

**College Access & Success Mapping Project**  
*Data Collection & Technology Solution*  
**Final Report**

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**Report to:**  
Graduate NYC  
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## **EXECUTIVE SUMMARY**

Graduate NYC, an initiative which supports CUNY and the NYC DOE in increasing college readiness and success of students in the New York City area, launched the NYC College Access & Success Mapping Project in the fall of 2015. They partnered with Hezel Associates and subcontractor, Carson Research Consulting, to collect data from providers of college access and success (CAS) services, and develop a searchable web data system, which includes mapping as a data output feature. The final, web-based product of this project enables stakeholders to search an interactive website of services available in the NYC CAS community.

The project started off with development and administration of an online survey to obtain data from CAS organizations in the NYC region for the web-based system. The project team collected data from 164 organizations and 201 CAS programs—the number of programs exceeds the number of organizations because some organizations offer more than one CAS program. Carson Research Consulting used these data to design and build a database, organizing opportunities by region and other factors of interest to stakeholders. They also built the user interface to facilitate visualization of the data.

The final deliverable enabled Graduate NYC to release a comprehensive, searchable directory of services, which support student college readiness, matriculation, and degree attainment. This gives policy makers and practitioners the ability to look at, analyze, and/or assess the data in the aggregate, in addition to looking at it in an individual, searchable fashion. The aggregated information enables policy makers, funders, and others to make better and more informed decisions/recommendations for the future of CAS in New York City. This web data system can be found at <http://www.graduatenyc.org/our-work/idsp/nyc-college-access-and-success-mapping-projects/>.

This report details (a) the project activities implemented by Graduate NYC, Hezel Associates, and Carson Research Consulting to develop the final web data system, (b) a summary of results from data collected from participating organizations in the NYC region, and (c) findings and next steps for the sustainability of the project.

Some of the key findings and recommendations based on the data collected are included below:

### **Findings**

- The CAS programs surveyed typically serve low-income students, first-generation college-goers, racial/ethnic minorities and other groups typically underrepresented among college degree holders.
- Nearly 40% of the programs specialize in serving students that have a particular level of academic performance (e.g., high, low, average).
- At-risk populations that are less widely served include English language learners, justice involved youth, disconnected/out of school youth, and students with IEPs or other learning challenges.
- More than 50% of programs provide CAS services to individuals at the high school and/or post-secondary education level
- Approximately 11 % of programs are offering services as early as elementary school and 20% are offering services at the middle school level.

- Most (67%) programs provide college readiness services.
- Approximately half of the programs provide college persistence, matriculation, and/or career preparation services.
- Some of the services that are least available include college placement test preparation (24%), college-level tutoring (29%), and financial support/incentives (28%).

### **Recommendations**

- Continue to update the database with new and changing program information.
- Encourage participation from other organizations providing CAS services in order to provide an even more well-rounded picture of the field.
- Collect and share program outcomes to encourage support for organizations providing CAS services.
- Develop enhancements to the web data system, such that students could easily search for an individual program that would be a strong fit for their needs, and that overlay external data sets to provide a more complete picture of the CAS field.
- Utilize the map to help inform decisions regarding CAS in New York City.

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## INTRODUCTION

College Access and Success (CAS) can be defined as providing all students the opportunity to graduate from high school, enroll in college, and attain a college degree (Root Cause, 2010). Although national high school and college graduation rates are on the rise, there continues to be a large gap in high school graduation and college enrollment rates, showing *at-risk* populations—minorities, first-generation college students, English language learners, students with disabilities, and individuals with low socioeconomic status (SES)—to be less likely to succeed through postsecondary education than their peers (Civic Enterprises & Everyone Graduates Center at Johns Hopkins University, 2016; Engle & Tinto, 2008; Root Cause, 2010; U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2016).

One method for closing the opportunity gap is supporting service organizations that specifically focus on CAS for individuals (Root Cause, 2010). Some of the constraints on at-risk populations include low academic preparation, less financial support from family, lack of resources, and obligations outside of college (Engle & Tinto, 2008). It is important to provide opportunities to overcome barriers to higher education for all students prior to and throughout their college enrollment. Through organizations that provide CAS support, students have access to services for college readiness, matriculation, and persistence (referred to as “retention” in the surveys), in addition to career preparation support.

One CAS organization in the NYC area is Graduate NYC, an initiative which supports CUNY and the NYC DOE in increasing college readiness and success of students in the New York City area. Their goal is to support these two key institutions in their efforts to double the number of New Yorkers earning a college degree at CUNY between 2010 and 2020. Graduate NYC launched the NYC College Access & Success Mapping Project (hereafter referred to as “Mapping Project”) in the fall of 2015. They partnered with Hezel Associates and subcontractor, Carson Research Consulting, to collect data from providers of CAS services, and developed a searchable web data system, which includes mapping as a data output feature. The final, web-based product of this project enables stakeholders to search an interactive website of services available in the NYC CAS community.

This report details (a) the project activities implemented by Graduate NYC, Hezel Associates, and Carson Research Consulting to develop the final web data system, (b) a summary of findings from data collected from participating organizations in the NYC area, and (c) recommendations and next steps for the sustainability of the project. It is important to note that the web-based product of this project is a first iteration of the web data system, specifically intended to inform policymakers and stakeholders of the status of some of the CAS services available in the NYC region. The aggregated information enables policy makers, funders, administrators, and others to make more informed decisions and recommendations for the future of CAS in New York City.

## **PROJECT KICK-OFF, SURVEY DESIGN, AND PROGRAMMING**

To kick off the Mapping Project, Graduate NYC, Carson Research Consulting, and Hezel Associates project staff convened virtually where they established the timeline, communication plan, and management processes for the project. Having this initial meeting to define timelines, roles, communication, and processes was key for successful collaboration among the three organizations throughout the project. The project team also discussed the purpose and target audience for this first iteration of the web data system. This first iteration is designed for policy makers, funders, administrators and others who are interested in viewing CAS information from a higher level, rather than for students or counselors who may be seeking out a specific program.

Once the purpose and target audience were defined, the project team developed and defined a list of variables to include in the database that would be of interest to this population (e.g., program type [K-12 school-based, college-based, community-based], populations served, organization/program location). The variable list also included data elements being collected for inclusion in future iterations of the web-based data system, even though they were not intended to be included in this first round of development (e.g., Part III: Common Metrics). This approach is particularly useful where measures of program success (outcomes) are concerned. It is desirable to eventually provide data on CAS program success in NYC to users; however, project staff decided to first survey organizations to better understand what common metrics—or outcome data—CAS organizations are tracking, how they are tracking these metrics, and their ability and willingness to share these data.

Working in concert, the project team formulated an initial survey addressing all of the data elements identified. The survey was designed to accommodate the possibility that some organizations may offer multiple CAS programs. The survey was structured to allow a single respondent to complete a survey for each relevant program offered through their organization. Before distribution to targeted CAS program providers, the survey underwent a series of quality assurance reviews including Graduate NYC review and approval, pilot user testing, and confirmation of data outputs with partner staff at Carson Research Consulting responsible for the database and web interface builds.

## **SURVEY DISTRIBUTION AND COMPLETION, DATA INTEGRITY, AND QUALITY**

The following sections detail the data collection and analysis processes implemented for this project, as well as some of the results from the data collected.

### *Data Collection*

Graduate NYC provided a list of contact information to Hezel Associates for approximately 270 organizations and 327 CAS programs. From this list, Graduate NYC selected a small group of organizations to pilot the survey with the goal of clarifying instructions, definitions, and survey items. Graduate NYC sent out a survey invitation email to the pilot group in mid-October 2015. The organizations had two weeks to complete the survey and provide any feedback. Pilot data were collected from 21 organizations. Based on pilot feedback, the project team addressed any issues with survey clarity or technical issues with the survey design. At this point, the project team also decided to develop a separate survey (Survey 2) for organizations who serve students indirectly—i.e., provide services to the sector as a whole, such as technical assistance, professional development for staff, and relevant research. This was deemed most appropriate as many of the items on the original survey, Survey 1, did not pertain to those organizations who do not serve students directly. The final versions of Survey 1 and Survey 2 can be found in Appendix A.

While this data collection effort does not rise to the level of research with human subjects, the surveys included appropriate informed consent language and affirmation of agreement to participate prior to beginning the instrument. Contact information for the designated Hezel Associates and Graduate NYC project team members was also included on the web survey landing page.

Once the two surveys were finalized in mid-November 2015, Graduate NYC emailed each of the organizations from the list to introduce them to the project partners and the purpose of the surveys for the Mapping Project, and encourage community members to contribute to the effort. Shortly thereafter, Hezel Associates emailed the survey URLs to the program directors of the appropriate organizations from the list (staff at Graduate NYC created separate contact lists for Survey 1 and Survey 2). Respondents were given until early January 2016 to complete the survey. Throughout the data collection process, Hezel Associates tracked which organizations and for which programs the surveys were complete, allowing for regular follow up by Graduate NYC staff to those who had not completed the survey.

At the conclusion of this round of data collection in early January 2016, Graduate NYC received numerous requests to re-open the surveys. Many of the organizations were willing to participate but were not initially able to complete the survey for a variety of reasons (e.g. person best suited to complete it did not receive it right away or was on leave, etc.). As a result, the project team decided it would be beneficial to the project overall to re-open the surveys for a second round of data collection in order to capture as many of the NYC CAS programs' data as possible. The project team re-opened the surveys from April through May of 2016. This time, the Graduate NYC staff sent out the survey invitations and conducted regular follow up with the organizations through email and phone calls. Data collection officially ended May 31, 2016, at which time the final data set was downloaded to begin the data cleaning and analysis process.



### Data Analysis

Once the survey was closed and data downloaded, Hezel Associates applied a standard set of data integrity and quality assessments, paying particular attention to the variables to be included in the web data system and narrative content from open-ended items. The resulting data file was shared with Graduate NYC project staff and the database and web designers at Carson Research Consulting.

Basic descriptive analysis (i.e., frequencies, percentages) were calculated for the quantitative data from Survey 1 and Survey 2. Given the difference in surveys, each survey was analyzed separately. However, some of the items from Part III of the surveys were analyzed together since the items aligned.

### Results

This section presents the findings from some of the key variables of interest for this first iteration of the data system. From an original list of 270 organizations and 327 programs, the final data set contained data for 164 organizations and 201 CAS programs—the number of programs exceeded the number of organizations because some organizations offer more than one CAS program. Some of the findings are presented separately for Survey 1 and Survey 2 because the majority of items from these surveys were specific to their targeted respondents. However, items from Part III of Survey 1 and Survey 2—pertaining common metrics and other follow up items—were aligned. The findings from this section are presented for both surveys combined; presenting the data in this way is more conducive for informing Graduate NYC of the findings related to the common metrics data being collected by the organizations and their willingness to participate in additional phases of this project.

Appendix B includes data tables for the quantitative findings from Survey 1 and Survey 2. It is important to note that the findings presented in this report are not meant to be generalizable to all CAS organizations and programs in the NYC region. The data support findings that can be attributed to only the CAS organizations and programs that participated in the data collection activities for this project.

### Survey 1

Survey 1 was developed with the intention of collecting data from organizations that directly provide CAS services to individuals. A total of 156 organizations participated in Survey 1, providing data on a total of 191 CAS programs. It is important to note that the final data set used for analysis included incomplete survey responses (i.e., programs for which partially complete data were submitted were included in the dataset, as long as enough data had been provided on the survey for it to be useful and informative about the program). Of the 191 survey responses (each representing a program), 142 were complete surveys and 49 were incomplete.

Respondents were asked to indicate their program type from the following criteria: (a) *community-based* (i.e., program serves the residents of the community or neighborhood where the site[s] is/are based), (b) *college-based* (program operates on a college campus, which serves as the site location; only students attending those colleges participate), or *school-based* (i.e., program operates within a high school, which serves as the site location; only students attending

those schools participate). Respondents had the option to select more than one option. Table 1 denotes the number and percentage of programs for each program type.

**Table 1. Program Type (Multiple Response)**

Program Type	Count	Percentage of Programs (Out of 191)
Community-based	91	47.6
College-based	82	42.9
School-based	81	42.4

Note. Percentages exceed 100% because respondents had the option to select more than one response.

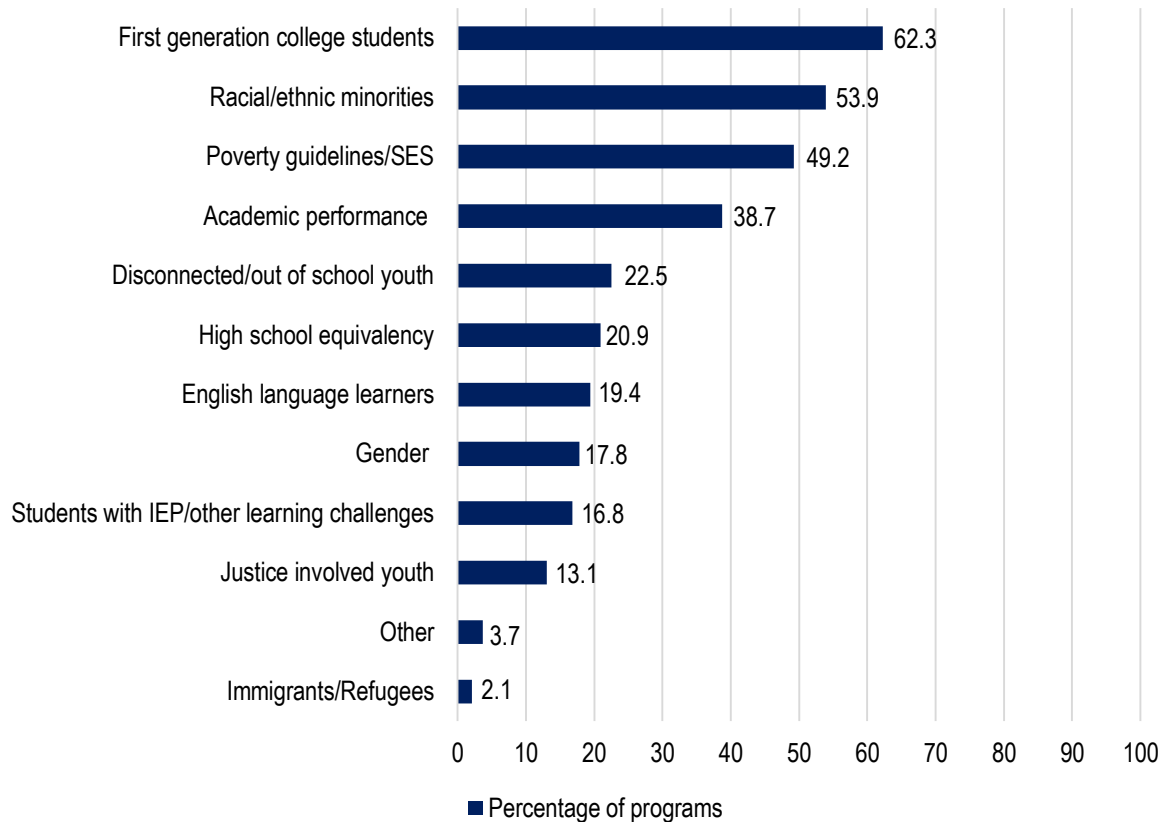
It is important to note that while the majority of the respondents indicated their program falls into only one of these categories, a substantial number of respondents indicated their program falls into more than one of these program type categories. The responses were further broken down by these combinations and the findings are presented in Table 2.

**Table 2. Breakdown of Program Type Responses**

Program Type	Count	Percentage
Community-based Only	44	23.0
College-based Only	44	23.0
School-based Only	34	17.8
College-based, School-based, and Community-based	20	10.5
School-based and Community-based	18	9.4
School-based and College-based	9	4.7
College-based and Community-based	9	4.7

Note. Neither school-based, college-based, nor community-based were selected for 13 (6.8%) surveys. Percentages may not total 100% due to rounding.

As noted previously, there exists a gap in high school graduation and college enrollment rates for at-risk populations. To gauge the extent to which NYC CAS organizations and programs are serving various at-risk groups, we asked the respondents to indicate if their program has a particular expertise in supporting one or more of the following groups of individuals: (a) students with low, average, or high academic performance; (b) English language learners; (c) disconnected youth, or out of school youth; (d) students with an Individualized Education Program (IEP) or other learning challenges; (e) individuals pursuing a high school equivalency degree; (f) justice-involved youth; (g) first generation college students; (h) individuals meeting certain poverty guidelines, or low SES; (i) racial or ethnic minorities; or (j) individuals of a particular gender. Respondents also had the option to select “Other” and provide a description. Figure 1 demonstrates the percentage of programs that serve each of these groups. Please note “Immigrants/Refugees” was not a category included in the response options in Survey 1, but was a common “Other” response.

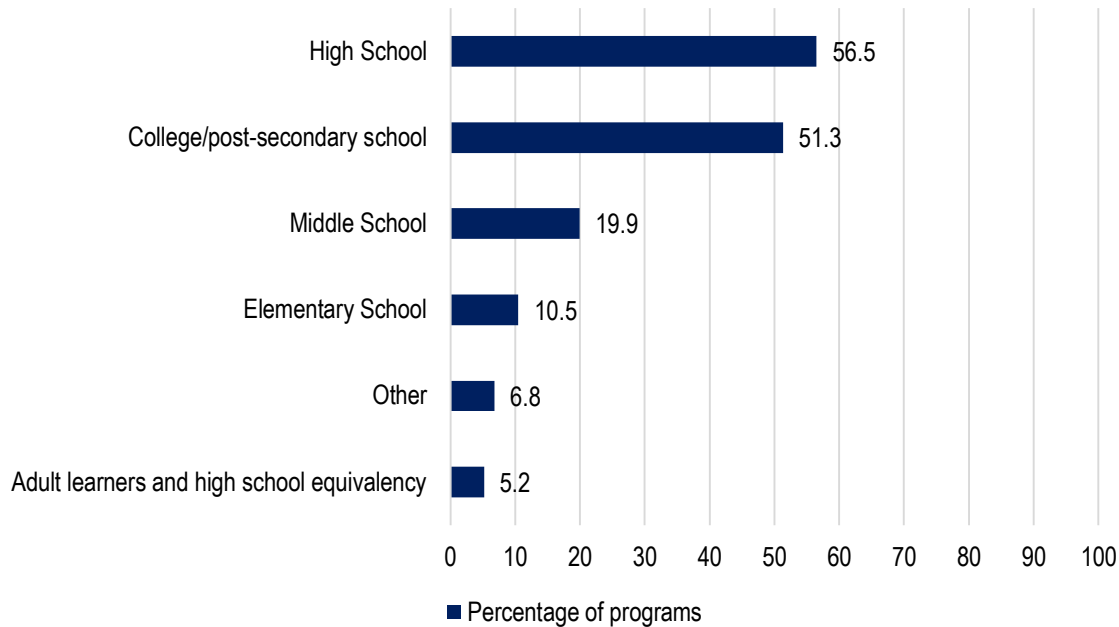


**Figure 1. Percentage of programs having expertise in serving particular groups of individuals**

*Note.* The percentage of “Other” responses excludes programs for which respondents indicated “Immigrants/Refugees” since this response was made its own category.

As supported by Figure 1, the CAS organizations surveyed for the Mapping Project typically serve low-income students, first-generation college-goers, racial/ethnic minorities and other groups typically underrepresented among college degree holders. Nearly 40% of the programs specialize in serving students at a particular academic performance, however, only 39 (20%) programs specified which academic performance level; the majority of those that did specify stated that they specialize in serving students with low to average academic performance. Examples of “Other” responses included formerly incarcerated individuals, adults, foster youth, and LGBTQ persons.

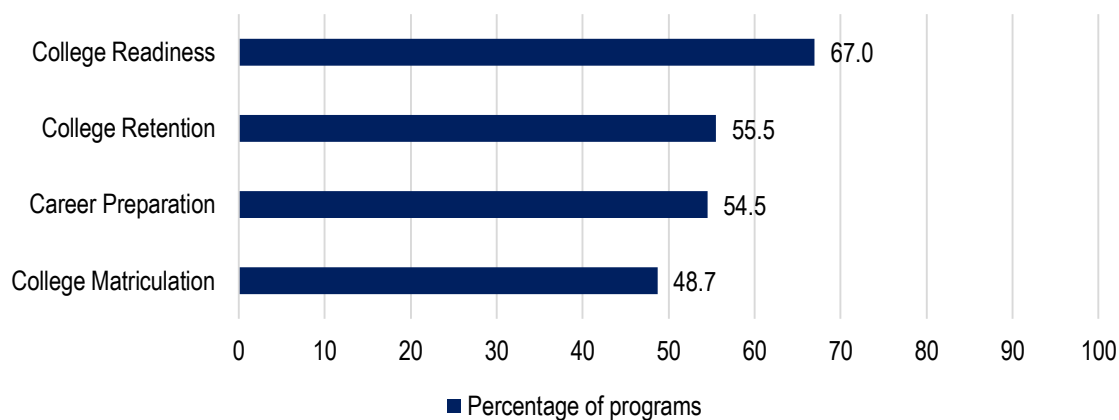
In addition to the questions about at-risk groups, we also asked respondents to indicate for which education levels they typically provide CAS support. The findings are presented in Figure 2. Not surprisingly, the programs largely target students at the high school and college/post-secondary education levels. However, the findings also indicate some programs are providing CAS services as early as middle and elementary school. Please note “Adult learners and high school equivalency” was not a category included in the response options in Survey 1, but was a common “Other” response.



**Figure 2. Percentage of programs typically serving particular education levels**

*Note.* The percentage of “Other” responses excludes programs for which respondents indicated “Adult learners” and “High school equivalency” since these responses were made their own category.

While it is crucial to understand who these organizations are serving, it is also important to understand what type of services and support are being provided to help individuals graduate high school and succeed through college. Therefore, Survey 1 asked organizations to provide information on the types of services provided by their CAS programs. Respondents were asked to select which categories of services their program provides to individuals: (a) college readiness, (b) college matriculation, (c) college persistence, and/or (d) career preparation. The findings are presented in Figure 3. Based on the direct service organizations surveyed, the majority of the programs provide college readiness services. About half the programs indicated they provide college matriculation, persistence, and/or career preparation services.



**Figure 3. Percentage of programs providing college readiness, persistence, matriculation, and career preparation services**

Additionally, depending on which category was selected, the respondents were asked to further specify from a list of services for each category what types of services are offered through the program. The findings are presented in Table 3.

**Table 3. Services provided through CAS programs**

Services	Count	Percentage of programs (Out of 191)
<i>College Readiness</i>		
College exploration	110	57.6
College campus visits	107	56.0
Tutoring/academic support	95	49.7
Academic behaviors	85	44.5
ACT/SAT/PSAT preparation	72	37.7
Other	35	18.3
<i>College Matriculation</i>		
College application help	80	41.9
Financial Aid (FAFSA filing/refiling, financial aid appeals, etc.)	80	41.9
Placement test prep (e.g., CUNY Assessment Tests)	45	23.6
Other	7	3.7
<i>College Persistence</i>		
Connecting students to campus resources (e.g., bursar, tutoring, writing center)	90	47.1
Support services related to college persistence	81	42.4
Connecting to off-campus resources (e.g., day care, job opportunities, social services support)	78	40.8
Non-academic skills (e.g., soft skills)	78	40.8
Mentoring	77	40.3
Academic/degree planning	71	37.2
Major selection	62	32.5
Financial Aid reapplication	62	32.5
Course registration	61	31.9
Tutoring	55	28.8
Financial support/incentives	53	27.7
Other	6	3.1
<i>Career Preparation</i>		
Resume and interview skills	88	46.1
Career Counseling (e.g., identifying internship/work opportunities)	85	44.5
Other	25	13.1

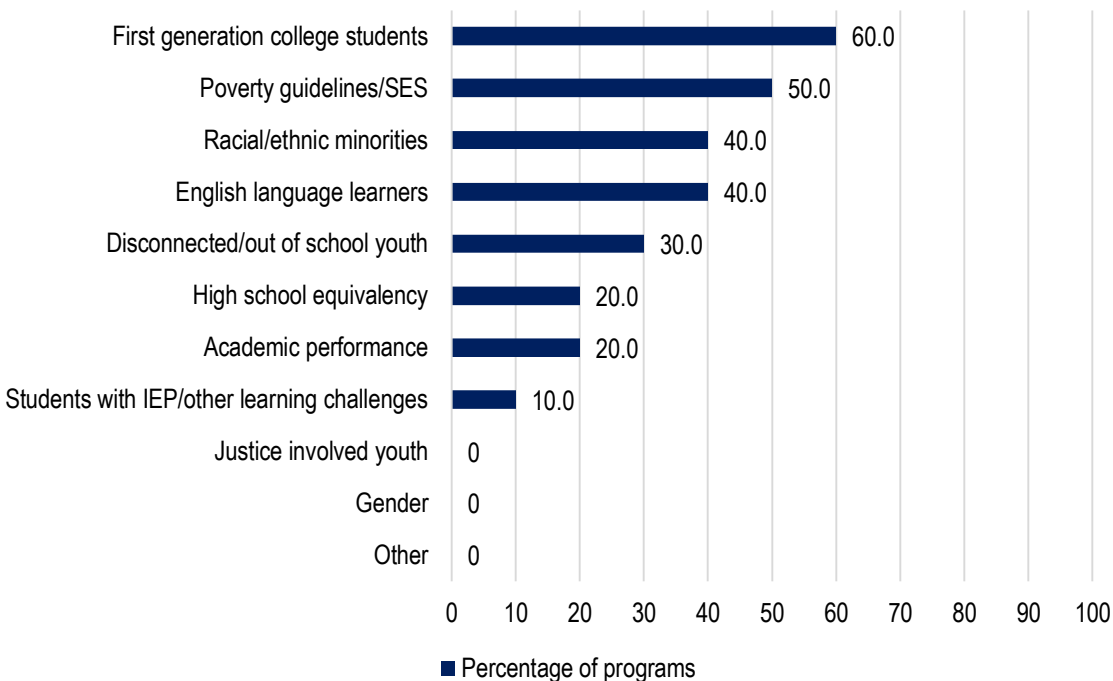
More than half of the programs offer services related to college exploration and college campus visits. Nearly half of the programs provide pre-college tutoring and academic support, help students connect to college campus resources once matriculated, and provide support for resume writing and interview skills. Some of the services that are least available include college placement test preparation, college level tutoring, and financial support/incentives.

## Survey 2

Survey 2 was developed with the intention of collecting data from organizations that support other organizations providing CAS services to individuals. A total of eight organizations participated in Survey 2, providing data on 10 CAS programs. It is important to note that the final data set used for analysis included incomplete survey responses (i.e., individuals who partially completed the survey were included in the dataset). Of the 10 survey responses (each representing a program), 9 were complete surveys and 1 was incomplete.

The respondents were asked to indicate if their organization is a stand-alone 501c3, a collaborative association, or another designation. The findings indicate three organizations are stand-alone 501c3, two organizations are part of a larger organization, one organization is a collaborative association of multiple community-based organizations, one organization is a “fiscally sponsored collective impact organization,” and one organization did not provide a response.

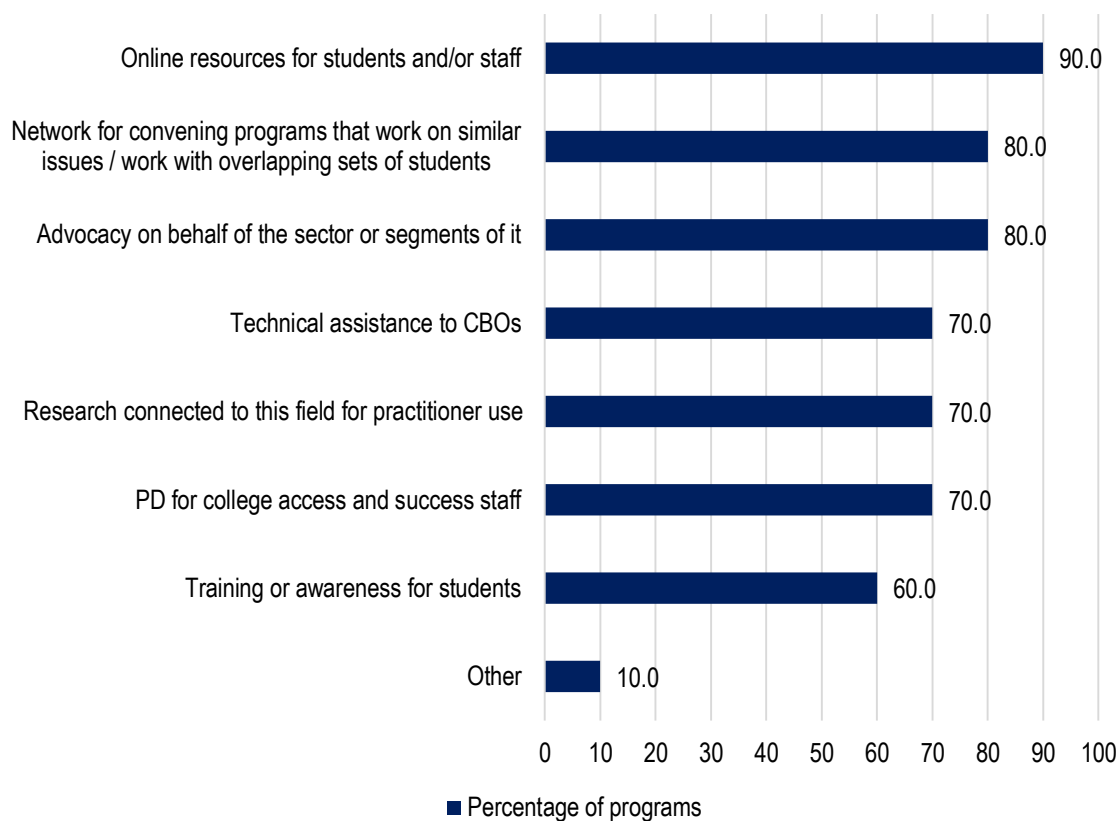
Similar to Survey 1, Survey 2 respondents were asked to indicate for which groups of individuals their program has particular expertise serving. Survey respondents selected from the following options: (a) students with low, average, or high academic performance; (b) English language learners; (c) disconnected youth, or out of school youth; (d) students with an IEP or other learning challenges; (e) individuals pursuing a high school equivalency degree; (f) justice involved youth; (g) first generation college students; (h) individuals meeting certain poverty guidelines, or low SES; (i) racial or ethnic minorities; or (j) individuals of a particular gender. Respondents also had the option to select “Other” and provide a description. Figure 4 demonstrates the percentage of programs that serve each of the groups.



**Figure 4. Percentage of programs having expertise in serving particular groups of individuals**

The findings from Survey 2 are similar to Survey 1 in that the organizations also primarily have expertise in supporting organizations specializing in serving first generation college students, racial/ethnic minorities, and individuals of low SES. Survey 2 respondents were also asked to select which education levels their program services typically focus on. The responses followed a similar pattern as Survey 1 responses: one program supports students at the elementary school level, three at the middle school level, seven at the high school level, and four at the college/post-secondary education level. Survey 2 respondents also had the option to select whether or not their programs provide services to support practitioners—i.e., counselors or other individuals working with students to support them into and through college. Four respondents indicated that their program services provide support to practitioners.

Organizations completing Survey 2 were also asked to indicate what types of support they provide to other organizations providing CAS services. Figure 5 presents the findings from this item. One organization provided an “Other” response, “Professional development and data support for adult education programs.” The majority of the programs provide the support services listed in the response options, with nearly all of them providing online resources.



**Figure 5. Services provided by organizations providing support to other organizations providing CAS services**

### Common Metrics and Follow Up

Though not intended to be visualized as part of the Mapping Project, the project team included some items to gather data for future iterations of the web data system. Part III of Survey 1 and Survey 2 asked organizations to provide information on the type of data they collect, their willingness to share these data, scale-up plans, and interest in participating in additional data collection activities for future iterations of this project.

Table 4 indicates the number and percentage of programs for which the CAS organizations collect data on the following common metrics: (a) college application, (b) college acceptance, (c) college matriculation, (d) college persistence, and (e) college graduation. About half the 201 programs (Survey 1 and Survey 2 programs combined) surveyed indicated they collect application and acceptance data and roughly 40% collect data on college matriculation within the first college semester/year after high school graduation, persistence into a third semester, and degree attainment within a particular timeframe.

**Table 4. Common metrics tracked by CAS programs**

Common Metric	Count	Percentage of programs (Out of 201)
<i>The number of individuals in your program who...</i>		
apply to college	108	53.7
are accepted to a community college or 4-year college/university	107	53.2
matriculate within the first college semester/year after high school graduation	87	43.3
persist into a third semester	81	40.3
graduate with an associate's degree in 3 or 4 years, or who graduate with a bachelor's degree in 5 or 6 years	79	39.3

Table 5 includes the responses to questions about program scale-up, report sharing, and willingness to participate in additional data collection activities for the Mapping Project. The findings suggest that many of the programs are scaling up—that is, they have plans in place for expanding their program. Moreover, while few (20.9%) of the organizations are willing to provide an evaluation report for their program, the majority (58.7%) are willing to participate in an additional phase of outcome data collection.



**Table 5. Responses to follow up items**

<b>Follow Up Questions</b>	<b>Count</b>	<b>Percentage of programs (Out of 201)</b>
<i>Do you have plans to scale-up this program?</i>		
Yes	91	45.3
No	49	24.4
Missing	61	30.3
<i>Would you be willing to share an evaluation report from your organization?</i>		
Yes	42	20.9
No	88	43.8
Missing	71	35.3
<i>This is the first part of our efforts to learn about and develop common metrics from the college access and success community. Are you interested in participating in Phase Two of our data and outcomes survey?</i>		
Yes	118	58.7
No	24	11.9
Missing	59	29.4

## **PLANNING DATABASE TABLES, POPULATING FIELDS, AND DEVELOPING FRONT-END WEB DESIGN**

Development of the web data system was carried out by Carson Research Consulting in two phases: (a) planning and initial building stages of the database and (b) developing front-end web design. The following sections detail the processes used to develop the web data system.

### **Planning Database Tables and Populating Fields**

The activities in this phase ran concurrently with the data collection phase of the project. Cleaned data from the surveys were organized for import into a MySQL database. Once data were moved to that location, tags and categories were finalized in discussions with Graduate NYC and were applied to the database to organize college access and success opportunities by geographical region (borough/neighborhood) and by other factors of interest to policy makers.

### **Developing Front-end Web Design**

This phase consisted of design, development, and styling of the Graduate NYC Map Page, in addition to website development.

#### *Design, Development, and Styling of Graduate NYC Map Page*

In creating the interface and visual representation for the Graduate NYC Map, the design team first considered the various ways data should be visualized to best represent the data. The intention was to create a visual hierarchy, drawing the users eye to each variable from the most to least important. The map is designed to take up a large part of the page and the only aspect with color, attracting the user to the right side. On the map the user hovers to discover the interactivity of the boroughs. Through exploring the map, the user understands the programs by viewing the density of programs serving a particular region, and can find more specific programs through accordion style filters on the left, and the new results populating to the right. The accordion filter is able to successfully hide the large amount of variables without visually overwhelming the user. Cookies provide a reminder of the user's choices. Other small hints and snippets of information surround the map to offer additional context and clues but do not take focus from the map. Lastly, a few areas of focus were chosen to provide known patterns in the data for the user. This is represented through iconography and additional context, providing short explanations to the user. Designs were built to be consistent with the existing Graduate NYC website and style guide.

Once the data were understood, the layout was created and implemented through a design process including several rounds of iterations and visual exploration comprised of iconography, rough static mockups, and digital static mockups. Throughout the process, the design team tested the user interface with Graduate NYC staff. Initial mockups were provided to Graduate NYC for feedback; various iterations of the site were tested by them and feedback was incorporated. Many iterations were then internally reviewed at Carson Research Consulting where the final choices were refined and taken to Graduate NYC for additional feedback. After the digital mockups were agreed upon, the design team moved forward to implement programming on the WordPress platform.

### Web Development

This phase involved building the user interface in WordPress/PHP to facilitate querying by tag, and building a standard information page for each individual organization. The site was built as a JavaScript web application housed in a WordPress plugin. Carson Research Consulting converted the dataset into a format that would allow for uploading into WordPress. The values (e.g., filter, fields, etc.) were stored primarily in Advanced Custom Fields (a WordPress plugin) that would allow for backend modification.

The main feature of the website was an interactive, dynamic map. The initial data were converted using a Python script into a JSON format for use with geospatial data. The geospatial data and shape files were downloaded from New York City's GIS repository. The data were then converted to TopoJSON, a lightweight data format that works best for complex mapping projects that do not require imagery. Using the JavaScript D3 library, a choropleth map was created that would respond to data as they were filtered by the user. Other features were added such as zooming and labeling. Then the map was integrated into the final WordPress project, and the mapping page was connected to the listings page.

The map and the listings page that were built were created as WordPress pages. The site is constructed such that WordPress delivers a JSON file to the web application with the requested program information. JQuery and D3 were used to translate the information into the interactive web format that resulted. The site was built using Bootstrap in order to ensure mobile compatibility and the development was managed using a GitHub repository.

After the interactive map and other backend functionality were implemented, design team members worked back and forth with each other to update the code, tying together the interactive elements. The collapsible form was coded both horizontally and vertically to explore which option would work better. The result was understanding that the vertical option would work better with this map. CSS was applied to the basic form elements to give them a cleaner look, per the static mockup. CSS was applied to the sections on the listings page to give them more space and visual organization. A key, "About Us" section and three highlighted views with associated icons were programmed and styled to work with the map.

### **Visualization**

While some of the data findings from the Mapping Project are provided in this report, the primary intention of the project is to provide a searchable web data system, including a map as a data output feature, on the Graduate NYC webpage. This web data system can be found at: <http://www.graduatencyc.org/our-work/idsp/nyc-college-access-and-success-mapping-projects/>. Figure 6 is a snapshot of the College Access and Success Mapping landing page.

- Education Level Served
  - Enrollment Type
  - Eligibility Criteria
  - Services Provided
- Clear filters

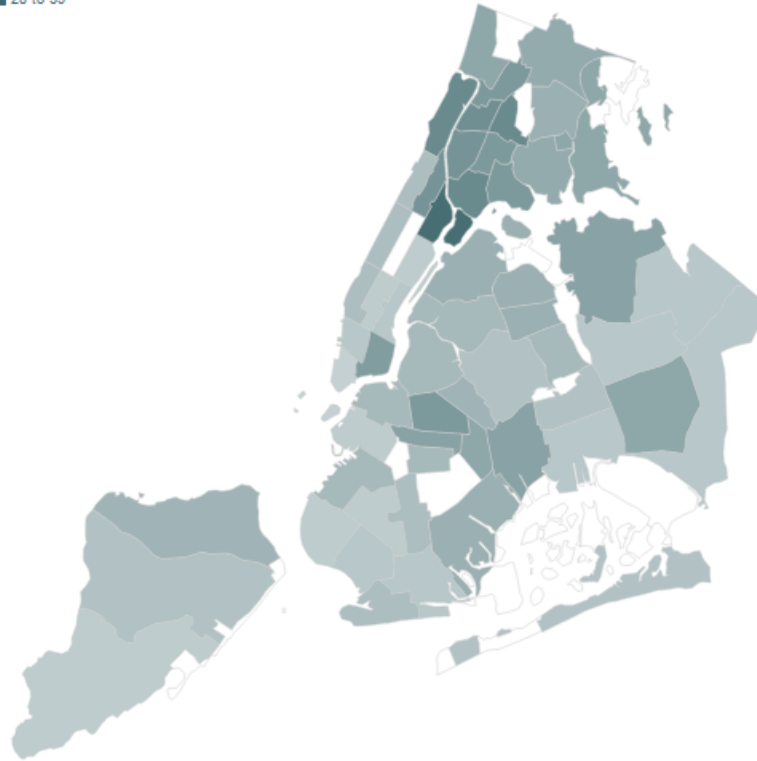
- 1 to 6
- 7 to 13
- 14 to 20
- 21 to 27
- 28 to 35

**Program Findings & Patterns**



Click on the icons above within the Program Findings & Patterns, to take a closer look at four areas of interest. These include: the concentration of the various services offered, the concentration of programs that serve particular student populations, the distribution of programs by school level, and a map of school locations where CBOs serve students on site.

For full details about this project and additional data findings, please check out the report (link)



**Figure 6. Image of the College Access and Success Mapping landing page**

The data presented in the map images reflect data provided by college access and success organizations that serve individuals directly (Survey 1 respondents). Survey 2 data was excluded from the mapping visualizations due to the difference in data formatting, however, Survey 2 programs are included on the page of program listings. The Program Findings & Patterns section highlights and elaborates on the mapping patterns for a few key variables of interest. Please note, our mapping images and data findings are only representative of the organizations that participated in our data collection activities.

## KEY FINDINGS AND NEXT STEPS

The CAS programs offered through the 164 organizations participating in Survey 1 and Survey 2 largely specialize in serving first generation college students, racial/ethnic minorities, and individuals from low SES or poverty guidelines. Though not as widely available, there are programs in the NYC region which also specialize in serving some of the most vulnerable populations, such as English language learners, justice involved youth, disconnected/out of school youth, and students with IEPs or other learning challenges. Less than 25% of the programs serve each of these groups. By filtering the map by Targeted Populations, users can see where in NYC programs are serving students. The maps for each of these targeted populations typically show a higher density of programs serving central and south Bronx. To close the CAS gap for specific vulnerable individuals, it is essential the organizations providing CAS programs focus on and have expertise in working with these particular groups of individuals.

Most (more than 50%) programs provide CAS services to individuals at the high school and/or college/post-secondary education level, and some programs are offering services as early as elementary (11%) and middle school (20%). According to the map outputs on the mapping page, the programs providing services to individuals in high school and/or post-secondary school largely serve students in the Bronx and upper Manhattan. The few programs serving students at the elementary and middle school education level are also largely serving individuals in the Bronx and upper Manhattan.

To address barriers to college access and success, it is important for the organizations to provide services that help students prepare for college, matriculate into college, and persist through graduation, as well as prepare graduates for a successful career path. Providing services throughout the college to career continuum is essential for the success of individuals deemed less likely to succeed. According to the survey findings, the programs surveyed largely provide college readiness services (67%). Some of the services that are least available include college placement test preparation (24%), college-level tutoring (29%), and financial support/incentives (28%). Since there are numerous barriers to college access and success (e.g., low academic preparation, less financial support, and lack of resources), it is important to increase awareness among stakeholders of where there is a lack of availability of services that help individuals overcome these barriers. For example, based on the map images filtered by Services, there is a lack of programs providing college matriculation and persistence services to students in Staten Island. By identifying these gaps in services, funders can have a more directed approach to providing resources for organizations serving regions where there is a need for more of those services.

### Next Steps

- **Update the map with new and changing program information.** Many of the respondents indicated that their programs have plans for scale-up, so it is important for program directors to provide updated information to Graduate NYC as their programs change or expand. Even for those programs which do not have scale-up plans, but nonetheless have changes occur in their programs, it is beneficial for them to provide Graduate NYC with the most up-to-date information so that it is available to users. The web data system includes the capability for

backend modifications, which enables Graduate NYC staff to update the web data system as needed.

- **Encourage full participation from the field of organizations providing CAS services in the five boroughs.** The Mapping Project includes data from 201 CAS programs offered through 164 organizations in the NYC area, obtained from a list of 327 CAS programs and 270 organizations. In order to increase the catchment area of the web data system, additional organizations should be encouraged to participate by providing the applicable information. Increasing the number of organizations represented in the web data system will contribute to a better understanding of CAS programs in the NYC area and provide a more comprehensive picture of the sector. It is important to have an accurate representation of CAS programs to inform funders and policy makers of the status of CAS in NYC, ultimately helping them make better and more informed decisions and recommendations for the future of CAS in NYC.
- **Collect and share program outcomes from CAS organizations to encourage support for these programs and services.** An important factor in closing the CAS gap for at-risk populations is to support the organizations providing services that help individuals overcome barriers to college attainment. One way to encourage support for these program is by sharing program outcomes to demonstrate program effectiveness and to gain a better understanding of where and with whom these programs have impact, as well as what data they track and how. The common metrics included in the surveys for this project are just a few examples of the types of data these organizations may collect to demonstrate program outcomes. Only about half of the programs surveyed are collecting data related to one or more of these common metrics. It is important to encourage these organizations to collect program outcome data and to report on these outcomes. In particular, having a set of common metrics for which these organizations are collecting outcome data makes analysis of aggregate outcomes data possible. This would, for example, inform stakeholders of statistics regarding college application, matriculation, persistence, and graduation rates across NYC. Providing this information is helpful in shaping decisions and recommendations for improving CAS in NYC.
- **Continue to develop enhanced versions of the web data system.** This first iteration is designed for policy makers, administrators, funders and others who are interested in viewing CAS information from a higher level, rather than for students or counselors who may be seeking out a specific program. The web data system also has the potential to be useful for individuals, or advisors/counselors assisting these individuals, to seek out specific programs. It would be beneficial to continue to adapt the web data system to help the individuals in need of support better understand the number and types of programs available to them in order to support their college access and success. It is important to inform funders and policymakers of CAS in NYC to increase support for these organizations and to assist the organizations in understanding key areas for expansion; however, it is also essential to inform the at-risk populations in need of these services so they are able to access services to overcome the barriers hindering their success through the college to career continuum. Future enhancements could also include other external data sets, such as poverty indicators, public

school locations, or other community resources, to provide a more complete picture of gaps in services, especially in high poverty communities.

- **Utilize the map to help inform decisions regarding CAS in New York City.** The aggregate information presented in the interactive mapping page allows policy makers, funders, and other stakeholder users to explore the availability of CAS services for various groups of individuals throughout NYC. While the data findings presented in this report reflect statistics regarding the programs for which data were collected through the Mapping Project, the mapping page illustrates where these programs are providing services to individuals. Users can refer to both the data and the map images to better understand which CAS services are lacking, where there are gaps in program availability, and which groups of individuals are less likely to find a program that has expertise in serving their population. By using this information, policymakers and funders can make informed decisions to address gaps in CAS services in the NYC area.

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## APPENDIX A: SURVEYS

### Survey 1: Direct Service Providers

#### Graduate NYC College Access and Success Mapping Questionnaire

The purpose of this questionnaire is to gather information from organizations in the New York City college access and success community regarding programs and services available to prospective and current college students. We appreciate your response, as the information collected will help practitioners to better understand the field of college access and success in NYC, and will ultimately be incorporated into a searchable directory of services with mapping features and a report on the field in the city. This information will help schools, CBOs, colleges, students, the community, and other stakeholders better understand available college support services in the NYC area. By providing information on your services, your organization will be included in this comprehensive survey of services and outcomes, and be listed in the new directory.

The questionnaire consists of three sections: organization information, program information, and common metrics. The last section, *Part III: Common Metrics*, asks for data regarding program participant demographics (race/ethnicity, gender, number of students served per year), so you may want to gather those data before completing the questionnaire.

Important Note: Due to the programming of the questionnaire, you will not be able to return to items on previous pages so please take your time in filling out responses. If you click your browser back button, you will be exited out of the survey and will not be able to access the page you left off. In the event you exit the survey and cannot access the page you left off, please start a new survey and skip the questions you have already completed. Some questions are required so you will have to enter that information again. You will have the option to save and continue later. After clicking "save and continue later" you will be prompted to provide an email address. You will receive an email with a link which will return you to where you left off. Please double check that this email does not go to your Junk/Spam folder. The total time to complete this questionnaire is estimated to take about 30 minutes.

You have the option to take the questionnaire multiple times if you have information to enter for multiple programs. Please note that if you take the questionnaire again for additional programs, you may skip over the organization questions, but you will be required to enter the name of your organization each time. If you are reporting on multiple programs, you will need to complete multiple surveys, but if you are reporting on the same program operating at multiple sites you only need to complete it once.

While we do appreciate your feedback and feel that it is important to understand the field as a whole, your participation is voluntary. If you have any technical problems with the questionnaire, you may contact Hezel Associates Research Analyst, Sarah Glazier, at [sarah\\_g@hezel.com](mailto:sarah_g@hezel.com). If you have questions regarding the content of the questionnaire you may contact the Graduate NYC Project Manager, Melissa Herman, at [melissa.herman@cuny.edu](mailto:melissa.herman@cuny.edu).

Please provide contact information for the best person to contact at this organization. The contact information will be listed in the map/database.

First Name: \_\_\_\_\_

Last Name: \_\_\_\_\_

Phone: \_\_\_\_\_

Email Address: \_\_\_\_\_

*Part I: Organization*

1. Organization Name: \_\_\_\_\_
2. Please enter your organization's primary location.  
Address 1: \_\_\_\_\_  
Address 2: \_\_\_\_\_  
City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_
3. Does your organization have additional locations from which you serve students?
  - Yes (*Go to next question*)
  - No (*Go to question 5*)
4. Please enter the addresses for each additional location. Include the name of the location if different.  
Address 1: \_\_\_\_\_  
Address 2: \_\_\_\_\_  
City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_  
Name of Location: \_\_\_\_\_

*Question 4 repeats to allow for 10 additional locations and an open ended text box for any more than that.*

5. Does your organization serve students directly?
  - Yes (*Go to question 7*)
  - No
  - Unsure
6. Does your organization only provide non-direct service work (e.g., technical assistance to community based organizations)?
  - Yes
  - No
  - Unsure

*If "Yes" is selected for question 6, respondent is directed to a page with a link for Survey 2 (Indirect Service Questionnaire).*

*Part II: Program*

7. Program Name: \_\_\_\_\_

8. Program Type (select all that apply):

- School-based [School-based means your program operates within a high school and that those serve as your site locations. Only students attending those schools participate.]
- College-based [College-based means your program operates on a college campus and that those serve as your site locations. Only students attending those schools participate.]
- Community-based [Community-based means your organization serves the residents of the community or neighborhood where your site(s) is/are based.]

9. For school-based programs, please select the borough(s) in which you serve students and list the school(s) served within each borough.

- Brooklyn
- Bronx
- Manhattan
- Queens
- Staten Island

*When a borough is selected, a text box appears.*

10. For college-based programs, please select the borough(s) in which you serve students and list the college(s) served within each borough.

- Brooklyn
- Bronx
- Manhattan
- Queens
- Staten Island

*When a borough is selected, a text box appears.*

11. For community-based programs, please select the borough(s) in which you serve students. If you serve specific neighborhoods within each borough, please also select those on the following page.

- Brooklyn
- Bronx
- Manhattan
- Queens
- Staten Island

12. Please select the neighborhood(s) served within Brooklyn:

*Select all that apply list with option for "other"*

13. Please select the neighborhood(s) served within the Bronx:

*Select all that apply list with option for "other"*

14. Please select the neighborhood(s) served within Manhattan:  
*Select all that apply list with option for "other"*
15. Please select the neighborhood(s) served within Queens:  
*Select all that apply list with option for "other"*
16. Please select the neighborhood(s) served within Staten Island:  
*Select all that apply list with option for "other"*
17. Please describe this program as comprehensively as possible in about 2-3 sentences (e.g., who do you serve, where do you serve, what services do you offer).  
\_\_\_\_\_
18. How many years of service does this program provide for students? \_\_\_\_\_
19. Which grades does this program serve?
- Elementary school (K–5)
  - Middle school (6–8)
  - High school (9–12) (*If selected, text box appears, "Which high school grades?"*)
  - College (*If selected, text box appears, "Which college grades?"*)
  - Other (please describe): \_\_\_\_\_
20. Does your program have a particular expertise in supporting one or more of the following populations? If so, please select which ones. *Please note, this question is not asking about the populations you serve generally, rather it is asking if there is a sub-population which is especially well suited to be served by your program.*
- Academic Performance (*If selected, text box appears, "Please specify which type of academic performance [high performers, average performers, low performers]."*)
  - English language learners
  - Disconnected youth/Out of school youth
  - Students with IEP or other learning challenges
  - High school equivalency
  - Poverty guidelines/socioeconomic status
  - Justice involved youth
  - First generation college students
  - Racial or ethnic minorities (*If selected, text box appears, "Which minorities?"*)
  - Gender (*If selected, text box appears, "Which genders?"*)
  - Other (please describe): \_\_\_\_\_
21. What services does this program provide? *Select all that apply.*
- College Readiness
  - College Matriculation
  - College Retention
  - Career Preparation
  - Other (please describe): \_\_\_\_\_

22. What type(s) of college readiness service(s)?

- Academic behaviors
- ACT/SAT/PSAT preparation
- College campus visits
- College exploration
- Tutoring/academic support
- Other (please describe): \_\_\_\_\_

23. What type(s) of college matriculation service(s)?

- College application help
- Financial Aid (FAFSA filing/refiling, financial aid appeals, etc.)
- Placement test prep (e.g., CUNY Assessment Tests)
- Other (please describe): \_\_\_\_\_

24. What type(s) of college retention service(s)?

- Academic/degree planning
- Connecting students to campus resources (e.g., bursar, tutoring, writing center)
- Connecting to off-campus resources (e.g., day care, job opportunities, social services support)
- Course registration
- Major selection
- Mentoring
- Support services related to college retention
- Tutoring
- Non-academic skills (e.g., soft skills)
- Financial support/incentives (*text box asking for specific types appears if selected*)
- Financial Aid reapplication
- Other (please describe): \_\_\_\_\_

25. What type(s) of career preparation service(s)?

- Career Counseling (e.g., identifying internship/work opportunities)
- Resume and interview skills
- Other (please describe): \_\_\_\_\_

26. What is/are the eligibility criteria for this program? *Select all that apply.*

- School enrollment
- College enrollment
- Geography (for CBOs only; e.g., resident of a particular borough or neighborhood)
- Grade (please describe): \_\_\_\_\_
- Targeted populations (please describe): \_\_\_\_\_
- Other (please describe): \_\_\_\_\_

27. Please specify geography eligibility.

- Resident of particular borough(s)
- Resident of particular neighborhood(s)
- Other (please describe): \_\_\_\_\_

28. For those who are eligible, what is the criteria for selection?

- Open Enrollment [*Individuals who meet eligibility criteria will be selected.*]
- Limited Enrollment [*Individuals will not necessarily be accepted despite meeting eligibility criteria due to limited availability.*]
- Closed Program [*Individuals are unable to freely submit an application and must be invited or meet specific criteria.*]
- Other (please describe): \_\_\_\_\_

29. What is/are the source(s) of funding for this program?

- City
- State or federal
- Foundation
- Corporate
- Individual
- Schools
- Other (please describe): \_\_\_\_\_

*Part III: Common Metrics*

30. How many students did you serve in your program last year? \_\_\_\_\_

31. How many females/males were served?

Females: \_\_\_\_\_

Males: \_\_\_\_\_

32. How many individuals of the following races/ethnicities were served?

American Indian/Alaska Native: \_\_\_\_\_

Asian: \_\_\_\_\_

Black/African American: \_\_\_\_\_

Hispanic/Latino: \_\_\_\_\_

Native Hawaiian/Pacific Islander: \_\_\_\_\_

White: \_\_\_\_\_

Multi-racial: \_\_\_\_\_

33. Do you track any of the following metrics? If so, please select which ones.
- The number of individuals in your program who apply to college
  - The number of individuals in your program who are accepted to a community college or 4-year college/university
  - The number of individuals in your program who matriculate within the first college semester/year after high school graduation
  - The number of students in your program who persist into a third semester
  - The number of students in your program who graduate with an associate's degree in 3 or 4 years, or who graduate with a bachelor's degree in 5 or 6 years
34. What are your organization's key performance indicators? \_\_\_\_\_
35. How do you collect data?
- Student self-report
  - Staff tracking
  - National Student Clearinghouse
  - CUNY/Access Data
  - All of the above
  - Other (please describe): \_\_\_\_\_
36. What system(s) do you use to track/store data?
- Excel
  - Access
  - ETO
  - Salesforce
  - Customized product
  - Other (please describe): \_\_\_\_\_
37. Do you collect OSIS numbers for students in this program?
- Yes
  - No
38. Do you collect social security numbers for students in this program?
- Yes
  - No
39. Year your college access program started (supporting students while in high school): \_\_\_\_\_
40. Year your college success program started (supporting students while in college): \_\_\_\_\_
41. Do you have plans to scale-up this program and if so can you discuss your intentions and growth plans if you have them?
- Yes (please describe): \_\_\_\_\_
  - No

42. Would you be willing to share an evaluation report from your organization? If so, please email it to [mappingproject@graduatenyc.org](mailto:mappingproject@graduatenyc.org). *Note: Do not send any documents with personally identifiable information.*

- Yes
- No

43. This is the first part of our efforts to learn about and develop common metrics from the college access and success community. Are you interested in participating in Phase Two of our data and outcomes survey?

- Yes
- No

44. Do you have any partnerships that are critical to the operation of your program?

- Yes (*If selected, go to question 45*)
- No (*If selected, go to question 46*)

45. Please list and describe:

Partner 1: \_\_\_\_\_

Partner 2: \_\_\_\_\_

Partner 3: \_\_\_\_\_

Partner 4: \_\_\_\_\_

Partner 5: \_\_\_\_\_

46. Are there other organizations who you believe serve the same students that you do that would also be taking this survey and reporting on the same students?

- Yes (Please list them here: \_\_\_\_\_)
- No

### **Completion Page**

Thank you for taking the time to complete this questionnaire. We value your participation. If you have additional programs to enter information for, please click the link to the Graduate NYC College Access and Success Mapping Questionnaire.



## Survey 2: Indirect Service Providers

### Graduate NYC College Access and Success Mapping Questionnaire

The purpose of this questionnaire is to gather information from organizations in the New York City college access and success community regarding programs and services available to prospective and current college students. We appreciate your response, as the information collected will help practitioners to better understand the field of college access and success in NYC, and will ultimately be incorporated into a searchable directory of services with mapping features and a report on the field in the city. This information will help schools, CBOs, colleges, students, the community, and other stakeholders better understand available college support services in the NYC area. By providing information on your services, your organization will be included in this comprehensive survey of services and outcomes and be listed in the new directory.

Important Note: Due to the programming of the questionnaire, you will not be able to return to items on previous pages so please take your time in filling out responses. If you click your browser back button, you will be exited out of the survey and will not be able to access the page you left off. In the event you exit the survey and cannot access the page you left off, please start a new survey and skip the questions you have already completed. Some questions are required so you will have to enter that information again. You will have the option to save and continue later. After clicking "save and continue later," you will be prompted to provide an email address. You will receive an email with a link which will return you to where you left off. Please double check that this email does not go to your Junk/Spam folder. The total time to complete this questionnaire is estimated to take about 30 minutes.

While we do appreciate your feedback and feel that it is important to understand the field as a whole, your participation is voluntary. If you have any technical problems with the questionnaire, you may contact Hezel Associates Research Analyst, Sarah Glazier, at sarah\_g@hezel.com. If you have questions regarding the content of the questionnaire you may contact the Graduate NYC Project Manager, Melissa Herman, at melissa.herman@cuny.edu.

Please provide contact information for the best person to contact at this organization. The contact information will be listed in the map/database.

First Name: \_\_\_\_\_

Last Name: \_\_\_\_\_

Phone: \_\_\_\_\_

Email: \_\_\_\_\_

*Part I: Organization*

1. Organization Name: \_\_\_\_\_
2. Is this organization a stand-alone 501c3 or a collaborative association of multiple CBOs?
  - Stand-alone 501c3
  - Collaborative association of multiple CBOs
  - Other (please describe): \_\_\_\_\_
3. Do you have dedicated paid staff members, and if so, how many?
  - Yes
  - No (*Go to question 4*)

*(If "Yes" is selected)* Of your paid staff members, how many work on college access and success? \_\_\_\_\_

4. If your organization is a collaborative or membership-based organization, can you list the organizations that make up the collaborative?
  - Yes (*If selected, asks "List the organizations that make up the collaborative."*)
  - No
  - Does not apply

5. What is the organization's primary location?  
Address 1: \_\_\_\_\_  
Address 2: \_\_\_\_\_  
City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

6. Does your organization have additional locations?
  - Yes
  - No (*Go to question 8*)

7. Please list any additional addresses, including the names of the locations.  
\_\_\_\_\_

8. Does your organization serve students directly?
  - Yes (*If selected, respondent is directed to Survey 1 [Direct Service Questionnaire]*)
  - No

9. Does your organization provide the following? *Please check all that apply.*
- Technical assistance to community-based organizations
  - A network for convening CBOs or programs that work on similar issues or work with overlapping sets of students
  - Professional development for college access and success staff
  - Training or awareness for students
  - Research connected to this field for practitioner use
  - Advocacy on behalf of the sector or segments of it
  - Online resources for students and/or staff
  - Other (please describe): \_\_\_\_\_

10. Year your organization was founded: \_\_\_\_\_

11. Year your organization began working on college access and success: \_\_\_\_\_

*Part II: Organizational Services*

12. Name of program or initiative: \_\_\_\_\_

13. Do your services operate Citywide?

- Yes (*If yes, go to question 15*)
- No

14. Please select the borough(s) in which you operate:

- Brooklyn
- Bronx
- Manhattan
- Queens
- Staten Island
- Other geographies (please describe): \_\_\_\_\_

15. Please describe your work as comprehensively as possible in about 2-3 sentences (e.g., who do you serve, where do you serve, what services do you offer).

\_\_\_\_\_

16. Do your services focus on any of the following populations?
- Elementary school (K–5)
  - Middle school (6–8)
  - High school (9–12)
  - College
  - Practitioners
  - Other (please describe): \_\_\_\_\_
17. Does your organization or your services have a particular expertise related to one or more of the following populations? If so, please select which ones. *(Please note, this question is not asking about the populations you serve generally, rather it is asking if there is a sub-population which is especially well-suited to be served by your organization.)*
- Academic Performance *(If selected, asks “Please specify which type of academic performance [high performers, average performers, low performers].”)*
  - English language learners
  - Disconnected youth/Out of school youth
  - Students with IEP or other learning challenges
  - High school equivalency
  - Poverty guidelines/socioeconomic status
  - Justice involved youth
  - First generation college students
  - Racial or ethnic minorities
  - Gender *(If selected, text box appears, “Which genders?”)*
  - Other (please describe): \_\_\_\_\_
18. If applicable, what is/are the eligibility criteria for the organizations participating with you/receiving services from your organization? \_\_\_\_\_
19. What is/are the source(s) of funding for your organization?
- City
  - State or federal
  - Foundation
  - Corporate
  - Individual
  - Membership fees
  - Other (please describe): \_\_\_\_\_
20. What are your organization’s key performance indicators? \_\_\_\_\_

21. How do your members/partners collect data?

- Student self-report
- Staff tracking
- National Student Clearinghouse
- CUNY/Access Data
- All of the above
- Other (please describe): \_\_\_\_\_

22. Please explain how you receive data from your members/partners:

---

23. Do you track student data as part of your evaluation efforts?

- Yes
- No (*Go to question 25*)

24. Do your members/partners collect any of the following?

- The number of individuals who apply to college
- The number of individuals who are accepted to a community college or 4-year college/university
- The number of individuals who matriculate within the first college semester/year after high school graduation
- The number of students who persist into a third semester
- The number of students who graduate with an associate's degree in 3 or 4 years, or who graduate with a bachelor's degree in 5 or 6 years

25. What system(s) do you use to track/store data?

- Excel
- Access
- ETO
- Salesforce
- Customized product
- Other (please describe): \_\_\_\_\_

26. Do you have plans to scale-up your work? If so, can you discuss your intentions and growth plans if you have them?

- Yes (*If selected, asks "Please describe your intentions and growth plans."*)
- No

27. Would you be willing to share an evaluation report from your organization? If so, please email it to [mappingproject@graduatencyc.org](mailto:mappingproject@graduatencyc.org). *Note: Do not send any documents with personally identifiable information.*

- Yes
- No

28. This is the first part of our efforts to learn about and develop common metrics from the college access and success community. Are you interested in participating in Phase Two of our data and outcomes survey?
- Yes
  - No
29. Are there other organizations with which you partner with closely or are critical to your work?
- Yes (*If selected, go to question 30*)
  - No (*If selected, go to completion page*)
30. Please list the partner organizations whom you work with closely or are critical to your work.
- 

**Completion Page**

Thank you for taking the time to complete this questionnaire. We value your participation. If you have additional information to enter, please click the link to the Graduate NYC College Access and Success Mapping Questionnaire.

*(Link to start of questionnaire)*

## APPENDIX B: DATA TABLES

### Survey 1

The following tables present the findings from Survey 1, which was designed to gather information from organizations that provide college access and success services to individuals directly. The findings are based on data from 156 organizations providing information on 191 programs. The “Count” indicates the number of programs that were identified for that response option. The “Percentage” represents the percentage of programs out of the 191 total of which were surveyed. Please note that the survey was incomplete for 49 program entries. Percentages do not necessarily add up to 100% because respondents had the option to choose more than one response.

#### Program Type

Response	Count	Percentage
School-based	81	42.4
College-based	82	42.9
Community-based	91	47.6

**For school-based programs, please select the borough(s) in which you serve students.**

Response	Count	Percentage
Brooklyn	33	17.3
Bronx	37	19.4
Manhattan	37	19.4
Queens	19	9.9
Staten Island	15	7.9

**For college-based programs, please select the borough(s) in which you serve students.**

Response	Count	Percentage
Brooklyn	34	17.8
Bronx	39	20.4
Manhattan	43	22.5
Queens	32	16.8
Staten Island	20	10.5

**For community-based programs, please select the borough(s) in which you serve students.**

Response	Count	Percentage
Brooklyn	50	26.2
Bronx	53	27.7
Manhattan	54	28.3
Queens	39	20.4
Staten Island	28	14.7

**Which grades does this program serve?**

Response	Count	Percentage
Elementary school (K-5)	20	10.5
Middle school (6-8)	38	19.9
High school (9-12)	108	56.5
College/post-secondary	98	51.3
Adult learners and high school equivalency	10	5.2
Other	13	6.8

**Does your program have a particular expertise in supporting one or more of the following populations? If so, please select which ones.**

Response	Count	Percentage
Academic Performance	74	38.7
English language learners	37	19.4
Disconnected youth/Out of school youth	43	22.5
Students with IEP or other learning challenges	32	16.8
High school equivalency	40	20.9
Poverty guidelines/socioeconomic status	94	49.2
Justice involved youth	25	13.1
First generation college students	119	62.3
Racial or ethnic minorities	103	53.9
Gender	34	17.8
Immigrants/Refugees	4	2.1
Other	7	3.7

**What services does this program provide?**

Response	Count	Percentage
College Readiness	128	67.0
College Matriculation	93	48.7
College Retention	106	55.5
Career Preparation	104	54.5
Other	27	14.1

**What type(s) of college readiness service(s)?**

Response	Count	Percentage
Academic behaviors	85	44.5
ACT/SAT/PSAT preparation	72	37.7
College campus visits	107	56.0
College exploration	110	57.6
Tutoring/academic support	95	49.7
Other	35	18.3



**What type(s) of college matriculation service(s)?**

Response	Count	Percentage
College application help	80	41.9
Financial Aid (FAFSA filing/refiling, financial aid appeals, etc.)	80	41.9
Placement test prep (e.g., CUNY Assessment Tests)	45	23.6
Other	7	3.7

**What type(s) of college retention service(s)?**

Response	Count	Percentage
Academic/degree planning	71	37.2
Connecting students to campus resources (e.g., bursar, tutoring, writing center)	90	47.1
Connecting to off-campus resources (e.g. day care, job opportunities, social services support)	78	40.8
Course registration	61	31.9
Major selection	62	32.5
Mentoring	77	40.3
Support services related to college retention	81	42.4
Tutoring	55	28.8
Non-academic skills (e.g., soft skills)	78	40.8
Financial support/incentives	53	27.7
Financial Aid reapplication	62	32.5
Other	6	3.1

**What type(s) of career preparation service(s)?**

Response	Count	Percentage
Career Counseling (e.g., identifying internship/work opportunities)	85	44.5
Resume and interview skills	88	46.1
Other	25	13.1

**What is/are the eligibility criteria for this program?**

Response	Count	Percentage
K-12 enrollment	73	38.2
College enrollment	58	30.4
Geographic residency	35	18.3
Grade level	46	24.1
Member of a targeted population	63	33.0
Other	29	15.2

**Please specify geography eligibility.**

Response	Count	Percentage
Resident of particular borough(s)	28	14.7
Resident of particular neighborhood(s)	21	11.0
Other	25	13.1

**For those who are eligible, what is the criteria for selection?**

Response	Count	Percentage
Open enrollment	79	41.4
Limited enrollment	57	29.8
Closed program	9	4.7
Other	33	17.3

**What is/are the source(s) of funding for this program?**

Response	Count	Percentage
City	70	36.6
State or federal	80	41.9
Foundation	102	53.4
Corporate	56	29.3
Individual	70	36.6
Schools	23	12.0
Other	13	6.8

**Do you track any of the following metrics? If so, please select which ones.**

Response	Count	Percentage
The number of individuals in your program who apply to college	101	52.9
The number of individuals in your program who are accepted to a community college or 4-year college/university	100	52.4
The number of individuals in your program who matriculate within the first college semester/year after high school graduation	79	41.4
The number of students in your program who persist into a third semester	78	40.8
The number of students in your program who graduate with an associate's degree in 3 or 4 years, or who graduate with a bachelor's degree in 5 or 6 years	74	38.7

**How do you collect data?**

Response	Count	Percentage
Student self-report	90	47.1
Staff tracking	99	51.8
National Student Clearinghouse	53	27.7
CUNY/Access Data	40	20.9
All of the above	30	15.7
Other	16	8.4

**What system(s) do you use to track/store data?**

Response	Count	Percentage
Excel	93	48.7
Access	19	9.9
ETO	7	3.7
Salesforce	28	14.7
Customized product	29	15.2
Other	41	21.5

**Do you collect OSIS numbers for students in this program?**

Response	Count	Percentage
Yes	58	30.4
No	76	39.8

**Do you collect social security numbers for students in this program?**

Response	Count	Percentage
Yes	72	37.7
No	66	34.6

**Do you have plans to scale-up this program and if so can you discuss your intentions and growth plans if you have them?**

Response	Count	Percentage
Yes	84	44.0
No	48	25.1

**Would you be willing to share an evaluation report from your organization?**

Response	Count	Percentage
Yes	39	20.4
No	83	43.5

**This is the first part of our efforts to learn about and develop common metrics from the college access and success community. Are you interested in participating in Phase Two of our data and outcomes survey?**

<b>Response</b>	<b>Count</b>	<b>Percentage</b>
Yes	109	57.1
No	24	12.6

**Do you have any partnerships that are critical to the operation of your program?**

<b>Response</b>	<b>Count</b>	<b>Percentage</b>
Yes	108	56.5
No	26	13.6

## Survey 2

The following tables present the findings from Survey 2, which was designed to gather information from organizations that do not serve individuals directly, but rather provide support to other organizations providing college access and success services. The findings are based on data from eight organizations providing information on 10 programs. The “Count” indicates the number of programs that were identified for that response option. The “Percentage” represents the percentage of programs out of the 10 total of which were surveyed. Please note that the survey was incomplete for one program entry. Percentages do not necessarily add up to 100% because respondents had the option to choose more than one response.

### Is this organization a stand-alone 501c3 or a collaborative association of multiple CBOs?

Response	Count	Percentage
Stand-alone 501c3	3	30.0
Collaborative association of multiple CBOs	1	10.0
Other <sup>a</sup>	5	50.0

<sup>a</sup>“Other” was selected by three organizations (representing 5 programs). Two organizations are part of CUNY Research Foundation. One respondent reported their program is a fiscally sponsored collective impact organization.

### Do you have dedicated paid staff members, and if so, how many?

Response	Count	Percentage
Yes	10	100.0
No	0	-

### How many dedicated paid staff members?

n	Minimum	Maximum	Mean	Standard Deviation
8	4	150	30.75	51.124

### Of your paid staff members, how many work on college access and success?

n	Minimum	Maximum	Mean	Standard Deviation
10	0	12	4.80	3.967

**Does your organization provide the following? Please check all that apply.**

Response	Count	Percentage
Technical assistance to community based organizations	7	70.0
A network for convening CBOs or programs that work on similar issues or work with overlapping sets of students	8	80.0
Professional development for college access and success staff	7	70.0
Training or awareness for students	6	60.0
Research connected to this field for practitioner use	7	70.0
Advocacy on behalf of the sector or segments of it	8	80.0
Online resources for students and/or staff	9	90.0
Other <sup>a</sup>	1	10.0

<sup>a</sup>Other<sup>a</sup> response provided: Professional development and data support for adult education programs.

**Do your services operate Citywide?**

Response	Count	Percentage
Yes	8	80.0
No	2	20.0

**If not, please select the borough(s) in which you operate.**

Response	Count	Percentage
Brooklyn	1	10.0
Bronx	1	10.0
Manhattan	1	10.0
Queens	2	20.0
Staten Island	1	10.0

**Do your services focus on any of the following populations?**

Response	Count	Percentage
Elementary school (K-5)	1	10.0
Middle school (6-8)	3	30.0
High school (9-12)	7	70.0
College	4	40.0
Practitioners	4	40.0
Other <sup>a</sup>	2	20.0

<sup>a</sup>One respondent reported their services focus on individuals from “cradle to career.” One respondent reported their services focus on all young adults from 18-34 and sometimes as young as 16.

**Does your organization or your services have a particular expertise related to one or more of the following populations? If so, please select which ones.**

Response	Count	Percentage
Academic performance <sup>a</sup>	2	20.0
English language learners	4	40.0
Disconnected youth/out of school youth	3	30.0
Students with IEP or other learning challenges	1	10.0
High school equivalency	2	20.0
Poverty guidelines/socioeconomic status	5	50.0
Justice involved youth	0	-
First generation college students	6	60.0
Racial or ethnic minorities	4	40.0
Gender	0	-
Other	0	-

<sup>a</sup> One respondent reported their program serves individuals with low academic performance in particular.

**What is/are the source(s) of funding for your organization?**

Response	Count	Percentage
City	6	60.0
State or federal	2	20.0
Foundation	10	100.0
Corporate	4	40.0
Individual	3	30.0
Membership fees	1	10.0
Other <sup>a</sup>	3	30.0

<sup>a</sup> Three respondents reported that their organizations are funded through fees for services.

**How do your members/partners collect data?**

Response	Count	Percentage
Student self-report	6	60.0
Staff tracking	5	50.0
National Student Clearinghouse	3	30.0
CUNY/Access Data	3	30.0
All of the above	2	20.0
Other <sup>a</sup>	3	30.0

<sup>a</sup> Two respondents reported their members/partners collect data through the Department of Education. One respondent reported their members/partners collect data through parents and IRB approval.

**Do you track student data as part of your evaluation efforts?**

Response	Count	Percentage
Yes	8	80.0
No	1	10.0

**Do your members/partners collect any of the following?**

Response	Count	Percentage
The number of individuals who apply to college	7	70.0
The number of individuals who are accepted to a community college or 4-year college/university	7	70.0
The number of individuals who matriculate within the first college semester/year after high school graduation	8	80.0
The number of students who persist into a third semester	3	30.0
The number of students who graduate with an associate's degree in 3 or 4 years, or who graduate with bachelor's degree in 5 or 6 years	5	50.0

**What system(s) do you use to track/store data?**

Response	Count	Percentage
Excel	5	50.0
Access	0	-
ETO	0	-
Salesforce	0	-
Customized product	4	40.0
Other <sup>a</sup>	2	20.0

<sup>a</sup>One respondent reported they use Google forms to track/store data. One respondent reported they use Google sheets to track/store data.

**Do you have plans to scale-up your work?**

Response	Count	Percentage
Yes	7	70.0
No	1	10.0

**Would you be willing to share an evaluation report from your organization?**

Response	Count	Percentage
Yes	3	30.0
No	5	50.0

**This is the first part of our efforts to learn about and develop common metrics from the college access and success community. Are you interested in participating in Phase Two of our data and outcomes survey?**

Response	Count	Percentage
Yes	9	90.0
No	0	-



**Are there other organizations with which you partner with closely or are critical to your work?**

<b>Response</b>	<b>Count</b>	<b>Percentage</b>
Yes	9	90.0
No	0	-