



COLLEGIATE
DIRECTIONS

Fact Book





COLLEGIATE DIRECTIONS

COLLEGIATE DIRECTIONS, INC., founded in 2005, is a 501(c)(3) nonprofit organization committed to closing the education, achievement, and opportunity gap for low-income, primarily first-generation-to-college students. In our **Scholars Program** we provide comprehensive college counseling, targeted tutoring, test preparation, study skills, leadership training, and ongoing support, starting in 10th grade and continuing through successful college graduation. As a part of our **School Support Program** CDI extends our work to high school college advising offices through tailored consulting focused on helping school counselors and staff improve college advising and supporting students to find their best-fit college.

Why Our Work Matters

CDI has been a stronghold for our Scholars who set goals but do not have the resources to achieve them. Their path to a college degree may not only seem unclear, but often appears to be impossible. And sadly, the majority of their peers who make it into college, will not leave with a degree. Across this country, only 11% of low-income, first-generation students will successfully graduate from college. Meanwhile, 97% of CDI Scholars have graduated from highly selective colleges and universities. We have helped Scholars obtain an average of \$33,000 in college grants and scholarships, which is more than double the \$14,800 national average. In 2017, on average for their first year of college, CDI Scholars paid less than \$1,900 out-of-pocket.

More than 45% of low-income students do not apply for Federal financial aid. This translates into \$24 billion in unclaimed Federal aid, including \$2.7 billion in Pell Grants.

— National College Access Network 2017 —





2 HOURS

A 2015 study by the National Association for College Admission Counseling found that the average public high school counselor spends **2 hours** per student over the course of 4 years on college advising.

179 HOURS

Over the course of 6 years, CDI counselors spend an average of **179 hours** preparing Scholars for college admissions and success, including **68 hours** spent on preparation and submission of college applications and essays; **10 hours** of meetings with Scholar families; **10 hours** of financial aid-related assistance and meetings; and we facilitate **54 hours** of SAT/ACT test prep.

6 YEARS

CDI spends more than **6 years** assisting students, starting the summer after their 10th grade year and extending through college graduation.

More than half of the most talented potential student applicants from low-income families never apply to a selective college.

— Hoxby and Avery “The Hidden Supply of High-Achieving, Low Income Students,” National Bureau of Economic Research 2012

Achieving What's Possible!

Without CDI I would not be where I am today. Every year, they pave the way for first-generation and low-income Scholars like me. They are patient, caring, kind, and extremely dedicated to all their scholars. CDI was there for my siblings and me when we literally had no one to turn to. They did not have to pay our rent for two months when we were on the verge of becoming homeless and they did not have to buy us groceries when we were hungry, but they did. While I was in foster care, [CDI staff] did not have to house my older sister when she had nowhere to live, but she did. My counselor did not have to spend all those nights reading my essays and editing them for me for six years, but she did. CDI did not have to help my brother who was not in the program apply to colleges, but it did. This is the organization that you are donating to, the one that was there for us when we had no one else. I would never be able to repay CDI for



CDI Scholar alumna Barbara (right) with her sister Grace.

what they did for my siblings and me, but now because of them, I thrive to be stellar at everything I do. Some people say that your past does not define you, but I think it does. The past is what made me who I am today, and it will be what makes me who I will be tomorrow. It took an organization like CDI to make me realize my true strength.

Barbara

Goucher College, Class of 2018

38.8%

Total percent of Scholar Program applicants who have been accepted since 2007

Despite operating one of the most successful college access programs in the country, on average, CDI is only able to accept **38% (361 of 930)** of the students who apply to the program and **55% (361 of 657)** of the students who make it through our rigorous interview process.

These acceptance statistics have nothing to do with finding the students unworthy, but rather are a direct result of CDI's limited resources.

SCHOLARS PROGRAM

361

Students enrolled in the CDI Scholars Program since 2005

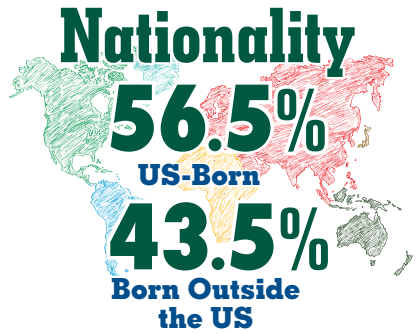
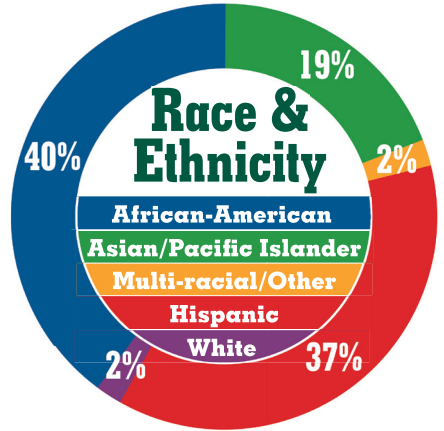


59%
Female
Scholars

3% Did not designate.



38%
Male
Scholars



7 High-School Partners:

Wheaton • W. Johnson • Kennedy • Einstein
Paint Branch • Springbrook • E.L. Haynes



236

CDI Scholars have been accepted to more than 236 selective colleges and universities across the country.



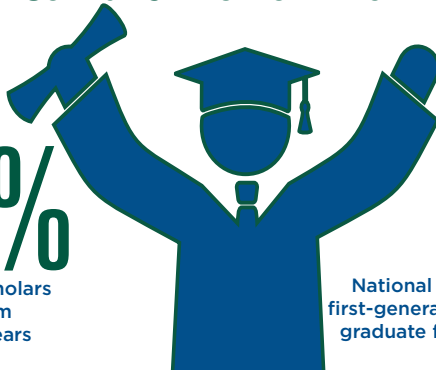
24.5%

Average ACT test score increase following CDI test prep

COLLEGE GRADUATION PERCENTAGES

CDI
97%

Percentage of CDI Scholars who graduate from college within six years



NATIONAL
11%

National percentage of low-income, first-generation-to-college students who graduate from college within six years

— Pell Institute Fact Sheet 2011

Achieving What's Possible!

CDI Scholars are exceptional leaders who overcome serious challenges and change the trajectory of their lives and the lives of their families for future generations.

CDI Scholar alumna Kathy's parents each had a third-grade education from El Salvador and did not know anything about the college-going process. As a result, Kathy particularly appreciated CDI's family-centered approach, including a home visit that brought her parents directly into her college planning.

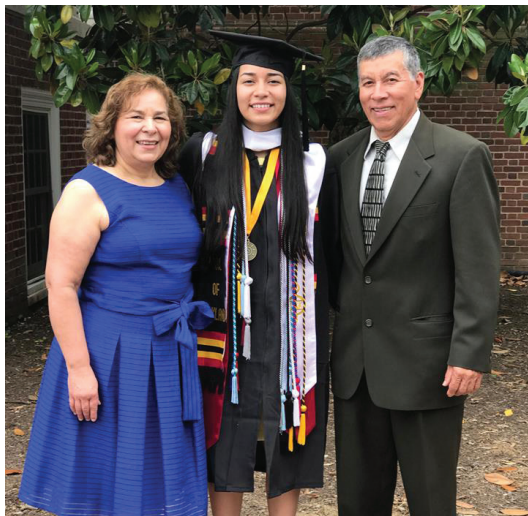
Thanks to CDI's "high-touch" model, Kathy's mother felt she too contributed to the achievement of her daughter's dream.

"My mother saw someone else filling in the gaps that she couldn't, but she still felt involved, really respected and appreciated in the way that they were all working together to take care of her child," she said.

After completing her freshman year at the University of Maryland with a 1.83 GPA, Kathy worked through her transition-to-college issues with her CDI counselor and became far more engaged in her academic success and in campus life.

Kathy entered Army ROTC and excelled in a number of its leadership programs, eventually becoming responsible for managing all of the Army ROTC cadets on campus as their cadet commander.

She interned at the U.S. Department of Homeland Security and at the Governor of Maryland's Office of Community

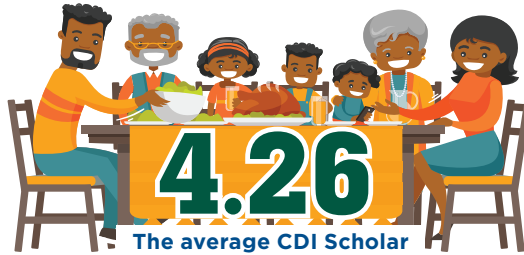


CDI Scholar alumna Kathy with her parents

Initiatives. Kathy made extraordinary improvements academically, rising to be selected as a member of Omicron Delta Kappa, the National Leadership Honor Society, a distinguished honor that resulted in her name being inscribed on a university fountain dedicated to recognize outstanding campus leaders.

Kathy graduated with a Bachelor's degree in criminal justice and as a Distinguished Military Graduate, a designation signifying that she ranked nationally among the top 20% of ROTC seniors in 2017! Kathy, now serving as a second lieutenant in the Army, is training to serve our nation in military intelligence.

Kathy credits CDI with helping her stay focused and completing college, writing recommendation letters for her leadership opportunities, and providing a supportive peer network of other CDI Scholars on campus. "CDI helps by having the right people invest in you," she said.



The average CDI Scholar household size.



FARMS
Free and Reduced Meals

86.7%
of CDI Scholars
qualify for FARMS

\$36,741

**Household
Income**



SCHOOL SUPPORT PROGRAM

CDI extends our work to high school college advising offices through tailored consulting focused on helping school counselors and staff improve college advising and supporting students to find their best-fit college.

Our areas of focus are:

1. College Match and Fit
2. College Admission
3. Financial Aid
4. Data Analysis
5. School Collaboration
6. Transition to College
7. College Tracking

811

The number of area students who will receive more comprehensive counseling through CDI's School Support Program this year.



361:1

The ratio of students to one counselor in DC

369:1

The ratio of students to one counselor in Maryland

— NACAC "Student-to-Counselor Ratio Report" 2018

The CDI Scholars college course the college ap mental health support CDI remains deep through successful o

COLLEGIATE DIRECTIONS

- Bi-weekly check-ins for freshmen, monthly check-ins for sophomores, juniors, and seniors
 - CDI counselor campus visits
- Continued curriculum planning assistance
- Ongoing financial aid support
 - Internship opportunities
 - Resumé workshops
 - Career counseling

- Year-round SAT and ACT tutoring sessions
- Support for SAT subject tests
 - Application for Scholar testing fee waivers
- Academic skills assessment
- Curriculum planning for senior year
 - Participation in cultural and service events
- Scholarship search assistance
- Scholar-led service, learning, leadership project

College Sch

Senior

Juniors

Sophomores



Mental Health

37%

Only 37% of those who report of depression or anxiety say received counseling or therapy for mental or emotional health from professional in the past 12 mo

Like all students, CD academic-related an of a parent. Our me to help them address

— The Healthy M

Program began in 2005 and employs a high-touch model that leverages the expertise of our counselors and includes intensive one-on-one educational counseling, assistance in navigating application and financial aid processes, tutoring and test preparation, family engagement, support, and decision-making assistance to select the best-fit college. We are fully committed and engaged with each of our Scholars, beginning in 10th grade and continuing through college graduation, with supplementary support available to Scholar Program alumni.



- Career readiness support
- Networking opportunities
- Professional reference assistance
- Graduate school admissions counseling
- Essential life skills training

- Family conferences to discuss Scholar interests and strengths
- Creation of tailored college lists
- Meetings with college representatives
- College campus visits
- College application assistance process
- Letters of recommendation
- Application fee waiver assistance
- Financial aid application assistance
- Admission and financial aid offer review
- Transition to college workshops
- College curriculum planning
- Participation in cultural and service events
- Scholarship search assistance

- Core skill building with a focus on reading comprehension
- Curriculum planning for junior year
- Financial literacy and career development sessions
- Cultural and service event participation
- Scholarship search support

All Scholars face a range of social and emotional challenges. Those challenges can range from anxiety and problems balancing family responsibilities with schoolwork to coping with the loss of a loved one. A mental health counselor meets with every high school student enrolled in the Scholars Program to discuss these issues and work through these issues.

symptoms
they have
by for men-
a health
onths.

Study 2016-17

72%

72% of students reported that obtaining mental health counseling services positively impacted their academic performance.

— Association for University and College Counseling
Center Directors Annual Survey 2016-17

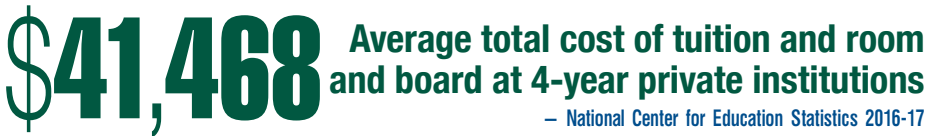
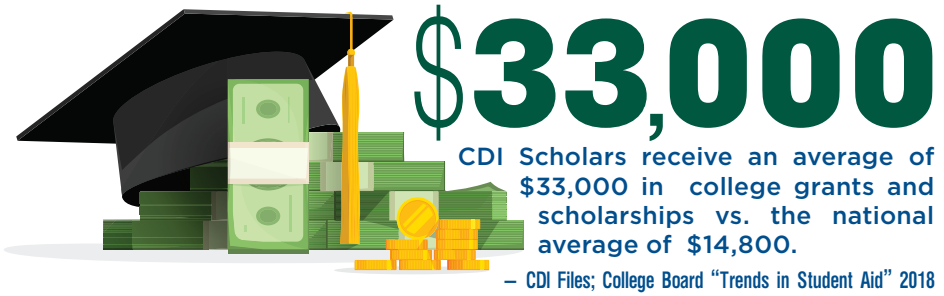
DOLLARS FOR SCHOLARS

CDI's Scholars Program has consistently produced spectacular outcomes that far outpace national college financing trends.

CDI's focus on financial aid and its tailored approach to counseling Scholars on college options they can afford dramatically reduces the negative financial impact caused by a reliance on student loans.

The efficacy of the Scholars Program is even more impressive considering that the financial aid outcomes

are dependent solely on external resources. CDI does not supplement financial aid gaps with its own funding. Therefore, the expertise of CDI counselors in successfully traversing the ever-changing financial-aid landscape is invaluable and maintaining the right student-counselor ratio is critical to the continued success of the program.



OUT-OF-POCKET COSTS

2016
31 Scholars
\$2,085

On average, the class of 2016 paid \$2,085 for the first year at the institution to which they residentially matriculated.



2017
28 Scholars
\$1,856

On average, the class of 2017 paid \$1,856 for the first year at the institution to which they residentially matriculated.

AVOIDING STUDENT LOAN DEBT

By helping Scholars obtain financial aid that is not dependent upon high-interest student loans, and free from unanticipated costs, CDI counselors greatly improve the odds of college graduation. They also help Scholars avoid the national average debt of \$30,301



for graduates with a bachelor's degree.

The fact that for more than a decade CDI Scholars have graduated from more selective colleges at higher rates and with less debt than their peers is a testament to the effectiveness of the CDI model and the talent of CDI's counselors.

CDI Scholars are graduating from more selective colleges at higher rates and with less debt than their peers.



\$30,301

Average amount of student debt for college graduates

— U.S. Dept. of Education

“National Postsecondary Student Aid Study” 2015-16

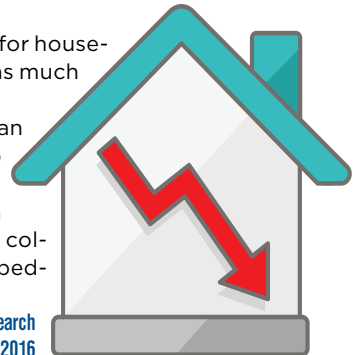
9%

Decline in homeownership rate among college graduates due to student loan debt

Between 2005 and 2014 the homeownership rate for households between 24 and 32 declined 9%, nearly twice as much as the percentage (5%) for the overall population.

Many analysts report that increases in student loan debt might be a key factor pushing homeownership rates down due to effects on borrowers' ability to qualify for a mortgage and their desire to take on more debt. Multiple surveys have found that many college graduates view student loan debt as a major impediment to home buying.

— Federal Reserve Board Divisions of Research & Statistics and Monetary Affairs 2016





Confusing, misleading financial aid information can lead to unanticipated costs

For a large segment of high school graduates and their families cost is the primary determining factor in choosing a college, making the assessment of financial aid offerings a critical decision.

Typically, information regarding the amount and type of financial aid a student will receive arrives after they are notified that they have been accepted to a particular college. With financial aid award packages in-hand students and families must then sort through their options to arrive at a final selection that is the best financial and academic fit.

However, a recent study, Decoding the Cost of College, conducted by New America and UAspire has found that financial aid award information provided by many colleges and universities is inadvertently convoluted at best and intentionally deceptive at worst.

The study, which focused on Pell Grant eligible students and examined more than 500 financial aid award letters, concluded that the primary problems involve the use of vague and confusing language, the omission of complete costs, a failure to differentiate types of aid, inconsistent bottom-line

calculations, no clear next steps, and the misrepresentation of loans.

Among the award letters, researchers found 455 colleges that included unsubsidized student loans in their aid packages but listed them using 136 different terms. Some of the award letters did not use the term “loan” at all. Because loans must be repaid, the misleading terminology can present obvious problems for already cash-strapped families and students leading to an increase in out-of-pocket spending for college that can quickly derail educational aspirations. The study found on average, two-thirds of the cost of college attendance was covered by scholarships, grants, and loans from federal or state governments, leaving nearly \$12,000 to be paid by the student and family through work earnings, private or federal parent loans, savings, or other sources.

According to the study, “No federal policy exists that requires standardized terminology, consistent formatting, or critical information on every financial aid award letter. Without guidelines, the consumer is left without an apples-to-apples comparison for a major financial

decision.”

The end result is colleges and universities communicating about millions of dollars of federal aid in hundreds of different ways.

Experts suggest the solution to this confusion is the creation of federally mandated financial aid award letter standards, similar to nutritional labels found on packaged food.

In the absence of such standards, low-income and first-generation-to-college students are the most likely to fall victim to the confusion because they are the most dependent on financial assistance to attend college and, by definition, are the first in their families to engage in the process of applying to and paying for college.

At CDI we recognize the significance and the enormity of the financial hurdles our Scholars face and understand the domino effect caused by a confusing system that produces unanticipated costs that can lead directly to a talented student dropping out of college.

To counteract these problems, CDI counselors work one-on-one with Scholars and their families to navigate the complex maze of financial aid applications and awards.

It is a process further complicated by the unique circumstances common to many CDI Scholar families, including missing or incomplete tax forms, questions regarding legal status, and students being flagged for document verification.

Despite the challenges, CDI's Scholars Program has consistently produced spectacular outcomes that far outpace national college financing trends.

In 2017 CDI Scholars, on average, paid no more than \$1,900 out-of-pocket to attend the four-year residential college at which they matriculated.

Over the last 10 years more than 50-percent of Scholars in each class had a college option to which they could have paid less than \$3,000 out-of-pocket in their first year. CDI Scholars receive an average of \$33,000 in college grants and scholarships versus the national average of \$14,800.

By helping Scholars obtain financial aid that is not dependent upon high-interest student loans, and free from unanticipated costs, CDI counselors greatly improve the odds of college graduation. They also help Scholars avoid the national average debt of \$30,301 for graduates with a bachelor's degree that can potentially mire them in the same economic position from which they began their educational journey.

The efficacy of the Scholars Program is even more impressive considering that the financial aid outcomes are dependent solely on external resources. CDI does not supplement financial aid gaps with its own funding. Therefore, the expertise of CDI counselors in successfully traversing the ever-changing financial-aid landscape is invaluable and maintaining the right student-counselor ratio is critical to the continued success of the program.

The fact that for more than a decade CDI Scholars have graduated from more selective colleges at higher rates and with less debt than their peers is a testament to the effectiveness of the CDI model and the talent of CDI's counselors.

With the help of donations, sponsorships, and underwriting, CDI can expand the reach of our successful, proven program and help even more low-income, first-generation college students reach their educational aspirations and achieve what's possible!

CDI Core Values & Operating Principles

Values: The boundaries within which CDI operates in pursuit of its vision



TRANSFORMATIONAL

EXERCISING AN OPENNESS
AND WILLINGNESS
TO EVOLVE

**WE ARE ACTIVELY ENGAGED
IN LIFELONG LEARNING**



EXCELLENCE

ENSURING THAT WE DELIVER HIGH-
QUALITY PROGRAMS AND SERVICES
TO OUR STUDENTS AND SCHOOLS

**WE WILL CONSISTENTLY STRIVE FOR
THE BEST OUTCOMES IN OUR WORK**



INTEGRITY

ACTING & MAKING
DECISIONS VIRTUOUSLY

**WE ARE OPEN,
HONEST, RESPECTFUL
AND PRINCIPLED IN
OUR INTERACTIONS**



INSPIRATION

INSTILLING IN OTHERS
THE URGE OR ABILITY TO
DO OR FEEL SOMETHING

**WE ARE OPTIMISTICALLY
EMPOWERING OTHERS
TO REALIZE THEIR
FULL POTENTIAL**



COLLABORATION

WORKING
TOGETHER AND
SUPPORTING ONE
ANOTHER TO
ACHIEVE OUR GOALS

WE ARE A TEAM

CDI College Acceptance and Matriculation List, 2007 – 2017

American University* • Babson College • Barnard College • Barry University* • Boston College* • Boston University • Bowdoin College • Brigham Young Univ.* • Brown University* • Bryn Mawr College* • Canisius College • Carnegie Mellon Univ.* • Case Western Reserve • Catholic University* • Cedar Crest College • College of the Holy Cross • College of William & Mary • Colby College • College of Wooster • Colgate University* • Colorado College • Columbia University* • Dartmouth College • Connecticut College • Cornell University • Daemen College • Denison University • Dickinson College* • Drexel University • Duke University • Elon University • Emory University • Fairfield University • Franklin & Marshall College • Frostburg State Univ.* • George Mason Univ. • George Washington Univ. • Georgetown University • Georgia Inst. of Tech. • Gettysburg College* • Goucher College* • Guilford College • Hamilton College • Harvard University • Harvey Mudd College • Haverford College* • Hofstra University • Hollins University* • Howard University • Ithaca College • James Madison Univ. • Johns Hopkins Univ.* • Juniata College • Kalamazoo College • Kenyon College • Lafayette College* • Lehigh University* • Loyola University* • Marymount University* • McDaniel College* • MIT* • Middlebury College • Mount Holyoke College • Muhlenberg College* • New York University • North Carolina A&T* • North Western University • Notre Dame of Maryland University* • Oberlin College • Occidental College • Ohio State University* • Penn State Univ. • Pitzer College • Pomona College • Princeton University* • Randolph-Macon College* • Rensselaer Polytechnic • Rice University • Rutgers University • Scripps College* • Simmons College • Smith College* • Spelman College • Stanford University • St. Mary's College* • Stevenson University • Sweet Briar College • Syracuse University* • Temple University* • Towson University* • Trinity College (CT) • Trinity Washington University (DC)* • Tufts University* • Univ. of Chicago • Univ. of Mary Washington • Univ. of Maryland-BC* • Univ. of Maryland-CP* • Univ. of Miami • Univ. of Michigan • Univ. of NC-Chapel Hill • Univ. of Notre Dame • Univ. of Pennsylvania* • Univ. of Pittsburgh • Univ. of Richmond* • Univ. of Rochester • Univ. of Vermont • Univ. of Virginia* • Villanova University • Virginia Commonwealth Univ.* • Virginia Tech Univ. • Washington College • Washington & Jefferson College • Washington University in St. Louis • Wesleyan University • West Virginia Univ. • Wheaton College (MA) • Williams College • Yale University

This list is a representative sampling. Bold text indicates colleges at which CDI Scholars have matriculated. Asterisks highlight colleges at which two or more CDI Scholars have matriculated.

Rev. 12/18

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Mental Health Counselor

Tracy Kytte
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Wendy Ayala
Counselor

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Operations Manager

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Achieving What's Possible!