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Virginia College Access Resource Study: Region One Report

Amy Corning

University of Michigan-Ann Arbor, corninga@umich.edu

Kate Daly

Virginia Commonwealth University, kedaly@vcu.edu

Jesse Senechal

Virginia Commonwealth University, senechaljt@vcu.edu

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Virginia

College Access Resource Study

region one report



a research brief

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Check out the study from the State Council of Higher Education for Virginia (SCHEV) titled *The Landscape of Postsecondary Access Resources in Virginia*, discussing college access throughout the Commonwealth.



schev.edu/index/reports/schev-reports/access-study



Virginia College Access Resource Study

Region One Report

a research brief by Amy Corning, Kate Daly Rolander, and Jesse Senechal
Metropolitan Educational Research Consortium
October 10, 2017

The Benefits of Postsecondary Education

Postsecondary education brings a wealth of well-documented benefits to both individuals and communities. Adults with a bachelor's degree have higher incomes, enjoy better physical health, provide increased federal, state, and local tax revenues, and are more likely to volunteer and to vote.¹ Similar benefits accrue to those who attend community colleges.²

Long-term trends in employment opportunities also favor those with higher education, and have been accentuated in recent years. Of the 11.5 million jobs added since the recession of 2007-2010, 99% have gone to workers with at least some college education, and almost three-quarters have gone to those with a bachelor's degree or more.³

Other benefits of post-high school education are harder to measure, but no less important. Higher education encourages students to engage with new people, places, and ideas, helping them to acquire fresh perspectives and a capacity for “seeing possibilities and relishing the world across borders [they] might otherwise not have dared to cross.”⁴ In a world of constant and often unpredictable change, college helps to ensure that students will be “armed for the challenges we cannot yet identify.”⁵ Such benefits are not limited to individuals, but accrue to societies as well: education encourages us to “imagine a future that is worth striving for, and [to] enhance our ability to create the tools for its realization.”⁶

Challenges of Access

Although postsecondary enrollment has been increasing in the United States, it varies widely across demographic groups, with populations historically underrepresented in higher education continuing to show lower rates of enrollment. Despite some gains, high school graduates from lower-income families are less likely to enroll in college than are those from higher-income families, and Black and Hispanic high school graduates show lower rates of enrollment than do Whites and Asians.⁷ Rural students are less likely to enroll in college than students from urban or suburban areas,⁸ though that difference may be largely due to differences in socioeconomic

¹ Baum, Ma, & Payea, 2013

² Belfield & Bailey, 2011

³ Carnevale, Jayasundera, & Gulish, 2016

⁴ Roth, 2014, p. 7; Faust, 2014

⁵ Faust, 2014

⁶ Roth, 2014, p. 173

⁷ Baum et al., 2013

⁸ Provasnik, Kewal Ramani, Coleman, & Gilbertson, 2007

status.⁹ Within Virginia, there is some evidence that postsecondary aspirations are lower among first-generation students,¹⁰ and the rural population shows lower associate's degree attainment, compared to the population of other areas.¹¹

In response to these challenges, K12 schools and partnering organizations have developed a range of strategies to support underrepresented groups in overcoming the financial, logistical, and social barriers that restrict access to postsecondary education.

The Purpose of This Research Brief

This research brief provides an overview of key findings from a recent study of postsecondary access in Virginia conducted by the Metropolitan Educational Research Consortium at Virginia Commonwealth University. This study, commissioned by the State Council for Higher Education of Virginia (SCHEV), was an extension of a prior SCHEV study conducted in 2009, titled “**A Statewide Examination of College Access Services and Resources in Virginia.**”¹²

The present study had two major goals. First, drawing on **Virginia Department of Education (VDOE)** data, the study provides descriptive information on school divisions' level of need for postsecondary access resources and identifies divisions where need for such resources may be especially high. The second goal is to describe the postsecondary access provider landscape in Virginia by gathering information through a statewide survey to answer the following questions: (1) What organizations and groups provide postsecondary access services? (2) In which school divisions are services from these postsecondary access providers available? (3) What student populations do they target, and what services do they provide? (4) What are the major challenges they face in carrying out their work? (5) What practices do they employ to support their postsecondary access efforts?

The findings in this brief put a particular focus on the fifteen school divisions of **Virginia DOE Superintendent's Region 1**, Central Virginia. We hope that this brief will serve as a useful resource for key stakeholders in the Region and across the state.

⁹ Byun, Meece, & Irvin, 2012

¹⁰ Gunter & Cai, 2016

¹¹ SCHEV, 2017

¹² Alleman, Stimpson, & Holly, 2009

Definition of “Postsecondary Access Provider”

The present study adhered closely to the definition of postsecondary access provider employed by the authors in an earlier 2009 study: “an access provider is any organization through which an individual gains the knowledge, skills, or support necessary for college aspiration, qualification, application, and enrollment.”¹³ For purposes of this research, “postsecondary access” covered providers’ efforts to increase access to *all* types of post-high school training or education – including not only two- and four-year colleges and universities, but also workforce, technical training, certificate, and other programs. We use the terms “postsecondary access” and “college access” interchangeably, with both referring to all types of post-high school training or education.

Three categories of postsecondary access provider are the focus of this study: community-based groups and organizations (such as GRASP, RVA Future Centers, or Project Discovery, which is administered through local agencies); state- or higher education-directed providers (such as the VCCS High School Career Coaches, GEAR UP, TRiO-funded programs, or JMU’s Middle School Visit Program), and micro-providers – typically more locally-oriented groups who often support postsecondary access as part of a range of services (for instance, the Peter Paul Development Center or Richmond Hill’s Armstrong Leadership Program, both in Richmond).

Two other access provider categories lie outside the scope of both this and the earlier study: school-based providers (counselors, teachers, etc.) and relationship-based providers (friends, family, peers, or community members who support students in their postsecondary endeavors). Finally – and again, consistent with the 2009 study – the research was restricted to programs, groups, and organizations providing postsecondary access services to students in K-12, and thus did *not* include resources geared mainly toward non-traditional students, veterans, or other individuals outside of the K-12 school system.

¹³ Alleman et al., 2009, p. 17

Research Approach

Estimating Need for Postsecondary Access Resources

Guided by the method from the 2009 access study,¹⁴ an estimate of postsecondary access need was calculated using data from the VDOE on two key variables: postsecondary enrollment and economic disadvantage.

Postsecondary enrollment rates for school divisions' graduating cohorts – used in this analysis – are a relatively new addition to the VDOE statewide data reporting system. Use of these rates represents an important advance in understanding the college access environment. Compared to indicators used previously to gauge likely need for postsecondary access resources (graduation and drop-out rates), enrollment rates serve as a more direct measure of divisions' success in helping students gain access to institutions of higher education. For this study we used the postsecondary enrollment rates for the 2014 graduating cohort, the most recent data available at the time of analysis.

In view of previous research showing that lower family incomes and/or socioeconomic status (SES) are associated with lower likelihood of enrolling in postsecondary education,¹⁵ it was appropriate to use a measure of economic disadvantage to further distinguish school divisions in terms of need for access resources. Communities characterized by greater economic disadvantage may include larger proportions of students who are traditionally underrepresented in higher education – those from families with lower incomes, first-generation students, those with limited English proficiency, and students who have experienced foster care or homelessness, or who are undocumented. Economic disadvantage may also identify divisions with reduced availability of community and school resources – cultural and social capital – that affect college-going (though communities can be a source of strength, skills, and resources as well).¹⁶

Since the 2014 graduating class is the most recent cohort for which rates of postsecondary enrollment are available; the measure of economic disadvantage we used was also from the 2013-14 academic year. Rate of economic disadvantage is a VDOE measure based largely on the percentage of students eligible for free or reduced price school lunch, but it also reflects eligibility for Temporary Assistance for Needy Families (TANF) or Medicaid as well as migrant or homeless status. The rate of economic disadvantage showed a statistical association with postsecondary enrollment, and we use it in combination with postsecondary enrollment to classify school divisions in terms of their probable resource need.

Measures employed in the analysis are at the division level and do not take account of division size. It is essential to keep in mind that division-level percentages can mask considerable

¹⁴ Alleman, et al. 2009

¹⁵ see, e.g. Baum, et al., 2013

¹⁶ see, e.g. Jayakumar, Vue, & Allen, 2013; Liou, Antrop-González, & Cooper, 2009

variation by schools *within* divisions, so readers are encouraged to examine data for individual schools within the divisions that are of interest to them.

Assessing Availability of Postsecondary Access Resources

Data on organizations that provide access services and resources were gathered in several stages during 2016-2017. Lists from professional associations and state organizations were used to identify organizations, groups, or offices – “access providers” – administering postsecondary access programs or services in Virginia. Extensive internet searching and advice from community groups, including college access providers themselves, helped to supplement those lists. Next, program directors, coordinators, or executive directors at the access organizations or offices were invited to report on their work through an online survey that investigated topics such as geographic coverage, specific student populations targeted, types of services emphasized, frequency of communication with school personnel, service delivery methods, strategies for publicizing services, major challenges faced in carrying out access work, etc. In addition, the survey gathered some information on the postsecondary access providers themselves, including the length of time they had been involved in college access work, number of staff, number of students served annually, participant outcome tracking practices, program evaluation practices, etc.

Respondents from 115 different organizations providing access services completed the survey, representing 77% of the groups and organizations we were able to identify as providing postsecondary access services in Virginia.

Study Results

School Divisions’ Need for Access Resources

To estimate need for resources, school divisions were grouped into quartiles according to the percentage of postsecondary enrollment for the 2014 graduating cohort and the percentage of students considered economically disadvantaged; the resulting quartiles were then cross-tabulated. Divisions below the median on postsecondary enrollment and above the median in terms of economic disadvantage were classified as having the greatest need for postsecondary access resources; 40 divisions fell into this group, as shown in Figure 1. Eleven of the forty divisions were classified as “high need” (dark red cell): they are characterized by *both* the lowest levels of postsecondary enrollment *and* the highest levels of economic disadvantage. Divisions considered “recognized need” are shown in bright red; compared to the “high need” divisions, they are slightly better-off economically or in terms of postsecondary enrollment, but they are still below the median on enrollment and above the median on economic disadvantage.

A further category of “potential need” divisions was also identified (41 divisions, shown in orange in Figure 1). These divisions might be considered borderline in terms of need for access resources; they showed lower-than-average postsecondary enrollment, or higher-than-average economic disadvantage, but not both. Finally, the 50 school divisions in yellow cells in Figure 1 exhibit “lower need.” They show relatively high rates of postsecondary enrollment or lower

levels of economic disadvantage (or both). These divisions may also need postsecondary access resources, but their need may be lower than that of other divisions.

Figure 2 plots each of the Central Virginia/Region 1 divisions in terms of postsecondary enrollment and economic disadvantage. Six divisions appear in the upper right corner of the chart – they are characterized by both relatively high postsecondary enrollment and relatively low percentages of economically disadvantaged students. The size of the circle identifying each division represents the size of its graduating cohort. Thus, the chart indicates that all but one of Central Virginia’s largest divisions fall into the “lower need” category. Four divisions (Dinwiddie, Prince George, Surry, and Sussex) fall into the “potential” need area, and Colonial Heights could also be considered borderline in terms of need. Finally, Charles City County, Hopewell, Petersburg, and Richmond City – the latter with a much larger graduating cohort – all fall into the “high need” area. Table 1 on pages 7 and 8 shows data relevant to postsecondary access need for school divisions in Region 1.

We also analyzed data for two earlier years (2008 and 2011). In all three years examined, Hopewell and Petersburg were classified as showing high or recognized need, and Richmond and Charles City County were classified as showing high or recognized need in two of the three years. In other words, the data suggest not only that these four divisions currently exhibit high levels of need for access resources, but also that their need has persisted over time.

Access Provider Presence

The organizations participating in our study provided access services in a total of 128 of Virginia’s 131 school divisions. Altogether, over 750 instances of access provider presence were identified (that is, instances in which an organization or group provided access services to a division). Across the Commonwealth, the median number of organizations providing access services per division was five (the mean was 5.8). Just three school divisions were not served by any access group or organization, while 10 divisions received services from 11 or more organizations. Given inherent limitations of the research, it is not possible to draw firm conclusions about change since 2009, but it seems likely that access provider coverage has increased.¹⁷ The median number of “dedicated” access organizations (those whose primary function is to provide postsecondary access services) per division was three.

Across the Commonwealth, access organizations, particularly “dedicated providers,” may be present in greater numbers in divisions classified as showing high or recognized need. Survey results suggest that access services are somewhat more concentrated in school divisions that have higher levels of economic disadvantage. On the other hand, the association between number of access provider organizations and divisions’ postsecondary enrollment percentages is not strong. While no direct correspondence between the number of access organizations providing services in a division and the division’s rate of postsecondary enrollment should necessarily be expected (both because factors such as number of students in a division also affect the allocation of

¹⁷ Observed differences cannot be definitively attributed to change in the number or distribution of access organizations; they might also result from different levels of coverage of the population of access providers in the two studies.

Figure 1 Central Virginia, VDOE Superintendent’s Region 1:
Access need classification (2014 data)



Figure 2 Central Virginia, VDOE Superintendent’s Region 1: Access need in relation to size of graduating cohort (2014 data)

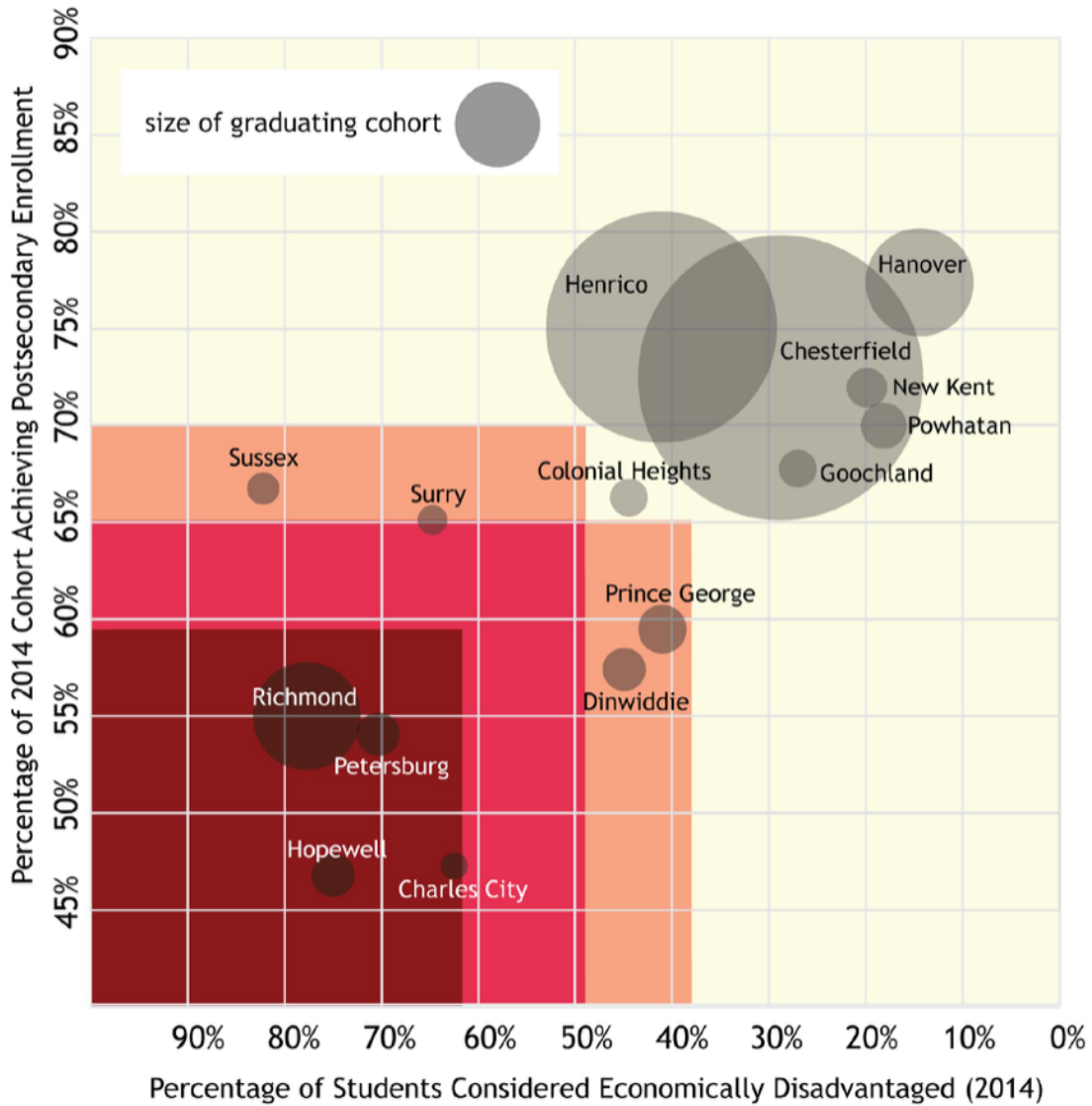


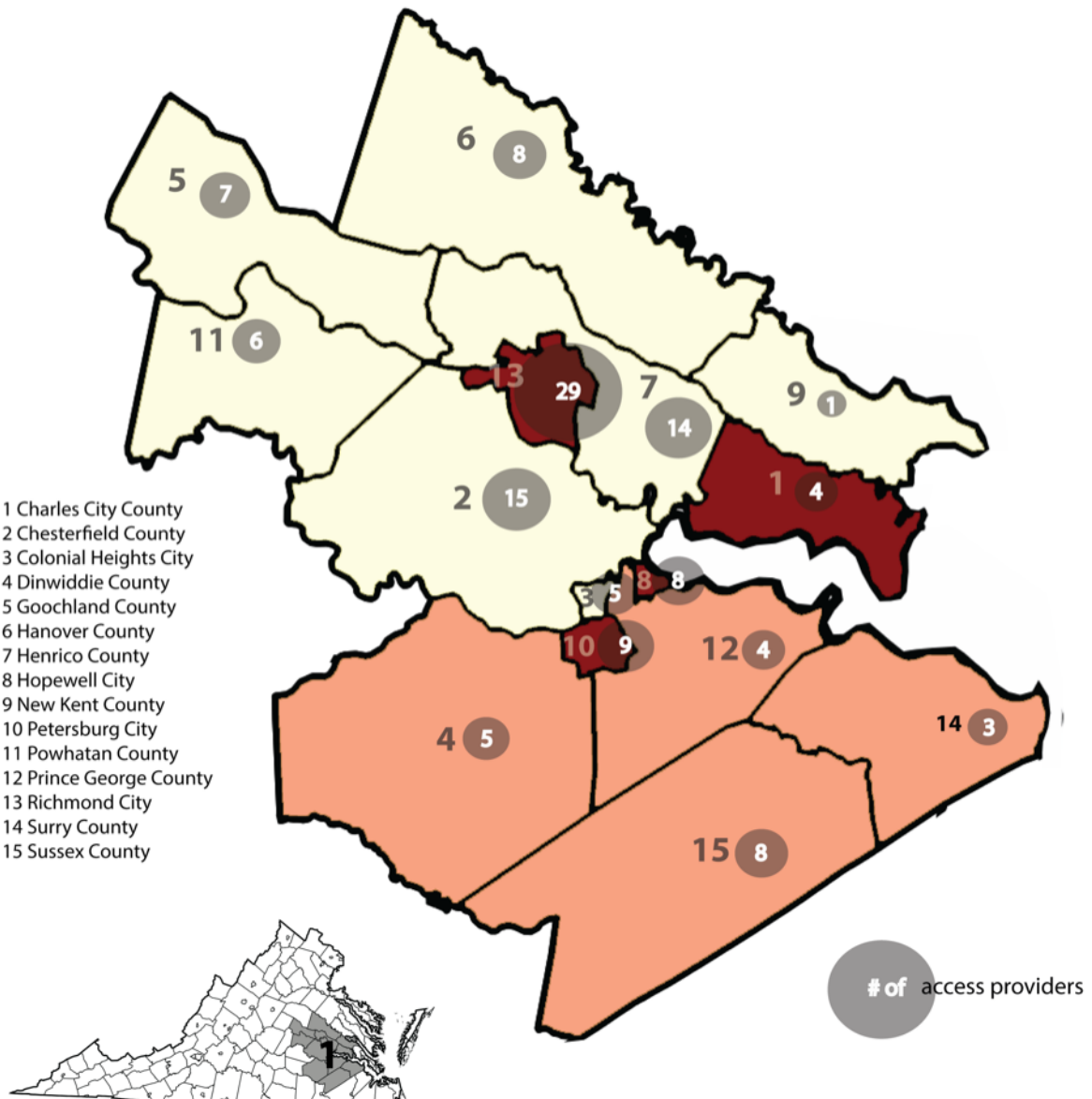
Table 1 Region 1 data related to need for postsecondary access resources (2014)

School division	Size of student body	Economically disadvantaged	On-time graduation rate	Dropout rate	Post-secondary enrollment	Size of graduating cohort
Charles City County	737	63%	96%	2%	48%	47
Chesterfield County	59,186	29%	91%	6%	72%	4,806
Colonial Heights City	2,812	44%	95%	3%	66%	232
Dinwiddie County	4,418	45%	81%	10%	57%	370
Goochland County	2,451	27%	96%	2%	68%	183
Hanover County	18,264	15%	96%	2%	77%	1,529
Henrico County	50,569	41%	89%	7%	75%	3,805
Hopewell City	4,330	76%	80%	11%	47%	288
New Kent County	2,977	20%	91%	5%	72%	246
Petersburg City	4,472	70%	83%	9%	54%	322
Powhatan County	4,261	18%	88%	4%	70%	356
Prince George County	6,385	41%	88%	9%	59%	424
Richmond City	23,776	78%	81%	14%	55%	1,416
Surry County	934	65%	93%	7%	66%	56
Sussex County	1,112	83%	85%	2%	68%	85

services, and because, to the extent that access organizations' efforts are successful, postsecondary enrollment should increase), these results suggest that divisions identified as having high or recognized need (and especially those where need persists over several years) may benefit from additional access efforts and resources.

Figure 3 shows the geographic distribution of access providers as well as the estimated level of access resource need within Region 1 specifically. The map shows that divisions in the northern half of the region tend to exhibit lower need, while – with the exception of Charles City County – the highest need for access resources occurs in Central Virginia's urban centers. The largest numbers of access provider organizations are found in the largest school divisions, however – Chesterfield, Henrico, Richmond, and Hanover. An appendix (p.18) at the end of this brief provides a list of all providers operating in Region 1.

Figure 3 Number of organizations providing access services



Access Organizations and Services Provided Across the Commonwealth

Types of organizations. Survey results show that most participating organizations were either state- or higher-education-directed or community-based/nonprofit groups.

- Forty percent of responding groups or organizations were state- or higher-education-directed, while 39% were community-based/nonprofit groups; 9% were foundations, and the remainder were affiliated with faith-based groups, local government, or other kinds of organizations.
- Fifty-four percent of access groups were “dedicated” providers, for whom providing postsecondary access services is a primary function, while 46% provided access resources as part of a broader range of services (such as after-school programs, social services for a local area, etc.) or on a smaller-scale or part-time basis (e.g., a summer STEM program or a nomination/application-only college preparatory program provided by a college or university).
- Most access provider organizations or offices were very small, with a median of two full-time staff members involved with postsecondary access work.

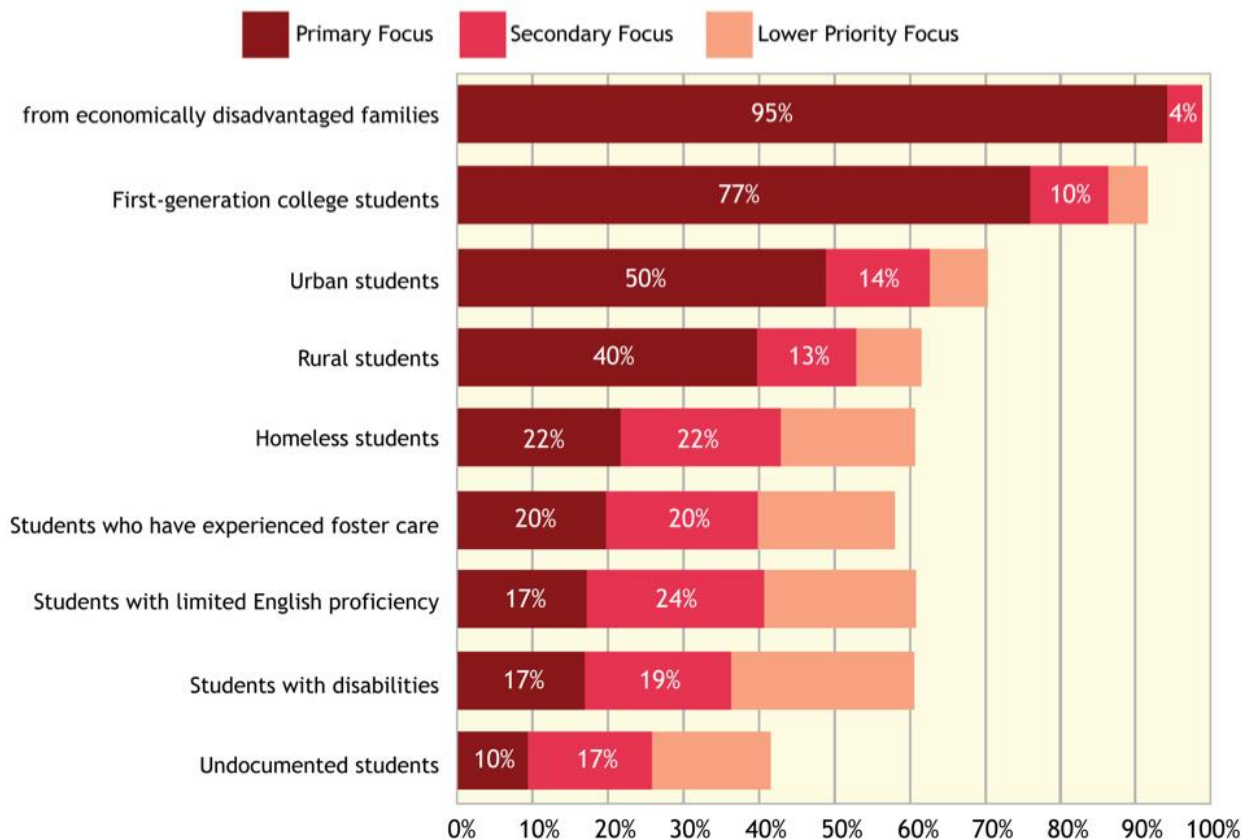
Student populations targeted. Organizations participating in the survey were united by a focus on two traditionally underrepresented groups: **virtually all providers targeted students from economically disadvantaged families as a primary or secondary focus, and first-generation students were a primary or secondary focus for 87%. In terms of grade levels served, most access organizations targeted high school students, with fewer focusing on middle schoolers and especially, K-5 students.**

- Percentages reporting a primary or secondary focus on other populations tended to reflect organizations’ specific missions and/or geographic areas of service. Forty-one percent targeted students with limited English proficiency, 44% percent targeted homeless students, and slightly smaller percentages targeted students who had experienced foster care, those with disabilities, and those who were undocumented. Roughly two-thirds focused on urban students, and about half on rural students (many worked with students in both urban and rural areas). Figure 4 illustrates the percentage of provider organization focusing on different sub-populations.
- Access groups in the study reported serving students at all levels, from kindergarten through the 12th grade, and some continued to provide services once students were enrolled in postsecondary programs. Most organizations, however, concentrated on students in high school: 79% worked with ninth graders, while 90% served 12th graders. Middle school efforts were somewhat fewer: a total of 58% served students in grades six to eight, but only 21% served students in K-5th. Figure 5 shows the percentage of providers working at each grade level. Several access providers serving Central Virginia school divisions identified work with younger students as a service they were not currently able to provide (“[w]ould be great to start in lower grades...”) or were contemplating providing (“... We are also considering starting the program earlier (MS not just HS) to have a greater impact.”) Others (also serving divisions in Region 1) felt that students also needed extended support after high school to help them progress through higher education. For example, one wished it were possible to offer “[s]ome form of systematic follow-up during the first year of post-secondary education.

(The ‘success’ piece of access and success).” Another wrote, “We feel like we are missing a program supporting students while they are in the postsecondary educational institution. We send them on their way and don't support them like we'd like to when they arrive.”

- Comparisons to 2009 can only be tentative, but these percentages suggest that access groups may have slightly expanded efforts to work with middle school and younger students: in 2009, 52% of access providers reported targeting students in 6-8th grades, and 16%, students in K-5th.

Figure 4 Percentage of provider organizations focusing on each student population (N = 115)



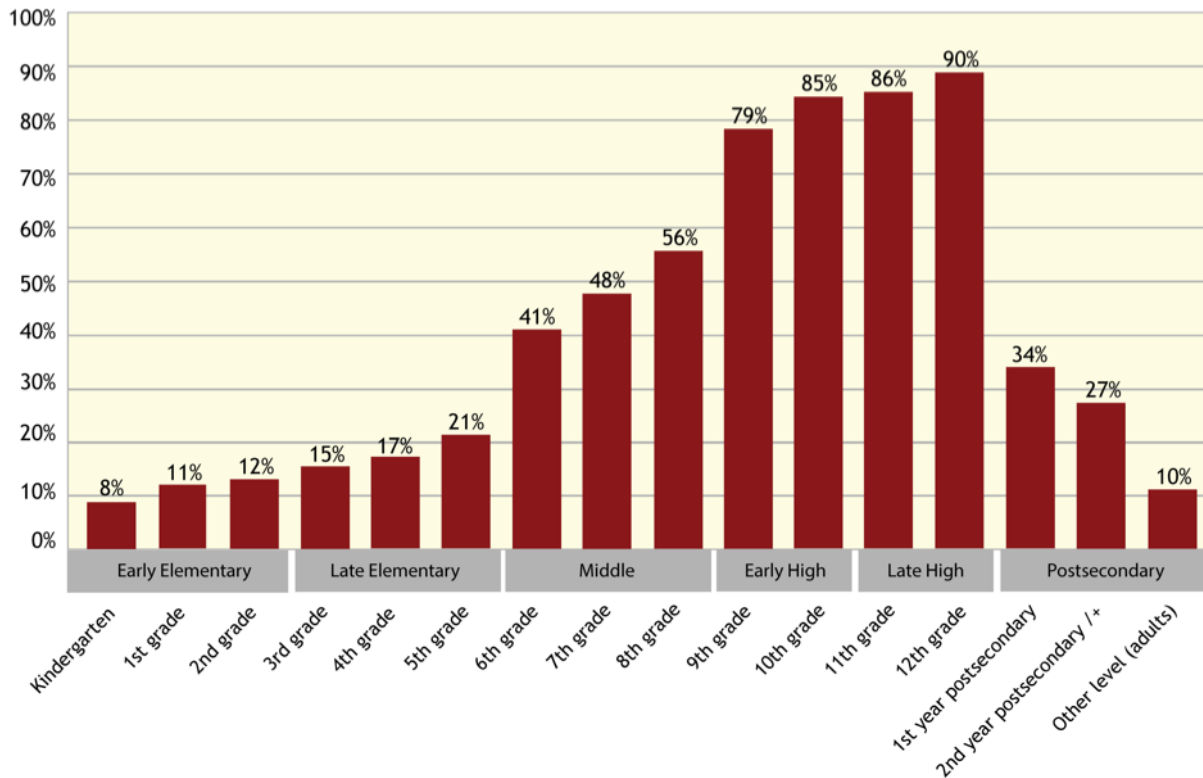
Access services provided. Organizations were asked about a range of services they might provide to students and families along the path from considering postsecondary education to entry into postsecondary programs.

Survey evidence suggests that access organizations may have expanded outreach to parents since 2009, though successful parental engagement remains a challenge.

- In the current study, 47% reported that encouraging college awareness and aspirations among parents was a primary focus, while in 2009, 27% reported that parental programs were a

primary emphasis. Just one organization in the current study reported that increasing awareness among parents was not a focus at all, while in 2009, one-fifth did not offer programs for parents. Still, respondent comments often noted the challenge of involving parents in postsecondary planning. For example, one access provider serving Central Virginia school divisions identified “[c]onnecting with parents,” and another, “[p]arent participation and knowledge,” as major challenges; another noted that “[s]tudents are not aware of all the services and resources that are available. Many of them are the oldest in their family and their parents did not attend school here in the U.S.”

Figure 5 Percentage of provider organizations serving each grade level (N = 115)

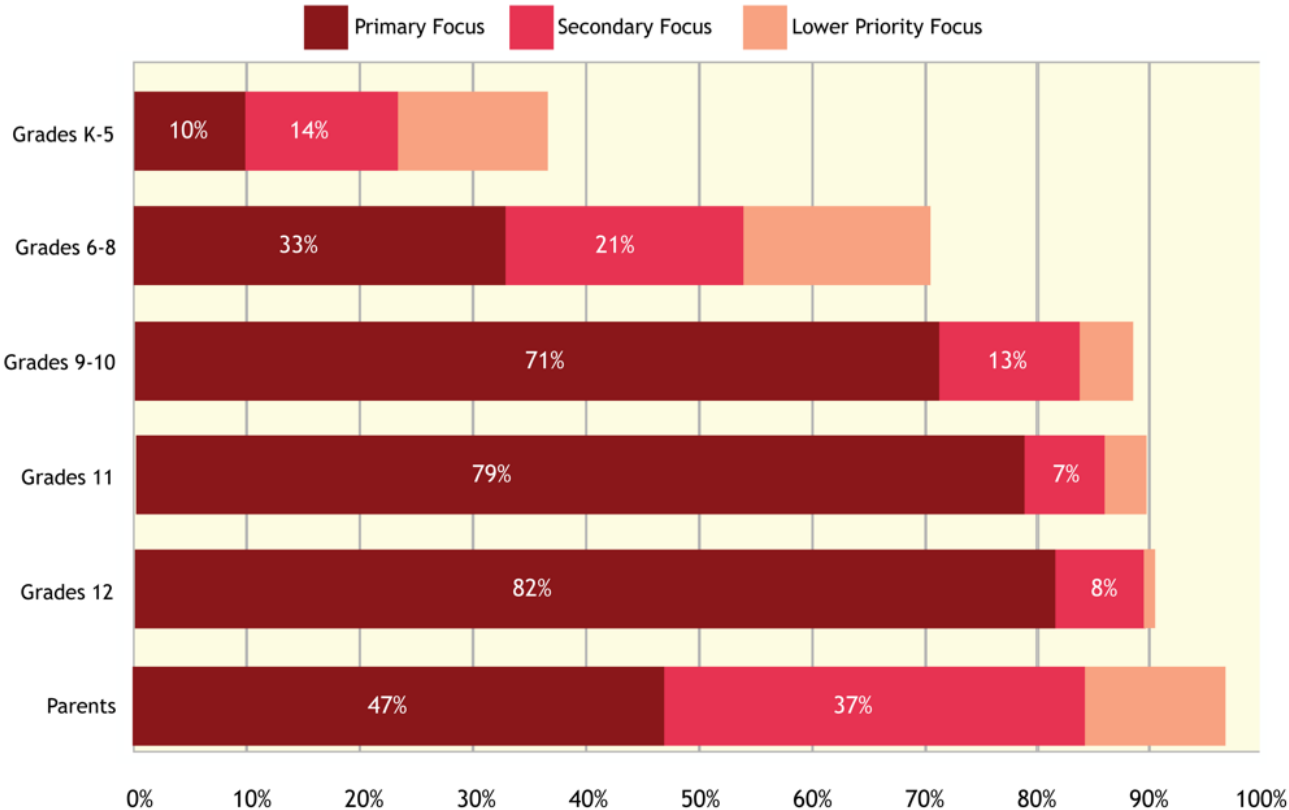


Despite possible increases in services focused on younger students and parent involvement, efforts to increase postsecondary aspirations and awareness about the range of postsecondary options are often still necessary quite late in students’ careers.

- Fostering college awareness and aspirations were typically a primary focus of access providers’ work with high school juniors (79%) and seniors (82%), suggesting that foundations crucial to the postsecondary planning, test-taking, and application process had not yet been established even at that late point. Figure 6 illustrates the extent to which provider organizations focus on raising postsecondary awareness at each grade level. For

- students not planning to attend a traditional two- or four-year college, fostering awareness and aspirations at any point can be complicated by a paucity of “viable opportunities for students interested in immediately entering the workforce”, as one Region 1 provider noted; another identified greater access to “vocational or certificate programs in tandem with high school completion, especially for students unlikely to attend a 4-year program” as a wished-for service.
- For more than three-quarters of access organizations, communicating the role of postsecondary education in helping students achieve career goals was a primary focus. That percentage was, if anything, higher for groups that work *only* with high school students – again indicating that many students are connecting higher education to career options very late in terms of the planning and application timeframe.

Figure 6 Percentage of provider organizations fostering awareness aspirations for each group (N = 115)



Study results suggest that access organizations may benefit from additional support or resources in several service areas: SAT/ACT test preparation, the financial aid application process and/or financial literacy, and opportunities for student exposure to postsecondary institutions, especially those beyond the local area.

- Support for test preparation may have increased – almost three-quarters of organizations provided at least some support for test preparation, compared to less than half in 2009. Nevertheless, the present research identifies this as an important area where support is relatively low. For instance, when asked about needed professional development, one provider serving Central Virginia called for training in the use of “[o]nline SAT/ACT prep options – how to help students take advantage of these excellent programs.” Moreover, as some colleges and universities move to “test score optional” or “test flexible” admissions, access organizations also need accurate information about current test score policies, both for admissions and for merit scholarship consideration.
- More than any other activity directly related to the postsecondary application and financial aid process, access groups emphasized efforts to promote understanding of the costs of education and financial aid options: 67% and 54% reported helping students and parents, respectively, with these tasks as a *primary* focus. Comments from respondents suggest that some organizations lack adequate staff or expertise to provide in-depth guidance on financial aid – though they recognize its importance and marshal what resources they can, sometimes assisted by other access groups. Indeed, one provider serving Central Virginia divisions mentioned “students’ and families’ fears of the cost of college” as a major challenge for their work.
- Opportunities for students to engage meaningfully with institutions of higher education, especially those beyond the local area, are often limited because of transportation costs. For example, one provider serving Region 1 noted “[o]ut of town college tours for high school participating students” as a needed service they could not currently provide, and another called for “[f]inancial support for schools that cannot afford transportation to campus” to help students participate in the program. Obstacles are not only financial in nature; another provider mentioned the challenge of identifying educational institutions that “fit our students well. Most institutions feel like they are built for middle class students – students who have backup money, who have had quality educations in high school, who can navigate bureaucracies efficiently and who have 2-4 years that they are able to invest into their education.”

Practices supporting access work. Access organizations are in frequent communication with school system staff and some display a keen understanding of the role of data in planning and program assessment. At the same time, **systematic use of data for program evaluation and planning could be strengthened.**

- Almost three-quarters of provider groups are in touch with school personnel at least monthly, and they rely on input from a range of constituents for program development.
- Eighty-eight percent reported using some external data (from high schools, VDOE, or other sources) for program improvement, but just 45% reported systematically tracking any program in participant outcomes, and even fewer tracked postsecondary completion.
- Forty-three percent reported partnering with schools or school systems, and 55% partnered with non-school groups (often higher educational institutions or other access providers). Just one quarter noted partnerships with local community groups, businesses, sororities, clubs, after-school programs, etc., however.
- Fifty-eight percent carry out regular program evaluations, some of which are quite extensive in gathering information from various stakeholders.

- When asked about professional development needs, some respondents called for greater exposure to and engagement with postsecondary institutions, to extend their own understanding of campus life and available resources.
- Relatively few respondents reported having consistent opportunities to interact with others in the access community beyond their immediate partners, or to coordinate efforts with other providers. Responses reflected an interest in opportunities for greater communication within the postsecondary access community.

Changes and challenges. Access providers were asked about plans for future change, about services they wished to provide, but could not, and about the major challenges they faced.

Responses reflect considerable successes – as well as an abiding commitment to students and families and a determination to reach more of the students who need their services – but also significant challenges.

- Half reported plans to expand services in order to include more students or schools; to target younger students or to support students just before or during the initial postsecondary year; or to enhance program quality.
- Sixty percent reported being unable to provide a needed access service.
- For some organizations, factors related to access work itself were the major challenges: lack of time with or access to students during the school day, transportation challenges, difficulty in reaching families, and students’ or families’ lack of appreciation for the value of postsecondary education.
- For most, however, lack of funds and staff were the major challenges identified, and these constraints frequently limited both the reach and the breadth of services they were able to offer, as well as their ability to offer individualized support to students.

Study Recommendations

Results of the research indicate that, in all aspects of access services, providers attempt to be sensitive and responsive to the student and family needs that they identify. Although comparisons to 2009 results must be made with caution, findings suggest that access providers have made strides in several areas recommended by the earlier study. The recommendations below are intended to offer guidance about aspects of postsecondary access work that might be emphasized or expanded, while recognizing limited availability of staff and funding. Some recommendations point to opportunities for increased communication, cooperation, or resource-sharing to help access groups extend the reach and breadth of services in an environment of scarce resources.

More generally, Baum, Minton, and Blatt’s (2015) advice to put “well-designed, personalized information into the hands of low-income families when their children are young” is relevant for increasing postsecondary access not only for low-income students but for other underrepresented groups as well.

- 1 Expand support for early awareness and aspirations, especially for students in K-5.**
- 2 Enhance efforts to involve parents.**

- 3 Expand support for SAT/ACT test preparation and for knowledge about the role of testing in the admissions and merit scholarship process.**
- 4 Expand communication and cooperation between access providers and other institutions or organizations to help address service gaps and challenges:**
 - a) *Schools*. More systematic communication with schools, and formalized agreements as needed to comply with the Family Educational Rights and Privacy Act (FERPA), may facilitate access providers' work by increasing coordination and availability of administrative resources (e.g., student records, class lists, and schedules), and by encouraging teachers and counselors to support and promote access efforts.
 - b) *Institutions of higher education*. Closer communication and cooperation between access providers and postsecondary institutions should strengthen the effectiveness of both in supporting students.
 - c) *Community and business groups*. Partnerships, collaborations, or simply informal relationships with local community and business groups may help to support the work of access providers.
- 5 Expand communication *within* the postsecondary access community.**
- 6 Expand the use of data to inform program development and resource allocation.**
- 7 Update this study of Virginia's postsecondary access landscape on an annual or biennial basis.**

Finally, we encourage additional research designed to explore more specific questions related to postsecondary access need and resources. This study provides a valuable descriptive overview of the postsecondary access landscape, but it does not offer a basis for making causal inferences (for example, about the effectiveness of access providers' efforts or the impact of particular interventions); nor does it investigate in depth the access environment within particular regions or divisions. These issues can be addressed through additional research employing experimental or case study research designs.

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**COLLEGE ACCESS GROUPS AND
ORGANIZATIONS IN CENTRAL VIRGINIA**

List of Virginia Groups and Organizations Providing Access Resources for K-12 Students in VDOE Superintendent's Region 1

The following list of Virginia postsecondary access provider groups and organizations consists primarily of respondents to our survey, but also includes a small number of additional providers/sites for which we could confirm service areas, even though we did not receive a survey response from them.

Note that TRiO programs (Upward Bound, Talent Search/Educational Talent Search) appear together under "TRiO," then alphabetically by institution, but are also cross-referenced under the college or university providing the program. Otherwise, when the program or office is provided by an institution of higher education, the main reference is under the name of the college or university, but a cross-listing under the program or office name is also included.

AMP! Metro Richmond
7330 Staples Mill Rd. #159
Richmond, VA 23228
mentor@ampmetrorichmond.org
(804) 601-0639
www.ampmetrorichmond.org/

Armstrong Leadership Program
Richmond Hill
2209 E Grace Street
Richmond, VA 23223
Contact: Yvette Rajput
yrajput@richmondhillva.org
(804) 314-2622

CAPUP (Capital Area Agency Uplifting People)
Project Discovery of Virginia Youth Services
1021 Oliver Hill Way
Richmond, VA 23219
Contact: Hester Brown
hbrown@capup.org
(804) 788-0050
<http://www.capup.org/>

CAPUP Buckingham, Petersburg, Powhatan, Richmond
Project Discovery of Virginia
See CAPUP above

Center for the Enhancement of Engineering Diversity, College of Engineering at VT
See under Virginia Tech

City of Richmond Local Government Human Services - ACES Program
East District Center
701 North 25th Street
Richmond, VA 23223
Contact: Jennifer Swinson
Jennifer.Swinson@Richmondgov.com
www.richmondgov.com/NeighborToNeighbor/AmeriCorpsACES.aspx

Change the World RVA
PO Box 3562
Richmond, VA 23235
Contact: Natalie May
changetheworldrva@verizon.net
(804) 803-5620
www.changetheworldrva.org

Church Hill Activities and Tutoring Church Hill Academy
3015 N St.
Richmond, VA 23223
Contact: Gina Maio
gina.maio@churchhillacademy.org
(804) 222-8760
www.chatrichmond.org

College Access Collaborative at VT
See under Virginia Tech

The College of William and Mary
Project HOPE-Virginia
P. O. Box 8795
Williamsburg, VA 23187
Contact: Patricia A Popp
homlss@wm.edu
(757) 221-4002
www.wm.edu/hope

College Orientation Workshop (COW)
See under Virginia Military Institute (VMI)

The College Place-Richmond
Virginia Commonwealth University
(Richmond)
Contact: Kevin Jenkins
kjenkins@ecmc.org
(703) 789-3137
www.ecmc.org/

Communities in Schools of Chesterfield
P.O. Box 10
Chesterfield, VA 23832
Contact: Jay Swedenborg
jay_swedenborg@ccpsnet.net
(804) 717-9305
www.cisofchesterfield.org

Communities in Schools of Richmond
2922 W. Marshall St
Suite 2
Richmond, VA 23230
(804) 358-1247
www.cisofrichmond.org

GEAR UP Virginia
www.schev.edu/index/students-and-parents/resources/gear-up

Great Aspirations Scholarship Program,
Inc. (GRASP)
4551 Cox Rd., Suite 115
Glen Allen, VA 23060
info@grasp4virginia.com
(804) 527-7726
grasp4va.org

Great Expectations
Virginia's Community Colleges
300 Arboretum Place
Suite 200, 3rd floor
Richmond, VA 23236
Contact: Allyson Roberts
aroberts@vccs.edu
(804) 819-4950
www.greatexpectations.vccs.edu/

Greater Richmond Relocation Council
PO Box 70190
Richmond, VA 23255
(804) 690-1701
www.richmondrelo.org

Higher Achievement/Richmond
4009 Fitzhugh Ave., Suite 200
Richmond, VA 23230
(804) 643-7753
info@higherachievement.org

Horatio Alger Association
99 Canal Center Plaza
Suite 320
Alexandria, VA 22314
www.horatioalger.org/

The Improvement Association
Project Discovery of Virginia
1750 E Atlantic St
Emporia, VA 23847
Contact: William L. Ricks
william.ricks2008@gmail.com/wricks@impass.org
(804) 712-9029/804-3522
www.impass.org

James Madison University
Middle School Visit Program
Access and Inclusion
820 Madison Drive
MSC 1108
Harrisonburg, VA 22807
Contact: Beverly Walker
walke2bm@jmu.edu
(540) 568-1685
www.jmu.edu/osap/MSVP.shtml

LEAP Program

The Steward School

11600 Gayton Road
Henrico, VA 23238

Contact: Melanie Rodriguez

leap@stewardschool.org

(804) 740-3394, ext.5548

www.stewardschool.org/

(click on Campus Programs)

Project Discovery of Virginia, Inc.

1200 Electric Rd
Salem, VA 24153

Contact: William Scharrer

wscharrer@projectdiscovery.org

(540) 556-1916

www.projectdiscovery.org

See also local provider agencies.

LEAP Program (VCU)

See under Virginia Commonwealth University

Project HOPE-Virginia

See under The College of William and Mary

Mary and Frances Youth Center

See under Virginia Commonwealth University

RVA Future

RPS Education Foundation

301 N. 9th Street, 17th Floor
Richmond, VA 23219

Contact: Toria Edmonds-Howell

thowell@rvaschools.net

(804) 426-3795

www.rpseducationfoundation.org

Mayor's Youth Academy

701 North 25th Street
Richmond, VA 23223

Contact: Ericka Wakefield

Ericka.Wakefield@richmondgov.com

(804) 646-6484

The SAT Initiative

Contact: Liam Mulcahy

liam.mulcahy@richmond.edu

(540) 354-2607

www.satinitiative.org/

Middle School Visit Program

See under James Madison University

Scholarship Sharing

Contact: Lorraine Santa Lucia, President

scholarshipsharing@gmail.com

(804) 577-8513

<http://www.scholarshipsharing.org>

Office of Undergraduate Admissions at VT

See under Virginia Tech

Pamplin College of Business

See under Virginia Tech

The Student Success Center at VT

See under Virginia Tech

Partnership for the Future

4521 Highwoods Parkway
Glen Allen, VA 23060

Contact: Charleita Richardson

chrichardson@partnershipforthefuture.org

(804) 967-2559

www.partnershipforthefuture.org

Teens Without 2

2206 East Marshall Street
Richmond, VA 23223

Contact: Katie Mitchell

teenswithout2@gmail.com

(757) 714-2250

www.teenswithout2.webs.com/

Peter Paul Development Center

1708 North 22nd Street
Richmond, VA 23223

(804) 780-1195

info@peterpauldevcenter.org

www.peterpauldevcenter.org

TRiO: Upward Bound & Educational
Talent Search
Virginia State University
Educational Opportunity Centers
Contact: Regina Barnett-Tyler, Director
(804) 524-5608
rbarnett@vsu.edu

TRiO: Talent Search & Upward Bound
Virginia Union University
Baptist Memorial Building, 2nd Floor
1500 North Lombardy Street
Richmond, VA 23220
Phone: (804) 257-5899
Fax: (804) 257-5832
Upwardbound@vuu.edu
www.vuu.edu/academics/upward-bound

VCCS High School Career Coaches
Workforce Development Services
300 Arboretum Place
Richmond, VA 23236
Contact: James Andre
jandre@vccs.edu
www.vccs.edu/

Virginia529 College Savings Plan
Marketing & Communications
9001 Arboretum Parkway
N. Chesterfield, VA 23236
Contact: Scott Ridgely, Director of
Marketing & Communications
sridgely@virginia529.com
(804) 786-9163
www.virginia529.com/

Virginia College Advising Corps (VCAC)
University of Virginia
PO Box 400889
Charlottesville, VA 22904
Contact: Joy Pugh
joypugh@virginia.edu
(434) 982-3993
www.vcac.virginia.edu/

Virginia Commonwealth University
LEAP Program
Division for Academic Success
1000 E. Marshall Street, Suite 231
Richmond, VA 23298
(804) 828-9782

Virginia Commonwealth University
Mary and Frances Youth Center
PO Box 843062
Richmond, VA 23225
Contact: Tina Carter
www.mfyc.vcu.edu/

Virginia Commonwealth University
See also College Place, The

Virginia Hispanic Chamber of Commerce
Foundation
Passport to Education Programs
10700 Midlothian Turnpike Suite 200
Midlothian, VA 23235
Contact: Lisa Zajur
info@vahcc.com
(804) 378-4099
www.vahcc.com/

Virginia Indians Pre-College Outreach
Initiative (VIP-COI)
See under Virginia Tech

Virginia Latino Higher Education Network
(VALHEN)
1327 Grandin Road #209
Roanoke, VA 24015
Contact: Dr. Elda Stanco Downey
elda@valhen.org
www.valhen.org/

Virginia Military Institute (VMI)
College Orientation Workshop (COW)
P.O. Box 1047
Lexington, VA 24450
Contact: Eugene Williams
eugene.williams@cow4life.org
(410) 382-8468
www.cow4life.org/

Virginia Polytechnic Institute and State University

See under Virginia Tech

Virginia Space Grant Consortium

600 Butler Farm Road
Hampton, VA 23666
Contact: Mary Sandy
msandy@odu.edu
(757) 766-5210
www.vsgc.edu.edu

Virginia Tech: College Access Collaborative

207 West Roanoke Street
Blacksburg, VA 24061
Contact: Mary Grace Campos
mcampos@vt.edu
(540) 231-4925
www.access.edm.vt.edu/

Virginia Tech: College of Engineering Center for the Enhancement of Engineering Diversity

215 Hancock (0275)
Blacksburg, VA 24061
Contact: Meredith Chambers
mered96@vt.edu
(540) 231-7337
www.eng.vt.edu/ceed

Virginia Tech: Office of Undergraduate Admissions

925 Prices Fork Rd.
Blacksburg, VA 24061
Contact: Tommy Amal
tamal2@vtedu
<http://www.admissions.vt.edu/about/staff/the-yates-project.html>

Virginia Tech: Pamplin College of Business

880 West Campus Drive
Pamplin Hall, Suite 1046
Blacksburg, VA 24061
Contact: Emily Africa
eafrica@vt.edu
(540) 231-3379
www.pamplin.vt.edu/

Virginia Tech: The Student Success Center

110 Femoyer
Blacksburg, VA 24060
Contact: Tommy Amal
tamal2@vt.edu
(540) 231-5499
www.studentsuccess.vt.edu/

Virginia Tech: Virginia Indians Pre-College Outreach Initiative (VIP-COI) (College Access Collaborative)

207 W. Roanoke Street
Blacksburg, VA 24060
Contact: Anita Price
priceam@vt.edu
(540) 231-4925

YMCA of Greater Richmond Youth Development

2 W. Franklin Street
Richmond, VA 23220
Contact: Carol Butterworth
butterworthc@ymcarichmond.org
(804) 474-4325
www.ymcarichmond.org/



**COLLEGE ACCESS PROVIDERS AVAILABLE
BY SCHOOL DIVISION**

In addition to those listed below, the following college access providers serve students throughout Virginia.

Center for the Enhancement of Engineering Diversity (Virginia Tech College of Engineering); College Orientation Workshop (COW) (Virginia Military Institute; The College Place - Richmond (Virginia Commonwealth University)/Northern VA (Northern Virginia Community College); Horatio Alger Association; LEAP Program (Virginia Commonwealth University); Middle School Visit Program (James Madison University); Project HOPE-Virginia (The College of William and Mary); Scholarship Sharing; The Student Success Center at Virginia Tech; Teens Without 2; Virginia Latino Higher Education Network (VALHEN); Virginia Space Grant Consortium; and Virginia Indians Pre-College Outreach Initiative (VIP-COI, Virginia Tech)

Region	College Access Providers
Charles City County	Mary and Frances Youth Center (Virginia Commonwealth University) Great Aspirations Scholarship Program, Inc. (GRASP) Great Expectations (Virginia's Community Colleges) TRiO Upward Bound (Virginia State University)
Chesterfield County	Mary and Frances Youth Center (Virginia Commonwealth University) Great Aspirations Scholarship Program, Inc. (GRASP) Communities In Schools of Chesterfield Greater Richmond Relocation Council Virginia529 College Savings Plan (Marketing & Communications) Great Expectations (Virginia's Community Colleges) VCCS HS Career Coaches TRiO Upward Bound (Virginia State University) Middle School Visit Program (James Madison University) Virginia Hispanic Chamber of Commerce Foundation (Passport to Education Programs) Change the World RVA YMCA of Greater Richmond (Youth Development) LEAP Program (The Steward School) Project Discovery (CAPUP/Youth Services) Virginia Tech - Office of Undergraduate Admissions
Colonial Heights City	Great Aspirations Scholarship Program, Inc. (GRASP) Greater Richmond Relocation Council Virginia529 College Savings Plan (Marketing & Communications) Great Expectations (Virginia's Community Colleges) Project Discovery (CAPUP/Youth Services)
Dinwiddie County	GEAR UP Virginia Greater Richmond Relocation Council Great Expectations (Virginia's Community Colleges) TRiO Upward Bound (Virginia State University) Project Discovery (CAPUP/Youth Services)
Goochland County	Great Aspirations Scholarship Program, Inc. (GRASP) Greater Richmond Relocation Council Virginia529 College Savings Plan (Marketing & Communications) Great Expectations (Virginia's Community Colleges) VCCS HS Career Coaches

	<p>YMCA of Greater Richmond (Youth Development) Project Discovery (CAPUP/Youth Services)</p>
Hanover County	<p>Mary and Frances Youth Center (Virginia Commonwealth University) GReat Aspirations Scholarship Program, Inc. (GRASP) Greater Richmond Relocation Council Virginia529 College Savings Plan (Marketing & Communications) Great Expectations (Virginia's Community Colleges) VCCS HS Career Coaches YMCA of Greater Richmond (Youth Development) LEAP Program (The Steward School)</p>
Henrico County	<p>Mary and Frances Youth Center (Virginia Commonwealth University) GReat Aspirations Scholarship Program, Inc. (GRASP) Greater Richmond Relocation Council Communities In Schools of Richmond Virginia529 College Savings Plan (Marketing & Communications) Great Expectations (Virginia's Community Colleges) VCCS HS Career Coaches Higher Achievement/Richmond Partnership for the Future YMCA of Greater Richmond (Youth Development) LEAP Program (The Steward School) Project Discovery (CAPUP/Youth Services) Virginia Tech - Pamplin College of Business Virginia Tech - Office of Undergraduate Admissions</p>
Hopewell City	<p>GReat Aspirations Scholarship Program, Inc. (GRASP) Greater Richmond Relocation Council Virginia529 College Savings Plan (Marketing & Communications) Great Expectations (Virginia's Community Colleges) VCCS HS Career Coaches TRiO Upward Bound (VIRGINIA STATE UNIVERSITY) YMCA of Greater Richmond (Youth Development) Project Discovery (CAPUP/Youth Services)</p>
New Kent County	<p>GReat Aspirations Scholarship Program, Inc. (GRASP)</p>
Petersburg City	<p>GReat Aspirations Scholarship Program, Inc. (GRASP) GEAR UP Virginia Greater Richmond Relocation Council Virginia529 College Savings Plan (Marketing & Communications) Great Expectations (Virginia's Community Colleges) TRiO Upward Bound (Virginia State University) Middle School Visit Program (James Madison University) YMCA of Greater Richmond (Youth Development) Project Discovery (CAPUP/Youth Services)</p>
Powhatan County	<p>GReat Aspirations Scholarship Program, Inc. (GRASP) Greater Richmond Relocation Council Great Expectations (Virginia's Community Colleges) VCCS HS Career Coaches YMCA of Greater Richmond (Youth Development) Project Discovery (CAPUP/Youth Services)</p>

<p>Prince George County</p>	<p>Great Aspirations Scholarship Program, Inc. (GRASP) Virginia529 College Savings Plan (Marketing & Communications) Great Expectations (Virginia's Community Colleges) Middle School Visit Program (James Madison University)</p>
<p>Richmond City</p>	<p>Mary and Frances Youth Center (Virginia Commonwealth University) The SAT Initiative Great Aspirations Scholarship Program, Inc. (GRASP) Virginia College Advising Corps (University of Virginia) Church Hill Activities and Tutoring (Church Hill Academy) Greater Richmond Relocation Council Communities In Schools of Richmond RVA Future (RPS Education Foundation) Virginia529 College Savings Plan (Marketing & Communications) City of Richmond Local Government (Human Services - ACES Program) Peter Paul Development Center Great Expectations (Virginia's Community Colleges) VCCS HS Career Coaches TRiO Upward Bound (Virginia State University) TRiO Upward Bound (Virginia Union University) Higher Achievement/Richmond Mayor's Youth Academy Middle School Visit Program (James Madison University) Partnership for the Future Armstrong Leadership Program (Richmond Hill) AMP! Metro Richmond Virginia Hispanic Chamber of Commerce Foundation (Passport to Education Programs) Change the World RVA YMCA of Greater Richmond (Youth Development) LEAP Program (The Steward School) Project Discovery (CAPUP/Youth Services) Virginia Tech - College Access Collaborative Virginia Tech - Pamplin College of Business Virginia Tech - Office of Undergraduate Admissions</p>
<p>Surry County</p>	<p>Greater Richmond Relocation Council Great Expectations (Virginia's Community Colleges) TRiO Upward Bound (Virginia State University)</p>
<p>Sussex County</p>	<p>Great Aspirations Scholarship Program, Inc. (GRASP) Project Discovery (The Improvement Association) GEAR UP Virginia Greater Richmond Relocation Council Virginia529 College Savings Plan (Marketing & Communications) Great Expectations (Virginia's Community Colleges) VCCS HS Career Coaches TRiO Upward Bound (Virginia State University)</p>

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For questions about the information in this report, contact

**Amy Corning (corninga@umich.edu)
Kate Daly Rolander (kedaly@vcu.edu)
Jesse Senechal (senechaljt@vcu.edu)**