

### **Problem of Practice**

Not enough Black and Latinx students and students from underserved communities are accepted into, enrolling in, and persisting through well-matched/best-fit colleges or other post-secondary programs.

### **Troubling Factors**

- Funding at the local, state, and federal level for facilitating postsecondary success is inconsistent and not nearly enough.
- A lack of “ownership” over postsecondary enrollment and success creates inequitable outcomes further widening the “opportunity gap”.

### **Potential Solution**

We’re looking to broaden our impact over the next 5 years by developing a fee-for-service capacity building model that would strengthen a school and/or school district’s college counseling services. Deploying a small team to work at the schools or districts, the localized staff members would focus on professional development, data tracking, and continuous improvement practices to improve postsecondary outcomes for students. (This is similar to [NYC DOE’s College Access for All](#) initiative.)

### **Assignment**

Using the sources provided and/or others that you have access to, please help us identify at least **two regions** in the US that would be ripe for expanding our capacity building work.

Please spend **no more than 3 hours** to do research, cross reference data, and prepare a 1-2 page memo (along with supporting spreadsheets and/or code for your analysis). You will have **15 minutes to walk through your analysis** in your next interview.

As you **make the case** for those **two regions**, here are some things to consider. Please incorporate **at least 2 of the 4 areas** for consideration.

1. Demonstrated need
  - a. Student demographics (e.g. is the district undeserving its students)
  - b. Competitor analysis (e.g. is the market saturated or is there space for us)
  - c. Market size (e.g. is there opportunity for impact and growth)
  - d. Include other college access related data points as you see fit to help identify the need and potential for impact
2. Financial Stability for the District/School
  - a. Indicators for their ability to pay a fee (e.g. district in good financial standing)
  - b. Indicators for outside support (e.g. strong philanthropic community, government grants, equity initiatives, etc.)
3. Leadership is mission aligned in the district/school
  - a. Does the district prioritize college access
  - b. Is there new leadership that has college access on their agenda
4. Proximity/Familiarity
  - a. regions where we have initiated work as potential areas for growth (e.g. [YWLN Affiliates](#))
  - b. approximately close regions like areas of NYS (e.g. Yonkers, Rochester, Buffalo, etc.) or NYC metropolitan/tri-state areas (e.g. cities in NJ)

**Resources** to get you started, but please feel free to add your own. Please **include hyperlinks to any sources you cite** in your slide deck.

- The #FormYourFuture [FAFSA Tracker](#) is an interactive data dashboard that shows weekly progress and allows for year-to-year comparisons at the national, state, city, school district, and school levels. [Millions of students](#) who are eligible for financial aid fail to file the FAFSA each year, leaving “money on the table” that could be supporting their postsecondary education.

- The National Center for Education Statistics has extensive available information on schools and school districts ([NCES](#)).
- [35 of 50 states](#) reported postsecondary enrollment on [school-level report cards](#).