Western Interstate Commission for Higher Education

College Access Challenge Grant Program

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College Access at UC Berkeley

- Starting in 1970s, CEP focused on cohort-based programs (Federal, State, Extramural)
- Implementation of Proposition 209 in 1998 (anti-Affirmative Action) results in infusion of money and notion of School/University Partnerships
- $1.5 M to UCB; staff-up, create pipe-line strategy; money is mostly gone by 2002
Opportunity to Re-Invent our Program

- Discovered Patricia McDonough and her college-going culture research/thinking
- Complimented our philosophy of ensuring that students “have a future” and options
- Decided to use our limited resources to create systemic/policy change and focus on the adults at school sites, districts, community organizations, as well as parents/families
Resources and Strategies

Resources (accessible and easy to use)
- **Realizing the College Dream** and **Believing the College Dream**
- Platicas/Community Conversations
- Website/CollegeTools
- Visuals/Posters
- Time-lines
- Hand-outs/one pagers
- Comprehensive 6-12 Advisory curriculum (in process)

Strategies
- Partner with schools, districts, CBO’s, IHEs (Community College through Grad School)- college/career going culture
- Advocate for systemic/policy change (“a-g” as default curriculum); change counselor education
- Professional Development/Training for Trainers (educators, parents)
- Integrate CGC into Academy’s and SLC’s
- Near Peer model-College Advisors
- Culturally and language sensitive
A Tool Kit for California High Schools

College Tools for Schools is for California high schools eager to prepare more students for college and careers.

For background on this website and the goals of the College Tools project, see the About page. Challenge for Schools explains why schools should give top priority to making college an option for all students.

Contents:

- **Advancing College-Going Culture**
  How to show students the importance of college, barriers to college attendance, and steps to overcome them. How teachers and counselors build college-going culture.

- **Increasing Access to "a-g" Curriculum**
  Requirements for UC and CSU, and how to fulfill them over 4 years of high school. How schools develop and expand "a-g" courses.

- **Transcript Evaluation**
  How to analyze transcripts to see whether students are on a path to meeting college requirements. How to access the Transcript Evaluation Service, which electronically analyzes transcripts in relation to college-preparation benchmarks at each grade level.

- **SLCs and Career Academies**
  Small learning communities (SLCs) and career academies can strengthen college-going culture and increase college readiness. Examples of promising
Evaluating our Work

Ultimate goal is access to and success in college; data collection is challenging, not timely, expensive, labor intensive, few state longitudinal systems

Using social media
Start ups doing tracking (Beyond 12)
FAFSA Initiative at Dept of Ed
National Clearinghouse

Result:
We have developed assessments that measure movement towards our goal
Assessment Tools

- Pre and post surveys to students and teachers, and families (measure college knowledge, aspirational and attitudinal change)
- Visual Audits of school sites (measure of school culture)
- Transcript Analysis (measure of access and success in college prep-"a-g" curriculum)
- Senior surveys (self-reported measure of outcomes)
Pre/Post Surveys-Students by Grade

Administered at partner school sites with full time college Advisors

- College knowledge-preparation, eligibility, systems, admissions, financial aid,
- Who do you talk to about college, expectations of others
- Aspirations
College Knowledge-Fall 2009 compared to Fall 2010

UCB/CEP Pre-survey data from 11/12 graders at 4 large comprehensive HS throughout Bay Area, Fall 2009, n=628, Fall 2010 n=687, diverse student participants

- 2009 -29% identified the SAT/ACT as tests needed for admission to UC/CSU; 2010 almost 80% knew SAT/ACT
- 2009 -33% did not know what “a-g” represents; 2010 28% didn’t know what “a-g” was
- 2009 - only 7% believed undocumented students CAN attend college; almost no change in 2010
- In 2010 many students thought the minimum GPA to be eligible for UC/CSU was way higher than it actually is (e.g. 3.5 for UC and 3.0 for CSU); a little positive change
Aspirations- Fall 2009 compared by Fall 2010

According to the same survey of 11/12 graders at four Bay Area comprehensive high schools

- More than 74% of the students expected to achieve a four year or higher degree; and over 75% said they definitely planned to continue their education after high school (very similar in Fall 2010)
- 87% of the students thought probably or definitely would succeed in college (up to 89% in Fall 2010)
Who do students talk to? Fall 2009 compared by Fall 2010

According to the same survey of 11/12 graders at four Bay Area comprehensive high schools:

- F 2009-69% never or rarely speak to teachers about college; F 2010-67%
- F 2009-76% never or rarely speak to counselors about college; F 2010-73%
- F 2009-Students indicate they are most likely to talk to family and friends—no change in F 2010
Pre-Post Survey of Teachers

Sample questions:

In your opinion, what percent of graduates from this high school should be college bound? (CHECK ONE)
- 10%
- 20%
- 30%
- 40%
- 50%
- 60%
- 70%
- 80%
- 90%
- 100%

How familiar are you with the “a to g” course requirements for UC and CSU? (CHECK ONE)
- Not at all
- Vaguely familiar
- Pretty familiar
- Very familiar

How familiar are you with the testing requirements for admission to most colleges and universities in CA? (CHECK ONE)
- Not at all
- Vaguely familiar
- Pretty familiar
- Very familiar
Teacher Results 2009-2010

Results are from four Bay Area comprehensive high schools plus four middle schools, n=331 fall 2009, n=409 spring 2010

*In your opinion, what percent of graduates from this high school should be college bound?*

Pre-88% say 50% or higher, Post- 87% say 50% or higher

Pre-18% teachers say 50% or less; 30% say 90% or higher

Post-25% teachers say 50% or less; 23% say 90% or higher
Parent Pre and Post surveys (English and Spanish) 2009-2010

Small N (69)-- very diverse group of parents
Most parents identified Finances as the major obstacle for child to attend college (75%)
Most parents want their child to go to college to have more option/choices (79%)

College Knowledge:
Knew what “a-g” was after the training (46% - 83%)
Understood how to apply for Financial Aid (29% - 71%)
### Entrance of School

Is there at least **ONE** college-going visual at entrance of school?

- College-going sign and/or slogan about success and/or future
- Map of where teachers, alums went to college; where students want to go to college
- Flyers and/or information on Financial Aid, College & Career Center, College visits, etc.
- Computers for students to use for college research, etc.
- Other:

### Evidence

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In Post Surveys we found that 60% of classrooms in all 8 schools had college going corners/materials; our goal was 75%
Transcript Evaluation Service (TES)
Electronic Upload Managed by University of California Office of the President

- **Individual Student Report**
  Lets the student and/or family know what courses have been completed and how grades earned qualify the student for college eligibility.

- **School Summary Report**
  Provides “at-a-glance” references on how students in the school are progressing towards the basic 15 unit “a–g” college prep course pattern, the CSU and the UC course patterns.

- **Student Roster Report**
  The Student Roster Report is designed for use by school faculty, counselors, administrators and other service providers to increase student enrollment and access to a rigorous high school curriculum. This report provides grade level detail by student, the courses completed successfully, and courses still needed to fulfill a college preparatory course pattern.

- **Electronic Transcript**
  The Electronic Transcript is a copy of the fully evaluated student transcript, with "a–g" courses designated.
How to Use TES as an Assessment Tool To Improve College Access

2009 compared to 2010 graduates meeting “a-g” with a grade of “C” or better in each class = eligibility for California State Universities, Close-missing up to two “a-g” classes, Off Track-Missing more than two “a-g”

Vacaville HS:
2009 Data: 38% CSU eligible, 18% Close, 44% Off Track
2010 Data: 47% CUS eligible, 15% Close, 38% Off Track

Lincoln HS (San Jose)
2009 Data: 35% CSU eligible, 27% Close, 38% Off Track
2010 Data: 37% CSU eligible, 23% Close, 40% Off Track
Senior Surveys

Major challenge to collect data on applications, enrollment, scholarships, FAFSA, SAT/ACT

Tracking systems: e.g Naviance, Connect EDU

Senior Surveys: districts using different tools (Survey Monkey, paper and pencil surveys, school specific, sometimes not done, need to get to seniors in a timely way—not motivated to fill it out

Self-reported--How trustworthy is the data collected?
Questions/Discussion

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