Reducing Summer Melt in the Age of COVID

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Thank you to:

NATIONAL COLLEGE ATTAINMENT NETWORK

For their generous support of this webinar.
Welcome!

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Co-Host

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NATIONAL COLLEGE ATTAINMENT NETWORK

FLORIDA COLLEGE ACCESS NETWORK
Guest Presenter

Christian Granlund
Manager
Puget Sound College and Career Network
Guest Presenter

Dr. Karlo Silbiger
Director of College-Going Culture
Partnership for Los Angeles Schools
Guest Presenter

Dr. Jeremy Raff
Coordinator of College & Career Services
School District of Lancaster
Questions & Conversation

• Submit your questions in the box

• Share on social media
  Twitter: @FLCollegeAccess
  #FCAN
  #TalentStrongFL

This webinar is being recorded; all materials will be available within a week of recording
Our mission: We lead the collaborative movement to ensure every Floridian achieves an education beyond high school and a rewarding career.

Our vision: A Florida working together, where education is the pathway to economic mobility for all.
FCAN’s Work

Research and Data FCAN publishes research and data on evidence-based practices and policy opportunities to strengthen Florida’s talent pool.

Local college access networks (LCANs) LCANs support 82% of the state’s population. These organizations are made up of community leaders who come together to create solutions and partnerships to support local talent development.

Statewide Initiatives FCAN coordinates 4 College Ready Florida initiatives that provides schools and community organizations resources to help students continue their education after high school.
7 Conditions for Success

**Opportunity for everyone:** To build a talent-strong economy, all Floridians need access to a postsecondary education and the supports to complete it.

**Clear information and guidance:** Students and families need exposure and counseling early and often to make informed decisions about their futures.

**Affordable:** Postsecondary education needs to be within everyone’s financial reach, regardless of household income or life circumstances.

**Multiple pathways to success:** Floridians benefit from multiple learning opportunities for academic achievement and career advancement.

**Lifelong learning:** No degree or credential is “one and done;’ Floridians need to prepare for career changes through continuous learning.

**Effective use of data:** Transparent access to data on education and economic outcomes, especially for Florida’s diverse populations, helps achieve our goals.

**Community collaboration:** When community partners work together toward a shared vision, they remove barriers, build a robust workforce, and improve the quality of life for their regions.
WELCOME!
WE’RE GLAD YOU’RE HERE!
TODAY’S PRESENTERS

Moderator:
• Bill DeBaun, Director of Data and Evaluation, National College Attainment Network

Panelists:
• Christian Granlund, Manager, Puget Sound College and Career Network
• Karlo Silbiger, Director of College-Going Culture, Partnership for Los Angeles Schools
• Jeremy Raff, Coordinator of College & Career Services, School District of Lancaster
TODAY’S GOALS

1. Understand the concept of summer melt
2. Explore three approaches to summer melt
3. Listen to pain points you have that a future webinar might resolve
4. Ask whatever is on your mind related to summer melt
WHAT NCAN BELIEVES AND DOES

NCAN’s Vision: All students have an equitable opportunity to achieve social and economic mobility through higher education.

NCAN’s Mission: To build, strengthen, and empower communities and stakeholders to close equity gaps in postsecondary attainment for all students.

NCAN’s Strategies: Build network capacity, advocate for policy solutions, and support systems change.
Facilitating Partnerships for Postsecondary Transition

Christian Granlund, Manager, PSCCN
Puget Sound College & Career Network (PSCCN) builds regional capacity to increase postsecondary readiness.

- Professional learning and resources;
- Coaching and technical assistance;
- Pilot support and innovation;
- Systems alignment,
- coordination and partnership development; &
- Systemic barrier identification and removal.

We are committed to removing barriers so first generation, low income, and students of color have the opportunity to access and obtain postsecondary credentials.
Poll Question:

What is your organization’s biggest barrier to collaborating with local partners?

1. Your capacity
2. Partnering organization’s capacity
3. Lack of a mediator
4. Different priorities
5. Don’t know where to begin
6. Other (enter in chat)
During summer 2020, PSCCN partnered with 5 districts and 6 colleges & CTCs across the region to work in partnership to:

• Reduce barriers for incoming college students
• Leverage expertise and support of K-12 and college partners
• While acknowledging the known and potential impacts of COVID-19 on students and communities of color
PSCCN | What We Learned

Partnerships
• Build-in ample time to learn about partners and students.
  Leverage existing programming & resources
• Build relationships explicitly supporting student handoffs
• Utilize data to identify which student groups to focus on & define success measures

Student Support
• Acknowledge the expertise of students and student facing staff
• Conduct 1 to 2 senior exit surveys with data sharing disclosures
• Consolidate and personalize student outreach based on survey
Priorities for 2021

Targeted Partnerships
- Start early
- Clearly defined facilitator role
- Recruitment and application process to support focus on specific partnerships and strategies

Continuous Improvement Framework
- Student informed
- Identify a collective and measurable aim
- Start small, iterate, and scale
Postsecondary Transition Resources

- PSCCN College Transition Checklists
- College Knowledge Materials
- Financial Aid Toolkit & Reports
- Spanish Materials

COVID-19 Resources

- Covid-19 Resource Pages
- College Transition Updates Grid
Puget Sound College and Career Network

- www.PSCCN.org
- PSCCN@pseasd.org

Christian Granlund – Manager, PSCCN

- cgranlund@pseasd.org
Partnership for Los Angeles Schools
Summer Melt Intervention

Dr. Karlo Silbiger
Director of College-Going Culture
Our mission is to transform schools and revolutionize school systems to empower all students with a high-quality education.
Our communities

Watts
- 8 schools

Boyle Heights
- 6 schools

South LA
- 4 schools

Partnership network: 19 schools, 5 high schools
Pilot Context

- Of the 158 students in the 2 previous graduating classes who self-reported matriculating to a UC, 142 successfully matriculated (90%) and 16 didn’t (10%).
- Of the 488 students in the 2 previous graduating classes who self-reported matriculating to a CSU, 383 successfully matriculated (78%) and 105 didn’t (22%).
- Of the 927 students in the 2 previous graduating classes who self-reported matriculating to a CC, 667 successfully matriculated (72%) and 260 didn’t (28%).
- LAUSD summer hours available, little impact
- COVID Impact (lack of orientation, economy, lack of engagement)
Support first generation students with transition between high school graduation and college so that we minimize the effect of summer melt and increase matriculation and retention.

Understanding the specific challenges imposed by the current pandemic, provide the support to ensure that enrollment levels persist.

Create a community of support so that students feel comfortable with the transition and build the necessary SEL skills to succeed in college.

Create a sense of belonging by day 1 by introducing students to support programs on campus that can continue support after the summer.
Intervention Model

- Cohorts going to high destination schools
- Facilitated by Near Peer Advisors
- Create community of support by day 1
- 1-on-1 contact (call / text)
- Be introduced to campus supports
Session Content

Welcome / team building
How to schedule my classes
Using my time wisely
Becoming involved on campus
Self-advocacy
Strength in numbers for college success
Keys to Success

- Build Partnerships (community organizations, universities)
- Near Peer Advisor Program
- Ownership
- Build Student Relationships Early
Summer Melt Data

- 4-year: 11% to 13%
- 2-year: 18% to 28%
- So did our program help?
  - COVID year (impossible to compare)
  - Haven’t been able to do a cohort comparison
Student Surveys

Pre:

12. You will face a number of new social and academic situations with your college transition, how well prepared do you feel you are to:

Post:

11. You will face a number of new social and academic situations with your college transition, how well prepared do you feel you are to:
Student Surveys

Pre:

6. I am feeling _____ about college (e.g. nervous, enthusiastic, scared, frustrated, joyful).
31 responses

Post:

18. After participating in the Summer Melt Program, I feel _____ about starting college.
47 responses
We’d Love to Hear from You!

Karlo Silbiger
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School District of Lancaster

Using Data to Analyze Summer Melt

Dr. Jeremy Raff
Coordinator of College and Career Services
Summer Melt Analysis Tool

- Predictive tool to identify students most at risk of melt
- Strongest predictors
  - Unweighted GPA
  - Attendance
  - FAFSA completion
  - Enrollment deposit
- Guides spring advising, summer outreach
Summer Outreach Process

- Future Ready Center led outreach
- Target outreach in key areas using Signal Vine, meetings, phone calls
- Transition guide
Higher Ed Partnerships and Events

• On campus mini-orientations
• Summer intern via F&M College
• Regular communication and data sharing
• College send off
Questions?

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Learn More:

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Conclusion