout rates. Rates of graduation exhibit a strong, inverse association with economic disadvantage ($r = -.61$; $r = -.66$ for graduation with a federally recognized diploma), while dropout rates are positively correlated with economic disadvantage ($r = .49$). However, neither of the two graduation rates nor the dropout rate is especially strongly associated with postsecondary enrollment rates, as Appendix B shows (and as

³² For full definition, see

http://www.doe.virginia.gov/statistics_reports/research_data/data_elements.shtml#lep.

the regression results in Appendix C confirm for graduation with a federally recognized diploma). For this reason, we do not include graduation or dropout rates in the college access need classification.

Racial and ethnic identification and limited English proficiency. Appendix B shows a small positive association of postsecondary enrollment with the percentage of Hispanic/Latino students, a stronger correlation with the percentage of Asian students, and a small negative correlation with the percentage of Black or African American students. A positive correlation with divisions' limited English proficiency percentage is visible as well. With other effects held constant in the regression model, these relationships mostly disappear, though the percentage of Asian students continues to show a positive relationship to postsecondary enrollment. In light of the small percentage of Asian students in the vast majority of school divisions, however, it is not useful to incorporate this indicator into the classification scheme. (The percentage of Hispanic/Latino students is omitted from the regression because of high multicollinearity.)

Division characteristics. The percentage of adults with a bachelor's or higher degree shows a strong bivariate correlation with postsecondary enrollment. However, as the means for each quartile reveal, this is largely due to very high enrollment by divisions with very high rates of bachelor's degree attainment. In fact, 5 divisions in Northern Virginia are responsible for this association (with these divisions omitted, $r = .44$). Because of this distortion, we omit bachelor's degree attainment percentage from the regression shown in Appendix C; when the regression excludes these five outlier divisions, there is only a small effect of the percentage with a bachelor's degree when other factors are held constant. In other words, bachelor's degree attainment – a measure of college-going culture – does not have a strong and consistent enough influence on postsecondary enrollment across divisions to warrant systematic incorporation into the division need classification. The percentage holding a bachelor's degree may be helpful in describing the type and nature of a school division's need, however – particularly in Northern Virginia – so we do include it in division data tables.

Although the bivariate association between urban population percentage and postsecondary enrollment is sizable, the effect is reduced when other factors are controlled in the regression model. Again, though, we include the urban population percentage for descriptive purposes in the division data tables.

Finally, we tested the effect of number of public and private two-year and four-year colleges and universities on divisions' postsecondary enrollment percentage. Neither variables for individual type of institution (public two-year, public four-year, private four-year), nor total number of institutions, nor simply the presence or absence of any such institution within a division showed any relation to postsecondary percentage in the regression model, so we do not include it in the model shown in Appendix C.

Superintendent's region. Postsecondary enrollment varies considerably by superintendent's region (Appendix B). Southwest, Western Virginia, Tidewater, and Northern Virginia all show relatively high rates of postsecondary enrollment. As the standard deviations in Appendix B indicate, however, there is sometimes considerable variation *within* region in postsecondary enrollment for the class of 2014: Northern Virginia had the greatest variation by division, showing rates of enrollment ranging from 50% (Page County) to 87% (Loudon County). Central Virginia and Northern Neck also showed somewhat greater internal variation than other regions.

In the regression, with other factors held constant, divisions in Southwest and Western Virginia in particular show strong postsecondary enrollment. In other words, rates of postsecondary enrollment in these two regions are high in spite of their relatively high levels of economic disadvantage (55% in Southwest Virginia, on average, and 50% in Western Virginia). (Moreover, rates of bachelor's degree attainment in these two regions are relatively low – 15% for Southwest, and 20% for Western Virginia). Factors we have not been able to include in our analysis may be responsible for higher postsecondary enrollment in these two regions.

Appendix B

Bivariate Analysis (Postsecondary Enrollment and Other Measures)

School Divisions' Class of 2014 Postsecondary Enrollment, by Division-level Subgroups^a

	Mean 2014 postsecondary enrollment percentage within each category	Standard deviation	Correlation (r) with postsecondary enrollment ^b	(N)
Economically disadvantaged^c			-0.42	(131)
Severely disadvantaged (fourth quartile)	62%	6.9		(34)
Substantially disadvantaged (third quartile)	65%	6.7		(33)
Somewhat disadvantaged (second quartile)	62%	9.9		(33)
Least disadvantaged (first quartile)	73%	8.1		(31)
Graduation rate			0.12	(131)
Highest (fourth quartile)	65%	12.5		(35)
Above median (third quartile)	66%	8.6		(31)
Below median (second quartile)	66%	6.3		(32)
Lowest (first quartile)	64%	7.4		(33)
Earned federally recognized diploma			0.14	(131)
Highest (fourth quartile)	67%	11.3		(33)
Above median (third quartile)	64%	9.1		(32)
Below median (second quartile)	66%	8.3		(34)
Lowest (first quartile)	64%	6.6		(32)
Dropout rate			-0.10	(131)
Highest (fourth quartile)	65%	7.0		(33)
Above median (third quartile)	67%	8.1		(33)
Below median (second quartile)	64%	8.0		(33)
Lowest (first quartile)	66%	12.5		(32)
Students with limited English proficiency, as percentage of total student body			0.19	(130)
Highest (fourth quartile)	68%	9.3		(32)
Above median (third quartile)	63%	8.6		(33)
Below median (second quartile)	65%	9.8		(32)
Lowest (first quartile)	65%	8.3		(33)
Black or African American students, as percentage of total student body			-0.23	(129)
Highest (fourth quartile)	62%	7.0		(32)
Above median (third quartile)	64%	8.3		(33)
Below median (second quartile)	69%	10.7		(31)
Lowest (first quartile)	66%	8.9		(33)
Hispanic students, as percentage of total student body			0.15	(130)
Highest (fourth quartile)	68%	9.2		(33)
Above median (third quartile)	64%	8.1		(32)
Below median (second quartile)	63%	10.1		(32)
Lowest (first quartile)	66%	8.4		(33)
Asian students, as percentage of total student body^d			0.51	(131)
Highest (fourth quartile)	72%	7.7		(33)
Other three quartiles	63%	8.3		(98)

Landscape of Postsecondary Access Resources in Virginia

School Divisions' Class of 2014 Postsecondary Enrollment, by Division-level Subgroups^a

	Mean 2014 postsecondary enrollment percentage within each category	Standard deviation	Correlation (r) with postsecondary enrollment ^b	(N)
<i>Appendix B (continued)</i>				
Percentage of adults holding a bachelor's degree or higher^c				
Highest (fourth quartile)	72%	9.2	0.51	(129)
Above median (third quartile)	64%	7.6		(31)
Below median (second quartile)	61%	7.4		(32)
Lowest (first quartile)	64%	7.3		(35)
Urban as percentage of total population^f				
Highest (fourth quartile)	67%	9.5	0.34	(129)
Above median (third quartile)	69%	8.3		(33)
Below median (second quartile)	63%	6.8		(31)
Lowest (first quartile)	62%	9.2		(33)
Presence of two-year or four-year public or private college or university in division^g				
Present	67%	8.3	0.16	(131)
Absent	64%	9.6		(65)
VDOE superintendent's region				
Central Virginia	64%	9.6	-	(15)
Tidewater	67%	8.0		(15)
Northern Neck	62%	9.8		(17)
Northern Virginia	66%	13.5		(19)
Valley	64%	6.4		(19)
Western Virginia	68%	5.9		(15)
Southwest	69%	7.1		(19)
Southside	62%	7.6		(12)

^a The distribution of school divisions on each indicator at left is divided into quartile bins, from highest to lowest; mean postsecondary enrollment is then shown for each quartile. Data are from VDOE, unless otherwise noted.

^b Using continuous (un-binned) variables.

^c Percentage of all students (fall membership) in division in 2014.

^d Because the percentage of Asian students in most divisions is so small (in 77% of divisions, Asian students make up less than 2% of the student body), we contrast only the fourth quartile (1.8% to 19.5% Asian) to all others here.

^e Data from U.S. Census, 2010. Data not available for some localities.

^f Data from American Community Survey, 2015 (U.S. Census). Data not available for some localities.

^g Obtained from SCHEV listings. Includes all campuses (but not off-campus instructional sites) of community, two-year and four-year public and private not-for-profit colleges and universities and higher education centers. For-profit schools, out-of-state schools, schools offering only graduate programs or religious degrees, and vocational institutions are not included.

Appendix C

Multivariate Analysis

(Postsecondary Enrollment and Other Measures)

OLS Regression of class of 2014 postsecondary enrollment on division-level indicators (N=127)

	Unstandardized Coefficients (B)	Standard error	Standardized Coefficients (Beta)	Significance
Percentage of students considered economically disadvantaged	-0.353	0.070	-0.639	0.000
Percentage who earned standard or advanced studies diploma	-0.076	0.138	-0.052	0.583
Percentage of students with limited English proficiency	0.201	0.104	0.180	0.055
Percentage urban population	0.009	0.020	0.042	0.635
Percentage Black/African American students	0.125	0.062	0.307	0.045
Percentage Asian students	1.279	0.298	0.402	0.000
<i>Region (reference = Northern Virginia)</i>				
Western Virginia	11.915	2.570	0.432	0.000
Southside	7.893	2.953	0.259	0.009
Southwest	18.003	2.942	0.705	0.000
Central Virginia	3.543	2.717	0.128	0.195
Tidewater	6.225	2.688	0.226	0.022
Valley	6.497	2.345	0.260	0.007
Northern Neck	3.586	2.537	0.130	0.160
Constant	75.129	13.568		
Adjusted R ²	0.497			

Appendix D

Change Over Time in Need for Postsecondary Access Resources

Change over time in need for postsecondary access resources by divisions in the four highest need categories in 2014											
School division	Division need classification			Postsecondary enrollment ^a			Economically disadvantaged ^b			Size of graduating cohort	Size of student body (fall membership)
	2014	2011	2008	2014	2011	2008	2014	2011	2008	2014	2014
				%	%	%	%	%	%	(count)	(count)
Note: Division names in bold and italics showed high or recognized need in 2008, 2011, and 2014; in bold only showed high or recognized need in 2011 and 2014											
Median value for all divisions (N=131)				65	65	67	49	46	37		
HIGH NEED IN 2014 (CELL 1 IN FIGURES 1.1A AND 1.1B)											
<i>Buckingham County</i>	1	1	1	57	55	56	65	59	52	149	2,160
<i>Cumberland County</i>	1	2	1	53	58	52	67	56	56	114	1,435
<i>Hopewell City</i>	1	1	1	47	50	58	76	71	59	288	4,330
<i>Petersburg City^c</i>	1	2	1	54	45	50	70	54	99	322	4,472
<i>Richmond City^c</i>	1	1	-	55	60	58	78	67	35	1,416	23,776
<i>Westmoreland County</i>	1	3	3	59	61	62	71	60	52	110	1,699
Accomack County	1	- ^d	2	57	69	56	66	52	48	343	5,250
Charles City County	1	-	4	48	52	63	63	42	43	47	737
Colonial Beach	1	-	4	49	73	63	63	53	42	58	592
Greensville County	1	-	3	56	67	67	73	71	61	175	2,591
Northampton County	1	-	3	55	73	61	79	75	65	109	1,685
RECOGNIZED NEED IN 2014 (CELL 2 IN FIGURES 1.1A AND 1.1B)											
<i>Caroline County^c</i>	2	2	1	54	49	57	51	49	86	304	4,386
<i>Highland County</i>	2	3	2	60	64	54	59	66	45	19	209
<i>King and Queen County</i>	2	2	2	47	53	53	56	52	49	51	824
<i>Nelson County</i>	2	4	2	60	65	58	51	47	42	150	1,971
<i>Northumberland County</i>	2	4	4	60	65	62	58	54	43	123	1,429
<i>Waynesboro City</i>	2	1	2	54	50	46	60	58	44	211	3,178
Alleghany County	2	-	-	55	67	75	50	44	43	219	2,474
Buena Vista City	2	-	-	60	55	55	51	39	30	88	1,069

Change over time in need for postsecondary access resources by divisions in the four highest need categories in 2014

School division	Division need classification			Postsecondary enrollment ^a			Economically disadvantaged ^b			Size of graduating cohort	Size of student body (fall membership)
	2014	2011	2008	2014	2011	2008	2014	2011	2008	2014 (count)	2014 (count)
				%	%	%	%	%	%		
<i>Appendix D (continued)</i>											
RECOGNIZED NEED IN 2014 (CELL 3 IN FIGURES 1.1A AND 1.1B)											
Buchanan County	3	3	-	64	62	69	67	63	65	260	3,201
Franklin City	3	1	-	63	55	76	81	71	68	90	1,266
Lee County	3	3	-	65	65	68	62	57	58	262	3,401
Lynchburg City	3	3	-	65	65	71	65	58	46	605	8,599
Newport News City	3	4	-	61	63	66	62	46	25	2,032	29,777
Nottoway County	3	1	-	62	60	71	63	62	54	179	2,329
Roanoke City	3	1	3	61	57	65	77	71	66	850	13,534
Smyth County	3	1	4	61	59	63	61	58	48	370	4,787
Hampton City	3	-	4	61	62	67	61	43	40	1,676	21,157
Lunenburg County	3	-	-	62	66	69	68	67	62	110	1,574
Norfolk City	3	-	3	63	67	67	69	70	59	2,057	32,618
RECOGNIZED NEED IN 2014 (CELL 4 IN FIGURES 1.1A AND 1.1B)											
Carroll County	4	4	4	62	65	65	58	50	49	308	4,016
Halifax County	4	3	-	61	65	72	58	62	54	422	5,576
Scott County	4	4	-	64	63	74	56	53	49	285	3,815
Winchester City	4	4	4	64	64	63	56	52	43	296	4,240
Covington City	4	-	4	62	58	66	51	40	44	74	979
Mecklenburg County	4	-	-	63	70	74	59	60	51	372	4,634
Portsmouth City	4	-	3	64	68	65	58	58	57	986	14,970
Richmond County	4	-	-	64	68	72	52	49	40	97	1,233
Russell County	4	-	-	65	69	70	53	51	52	323	4,183
Staunton City	4	-	4	63	66	66	57	57	43	170	2,712

^a Percentage of students graduating with a federally recognized diploma who enrolled in 2-year or 4-year institution of higher education within 16 months of graduation.

^b Percentage of all students (fall membership) in division in given year.

^c These divisions show very large changes in economic disadvantage. See footnote 10 in text for further discussion.

^d A dash indicates that the division was not classified in the top four need categories in relevant year (cells 1-4 in Figure 1.1A).

Appendix E

Qualitative Data Analysis from Selected Survey Questions

This appendix contains our analysis of qualitative data from several open-ended questions, and includes extensive quotes from respondents to illustrate the different types of responses. Section headers correspond to those used in the main text, where the results of these analyses have been summarized.

In cases where questions were asked both of program directors and of coaches/advisers, analyses of their responses are also presented, always identified in separate sections.

Major Challenges Faced by Access Providers

Resource Challenges: Funding and Staff

The largest proportion of respondents focused on the resources that define the support systems, methods, and tools they can bring to bear on their access work. In total, 63% identified the lack of adequate resources as a major challenge, with 51% specifically mentioning funding and 25% mentioning lack of adequate staff (Figure 2.32).

Respondents noted that funding or staff constraints sometimes precluded full implementation of programs, restricted their ability to offer particular services, and more generally prevented them from providing the level of service they felt was needed and/or from serving all of the students requiring postsecondary access support.³³

Limited staff. Respondents noted that small staff size led to restricted programming, and they often connected staff constraints either explicitly or implicitly to funding:

“Stable funding and staffing for program preparation. We are limited in reach and have to [serve] narrow specific areas.”

³³ The staff constraints mentioned were, in all but a handful of instances, a dimension of funding difficulties; in those few cases where the concern was not a lack of available staff but a lack of appropriate expertise, responses were coded into the “Other” category.

“We only have one person dedicated specifically to college access, so our services are limited to what he can provide.”

“Having to turn students away. Due to staff time we can't always help all of the students interested in the program; one staff member is dedicated to leading the program with ad hoc support from community center staff. For quality reasons we typically cap support at 10-12 students at a time. “

“Significant needs in the commonwealth community, and not enough money or staff to do all that we'd like to do.”

“Budget to hire full-time staff.”

In some cases, staff constraints led organizations to rely on volunteers to administer services, but finding volunteers, too, was sometimes challenging:

“Our office faces financial challenges. One of our programs is funded (current students receive a stipend for travel-related expenses), but our other program is a volunteer program because our office does not currently have money in the budget to financially support the program.”

“A primary challenge is adequate staff time devoted to providing services. Currently, we rely on volunteers to help provide services.”

“We use teacher volunteers as well as professors and college students to administer the program and it is sometimes hard to attract the volunteers needed on an ongoing basis.”

Limited funds. The 51% of responses identifying funding as a challenge typically centered directly on the lack of money to cover needs:

“Funding for our programs.”

“Funding at the state level.”

“The number of folks applying for our program often exceeds funding levels available to offer the programs. For example, for our award-winning [program], we have been able to take only about 1/3 of eligible applicants.”

“I would say that ...[as] a nonprofit state agency with limited budget that is continually being cut, finances are the biggest challenge.”

Some referred to cuts in or uncertainty about the funding needed to maintain their basic programs:

“Funding sustainability.”

“Our federal dollars are limited. To enhance our program, looking for outside funding sources, which are also drying up.”

A related concern was justification of funding for access organizations' work. One issue raised was that providers' case for funding may be weakened when schools' graduation, academic achievement, or postsecondary enrollment rates increase – even though access services are still needed. Another respondent noted the difficulty of definitively identifying access providers' role in increasing postsecondary enrollment – particularly in terms of the types of measures important to agencies:

“Most of our schools are beginning to report higher numbers that hurt our chances of renewing our grant.”

“The challenge of determining which outcomes indicate positive change that is a DIRECT result of access services. For example, increased performance in school could be assumed to be an outcome of a student's increased desire to go to college, but the increased desire is the result of the access services. Measures of desire, motivation, inspiration and confidence are considered 'soft outcomes' and are not as valuable in reporting to funders – we stick to reporting hard outcomes such as graduations, applications, admissions, enrollments, and FAFSA submissions, but are faced with the challenge of pressures to report on GPA's, increases grades, and other academic performance measure that align with the school system itself. Because of this, we run the risk of being thought of as redundant when compared with other programs or school services, and therefore at risk of losing funding. We need to assure people that we are not duplicating or counteracting each other's efforts. We provide students with services that the schools or other services cannot provide and vice versa.”

Other program directors connected funding constraints to a specific need (apart from the staffing concerns noted above) that they were unable to meet. Especially for organizations working in rural areas, transportation costs reduced the number of schools they were able to serve, or created obstacles for student participation in programs. Other organizations mentioned facilities needs or the fact that they were unable to expand successful programs despite demand:

“Financial resources to operate the program effectively. We would like to provide the program to more schools in the rural areas but with limited funding we are not able to accomplish this.”

“Transportation and lack of funding. Much of our service region is located in remote areas.”

“Facility space, resources to subsidize parent costs.”

“... Also, other counties have requested that [our program] come to their high schools. The program has limited funding, and therefore cannot move into other counties until the funding is available. The program continues to search for dedicated funds so that it can offer the opportunity to more students.”

Intrinsic Challenges

Altogether, 44% of organizations mentioned intrinsic challenges related to the nature of college access work itself, including barriers that limited their ability to reach students or parents, or to successfully engage them in the college-going endeavor.

Access to students and schools. Thirteen percent cited school-related obstacles that hampered their work. Of these, many referred to competition with other demands on students' time:

"Access to students; student schedules are very busy both during the school day and after school."

"Not having sufficient access to the students due to the educational emphasis of Standard of Learning exams and lack of space at the schools."

The comment just above alludes to the fact that providers often depend on teachers to make class time available for them to give presentations or meet with students. Such arrangements can be difficult to orchestrate because of teachers' need to use class time for SOL-related instruction, a point that emerges more distinctly from coaches/advisers' responses.

Other school-related barriers included logistical difficulties, schools' misconceptions about or resistance to postsecondary access services, and political tensions:

"Cuts in/lack of funding, reduced work hours, & not having an office located in the schools served."

"Data-sharing agreements with our school system, fiscal sustainability, an enormous achievement gap."

"...Schools and community groups thinking we are a paid service even though all our programs are free and volunteer-run."

"...It is also a game of politics as an outside organization working inside of the public school system."

"Buy-in from the schools and the students. We have the resources to handle many more students."

"...Some schools (predominantly the lower performing schools) are difficult to get into in order to provide services."

Limited awareness and reach. Sixteen percent of respondents pointed to various non-school challenges related to getting the word out and reaching all students who need

access resources. Some simply lamented the general problem of low awareness about the opportunities they offered:

“I continue to be amazed at the numbers of people responding to telephone calls who have not heard of [our] scholarship program. I would like to travel to remote areas of southwest Virginia and peg our program; however, requests for minimal travel expenses have been continually denied.”

Others, however, identified logistical, linguistic, or cultural obstacles that made it difficult for providers to reach students and to communicate with parents to raise awareness about services (the latter is especially crucial because parent participation is needed for the financial aid application):

“Effective communications with all interested parties. Many times the students' families do not have adequate internet access or mobile phone capabilities.”

“Inability to successfully reach language minority students and parents.”

“Students are not aware of all the services and resources that are available. Many of them are the oldest in their family and their parents did not attend school here in the U.S.”

“[A] challenge faced when providing college access services or resources is to ensure that we are not just relying on the student to convey services and resources available, but to make sure that we are properly reaching the parents in a timely manner.”

Attitudinal barriers. Overcoming students' reluctance to “buy in” – their sometimes persistent belief that, in spite of the information and resources offered by providers, college was not available to them or was not a worthwhile endeavor – was cited as a major challenge by 25%:

“It is difficult to reach all students. There are some students who still feel that college may not be accessible for them, despite making direct contact with all seniors at least once and explaining that it can be. Additionally, some students despite all the advertising done still are not aware of the resources available to them.”

Respondents saw those attitudes as absorbed from the larger community, or in some cases, imposed by parents – particularly when straitened financial circumstances raised the opportunity costs of pursuing higher education:

“... Additionally, we are in a small rural county with many first-generation college students so culturally, post-secondary education is not always viewed as valuable. It can be a bit of a struggle conveying the importance of training beyond a high school diploma.”

“Financial and human resource scarcity, and lack of family involvement and knowledge/experience with post-secondary opportunities. Often, students are pushed to remain at home and work to support the family.”

Even without active opposition, respondents noted, parents’ lack of support posed a challenge that could sink the postsecondary endeavor:

“Parents are the biggest barrier to the child’s access to college. Unless the parent buys into the importance the student often will not follow through. Parents need help more than the student most of the time. If the parent does not value college... the student will not either.”

“Parent apathy.”

“Getting an increased level of parent engagement.”

Providers also pointed out that, for students themselves, postsecondary education could often be a peripheral focus, occupying a place behind classes, friends, and other activities. Thus, getting students interested and willing to treat higher education as a priority, as well as keeping them motivated and disciplined throughout the process, was sometimes cited as a challenge:

“Lack of student and parent interest in college access services beyond what’s offered through public school counselors.”

“The students who are eligible to participate ... cannot always fully commit to or take full advantage of the program due to other school activities (AP classes, SOL prep, sports, or clubs) that require a significant amount of time outside of school hours. A few students also have part-time jobs or family obligations that take first priority.”

“Many of the students who need the program most are not as disciplined or committed to their own education, and will choose to ‘hang out’ with friends, in the summer, versus engage in a very demanding program...”

“Retaining students enrolled in our programs and maintaining participation.”

Other kinds of challenges for organizations. A small number of respondents mentioned other challenges (not shown in Figure 2.32). No specific issue came up very frequently, but two types of responses seem worth documenting here. First, several respondents emphasized the larger social context in which students are situated, and the economic, educational, health, family and other realities with which they contend. Those responses are an important reminder of the realities and circumstances that affect both students’ preparedness for and attitudes toward postsecondary education, and access providers’ ability to support them successfully:

“Most institutions feel like they are built for middle class students: students who have back up money, who have had quality educations in high school, who can navigate bureaucracies efficiently and who have 2-4 years that they are able to invest into their education.”

“For many of the students that we work with just finishing high school is a challenge. This is reflective of the graduation and SOL rates that are reported each year.”

“...Too many high school graduates are not passing the college placement tests and require remedial courses in preparation for college level courses. This often leaves the student frustrated and at greater risk of not continuing.”

“Our students are not adequately prepared academically for college. Most of our students also struggle with untreated mental health issues (e.g., anxiety, depression) that limit their success.”

Finally, two respondents mentioned the difficulty of finding appropriate resources at institutions of higher education to help introduce young people to the college experience:

“[There are] few resources that provide curriculum-based, career awareness programs at 2-yr colleges that can offer a day program/campus visit.”

“Our challenge is getting more colleges/universities involved. Most colleges/universities will provide the same information. If you're in a room full of yes people, that works for you. If you're in room full of people who are unsure about their future, how do you engage them to the idea that college is for them? We need to be able to offer these kids hands-on experiences, not just a pamphlet and a campus tour.”

Challenges for Coaches/Advisers

Resources: Limited funds. The main resource most coaches/advisers found lacking was time; still, 9% did bring up funding (Figure 2.33). Some mentioned funding in general, or pointed to lack of funds to pay speakers, to cover field trips, or to buy food for volunteers. Others focused on the consequences that flowed from funding uncertainty and constraints and impeded their work:

“...Due to financial reasons, sometimes we are not able to roll things out until we have the funding.”

“For my specific position, funding is never definite. Funding will only remain for the 2016/17 school year. Administration does not want to invest when the lifespan is known to be short.”

Resources: Limited staff time. In contrast, time was named as the main deficit by 23% of coaches/advisers. Many coaches indicated that caseloads exceeded their available hours for assisting students, with some pointing to their status as part-time employees. These coaches/advisers identified their limited time as a constraint on service coverage:

“Having time to see all my students when I'm only given 1000 hours per year to work.”

“Having enough time to meet everyone's needs, develop programs, etc....”

“The large caseload of students I work with.”

“Balancing the large programming events while attempting to meet with every senior 1 on 1 when I have over 350 seniors and am also trying to visit underclassmen classes as well.”

“Given that I rotate schools daily, I find it difficult to help all the students at each school. I have to balance my class visits with one on one visits. I can also do group assistance but am sometimes limited in office space available...”

“Limited hours - part-time employee.”

Coaches also felt that inadequate time resulted in less individualized support for students, and an inability to provide all of the postsecondary preparation and career exploration resources they saw as lacking:

“I service 4 high schools. I wish I had one or two schools and could still be full time. This would allow me to get to know the students individually and assist them with more training and preparation for college. I would love to have more opportunities to train on soft skills, provide more career explorations, meet with parents, and perhaps have a class to prepare students to be successful in college.”

“Time: I spend most of my time making sure students have completed the necessary steps to go to college – college applications and FAFSA. I would like to spend more time on career exploration.”

Intrinsic: Family resources/circumstances. Compared to the intrinsic challenges mentioned by program directors at organizations, some differences in emphasis reflect coaches/advisers’ more intimate knowledge of students. In particular, 8% of coaches drew attention to various factors in students’ family or life circumstances that complicated the process of entering postsecondary education, a point mentioned occasionally by directors, but that did not come up often enough to code as a separate category:

“The major obstacle I face is the living environment of the student and whether or not I can get the student to buy into my vision of their future.”

“My students have many barriers and we lack mental health counseling. Currently the one group that takes Medicaid in our area has a 3-month wait.”

“... youth who suffer from chronic stress which inhibits their clear thinking about their future.”

“Deficits in terms of students' academic and social readiness for college or employment. Other family or community factors that may make it difficult for students to complete the college admission process and/or to focus on their academics when they are at college...”

“Transportation, child care for children of students, students needing to earn money to live.”

“In addition, for many of our students, there is simply not enough money for them to attend the 4 year college of their choice. If they are not very high-achieving, then it is likely that a school will not be able to provide all of the funding they need. It can be very difficult trying to provide a realistic picture to these students.”

Transportation came up for coaches/advisers, just as for program directors. Particularly in rural areas, transportation is a factor limiting students' and parents' ability to attend events:

“... Transportation to schools for parents.”

“Student transportation, many students do not have a car or driver's license and cannot get to the two John Tyler campuses...”

“Transportation for events that I provide after school.”

“Transportation issues for students trying to get to the local Community College. Lack of transportation resources in the area.”

Intrinsic: Limited awareness or reach. Within the category of intrinsic challenges, awareness and access to students were most frequently mentioned, each identified by one quarter of coaches/advisers. In terms of awareness, coaches often commented on the difficulty of informing parents about services and ensuring that they participated in crucial parts of the process:

“Lack of funds and lack of connection to parents.”

“Parents have to establish FSA ID and they don't show up at meetings at school or at the library.”

“One challenge we face is getting the parents involved at the school. The college application process usually necessitates that parents have at least some involvement, but we have a difficult time with attendance at our events, as well as meetings.”

“[M]aintaining communication with parents.”

“Getting parents to attend special presentations and events.”

“Being able to meet with more parents/guardians, as they are crucial for the financial aid process.”

Awareness by students was also a challenge, with some coaches focusing on the sheer difficulty of informing all students about services and opportunities:

“Students and parents being unaware of our organization and the services we provide.”

“Getting word out to ALL students in a large school.”

Other coaches emphasized the importance and challenges of making sure that students are aware of postsecondary education and access resources at an early point, as well as the challenge of helping parents and students understand the importance of early planning and preparation:

“The major challenge is reaching students early enough. I focus on speaking with seniors, but I think many of them would have benefited from more information and interactions earlier in high school and middle school.”

“Middle school students thinking it is too early to prepare.”

“Students not taking SAT and ACT early enough for applications.”

“College access services are not always viewed as a need in elementary school, especially because so many of our parents have not attended a post-secondary institution.”

Intrinsic: Attitudinal barriers. Various aspects of interest in and attitudes toward postsecondary education were named by one quarter of coaches/advisers. These responses included some that pointed to misconceptions about postsecondary education and careers:

“Reaching students who need help/resources the most and overcoming entrenched attitudes about post-secondary educ. (either I don't need college or the only college is a 4-year college).”

“Aside from time limitations as a part-time worker, the biggest challenge is student/parent mindset. There is much misinformation about local career opportunities, salaries, training and job-related searching that I often have to spend time correcting impressions before a student will ‘hear’ what I'm really saying.”

Others identified parents’ lack of engagement and sometimes outright resistance to participating in the financial aid process:

“Parents with low incomes completing FAFSA. They do not want to reveal their income or dependency status for students.”

“Resistant parents, families not willing to sacrifice time, energy to helping their students; students who do not have the motivation for education.”

“Sometimes it can be difficult to get the parents involved. Many times they can slow down the process or refuse to provide their information, which makes it impossible for the student to get financial aid.”

Some identified the key challenge as that of making postsecondary education or training meaningful or interesting to students, and ensuring that they followed through with plans:

“Reluctance of students to see value of education or technical education/training.”

“The major challenge is responsiveness of students--some are willing to participate fully, others not so much...”

“The major challenge is making sure students that I worked with follow through with the educational and career plan that we discussed.”

“I have a lot of trouble generating interest in events to get the information to students and their families.”

Intrinsic: Access to students and schools. Finally, one quarter of coaches/advisers reported access to students and to schools as the major challenge they confronted. The problems they identified echoed issues raised by program directors, discussed above. Some simply noted that time with students was difficult to arrange:

“[T]ime and ways to work with students without interfering with academics.”

“[E]nough time and access to students.”

“[T]ime with students. Teachers are so focused on SOL results they will not allow the advisor to work in the classroom or have the students leave the classroom to speak with the advisor.”

Some alluded to larger tensions that the problem of access to students created, or to a general absence of support from the schools:

“Navigating the politics of taking students out of class and missing instructional time.”

“Finding the time with each school to get into the classroom to work with the students. Some schools that have new staff are unfamiliar with our work and tend to give push back.”

“Lack of cooperation with teachers in school...”

“More involvement and support needed from both school personnel and parents/families.”

In some cases, coaches/advisers operated at a disadvantage because schools did not share necessary student records or schedule information with them:

“...we do not have access to student schedules which makes it harder to find them at a particular time during the school day.

"I also lack the ability to get information about students to guide them to the resources available to them."

"[B]eing an outside resource into the school, we don't have access to print enrollment list, GPA list or class rosters."

Services Needed, and Reasons Why Not Provided

Services Needed

Program expansion. Of those wishing to provide additional services (and many voiced multiple needs/wishes), about one-quarter said they would like to bring access efforts into more schools or to reach more students. Others wanted to be able to offer services to additional grade levels –for example, by expanding into the middle school grades, adding summer transition programs, or continuing to support students after their entrance into college:

"We would like to expand our audience and participants to include middle and lower school students."

"We would like to reach students in the Middle School grades, and to have a year-round program that gives us the opportunity to execute our program elements on an on-going basis. That would require significantly more financial and human resources than we currently have."

"Some form of systematic follow-up during the first year of post-secondary education. (The 'success' piece of access and success)."

"Summer transition programs for high school graduates who are on track to enroll at Virginia Tech."

"Would be great to do more with our graduated students the summer after high school and during college. Would be great to start in lower grades. Would be great to be in more schools."

Enhancing access programs. The largest percentage, however – roughly two-thirds – focused *not* on expansion but on strengthening their existing college access efforts. Again, these respondents include many who found their services limited because of lack of funds. Many of these wished to increase the number of college tours or visits (especially overnight visits and trips to schools beyond the local area) or to increase other services that were limited due to high transportation costs:

"More visits to college campuses--we are able to do local colleges, but would love to do a regional tour."

"Overnight college trips or a wider range of college visits."

“Student conferences, college tours outside of local vicinity, Saturday programs (transportation cost too high).”

“[We] would like to provide overnight campus visits for at least a portion of our campers each summer. It would definitely be great for the students to experience campus life.

“We would like to offer more college tours, including overnight travel. Unfortunately, transportation costs are prohibitive, especially considering many of our students come from low-income households...”

Others who wanted to enhance existing services saw a need to strengthen financial literacy and financial aid program elements, as well as to boost financial or scholarship support:

“...We are also contemplating parent programs to reinforce what we're doing with SOAR Virginia and to help them prepare financially for higher education.”

“Our organization is just developing college access services..We would also like to host more workshops on financial aid access and college campus tours.”

“...We would like to provide more financial aid and scholarship assistance to the students and their parents.”

“A Promise Program – e.g., universal scholarship for Lynchburg City Schools graduates, that provides last dollar gap funding for any student who wants to attend college locally.”

“College scholarships.”

“Currently, we are able to distribute nearly \$60,000 each year in scholarships. While this is a rather large amount, our largest scholarship is \$5,000 and most are in the \$1,000 to \$2,000 range. Our hope would be to give larger, more impactful scholarships.”

“Scholarships to fund more students.”

Another area of interest was in doing more to help students prepare for SAT or ACT tests:

“SAT/ACT test preparation and training, financial aid awareness for students and parents, transfer student information and resources.”

“We would also like to offer SAT and ACT test preparation classes during the school year.”

And some organizations wanted to intensify or improve their current services by increasing contact with students or making more one-on-one work possible:

“... Full-time career coaches in all high schools.”

“Increased level of service. Current staff is part-time.”

“More intense case management - by adding manpower & staff, in order to increase contact with high school students...”

“One on one counseling with students.”

Support for career interests and exposure. One final domain in which a number of access organizations wished they could offer more or better services related to career/business interests and connections between education and careers. About one-sixth mentioned wanting to improve tools or opportunities for students to develop career interests, gain exposure to different fields, plan for needed training and/or begin to establish professional networks:

“... career-focused events connecting students with employers through internships, externships, site visits, etc.”

“We have done limited career interest inventories with our students (residential college summer STEM experiences for rising 9th and 10th graders) but would like to explore more and better options. We also used and offered PATHEVO for several years...which had great options for exploring colleges and careers but it became cost prohibitive to offer it for the 550 or so students who participate in this program each year.”

“More specific information/guidance on the training/education required for student-identified careers of interest. Better follow up with students who identify themselves as being interested in a STEM field (an area where our programs and services specialize).”

“... help students develop career interests, provide students with real life experiences, provide an internship program, provide students with connections to professionals in their career field.”

“... Job shadowing opportunities.”

Reasons Services Not Provided

A further question asked respondents what prevented them from providing the services they described. Most often, respondents pointed to budget or staff constraints: 79% of organizations cited lack of funding, and 32% cited lack of staff, with a total of 85% mentioning one or both:

“Staffing and funding (which are not actually separate issues).”

“Funding is our biggest blocker. We have had budget cuts and funding from the community is down because of our local economy. Additional funding would allow us to have more staff and provide more services to students.”

“Funding is the greatest challenge. There are many opportunities for community collaboration, but getting students to the location of those services is often a challenge.”

A small number of organizations noted time constraints, lack of space/appropriate facilities or equipment, and concerns about fit with program, mission, or funding model:

“School time-line only allows us to do 2-3 trips a year.”

“... many of our training activities require computer or internet access. Because we do not have our own computer lab or supply of tablets, scheduling the use of a lab is often a challenge.”

“Difficulty aligning service with institutional priorities...”

“[B]udget, staff and concern about ‘scope creep.’”

Just a handful (6%) of organizations reported that they were moving toward or had plans in place for providing the services they regarded as needed.

Coaches/Advisers on Services Not Provided

Coaches/advisers’ responses were characterized by similar themes. Coaches were evenly divided among those who identified services they would like to provide, those who did not, and those who said they didn’t know. Among those who identified a needed service, the largest proportion (one third) mentioned a wish to provide additional college tours or visits, and/or to have better access to transportation to make that and other travel (e.g., to other events or tests) possible:

“We lack transportation resources in our area and our college is not on public transportation. This is being worked on regionally but it is a barrier.”

“Trips to college campuses for more students.”

“I would like to be able to provide trips for the students to take to various campuses across the state. This way they may get a first hand view of the school...”

About one-fifth wished they could offer career planning or exposure activities, including classroom presentations on careers, job shadowing opportunities, visits to businesses and manufacturing sites:

“A speaker series with former or current [local county] community members who can talk to students about their jobs and experiences after college.”

“I want to be able to offer more career planning sources to lower level grades. I also want to offer more tours of local schools and or manufacturing plants/local businesses.”

“College, trade schools or organization visits with students to provide them with the opportunity to see what college or trade schools are like, but also what a type of work environment would be like too.”

Smaller proportions wanted to offer support to students for the transition to postsecondary, including summer bridge or summer melt programs, and some wanted to provide mentoring, academic support, and/or access programs for middle or elementary school students.

“More robust and ongoing support to students once they enroll at college or pursue their postsecondary plans.”

“I would like to help combat summer melt through summer advising.”

“All grade levels k-12 and a service which helps keep college students in college.”

“Reaching out to the elementary and middle school students about college.”

Additional suggestions for services not covered by any of these categories may reflect needs that are specific to certain localities or organizations, but nevertheless seem worth noting. For example, one respondent recommended home visits to reach parents, and another reported on other strategies employed to increase parent outreach:

“Our one major obstacle is parental involvement. We're trying to overcome that hurdle through monthly ‘Coffee with the Counselors’ meeting times, doing radio spots and PSAs, local newspaper coverage. The schools are wonderfully receptive and supportive.”

Two other respondents called for Spanish-language college and career services, especially for parents, in schools with large Hispanic populations. Finally, one respondent noted a need to devote “basic” resources to helping students answer the question of why they should consider college:

“... a way to reach students who do not know that college is for them. Many of our students have not thought of college as an option. When information is presented it goes over his/her head. We do not have resources that are ‘basic.’ Ex. What is a major? Why should I (economically disadvantaged, first gen student) leave my comfort zone to pursue the unknown world of college?”

Reasons for not offering services. The great majority of coaches cited funding, staffing, or time limitations as reasons for not offering these wished-for services. However, several also mentioned other reasons, which, while not necessarily widespread, may point to larger problems that restrict coaches’ activity. Several noted the challenge of organizing activities that reduce students’ class time, as well as liability concerns:

“It takes away from class time.”

“Schools do not want to allow students to be out of the classroom due to their concern for SOL Testing. Also there is a cost and liability to transporting students. I would like to take small groups to where they can see more and ask questions.”

One noted competition with students’ need to work during the summer as a barrier for summer bridge or summer melt programs, and several pointed to lack of access to students once they are out of high school:

“We compete with our students need to work during the summer before college. Unless we can tie an incentive (i.e., a stipend) or a make it a requirement that they attend the workshop in order to receive a scholarship from us at a later date.”

“[L]iability issues, and lack access to students after they leave high school.”

“While I can try to provide these services to my students before they leave school for the summer or via electronic communication over the summer, I do not see them in person once they leave school. I also do not work over the summer and have a limited number of hours that I can work throughout the year.”

Coaches’ ability to provide opportunities for career exposure may also be constrained by their status as non-school-system personnel: one respondent noted that “not being a county school employee” made it hard to arrange job shadowing opportunities, and another noted that “local employers are not cooperative.”

Professional Development Needs

Exposure to postsecondary institutions. Several respondents called for opportunities to gain greater exposure to and familiarity with institutions of higher education for themselves, to help them better prepare their students. For example, one provider wanted more accurate knowledge about postsecondary schools and programs, as well as about the informational resources each could offer to students:

“[T]raining on what is really offered at different schools; who to talk to about presentations; who can present presentation to the students.”

Others wanted to develop their understanding of the social and academic expectations students encounter at colleges, and to learn more about the resources institutions have available to support first-generation and economically disadvantaged students:

“Ability to attend classes prior to attending with student (currently not allowed) to have an understanding of atmosphere and requirements. This would enable me to better assist student(s) in preparing for college and work life.”

“More hands on experiences, the life of a college student from start to finish. We do mock interviews, why can't we do mock college experiences, this would be a perfect way to get parents involved who are unsure about the process. We all said at some point in our life, ‘if someone would have sat down and explained this to me before....’ We've got to change our approach to get these students to believe.”

“College visits, and exposure...”

“...being able to be a part of the university professional development meetings for first-generation and low income students in order to better prepare our students for college success.”

Training for volunteers/students. A few providers expressed an interest in training for the volunteers and students who often work with access organizations, or in professional development that would allow them to train volunteers themselves:

“I would like a professional development opportunity that offers training on how to train current college students in providing access. Within my program, I advise/supervise around 50 current college students.”

“More engagement with ... students to do hands-on activities with the children.

“We would love to have ... training available to our non-profit and volunteer staff.”

Specific topics and student populations. Several called for training to help them support students with SAT and ACT test preparation, including how to use online preparation courses or systems most effectively. Other providers were interested in training on financial aid literacy and FAFSA completion, and on a related note, several wanted training in how to identify “private” and “little-known” scholarships.

Some requests related to the student populations that were a particular focus for organizations. Thus one provider called for training on “[b]est practices for first-generation college students,” while others were interested in training to help them support homeless youth and undocumented students most effectively.

Program management skills. There was some interest in training in skill areas relevant to management and evaluation of college access programs:

“It would be beneficial to have more access to professional development in the area of data analytics, associated with results diagnostics and assessments, if there is such an area. In addition, I and my Board of Directors could benefit from more professional development in the area of fundraising, particularly in the use of social media platforms.”

“Assessment and data collection for college access initiatives.”

“[T]raining on the different types of college access programs so all staff from college access programs are aware of one another on the same campus and learn about the types of services provided to avoid overlay of similar services provided to a particular target group.”

Training for teachers and counselors. Finally, several respondents expressed interest in opportunities to *provide* professional development to teachers and counselors or to otherwise help orient them to students’ needs so that school personnel could support students more effectively. Two mentioned a wish to train teachers to support SAT/ACT test preparation, two had suggestions along the lines of “college awareness/financial aid planning for counselors” and one recommended that “regional school counselors use the available student data to help guide their students towards the best academic pathways and programs for them.”

Coaches/Advisers on Professional Development

Relatively few coaches/advisers had requests for professional development, but the requests of those who did were similar to program directors’ ideas. For instance, one coach/adviser proposed “a tour of colleges for counselors and career coaches,” and another suggested “more contact/networking with financial aid officers on college campuses.” Four were interested in more financial aid or FAFSA training, two wanted help with “career cluster training and job searching,” and two were interested in training to help them work with undocumented students. Five were eager to attend PCACAC (Potomac and Chesapeake Association for College Admission Counseling) as well as national conferences relevant to postsecondary access work:

“Ability to attend NACAC and College Board conferences. I think it is important to hear from and network with our colleagues nationally. I find it beneficial to learn from peers in similar or not so similar cities/schools.”

Finally, a few coaches echoed program directors’ thoughts about the need for training to foster more effective work with schools, or to help teachers better support students:

“...how to build relationships with school divisions and administrators...”

“We wish we had the opportunity to provide teachers [with] training on cultural competence, but there were so many new initiatives at our school, it was impossible to fit in.”

Plans for the Future

Increase coverage. Among those who said they had plans for changes during the coming year, a total of about one third expected to serve more students within their

current divisions, whether because of incoming cohort size or because of deliberate efforts to reach additional students or schools (Figure 2.34):

“Our high school population is growing and we want to provide more rigorous, structured and consistent opportunities for our participants.”

“Additions of individual school partners within divisions. Adding of additional students.”

Extend reach. One third of those responding planned on geographic expansion:

“Our work will begin to expand into Henry County and Martinsville City schools in the coming year. We will use a completed needs assessment to guide programming...”

“We plan to expand to more high school sites in regions all over the Commonwealth.”

“Our plan is to extend into the areas surrounding us that do not have additional services provided to their schools. We will be targeting 9th-12th grade low income and first generation students and will provide college prep/college access services.”

“Currently, the vast majority of our program participants attend Newport News Public Schools. We would like to expand into other Virginia Peninsula school divisions.”

Some sought to improve or expand their reach among specific demographic groups, whether within or across division/regional boundaries:

“Geographically we would like to reach out to other schools located in our cities, we would also like to reach a higher male involvement in the program, incorporate some sport events in the program.”

“Expanding [our] programs statewide to reach Hispanic students in other school divisions through a train the trainer approach.”

Eleven percent planned new programs geared toward younger students:

“We would like to create a pipeline from the youngest students to college graduation. We are developing K-5 outreach with local schools and community organizations...”

“More formal programming for middle school and elementary school students.”

Enhance services. Finally, one fifth expected to work on enhancing the quality of their programs or adding new types of services – sometimes instead of and sometimes in conjunction with increases in coverage:

“We plan to strengthen the quality of the services we currently provide (e.g., more frequent college visits, better test preparation skill development, etc.)

“Depends upon funding received, looking at partnerships that will allow for additional interaction with participants, possibility of working with participants who may have some mental barriers or challenges...”

Strategies Used to Identify Access Service Needs

Information from schools. Roughly half of respondents depended at least in part on input from schools, teachers, or counselors – whether obtained through consultation with school administrators, counselors, teachers, or other school personnel; gathered through formal data collection efforts such as surveys, focus groups, or needs assessments; or simply communicated on an ongoing basis by counselors or teachers who might perceive a particular need, or who nominate or refer students to access programs or representatives:

“We set up meetings with school administrators and leaders to discuss program ideas and needs of the schools, students and parents. We also share assessment surveys for administrators to complete identifying areas they need additional resources or programming. The data collected is used to tailor programming.”

“12 career coaches and the counselors in the high schools provide constant feedback to the college on unmet needs or gaps in services. The career pathways consortium meets monthly on campus and has representation from all schools K-12 in the service region in addition to the career and technical centers. We work together to address needs and improve service access.”

“Through student services (counselors and career center specialists), teachers, and parent liaisons.”

Information from students and families. The second most frequently named source of information about access needs was the students and families themselves.³⁴ About one third of organizations indicated that direct interaction or relationships with students and families helped organizations, on the one hand, to identify students who might need resources, or on the other, allowed students or families to refer themselves for access services:

“Our after school program serves youth in grades 2-12. As youth progress through the program, we identify individual needs and address them. A staff member will consult with a participant to determine their needs and seek appropriate resources.”

³⁴ Many respondents mentioned using multiple sources of information about student and community needs, so none of the responses are mutually exclusive.

“Most of the youth in our program have been in our youth programs since elementary school; we facilitate after school programming for children in grades K-10th so they transition into the College & Career Readiness program once they're in their junior year of high school. Many are residents of our apartment communities and some are from the community. At times we also receive referrals from the local high schools.”

“My office is in the high school and I work closely with the director of Guidance. I have office hours every week and students and/or parents can pop in or meet by appointment. Teachers and administrators also recommend students that need assistance. I make the program visible by dropping into classes and hosting college visits. Students are often the ones making the initial contact. Through these interactions and conversations with faculty, [we are] able to get a sense of what is needed to tailor [our program] to fit the current school population.”

“By working one on one with the students and getting to know their financial situation at home.”

External data. A third source of information was external data, analyses or reports, or other types of research or best practice guidance that helped organizations identify particular schools or communities with high need for access resources, or helped them to tailor programs to address the needs identified. About one quarter mentioned using these kinds of sources:

“We use a number of sources – National Student Clearinghouse data, transcripts submitted by students year over year, Naviance (which captures personality inventory data), identification of economically disadvantaged families, community group referrals, coach or mentor referrals, FSA-FAFSA data, student surveys, etc.”

“When we update our loose curriculum, we consult experts in the fields of elementary and higher education.”

“Paying attention to evidence based research and best practice about students from similar backgrounds & their needs...Analyzing VDOE data.”

“By looking at SAT scores and looking at rates of poverty.”

“Free and reduced lunch stats, post-secondary attendance rates, 1st generation stats, identify low performing schools with minimum or no student services/support.”

Local community requests/referrals. Finally, a smaller number of access providers (about 15%) received requests, referrals, or guidance from partners or other agencies, local community and business organizations and members, postsecondary institutions, and even other access organizations:

“Students are identified by social services, school system, and judicial system and then referred to our organization. Also community leaders, parents, and teachers refer students to our organization directly.”

“...Many community organizations will contact us directly to speak to their group.”

“Dialogue with school representatives (K-12 & post-secondary), local business, and community members, and programming partners.”

“...Direct contact with colleges and other postsecondary Institutions.”

“I work directly with the career and technical education teachers, ACCESS College Foundation Advisors, and FBLA/DECA advisors to understand what their students are interested in, what they're looking for in post-secondary education, and how to best motivate them to pursue post-secondary education.”

Interaction with the College Access Community

Responses relating to the type of interaction access providers had with others in the community yielded little useful material beyond that included in the body of the report, and therefore are not included here. The analysis below focuses on responses to the question about how to improve communication and/or encourage collaboration within the access provider community.

Suggestions for fostering interaction. Not every respondent felt the need for greater opportunities for interaction; small numbers were satisfied with opportunities currently available. In addition, about 10% of respondents pointed to challenges for collaboration. A few saw program structure, funding or schedules as restricting opportunities for collaboration:

“This is challenging because the program models have grown up differently, are funded differently, and there hasn't been much interest in statewide collaboration.”

“Based on the nature of our grant, I do not think there is much opportunity for crossover.”

“Unless a college representative initiates a program, it has been difficult to collaborate with local college access providers that can facilitate programs during our organization's operating hours.”

Others felt that territoriality by providers or competition among institutions of higher education created obstacles for communication/collaboration, and one felt that information about opportunities was not widely shared:

“There is obviously inherent tension with secondary institutions competing for the same students. Having said that, I would be interested in more collaboration.”

“As long as access providers operate territorially there is little trust or support between them. Virginia is very parochial, and in need of an effective statewide organization. Neither SCHEV or VCAN fills this role.”

“I believe a collaborative culture would first have to be fostered in this area of the state to see it happen.”

“Share information about available workshops with all providers & not just a select few.”

No single recommendation predominated among those who made suggestions. About one quarter expressed interest in specific mechanisms for identifying and connecting with other access providers. Of those, half recommended a regularly-updated directory of access providers, and the other half suggested establishing networking channels or other means of connecting providers interested in communication/collaboration with each other or with higher educational institutions:

“A network of providers with opportunities to showcase efforts and consider collaboration would be great.”

“[P]erhaps a follow up effort to this study that puts access providers who operate in close proximity in touch with one another if they're not already; with [our program], we've seen successful collaboration between traditional college access providers and the high school career coaches from VCCS whereby the coaches focus on career exploration and other assessments of interests while the traditional college access providers focus on the application process and financial aid.”

“Social functions are the best way to get us together for networking.”

“...for SCHEV to provide a detailed list of college access providers' information in Virginia in order to communicate, share ideas for ““best practices”” for student academic achievement and success.”

“SCHEV leadership could develop mechanisms for higher education communication.”

“Have ‘connect up’ sessions quarterly for all of us to share where we are and how we could help one another.”

“Creating a platform where college access providers can communicate and collaborate.”

“A central administration to provide ideas, and collaboration.”

Small numbers of respondents also suggested specific channels or platforms, including a newsletter, a more active listserv, and a common resource website.

In addition, about one-fifth felt that more conferences, meetings, workshops or professional development opportunities would be helpful; about half recommended statewide meetings or did not specify an area, and half recommended regional meetings:

“Provide statewide workshops and trainings to get all providers together to showcase services and work as a team to help the students in Virginia.”

“Opportunities to meet one or a couple times a year. It would be great for resource sharing.”

“Additional summits/conferences or opportunities to network throughout the year.”

“Need regional consortia. Need state leadership to hold meetings. Need long-term coordinated attention and commitment to this issue by the VDOE/VCCS/SCHEV, as well as the Governor's office and the General Assembly so that goals can be realized.”

“There should be VCAN convenings throughout the year in different areas of the state, as the annual conference is not always accessible.”

“More promotion of VCAN conference...regional VCAN workshops/collaboration sessions throughout the year to harness the brainstorming and momentum created during the Virginia College Access Network annual conference...”

“Perhaps more regionally located VCAN meetings more than once a year across the state--would love to see what other College Access Folks are working on.”

Most of those who named an institution that could serve an umbrella function mentioned VCAN. Responses implied that they felt its role was a positive one that should be expanded; a small number of respondents also mentioned SCHEV or other groups as potentially playing a role in expanding communication/ coordination opportunities. A few were clearly not at all familiar with VCAN, and some suggested that VCAN itself may need to publicize or otherwise increase awareness of its efforts:

“This is the first time [I've] heard of Virginia College Access Network/VCAN. I had to search it on the web to see if it was real.”

“More information to those who may want to communicate but do not know that a network exists.”

Appendix F

Survey Questions

The version of the survey that appears on the following pages was modified for printing to show question routing, which is handled automatically in the online format. Note that the several apparent typos (missing spaces between words) result from SurveyMonkey's transformation of the survey into PDF format; they are not present in the online survey. Similarly, in the online version, section/topic headers are correctly placed.

Survey Introduction

Dear Participant,

Our study is designed to gather information about the work of college access providers across the state of Virginia. We are very pleased that you are taking part in the survey and that the results will reflect the work of your organization - thank you! Access providers participating in our survey will be eligible to enter a drawing for a \$1,029 scholarship, which the winning organization may award to a college-bound student for the 2017-2018 academic year.

Your responses to the survey questions will help us understand the many different groups and types of organizations that support college access, the services they offer, the nature and location of their work, and the challenges they face. Reports based on the survey results will be publicly available, and we hope they may be of value to you.

Because there are so many different types of groups providing college access, some questions in the survey may not seem relevant to your particular group or organization. However, we need to learn about the areas that are not a focus for organizations, as well as the areas that are a focus. So, please respond to all questions as best you can, and don't hesitate to use the comment spaces throughout and/or at the end of the survey to include explanations or elaborations.

Before you begin, please note two important definitions:

Definition of "college." Throughout this survey, we often employ the term "college" for brevity, but we use it to refer to all kinds of education or training that occur after high school. In fact, we use the terms "college" and "postsecondary education or training" interchangeably.

Definition of "college access program." For the purpose of this study, a "college access program" is any program or initiative geared toward students in K-12 that seeks to accomplish at least one of the following:

- encourage students and their families to consider postsecondary education/training as an option
- foster students' interest in careers that may require postsecondary education or training
- ensure that students are prepared academically for postsecondary education
- help students identify and apply to postsecondary programs (but not funnel them into a single school or program)
- provide assistance or support to increase students' chances of acceptance
- provide financial aid
- help students and families identify sources of financial aid and navigate the financial aid process
- support students and families during the transition to postsecondary education.

(Please click Next to continue.)

Survey Introduction (continued)

A note about confidentiality. One of our goals is to create a publicly available directory that will help direct students, families, schools, and funders to organizations that do college access work. Therefore, contact information that you provide for your organization and its local representatives will be included in that directory, as well as basic information on programs and services offered. However, please be assured that your personal identity is held in complete confidentiality by the researchers: no individual will ever be identified by name as a survey respondent, unless we ask your permission to do so.

Survey instructions. The survey should take about 45 minutes to complete. Text boxes do not have a character limit, so feel free to write as much as you need to!

If you do not finish the survey in one session, you can return to the survey at any time by clicking the link in your invitation message, but once you have clicked the "Submit" button at the end, you will no longer be able to return to the survey. (You must use the same device to return to the survey; we recommend using a computer, not a phone.) Please note that your survey link is unique to you, and cannot be forwarded.

Thank you! Please click the "Next" button to begin the survey. We greatly appreciate your taking time to participate, and we are very glad that our study will reflect the important work you and your organization do.

Your College Access Program(s)

1. Please list the names of the college access program(s) or initiative(s) provided by your office or organization. In some cases, the name of the program may be the same as the name of your organization. If you are at a large organization, such as a university, that offers multiple college access initiatives, please list only the programs with which you or your office/department are directly involved. Be sure to include relevant summer programs too!

Program name:	<input type="text"/>
Program name:	<input type="text"/>
Program name:	<input type="text"/>
Program name:	<input type="text"/>
Program name:	<input type="text"/>
Program name:	<input type="text"/>
Program name:	<input type="text"/>
Program name:	<input type="text"/>
Program name:	<input type="text"/>
Program name:	<input type="text"/>

Your Organization

The questions in this section will help us understand the different types of organizations that provide college access services.

2. What is the name of the organization that provides the college access program(s) you listed? For example, Project Discovery, VCCS Career Coaches, GRASP, ECMC Foundation, or the name of the agency, university, church, or community group that provides the programs. (Again, in some cases, the name of the organization may be the same as the name of the program.)

3. Within your organization, is there a more specific office, department, or campus that administers or sponsors the college access program(s) you listed?

- No
- Yes (please specify):

Locally-situated Representatives or Offices

4. Does your organization provide any college access services through locally-situated representatives, offices, affiliates, or host sites that report to a central or main office? (Examples of such arrangements would be the VCCS Career Coaches or other advisors based at schools, local GRASP advisors, Project Discovery's local host sites, etc).

- Yes [CONTINUE WITH Q5]
- No [SKIP TO Q6]
- Don't know [SKIP TO Q6]

Your Location

5. Do you work at the organization's central or main office, or at a locally-situated office or affiliate (such as a school, campus, partner agency, or host site)?

- Central or main office
- Locally-situated office or affiliate (please indicate name and also whether school, specific college or campus, host site, etc.):

Your Role

6. Do your responsibilities include directing, planning, coordinating, or overseeing one or more college access programs at your organization?

- Yes [SKIP TO Q9]
- No [CONTINUE WITH Q7]

Your Role (continued)

7. Are you a program advisor, coach, or local representative whose main responsibility centers on day-to-day contact with students and/or families (for example, a GRASP or other school-based advisor)?

- Yes [SKIP TO Q9]
- No [CONTINUE WITH Q8]

Your Role (continued)

8. Please describe your role at your organization or local office/agency/host site.

Geographic Reach of Programs - City Divisions

The next two questions ask separately about city school divisions and county school divisions served by your college access programs.

9. Which city school divisions are served by one or more of your college access programs? (Even if your programs serve students only in particular schools within a division, please identify the divisions served.)
Please check all that apply.

- | | | |
|--|--|--|
| <input type="checkbox"/> None - programs do not serve students in any city school division | <input type="checkbox"/> Fredericksburg City | <input type="checkbox"/> Petersburg City |
| <input type="checkbox"/> All - programs serve students in <u>all</u> Virginia city school divisions | <input type="checkbox"/> Galax City | <input type="checkbox"/> Poquoson City |
| <input type="checkbox"/> Alexandria City | <input type="checkbox"/> Hampton City | <input type="checkbox"/> Portsmouth City |
| <input type="checkbox"/> Bristol City | <input type="checkbox"/> Harrisonburg City | <input type="checkbox"/> Radford City |
| <input type="checkbox"/> Buena Vista City | <input type="checkbox"/> Hopewell City | <input type="checkbox"/> Richmond City |
| <input type="checkbox"/> Charlottesville City | <input type="checkbox"/> Lexington City | <input type="checkbox"/> Roanoke City |
| <input type="checkbox"/> Chesapeake City | <input type="checkbox"/> Lynchburg City | <input type="checkbox"/> Salem City |
| <input type="checkbox"/> Colonial Beach | <input type="checkbox"/> Manassas City | <input type="checkbox"/> Staunton City |
| <input type="checkbox"/> Colonial Heights City | <input type="checkbox"/> Manassas Park City | <input type="checkbox"/> Suffolk City |
| <input type="checkbox"/> Covington City | <input type="checkbox"/> Martinsville City | <input type="checkbox"/> Virginia Beach City |
| <input type="checkbox"/> Danville City | <input type="checkbox"/> Newport News City | <input type="checkbox"/> Waynesboro City |
| <input type="checkbox"/> Falls Church City | <input type="checkbox"/> Norfolk City | <input type="checkbox"/> Williamsburg City/James City County |
| <input type="checkbox"/> Franklin City | <input type="checkbox"/> Norton City | <input type="checkbox"/> Winchester City |

Geographic Reach of Programs - County Divisions

10. Which county school divisions are served by one or more of your college access programs? (Even if your programs serve students only in particular schools within a division, please identify the divisions served.) *Please check all that apply.*

- | | | |
|---|--|--|
| <input type="checkbox"/> None - programs do not serve students in any county school division | <input type="checkbox"/> Fluvanna County | <input type="checkbox"/> Orange County |
| <input type="checkbox"/> All - programs serve students in all Virginia county school divisions | <input type="checkbox"/> Franklin County | <input type="checkbox"/> Page County |
| <input type="checkbox"/> Accomack County | <input type="checkbox"/> Frederick County | <input type="checkbox"/> Patrick County |
| <input type="checkbox"/> Albemarle County | <input type="checkbox"/> Giles County | <input type="checkbox"/> Pittsylvania County |
| <input type="checkbox"/> Alleghany County | <input type="checkbox"/> Gloucester County | <input type="checkbox"/> Powhatan County |
| <input type="checkbox"/> Amelia County | <input type="checkbox"/> Goochland County | <input type="checkbox"/> Prince Edward County |
| <input type="checkbox"/> Amherst County | <input type="checkbox"/> Grayson County | <input type="checkbox"/> Prince George County |
| <input type="checkbox"/> Appomattox County | <input type="checkbox"/> Greene County | <input type="checkbox"/> Prince William County |
| <input type="checkbox"/> Arlington County | <input type="checkbox"/> Greensville County/Emporia City | <input type="checkbox"/> Pulaski County |
| <input type="checkbox"/> Augusta County | <input type="checkbox"/> Halifax County | <input type="checkbox"/> Rappahannock County |
| <input type="checkbox"/> Bath County | <input type="checkbox"/> Hanover County | <input type="checkbox"/> Richmond County |
| <input type="checkbox"/> Bedford County/City | <input type="checkbox"/> Henrico County | <input type="checkbox"/> Roanoke County |
| <input type="checkbox"/> Bland County | <input type="checkbox"/> Henry County | <input type="checkbox"/> Rockbridge County |
| <input type="checkbox"/> Botetourt County | <input type="checkbox"/> Highland County | <input type="checkbox"/> Rockingham County |
| <input type="checkbox"/> Brunswick County | <input type="checkbox"/> Isle of Wight County | <input type="checkbox"/> Russell County |
| <input type="checkbox"/> Buchanan County | <input type="checkbox"/> King George County | <input type="checkbox"/> Scott County |
| <input type="checkbox"/> Buckingham County | <input type="checkbox"/> King William County | <input type="checkbox"/> Shenandoah County |
| <input type="checkbox"/> Campbell County | <input type="checkbox"/> King and Queen County | <input type="checkbox"/> Smyth County |
| <input type="checkbox"/> Caroline County | <input type="checkbox"/> Lancaster County | <input type="checkbox"/> Southampton County |
| <input type="checkbox"/> Carroll County | <input type="checkbox"/> Lee County | <input type="checkbox"/> Spotsylvania County |
| <input type="checkbox"/> Charles City County | <input type="checkbox"/> Loudoun County | <input type="checkbox"/> Stafford County |
| <input type="checkbox"/> Charlotte County | <input type="checkbox"/> Louisa County | <input type="checkbox"/> Surry County |
| <input type="checkbox"/> Chesterfield County | <input type="checkbox"/> Lunenburg County | <input type="checkbox"/> Sussex County |
| <input type="checkbox"/> Clarke County | <input type="checkbox"/> Madison County | <input type="checkbox"/> Tazewell County |
| <input type="checkbox"/> Craig County | <input type="checkbox"/> Mathews County | <input type="checkbox"/> Warren County |
| <input type="checkbox"/> Culpeper County | <input type="checkbox"/> Mecklenburg County | <input type="checkbox"/> Washington County |
| <input type="checkbox"/> Cumberland County | <input type="checkbox"/> Middlesex County | <input type="checkbox"/> West Point |
| <input type="checkbox"/> Dickenson County | <input type="checkbox"/> Montgomery County | <input type="checkbox"/> Westmoreland County |
| | <input type="checkbox"/> Nelson County | <input type="checkbox"/> Wise County |

- Dinwiddie County
- Essex County
- Fairfax County/City
- Fauquier County
- Floyd County
- New Kent County
- Northampton County
- Northumberland County
- Nottoway County
- Wythe County
- York County

Grade Levels Served

11. Which elementary or middle school grade levels are served by one or more of your organization's college access programs? *Please check all that apply.*

- None** - Do not serve students in elementary or middle school
- Kindergarten
- 1st grade
- 2nd grade
- 3rd grade
- 4th grade
- 5th grade
- 6th grade
- 7th grade
- 8th grade

12. Which high school or postsecondary levels are served by one or more of your organization's college access programs? *Please check all that apply.*

- None** - Do not serve students in high school or postsecondary
- 9th grade
- 10th grade
- 11th grade
- 12th grade
- First year in postsecondary education
- Second year or beyond in postsecondary education
- Other level served (please specify):

Populations Served

First, we would like to ask about the types of students that are a focus for your programs.

13. How much of a focus for your programs is helping students from the following specific groups or populations - would you say that each group or population is a primary, secondary, lower priority focus, or not a focus at all for your programs? *For each question, please choose the one response option that best corresponds to your answer.*

	Primary focus	Secondary focus	Lower priority focus	Not a focus at all	Don't know
Urban students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rural students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students from economically disadvantaged families	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students at schools with low graduation rates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students at schools with low postsecondary enrollment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
First-generation college students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students with limited English proficiency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Undocumented students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students with disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Homeless students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students who have experienced foster care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate any other groups you serve and how much of a focus they are, or add any comments you may have.

Services Provided: Awareness and Aspirations

Next, we would like to ask about the processes of helping students to develop college awareness and aspirations, familiarizing them with postsecondary options, and ensuring that they are prepared for college.

14. First, how much of a focus for your programs is fostering college awareness or encouraging college aspirations for each grade level or group? *Again, please choose the response option that best corresponds to your answer.*

	Primary focus	Secondary focus	Lower priority focus	Not a focus at all	Don't know
Fostering awareness or aspirations among grades K-5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fostering awareness or aspirations among grades 6-8	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fostering awareness or aspirations among grades 9-10	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fostering awareness or aspirations among grade 11	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fostering awareness or aspirations among grade 12	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fostering college awareness or aspirations among parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please add any comments you may have.

Services Provided: Career Interests and Plans

15. What about helping students develop career interests and plan for needed training or education - how much of a focus is each aspect for your college access programs?

	Primary focus	Secondary focus	Lower priority focus	Not a focus at all	Don't know
Sparking or fostering interest in a particular field or career	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing opportunities for real-world exposure to work in a particular field or career	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing opportunities to meet career professionals in a particular field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encouraging students to consider STEM careers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encouraging students to consider "high-demand" careers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicating the importance of postsecondary education for a job or career in a particular field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helping students identify training options or majors with the best "fit"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please note any other activities related to career interest development and planning, and how much of a focus they are, or add any comments you may have.

Services Provided: Postsecondary Information

16. Thinking now about the process of helping students gather information about postsecondary options, how much of a focus is each area for your college access programs?

	Primary focus	Secondary focus	Lower priority focus	Not a focus at all	Don't know
Campus tours of <u>2-year</u> postsecondary institutions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Campus tours of <u>4-year</u> postsecondary institutions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Campus tours of <u>other types</u> of postsecondary institutions (such as those offering non-credit or short-term technical training)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Experiencing campus life through <u>half-day or one-day</u> visits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Experiencing campus life through <u>overnight</u> visits or camps	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Visits to postsecondary campuses <u>within</u> the local area	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Visits to postsecondary campuses <u>beyond</u> the local area	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Visits to postsecondary campuses <u>outside Virginia</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Making college representatives or alumni panels available to students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Making community or business representatives available to students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please note any other activities related to gathering information about postsecondary options, and how much of a focus they are, or add any comments you may have.

Services Provided: Academic Preparation and Skill Development

17. Students may need to take specific courses and/or develop certain skills to prepare for postsecondary education. How much of a focus for your programs is each of the following?

	Primary focus	Secondary focus	Lower priority focus	Not a focus at all	Don't know
Academic/curriculum advising for middle school students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic/curriculum advising for high school students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic/curriculum advising for postsecondary students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Study skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Critical thinking skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Time management skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please note any other activities related to academic preparation or skill development and how much of a focus they are, or add any comments you may have.

Services Provided: Postsecondary Application

The next questions relate to the process of helping students decide which colleges to apply to and supporting them in completing applications for admission and financial aid forms.

18. Thinking now about the process of advising students on applying to postsecondary institutions, how much of a focus is each area for your programs?

	Primary focus	Secondary focus	Lower priority focus	Not a focus at all	Don't know
Encouraging students to consider <u>2-year</u> postsecondary institutions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encouraging students to consider <u>4-year</u> postsecondary institutions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encouraging students to consider starting at a 2-year institution and transferring to a 4-year institution (a "2+2 plan")	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encouraging students to consider institutions that offer non-credit and/or short-term technical training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please note any other related activities and how much of a focus they are, or add any comments you may have.

19. Turning to the college application process, how much of a focus is each area or activity for your programs?

	Primary focus	Secondary focus	Lower priority focus	Not a focus at all	Don't know
Essay writing for college applications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other parts of college applications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SAT test preparation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ACT test preparation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please note any other activities related to the application process, and how much of a focus they are, or add comments you may have.

Services Provided: Financial Aid

20. And thinking about the process of understanding college costs and applying for financial aid, how much of a focus for your programs is each element of that process?

	Primary focus	Secondary focus	Lower priority focus	Not a focus at all	Don't know
Helping <u>students</u> understand college costs and/or financial aid options	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helping <u>parents</u> understand college costs and/or financial aid options	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helping <u>students</u> navigate the financial aid system	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helping <u>parents</u> navigate the financial aid system	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing hands-on help to students or parents in completing the FAFSA or other financial aid forms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing financial aid guidance on loans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Connecting students with scholarships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing scholarships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helping students or parents compare financial aid offers or net prices of different schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
During postsecondary education, ensuring that students or parents complete necessary forms every year to maintain financial aid	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please note any other activities related to financial aid, and how much of a focus they are, or add any comments you may have.

Services Provided: College Transition, and Other Types of Support

21. What about the transition from high school to postsecondary education and after - how much of a focus for your programs is each activity?

	Primary focus	Secondary focus	Lower priority focus	Not a focus at all	Don't know
Preparing <u>students</u> for the college transition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preparing <u>families</u> for the college transition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supporting students <u>during the summer before</u> college (e.g., through "summer bridge" or "summer melt" programs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supporting students <u>during the first year</u> of college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supporting students <u>beyond</u> the first year of college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing career guidance to students <u>during</u> college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing career guidance to students <u>after</u> college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assisting students in finding employment after college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please note any other forms of transition, career, or postsecondary support you provide and how much of a focus they are, or add any comments you may have.

22. Students may sometimes need support in areas not directly related to college access. How much of a focus for your programs is each of the following?

	Primary focus	Secondary focus	Lower priority focus	Not a focus at all	Don't know
Personal or life counseling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
General financial literacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please add any comments you may have.

Service Delivery Methods and Media

Next, we would like to ask some questions about your organization's communication with students and families.

23. We would like to know how your college access services are delivered. How much of a focus is each delivery method or medium for your programs?

	Primary focus	Secondary focus	Lower priority focus	Not a focus at all	Don't know
In-school presentations <u>during</u> school hours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In-school presentations <u>after</u> school hours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presentations at locations other than schools (such as churches, community centers, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exhibition events, such as career or college fairs, "reality stores," or other fairs or interactive events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In-person <u>small group</u> meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In-person <u>one-on-one</u> conferences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Summer <u>day</u> programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Summer <u>residency/overnight</u> programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Videos	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social media	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Printed materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please note any other service delivery methods you use, and how much of a focus they are, or add any comments you may have.

Consultation with Schools

24. About how often do you or your office/organization consult or communicate with K-12 school teachers, counselors, or administrators in order to provide college access services?

- Weekly or more often
- Several times a month
- About once a month
- Three or four times a year
- About once a year
- Less than once a year
- Never
- Don't know

Identifying Community Needs

25. How do you or your office/organization identify student, school, or community needs for college access services?

26. Through which of the following channels do you or your office/organization publicize your college access services and attract students or families? *Please check all that apply, and note any other channels in the comment box.*

- Local media advertising (newspapers, radio, etc.)
- Internet advertising
- Social media marketing
- Flyers and/or posters
- Contacts with school staff and/or division-level personnel
- Contacts with local non-profits
- Contacts with local religious organizations or groups
- Word of mouth
- Other channels (please specify):

Services or Resources *Not* Offered

27. Are there college access services or resources that you or your office/organization would like to provide, but that you are not currently able to offer?

- Yes [CONTINUE WITH Q28]
- No [SKIP TO Q30]
- Don't know [SKIP TO Q30]

Services or Resources *Not* Offered (continued)

28. What college access services or resources would you like to provide that you do not currently offer?

29. What prevents you from providing those services or resources?

Challenges

30. What are the major challenges you or your office/organization face in providing college access services or resources?

Professional Development

Next, we have a few questions about professional development related to college access work at your organization.

31. Does your office/organization provide formal training or professional development for staff involved with college access programs?

- Yes [CONTINUE WITH Q32]
- No [SKIP TO Q33]
- Don't know [SKIP TO Q33]

Professional Development (continued)

32. What kinds of training or professional development does your office/organization provide? Please describe.

Professional Development (continued)

33. Is there professional development related to college access that you would like, but that is not currently provided?

- Yes [CONTINUE WITH Q34]
- No [SKIP TO Q35]
- Don't know [SKIP TO Q35]

Professional Development (continued)

34. What professional development related to college access would you like that is not currently provided?

Your Organization and the College Access Community

We have several questions about the community of college access providers.

35. What are the main ways in which you communicate, coordinate, and/or collaborate with other Virginia college access providers or groups? (If you do not communicate, coordinate, or collaborate at all, or very rarely, with other Virginia college access providers, please note that.)

36. What suggestions do you have for improving communication and/or encouraging coordination or collaboration among Virginia college access providers?

Other Local Access Providers

37. Please help us by listing some of the other groups or organizations you know of that provide college access services - especially small or less well-known organizations. Your assistance will be especially valuable in helping us to identify local community groups or organizations that provide college access services or resources even though it may not be their primary activity (for example, a church or a charitable organization may provide some access services, or a local corporation may provide scholarship funds). If you are at a college or university, please also indicate any other college access programs that you know of at your own or other postsecondary schools.

Other access group:	<input type="text"/>
Other access group:	<input type="text"/>
Other access group:	<input type="text"/>
Other access group:	<input type="text"/>
Other access group:	<input type="text"/>
Other access group:	<input type="text"/>
Other access group:	<input type="text"/>
Other access group:	<input type="text"/>

Additional Details on Your Organization

We would like to know a bit more about your organization.

38. Which one category best describes your organization? *Please check only one option.*

- Postsecondary educational institution [SKIP TO Q40]
- K-12 system or school [SKIP TO Q40]
- Federal, state, or local government agency [CONTINUE WITH Q39]
- College access organization [SKIP TO Q40]
- Foundation (private or public) [CONTINUE WITH Q39]
- Educational consulting organization [CONTINUE WITH Q39]
- Faith-based organization [CONTINUE WITH Q39]
- Lender, guarantor, or servicer [CONTINUE WITH Q39]
- Community Action Agency (CAA) [CONTINUE WITH Q39]
- Other (please specify): [AND THEN CONTINUE WITH Q39]

Additional Details (continued)

39. Is providing college access services or resources the primary function of your organization?

- Yes
- No

Additional Details (continued)

40. Does your organization have 501(c)(3) status?

- Yes
- No
- Don't know

41. In what year did your organization begin its college access work?

42. Does participation in your college access programs involve any financial cost to students or families?

- Participation involves a financial cost to students or families
- Some programs are free, but others involve a cost to students or families
- There is no cost for participation: all programs are free to students or families

Please enter any comments you may have.

43. Do your office's/organization's college access programs serve students in Virginia only or also in other states?

- Virginia only
- Virginia and also other states

Additional Details: Students & Staff

44. About how many students in Virginia are served each year by your office's/organization's college access programs at each of the following school levels? Please enter a number. If your office/organization does not serve any students at the level indicated, please enter "0".

Elementary school (K-5):	<input type="text"/>
Middle school (6-8):	<input type="text"/>
9th grade:	<input type="text"/>
10th grade:	<input type="text"/>
11th grade:	<input type="text"/>
12th grade:	<input type="text"/>
College/ postsecondary level:	<input type="text"/>
Other level:	<input type="text"/>

45. About how many full-time and part-time staff members or volunteers assist your office/organization in providing college access programs?

Full-time staff members:	<input type="text"/>
Part-time staff members:	<input type="text"/>
Volunteers:	<input type="text"/>

46. Are any of your office's/organization's college access staff members shared with another organization?

- No
- Yes (please explain):

Partner Organizations

47. Does your office or organization participate in formal partnerships with individual elementary or secondary schools in order to provide any college access programs?

- Yes
- No
- Don't know

48. Does your office or organization participate in formal partnerships with organizations, groups, or entities other than individual elementary or secondary schools in order to provide any college access programs?

For example, several colleges or universities may form a consortium to provide a college access program, some college access organizations may form a partnership with the local school system as a whole, etc.

- Yes [CONTINUE WITH Q49]
- No [SKIP TO Q50]

Partner Organizations (continued)

49. Please identify the organizations, entities, or groups (other than individual elementary or secondary schools) with whom your office or organization partners for college access work.

Partner:

Partner:

Partner:

Partner:

Partner:

Partner:

Partner:

Partner:

Grant Funding

50. Do any of the college access programs your office or organization provides receive funding from federal, state or local government grants, or from private philanthropic grants?

- Yes [CONTINUE WITH Q51]
- No [SKIP TO Q53]
- Don't know [SKIP TO Q53]

Grant Funding (continued)

51. Which type of grant funding do the programs receive? Please check all that apply.

- Federal grant (e.g., TRiO programs, GEAR UP)
- State grant
- Local government grant
- Private philanthropic grant
- Other (please specify):

52. What is the performance period of the grant(s)?

Program Participants: Progress and Outcomes

53. Does your office/organization track educational progress and/or employment outcomes for students who have participated in your college access programs?

- Yes, participants' progress or outcomes are systematically tracked [SKIP TO Q55]
- Yes, progress or outcomes are informally tracked [SKIP TO Q55]
- No, students' progress or outcomes are not tracked [CONTINUE WITH Q54]
- Don't know [SKIP TO Q56]

Program Participants: Progress and Outcomes

54. Why doesn't your office/organization track progress or outcomes for students who have participated in your college access programs? *Please check all that apply.*

- Not required to track progress or outcomes
- Lack of expertise/knowledge about how to track progress or outcomes
- Lack of access to necessary information on progress or outcomes
- Lack of staff
- Lack of money or resources
- Don't know
- Other reason (please specify):

ALL RESPONDENTS WHO ANSWER Q54, NOW SKIP TO Q56.

Program Participant Outcomes (continued)

55. What types of information does your office/organization collect about students who have participated in any of your college access programs? Please check the boxes for any information you collect, and specify any additional types of information you collect in the space provided. *Please check all that apply.*

- Enrollment in middle school college-oriented curriculum
- Enrollment in high school college preparatory curriculum
- Standardized test-taking in junior or senior year
- Completion of postsecondary admissions applications
- Completion of financial aid forms (such as the FAFSA, CSS Profile)
- Completion of scholarship applications
- Graduation from high school
- Type of high school diploma earned
- Postsecondary enrollment
- Postsecondary persistence during the first year
- Postsecondary persistence after the first year
- Postsecondary completion
- Employment after postsecondary education
- Other type(s) of information (please specify):

Program Evaluation

56. Does your office/organization have a program evaluation plan in place for its college access work?

- Yes [CONTINUE WITH Q57]
- No [SKIP TO Q60]
- Don't know [SKIP TO Q60]

Program Evaluation (continued)

57. How often does your office/organization carry out evaluations of its college access program(s)? Please choose the one response option that best corresponds to your answer.

- Annually or more often
- Once every two to four years
- Once every five years
- Less often (please specify frequency):

58. Organizations have different reasons for carrying out program evaluations. How important is each of the following motivations for your office/organization? (If your office/organization has additional motivations for conducting program evaluations, please indicate them in the space provided.)

	Very important	Somewhat important	Not very important	Not at all important	Don't know
Assessing effectiveness of current programs (summative evaluation)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improving and/or developing programs (formative evaluation)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Required by central program office or organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Required as part of reporting to funding agencies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other reason (please specify)

59. Which external data sources, if any, does your office/organization use for program improvement or development? *Please check all that apply.*

- No external data sources used
- Data from local middle schools
- Data from local high schools
- Data from the Virginia Department of Education
- Data provided by postsecondary institutions
- Data from the National Student Clearinghouse
- Other external data sources (please specify):

Plans for the Near Future

60. Within the next year, does your office or organization have plans to expand or reduce its college access program(s) in terms of geographic reach, the types of students targeted, or the services provided?

- Yes [CONTINUE WITH Q61]
- No [SKIP TO Q62]
- Don't know [SKIP TO Q62]

Plans for the Near Future (continued)

61. Please describe your office/organization's plans for change in geographic reach, types of students targeted, and/or services provided (or if you checked "Don't know," please explain):

Contact Information

We would like to create a directory of college access providers, with contact information for those wishing to learn about available college access programs. We also hope that the directory will help

access providers who wish to coordinate and collaborate. To ensure that information for your organization is correct and current, please complete the form below.

62. Please provide contact information for anyone wishing to make general inquiries about your office's/organization's college access programs. *(This information will appear in a directory of college access providers.)*

Organization	<input type="text"/>
Office/department/host site	<input type="text"/>
Address	<input type="text"/>
Address (Line 2)	<input type="text"/>
City/Town	<input type="text"/>
State	<input type="text"/>
ZIP code	<input type="text"/>
Contact person for general inquiries (if any)	<input type="text"/>
Email address (for general inquiries)	<input type="text"/>
Phone number (for general inquiries)	<input type="text"/>

63. If your office/organization has a website, please provide the URL.

64. Please provide contact information for yourself so that we can follow up in the event that we have further questions. *(This information is for our records only and will not be included in the directory or used in any reporting.)*

Your name	<input type="text"/>
Your title or position	<input type="text"/>
Your e-mail address	<input type="text"/>
Your work phone number (or mobile number if preferred)	<input type="text"/>

Additional Comments and Follow-Up

65. Is there anything else you would like us to know about your office/organization or its college access work -- any resources you offer or activities you engage in that were not covered above? Please use this space for any comments you would like to add.

66. Would you be willing to take part in a 30-minute phone interview so that we can gain a more in-depth understanding of the needs and challenges your organization faces in providing college access services?

Yes

No

67. If you would like your office/organization to be entered in the drawing for \$1,029 in scholarship funds for the 2017-2018 academic year, to be awarded to any college-bound student with whom you work, please enter your e-mail address here:

THANK YOU!

Thank You!

Thank you very much for your responses. We greatly appreciate your taking the time to participate. If you have questions or comments about the study, please e-mail us at accessvastudy@vcu.edu.

Please check our website (www.schev.edu/AccessVaStudy.asp) in early 2017 to see reports based on the research.