

**Maryland Higher Education Outreach and College Access Program
MD HEOCAP State Grant Awards**

FY 2018 Awards

CASA de Maryland, Inc.

Project Title: Escalera College Access Initiative

Project Director: Maritza Solano

Award: \$47,345.66

Project Abstract: Funds are requested to continue CASA’s Escalera College Access Initiative in Baltimore and expand the initiative to Langley Park (Prince George’s County). The College Access Initiative is a key component to CASA’s broader Mi Espacio Program which strives to build the next generation of Latino and immigrant leaders by preparing low-income immigrant and Latino youth to attend college. CASA achieves this goal by combining afterschool programming with an intensive college prep curriculum that includes college access workshops and intensive assistance in completing college and financial aid applications. Additionally, CASA’s Mi Espacio Program offers daily homework help, life skills including workforce development, financial literacy, health education, leadership development, and community service. It promotes high school graduation and post-secondary enrollment and includes wraparound case management for the student and their parents – in recognition that students are better able to perform well in school when their basic needs are met, and family situation is stable. Through this program, CASA also works directly with schools, providing professional development workshops for school counselors, administrators, and faculty to increase their capacity to respond to the unique needs of immigrant students.

College and Career Pathways, Inc.

Project Title: CCP Scholars Program (Northwestern HS)

Project Director: Dr. Nichole Stewart Nicolas

Award: \$25,000.00

Project Abstract: For ten years, College and Career Pathways, Inc. (CCP) has provided academic support, college readiness, college success, and career exploration programming to minority, potential first-generation college students from low-income and/or single-parent households in some of the most at-risk areas of Prince George's County, Maryland. CCP was designed to help at-risk students in Grades 9-16 achieve educational and vocational success by offering the resources and guidance they need to fulfill their true potential. CCP provides this support by placing a caring, authoritative adult at the program site who is consistently available to students each day to help them successfully graduate from high school and enroll in a postsecondary program.

The CCP Scholars program, our primary mechanism of service delivery, currently operates out of our Prince George's County Public Schools partner site, Northwestern High School (NHS) and annually provides a wide variety of targeted programming to the 100 students on our caseload and additional 100-200 students through outreach. Since our inception in 2008, we have achieved notable success in achieving our mission. In SY 2016-17, 100% of CCP students graduated from high school on time; 100% submitted college, scholarship, and FAFSA applications; 95% were accepted into at least one postsecondary institution, and 93% enrolled in a postsecondary program after high school graduation.

The CollegeBound Foundation

Project Title: Expanded College Access and Completion for Baltimore City Schools' Students

Project Director: Jimmy Tadlock

Award: \$47,345.67

Project Abstract: The CollegeBound Foundation seeks to further expand its scope through two programs made possible by the MHEC Outreach and College Access Pilot Program: (1) broaden its advising efforts to more Baltimore City Schools' high schools through the Roving Advisor Program; and (2) continue advising a cohort of Baltimore City Schools' graduates during college through the College Completion Program.

The Roving Advisor Program has positively impacted over four hundred juniors and seniors across four Baltimore City public high schools that did not previously have a CollegeBound advisor. The College Completion Program currently serves 44 Baltimore City Schools' graduates who currently attend college across five Maryland colleges and universities. It is the intent to expand the College Completion Program to 114 City Schools' graduates (44 in the current cohort plus an additional 70 incoming freshmen) in Year 2. An MHEC program grant would allow for the continuation and expansion of both programs, helping CollegeBound to achieve both parts of the first overarching goal of the MHEC program: to "encourage low-income Maryland high school students to attend and complete college."

Collegiate Directions, Inc.

Project Title: CDI Scholars Program

Project Director: Ana Hilton

Award: \$42,000.00

Project Abstract: CDI's mission is to identify low-income, first-generation-to-college students and help them access and succeed in selective, best-fit, four-year colleges. In the process, we build leaders and scholars through individualized coaching and mentoring. We also leverage our expertise by providing cost-effective training to public school systems and educational nonprofit organizations.

To execute on our mission, CDI offers two primary programs in the D.C Metro area. Our CDI Scholars Program serves approximately 225 low-income students from Montgomery County, MD and Washington D.C. through a comprehensive, six-year curriculum that begins in high school and lasts throughout college, helping them earn admission, enroll, and graduate from four-year colleges and universities. We also operate the CDI School Support Program through professional development and coaching for staff and faculty at two local high schools, serving over 400 additional students.

Building on our successful outreach conducted over the past two years, and our efforts to reach more low-income students in Montgomery County, Maryland, CDI respectfully requests support for additional college application and FAFSA workshops to help an additional 300 Maryland students in the coming year. Through these workshops, students will increase their awareness of the steps required to complete their college and financial aid applications, will have comprehensive resource lists to guide their progress, will take meaningful steps towards the completion of these applications, and will have made an in-person connection with trained adult mentors.

First Generation College Bound

Project Title: College Access

Project Director: Joseph Fisher

Award: \$47,345.67

Project Abstract: The College Access program recruits seniors who are from low to moderate income families and whose parents do not have a bachelor's degree. College Access coaches work with students at each of the five college access sites and follow them from the time of enrollment through postsecondary matriculation. Coaches review students' report cards and arrange meaningful weekly and monthly one-on-one sessions, in school and out of school, for students and their families. Coaches address any issues through social work skills and ensure youth and their families are connected to appropriate non-academic services, while at the same time encourage school success, monitor academic progress and make college recommendations.

Coaches also ensure high levels of participation by youth in workshops, admissions exams, and college tours. Monthly evening workshops are held on topics such as the college admissions process, the financial aid process and available student support services at college and are held in partnership with colleges, universities and other higher education agencies. In addition to the workshops, help sessions and individualized support are provided throughout the year for such things as SAT registration and FAFSA completion.

Finally, the program provides matriculation support after students receive college acceptance. FGCB works with families one-on-one to ensure all necessary forms are sent in, and all financial requirements are met for the chosen college. All students are recognized at our annual celebration.

Sisters Circle, Inc.

Project Title: To & Through College: Awareness, Access, Advancement & Advocacy

Project Director: Zara Cadoux

Award: \$40,963.00

Project Abstract: Sisters Circle addresses the increasing need to keep low-income youth, specifically girls, connected to education and the labor market. As a result of intergenerational poverty, unemployment, and lack of education, our students face a higher risk of becoming “opportunity youth” defined as young people aged 16 – 24 who are not enrolled in school or do not maintain stable employment.

According to the Department of Health and Human Services, only 44% of youth from low-income families “remain consistently connected to the school and/or the labor market, a lower share than among youth from middle- and high-income families, 67%, and 75%, respectively.” (US Dept. Health and Human Services, Office of the Asst. Sec. for Planning and Evaluation).

Low-income youth are also five times as likely to drop out of school as their wealthier counterparts, and those who have dropped out of high school are four times more likely to be unemployed than a young person with a college degree. (“Youth and Skills,” Rockefeller Foundation). In Baltimore City, 19.35% of the Baltimore City youth population is deemed disconnected. A total of 17,910 young men and women have no involvement in higher education or the workforce. (Social Science Research Council, measureofamerica.org).