

A Report on Chicago's College and Career Access, Persistence, and Success Landscape

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Produced by the College and Career Access,
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Introduction

From the Advisory Committee

In May 2014, a small group of funders met to discuss the college access and success landscape in Chicago. It was evident that there is a need to better understand college and career readiness, and it seemed an appropriate time to determine the extent of the services and supports that enable Chicago students to achieve postsecondary success. The group of funders created a Working Group comprised of individuals from Chicago's schools, nonprofit organizations, higher education institutions, and foundations to plan the scan and identify the data to be included. In framing the scan, the Working Group decided to focus on college access, persistence, and success. While the group was equally interested in the career component, it was determined to be a later step. After a period of data collection, Maple Grove Objective was engaged to complete the scan, and the Advisory Committee was created to provide intensive guidance for the data analysis and development of the report. The results of this scan, the first of its kind for Chicago, are presented in the report that follows.

Throughout the process, the Working Group and Advisory Committee had many rich conversations about the college access and success landscape in Chicago. The following statements attempt to summarize key issues that surfaced during these many discussions. These statements are not meant to be exhaustive or complete. Rather, they serve as a starting point for further conversations, and, hopefully, will lead to some focused work involving all stakeholders in order to continue making progress in helping Chicago students find success beyond high school.

1. The education spotlight in the United States is expanding from high school graduation to include postsecondary success.
2. While the notion of preparing all students for postsecondary success is embedded in federal, state, and local policy, there is still a need for more comprehensive policies and strategies to ensure postsecondary success for all students.
3. There is growing interest in Chicago to better understand and define the challenges, pathways, and most promising strategies for college access, persistence, and success.
4. A tremendous amount of work is being done in many Chicago schools, community organizations, and colleges to significantly change outcomes for all graduates of all Chicago schools.
5. There is a need to increase awareness around and provide equitable resources for pathways to credentials and careers for students who are not being adequately served or reached by existing college access programming.
6. There is a need to increase resources to help schools, higher education, and community partners align efforts to ensure that all students, particularly those that are historically underrepresented, are prepared to achieve success beyond high school.
7. There is a need to better understand the role of career readiness, the relationship between college and career options, and the range of pathways to successful living wage employment.
8. In order to spur collective action to increase the success of all students in college and career, readily accessible and reliable data is required.
9. There is a growing commitment to college access, persistence, and success within Chicago's K-12 education, higher education, nonprofit, philanthropic, civic, political, and business sectors. This is starting to attract the attention of some national education stakeholders, and Chicago is increas-

ingly poised to play a leadership role in the national conversation around access, persistence, and success.

10. Given the number of stakeholders in the space, the potential for redundancy, and the opportunity for efficiencies, there is an interest in considering the merits of a unifying infrastructure with the adaptive capacity to create the conditions for change, capitalize on opportunities, promote partnerships and collaboration, and align systems to ensure that all students have access to effective postsecondary supports.

Working Group Members

The Working Group was focused on the identification and collection of data for the scan between May 2014 and September 2014.

Mara Botman, Circle of Service Foundation
Bette Bottoms, University of Illinois at Chicago (UIC)
Chris Broughton, Bottom Line
Ted Christians, Umoja Student Development Corporation
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Peter Mich, McDougal Family Foundation
Maggie Morales, The Lake County Community Foundation

Advisory Committee Members

The Advisory Committee provided guidance for the data analysis and development of the report beginning in October 2014.

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Dakota Pawlicki, Chicago Public Schools
Rebecca Ryan, Big Shoulders Fund
Lauren Shepherd, Thrive Chicago
Christy Uchida, Brinson Foundation
Eric Weinheimer, Donors Forum

Executive Summary

Over the last decade, research from the University of Chicago Consortium on Chicago School Research has provided a substantial understanding of the issues related to postsecondary access and success for students in the Chicago Public Schools (CPS). Despite this depth of knowledge about student outcomes, there is limited understanding of the resources in Chicago that support students' college access, persistence, and success. To narrow this gap in knowledge, the Donors Forum College and Career Access, Persistence, and Success (CCAPS) group decided to conduct a preliminary scan of the services and supports that enable Chicago students to achieve postsecondary success.

The data are limited for an initial scan of resources; therefore, this scan is intended to serve as a starting point for deeper data collection and analysis that will help better understand the sector. To be as complete as possible, the scan of the college access, persistence, and success sector includes all stakeholder groups where possible, including schools (including charter and private schools), nonprofits, higher education, and funders.

Observations from the Scan

Overall

- As high school graduation rates continue to grow, an increasing number of seniors will need support for college access, persistence, and success.
- A desire exists across stakeholder groups to work collaboratively toward a more equitable distribution of resources to reach every student possible and to focus on systemic change. However, there is much concern among nonprofits, schools, higher education, and funders about the difficulty of working collaboratively, and there is no alignment as to the best approach to accomplish this.
- There is a lack of easily accessible data on resources available and students served, and no standard data protocols or systems are in place to collect the existing data (e.g., data included in this report).

Secondary Schools

- Overall, student to counselor ratios are better than national comparisons, but the disparity among schools is significant.
- Roughly 65% of schools have at least one non-counselor resource (senior seminar, college and career coach, college and career suite), but very few schools have all of these supports.
- Schools with lower college enrollment rates utilize in-school supports beyond counselors at substantially lower rates than other schools. The cause for this correlation is unknown, but the disparity is substantial.
- One out of three schools have no nonprofit partner related to college access, persistence, and success. Three out of four schools have no college partner.

Nonprofits that Provide Services to Students

- Many nonprofits serve students during the later years of high school or first year of college, but only a few serve students in both high school and college.
- Over the last 20 years, there has been steady growth of new nonprofits in Chicago providing supports around college access, persistence, and success.

- Recent growth of nonprofits in Chicago has primarily been from organizations that serve multiple cities (not only focused on Chicago).

Higher Education

- Recent collaboration between institutions of higher education (e.g., Chicago Collaborative for Undergraduate Success) has paved the way for an open sharing of student success data.
- Data related to selectivity of institutions and student demographics may provide a greater understanding of the variation between institutions' persistence and graduation rates.
- A framework does not yet exist to understand the student support programs at institutions of higher education.

The Landscape of Chicago's College and Career Access, Persistence, and Success Sector

Background

There is a national movement toward increasing the opportunities available to support students to enroll, persist, and succeed in college. For example, the White House recently issued a call to action, asking organizations across the country to identify actions they will take to better prepare students for college and to support them through college graduation.¹

In Chicago, a number of organizations have convened to collaboratively focus on college and career access, persistence, and success. In the spring of 2014, the College and Career Access, Persistence, and Success (CCAPS) group was created as part of the Donors Forum Education Group. Its membership includes a broad array of funders and operating nonprofits that are engaged in the CCAPS field. The group is exploring how well Chicago area students:

- Are prepared for and able to access an appropriate college experience
- Persist in college and graduate
- Make successful transitions to careers

Among other goals, CCAPS is considering whether it would be feasible to develop a cross-sector collective action plan to help address the issues that are being explored. Complementary to this effort, Thrive Chicago, the Chicago Collaborative for Undergraduate Success, and the Chicago Public Schools (CPS) Chicago Higher Education Compact are convening various stakeholders to focus on issues in the CCAPS field.

Over the last decade, research from the University of Chicago Consortium on Chicago School Research (CCSR) has provided a substantial understanding of the issues related to postsecondary access and success for students in CPS. CCSR's *From High School to the Future* series explores student qualifications for college, key levers on the path to college, college enrollment, and college success.² Recently, they estimated that 14% of CPS ninth-graders who enroll in four-year colleges immediately after high school graduation will earn a bachelor's degree within six years.³ This is an increase from the estimated 8% in a 2006 report. This improvement is attributed to a significant growth in the high school graduation rate, a moderate increase in the college enrollment rate, and a small uptick in the college graduation rate.⁴

Despite this vast knowledge about student outcomes related to college preparation and success, there is limited understanding of the resources in Chicago that support students' college access, persistence, and success. Due to this gap in knowledge, the Donors Forum CCAPS group decided to conduct a preliminary scan of the services and supports that enable Chicago students to achieve postsecondary success. The goal of the scan is to better understand the variety and depth of the supports available to students in Chicago to support college access, persistence, and success of all Chicago students. The information yielded from the scan may be used to:

- Inform existing practices
- Support the exploration of new strategies
- Establish a community in Chicago around college access, persistence, and success

Methodology and Limitations

An initial survey of data availability revealed that easily accessible data about the supports available for students is limited. For this reason, the data collection was confined to the information that could be gathered in a finite period of time through voluntary efforts. The approach was not to complete an exhaustive survey of all resources within the city but rather **to provide an initial scan that can serve as a starting point for deeper data collection and analysis to help better understand the sector.** The results of the initial scan may help to quantify the costs and potential benefits of doing more in-depth data collection.

In order to do a complete scan of the college access, persistence, and success sector, **it was important to include all stakeholder groups: schools (including both charter schools and private schools), nonprofits, higher education, and funders.** The table below outlines the information that was collected as a part of the scan.

Data Included in the Scan			
Schools	Nonprofits	Higher Ed.	Funders
Public non-charter, public charter, and private Resources focused on college access, persistence and success College enrollment and persistence data Interviews	Mission focused on college access, persistence and success Grade level served Program characteristics Interviews	Enrollment of Chicago students and CPS students College persistence and success data	Interviews
188 Schools Included	40 Organizations Included	16 Institutions Included	5 Organizations Included

During the early stages of data exploration and collection, the following decisions were made to focus the data collection efforts for the initial scan:

- Data are limited to the supports for students that are planning to enter college immediately after high school graduation.
- The focus is strictly on data related to where resources exist and not on program or school quality.
- School data are limited to the supports for students in grades 9 through 12. Supports for students in elementary or middle grades are not included.
- No information is included about student support programs or resources at the higher education level.
- No information is included on the number of students served or the characteristics of students served.
- Information about funding priorities or funding decisions from philanthropic or governmental institutions is not included.

Overall

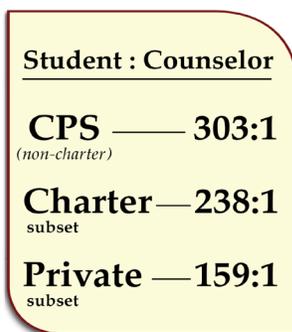
Since 2010, the CPS freshmen on-track rate has increased 15 percentage points,⁵ and the CPS five-year graduation rate has increased by almost 14 percentage points.⁶ A recent study by the Consortium on Chicago School Research reported that with this significant increase in high school graduation, there has been a moderate increase in college enrollment and a slight increase in college graduation.⁷ **As these trends continue, an increasing number of seniors will need support for college access, persistence, and success.**

Based on the interviews completed as a part of the scan, **there is a clear desire across stakeholder groups to work collaboratively toward a more equitable distribution of resources to reach every student possible and to focus on systemic change.** There is agreement that with limited resources to meet the needs of all students, organizations must work together in a more coordinated fashion to achieve systemic change. Many feel that in order for coordination to occur, there would need to be better data on where needs exist and where resources are distributed. While stakeholders feel the conditions are right to work collaboratively, **there is much concern among nonprofits, schools, higher education, and funders about the difficulty of working collaboratively, and there is no alignment on the best approach to do accomplish this.** For example, several interviewees raised concerns about the amount of time collaboration takes, which uses resources that would otherwise be focused on program delivery. Others noted that limited funding opportunities create competition between organizations, hindering collaboration.

Secondary Schools

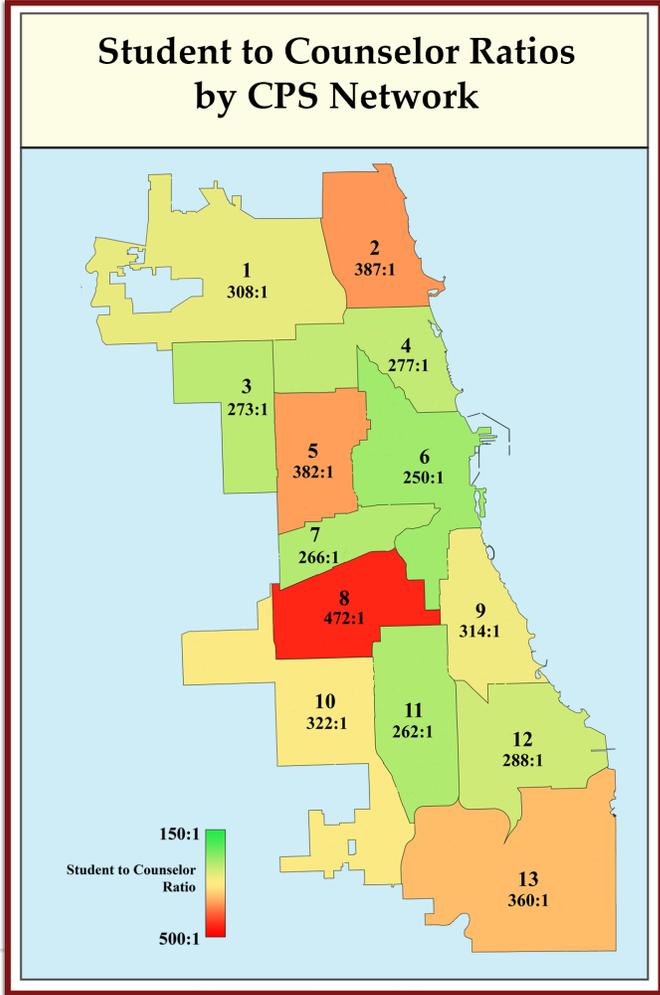
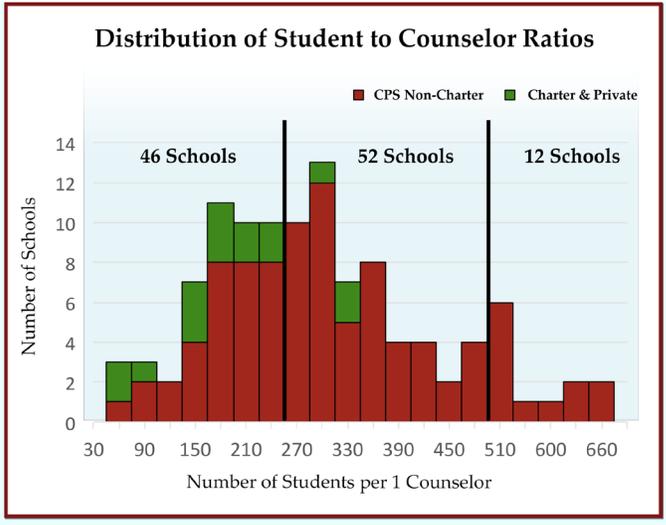
The scan includes data from 188 secondary schools in Chicago. The 188 schools includes data provided by CPS, data provided directly (not through CPS) by a subset of 18 charter schools, and data provided by a subset of 13 private schools funded by Big Shoulders Fund.

Student to Counselor Ratios



Overall, student to counselor ratios are better than national comparisons. Student to counselor ratios for CPS (non-charter) schools, the subset of charter schools included in the scan, and the subset of private schools included in the scan are lower than the national comparisons of 310:1 for secondary school counselors and 360:1 for K-12 counselors in schools located in a city (data provided by the National Center of Education Statistics).⁸ Likewise, the overall student to counselor ratios in Chicago are better than the national comparison of 350:1 for K-12 counselors in schools with 75% or more of their students approved for free or reduced lunch.⁹

However, the disparity of student to counselor ratios among schools is significant. The graphs on the next page show student to counselor ratios range from roughly 60:1 to 660:1. When plotted on a map, there are clearly regions of the city with significantly high student to counselor ratios.



Non-Counselor Resources

The scan reviewed three non-counselor resources that were of interest to stakeholders: senior seminar, college and career coach, and college and career suite. **Roughly 65% of schools have at least one non-counselor resource, but very few schools have all of these supports.**

The charts to the right demonstrate that **schools with lower college enrollment rates utilize non-counselor resources at substantially lower rates than other schools. The cause for this correlation is unknown but the disparity is substantial.**

In addition, 40% of schools use a college access tracking tool to manage student college and scholarship applications. Again, schools with lower college enrollment rates utilize the tool at significantly lower rates than other schools.

55% of schools have a **senior seminar**

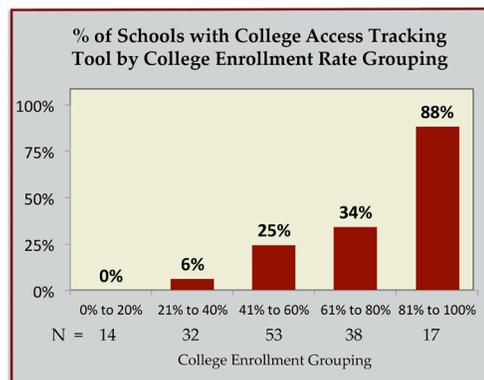
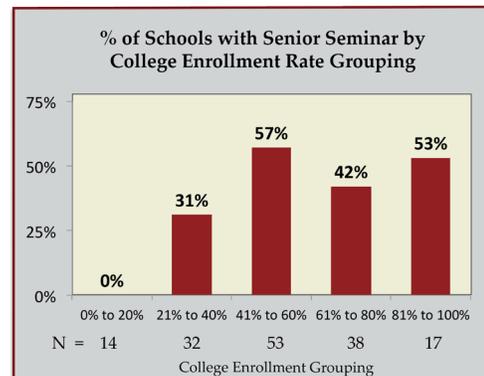
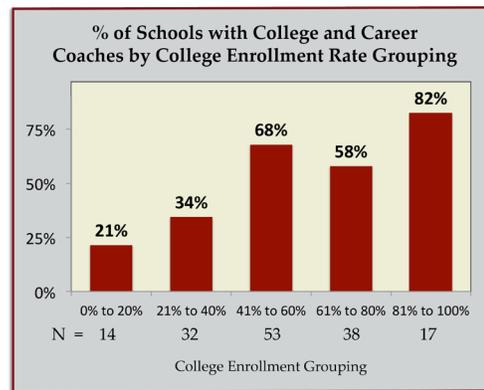
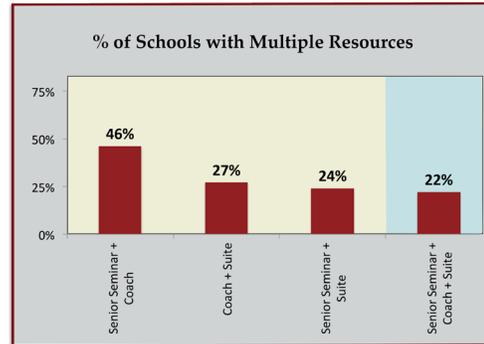
51% of schools have a **college and career coach**

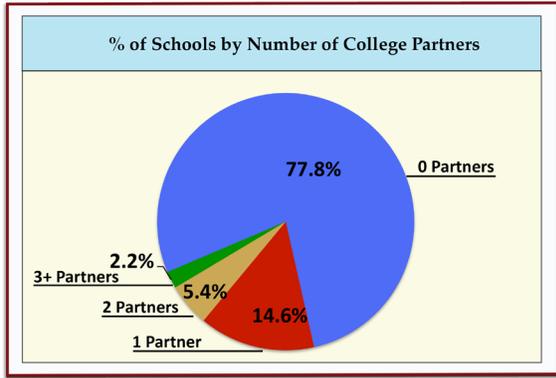
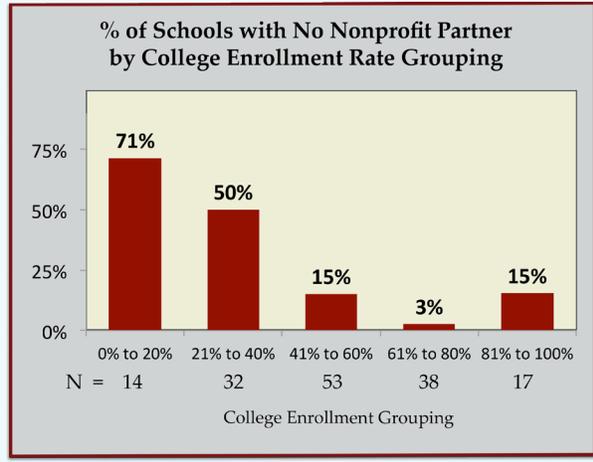
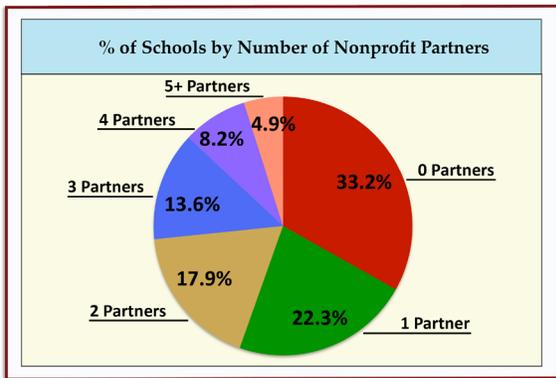
40% of schools have a **college and career suite**

External Partnerships

One out of three schools have no nonprofit partner related to college access, persistence, and success. The majority of the schools that have low college enrollment rates do not have a nonprofit partner. (See charts on next page.)

Three out of four schools have no college partner. The majority of the college partners reported by schools were connected to federal grants, such as GEAR UP or TRIO.¹⁰



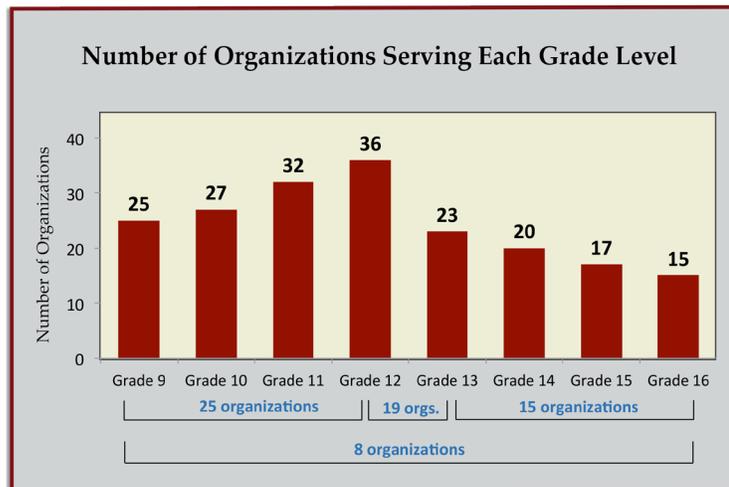


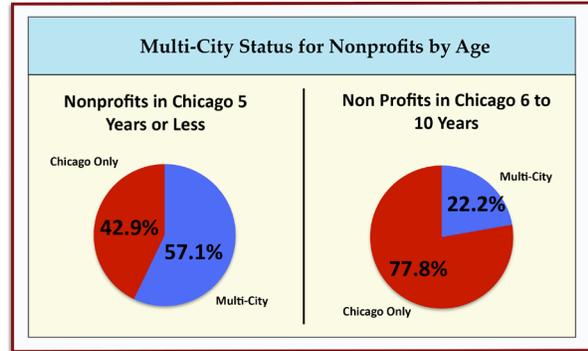
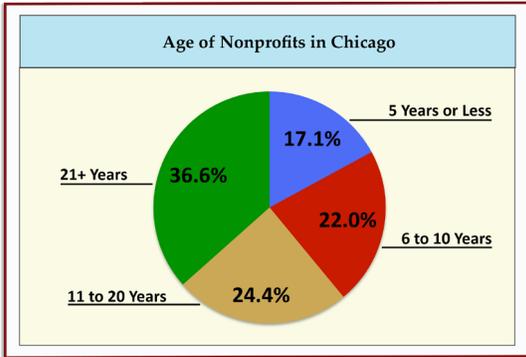
Nonprofits that Provide Services to Students

The scan includes data from 40 nonprofit organizations that provide services to students. These organizations are included because they have a mission that directly focuses on college access, persistence, and success, and they serve students in high school and/or college. The organizations were identified through a series of interviews with stakeholders in the college and career access, persistence, and success sector. It is likely that many organizations were not captured in the scan.

Of the organizations included in the scan, **many serve students during the later years of high school or the first year of college, but only a few serve students in both high school and college.**

Over the last 20 years, there has been steady growth of new nonprofits in Chicago providing supports around college access, persistence, and success. Recent growth of nonprofits in Chicago has primarily been from organizations that serve multiple cities.





Nonprofit Organizations Participating in the Study

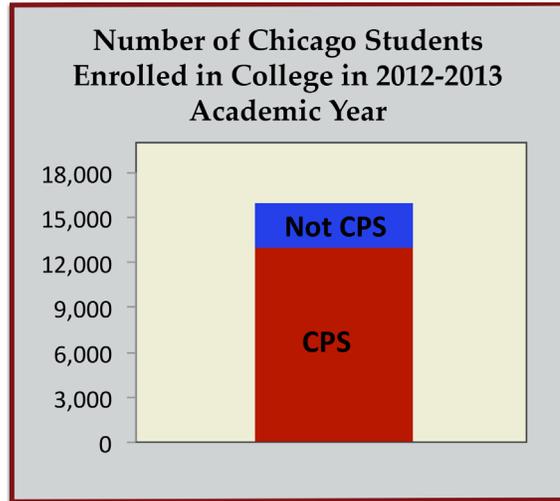
- Albany Park Theatre Project
- Big Brothers Big Sisters
- Bottom Line
- Chicago Scholars
- Chicago Youth Center
- Companies That Care-AIM High
- Council for Adult and Experiential Learning (CAEL)
- Daniel Murphy Scholarship Fund
- East Village Youth Program
- Embarc
- Enlace Chicago-Community Education
- Experimental Station-Blackstone Bicycle Works
- Free Spirit Media
- Gary Comer Youth Center
- Genesys Works
- Greenhouse Scholars
- HFS Chicago Scholars
- HighSight
- IACAC-Motivate Me and Camp College
- Illinois Student Assistance Commission (ISAC)-ISACorps
- Just The Beginning-A Pipeline Organization
- LINK Unlimited Scholars
- Ladder Up
- MetroSquash
- Mikva Challenge
- Minds Matter Chicago
- Network for College Success, University of Chicago
- Network for Teaching Entrepreneurship
- One Million Degrees
- OneGoal
- Pass with Flying Colors
- Posse Foundation
- Resurrection Project-La Casa Student Housing
- Umoja Student Development Corporation
- University of Chicago-Collegiate Scholars Program
- University of Illinois-Illinois College Advising Corps
- Urban Alliance
- YMCA-Black and Latino Achievers
- Young Men's Educational Network (YMEN)
- Youth Guidance

Of These 40 Organizations:

- 28** — of the organizations are **local to Chicago**
- 16** — of the organizations serve students **citywide**
- 16** — of the organizations serve **multiple sites**
- 13** — of the organizations are based **at a school**
- 12** — of the organizations serve students **during the school day**
- 8** — of the organizations have a **specific neighborhood** focus
- 18** — of the organizations require a **competitive application**
- 18** — of the organizations serve **multiple cities**

Higher Education

Roughly 16,000 students who graduated high school in the 2011-2012 school year enrolled in college the following year.¹¹ The scan includes data from 16 institutions of higher education. These institutions represent approximately 41% of the students from Chicago who enrolled in college, and approximately 52% of the students from CPS who enrolled in college.



The higher education data included in the scan are focused on student enrollment, persistence, and success. No data are included that relates to support programs at the postsecondary level because **a framework does not yet exist to understand the student support programs at institutions of higher education.**

Recent collaboration between institutions of higher education (e.g., Chicago Collaborative for Undergraduate Success) has paved the way for an open sharing of student success data. While the Consortium on Chicago School Research has reported the success of CPS students at various institutions based on National Student Clearinghouse data, the data included in this report were all calculated and provided by each individual institution.

The following tables and charts review data for a subset of four-year institutions and two-year institutions. Definitions related to the data points are included in the glossary at the end of the report.

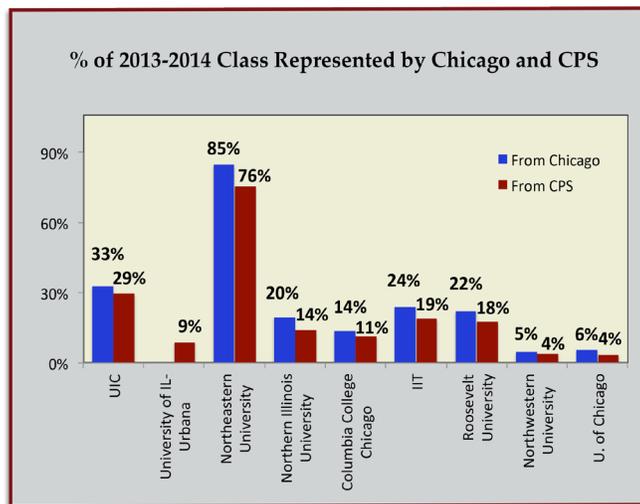
While it is interesting to see the success data for the various institutions, **data related to selectivity of institutions and student demographics may provide a greater understanding of the variation between institutions' persistence and graduation rates.**

A Review of a Subset of Four-Year Institutions

Where Students Enroll

Institution	# of students from Chicago enrolling in 2013-2014	# of students from CPS enrolling in 2013-2014
University of Illinois--Chicago	1,009	908
University of Illinois--Urbana	*	655
Northeastern Illinois University	729	648
Northern Illinois University	523	374
Columbia College	296	243
IL Institute of Technology	109	86
Roosevelt University	108	85
Northwestern University	95	75
University of Chicago	78	51

Student Representation from Chicago and CPS



Persistence and Graduation Rates

Institution	# of students from Chicago Enrolled (2014)	# of students from CPS Enrolled (2014)	Persistence Rate for Chicago Students (2014)	Graduation Rate for Chicago Students (2014)	Persistence Rate for CPS Students (2014)	Graduation Rate for CPS Students (2014)
University of Illinois--Chicago	1,009	908	79%	50%	78%	49%
University of Illinois--Urbana	*	655	92%	*	92%	79%
Northeastern Illinois University	729	648	60%	18%	59%	17%
Northern Illinois University	523	374	52%	*	50%	*
Columbia College	296	243	63%	35%	63%	35%
IL Institute of Technology	109	86	79%	60%	82%	*
Roosevelt University	108	85	48%	35%	46%	46%
Northwestern University	95	75	99%	95%	99%	95%
University of Chicago	78	51	96%	89%	94%	93%

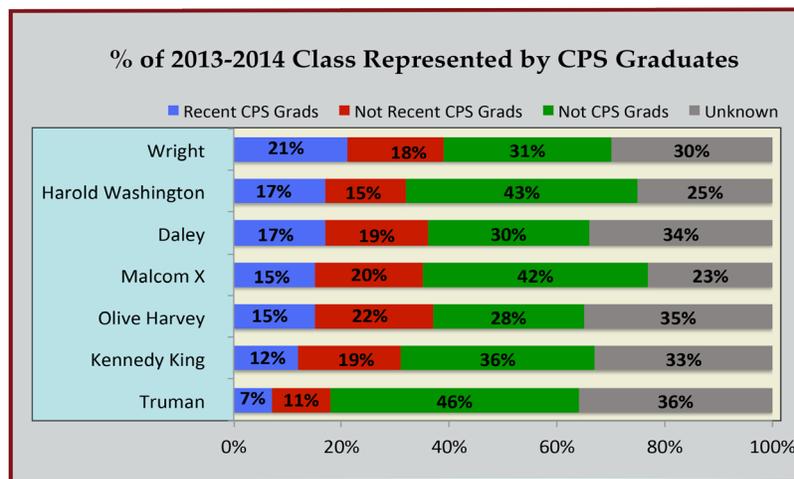
*Data not available

A Review of a Subset of Two-Year Institutions

Where Students Enroll

Institution	# of students from CPS enrolling in 2013-2014 (Recent Graduates)	# of students from CPS enrolling in 2013-2014 (Not Recent Graduates)
Wright	1,002	849
Harold Washington	996	887
Daley	485	569
Malcom X	443	609
Olive Harvey	291	433
Kennedy-King	269	461
Truman	195	370

Student Representation from CPS



Persistence and Graduation Rates

Institution	# of students from CPS enrolling in 2013-2014 (Recent Graduates)	Persistence Rate for Recent CPS Graduates (2014)	Graduation Rate for Recent CPS Graduates (2014)
Wright	1,002	66%	27%
Harold Washington	996	66%	18%
Daley	485	56%	21%
Malcom X	443	53%	15%
Olive Harvey	291	60%	18%
Kennedy-King	269	52%	16%
Truman	195	56%	20%

Data Availability and Access

Throughout the process of collecting and analyzing data for the scan, there was an interest in gathering additional information on the resources that exist to support students for college and career access, persistence, and success. However, **there is a lack of easily accessible data about the resources that exist and a lack of data about the students served by those resources. In addition, no standard data protocols or systems are in place to collect the existing data.** For example, the majority of the data collected for this scan are not systematically collected or reported and do not exist in a database outside of the one created to support the analyses in this report.

The following data sources were identified as important to understanding the college access, persistence, and success landscape in Chicago. They were not included in the scan because either they are not currently collected or there is no standardization for how they are collected.

Overall

- Longitudinal data on resources—because the majority of the data was collected only for this scan, additional effort is needed to gather information for multiple years
- Data on program quality and effective practices

Schools

- Complete data on charter schools—no system currently exists to gather data uniformly from charter schools
- An understanding of the percent of time a counselor spends on college counseling
- Supports for students in elementary or middle grades
- Information directly from school staff on nonprofit and college partners

Nonprofits

- Locations of where students are served across the city by nonprofit organizations and universities—this will aid the identification of overlap and gaps
- Data from nonprofits on the number and characteristics of students served

Higher Education

- Information on college selectivity and the characteristics of students enrolled—to better understand persistence and graduation rates
- College application and acceptance data—to compare to college enrollment rates
- Student support programs or resources at the higher education level

Funders

- Information about funding priorities and funding decisions from philanthropic and governmental institutions

Additional Information

Glossary of Terms

Citywide: Allows any student from the city of Chicago to participate in the program.

College access tracking tool: A software solution used to manage student college and scholarship applications (e.g., Naviance).

College and career coach: A staff person at a school, other than a counselor, whose role is to assist students through the college selection and application process.

College and career suite: A dedicated physical space for students to use in the college selection and application process.

Counselor: Staff who focus on general counseling, providing support in academics, college and career readiness, and personal and social issues. These individuals typically have a certification or a degree in school counseling.

Competitive application: Allows only students who complete an application and meet performance-based requirements to participate in the program.

Graduation rate (four-year institutions): The percent of students who enrolled in college for the first time that completed a degree within *six years* at the same institution.

Graduation rate (two-year institutions): The percent of students who enrolled in college for the first time that completed a certificate or degree within *three years*. At the City Colleges of Chicago, the graduation rate includes students who graduated at any of the campuses.

Multi-city: Has a presence in cities outside of the city of Chicago.

Multi-site: Delivers services in more than one location within the city of Chicago.

Neighborhood-specific: Allows any student from the neighborhood area served to participate in the program.

Not CPS graduate: A student who graduated from a non-CPS high school or obtained a GED.

Not recent CPS graduate: A graduate from CPS that enrolled more than one year after high school graduation.

Persistence rate: The percent of students who enrolled in college for the first time that were retained into their second year at the same institution. At the City Colleges of Chicago, the persistence rate includes students who were retained at any of the campuses.

Recent CPS graduate: A graduate from CPS that enrolled within one year after high school graduation.

School-based: Allows any student attending a school sponsoring or hosting the program to participate in the program.

Secondary school: Any school that serves students in grades 9, 10, 11, or 12 regardless of other grades served.

Senior seminar: A class offered to high school seniors that provides additional support with the college-going process. Curriculum content may include college selection, essay-writing, college applications, and financial aid.

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- A Better Chicago for coordinating the initial data collection phase.
- The Big Shoulders Fund for coordinating the collection of data from private schools.
- Bottom Line and Umoja for coordinating the collection of data from nonprofit organizations.
- The Center for Operational Excellence at the City Colleges of Chicago for coordinating the data for their campuses.
- The Chicago Collaborative for Undergraduate Success for coordinating the collection of data from higher education institutions.
- The Office of College and Career Success at the Chicago Public Schools for coordinating the collection of data for their high schools.
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About Maple Grove Objective

Maple Grove Objective (MGO) is focused on helping organizations use data strategically to improve outcomes for youth and communities. We support education and other social service agencies in the areas of data analysis and reporting, data systems, program evaluation, effective practices, and strategy.

We have a strong emphasis on education and work on projects of varying size with school districts, city agencies, foundations, and non-profit organizations. We are recognized nationally for our engaged data delivery model, which purposefully ties data to actions so practitioners can understand the impact of their activities and make course corrections in real time to realize greater impact.

Our approach is founded in collaboration and flexibility. Our hallmark is combining our expertise in process management with our subject matter expertise. For every project, we apply the following principles:

- Remain objective to ensure clients' interests are always the foundation for the project.
- Provide clients with information on existing research and proven practices where possible to inform key decision points.
- Actively engage key stakeholders throughout the process to ensure clients have ownership of the end result.

For more information, visit our website at www.maplegroveobjective.org. Please direct all inquiries related to the report to ksparks@maplegroveobjective.org.

Endnotes

1. The President and First Lady's Call to Action on College Opportunity. The White House Office of the Press Secretary. <http://www.whitehouse.gov/the-press-office/2014/12/04/president-and-first-lady-s-call-action-college-opportunity>
2. Publications: From High School to the Future. University of Chicago Consortium on Chicago School Research. <http://ccsr.uchicago.edu/publications/high-school-future>
3. 17% of CPS ninth-graders earn a bachelor's degree within ten years through any pathway.
4. The Education Attainment of Chicago Public Schools Students: A Focus on Four-Year College Degrees. <http://ccsr.uchicago.edu/publications/educational-attainment-chicago-public-schools-students-focus-four-year-college-degrees>
5. Freshmen On-Track. Chicago Public Schools. <http://www.cps.edu/SCHOOLDATA/Pages/SchoolData.aspx>
6. Cohort Dropout and Graduation Rates. Chicago Public Schools. <http://www.cps.edu/SCHOOLDATA/Pages/SchoolData.aspx>
7. The Education Attainment of Chicago Public Schools Students: A Focus on Four-Year College Degrees. <http://ccsr.uchicago.edu/publications/educational-attainment-chicago-public-schools-students-focus-four-year-college-degrees>
8. School and Staffing Survey (SASS) 2007-08. National Center for Education Statistics. http://nces.ed.gov/surveys/sass/tables/sass0708_2013027_s1n_03.asp
9. Other comparisons include American School Counselor Association's recommendation of 250:1, the national ratio for K-12 counselors of 471:1, and the Illinois ratio of 655:1. Source: Student-to-School-Counselor Ratio 2010-11. American School Counselor Association. www.schoolcounselor.org/asca/media/asca/home/Ratios10-11.pdf
10. To learn more about federal programs, visit <http://www2.ed.gov/about/offices/list/ope/student-service.html>.
11. Number derived from the National Student Clearinghouse data on the city of Chicago using zip codes and data from Chicago Public Schools.