COLORADO OPPORTUNITY SCHOLARSHIP INITIATIVE

Community Partner Program Grant

PRE-COLLEGIATE

COMMUNITY PARTNER PROGRAM GRANT

COSI

PRE-COLLEGIATE

College and Career Center Model

A RESOURCE GUIDE ON PROGRAM MODEL, STRUCTURE, AND PROGRAMMING

COLORADO
Department of Higher Education

COLORADO
Colorado Opportunity Scholarship Initiative

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Colorado Opportunity Scholarship Initiative

The Colorado Opportunity Scholarship Initiative (COSI) was created in 2014 to increase the attainment of postsecondary credentials and degrees for underserved students in Colorado. The project addresses this challenge in two ways: accessibility and affordability.

To increase accessibility, COSI funds programs – Community Partner Program (CPP) grants – that help prepare students for postsecondary education as well as support them though credential completion.

To increase affordability, COSI provides tuition support, through Matching Student Scholarship (MSS) grants. Students use the matching funds for community scholarships, so that tuition costs are not a barrier to entry. They also help to reduce student loan debt.

COSI commits to a series of multi-year **Community Partner Program Grants (CPP)** that help prepare students for postsecondary education, as well as support them through completion. In December 2014, the Initiative distributed $3.4 million in program grants. In 2016, COSI invested another $800,000 in New Partner Programs in addition to $2 million in continuing funding for the first round of grantees, known as Legacy Partners, and $450,000 toward collective impact initiatives across the state. The third iteration of grant funding in 2018 awarded $2.7 million to community partners through a new funding model aimed at improving the alignment of CPP with the Colorado Department of Higher Education's (CDHE) Master Plan goals and Colorado Department of Education's (CDE) strategic plan. The new model, established in this guidebook, aimed to improve programmatic success through measurable metrics. Continuing with this model, in 2020 approximately $2.5 million annually was awarded and the grant term was extended to four years.

COSI solicits **Matching Student Scholarship (MSS)** applications from eligible counties, institutions of higher education and community workforce programs to increase the amount of scholarship-giving available for postsecondary students in Colorado. Allocations are made according to the population of high school seniors eligible for Free and Reduced Lunch (FRL) for counties and the population of Pell eligible students for institutions of higher education.

In COSI's first six years,
$66.5 million
in MSS funds was awarded to serve approximately 100,000 students across its programs.

Annually, the COSI Advisory Board approves the amount of funding that will be made available and awarded during the next fiscal year. Currently, this awarded amount is set at $7.5 million ($5 million for counties, $1.5 million for institutions of higher education and $1 million for workforce development projects).

In fiscal year 2020-2021, COSI will award $7.5 million in MSS. Due to the COSI grants' responsiveness to communities' needs, grant amounts vary and are matched and dispersed on flexible schedules which provides variance between awarded funds *(funds that are approved by COSI Advisory Board in a specific year and encumbered for future fiscal years)* and funds which are distributed to grantees in a specific fiscal year.

In the first six years, $66.5 million has been awarded *(this includes the 1:1 match of $35 million in local and private dollars)* to serve approximately 100,000 students across its programs.

Internal program evaluations using the latest available data (2018-2019) show most COSI students enrolled in the Community Partner Program Grant program persist at rates of up to 19 percentage points higher than their peers from similar socioeconomic and ethnic backgrounds. Also, as of spring 2019, 1,869 students supported by COSI community partnership programs completed a postsecondary degree.

Students who participate in Matching Student Scholarship Grant (MSS) programs are found to persist at rates 17 percentage points higher than their peers and have up to $3,276 less debt per year. Using alternative estimators, the range of estimated impact of COSI scholarships is 21 to 30 percentage points, and debt is $1,112 to $1,920 lower per year. As of spring 2019, 4,210 students supported by COSI matching student scholarships completed a postsecondary degree. Persistence and completion are even higher for MSS students who were also supported by a CPP grantee.

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Community Partner Program Grant

Community Partner Program (CPP) Grants are designed to increase the availability and accessibility of pre-collegiate and postsecondary student support services throughout the state.

The four-year grants are distributed to nonprofit organizations, state entities and community partnerships that provide student supports to increase access to higher education and improve retention and credential completion in public postsecondary institutions.

Since 2014, COSI has issued 120 awards to student-serving programs throughout the state for a total of more than $30 million. In 2020—it's fourth round of grants—COSI awarded an additional $10 million over four years, focusing on improving alignment with Colorado Department of Education's (CDE) strategic plan and, Colorado Commission on Higher Education's (CCHE) master plan, *Colorado Rises: Advancing Education and Talent Development*. It also aims to advance programmatic success through measurable metrics, erase equity gaps and serve COSI scholarship recipients on campuses throughout the state.

COSI has issued

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Community Partner Program Grant Model

Through site visit observations, outcome data, and thorough literature reviews, the COSI team gained a better understanding of best practices for student support services at the pre-collegiate and postsecondary levels. To leverage the limited availability of student support funds, the grant program was realigned to emphasize programs that employ evidence-based strategies, align with the CPP model, and are demonstrating success.

The four-year grants focus on funding programs across the state to provide intensive services for students at the pre-collegiate and postsecondary levels. Grantees provide holistic student support from high school to and through credential completion. The programs contribute to the CCHE's master plan goals through effective implementation of the COSI program goals and developing objectives and strategies in each of the focus areas.

Pre-Collegiate, College and Career Centers (CCC)

- Housed in high schools, the CCC supports all students, with a focus on seniors.
- The CCC is designed to provide students and their support network with college-going knowledge, connections, and tools to map their college and career path after graduation.
- The CCC is a hub where students can connect with staff and mentors, and is a safe, welcoming environment that promotes a college-going setting for all students regardless of their background.

Postsecondary, Student Support Services Program (SSS)

- Housed at the postsecondary institution, the program primarily supports COSI Matching Student Scholarship Scholars.
- The SSS is designed to provide wraparound student support, focusing on providing students the support and tools to overcome institutional, social & wellness, and academic challenges and barriers that may impede on their progress toward completion.
- The program and space provide a hub for students to connect with peers and staff and provides a safe and welcoming environment that promotes a connection to campus, trust, and relationship-building.

Technical Assistance

COSI provides in-depth, continuous technical assistance to support grantees throughout the application, implementation, development and management of the program. COSI employs resources and tools that expand the use of evidence-based practices focused on efficiency while strengthening the grantee's capacity to improve program specific and statewide outcomes.

This guide provides grantees the support to assist with the successful development and implementation of the program model and to serve as a reference guide throughout the grant cycle. The guide provides an overview of pre-collegiate programs, the CPP pre-collegiate model and structure and required activities.

Visit the COSI website

For materials and resources to support in program development.

https://cdhe.colorado.gov/community-partner-program-grants

Pre-Collegiate Programs[1]

Disparities in college access and enrollment rates

College access and college enrollment rates are significantly lower for students of color, students from lower socioeconomic backgrounds, and first-generation students (Reese, 2008). According to the Colorado Department of Higher Education postsecondary access and success report (2020) just short of 60,000 students graduated from Colorado high schools in 2018; of those students, approximately 56.6% enrolled in college.

Moreover, college-going rates levels show steep gaps between different racial/ethnic groups: Only 29.9% of Hispanic or Latinx, Colorado's fastest-growing population, 29.9% of American Indian or Alaska Native and 41.3% of Black or African Americans have a certificate or degree. (Colorado Department of Higher Education, 2020). Erasing these gaps is a strategic goal outlined in the CCHE master plan, Colorado Rises, which reaffirmed a statewide objective of reaching 66% attainment by 2025.

What action is being taken?

High schools, universities, and state and federal agencies recognize that the reason is a gap in college enrollment between students of color and State and national averages. To address these gaps, high schools have implemented college prep classes and dual enrollment programs; universities-built bridge and pre-college programs; the federal government implemented legislation and provided funding geared at closing the enrollment gap for students of color. Even with the various forms of interventions, low postsecondary enrollment rates among students of color and low-income students persist.

What are pre-collegiate programs?

These programs describe interventions that aim to increase postsecondary enrollment and smooth the transition from high school to postsecondary education for students who are underrepresented in higher education, including low-income students, students of color, and first-generation students (Domina, 2009).

1 This section was adapted from: Armendariz, C. (2017). A thematic analysis of the Excel Pre-Collegiate Program as an avenue of successful postsecondary enrollment for Latina/o students (Doctoral Dissertation). Retrieved from https://hdl.handle.net/10217/184005
Torpey-Saboe, N. (2018). Colorado Opportunity Scholarship Initiative, Student Support Programs. Retrieved from https://docs.google.com/viewer?a=v&pid=sites&srcid=c3RhdGUuY28udXN8Y29zaXxneDo3ZjJmZjQ2MTZjN2IwY2Uz

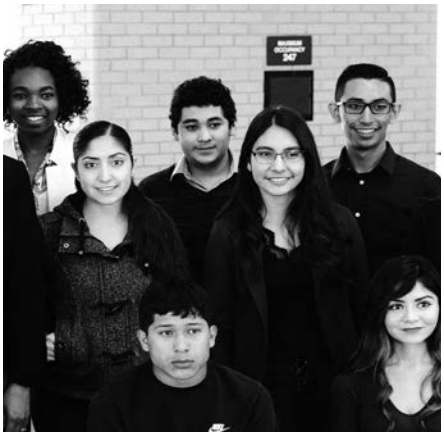
Why are pre-collegiate programs important?

Accessing and transitioning to college can be a challenge for underserved students. Underserved students who intend to go to college may be intimidated by the complex application process, including taking entrance exams and writing application essays (Avery & Kane, 2004). Further, first-generation students and their parents tend to have less knowledge regarding the application and enrollment process (York- Anderson & Bowman, 1991).

Pre-collegiate support programs can help high school students overcome barriers to postsecondary enrollment, such as academic preparedness, low-expectations, familial involvement and support system, motivation, affordability, lack of information or college knowledge and college fit (Horvat, 2003). Pre-collegiate programs are a way to develop the connection, transition and partnership between postsecondary and secondary schools that may close the gaps in enrollment among underrepresented groups (Swail & Perna, 2002).

What does research say about pre-collegiate programs?

Research has shown pre-collegiate programs improve college access for underrepresented groups, including low-income, first-generation and students of color. The most effective programs do this by promoting college awareness and attendance, improving academic skills, building student self-esteem and providing role models (Perna, 2002). One study found such programs can nearly double the odds of college enrollment for moderate- to high-risk students (Broton, 2009).



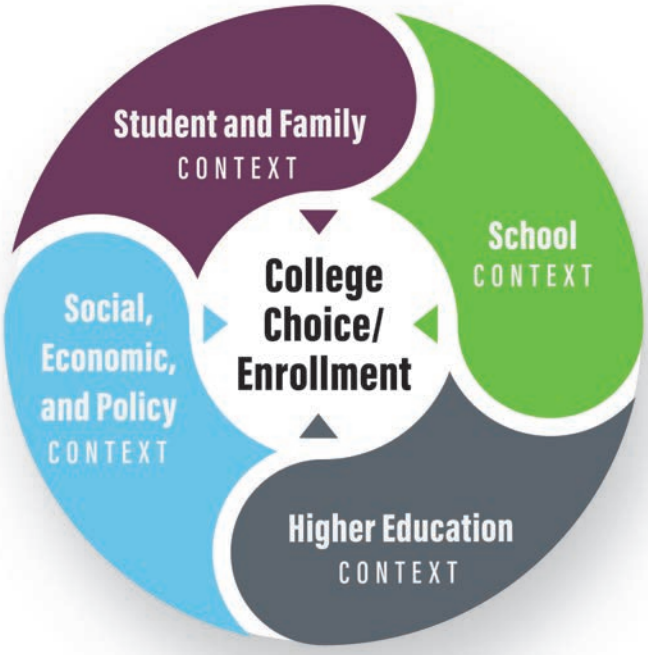
COSI helps increase postsecondary access for Colorado's students by funding pre-collegiate programs throughout the state that follow a research-based, best-practice model as provided in this resource guide.

These programs address many of the barriers and challenges that deter students from a postsecondary education and enable more students to successfully navigate the application and enrollment process.

Pre-Collegiate Model

The COSI pre-collegiate model is rooted in Perna's (2006) Conceptual Model for Student Access and Choice.

The model places student choice and enrollment at the center. The contextual layers play an important role in the students' college choice and postsecondary enrollment. The students background, life experiences and college-going knowledge influences and determines the level of need in each of the contextual layers. The following section explores these layers in-depth.



How do you support successful postsecondary enrollment?

Take the time to get to know your students and build connections and trust. Ensure that you are well-versed on the college-going process, state and institution policies, and share your college-going knowledge with students and families.

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Each of these contextual layers plays an important role in a students' college choice and postsecondary enrollment.

Student and Family Context

Family plays a major role in a student's college choice and enrollment; the level of familial college-going knowledge and family support can impact the students' higher education goals.

Includes such areas as student demographic characteristics, race/ethnicity, socio-economic status and social and cultural capital (Perna, 2006).

SCENARIO:

Marco is a first-generation college student, Latino male, and a senior in high school. He dreams of going to college to become a doctor, helping people and saving lives. He is concerned that he may not achieve his goal due to his academic struggles, and his family does not have the financial means to help him pay for college. He has no idea where to begin.

HOW DOES THE COSI COLLEGE AND CAREER CENTER HELP?

The COSI college and career counselor at Marco's school acknowledges the diversity of its student population and develops programming to meet student and family needs. They engage families in the process through invitations to meet with parents, family information nights and by providing program materials and/or interpreters in their native language.

Marco's gender may also play a role in his higher education path.

A higher percentage of Colorado's female high school graduates enrolled in college in 2018 than male high school graduates (Colorado Department of Higher Education, 2020). To help build college-going confidence and a sense of belonging, the counselor invites past high school graduates who are currently attending college to volunteer and support students through the process and share their lived experience. These students are role models and examples of success.

School Context

The ability to develop trusting relationships with school staff who believe in the success of all students positively impacts a students' successful enrollment in college (Armendariz, 2017). In addition, academic preparation for college, opportunities for concurrent enrollment courses, and academic support for struggling students is beneficial in advancing a student's higher education goals (Adelman, 1999).

Pertains to the support and postsecondary information and knowledge professionals (school staff) impart within the students' school system (Perna, 2006).

SCENARIO:

Marco attends a public high school that serves 85% students of color and struggles to retain qualified staff. The graduation and postsecondary enrollment rates are a concern for the school district as the number of students graduating high school and pursuing postsecondary education has continued to decline.

HOW DOES THE COSI COLLEGE AND CAREER CENTER HELP?

Fortunately, the high school has a COSI college and career counselor who believes every student regardless of background or academic performance can succeed after high school. Marco meets with the counselor regularly, and they begin to build his college-going knowledge and support him through the process. Although Marco does not have the academic background needed for admission to the college he would like, with the help of the counselor, he has developed a path to get there.

The high school Marco attends is building a college-going culture school-wide by investing in resources and opportunities for students and families to fill their college-knowledge bucket. The school regularly hosts college nights in which colleges are invited to meet with students and families. They also provide college visit days, where they take students to visit college campuses. Staff is encouraged to highlight their alma-mater in their office and classrooms and every Friday is College Friday.

Higher Education Context

Institutions actively and passively share information around application and enrollment with students, families, and secondary schools. Enrollment standards, institution characteristics and the availability of support throughout the enrollment and transition process helps students apply and enroll (Perna, 2006).

Relates to the role the institution plays in shaping the students college choice (Perna, 2006).

SCENARIO:

Marco attended a college fair held at his high school where he had the opportunity to speak with representatives from a number of colleges. He provided his contact information to two colleges. Both colleges regularly send general college information, application reminders, and invitations to visit campus.

College A has taken additional steps to reach Marco. The admission representative, Daniel, has called Marco several times to offer support. The phone calls have really helped Marco learn more about the college and troubleshoot the application process. Daniel was the first person to call and congratulate Marco on his acceptance and he feels connected to the college and is looking forward to meeting Daniel at the college's open house.

HOW DOES THE COSI COLLEGE AND CAREER CENTER HELP?

College A personalized their outreach and they took the additional time to ensure that Marco felt supported and connected. Colleges receive hundreds of applications each semester, and this level of outreach is often difficult, but it is very important, especially for first-generation students who are struggling to navigate the system.

The counselor can help to build these connections by inviting college representatives to the school to meet students, arrange college visits and connect students to college resources and representatives.

Social, Economic, and Policy Context

State policies specific to secondary and postsecondary education, higher education admissions requirements, and state funding are examples of policies and resources that may impact college-going rates.

References the influence that social changes, such as demographic changes, economic conditions and public policies, have on student choice and enrollment (Perna, 2006).

SCENARIO:

In researching admission requirements for colleges, Marco learned of a state policy that requires students to have completed four years of math for college admission. Marco went to his COSI college and career counselor for support, and unfortunately the counselor was not aware of this policy. The counselor began researching the policy and was surprised to learn it was enacted more than a year ago.

HOW DOES THE COSI COLLEGE AND CAREER CENTER HELP?

Secondary staff are an important source of knowledge, and it is important to be aware of policies that may affect postsecondary enrollment. Staff can seek out information and professional development opportunities. Students and staff can advocate for policies through the legislature or Colorado Commission on Higher Education to provide voice and awareness of important issues impacting students.

The ability to develop trusting relationships with school staff who believe in the success of all students positively impacts the students' successful enrollment in college.

Program Structure

In an effort to provide support to increase postsecondary enrollment across the state, COSI is funding organizations that currently provide or plan to implement a College and Career Center (CCC).

Housed in high schools, the center supports all students *(non-targeted, with a focus on seniors)*, and are staffed by an individual who assists students in mapping their college and career path after graduation.

Success after graduation may look different for each student; the importance of the center is providing a hub where students can connect with mentors, have honest and realistic conversations and feel supported in any path they take—whether that be postsecondary enrollment, apprenticeships, technical training, work or other opportunities. The center is a safe, welcoming environment that promotes college-going for ALL students regardless of their academic standing and background.

Program Requirements

In order to ensure alignment across all grantees and programs, COSI requires that all programs:

- Are open to all students with a focus on seniors
- Are housed at the high school with dedicated space
- Have dedicated program staff
- Staff has access to students, student systems and databases to support work
- Focus on the COSI program goal of increasing postsecondary enrollment
- Provide college-going programming and services in each of the pre-collegiate focus areas

COSI has specific pre-collegiate focus areas in which grantees must develop objectives and strategies to support students with their postsecondary enrollment/career path and promote progress in achieving the COSI Program Goal.

Pre-Collegiate Focus Areas

Academic Success

Services that support successful secondary graduation and postsecondary preparation.

Career Exploration

Opportunities to identify and explore careers and support in making the connection between postsecondary education and career paths.

Postsecondary Exploration

Opportunities to explore postsecondary institutions directly and indirectly through websites, college fairs, college visits, on-campus summer programs, etc.

Postsecondary Process

Support in completing applications, essay preparation, transcript submission, financial aid verification, fee waivers, and other tasks associated with the application and enrollment process.

Financial Literacy/Financial Aid

Programming focused on supporting students in accessing and understanding the full range of financial aid programs and locating resources for public and private scholarships. Hands-on support in completing the FAFSA/CASFA, scholarship applications, and navigating the institution verification process.

Individual Student Support

Individual meetings to provide support in navigating institutional barriers, academic hurdles and social/familial/personal concerns.

Support Network Engagement

Programming to enhance the students support networks, postsecondary knowledge and involvement in the students education.

Postsecondary Enrollment/ Transition

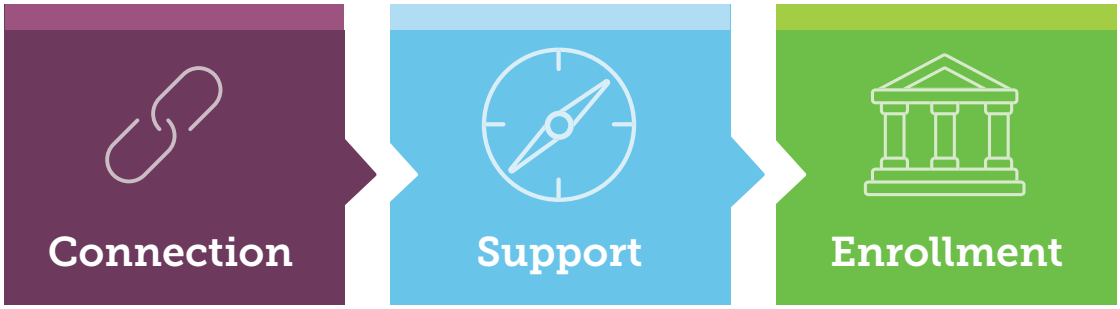
Secondary to Postsecondary

Support through the enrollment process, connecting with campus resources, and summer melt programming.

Laying the Foundation

The COSI pre-collegiate program structure is organized into three overarching themes: Connection, Support, and Enrollment. The themes are intentionally general as the goal is to provide a basic structure from which sites can develop their program to fit their students' needs, site capacity, academic calendar, and school/district requirements.

Themes



Junior Year	Senior Year	Transition to Postsecondary
FOCUS	**FOCUS**	**FOCUS**
Postsecondary exploration and preparation	Postsecondary education and career plan	Postsecondary enrollment and transition to the institution
GOAL	**GOAL**	**GOAL**
Connect with students and provide opportunities to explore postsecondary and career options and prepare for the postsecondary process.	Student is knowledgeable of the college-going process and has completed an education and career plan.	Students have completed enrollment steps and are connected to campus support.

Mapping it Out

The following is an example of how sites can breakdown the themes and arrange them by semester and month. The example adds in support services that assist the student in preparing for postsecondary enrollment. This structure helps sites organize and focus to ensure students are receiving the necessary supports for success. *Please keep in mind that the program structure is flexible, and the COSI team is available to support grantees in developing and implementing their program!*

Not all portions of the postsecondary process are completed within a specific month. For example, some scholarship deadlines are in October and early November, and some students may still need help in completing college applications in April.

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Connection

Junior Year

FOCUS
Postsecondary exploration and preparation

GOAL
Connect with students and provide opportunities to explore postsecondary and career options and prepare for the postsecondary process.

- **January/February** — College awareness
- **March/April** — Test prep support
- **Summer** — Explore and prepare

Support

Senior Year

FOCUS
Postsecondary education and career plan

GOAL
Student is knowledgeable of the college-going process and has completed an education and career plan.

1 FALL SEMESTER: *Searching and Applying*

- **August/September** — College search and application
- **October** — FAFSA/Financial aid
- **November/December** — Scholarship search and application

2 SPRING SEMESTER: *Enrolling*

- **January/February** — Follow-up and follow-through
- **March** — You've been accepted now what?
- **April/May** — Next steps

Enrollment

Transition to Postsecondary

FOCUS
Postsecondary enrollment and transition to the institution

GOAL
Students have completed enrollment steps and are connected to campus support.

- **June/July** — Combating summer melt

Putting it Together

This section helps to visualize how to put it all together by providing examples, guiding program development questions, and best practices.

The connection, support, and enrollment themes are highlighted in this section and tie to the pre-collegiate focus areas to provide examples of programming and support that can be developed to meet a student's needs.

Remember to keep the pre-collegiate model in focus. The four contexts-student and family, school, higher education, and social, economic, and policy- will help to guide program development. Postsecondary enrollment is the goal, and developing a program that is guided by the model will ensure that the program continually places the student's postsecondary choice and enrollment at the center.

The information is not all-encompassing, but instead provides a place to begin. Additional materials such as worksheets, handouts, presentations, and research are on the COSI website. The materials provided are examples and can be redesigned to meet program and student needs.

The COSI team is available to support grantees in developing and implementing their programs. The team also offers a variety of professional development opportunities throughout the year. Visit the website, ask questions, and reach out, the team is here to support you!

Visit the COSI website

Throughout the grant cycle as materials and information will be added regularly.

https://cdhe.colorado.gov/community-partner-program-grants

Connection

The Connection theme is focused on building connections with students and provides opportunities to explore postsecondary and career options and prepare students for the postsecondary process.

Pre-Collegiate Focus Areas

Below are examples of programming that can be implemented to meet select pre-collegiate focus areas.

Academic Success

- ☐ SAT prep classes and work with community organizations to offer free SAT prep workshops.
- ☐ Afterschool study groups to help in subject areas that students are struggling in.

Individual Student Support

- ☐ One-on-one meetings with students throughout the year to develop connections and support the student in developing and completing their education and career plan.

Support Network Engagement

- ☐ Provide college nights and offer interpretation services and translated materials. Consider inviting current college students and their support network to share their college-going experience.

Guiding Questions for Program Development

- ☐ What programming is currently in place? How can you help to promote or assist in the organization/facilitation?
- ☐ What colleges/organizations can you partner with that can provide support to students?
- ☐ How can you help students over the summer to complete the college enrollment steps with minimal to zero in-person contact?

Recommended Practices

- Support and collaborate; don't duplicate services.
- Work with teaching staff to get into classrooms to connect with students and share the services offered by the College and Career Center.
- Develop signage to hang around the school to promote the center and the support offered.
- Work with the counseling office to put together a college fair.
- Hold a family and student college information night.
  - Provide food or snacks.
  - Provide interpretation services if needed.
- Work with community partners to offer free SAT test prep.
- Develop a senior year checklist.
  - This is a great tool for students to work on over the summer.
- Use a texting platform to set up texting campaigns over the summer.
- Arrange summer programming to encourage an early start and stay connected with students.

Support

The Support theme is focused on supporting students in developing an education and career plan and ensuring they are knowledgeable of the college-going process.

Pre-Collegiate Focus Areas

Below are examples of programming that can be implemented to meet select pre-collegiate focus areas.

Postsecondary Exploration

- ☐ **Campus visits**: take a group of students to visit a college campus or to an open house.
- ☐ **College high school visits**: invite representatives from colleges to visit the high school and present to students.

Postsecondary Process

- ☐ Hold Senior lock-ins, college essay workshops and provide daily college application support.

Financial Literacy/Financial Aid

- ☐ Host a FAFSA/CASFA workshop, scholarship workshop, and provide daily support with the application and the institutions verification process.

Career Exploration

- ☐ Organize job shadowing opportunities, a career fair or invite individuals from the community to share about their profession.

Guiding Questions for Program Development

- ☐ What programming is currently in place? How can you help to promote or assist in the organization/facilitation?
- ☐ Your goal is to make contact with all seniors. How will you break up the senior class and what tools will you use to outreach?
- ☐ Familiarize yourself with the high school enrollment and career data. For instance, what's the postsecondary enrollment rate, what institutions and careers are students most interested in?
- ☐ Do your research and outreach! For instance, who are your college contacts and when is the best time of year to schedule college visits and career fairs.
- ☐ How can you use technology and social media to outreach and connect with students?

Recommended Practices

- Support and collaborate; don't duplicate services.
- Plan your year out early and get the word out!
  - College visits, college fairs and workshops
- Send passes for students; don't wait for them to come to you!
- Work with teaching staff to get into classrooms.
- Work with the teaching staff regarding opportunities to develop an assignment around the college/scholarship essay.
- Promote the College and Career Center
  - Signage, daily announcements, school newspaper, parent newsletter.
- Develop your college network!
- Colleges typically visit high schools in the fall and early spring; get on their calendar early. Check in with recruitment or admissions offices.
- Most colleges offer open houses or visit days. These are great opportunities to visit the campus, learn about degree programs and application/financial aid process.
  - Not only is it beneficial for your students and their support network, this is also a great professional development opportunity. Gather the information your students need!
- Use a texting platform to set up texting campaigns throughout the school year.

Enrollment

Losing momentum after high school graduation (summer melt) is an issue for many students. The Enrollment theme is focused on supporting students through the postsecondary enrollment steps and connecting students to on-campus supports.

Pre-Collegiate Focus Areas

Below are examples of programming that can be implemented to meet select pre-collegiate focus areas.

Postsecondary Enrollment/Transition

- ☐ Consider developing an enrollment checklist or task list. Hold group meetings focused on topics that the student may need support in, such as, financial aid verification or connecting with on-campus supports.

Support Network Engagement

- ☐ Hold a next steps workshop/night. Invite current college students and their support network to share their experiences. Focus on what to expect in college and how roles and routines may change.

Individual Student Support

- ☐ Continue individual support throughout the summer to ensure students are on course for the first day of class and that they are connected with on- campus support.

Guiding Questions for Program Development

- ☐ What programming is currently in place? How can you help to promote or assist in organization/facilitation?
- ☐ If you are working limited hours over the summer, what programming or support do you need to have in place before the students graduate?
- ☐ What postsecondary and community resources are available throughout the summer to keep students on track?

Recommended Practices

- Support and collaborate; don't duplicate services.
- Develop a list of support people at the institution that you and/or the student can reach out to. Focus on essential departments such as admissions and financial aid.
- Develop an enrollment checklist/task list to help students stay on track.
- Use a texting platform to set up texting campaigns over the summer.
- Arrange summer in-person programming to support in completing enrollment steps and connecting to campus.
- Over the summer, set up a consistent schedule and location where you will be available for students to drop in.
  - Library and coffee shops work great.

Glossary

COSI has collected the following terms relevant to it's programs and this guide. When a source is not indicated, the definition is drawn from standard collegiate dictionaries, COSI program materials, and CDHE materials and reports.

Colorado Application for State Financial Aid (CASFA)
In 2019, the General Assembly passed H.B. 19-1196, Financial Aid For Students With In-state Tuition, which allows state aid to be awarded to students who do not have lawful immigration status but have resided in the state for at least three years before graduating from a Colorado high school or passing a high school equivalency exam.

The CASFA is the application by which students that meet the qualifications can apply for this aid. Students who do not have lawful immigration status and who do not meet the qualifications listed above are also encouraged to apply for institutional aid using the CASFA. Students who are eligible for Federal Title IV aid by completing the FAFSA should not complete the CASFA.

Colorado Commission on Higher Education (CCHE) Master Plan
The CCHE identified four strategic goals within the scope of the public system to reach a 66% statewide credential attainment goal.

Community Partner Program (CPP)
The program is designed to increase the availability and accessibility of pre-collegiate and postsecondary student support services throughout the state.

Completion
A student who completes a certificate or degree.

Credential
Refers to academic or educational qualifications, such as certificates or degrees that are completed or partially-completed.

Enrollment
Students considered enrolled have registered for classes and have continued classes by the schools' census date.

Financial aid
All types of funds offered to a student to help pay tuition, fees and other educational expenses. This can include loans, grants, scholarships, assistantships, fellowships and work-study jobs.

Grantee
A grantee is a non-profit organization/state entity and the legal recipient of a grant. The grantee is legally responsible for following the terms and conditions of the award including all reporting and fiscal requirements.

Matching Student Scholarship (MSS)
A scholarship program that provides funds to grantees who match the funds dollar for dollar with local and private money. The students who receive the scholarships from the grantees are called COSI Scholars.

Postsecondary
Any type of education that takes place after high school, or secondary school.

Pre-Collegiate Programs
Interventions that aim to increase postsecondary enrollment and smooth the transition from high school to postsecondary education.

Retention
Is the percentage of new first-year students that enroll in the same school the following year.

Scholarship
A type of financial aid that consists of an amount of free money given to a student by a school, individual, organization, company, charity, or federal or state government. Scholarship is often used interchangeably with grant.

Student Support Service Programs (SSS)
(student support or student success programs)
Provide services to ensure that students have the necessary resources to access postsecondary education, successfully complete a degree or credential and are equipped to enter the workforce. On campus programs help students connect to other institutional programs that support academic success and integrate into campus life.

Summer Melt
The phenomenon of prospective college students' motivation to attend college "melting" away during the summer between the end of high school and beginning of college. In the end these students do not continue the enrollment process.

Technical Assistance
COSI provides technical assistance to grant recipients that is designed to assist a recipient in maximizing the return on the grant through efficiency and increased capacity. The assistance can include fundraising assistance and design, site visits, regional summits, statewide trainings, budgeting and financial planning for the grant, program planning, assistance in marketing to students, and other grant management components.

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Author

Dr. Cynthia N. Armendariz led the development of the COSI Community Partner Program (CPP) Grant redesign. Research, best practices, and student feedback was utilized to develop the program model, structure, and activities that are outlined in this resource guide. She has worked in the higher education field for more than 10 years, serving traditional, non-traditional, and transfer students with a focus on access and student success.

She received her bachelor's degree in business management from Metropolitan State University of Denver, her master's degree in social work from the University of Michigan, Ann Arbor and her Ph.D. in education and human resource studies/higher education leadership at Colorado State University. Cynthia's passion and research is focused on the development of programs and strategies to increase matriculation, persistence, and credential completion of underserved students.

Course Curriculum Development

Carla Castillo, MNM developed the COSI CPP Postsecondary Senior Year Success course and serves as one of COSI's student success network managers. She most recently served as one of Colorado Challenge's lead counselor at Auraria Campus and has been with the Colorado Department of Higher Education more than four years. Prior to joining the COSI team, she served as a college advisor at Denver East High School with the Denver Scholarship Foundation and as a community relations manager with College Invest. Carla received her master's in nonprofit management from Regis University and a bachelor of arts in psychology and spanish language and literature from the University of Colorado Boulder.

Jacquie Granados developed the COSI CPP First Year Success course and serves as one of COSI's student success network managers. She joined the Colorado Department of Higher Education in January 2017 as the transition coordinator for Colorado Challenge, where she coordinated, developed and implemented transition programming to support students as they graduate from high school, enroll in college, and began their first year. Jacquie's passion for higher education is inspired by creating a meaningful impact to students across Colorado.

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