

What is College Planning?

There are important differences between college planning, college readiness, and college awareness. Typically school, mentoring, and community-based programs provide and expand college readiness and college awareness through social skill development, study skill development, college tours, and conversations about college and careers. However, college planning involves assisting students in developing comprehensive strategic plans focused on making students competitive candidates for being offered the **right** scholarships and admission to the **right** colleges.

College Planning Boot Camps

Through our summer College Planning Boot Camps, middle school and high school students are immersed in a 3-5 day college and career readiness curriculum designed around the concept of, "Backwards Mapping." As students conceptualize the type of careers they would like to pursue and the type of colleges they would like to attend, they are guided in conceptualizing comprehensive middle-through-high school action plans across each of the college planning components.

College Planning Cohorts™

College Planning Cohorts™ is a curriculum-based program designed to expand the college planning support offered by faith- and community-based programs as well as college readiness programs such as AVID, GEAR UP, TRIO, or Naviance. Lessons are sequenced for the academic year and guide the conversations between Cohort Facilitators, Small Group Coaches, students, parents, and mentors as students are supported in setting goals across academics, leadership, and service. The lessons close the college knowledge gap of students and families from underrepresented groups and marginalized communities to expand postsecondary opportunities and access.



What Students are Saying

"I was privileged to be part of the Turner Chapel AME Church College Planning Cohort where I began my college-bound journey during elementary school. I joined the many successful students who preceded me and received full scholarship offers to Princeton, Vanderbilt, Duke, Washington & Lee, Amherst, and Williams."

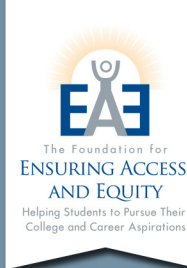
– Kimberly, Williams College

"Growing up in a single-parent household in a family of ten, I never thought that a full college scholarship would be possible. Participating in the College Planning Cohort opened opportunities that I never knew existed. My journey from my small Lake City, South Carolina high school to Boston's Northeastern University on a full scholarship as a Torch Scholar has been nothing short of amazing."

– Damian, Northeastern University Torch Scholar

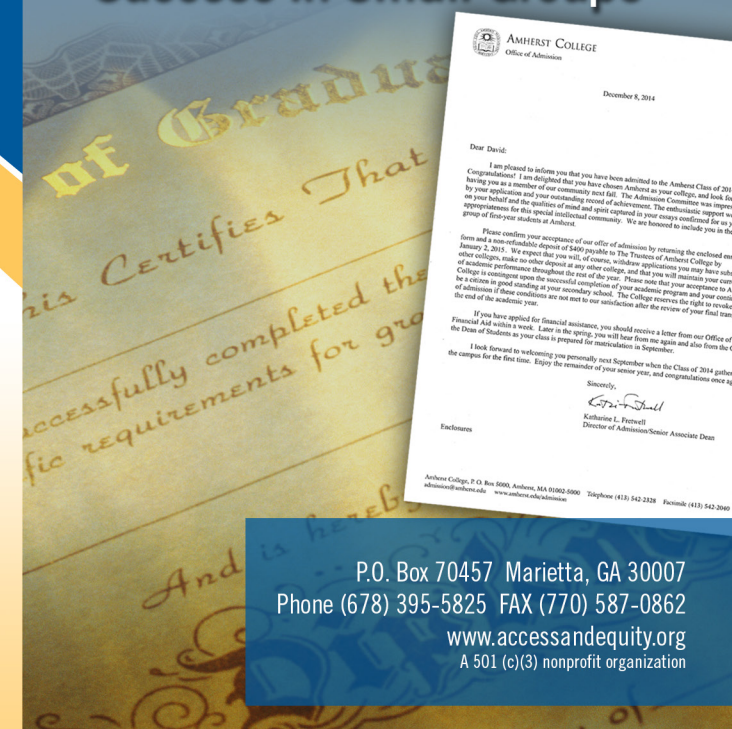
"I thought that I was well prepared for the college planning process—I was so wrong! The cohort guided my college and scholarship research, helped me construct essays that spoke to the mission and institutional priorities of the colleges to which I applied, and assisted me in developing the 'right package.'"

– Kristen, Richmond Scholar - University of Richmond



College Planning Cohorts™

"Success in Small Groups"



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The Program

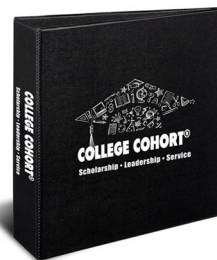
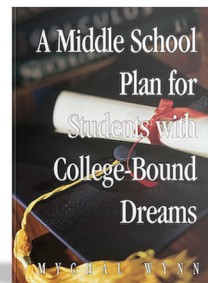
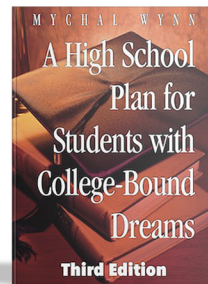
College Planning Cohorts™ is a national model developed by author, parent, and educational consultant, Mychal Wynn, for assisting students and families in 'owning' the college planning process. Mr. Wynn draws from the latest student achievement and college access research, experiences of cohort students who are attending an array of colleges and universities, and ongoing conversations with college admissions and financial aid officers to develop a comprehensive college-planning curriculum.

Mr. Wynn is considered by many to be a 'teacher's teacher' for his unique ability to work with and earn the respect of some of the most challenging students. Mr. Wynn is a 30-year educator who has taught students in K - 12 schools, juvenile court schools, and community college. However, despite his professional credentials, he began life in poverty—born in rural Pike County, Alabama; given up for adoption prior to his first birthday; and grew up in Chicago's infamous South Side urban ghetto where gangs, violence, low performing schools, and student apathy contributed to a high school dropout rate of over 75 percent. However, through his diligence and determination he became his family's first college graduate, graduating with honors from Northeastern University.



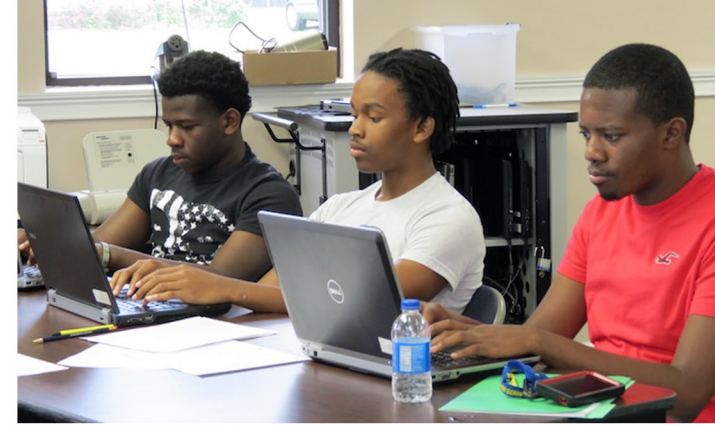
The Curriculum

Our program meets the standards of ESSA, Title IV, Part A which focuses on increasing student achievement with access to a well-rounded education; increasing students' technology proficiency and digital literacy; supporting college and career counseling; promoting access to accelerated learning opportunities such as AP, IB, and dual enrollment; promoting parent involvement; establishing community partners; innovative uses of technology; providing high quality digital learning opportunities; and delivering specialized curricula using technology.



In addition to one-on-one conversations, print materials, 24-7 online access, and guidance via conference calls, Skype, test messages, and e-mail, the curriculum is culturally relevant and responsive to socioeconomic diversity. Diverse student profiles are embedded in the curriculum so that students can see themselves and are exposed to the college and scholarship pathways chosen by students from similar socioeconomic and cultural backgrounds.

Through "backwards mapping," students are guided in pursuing desired postsecondary educational or career pathways, whether into technical schools, community colleges, research universities, liberal arts colleges, military academies, HBCUs, High Hispanic Serving Institutions, IB-friendly, and first generation-friendly institutions, military enlistment, or into the workforce.



Narrative Writing

College professors cite oral and written communication skills among the most desirable attributes of incoming freshmen. *The Common Data Set* of selective colleges cite the essay as a 'very important' component of students' college applications. Consequently, narrative writing is a core component of our program as preparation for college-level writing. Differentiated instructional lessons are constructed around multi-prompt 'Guiding Questions.'

The step-by-step process of responding to the guiding questions not only provides evidence of student engagement, but serves as a formative assessment of what students are learning as students develop critically important verbal and written communication skills. Through narrative writing, students develop technical (i.e., grammar and punctuation) and artistic (i.e., vocabulary and imagery) writing skills in synthesizing research, responding to writing prompts, engaging in self-reflection, communicating goals, and preparing for small group discussions.

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