New Tech Network

NTN COLLEGE ACCESS CHANGE PACKAGE

VERSION 3.0

2024/2025

Table of Contents

Introduction

This change package is a practical tool consisting of evidence-based change ideas and continuous improvement practices geared to support your improvement team in making measurable improvements in well-matched postsecondary enrollment rates for your students. In this change package, we bring into focus equity considerations to ensure that we meet the needs of students who have been historically excluded. We are confident that if improvement teams engage in a series of disciplined cycles of implementation and establish data routines to adapt these high-quality change ideas in their context, then their students will feel confident in their ability to explore, select, apply, enroll, and persist in a well-matched postsecondary option. Fundamentally, this change package is intended to jump-start your journey toward a more equitable system of support and culture that will improve students' postsecondary outcomes, especially for those furthest from opportunity.

HOW TO USE THIS CHANGE PACKAGE

We encourage you to begin by exploring the implementation strategies we have developed to assist your improvement team. We believe these strategies are essential for successful implementation of every driver. Next, identify the focus of your team's postsecondary access improvement work for the coming months and explore the relevant primary drivers. Consider how your team will track key measures and test to implement the change ideas.

> **Note: We will be using the terms "postsecondary education" and "college" interchangeably throughout this document. They are defined as any credentialing postsecondary program (2-year, 4-year, technical, military) likely to lead to the attainment of a degree, certificate, or experience with labor market value.**

CREDIT: **AMERICAS HIGH SCHOOL**

CREDIT: **EASTLAKE HIGH SCHOOL**

THEORY OF IMPROVEMENT

In September 2019, New Tech Network (NTN) announced the launch of the NTN College Access Network, a 5-year college access initiative supported by a Networks for School Improvement (NSI) grant from the Bill & Melinda Gates Foundation (BMGF). The NTN College Access Network partnered with 49 high schools in 15 districts in Arkansas, California, and Texas to improve college access by leveraging continuous improvement practices. Equipped with learning from the NTN College Access Network, NTN launched an expansion of this work in August 2023 with a 2-year, improvement-focused NTN College Access Collaborative with 10 new high schools in California, Indiana, and Texas to accelerate the spread and widespread implementation of promising practices.

ARKANSAS

1 **CROSS COUNTY HIGH SCHOOL**
CROSS COUNTY SCHOOL DISTRICT

2 **BLYTHEVILLE HIGH SCHOOL**
BLYTHEVILLE SCHOOL DISTRICT

CALIFORNIA

1 **SAMUELI ACADEMY**
ORANGE COUNTY DOE

2 **APPLIED TECHNOLOGY CENTER**
MONTEBELLO UNIFIED SCHOOL DISTRICT

3 **VAIL HIGH SCHOOL**
MONTEBELLO UNIFIED SCHOOL DISTRICT

4 **BELL GARDENS HIGH SCHOOL**
MONTEBELLO UNIFIED SCHOOL DISTRICT

5 **MONTEBELLO HIGH SCHOOL**
MONTEBELLO UNIFIED SCHOOL DISTRICT

6 **SCHURR HIGH SCHOOL**
MONTEBELLO UNIFIED SCHOOL DISTRICT

7 **EAST BAY INNOVATION ACADEMY**
OAKLAND USD

INDIANA

1 **CALUMET NEW TECH HIGH SCHOOL**
LAKE RIDGE SCHOOLS

2 **HAMMOND CENTRAL HIGH SCHOOL**
SCHOOL CITY OF HAMMOND

3 **MORTON HIGH SCHOOL**
SCHOOL CITY OF HAMMOND

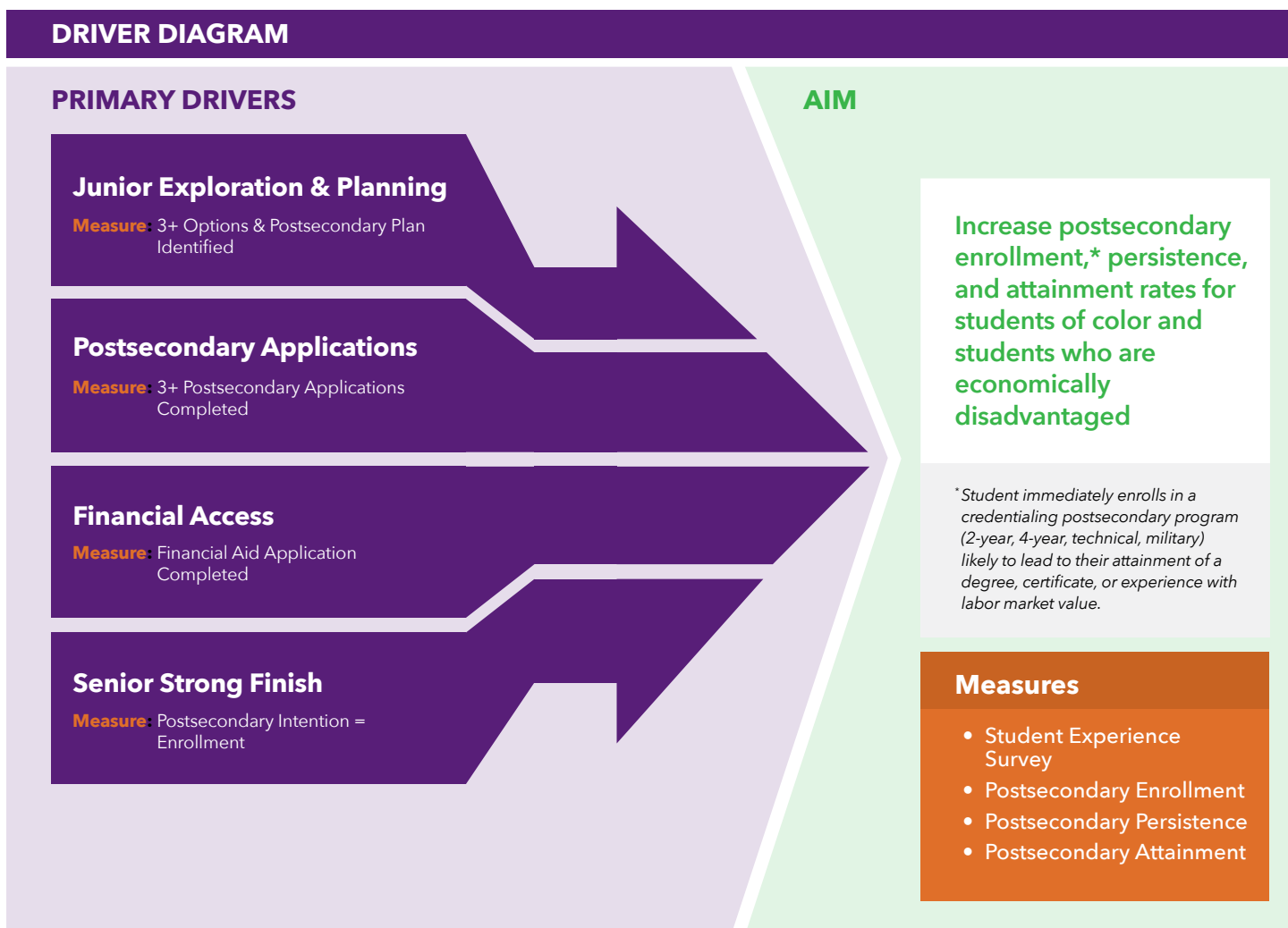4 **WEST SIDE LEADERSHIP ACADEMY**
GARY COMMUNITY SCHOOL CORPORATION

TEXAS

1 **BURGES HIGH SCHOOL**
EL PASO ISD

2 **EL PASO HIGH SCHOOL**
EL PASO ISD

3 **ANDRESS HIGH SCHOOL**
EL PASO ISD

4 **AUSTIN HIGH SCHOOL**
EL PASO ISD

5 **CHAPIN HIGH SCHOOL**
EL PASO ISD

6 **IRVIN HIGH SCHOOL**
EL PASO ISD

7 **NEW TECH ODESSA HIGH SCHOOL**
ECTOR COUNTY ISD

8 **CANYON HIGH SCHOOL**
COMAL ISD

9 **CANYON LAKE HIGH SCHOOL**
COMAL ISD

10 **MEMORIAL EARLY COLLEGE HIGH SCHOOL**
COMAL ISD

11 **SMITHSON VALLEY HIGH SCHOOL**
COMAL ISD

12 **BOWIE HIGH SCHOOL**
EL PASO ISD

13 **CORONADO HIGH SCHOOL**
EL PASO ISD

14 **FRANKLIN HIGH SCHOOL**
EL PASO ISD

15 **JEFFERSON HIGH SCHOOL**
EL PASO ISD

16 **TRANSMOUNTAIN EARLY COLLEGE**
EL PASO ISD

17 **SILVA MAGNET HIGH SCHOOL**
EL PASO ISD

18 **CANUTILLO HIGH SCHOOL**
CANUTILLO ISD

19 **DEL VALLE HIGH SCHOOL**
DEL VALLE ISD

20 **DEL VALLE OPPORTUNITY CENTER**
DEL VALLE ISD

21 **LEGACY PREPARATORY ACADEMY - PLANO**
LEGACY PREPARATORY

22 **LEGACY PREPARATORY ACADEMY - MESQUITE WEST**
LEGACY PREPARATORY

23 **ODESSA HIGH SCHOOL**
ECTOR COUNTY ISD

24 **DAVENPORT HIGH SCHOOL**
COMAL ISD

25 **MOUNTAIN VIEW HIGH SCHOOL**
CLINT ISD

26 **CLINT EARLY COLLEGE ACADEMY**
CLINT ISD

27 **HORIZON HIGH SCHOOL**
CLINT ISD

28 **CLINT HIGH SCHOOL**
CLINT ISD

29 **AMERICAS HIGH SCHOOL**
SOCORRO ISD

30 **EASTLAKE HIGH SCHOOL**
SOCORRO ISD

31 **EL DORADO HIGH SCHOOL**
SOCORRO ISD

32 **MISSION EARLY COLLEGE**
SOCORRO ISD

33 **MONTWOOD HIGH SCHOOL**
SOCORRO ISD

34 **OPTIONS HIGH SCHOOL**
SOCORRO ISD

35 **PEBBLE HILLS HIGH SCHOOL**
SOCORRO ISD

36 **SOCORRO HIGH SCHOOL**
SOCORRO ISD

37 **FABENS HIGH SCHOOL**
FABENS ISD

38 **TERRELL HIGH SCHOOL**
TERRELL ISD

39 **MANOR EXCEL ACADEMY**
MANOR ISD

40 **MANOR HIGH SCHOOL**
MANOR ISD

41 **MANOR NEW TECH HIGH SCHOOL**
MANOR ISD

42 **ALDINE HIGH SCHOOL**
ALDINE ISD

43 **PERMIAN HIGH SCHOOL**
ECTOR COUNTY ISD

44 **ELGIN HIGH SCHOOL**
ELGIN ISD

45 **TORNILLO HIGH SCHOOL**
TORNILLO ISD

46 **YOUNG WOMEN'S STEAM & RESEARCH PREPARATORY ACADEMY**
EL PASO ISD

● **NETWORK COHORT ONE**
FALL 2019-SPRING 2024

● **NETWORK COHORT TWO**
FALL 2020-SPRING 2024

● **NETWORK COHORT THREE**
FALL 2021-SPRING 2024

● **COLLABORATIVE COHORT ONE**
FALL 2023-SPRING 2025

Our aim is to increase well-matched postsecondary enrollment rates for students of color and students who are economically disadvantaged at participating schools. We define well-matched postsecondary enrollment as a student immediately enrolling in a program likely to lead to their attainment of a credential with labor market value (including 2-year, 4-year, technical, and the military).

Our theory is that if schools establish strong and reliable practices in four high-leverage primary drivers using cycles of inquiry to test for implementation in their own context, it will result in higher postsecondary enrollment, persistence, and attainment rates.

DRIVER DIAGRAM

PRIMARY DRIVERS

Junior Exploration & Planning

Measure: 3+ Options & Postsecondary Plan Identified

Postsecondary Applications

Measure: 3+ Postsecondary Applications Completed

Financial Access

Measure: Financial Aid Application Completed

Senior Strong Finish

Measure: Postsecondary Intention = Enrollment

AIM

Increase postsecondary enrollment,* persistence, and attainment rates for students of color and students who are economically disadvantaged

*Student immediately enrolls in a credentialing postsecondary program (2-year, 4-year, technical, military) likely to lead to their attainment of a degree, certificate, or experience with labor market value.

Measures

- Student Experience Survey
- Postsecondary Enrollment
- Postsecondary Persistence
- Postsecondary Attainment

This change package explores each primary driver – explaining its importance, highlighting key measures, and diving into a **set of change ideas** that have been **proven in practice to deliver desired results** according to the **best-known evidence** at this time.

We begin with a student's postsecondary exploration and planning journey in their junior year. Next, we dive into postsecondary applications where students are encouraged to apply to at least 3 options to increase the likelihood of well-matched postsecondary enrollment. Then, we discuss financial access, one of the most critical steps of the postsecondary application and enrollment processes. Lastly, we look forward to providing information on how seniors finish strong before they embark on their postsecondary chapter. Lastly, we focus on how to support a senior strong finish so that graduates are prepared to pursue and attain their postsecondary goals.

Implementation Strategies

EFFECTIVE IMPROVEMENT TEAMS: CREATING THE CONDITIONS FOR SUCCESS

Every improvement journey begins with identifying the problem and selecting the team. When inviting staff to join the improvement team, school and district leaders must balance including diverse perspectives with creating a sense of collective responsibility. A college access improvement team typically consists of 4-7 members – including at least 1 school administrator, 1 counselor, and 1 teacher working with juniors and seniors – who are committed to a shared aim and have the capacity to engage in the improvement project.

Team Members carry out the work of the team. They are the people whose work processes are closest to the problem and are therefore well-positioned to learn from trying changes in practice. They will:

- Meet frequently as a team to ensure forward progress towards aims and measures

- Actively participate in planning, testing, and studying changes in practice

- Collect, track, and make sense of data

- Identify opportunities to spread learning

The **Team Lead** is the point person who orchestrates the activities of the team, maintains team records, and communicates with the school community. They will:

- Serve as primary contact for the improvement project

- Hold responsibility for fidelity of the work

- Document and share team progress and learning

- Schedule, plan, and facilitate team meetings

Additionally, a **District Sponsor** and the **School Leader** provide the organizational conditions necessary for team success and connect the improvement work to district- and school-level priorities. They will:

- Conduct regular check-ins with school teams

- Support the improvement effort with a focus on sustainability

- Celebrate accomplishments, and provide feedback and support

- Provide necessary supports and resources, and remove barriers

> " **Improvement is by design a team sport. Gaps in performance are addressed by empowering teams of people to investigate critical systems problems, try out various solutions and spread what they learn to other parts of the organization. The secret sauce of an improvement team is their capacity to learn. This requires breaking down our typical siloed and individualistic ways of working [...]."[1]**

CREDIT: **LEGACY PREP MESQUITE**

LEADING WITH EQUITY

All change begins with identifying the gap between where we are now and where we want to be. To increase well-matched postsecondary enrollment rates for students of color and students who are economically disadvantaged, improvement teams need to pursue more equitable outcomes for the students furthest from opportunity.

New Tech Network is committed to transforming teaching and learning so **every child – regardless of race, ethnicity, ability, or income status – has access to a meaningful, equitable, and inclusive learning environment** focused on preparation for college and career, allowing all students to thrive. Cultivating a culture supportive and inclusive to all students requires adults willing to recognize and examine deeply held beliefs, behaviors, and values that influence their interactions with students about postsecondary opportunities. Barriers that push students to the margins must be systematically identified and dismantled so all students feel a sense of belonging. When schools are responsive and supportive of the needs of both adults' and students' social and emotional well-being, they build a healthy and safe school culture that directly improves academic and equitable outcomes, thereby increasing the number of students of color and students who are economically disadvantaged applying to and enrolling in well-matched postsecondary education.

> **Every system is perfectly designed to deliver the results it produces.**
>
> *- Central Law of Improvement[2]*

UNDERSTAND THE GAPS	→	ACCESSIBLE SUPPORT SYSTEMS	→	INCLUSIVE POSTSECONDARY EVENTS	→	MORE EQUITABLE OUTCOMES

Seek to understand the gaps:

- Collect, analyze, and disaggregate data to understand who is attending events and completing each process.

- Use multiple sources of quantitative and qualitative data to identify potential equity challenges for students and families and to better understand what about your system is producing them.

- Identify specific populations on campus that may need additional support (e.g., Dreamers, English Language Learners, students experiencing homelessness, and students with learning differences).
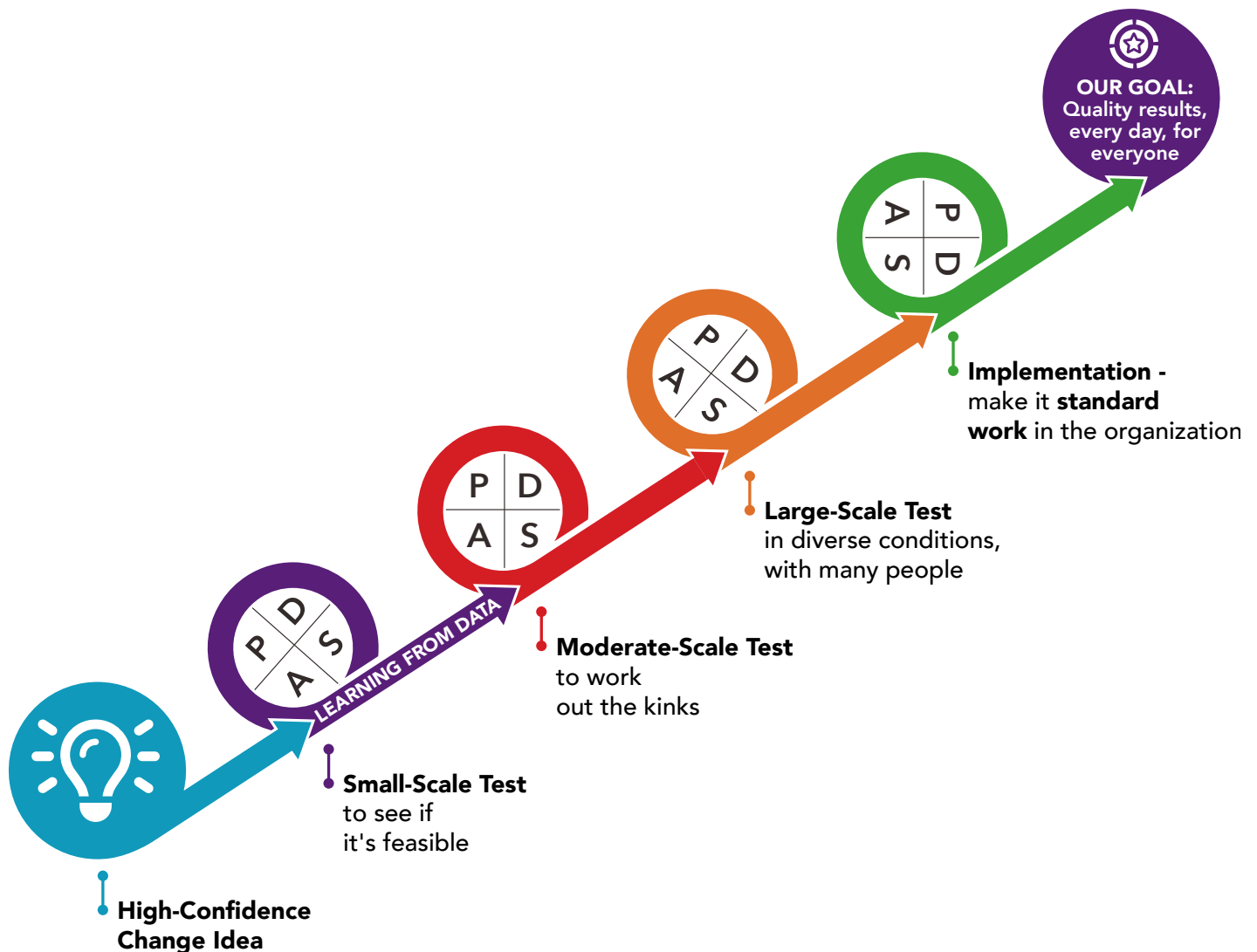
Create accessible support systems:

- Proactively open a line of communication with students and families to build trust and belonging, especially amongst students of color and students who are economically disadvantaged.

- Prioritize individual meetings with students of color and students who are economically disadvantaged (rather than with high-achieving students or students already enrolled in a postsecondary support program).

- Actively support student clubs, organizations, and identity-based spaces (e.g., African American Male Achievement program) that give students the opportunity to be engaged and active participants in the postsecondary process.

- Engage school staff and leadership to cultivate a culture supportive and inclusive to all students in their exploration and preparation for postsecondary success.

Design inclusive postsecondary events:

- Offer events for students and families at a variety of times throughout the day and week, and provide childcare services when families are invited.

- Market events in multiple languages and include staff who can provide support in those languages.

- Include 2-year, 4-year, technical, and military postsecondary options in all postsecondary events, and ensure there are alternative financial aid application (e.g., TASFA/CADAA) experts at all financial aid events.

- Provide transportation and meals for college and career visits and at lunch sessions.

SCALE UP: TESTING TO IMPLEMENT AND DEVELOPING STANDARD WORK

Our goal in improvement is to design reliable systems that serve every student in their postsecondary planning journey so that whatever school a student walks into, they will be provided the same high-quality experience. Using the change ideas in this change package that have been proven in practice to deliver results, improvement teams will **scale up** these practices by testing to implement. Testing for implementation is managed as a series of **PDSA (Plan-Do-Study-Act) cycles** where improvement teams provide support to ensure that improvement is achieved and maintained and recognize and address the human side of change.

OUR GOAL:
Quality results, every day, for everyone

Implementation - make it **standard work** in the organization

Large-Scale Test in diverse conditions, with many people

Moderate-Scale Test to work out the kinks

LEARNING FROM DATA

Small-Scale Test to see if it's feasible

High-Confidence Change Idea

When determining the size of the test for implementation with the change ideas in this change package, consider:

- **Cost** - How expensive will it be (time, money, and/or resources) if the change fails?

- **Staff Readiness to Make Change** - Are your staff resistant, indifferent, or ready?

DETERMINING THE SIZE OF THE TEST:
High-Confidence Change Ideas

Cost of failure **large**	Small-Scale Test	Moderate-Scale Test	Large-Scale Test
Cost of failure **small**	Moderate-Scale Test	Large-Scale Test	**Implementation**
	Staff are **resistant** to make a change	Staff are **indifferent** to make a change	Staff are **ready** to make a change

If there is little to no cost of failure and staff are ready to make a change, go ahead and implement! Otherwise, the **Determining the Size of the Test** chart can help you think about the scale at which to start.

A change that is implemented becomes **standard work** with detailed definitions of the current best practices for performing an activity or process. To develop standard work, improvement teams should consider:

- **Documentation:** What instructions, templates, or materials will people need to execute this change?

- **Professional Learning:** What new knowledge or skills do people need to execute this change?

- **Scale-Up Strategy:** How will you strategically engage more people over time?

- **Leadership Support:** How will leadership communicate this change is an expectation and priority?
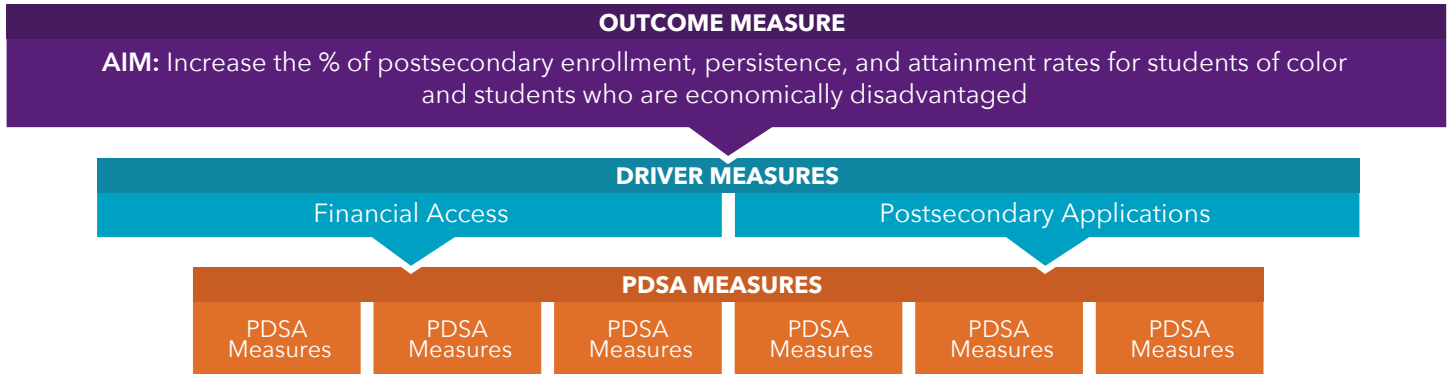
By using standard work, we are not trying to treat every student as if they are the same – instead, we are trying to clarify and reinforce the most important elements of how a particular practice is executed, to free us up to be present for and responsive to students in all of their needs.

CREDIT: **LEGACY PREPARATORY CHARTER ACADEMY • MESQUITE**

DATA MANAGEMENT AND BEST PRACTICES

"How will we know that a change is an improvement?" is one of the questions we ask in continuous improvement. An effective answer to that lies in the collection and analysis of data from measures across all levels of our system: outcomes, drivers, and PDSAs. **All improvement requires change, yet not all change is an improvement.**[2] Improvement teams learn from data to understand why it is producing its current outcomes, for whom, and when, to discover how we can move towards measurable, equitable improvement.

OUTCOME MEASURE
AIM: Increase the % of postsecondary enrollment, persistence, and attainment rates for students of color and students who are economically disadvantaged

DRIVER MEASURES	
Financial Access	Postsecondary Applications

PDSA MEASURES					
PDSA Measures	PDSA Measures	PDSA Measures	PDSA Measures	PDSA Measures	PDSA Measures

Identify a data lead on your improvement team who:

• Provides timely, accurate, and actionable data to the team

• Tracks outcome, driver, and PDSA measures and methods

• Utilizes data collection and cleaning tools

• Creates and shares data visualizations

• Engages the team in reflection and learning through the use of data routines

Collect a variety of data, including:

• Quantitative data that can be counted or measured numerically

• Qualitative data that can be observed and described *(e.g., feedback surveys, observations, etc.)*

• Aggregate *(school- or grade-level)* and disaggregated *(student-level or group-level)* data
   ○ *Tracking Systems:* Excel, Google Sheets, Naviance, SchooLinks, etc.
      ▪ E.g., Student Postsecondary Plans Tracker (Del Valle Opportunity Center)
   ○ *Data Sources:* NCAN FAFSA Tracker, ApplyTexas Counselor Suite (Texas), CSAC WebGrants (California), National Student Clearinghouse StudentTracker, etc.

Examine the data by:

• Visualizing data through use of common graphics, such as run charts, plot graphs, infographics, and even an interactive dashboard
   ○ Data Visualization Graphics and Checklist (Improvement Collective)
   ○ Weekly Data Snapshot (Samueli Academy)

• Participating in structured data protocols during team meetings that encourage active listening and reflection
   ○ Data for Equity Protocol (HTH GSE Center for Research on Equity and Innovation)
   ○ Student-Centered Data Protocol (Connecticut RISE)
   ○ Data Driven Dialogue (School Reform Initiative)

TIERS OF SUPPORT

Teams with the highest postsecondary completion rates consistently leverage some variation of tiers of support. Tiers of support are designed to assist as many students as possible with the least amount of limited resources in order to provide the most individualized and intensive outreach and support methods to students who need it most. Schools leveraging tiers of support begin with interventions and supports for all students, then small group interventions and supports, and then one-on-one conversations with any students who still need support.

Each tier offers targeted support to an increasingly more focused and granular group of students until reaching the tier wherein individual student support is offered until every student has been successfully supported through the process. These tiers are strengthened by increasing support through partnerships, internally and externally. **Access to timely, accurate, and disaggregated data is a necessary foundation for improvement teams to successfully implement tiers of support.**
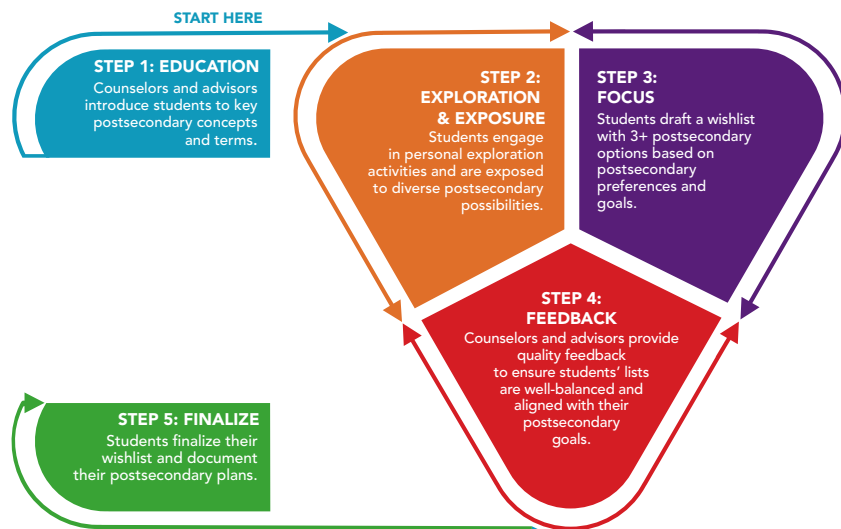
Successful examples of the kinds of support offered within each tier are provided in the following pages along with actionable data to collect, tools, artifacts, and quotes that will allow you to quickly adapt and test these ideas to implement within your context.

We do want to note though that tiers of support are not always perfectly linear, nor should they be. Infusing equity in your design may involve tiers occurring asynchronously for particular groups of students. While there are examples of this throughout the change package, the bottom line is that when improvement teams are testing any change idea, they must be attentive to disproportionalities and how our students of color and students who are economically disadvantaged are progressing related to the whole to mitigate perpetuating or creating new barriers or challenges unintentionally and to make sure we are truly meeting students where they are.

Junior Exploration & Planning

WHY JUNIOR EXPLORATION & PLANNING?

While postsecondary exploration and planning can start earlier, it is imperative that juniors are prepared to start their senior year with a wishlist of postsecondary options and a plan with articulated steps to support their postsecondary goals and aspirations. To do that, we have developed a process that includes specific steps to increase the likelihood of **well-matched postsecondary enrollment**. Supporting students in finding the right fit and match lives at the core of increasing well-matched postsecondary enrollment.

START HERE

STEP 1: EDUCATION
Counselors and advisors introduce students to key postsecondary concepts and terms.

STEP 2: EXPLORATION & EXPOSURE
Students engage in personal exploration activities and are exposed to diverse postsecondary possibilities.

STEP 3: FOCUS
Students draft a wishlist with 3+ postsecondary options based on postsecondary preferences and goals.

STEP 4: FEEDBACK
Counselors and advisors provide quality feedback to ensure students' lists are well-balanced and aligned with their postsecondary goals.

STEP 5: FINALIZE
Students finalize their wishlist and document their postsecondary plans.

- If schools support students to increase their awareness of their postsecondary options, then students will be able to **internalize** and **articulate** their aspirations and postsecondary priorities.

- If students understand their postsecondary priorities, then it is more likely they will **select** and **apply** to "well-matched" institutions and opportunities.

- If students apply to "well-matched" institutions and opportunities, then they are more likely to **choose** a postsecondary option where they are more likely to **enroll** and **persist**.

As students are guided through the steps in the process with encouragement and feedback from the adults in their lives, they will be better able to make informed decisions about their postsecondary options.

KEY MEASURES

- **Step 1**: % of juniors introduced to key postsecondary concepts, terms, and processes

- **Step 2:** % of juniors who engage in personal exploration activities and postsecondary research to build self-awareness and awareness of their college and career options

- **Step 3:** % of juniors who draft a postsecondary wishlist with 3+ options based on preferences and goals

- **Step 4:** % of juniors who receive quality feedback on their postsecondary wishlist to ensure that wishlists are well-balanced and aligned with their goals

- **Step 5:** % of juniors who finalize their postsecondary wishlist and articulate a plan to prepare for senior year tasks and timelines

CHANGE IDEAS

CHANGE IDEA AND DESCRIPTION	SUGGESTED DATA TO COLLECT	TOOLS/ RESOURCES
#1 Partner with teachers to offer post-secondary planning support to juniors Partner with teachers to provide additional staff support for postsecondary planning in small groups. Meet with teachers during an advisory staff, grade-level team, or department meeting. Explain what support is needed and why, and provide teachers with tools and resources.	• # of wishlists and plans completed (by class) • Qualitative feedback from teachers	• Pre-Senior Round Up Presentation (Burges High School)
#2 Host a postsecondary exploration & planning day- or week-long event during the school day for all juniors Host a postsecondary exploration & planning day- or week-long event during the school day for all juniors (e.g., during SAT week). Begin exploration to support juniors in identifying their postsecondary plan. Ask them to identify their top criteria and search for options that are a good fit and match. They will then create a wishlist with 3+ options.	• Student attendance • Entry/exit surveys • Frequently asked questions	• Junior College Prep Meeting Flyer (Del Valle High School)
#3 Schedule college visits and career introductions Schedule opportunities for juniors to visit a college to learn more about what the campus has to offer academically, socially, and more, as well as opportunities for students to visit workplaces and engage in job shadowing and/or internships. If students are unable to travel, they should connect with professional representatives during lunch sessions to learn more about prospective colleges, careers, and pathways.	• Qualitative feedback from students • Student attendance at visits and lunch sessions	• College Visit Checklist and Reaction (New Tech Network) • Photo Frenzy (New Tech Network)
#4 Meet with juniors in small groups to identify their postsecondary plan and 3+ wishlist options Facilitate workshops/lessons where groups of juniors can research post-secondary options and identify their top criteria with the support of a staff member. This can be pushed in or pulled out during a specific junior class (e.g., English 11), offered during advisory, or held as a drop-in workshop after school.	• # of wishlists and plans completed (by class) • Qualitative feedback from teachers	• Top Five Fit Factors Worksheet (New Tech Network) • Senior Summer Bridge Presentation (Del Valle High School)

CHANGE IDEA AND DESCRIPTION	SUGGESTED DATA TO COLLECT	TOOLS/ RESOURCES
#5 Partner with teachers to lead a postsecondary exploration & planning project that culminates in junior portfolios and/or presentations Launch a postsecondary exploration & planning project within a specific junior class (ex: English, advisory, etc.). Begin exploration to support juniors in identifying their postsecondary plan. Ask them to identify their top criteria and search for options that are a good fit and match. They will then create a wishlist with 3+ options. Finally, they will create a portfolio/presentation to share their postsecondary plans and wishlist.	• Quality of portfolios and/or presentations • Student confidence pre- and post-project	• College Wishlist Worksheet (Samueli Academy) • College Comparison Worksheet (New Tech Odessa)
#6 Meet with juniors and families to increase financial aid awareness Meet with juniors and families to increase awareness of postsecondary options, processes, and timelines. Share why identifying a postsecondary plan and a wishlist with 3+ options in junior year is so important. Maintain regular communication to build a trusting relationship.	• Length of meetings • % of scheduled vs. actual meetings	• College Advising Contact Note (New Tech Network) • Rising Senior Meeting (Smithson Valley High School)
#7 Follow up individually during the school day with juniors who have not identified their postsecondary plan and/or 3+ wishlist options Identify juniors who have not yet identified their postsecondary plan and/or 3+ wishlist options. Assign each student to a staff member (teacher, counselor, advisor, mentor, etc.) to meet with them individually during the school day to determine next steps and support them in completing their plan.	• % of students with an incomplete wishlist • # of wishlists completed with staff support	• Student Pass (Samueli Academy)

CREDIT: **BELL GARDENS HIGH SCHOOL**

CHANGE IDEA AND DESCRIPTION	SUGGESTED DATA TO COLLECT	TOOLS/ RESOURCES
#8 Host Junior Exploration & Planning events in English & Spanish for families and juniors outside of school hours Host an event in the evening or on a weekend to launch the junior exploration & planning process. Help families explore postsecondary options, processes, and timelines. Share why identifying a post-secondary plan and a wishlist with 3+ options in junior year is so important.	• Family and student attendance • Entry/exit surveys • Frequently asked questions	• AVID Family Night Flyer & Agenda (Clint High School)
#9 Offer incentives for juniors who identify their postsecondary plan and 3+ wishlist options by a specific date or deadline As soon as junior exploration & planning season begins, notify juniors that there will be an incentive for identifying their post-secondary plan and 3+ wishlist options by a deadline. Example incentives include food or a party. Create a system for collecting proof of completion (e.g., Naviance/SchooLinks tasks), and confirm with juniors when they are eligible.	• # of students eligible for the incentive each week leading up to the deadline • Quality of proof of completion	 CREDIT: **LEGACY PREPARATORY CHARTER ACADEMY • PLANO**
#10 Identify peer ambassadors Select and train junior or senior ambassadors (e.g., from an AVID class) to support their peers with identifying their postsecondary plans and wishlists.	• Qualitative feedback from peer ambassadors and students receiving support • # of wishlists and plans identified with peer support	 CREDIT: **EASTLAKE HIGH SCHOOL**

> " Our ambassadors are the ones that help push the postsecondary planning knowledge into our classrooms, and we recruit them early in their junior year. These students receive support and training from our staff to walk their classmates step-by-step through the process. It is a big part of our success with junior engagement because our ambassadors understand their purpose and feel empowered to own the process. "
>
> **- Assistant Principal,** *Eastlake High School*

Postsecondary Applications

WHY 3+ POSTSECONDARY APPLICATIONS?

The challenge of access to, and success within, postsecondary educational institutions is not solved with a singular application. Students must apply, receive acceptance, enroll, and persist at a given postsecondary institution within a competitive market with limited resources among other complex processes. Therefore, students should apply to multiple postsecondary institutions to maximize their likelihood of having well-matched options to make a decision. Increasing the number of postsecondary applications a student submits from 1 to 2 applications and from 2 to 3 can increase a student's probability of enrollment at a 4-year college by 40% and 10%, respectively.[3]

In recent years, college admittance rates have become even more unpredictable, further demonstrating a need to maximize student chances with longer college application lists. Even more importantly, students' postsecondary goals and aspirations can shift between fall of senior year and high school graduation – applying to 3+ postsecondary opportunities increases the likelihood that every student has options to choose from in the spring.

If schools explicitly set aims to support historically marginalized students to submit 3+ postsecondary applications, test postsecondary application change ideas, and establish data practices that include data disaggregation, then college application and enrollment will increase for those student populations.

KEY MEASURES

- % of seniors with 3+ postsecondary applications completed
- Average # of postsecondary applications completed

CREDIT: **LEGACY PREPARATORY CHARTER ACADEMY • MESQUITE AND PLANO**

CHANGE IDEAS

CHANGE IDEA AND DESCRIPTION	SUGGESTED DATA TO COLLECT	TOOLS/ RESOURCES
#1 Meet with seniors in small groups to complete 3+ postsecondary applications Facilitate workshops where groups of seniors can complete 3+ postsecondary applications with the support of a staff member. This can be launched in a specific senior class (e.g., English 12), offered during advisory, or held as a workshop after school.	• # of students who submit applications • # of students who complete essays	• Step-by-Step Flyer to Create College Application Account (Eastlake High School) • College Application Process and How to Apply Presentation (Del Valle High School) • Application Workshop Post-Survey (Mission Early College High School)
#2 Partner with teachers in a specific department or class to offer postsecondary application support Partner with teachers to provide additional staff support for postsecondary applications in small groups. Meet with teachers during an advisory staff, grade-level team, or department meeting. Explain what support is needed and why, and provide teachers with tools and resources needed to support students.	• # of applications submitted (by class) • Qualitative feedback from teachers	• Slide Deck for Staff Development Meetings (Odessa High School) • Email to Teachers (Odessa High School)
#3 Host postsecondary application events during the school day for all seniors Host postsecondary application events during the school day for all seniors (e.g., on PSAT Day). Help them begin, continue, or finalize their applications. Include information about postsecondary options, what is needed to complete an application, and when applications are due.	• Student attendance • Entry/exit surveys • Frequently asked questions	• College Admissions Essays 101 (Terrell High School) • College Submission Day Flyer (Bell Gardens High School)
#4 Follow up one-on-one during the school day with seniors who have not completed 3+ postsecondary applications Identify seniors who have not submitted 3+ postsecondary applications and implement a process to follow up prior to major application deadlines. Assign these conversations across staff members and leverage pre-existing relationships. Conduct outreach during advisory periods, core classes (in coordination with teachers), and via email. Support students in completing applications and identifying barriers to completion during these interactions.	• Student-identified needs and barriers to completing applications • # of applications submitted with staff support	• Application Status Tracker with Staff Assignments (Samueli Academy)

CHANGE IDEA AND DESCRIPTION	SUGGESTED DATA TO COLLECT	TOOLS/ RESOURCES
#5 Host a postsecondary applications event for families and seniors outside of school hours Host an event in the evening or on a weekend to launch the beginning of postsecondary application season. Help families explore postsecondary programs and begin, continue, or finalize their applications. Include information about postsecondary options, what is needed to complete an application, and when applications are due.	• Family and student attendance • # of applications submitted	• [Senior Summer Bridge Program](#) (Del Valle High School)
#6 Offer incentives for seniors who complete 3+ postsecondary applications by a specific date or deadline As soon as postsecondary application season begins, notify seniors that there will be an incentive for completing 3+ postsecondary applications by a deadline. Example incentives include food, swag bags, or bigger ticket items. Create a system for collecting proof of completion (e.g., Naviance/SchooLinks task), and confirm with seniors when they are eligible.	• # of students eligible for the incentive each week leading up to the deadline • Quality of proof of completion	 CREDIT: **SOCORRO HIGH SCHOOL**

> **All seniors filled out college applications in their English classes. Our counselors went into class to start the process, and our teachers marked it as a homework assignment or test grade. Even if college is not in their future plan, the application is completed and it gives students an option in case their first plan doesn't work out.**
>
> **- AVID Coordinator,**
> *Odessa High School*

#7 Partner with local postsecondary institutions and community-based organizations to offer postsecondary application support Partner with local postsecondary institutions and community-based organizations to provide additional staff support for postsecondary application events, assemblies, and small group support.	• Partner attendance and engagement • Qualitative feedback from students and representatives	• [College Rep Emails](#) (Chapin High School)

CHANGE IDEA AND DESCRIPTION	SUGGESTED DATA TO COLLECT	TOOLS/ RESOURCES
#8 Identify peer ambassadors Select and train senior ambassadors (e.g., from an AVID class) to support their peers with completing 3+ postsecondary applications.	• Qualitative feedback from peer ambassadors and students receiving support • # of applications submitted with peer support	 CREDIT: **AMERICAS HIGH SCHOOL**
#9 Meet one-on-one with seniors in early fall to review their postsecondary wishlist and discuss their postsecondary plans Meet individually with seniors in early fall to review their postsecondary wishlist from junior year and discuss their plan, application requirements, and important deadlines.	• Length of one-on-one meetings • % of students who have finalized the list of postsecondary applications they plan to submit this fall	• Postsecondary Applications Check-In Questions (Davenport High School) • Junior to Senior Year Transition Plan (Manor High School)
#10 Schedule college visits and career introductions Schedule opportunities for seniors to visit a college to learn more about what the campus has to offer academically, socially, and more. If students are unable to travel, students should connect with professional representatives during lunch sessions at school to learn more about colleges, careers, and pathways.	• Qualitative feedback from students • Student attendance at visits and lunch sessions	• Field Trip Interest Form (Davenport High School) • College Visit Worksheet (New Tech Odessa) • College Info Session Flyer (Socorro High School) • Internship Request Email (New Tech Odessa)

> **We pull students out and bring them to [our college and career center] to work one-on-one to review their wishlists, research their options, and apply to schools early in the school year. Some kids think community college is their only option and the university down the street is a dream, but other options are more in reach than they realize. If they look at a school and it is not for them, that is okay, but I want them to realize there is more and they deserve the opportunity to find out.**
>
> **- Assistant Principal,** *Bowie High School*

Financial Access
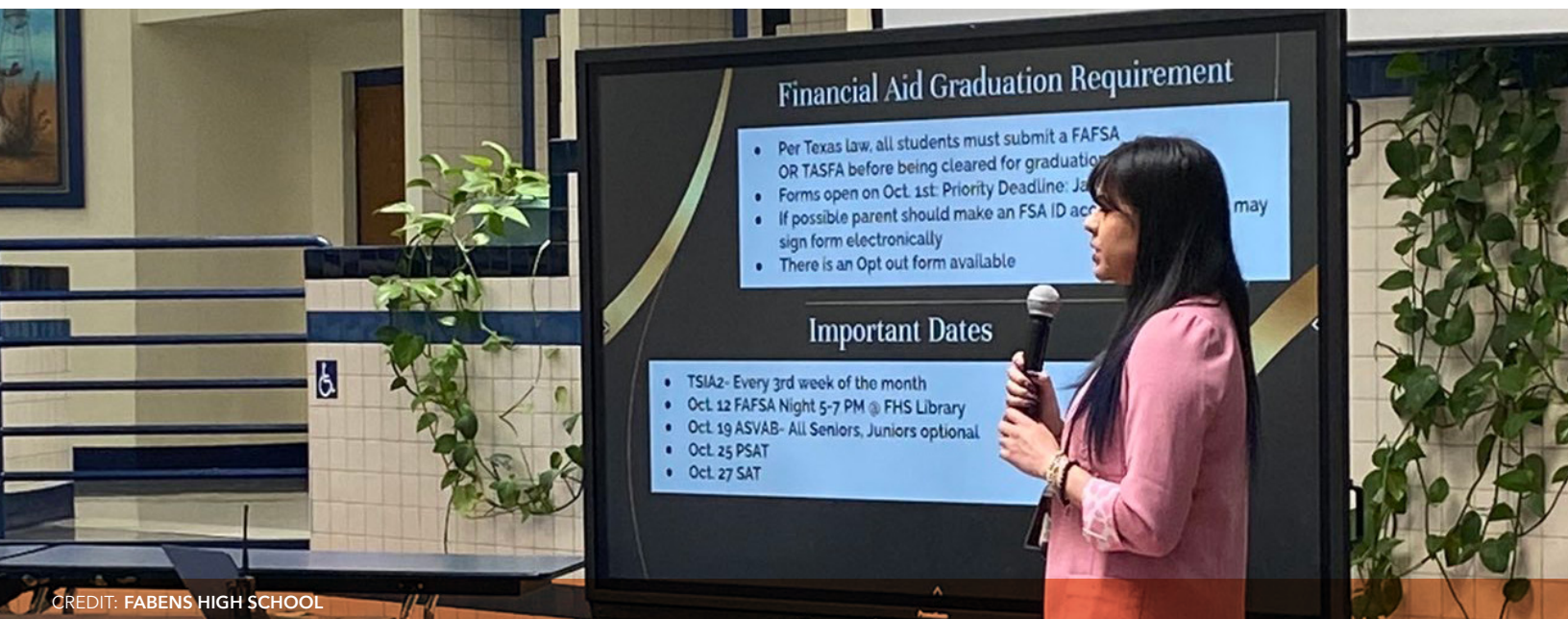
WHY FINANCIAL ACCESS?

FAFSA completion is strongly associated with postsecondary enrollment, persistence, and completion: 92% of seniors who completed the FAFSA enrolled by the November following graduation compared to 51% who did not complete a FAFSA.[4] Submitting a financial aid application, such as the Free Application for Federal Student Aid (FAFSA), is one of the most critical steps of the postsecondary application and enrollment processes. For students who are ineligible for the FAFSA, alternatives like the Texas Application for State Financial Aid (TASFA) and the California Dream Act Application (CADAA) represent the same importance (depending on your geographical location, citizenship status, and institutional policies).

Students must complete the FAFSA to access federal grants and loans, as well as many types of state and institutional financial aid, that ultimately give students the financial freedom to pursue their postsecondary goals. Of note, FAFSA submission is often an institutional requirement to be considered for merit-based aid – even for students from higher-income families who may not qualify for need-based aid. Students from higher-income homes may still qualify for work-study or federal loans, which typically carry lower interest rates compared with private education loans.

If schools explicitly set aims to support historically marginalized students to complete a financial aid application, test financial access change ideas, and establish data practices that include data disaggregation, then postsecondary options will be more affordable and enrollment will increase for those student populations.

KEY MEASURES

- % of seniors with a financial aid application submitted
- % of seniors with a financial aid application completed

CREDIT: **FABENS HIGH SCHOOL**

CHANGE IDEAS

CHANGE IDEA AND DESCRIPTION	SUGGESTED DATA TO COLLECT	TOOLS/ RESOURCES
#1 Host financial aid events in English & Spanish for families and seniors outside of school hours Host financial aid events in the evening or on a weekend to reach families to launch the beginning of and provide continued support during financial aid application season. Offer support in both English and Spanish. Help them begin, continue, or finalize their financial aid application. Include a workshop with information about financial aid requirements, the types of financial aid available, and what is needed to complete an application.	• Student & family attendance (by language) • Exit tickets noting application completion status or reason why application is incomplete • Qualitative feedback from attendees	• FAFSA/TASFA/CADAA Completion Resources (uAspire)
#2 Partner with teachers in a specific department or class Partner with teachers to provide additional staff support for financial aid applications in small groups. Meet with teachers during an advisory staff, grade-level team, or department meeting. Explain what support is needed and why, then provide teachers with tools and resources. Ask teachers to help students to create an FSA ID, if eligible, and complete a financial aid application as an assignment.	• # of student FSA IDs created (by class) • # of applications completed (by class) • Qualitative feedback from teachers	• How to Create an FSA ID (Eastlake High School) • FAFSA/TASFA Email Reminders for Teachers 1, 2, 3 (Odessa High School)
#3 Host financial aid assemblies during the school day for all seniors Host financial aid assemblies during the school day for all seniors (e.g., on PSAT Day). Offer support in both English and Spanish. Help them begin, continue, or finalize their financial aid application. Include a workshop with information about financial aid requirements, the types of financial aid available, and what is needed to complete an application.	• Student attendance • Entry/exit surveys • Frequently asked questions	• Graduation Requirements (Socorro High School)

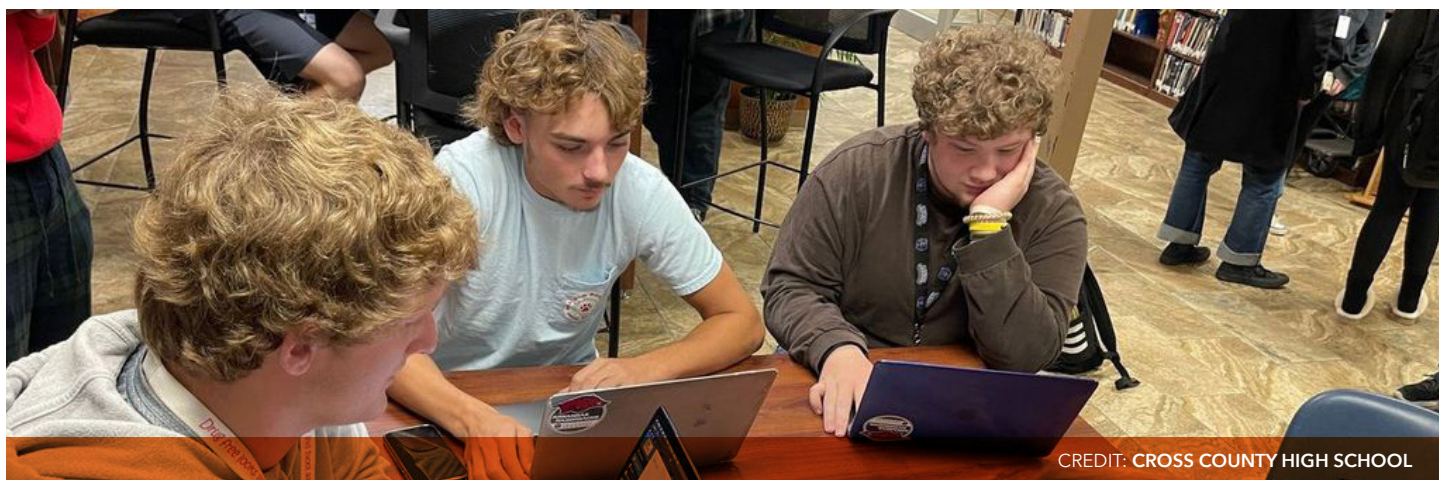| CHANGE IDEA AND DESCRIPTION	SUGGESTED DATA TO COLLECT	TOOLS/ RESOURCES
#4 Follow up individually during the school day with seniors who have not completed a financial aid application Identify seniors who have not yet completed their financial aid application. Assign each student to a staff member (teacher, counselor, advisor, mentor, etc.) to meet with them individually during the school day to determine next steps and support them in completing their application. Provide students with passes to get help with their financial aid applications.	• % of students with an incomplete or unsubmitted financial aid application • Student-identified needs and barriers to completing applications • # of applications completed with staff support	• FAFSA Passes (Eastlake High School)
#5 Offer incentives for seniors who complete their financial aid applications early As soon as financial aid application season begins, advertise an incentive to seniors for completing their financial aid application early. Incentives may include a party or a field trip. Create a system to collect proof of completion (e.g., Naviance/SchooLinks task, Google Form), and track statuses of eligible seniors.	• # of students eligible for the incentive each week leading up to the deadline • Quality of proof of completion	• FAFSA Flyer with Raffle Prizes (Eastlake High School)
#6 Meet with seniors in small groups to complete their financial aid applications Facilitate workshops where seniors can complete the financial aid applications with the support of a staff member. This can be done during a specific senior class (e.g., English 12), during advisory, or held as a workshop after school. Group students based on support needs.	• # of students who complete applications • Reason why application is incomplete	• FAFSA Step-by-Step Guide (Socorro High School) • FAFSA Presentation (Del Valle High School)

CREDIT: **CROSS COUNTY HIGH SCHOOL**

22

CHANGE IDEA AND DESCRIPTION	SUGGESTED DATA TO COLLECT	TOOLS/ RESOURCES
#7 Meet with seniors and families to increase financial aid awareness At the beginning of the school year, meet with seniors and families to share why financial access is important to help their student prepare for postsecondary options, what financial aid opportunities are available, and resources to help them prepare. Maintain regular communication to build a trusting relationship.	• Length of meetings • % of scheduled vs. actual meetings	• Family Communication (Socorro High School)
#8 Personally contact seniors and families to review their financial aid application status and discuss next steps Reach out to seniors and families personally (e.g., phone call, text, email, ParentSquare/Remind, Schoology/Google Classroom, etc.). Let them know that their financial aid application is incomplete and when it is due. Discuss next steps and connect them to upcoming opportunities for completion support.	• % of students and families who responded • # of scheduled support meetings	• FAFSA Letters Home in English and Spanish (Eastlake High School)
#9 Advertise financial aid events in English & Spanish Send personalized invitations to seniors to invite them and their families to financial aid events using electronic and paper communication in both English and Spanish (e.g., postcard, flyer, email, social media, Google Classroom, Remind, etc.).	• % of responses post-invitation	• FAFSA Night Flyer in Spanish (Odessa High School) • FAFSA Night Flyer in English and Spanish (Fabens High School) • Childcare Services at FAFSA Night in English and Spanish (Fabens High School)

> **Knowing who to work with and when to work with them [is key]. We have to be intentional. [We] used advisory time as much as possible. Communicate early so teachers have time to plan.**
> - **College Advisor**, *Fabens High School*

CHANGE IDEA AND DESCRIPTION	SUGGESTED DATA TO COLLECT	TOOLS/ RESOURCES

#10 Partner with local postsecondary institutions and community-based organizations

Partner with local postsecondary institutions and community-based organizations to provide additional staff support for financial aid events, assemblies, and small group support. Reach out to local financial aid advising/training associations, financial aid departments, and college access organizations.

- Partner attendance and engagement
- Qualitative feedback from students and representatives

CREDIT: **FABENS HIGH SCHOOL**

CREDIT: **FABENS HIGH SCHOOL**

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Students would get to a point in their financial aid applications and [are] stuck waiting [for] parents to follow through. We tried a new approach where we scheduled families to come in for one-on-one support. We [tracked] how many families we reached and how many new applications were submitted. It was a success.

- Social Studies Teacher, Pebble Hills High School

"

CREDIT: **SCHURR HIGH SCHOOL**

# Senior Strong Finish

WHY SENIOR STRONG FINISH?

During the spring, college-intending* seniors are shifting their focus from submitting applications to deciding and finalizing their postsecondary plan to prepare for their transition after high school. This includes, but is not limited to, submitting deposits, registering for courses, selecting housing, securing transportation to campus, and signing up for orientation. However, according to the U.S. Department of Education, 10 to 20 percent of college-intending students experience "summer melt" and do not attend a postsecondary institution in the fall[5]. Unfortunately, students of color, economically disadvantaged students, and first-generation college students are more likely to "melt"[6] due to a variety of challenges such as financial concerns, inability to meet requirements for enrollment, consideration of other postsecondary options, and lack of resources or support[7,8].

To combat "summer melt," particularly for historically marginalized students, schools can use this change package to explicitly set aims around finalizing students' postsecondary plans to increase their likelihood of enrolling in a well-matched postsecondary institution in the fall immediately after graduation, test to implement evidence-based Senior Strong Finish change ideas, and establish data routines and practices to collect and review disaggregated postsecondary data (i.e. National Student Clearinghouse).

College-intending seniors are students who have completed high school graduation requirements, been accepted to at least one college, applied for financial aid, and submitted applications for additional monetary support[9].

KEY MEASURES

- % of seniors who graduate with a postsecondary intention and plan
- % of seniors who enroll in a well-matched postsecondary institution in the fall immediately after graduation
- % of seniors who enroll in the same postsecondary institution that they selected in their postsecondary plan

CHANGE IDEAS
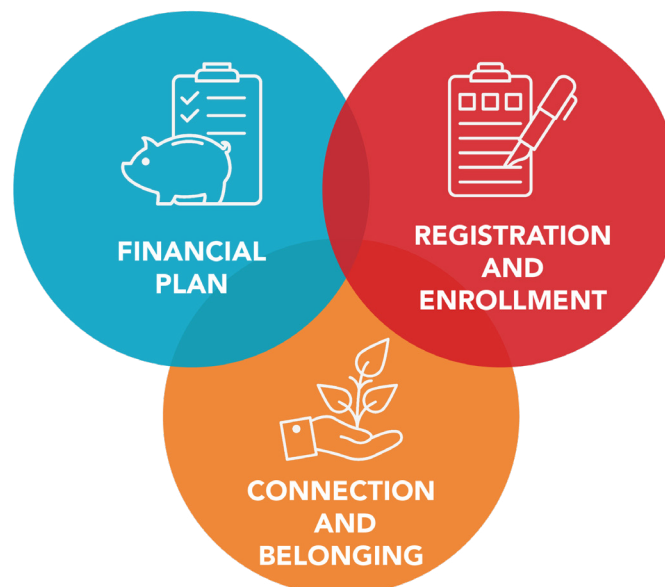
CHANGE IDEA AND DESCRIPTION	SUGGESTED DATA TO COLLECT	TOOLS/ RESOURCES
#1 Host an inclusive Decision Day event Designate a day to celebrate seniors and their postsecondary decisions in May or June. The event may take place during the school day or outside of school hours to best meet the needs of your students and attendees. When planning the agenda and activities, be inclusive of all postsecondary pathways. Consider inviting families, underclassmen, local representatives, etc. to celebrate as a community. The inclusion of underclassmen, particularly juniors, will encourage them to seek out support during their senior year.	• % of seniors who set a postsecondary intention • # of students who attended the event	• Decision Day Flyer (Socorro High School) • How to Plan a Successful Decision Day Event (Texas College Access Network) • Decision Day Event (Del Valle High School) • Signing Day Logistics (Terrell High School)
#2 Partner with local postsecondary institutions and community-based organizations to offer support with enrollment and registration tasks Partner with local postsecondary institutions and community-based organizations (i.e. University of Texas - El Paso's Operation College Bound) to meet with seniors to enroll in courses, sign up for orientation and summer bridge programs, and provide additional guidance as needed to ensure students matriculate.	• # of seniors enrolled in an orientation program • Qualitative feedback from seniors and representatives about their experience	 CREDIT: **SOCORRO HIGH SCHOOL**

CREDIT: **DEL VALLE HIGH SCHOOL**

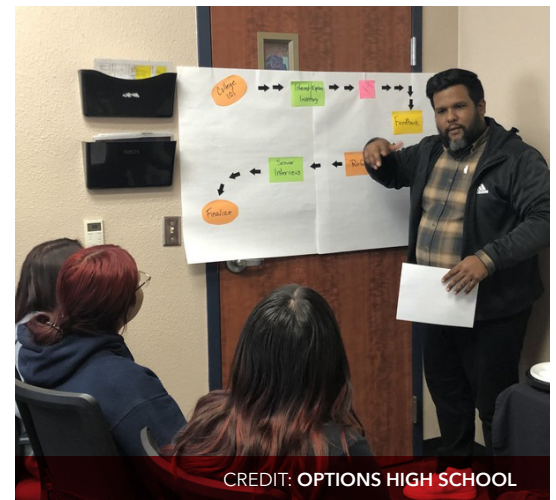| CHANGE IDEA AND DESCRIPTION	SUGGESTED DATA TO COLLECT	TOOLS/ RESOURCES
#3 Meet with seniors in small groups to finalize postsecondary plans Facilitate small group workshops with seniors based on their pathway intention and/or needs to finalize their postsecondary plans, which may include determining which option best fit and match their postsecondary goals and aspirations and establishing their next steps to ensure the student is well-equipped and prepared for their transition to life after high school. Collecting and updating students' postsecondary plans and "to-dos" with a data tracking sheet will help formulate small groups based on needs.	• % of seniors who have finalized their postsecondary plan and set an intention	• Intention Form (Eastlake HS) • Post-Secondary Senior Interview (Clint High School)
#4 Individually follow up, during the school day, with seniors who have not finalized their postsecondary plan Identify which seniors have not finalized their plan or communicated their finalized plan and set up triages to meet their needs, which may include determining which option best fit and match their postsecondary goals and aspirations and establishing next steps to ensure the student is well-equipped and prepared for their transition to life after high school. Triaging students based on the amount of incomplete postsecondary planning tasks can be a strategy for staff to prioritize their efforts toward those with the highest need.	• % of seniors who have finalized their postsecondary plan and set an intention	• Senior Interview Form (Socorro High School) • Match Calendar (Cross County High School • Senior Transition Plan (Manor High School)

> **With first-generation students, relationship building is important early on because providing support around selecting a postsecondary plan relies on that relationship.**
>
> *- Director of College and Career Access,*
> *Cross County High School*

CREDIT: **OPTIONS HIGH SCHOOL**

CHANGE IDEA AND DESCRIPTION	SUGGESTED DATA TO COLLECT	TOOLS/ RESOURCES
#5 Schedule college visits and career connections to support finalizing seniors' postsecondary plans Schedule opportunities for seniors to visit a college that they intend to attend to learn more about what summer bridge programming the campus has to offer as well as other opportunities academically, socially, etc. Further, opportunities for students to visit workplaces and engage in job shadowing and/or internships are equally important. If students are unable to travel, they should connect with professional representatives during lunch sessions to learn more about prospective colleges, careers, and pathways.	• # of college exploration, career shadowing, or other pathway experiences scheduled • % of students who believed the experience was beneficial in determining their postsecondary plans • Qualitative feedback from students about their experience	• College Visit Impact Survey (Options High School)
#6 Personally contact seniors and families to review financial aid offer letters and make a postsecondary financial plan Offer 1:1 meetings with seniors and families to check their FAFSA verification statuses, complete the verification process as needed, review and evaluate financial aid offer letters, understand the difference between loans and its conditions, assist in writing appeal letters if necessary, and make a financial plan to support the students' postsecondary plan.	• % of responses based on communication type (i.e. email, phone call, flyers, in-person invitations)	• FAFSA Verification Guide (uAspire) • Financial Aid Appeal Guide (uAspire) • Sample Financial Aid Appeal Letters (uAspire) • Student and Parent FAFSA Checklists (Federal Student Aid)
#7 Identify peer ambassadors Recruit and train seniors or alumni as near-peer mentors for current seniors to provide support and guidance with postsecondary exploration and planning including postsecondary applications, financial aid applications, researching student supports organizations and programs, and sharing experiences. Students participating in college readiness programs (i.e. AVID, Breakthrough) can be trained as mentors to share resources and information with students who are not enrolled in any college readiness programs.	• # of near-peer mentor and student matches • Qualitative feedback from seniors and mentors about their experience	 CREDIT: **EASTLAKE HIGH SCHOOL**

CHANGE IDEA AND DESCRIPTION	SUGGESTED DATA TO COLLECT	TOOLS/ RESOURCES
#8 Create and share a senior strong finish checklist in English & Spanish Develop a list of action items for each potential pathway for seniors to complete "before graduation" and "during the summer" to ensure that they are prepared to transition into their postsecondary choice. Offer the checklist in either a print or electronic format. Include short descriptions, deadlines, and important contact information to support the student in carrying out the task.	• % of seniors who have completed "prior to graduation" action steps	• Senior Checklist (Davenport High School) • College Preparation Checklist (New Tech Network) • Military Preparation Checklist (New Tech Network) • Career/Apprenticeship Program Checklist (New Tech Network)
#9 Partner with teachers to lead a project for seniors to explore the transition to life after high school and share their postsecondary plan Engage seniors in exploring and planning for their transition to life after high school by identifying their networks of support at home and on campus, researching student services to encourage persistence and completion, learning key postsecondary terms, fostering relationships with alumni and near-peer mentors, and problem-solving common postsecondary scenarios. After students have had time to finalize their plan for the transition to life after school, engage them in compiling their next steps in a capstone project and presenting it to others to share ideas and suggestions, receive feedback, or celebrate a collective future with peers.	• % of seniors who completed and presented their postsecondary plan • % of seniors who feel confident in their postsecondary plans	• Culture Day Presentation (New Tech Odessa) • Student Transition App (Montwood High School) • Postsecondary Scenarios (Clint Early College Academy)

CREDIT: **TERRELL HIGH SCHOOL**

CHANGE IDEA AND DESCRIPTION	SUGGESTED DATA TO COLLECT	TOOLS/ RESOURCES
#10 Meet with seniors in small groups to provide support with placement tests Identify seniors who have not yet passed placement tests (TSI, Accuplacer, etc.) to facilitate small group tutoring so that they are more likely to place into credit-earning classes in college.	• % of seniors who have completed a placement test (TSI, SAT, ACT, Accuplacer, etc.) • % of seniors who do not require remedial coursework	• [Placement Test Tracker](#) (Options High School)

CREDIT: **EASTLAKE HIGH SCHOOL**

> **" We need to be more intentional with seniors in the spring to assist them in determining their next steps. We need to set time aside where students can have dedicated time and space to have a better grasp of the financial aspect of attending college to make informed decisions.**
>
> **- College, Career, and Military Readiness Advisor,** *Coronado High School* **"**

CREDIT: **DEL VALLE HIGH SCHOOL**

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CREDIT: **NEW TECH ODESSA**

New Tech Network

What is New Tech Network?

New Tech Network (NTN) meets schools and districts where they are and has the expertise to design and support innovation strategies for each school and district. We are a national nonprofit dedicated to systemic change in education. We center K-12 schools as the units of change, and teachers and school leaders as the agents of that change. Working closely with leadership teams and classroom educators makes change scalable and sustainable. With more than twenty years of change making, we have learned what works and can adapt quickly. New Tech Network schools – now over 200 strong – are committed to these key focus areas: college and career ready outcomes, supportive and inclusive culture, meaningful and equitable instruction, and purposeful assessment. The student experience is tied directly to deeper learning outcomes. Students gain skills and use their voices in ways that prepare them for life beyond school. **Project-based learning in NTN schools allows students to engage with material in creative, culturally relevant ways, experience it in context, and share their learning with peers.**