




To: Clerk of the Legislature

From: Shirley Vargas, Ed.L.D.   
School Transformation Officer & Administrator

RE: College Pathway Program Act Annual Report

Date: December 1, 2025

Pursuant to Neb. Rev. Stat. §79-3701, the College Pathway Program Act provides “eligible providers with grants to provide educational services to underrepresented and low-income students in high school and postsecondary education.” As required by Neb. Rev. Stat. §79-3704, this report serves as an annual update regarding the College Pathway Program Act.

The funds for this grant program come from a two percent appropriation of the Nebraska Education Improvement Fund, called the College Pathway Program Cash Fund. This amount equates to \$415,195.60 for the 2025-2026 fiscal year.

The table below provides a list of the grant recipients and the grant award amounts:

Organization Name	Grant Award Amount
Avenue Scholars	\$ 261,573.71
Central Plains Center for Services	\$ 41,519.16
College Possible	\$ 112,102.73

The report outlines a description of the student population served, work completed to-date, upcoming work, and plans for evaluating effectiveness, for each organization.

For more information, please contact Shirley Vargas, Ed.L.D., School Transformation Officer, via phone (402-326-5371) or email ([shirley.vargas@nebraska.gov](mailto:shirley.vargas@nebraska.gov)).

## **Executive Summary**

Below is a summary of the annual report for each grant recipient, highlighting the student population served, work completed to-date, and any evaluation information. The pages that follow contain the full report.

### **Avenue Scholars**

#### **Student Population Served**

- Serves 761 under-resourced youth across diverse racial and industry pathways.
- Students face barriers including poverty, limited career exposure, and fewer support networks.
- Offers targeted coaching from high school through career entry.

#### **Work Completed to Date**

- Achieved 98% on-time graduation and 82% postsecondary enrollment.
- Delivered career coaching, business engagement, and over 3,000 combined planning and feedback interactions.
- Expanded career awareness (265 events) and ran high-success boot camps (100% completion).

#### **Evaluation**

- Uses a Utilization-Focused Evaluation model aligned to program goals.
- Monitors graduation, persistence, employment, and qualitative feedback.
- Evaluation guides continuous improvement and grant-aligned adjustments.

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### **Central Plains Center for Services**

#### **Student Population Served**

- Supports 1,500 low-income and highly vulnerable youth statewide (ages 14–25).
- Populations include foster youth, homeless youth, and young parents.
- Provides individualized, community-based educational coaching.

#### **Work Completed to Date**

- Longstanding coaching model strengthened with the Back on Track framework.
- Coaches guide youth through HS completion, postsecondary planning, and access to resources.
- Provides FAFSA support, scholarship guidance, leadership opportunities, and on-campus connections.

#### **Evaluation**

- Tracks educational goals: 88% completion or on-track.
  - Biannual surveys assess needs across life domains impacting education.
  - Grant-specific indicators show strong progress in planning, advising, and post-secondary readiness.
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**College Possible****Student Population Served**

- Serves 365 high school and 1,000+ college students from low-income backgrounds.
- Works across 10 partner high schools and 60+ college campuses.
- Cohorts reflect the target population of the statute.

**Work Completed to Date**

- Delivered summer transition programming to rising college freshmen.
- Recruiting juniors and providing curriculum on college goals, fit, applications, and financial aid.
- College Success coaches provide segmented advising for persistence and graduation planning.

**Evaluation**

- 2023–24 results: 97% college admittance, 83% enrollment, 74% persistence, 178 degrees earned.
  - Alumni outcomes show strong employment, financial stability, and satisfaction.
  - Ongoing NSC verification ensures accurate annual reporting.
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**Name of organization: Avenue Scholars**

Student population served, including but not limited to low-income and underrepresented students, additional demographic information, etc.: Avenue Scholars enrolled 761 students, whom we proudly refer to as "Scholars" to reflect the potential, promise, and purpose they carry. "Under-resourced youth" refers to young people who have limited access to essential resources and support systems needed for success in areas such as education and employment. These youth often come from low-income or marginalized communities, where systemic barriers such as poverty, lack of mentors or role models, and fewer opportunities for personal and professional growth are common. In addition to material disadvantages, under-resourced and underrepresented students often lack emotional and social support, safe environments, and opportunities to develop essential life skills. The Avenue Scholars program addresses these gaps by offering targeted resources and support to help these youth realize their potential.

**Demographics, Fall 2024-2025**

Hispanic: 32%  
Black: 21%  
White: 28%  
Multiracial: 11%  
Asian: 7%  
American Indian or Alaskan Native: 1%

**Gender, Fall 2024-2025**

Female: 49%  
Male: 48%  
Prefer not to say: 3%

**Participants by Industry Sectors, Fall 2024-2025**

Business: 23%  
Education: 5%  
Information Technology: 10%  
Healthcare: 28%  
Skilled Trades: 18%  
Transportation: 16%

Describe work completed to-date, including but not limited to timeline, activities, etc.:

Each Scholar is paired with dedicated Career Coaches, receiving guidance from a High School Career Coach during their junior and senior years and from a Career Services Coach through postsecondary training and into career entry. Additionally, Avenue Scholars' Business Outreach Team engages area businesses to provide career awareness, exploration, and employment opportunities. All coaches provide social-emotional support through referrals to community resources.

To ensure that Scholars are well-equipped for employment in their chosen industry area, Avenue Scholars aspires to have each of its participants satisfy the following five “program guarantees” upon completing its program:

- EDUCATION/TRAINING: A committed Avenue Scholars participant graduates from high school, completes relevant career education or training, and is goal-oriented toward an Avenue Scholars approved pathway.
- WORK EXPERIENCE: A committed Avenue Scholars participant demonstrates a successful work history.
- WORK-READY SKILLS: A committed Avenue Scholars participant demonstrates work-ready habits and skills, including responsibility, work ethic, communication, positive attitude, professionalism, teamwork, and problem-solving.
- ATTENDANCE: A committed Avenue Scholars participant demonstrates consistent attendance at school, work, and Avenue Scholars engagements.
- FINANCIAL AND PERSONAL WELL-BEING: A committed Avenue Scholars participant demonstrates the ability to:
  1. Overcome barriers to employment, financial, physical, and mental well-being, and;
  2. Access community resources and services when necessary.

Avenue Scholars has experienced great success in the percentage of its program participants who graduate from high school on time and persist in postsecondary education/training. I

Of the 226 seniors who began with Avenue Scholars, 211 (93%) completed the year with a 98% graduation on time. High School Scholars maintained a strong 94% attendance rate. Among graduates, 82% of graduated Scholars continued with postsecondary education or training:

- 69 transitioned into the Walter Scott Jr. Pathway Scholarship
- 39 pursued coursework at MCC or community-based training programs (Fulton Homes, Quality Career Pathways, QLI)
- 62 enrolled in two- or four-year colleges outside of Avenue Scholars.

In addition, three Scholars entered the workforce with no immediate plans of ongoing training/education, two became alumni, and 31 exited the program or relocated during the year.

Coaches conducted 1,953 Career Plan Meetings with Scholars, supporting them in setting goals, building accountability, and progressing toward their career pathways. In addition, 1,134 Employer Feedback Surveys were completed, providing Scholars with valuable experience in requesting and receiving feedback, embracing praise, while also allowing coaches to better understand Scholars’ strengths and areas for growth and development.

### Career Awareness

Scholars participated in various career awareness opportunities throughout the year which provide hands-on exploration of possible careers within each of the six pathways, serving as a vital component in Scholars identifying their pathway of choice.

- Career awareness: 231 high school Scholars completed 265 events
- Mock Interviews: 202 Juniors completed interview preparation

- Internship Fair: 223 Juniors attended the Avenue Scholars Internship Fair networking with 25 businesses
- Avenue Scholars Internships: 21 Scholars received an internship beginning June 2025.

### Summer Boot Camps

The 2025 Summer Boot Camp program was a success, offering a 24% increase in available seats from the prior year. The primary goals of Boot Camps are to:

- provide access to an industry recognized certification,
- increase skill acquisition that relates to their future career, and
- expose Scholars to careers within high-demand industries.

To do this, high retention rates, camp graduation rates, and attendance rates are vital. The four-week program provided 72 Scholars with career exploration opportunities in three industries. Twenty (20) Scholars attended a healthcare camp hosted in partnership with Clarkson College, another 20 Scholars participated in a skilled trades Boot Camp in partnership with MCC, and 32 Scholars attended a transportation camp in partnership with MCC.

The goals of Boot Camp were met:

- Post camp surveys yielded an average score of 4.1 out of 5, with Scholars reporting increased skills, career knowledge, and self-belief.
- 100% graduated camp
- Scholars achieved a 96% attendance rate
- 97% of Scholars achieved the certifications, to include:
  - 20 First Aid/CPR with AED
  - 20 OSHA 10 – Construction
  - 30 OSHA 10 - General Industry

### Employment

Scholars exceed their peers in the rate at which they participate in the workforce, an experience emphasized by Avenue Scholars as a critical developmental component in preparing Scholars for career success. Scholars were employed by 550 unique employers. Scholars’ employment rates are well ahead of the national employment rate of 53.1% for 16 to 24-year-olds reported by the Bureau of Labor Statistics for the same month (U.S. Department of Labor, Bureau of Labor Statistics, Employment and Unemployment Among Youth – Summer 2025). Additionally, 82 Scholars participated in internships.

*Table 1. Scholars Employment Rates for 2024-2025 by Program Phase*

	<b>2024-2025</b>
High School Phase*	78%
Career Services Phase**	90%

\*Based on work-eligible high school seniors only

\*\*Based on work-eligible postsecondary Scholars

### Degree and Certification Attainment

Since 2018, Scholars have earned a combined 213 associate degrees and 1,084 certifications. Specifically, Scholars earned 18 associate degrees and 174 certifications.

### Alumni

102 Scholars reached Alumni status. Alumni status is measured by five factors:

- Full-time employment
- Earning a living wage
- Access to affordable health insurance and retirement benefits through their employer
- Work in a field aligned with Avenue Scholars supported high-demand industries
- Identified opportunities for upward mobility

### Describe upcoming work, including but not limited to timeline, activities, expected reach, etc.:

Throughout 2024-2025, Avenue Scholars actively recruited and selected eligible Scholars for the 2025-2026 program year while successfully transitioning participants to alumni status. The total enrollment for the upcoming year is set at 760 Scholars, comprising 567 high school Scholars and 193 Scholars in the Career Services phase.

This grant has the potential to impact 470 Scholars across all program stages. Of these, 298 are high school Scholars enrolled at Ralston, Millard South, Omaha Benson, Omaha Bryan, Omaha North, Omaha Northwest, and Papillion La Vista High School. In addition, the grant will support 193 Scholars completing the education and training needed to enter their chosen career path and assistance with obtaining and maintaining career entry employment. Together, this investment will sustain programming that supports Scholars throughout their high school, training, and early career journeys.

### Participants by Race, Fall 2025-2026

American Indian or Alaskan Native: 1%

Asian: 7%

Black or African American: 20%

Hispanic: 34%

Multiracial: 14%

White: 25%

*\*Excludes Scholars for whom race was unreported.*

### Gender, Fall 2025-2026

Female: 54%

Male: 43%

Prefer not to say: 3%

### Participants by Industry Sector, Fall 2025-2026

Business: 19%

Education: 5%

Healthcare: 36%

Information Technology: 7%  
Skilled Trades: 20%  
Transportation: 12%

Timeline, activities, expected reach:

Avenue Scholars for-credit course – 298 students – present to May 2026  
Career Coaching (High School & Postsecondary) – 470 students – present to program completion  
Career Awareness and Exploration Strategies – 470 students – present to program completion  
Career Boot Camps – 72 students – Summer 2026  
Education & Training – 470 students – present to program completion  
Business Outreach – 470 students – present to program completion  
Student Support through Career Coaches – 470 students – present to program completion

Describe the most recent evaluation of the work and how the organization will evaluate the effectiveness of the grant received:

Avenue Scholars evaluates program success using the Utilization-Focused Evaluation (UFE) model in alignment with its organizational logic model. UFE emphasizes two essential elements: first, the primary users of the evaluation are clearly identified and actively engaged at the outset to ensure the evaluation’s intended use is defined; second, all subsequent decisions about the evaluation process are guided by these intended uses (Patton, 2012).

In practice, Avenue Scholars monitors outputs and outcome metrics throughout the program year to determine whether Scholars are on track or off track with their individualized career plans. Career Coaches implement strategies to build upon strengths and address areas of deficiency. In the most recent evaluation of the program year, staff and leadership were engaged at the outset to define key questions, uses, and outcomes, which ensured the evaluation was tailored to inform program improvement and decision making. Data collection integrated quantitative measures such as high school graduation rates, postsecondary persistence, and employment outcomes with qualitative feedback from Scholars, staff, and employer partners to provide a comprehensive picture of program impact.

The same approach will be applied to evaluate the effectiveness of this grant. Primary users will be identified and engaged to clarify how the evaluation results should be used, and both qualitative and quantitative methods will be employed to measure outcomes directly linked to the grant’s intended purposes. This process will allow Avenue Scholars to assess progress, make data-informed adjustments, and report meaningful results to stakeholders.

Any additional information (if needed):

Avenue Scholars has redefined how we discuss the three pathways available to Scholars after graduation:

- Traditional Classroom: Scholars persist in a college or classroom environment for a certification or degree up to an associate’s degree.
- Learn While you Earn: Career Services connects Scholars to a business that employs the Scholar while they receive their education/training paid for by the employer.

- Career Launch: Scholars are connected to an employer who offers high-wage, high-demand opportunities and is committed to further development through on-the-job training or future education.

To meet these demands, the Career Service Team is ramping up Business Partner recruitment to ensure a variety of opportunities available after graduation and has created partnerships with local organizations, such as Goodwill, to provide high-demand certifications and stipends for completing training.

Name of organization: **Central Plains Center for Services**

Student population served, including but not limited to low-income and underrepresented students, additional demographic information, etc.:

All of the work done through this grant is face-to-face work between Central Plains Coaching staff with low income and underrepresented youth and young adults across all of Nebraska. These youth include those with foster care history, those who are pregnant or parenting, and those who are homeless or at risk of homelessness.

Young people served through this grant to date represent the following demographics: 100% of the young people are vulnerable/at-risk young people of low income and/or are under-represented; 51% Caucasian and 49% being ethnically diverse; 34% being age 14-18, 46% being age 19-22, and 20% age 23-25.

Our efforts are community based; therefore, we bring educational coaching to the young people we serve therefore eliminating many barriers to participation. These young people come from diverse backgrounds and have had difficult life experiences. Their shared needs include poverty, lack of access to education and educational opportunities, few economic growth opportunities, limited social connections, and unstable housing. Our coaching is perfectly suited to a time when a young person's future is yet to be determined. We work with roughly 1,500 young people a year to ensure their successful transition to adulthood and beyond. 100% of young people served are within the age range for college preparation and enrollment.

We provide educational coaching to these young people in their community. Our Coaching Model provides a coach nearest the participants' location who works one-on-one with each youth to establish a trusted working relationship, assess their strengths and abilities, and assist them in identifying their personal vision for becoming successful, independent adults. A Coach will also assist youth during their transition to independence and provide ongoing support. Our services are not only effective but have also been

Our outreach extends far beyond our own organization. We partner with many community-based organizations as well as post-secondary institutions to ensure youth navigating college for the first time have the services to support them through their transition to college and beyond.

Describe work completed to-date, including but not limited to timeline, activities, etc.:

Central Plains provides educational coaching to youth and young adults age 14-25 all across Nebraska; and has been doing so as a part of our coaching model for over 25 years. Although much with education has changed over the years, one thing that remains the same is our investment in the education and educational opportunities of the young people we coach. This begins and ends with the relationship we have with the youth. We have learned that post-secondary education is not for every young person, but with the many opportunities and educational pathways there may be a fit for more youth than we realize. While postsecondary

education does include community and four-year colleges, it also includes short term certificate programs, work experience programs, internships, apprenticeships, and any other skill development program beyond high school. We all know the importance education holds for youth to achieve a life free of poverty and reach financial and social independence. To do so effectively, youth need access to various forms of postsecondary educational pathways where they can earn credentials to set them apart from others in the job market and earn a livable wage. This all starts with the most important part of coaching, the relationship between the coach and the young person. Through this relationship we can instill hope and “plant seeds” that will allow our educational work with them to take shape. To achieve this, we will be sharing the Back on Track model that further clarifies what we are already doing.

Back on Track is the evidence-based model, developed by Jobs for the Future, that puts a name and structure to the educational coaching we have been doing for years. The Back on Track (BOT) model includes three phases: preparation, bridging, and first year supports. It lays out steps and expectations for incorporating these phases into our educational coaching with young adults. This is not a separate program, instead this can serve as a guide to more clearly define our educational coaching. It outlines steps and expectations for incorporating these phases into our educational coaching with young students. Through BOT, Central Plains Coaches do the following activities:

- Inquire about youth’s individual interests,
- Assess their strengths, and
- Develop goals related to postsecondary pathways

BOT guides coaches in supporting low-income and underrepresented youth through the various and oftentimes complicated processes of completing high school, exploring and accessing various postsecondary options, assisting in the comprehensive steps to enroll in postsecondary programs, and providing support and connection to support and resources when they start a postsecondary program.

Other activities related to this contract provided by Central Plains Coaches during this reporting period include:

- Providing emotional support to eligible students,
- Foster community building and supports,
- Provide FAFSA information and support,
- Provide scholarship information and support,
- Understand of IEP as it relates to post-secondary,
- College entrance and placement exams,
- Offer leadership opportunities,
- Provide incentives to improve postsecondary pathway success, and
- Connecting students to on-campus services and supports

Central Plains approach to youth service delivery and activities ensures low-income and underrepresented students receive the support and encouragement they need to reach their goals through high school and postsecondary opportunities.

Describe upcoming work, including but not limited to timeline, activities, expected reach, etc.:

The impact of the College Pathways Program has been to support 330 young people across Nebraska, working tirelessly to help them establish and achieve goals that positively impact their lives. Our efforts include helping youth set goals in various life domains that help them successfully transition to adulthood and independence. Embedded in our approach is the individualized promotion of educational, postsecondary, and career outcomes to assist youth in breaking the cycle of poverty. Coaches are intentional in promoting and developing a youth's belonging, well-being, and purpose. Our coaching model promotes youth having the autonomy to determine the duration of support based on their personal goals and needs. While our services are meant to be transitional in nature, they remain flexible, with services, on average, spanning from 12 to 24 months. This allows us the time to develop a relationship with each youth and support them through the college/career going process. We ensure that each young person is able to plan and prepare for post-secondary education.

All 1,500 young people have access to education and career coaching. Of these young people, 22% have educational goals related to education and college pathways. The impact is tremendous when these young people have the support and expertise to successfully plan for and transition to college. Additionally, upcoming work will impact young people through the following activities:

- Support/materials to help students take the appropriate high school courses in an area or field of study a student is interested in and any classes necessary for a student to gain acceptance at a postsecondary institution
- Support/coaching to help students complete college admission applications
- Support/coaching to help students complete scholarship applications
- Support/coaching to help students apply for aid through the Free Application for Federal Student Aid (FAFSA)
- Support/coaching to help students complete the requirements and take the appropriate postsecondary education classes to receive an associate degree or a baccalaureate degree
- Community-based tax preparation
- Financial education
- Youth leadership opportunities

Describe the most recent evaluation of the work and how the organization will evaluate the effectiveness of the grant received:

Central Plains ensures that all 1,500 young people we serve receive educational coaching if they so desire. We provide them the personal and financial supports to attend college and thrive in college. We evaluate the College Pathways work by measuring educational goal completion. Currently 88% of College Pathways participants have either completed their educational goals or are in progress with these goals. Additionally, we survey young people every six months on their strengths and needs across all life domains to ensure young people are meeting benchmarks and achieving their goals. The education section of this assessment allows us to track participant educational progress and success, but the data collected across all life domains is important as employment, housing, transportation, financial wellness, and health all affect a young persons ability to pursue college pathways. Specific to this grant are the following outcomes:

- 68% of participants plan on attending post-secondary education

Of those who plan on attending post-secondary education:

- 72% of participants understand the appropriate high school classes needed for their post-secondary attendance
- 71% of participants have connected with an advisor
- 70% of participants have a personalized education plan
- 54% of participants have identified a long-term career path
- 51% of participants understand the FAFSA process
- 48% of participants have completed a college tour
- 48% are aware of scholarship opportunities

Any additional information (if needed):

**Name of organization: College Possible**

Student population served, including but not limited to low-income and underrepresented students, additional demographic information, etc.:

For the 2025-2026 Program Year College will serve 365 high school students from low-income backgrounds across ten partner high schools in five school districts including:

Bellevue Public Schools – Bellevue East High School  
Papillion La Vista Community Schools – Papillion La Vista High School  
Ralston Public Schools – Ralston High School  
Millard Public Schools – Millard South High School  
Omaha Public Schools – South, North, Northwest, Central Benson and Westview

We are in the process of recruiting high school juniors into our program and are currently at 277 of the 365 projected students we intend to serve this program year. Of the high school students currently enrolled in our program, 70% are female, 25% are male, and 5% provided no response.

Additional demographics for high school students enrolled in our program as of 11/15/2025:

American Indian or Alaskan Native – 1%  
Asian – 19%  
Native Hawaiian or other Pacific Islander – 1%  
Black or African American – 22%  
Hispanic or Latinx – 28%  
White – 24%  
Some other Race – 5%

In addition, College Possible will support just over 1,000 college students from low-income backgrounds on sixty plus campuses within Nebraska and across the nation. All of these students attended one of our ten partner high schools. Of the college students enrolled in our program, 69% are female, 30% are male, and 1% provided no response.

Additional demographics for college students being served by our program as of 11/15/2025:

American Indian or Alaskan Native – 2%  
Asian – 20%  
Native Hawaiian or Pacific Islander – 0%  
Black or African American – 16%  
Hispanic – 28%  
White – 17%

Multiracial – 10%  
Some other race – 1%

Chose not to answer – 6%

Our largest student cohorts are attending the University of Nebraska Omaha (354), the University of Nebraska Lincoln (78), and Metropolitan Community College (124).

Describe work completed to-date, including but not limited to timeline, activities, etc.:

The 2025-2026 program year began on July 1, 2025

Access Program (High School)

July 7, 2025 through August 15, 2025 – Summer Transition Programming

Two Access Advising Specialists provided summer transition programming to 151 rising college freshmen to include assisting students complete their college enrollment tasks.

August 15, 2025 through September 8, 2025

Access Advising Specialists continued to provide support to rising college freshmen when needed. In addition, they participated in Coaching Academy and other training to prepare for direct service and support for the 2025-2026 program year.

September 8, 2025 through November 15, 2025

Access Advising Specialists began recruiting high school juniors into the program while also meeting with high school seniors 1:1 or in group sessions to work through the junior and senior curriculum respectively. Juniors have been exploring their motivation or their “why” for attending college and beginning to explore their values, personal strengths, and identify and aligning these with their college and career goals. Seniors have been focusing on finalizing college goals/fit factors/college applications/essays/financial aid timelines and documentation.

We launched our Mission Possible Career Panels and have hosted/will host at partner high schools through the end of November:

October 14 – Papillion La Vista – 20 students in attendance

October 23 – Benson High School – 25 students in attendance

October 28 – Millard South – 20 students in attendance

October 30 – Bellevue East – 20 students in attendance

November 11 – Ralston – 16 students in attendance

November 14 – North – 38 students in attendance

November 18 – Westview

November 20 - South

Success Program (College)

July 7, 2025 through August 15, 2025 – Summer Transition Programming

Success Advising Specialists provided summer transition programming and support to 120 students persisting from their first to second year of college.

August 15, 2025 through September 8, 2025

Success Advising Specialists continued to provide support to students persisting from year 1 to year 2 as well as to other college students requesting help. In addition, they participated in

Coaching Academy and other training to prepare for direct service and support for the 2025-2026 program year.

September 8, 2025 through November 15, 2025

Success Advising Specialists provided support and curriculum based upon student segmentation:  
Enrolled in College (BGI) - FTIC • Enrolled in College (BGI) - Core Years • Enrolled in College (BGI – Approaching Graduation • College (any) - non-matriculating or recent stop out + wish to reenroll • College (any) - Not Enrolled • Enrolled in college (C&TC) - FTIC • Enrolled in college (C&TC) - Non-First Year • Enrolled in college (C&TC) - Intends to Transfer

Describe upcoming work, including but not limited to timeline, activities, expected reach, etc.:

Access Program (High School)

College Access Advising Specialists will wrap up Senior recruitment efforts on December 1<sup>st</sup>. Junior recruitment will continue through March 15<sup>th</sup>, if needed. Over the next several months, Access Advising Specialists will focus on the following:

December:

Juniors – College Search

Seniors – wrapping up college applications and financial aid applications

January

Juniors – Navigating College Applications; Letters of Recommendation

Seniors – College Life – Dorms, Finances

February

Juniors – Developing resume

Seniors – Succeeding in College Classes

March

Juniors – The College Application Essay

Seniors – Analyzing Financial Aid Offers

April

Juniors – Building College List

Seniors – Evaluating College Acceptance for Fit

May

Juniors – Finalizing Essays

Seniors – Establishing a Summer Checklist

June – Meeting with priority students who have not completed milestones to ensure they are on track to either matriculate to college in the fall or to progress to their senior year of high school.

Success Program (College)

Success Advising Specialists provided support and curriculum based upon student segmentation:

Enrolled in College (BGI) - FTIC • Enrolled in College (BGI) - Core Years • Enrolled in College (BGI – Approaching Graduation • College (any) - non-matriculating or recent stop out + wish to reenroll • College (any) - Not Enrolled • Enrolled in college (C&TC) - FTIC • Enrolled in college (C&TC) - Non-First Year • Enrolled in college (C&TC) - Intends to Transfer

### **College Success**

#### College Students, First Time Enrolled, Bachelor Granting Institutions (FTIC)

Student meetings and/or conversations will continue to focus on connecting on campus and time management. As part of their milestones, FTIC students will confirm financial aid applications, meet with their academic advisor, and registration for the spring term.

Coaches will provide FAFSA Support as needed by students.

#### College Students Enrolled, Core Years

Students meetings and/or conversations will continue to focus on mapping their college experience. As part of their milestones, core year students will meet with their academic advisors, apply for financial aid, and register for the spring semester. Coaches will provide FAFSA completion support as needed.

#### College Students, Approaching Graduation

Student meetings and/or conversations will focus on mapping their remaining time in college and planning for graduation. As part of their milestones, students approaching graduation will meet with their academic advisor and register for the spring semester (if appropriate).

#### College Students at Community or Technical Colleges First Time in College (FTIC)

Student meetings and/or conversations will focus on study skills and academic support resources. As part of their milestones, FTIC students will meet with their academic advisors and register for the spring term. Students will also receive FAFSA completion support as needed.

#### College Students at Community College or Technical Colleges Non-First Year

Student meetings and/or conversations will focus on mapping their college path and academic growth. As part of their milestones, Non-First Year Students will confirm they have applied for financial aid and met with their advisor.

#### College Students at Community College or Technical College Intends to Transfer

Student meetings and/or conversations will focus on financial aid, academic growth and academic planning as a transfer student. As part of their milestones, students will meet with their academic advisors, apply for financial aid, and register for the spring semester.

#### Unenrolled Students Reenrolling

Student conversations will focus on social-emotional learning and exploring educational pathways. As part of their milestones, students will conform they have cleared any academic or financial holds that would prevent their reenrollment.

Unenrolled Students

Student outreach will focus on using College Possible as a resource.

Describe the most recent evaluation of the work and how the organization will evaluate the effectiveness of the grant received:

Data from the 2024-2025 program year is currently being verified through the National Student Clearinghouse. College Possible IT will then review the data and check for discrepancies. Final data should be made available by February 2026.

Verified data is available for the 2023-2024 academic year as follows:

283 high school students served at 9 partner high schools

97% admitted to college

83% enrolled in college

1445 college students served

74% persisted from year one to year two

75 colleges attended by College Possible students

178 college degrees earned

A 2024 survey of College Possible alumni found:

- Ninety-five percent of our alumni are employed and most of the full time alumni earn incomes that meet or exceed national averages in their fields
- Eighty-three percent feel somewhat or fully satisfied with their careers; Additionally, 71% are saving for retirement, and 57% have experienced career advancement through promotions or job changes.
- Ninety-three percent of graduates found College Possible helpful, and 90% would recommend the program, highlighting the lasting impact it has on their lives and communities

Any additional information (if needed):

**Attaching full 2024 Alumni Survey**



# Creating Boundless Possibilities

RESULTS FROM OUR 2024 ALUMNI SURVEY



## **OUR VISION**

We envision a day when a student's future is determined solely by their talent, motivation and effort.

## **OUR MISSION**

College Possible is making college admission and success possible for students from low-income backgrounds through an intensive curriculum of coaching and support.

Dear College Possible Community,

I am proud to share the results of our latest alumni survey, which represents the success of College Possible graduates and the lasting impact our innovative programming has had on their lives. The insights from this survey not only validate the progress we've made since 2000 but also highlight the tremendous strides our alumni are making in their careers, communities, and personal lives.

### Our graduates are thriving.

They are earning competitive salaries, pursuing advanced degrees, and experiencing meaningful career growth. Fifty percent of our alumni earn more than \$60,000 annually, far surpassing the national median income showcasing their economic mobility. What's more, 93% of alumni report feeling well-prepared for their careers, thanks to the guidance and support they received through College Possible.

### They are creating ripple effects in their communities.

We have always believed in the power of education to create lasting change — not just for individuals, but for families and entire communities. College Possible graduates are proving this every day. Ninety-three percent of graduates say College Possible was helpful in navigating the college application process, and most attribute their success to the support of their coaches and peers along the way.

### Graduating debt-free.

Thirty-eight percent of College Possible alumni graduate with no debt, and 13% graduate with less than \$10,000 in student loans — a remarkable achievement compared to the national average student loan debt of around \$40,000. As a result, our graduates enter the workforce with less financial burden, allowing them to pursue their aspirations with greater confidence and freedom.

These findings are proof of the incredible resilience and determination of our students, and of the lasting, positive impact College Possible has had on their lives. But we are not stopping here. We are committed to helping more students realize their potential and continue to build brighter futures for themselves, their families, and their communities.

Thank you for your continued effort in making these results possible. Together, we are creating a better world where a student's future is determined by their talent, motivation, and effort.

**Siva Kumari** | CEO, College Possible



# Creating Boundless Possibilities for Our Alumni

At College Possible, we're dedicated to helping more students graduate from college and succeed in careers. For nearly 25 years, we've supported close to 100,000 students from low-income backgrounds in earning their degrees. Our efforts go beyond getting students into college — it's about equipping them with the tools and support they need to succeed and lead meaningful, fulfilling lives.

The impact of College Possible extends far beyond each individual student. We believe in the power of possibility — that when a student graduates, they unlock new opportunities that ripple out, empowering families, communities, and future generations. Thousands of College Possible graduates are living proof of the endless possibilities that come when a student is given the chance to succeed.

A recent survey shows how **our graduates are thriving** long after college. Key findings include:

Ninety-five percent of our alumni are employed, and most of the full-time alumni earn incomes that meet or exceed national averages in their fields.

Eighty-three percent feel somewhat or fully satisfied with their careers. Additionally, 71% are saving for retirement, and 57% have experienced career advancement through promotions or job changes.

Ninety-three percent of graduates found College Possible helpful, and 90% would recommend the program, highlighting the lasting impact it has on their lives and communities.

Our alumni attribute a large portion of their success to the assistance provided by College Possible and their coaches.

Our focus is about more than earning a degree — it's about giving College Possible graduates the agency to shape their own futures. By providing them with knowledge, tools and opportunity, we are there every step of the way so they can make informed choices and create new paths for themselves. We're committed to helping more students realize their potential, and ensuring their success creates lasting change and boundless opportunities for our society as a whole.



College Possible was pivotal to my success and life trajectory. I am so grateful for all of the support I received.

# Key Findings

## AT A GLANCE

50%

earn more than  
\$60,000 annually

81%

are employed  
full-time

93%

who enrolled in a four-  
year school graduated  
within five years

68%

report feel  
financially secure

83%

report feeling  
fulfilled in their jobs

93%

found College  
Possible helpful

38%

graduate with  
no debt

90%

report that they would  
recommend the  
program to others



50%

earn more than  
\$60,000 annually

36%

earn between  
\$60,000 and \$95,000

14%

earn more than  
\$95,000

39%

earn between  
\$30,000 and \$60,000

### KEY FINDING #1

## Our Graduates are Earning Above the National Average

Fifty percent of College Possible alumni earn more than \$60,000 annually – nearly four times above the U.S. poverty line. Among them, 36% earn between \$60,000 and \$95,000, while 14% earn more than \$95,000. Additionally, 39% of alumni earn between \$30,000 and \$60,000, surpassing the federal poverty threshold for individuals. These earnings highlight the tangible impact of a college degree in lifting our graduates to financial success and stability.



95%

employment rate

81%

are employed  
full-time

\$101,650

median annual wage  
for STEM occupations

\$46,680

median annual  
wage for non-STEM  
occupations

## KEY FINDING #2

# Our Graduates are Employed & Earning Competitive Incomes

With a 95% employment rate, 81% of our graduates are employed full-time. The majority of those in full-time roles earn incomes that meet or exceed national averages for their field — especially those in STEM and management positions. The median annual wage for all STEM occupations is \$101,650, whereas non-STEM jobs have a median annual income of \$46,680.



### KEY FINDING #3

## Our Alumni are Graduating & Pursuing Advanced Degrees

Ninety-three percent of alumni who enrolled in a four-year school graduated within five years, and 38% have earned or are pursuing graduate degrees, a rate that matches national trends for graduate degree attainment.

93%

who enrolled in a four-year school graduated within five years

38%

have earned or are pursuing graduate degrees



#### KEY FINDING #4

## Our Graduates are Financially Secure

Our graduates are experiencing strong financial well-being, with many feeling secure in their financial situation. In fact, 68% of alumni report feeling “somewhat” or “very” secure financially. Additionally, a majority of graduates are taking proactive steps towards their financial future—71% are saving for retirement, and 59% are actively planning for large purchases or other significant financial goals.

68%

feel “somewhat”  
or “very” secure  
financially

71%

are saving for  
retirement

59%

are actively planning  
for significant  
financial goals



83%

report feeling fulfilled in their jobs

45%

work in fields closely related to their college major

57%

have experienced career growth

93%

believe college helped prepare them for their careers

### KEY FINDING #5

## Our Graduates are Satisfied in Their Careers & Well-Prepared for the Workforce

Our graduates are thriving in their careers and feel well-prepared for success. Eighty-three percent report feeling fulfilled in their jobs, and 45% are working in fields closely related to their college major. More than half (57%) have experienced career growth through promotions or job changes. Additionally, 93% believe their college experience helped prepare them for their careers.



I honestly was scared about the entire college application process. I just want to say a massive thank you to College Possible because I truly did not have anyone to look to if I hadn't had the support from College Possible.

## KEY FINDING #6

# Our Graduates Found College Possible Helpful

Ninety-three percent of our graduates say College Possible played a crucial role in helping them navigate the college application and enrollment process, setting them up for success on their path to higher education. This sense of community and encouragement was a critical factor in helping students persist through moments of doubt and uncertainty.

“I honestly was scared about the entire college application process. I just want to say a massive thank you to College Possible because I truly did not have anyone to look to if I hadn't had the support from College Possible.”

“My coach ... had to have been the most impactful person in my life during high school. I did not realize it at the time, but him being my coach and College Possible being available at my high school was the sole reason why I went to college. Prior to College Possible, I was actively going through the process of enlisting into the military because I did not think I could afford college. My father was not present in my life and my mother was not employed and is still not employed to this day. I am now a college graduate with 0 debt.”

93%

found College Possible helpful



### KEY FINDING #7

## Our Alumni Graduate with Minimal or No Debt

Thirty-eight percent of our alumni graduate with no debt, and 13% graduate with less than \$10,000 in student loans. This is impressive compared to national averages, where the typical U.S. graduate carries around \$40,000\* in student loan debt. Our alumni are entering their careers with far less financial burden than many of their peers.

38%

graduate with no debt

13%

graduate with less than \$10,000 in student loans

\* <https://educationdata.org/student-loan-debt-statistics#:~:text=The%20average%20federal%20student%20loan,default%20as%20of%202024%20Q1>



### KEY FINDING #8

## Ninety Percent of Graduates Recommend College Possible

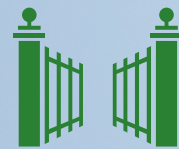
Ninety percent of College Possible alumni report that they would recommend the program to others. This strong endorsement reflects the lasting impact our services have had on their academic and professional lives. Alumni often cite the support of near-peer coaches, the guidance through the college application process, and the ongoing community as key factors in their success. The fact that so many graduates are eager to pay it forward — 17% return to serve as AmeriCorps coaches or staff — underscores the effectiveness of our proven model and the deep sense of community fostered throughout their College Possible journey.

90%

report that they would recommend the program to others

17%

return to serve as AmeriCorps coaches or staff



**COLLEGE  
POSSIBLE™**

[CollegePossible.org](http://CollegePossible.org)