

Increasing postsecondary
enrollment and persistence
for college intending students

SDCOE **Evaluation** Team



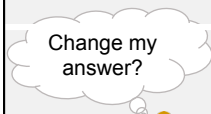
Our Guiding **Mission...**

“...to build the capacity of school leaders to make informed decisions using evidence that improves programs and services for all students.”

└ Midst of a Shift



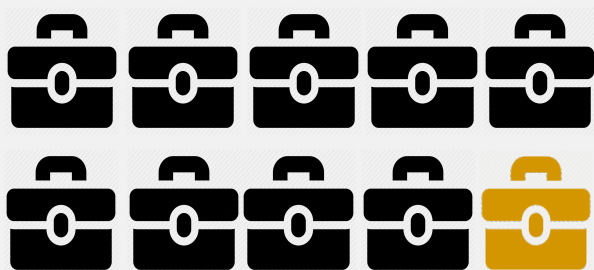
What do we know?



For nearly 90% of high school students postsecondary education is an aspiration.

Source. McRel 2016

What do we know?



Most higher paying jobs (90%) require some postsecondary education.

Source. McRel 2016

Increasing Postsecondary Enrollment



Prepared, enrolled

Zero in

Out of a high school classroom of 30 students in San Diego County, as many as **6 college career prepared students will NOT enroll in college**, which represents 32% of college prepared students.

Prepared, not enrolled

Not college prepared

College & Career Prepared, Not Enrolled



25%

Approximately **4,750** of the 19,000 students who met at least ONE *college and career preparedness* criteria did NOT enroll in college.

College & Career Prepared, Non-college Intending



Where are they now?

About half of these students (2,375) may be *non-college intending* and enlist in the military (3%), or enter the labor force (30-45%).

College & Career Prepared, College Intending



Where are they now?

The other half are *college intending*, but never enrolled in college. Annually, **2,375** of the 19,000 college prepared students with college intentions **never enroll in college**.

Understanding the Problem

While many reasons explain why student fail to enroll, several common reasons include...

- *Social anxiety* from not knowing if s/he is attending the “right” college.
- *Financial counseling* (repaying student loans, budgeting expenses, etc.)
- *Informational barriers* including housing and FAFSA deadlines, health insurance information, orientations, taking placement exams, etc.

Source. REL Northeast and Islands. Leveraging Postsecondary Data to Increase College Access

Summer Melt

Summer Melt

College-intending students who fail to enroll in college after high school graduation experience what researchers have labeled “summer melt,” a phenomenon that affects up to 40% of the college-intending students across the United States (Castleman, 2012) and potentially more than 30% of students around San Diego County.

Increasing Postsecondary Enrollment



Prepared, enrolled

Zero in

Of the 40% of students who enroll in college
countywide...

Increasing Postsecondary Enrollment



Zero in

Of the 40% of students who enroll in college
countywide...only **26%** will persist and earn a
degree in 3 years from a 2 year institution or in
6 years from a 4 year institution.

Understanding the Problem

Students fail to persist in college for many reasons...

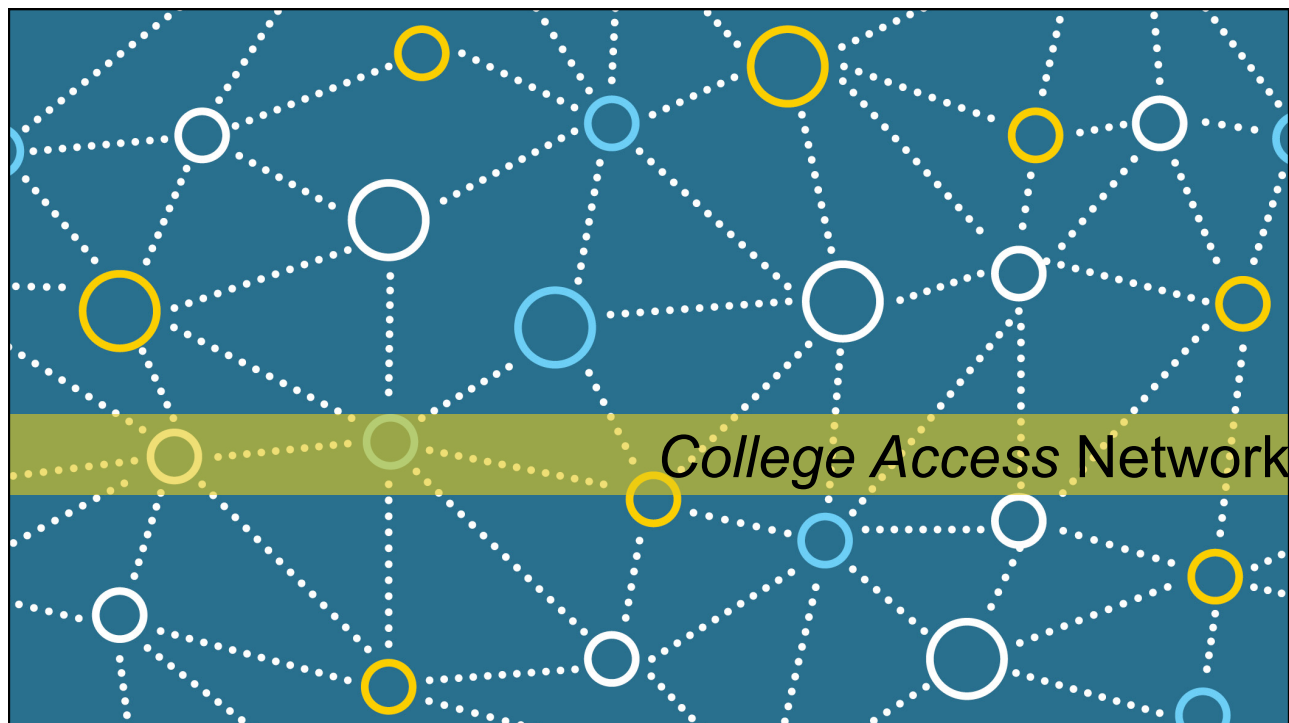
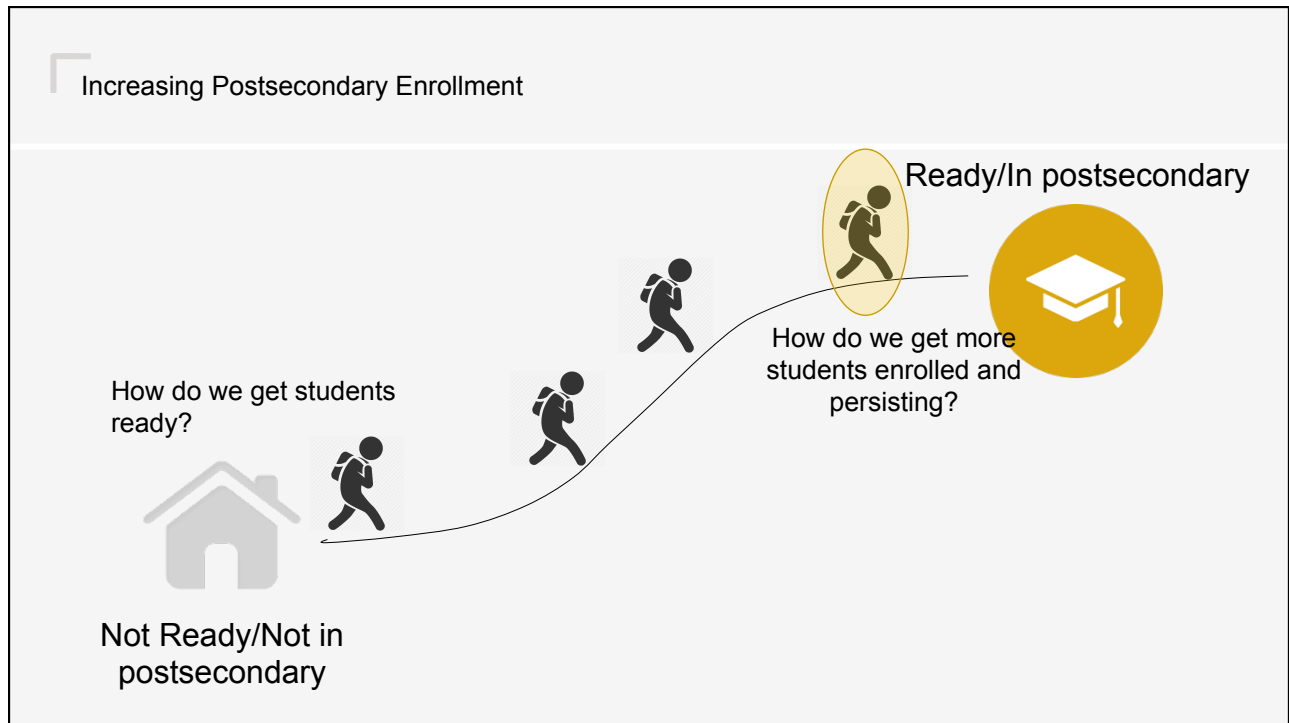
- *Demographic matching* (students under matched or not well matched to a college where they will succeed because of distance from home, school diversity, supports for first generation, and others).
- *Financial barriers*
- *Academic preparation and engagement*

Source. REL Northeast and Islands. Leveraging Postsecondary Data to Increase College Access

Matching

Under Match

Under matching is a phenomenon in American higher education in which well-qualified school-leavers, often from less affluent households, are not matched with competitive colleges (Aronowitz 2014). Under matched students attend less-demanding colleges such as two-year colleges or don't attend college at all. *Not only*





College Access Network

The Network's Purpose

The purpose of the College Access Network is to provide a structure for learning and action that engages schools in making real, system-level changes that lead to improvements in postsecondary access and success.

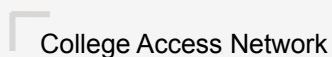


College Access Network

The Network's Work

The Network combines subject matter experts and improvement advisors with practitioners who can select, test, and implement changes on the front lines.

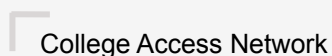
School teams of 2-5 commit to a 15 month program, attending 3 face-to-face Learning Sessions, where teams learn about summer melt and undermatching, improvement theory, and plan changes, combined with Action Periods in which teams test these changes in their applied settings



Learning Sessions

For each of the three Learning Sessions, participants will:

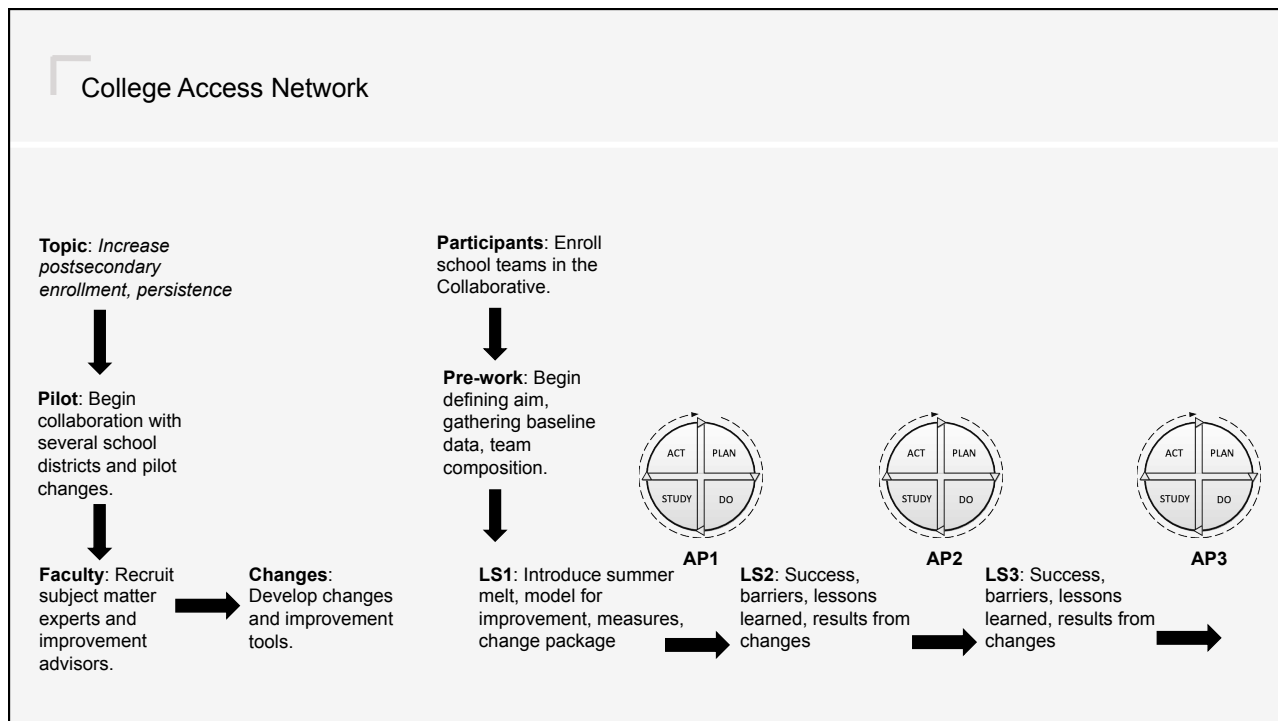
- Receive instruction in the theory and practice of improvement
- Attend expert workshops on strategies to mitigate summer melt and undermatching
- Provide updates on tests and results
- Get social support and encouragement from others addressing the same issue
- Understand collective lessons learned from a collaborative approach to addressing a major educational problem



Action Period

During each Action Period, participants will:

- Use data and root cause analysis to drive continuous improvement
- Test and implement changes to postsecondary transition processes
- Generate regular progress reports of the effects of the changes using run charts
- Engage with collaborative partners through online discussions, conference calls, and on-site visits



404

We are sorry but you are looking for college-and-career ready students who should be enrolled and persisting in college. Please help us address this problem by participating in the College Access Network.

tinyurl.com/sd-collegeaccess

Continuous Improvement Institute

New Collaboratives Launching in January 2019

Chronic Absenteeism



Student Discipline



Digital Learning Programs



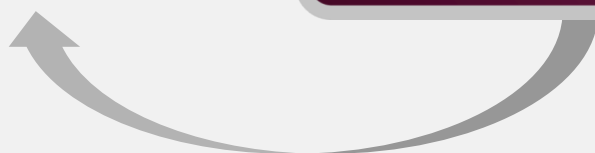
National Student Clearinghouse (NSC) Project

High
Schools



NATIONAL STUDENT
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Universities




Program Evaluation Services



Educating Innovative, Global Thinkers

District Design 2022

2017 to 2022



LEARNING AND LEADERSHIP SERVICES


Title I and Title III Program Evaluation

Putting It Into Practice Workshop Series

Designed for school site teams with district-level support, this year-long workshop series is a deeper dive into how to plan and carry out an evaluation of a Title I or Title III program at the local level. The series includes three face-to-face learning days followed by action periods in which teams apply what they have learned back at their schools with the support of an evaluation coach. Join other leaders in learning how to conduct a program evaluation, using the results to make improvements to your program, and sharing promising practices and key learnings.

Throughout this three-day workshop series, teams will engage in learning and doing of the five-step evaluation process. Specifically, teams will:

- Select a critical component of their Title I or Title III program to evaluate
- Articulate the key activities and outcomes of this program component
- Adapt and use various methods and tools to collect evidence of program implementation and outcomes
- Analyze the evidence gathered to make informed decisions and program improvements
- Share the evaluation results, key learnings, and successful practices with others



QUESTIONS?
INTERESTED?

tinyurl.com/sd-evalservices



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www.sdcoe.net/evaluationservices