New Research in Postsecondary Access, Readiness and Success: Informing Policies and Programs for Historically Underserved Students

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WERA Annual Conference
Friday, December 13th, 2013
Sea-Tac Hilton
Agenda

- Overview & Introductions (10:15-10:25)
- English Language Learners (10:25-10:40)
- Foster Youth and Alumni of Care (10:40-10:55)
- Postsecondary Success Coalitions (10:55-11:10)
- Pair-Share (11:10-11:20)
- Concluding Remarks (11:20-11:30)
Overview & Introductions

- What questions do you have about supporting historically underserved students?
- Follow-up pair-share
  - What themes did you see across these presentations?
  - How did this inform your experiences working with historically underserved students?
  - How do these presentations inform your future work with these efforts?
English Language Learners (ELL students)

- 1 in 4 of school-age population in 2025 will be ELLs
- 13.5% of ELLs in PSE (Population survey, 2004); 1 in 8 (vs. 1 in 4 earned a Bachelor’s degree (Kanno & Cromley, 2013)
- ESL placement’s negative effect on college placement & GPA (Callahan et al., 2010; Kanno & Cromley, 2013)
Methods

- Consultation and Consent
- **Data collection (Autumn 2010-Autumn 2011)**
  - Demographic and personal history surveys: 50 students, 4 high schools in 1 district
  - Focus group interviews: 8 students, 2 schools
  - Case studies: 5 students, same 2 schools
  - Interviews of staff in 2 schools
- **Data Analysis and Write-Up (Present)**
Schools and students

- **Hilltop (Running start, ESL teacher/advocate)**
  - Tina (high school, Hong Kong, IB, Running Start, not working)
  - Manuela (middle school, Mexico, undocumented, minimum-level HS requirements, 25-40 hours working)

- **Mainline (Avid, College Bound, ESL tutors)**
  - Chan (high school, Cambodia, AVID & College Bound, not working)
  - Channa (same as Chan)
  - Max (middle school, Mexico, undocumented, minimum-level HS requirements, looking for job)
Findings

- Course taking/course placement & classroom experiences significant for college-bound vs. not (Callahan, 2005; Callahan & Schifrer, 2012)
- Social networks inside and outside school significant (Stanton-Salazar, 2001)/ Knowledge & awareness of college-going resources
- College support programs significant (Gandara with Bial, 2001)
- Community college (financial reasons) initial option for most (Bunch & Endris, 2012)
- Immigration status
Discussion

- **Heterogeneity and intersectionality for EL students**
  - Race, language, immigration status, social networks, SES
  - Latino/a Els

- **Course taking/placement**

- **Different types of resources available at different high schools**
  - Qualitative difference of advanced placement classes
  - College support programs
Recommendations/Implications

- Intrusive/differential counseling
- Centralized roadmap/supports for college readiness for underrepresented students
- Course placement
- Family knowledge building re: college
Foster Youth and Alumni of Care

- **Foster Youth:**
  - 662,000 nationally (2010).
  - Average 3.1 placement changes per stay.
  - Loss of four to six months of academic progress with each transition to a new home and school.
  - Half suffer from chronic medical problems.

- **Alumni of Care (adults formerly in foster care):**
  - 65% experienced 7 or more school changes in K-12.
  - 22% became homeless for one day or more after aging out.
  - 25% of alumni of care suffer from post-traumatic stress disorder.


Foster Youth and Alumni of Care

74% graduate from high school*

70% plan to attend college

3%-11% earned a bachelor’s degree

*This reflects national rates. Recent state-level data indicates that 48% of foster youth graduate annually compared to 72% of non-foster youth (Burley, 2013).


Foster Youth and Alumni of Care

**CSF Passport Navigators Program:**
- Peer counseling and internship model
- 10 partner community college and university campuses
- Campus Designated Support Staff (DSS)
- Navigator provides one-on-one support and community-building
- CSF College Supports: [http://www.collegesuccessfoundation.org/wa/supports/college](http://www.collegesuccessfoundation.org/wa/supports/college)
Foster Youth and Alumni of Care

Inquiry Rationale and Strategy

- **Rationale**
  - Identify key lessons in early program implementation
  - Articulate early successes in program impact
  - Define opportunities for program improvement
  - Discuss existing and additional training needed to support Navigator learning goals

- **Strategy**
  - Year One: Facilitated appreciative inquiry session with Navigators and CSF College support staff
  - Year Two: Conducted a focus group with Navigators and implemented an online survey with DSS
Focus Group Themes – Year 1 – 2012:

- **Peak experiences**
  - Special events with students foster connections and trust
  - Experiences in which Navigators felt mastery over role, including conference presentations

- **Value most about work**
  - Ability to connect with youth in care and support them
  - Attributes noted included persistence, ability to connect, sincerity and confidence
Foster Youth and Alumni of Care

Focus Group Themes – Year 1 – 2012:

- **Wishes**
  - Greater support from college staff
  - Additional resources, including improved physical work space
  - Greater engagement among youth in care in program

- **Imagine future success of program**
  - Program enhances success and well-being of participants
  - Program meets needs of participating colleges
  - Changes in perception of foster youth
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Focus Group Themes – Year 1 – 2012:

- Provocative propositions
  - Building on knowledge as youth in care who have been successful in college
  - Required participation of youth in care
  - Events to build broader community across campuses

- Action plan identifying immediate priorities
  - Increased communication and meetings among Navigators, CSF and colleges
  - Easier access to funds to support students
  - Improved physical space
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Focus Group Themes – Year 2 – 2013:

1. Successes and Impact

- **Navigator Focus Groups:**
  - Ability to relate to students on a one-on-one level
  - Capacity to support resources, skills, expertise
  - Progress creating community of scholars
  - Overall sense of making an impact, but difficulty articulating in what way(s)

- **Online Survey of College Mentor Coordinator (CMC) & DSS staff**
  - Creating awareness of supports available to scholars and a connectedness to resources and other scholars
  - More scholars accessing services
  - Creating sense of community, including increased participation in campus events
  - Enhancing ability to achieve campus’s department goals
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Focus Group Themes – Year 2 – 2013:

2. Biggest Challenges

- Navigator Focus Groups:
  - Lack of engagement/ time spent trying to promote engagement
    - Lack of early engagement opportunities
    - Role ambiguity/ confusion
    - “Something to prove” mentality of first year students
  - Community building - especially on community college campuses.
  - Navigator learning over time helps address these challenges (e.g., 2nd Year vs. 1st Year Navigators).
  - Processes related to learning goals and measuring impact need more clarity and better fit.

- Online Survey of CMC & DSS staff
  - Promoting the one on one relationship between scholars and their Navigator mentors (i.e.- getting scholars to engage more)
  - Increased workload
Foster Youth and Alumni of Care

**Implications and Further Questions**

- Importance of Navigator role
- Challenge of alumni of care engagement
- How to define meaningful measurement to demonstrate impact?
- Ability to scale peer mentoring-internship model of the Passport Navigator Program to support more alumni of care and other underserved students?
Foster Youth and Alumni of Care

Resources:

- Casey Family Programs: [http://www.casey.org/Resources/](http://www.casey.org/Resources/)
- Washington State Governors’ Scholarship: [http://www.collegesuccessfoundation.org/wa/scholarships/governors](http://www.collegesuccessfoundation.org/wa/scholarships/governors)
- Passport Promise Scholarship: [http://www.wsac.wa.gov/ProgramAdministration/FinancialAid/Passport](http://www.wsac.wa.gov/ProgramAdministration/FinancialAid/Passport)
- DSHS Children’s Administration (Foster Youth): [http://www.dshs.wa.gov/ca/services/srvadlslfaq.asp](http://www.dshs.wa.gov/ca/services/srvadlslfaq.asp)
Postsecondary Success Coalitions
How Education Professionals Navigate Voluntary Collaborative Efforts

Jenée Myers Twitchell
University of Washington
UW Dream Project
College of Education
Postsecondary Success Coalitions

Overview

- What are PSCs?
- Why study them?
- Pilot study questions
- Literature
- Conceptual Framework
- Methods
- Findings
- Implications
Jargon, jargon, jargon: PSCs vs. CANs

College Access Networks

Postsecondary Success Coalitions
Examples of PSCs in which you could participate

- National organizing efforts
- State-level organizations
  - Government
  - CBOs & University-based
- Site-based/region-based
  - Multi-district & Single district
  - Regional, rural
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Who is at the table? What do these look like?

- Volunteer, ad-hoc, range of formality
- Monthly Meetings (+ Subcommittees)
- Representatives:
  - CBOs/College Access Intervention Programs
  - School staff
  - District leaders
  - City leaders
  - State education organization leaders
  - Funders

Examples:
- SCAN, TCSN, FWCAN, EWARA, SKC-CAN
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Why do PSCs matter with regard to historically underserved population?

- Shared postsecondary goals as a region
- Learning from others about interventions/programs
- Resource/information sharing
- Policy advocacy (district, ESD, state, nationally)
- Systemic data
  - Are *more* students actually going on to college?
- Systemic needs assessments
  - Which students are getting which services?
- Realignment of/influence on funding and funders
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**Literature**

- P-20 Pipeline Alignment (Policy)
  - Kirst
  - Venizia
  - Domina

- College Access/Readiness (Interventions)
  - Conley
  - Contreras
  - Kane & Avery

- Educational Collaboration (Coalitions)
  - McLaughlin
  - Wholstetter
  - Honig
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Conceptual Framework: Organizational Learning

- Information Search and Use
- Conditions for change
- Ambiguity
- Scripts (NIS)
- Trust
- Actors’ Capacity
5 Conditions of Collective Impact

- Mutually reinforcing activities
- Shared measurement systems
- Continuous Communication
- Common agenda
- Backbone support organizations

Collective Impact
Postsecondary Success Coalitions

Methods

- Originally 3 sites/PSCs
  - (Enough data for a different paper)
- Single Case Study
  - Strategic; “non-misery” work
- Data Sources
  - Meetings (4); verbatim & field notes
  - Events (3); verbatim & field notes
  - Interviews (6); transcription
  - Document Analysis (minutes, agendas, mtg materials, etc)
- Semi-open and focused coding
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Findings

- Information Search & Use
  - Undocumented Students in CB Scholarship
  - Boundary Spanners
- Outcomes in Spite of Ambiguity
  - “College-Readiness” as Community-Generated
- Leadership Capacity Mattered
  - Central office leadership & engagement
- Scripts vs. Counter-Scripts
  - District deficit stance vs. complex work
  - Mutual understanding and trust
- Access to (holistic) data = common barrier
  - Common issues with correlation vs. causation
  - FERPA restrictions and lack of common indicators prevented gap analysis
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Implications

- Previous empirical work:
  - K-12 collaborations only
  - Central Office leaders only
  - Individual PS interventions only

- Expands (with limitations):
  - Kinds of collaborations
  - Understanding of various leaders as mutual implementers
  - Collective impact for PS interventions

- Future research:
  - Work of a district around outcomes that are not measured by state/federal government
  - Ambiguity of accountability
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The Hard Questions (aka: Questions you can ask at your local PSC):

- If we see a stagnation in the number of students going off to college, but there are a lot of “good” interventions, what’s the hang up?
- Are certain populations being overlooked or underserved (English Learners, Students in Foster Care, Undocumented Students, SE Asian and Pacific Islanders, etc)?
- Are there certain programs/interventions that seem to garner attention from many funders but who cannot display increased rates of college enrollment/preparedness?
- Are students being creamed and/or is there self-selection bias among interventions that leads to reinforcement of the status quo?
- What is preventing your region from knowing how many students and which students are going to and graduating from college (esp. students who would have otherwise not)?
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Selected References:


Pair-Share and Concluding Remarks

- What themes did you see across these presentations?
- How did this inform your experiences working with historically underserved students?
- How do these presentations inform your future work with these efforts?