



Making Connections Between Data and Diversity

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- 1) Introduce the National Partnership for Educational Access
- 2) Share our data stories
- 3) Explain “NPEA Data Counts”
- 4) Share information about how schools and programs can work together using data

- How does your school track data?
- Do you look into socio-economic comparisons (i.e. students receiving large aid awards versus not)?
- What does your head of school ask about when it comes to data? The board of directors?
- How difficult is data collection and reporting given your systems/resources?

Darren* came to Buffalo Prep struggling in three core academic subjects, with grades in the low C and D range. By the end of 9th grade he was earning high Cs and low Bs. As a junior during the 2015-2016 school year, he earned a place on the Merit Roll with grades in the high B range. Darren feels that the Buffalo Prep staff have been central to his success. He is certain that he would not be on the Merit Roll without Prep's academic and social support services. Darren states, "Prep truly cares about me—how I do in school and just helping me as a person. I'm so glad I joined Prep—they are the reason I'm where I am right now and where I'm going in the future"

Through consistent tracking of students' grades and GPAs, we know that Darren's story is common for our students. By combining compelling student narratives with years of student outcomes data, Buffalo Prep has been able to garner the type of community and financial support that allowed us to increase our enrollment by 20% over the past three years. Twenty percent more students were able to benefit from the academic, social and emotional support we provide. As such, we've been able to expand our impact on educational equity and access in Western New York.

*pseudonym

Launched in 2007, NPEA is a membership association for programs and schools committed to increasing educational opportunities for motivated, underrepresented students across the United States.

•Our Member Profile:

- 89% students of color
- 74% first generation students
- 74% provide a placement component into college prep program/school
- 85% provide support services
- 71% report being a member of NPEA has improved program practices
- 85% indicate making connections in the field because of NPEA

300+
members

1300+
professionals

34
states

300,000+
underrepresented
students served

- 8th Annual Conference, *Connecting the Dots: Engaging Communities to Support Educational Access*, held on April 27-29, 2016 in Baltimore.
- Almost 400 attendees from across the country, mix of schools and programs
- Opportunity to share and network with like-minded education professionals
- 2017 conference will take place in Boston on April 5-7.

- ◆ Re-vamped data collection and evaluation systems five years ago
 - Involves collaboration with our partner schools around students' academic lives and social, emotional and cultural needs
- ◆ Use data to direct program improvements and to secure funding and community support
 - Involves collaboration with other organizations and our funders
- ◆ Participation in NPEA Data Counts has helped us refine our data collection and place greater emphasis on data analysis
 - What good is having the data if we don't use it?
- ◆ Hurdles and pitfalls
 - Who oversees the “data process”?
 - How are staff educated about data collection and the use of data?
 - Data Management Systems

- ◆ Identified 10 key indicators of access and success for underrepresented students and consistent definitions
- ◆ Goal of ongoing data collection and analysis to demonstrate our collective impact on the field and determine benchmarking.
- ◆ 65% response rate to initial data collection tool
- ◆ Released Summary of Findings at 8th annual conference in April.
- ◆ Data Thought Leaders Group

Demographic Indicators: Who NPEA Members Serve

1. Number of participants served by program in a given year
2. Background characteristics (grade levels, gender, race)
3. Descriptions related to educational access challenges (low-income, first generation, etc.)

Progress Indicators Before High Schools

4. Staying on track in middle school
5. Gaining access to competitive/independent school placement

Progress Indicators High School and Beyond

6. Engaging in academically rigorous courses during high school
7. Taking proactive steps toward college admissions
8. Graduating from high school
9. Enrolling in a post-secondary program immediately after high school
10. Persisting through degree attainment

- 104,111 students were served by 71 programs over a 12-month period last year.
- Programs ranged in size from serving 22 students to serving 8,721, average of 1,470.
- 86% of students are from low-income families and 79% would be first generation college students.
- Over 99% of students completed the FAFSA, took a college entry exam, and applied to at least one post-secondary program.
- 79% of students had earned a 4-year degree within 4 years or six years.

- Involve school members through pilot project to revise data collection tool
- Identify additional funding for project
- Develop and share best practices for how programs and schools can work together to support diversity by means of data
- Research data systems to assist members
- Use data to continue to tell important stories about students and families

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What's the Final Story?

- Stories at the student level but also at the national level so we can see trends and improve services
- Comparative assessment (i.e. How is my school doing compared to other schools?)
- Schools and programs need to do this work together in order to support students and families
- Need to start and continue having hard conversations
- It can be done!

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