



# Building Systems for College Access and Success: *Using Data as a Lever for Systemic Reform*

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Council on Foundations Conference  
April 27, 2010





## Session overview

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- What is the college access and success (CAS) system?
  - *"Using Data to Drive Change"* Publication
- What role can data play in CAS systems change efforts?
  - *"Using Data to Drive Change"* Publication
- What is the role of grant-makers in supporting this work?
  - *Discussion based on the Lumina Foundation's strategic plan*





# Context

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- Increasing Attention to Data
  - State longitudinal data systems
  - Data Quality Campaign ([www.dataqualitycampaign.org](http://www.dataqualitycampaign.org))
  - Federal opportunities
  - National Student Clearinghouse
  - Funders' demands for accountability, outcomes



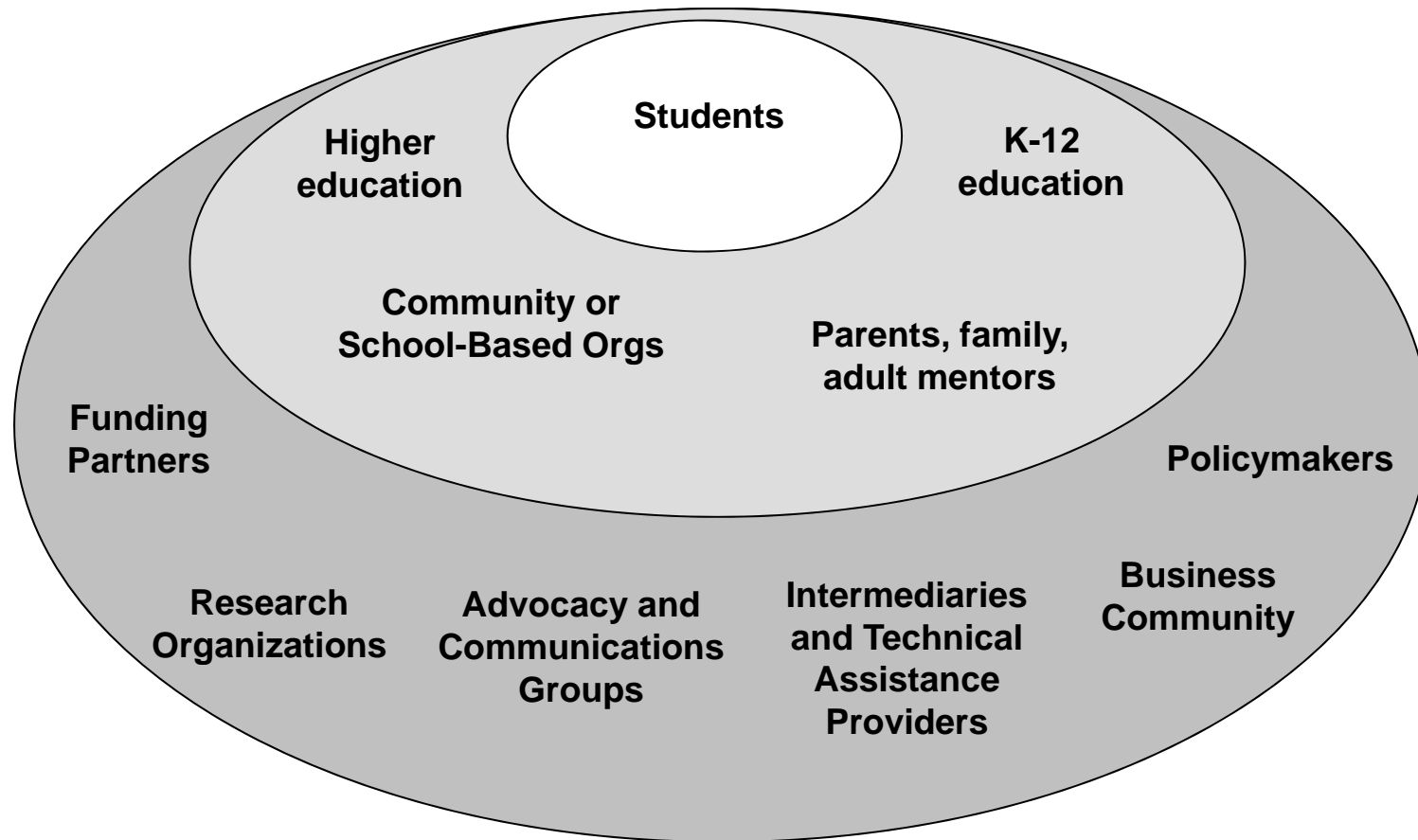


# Context

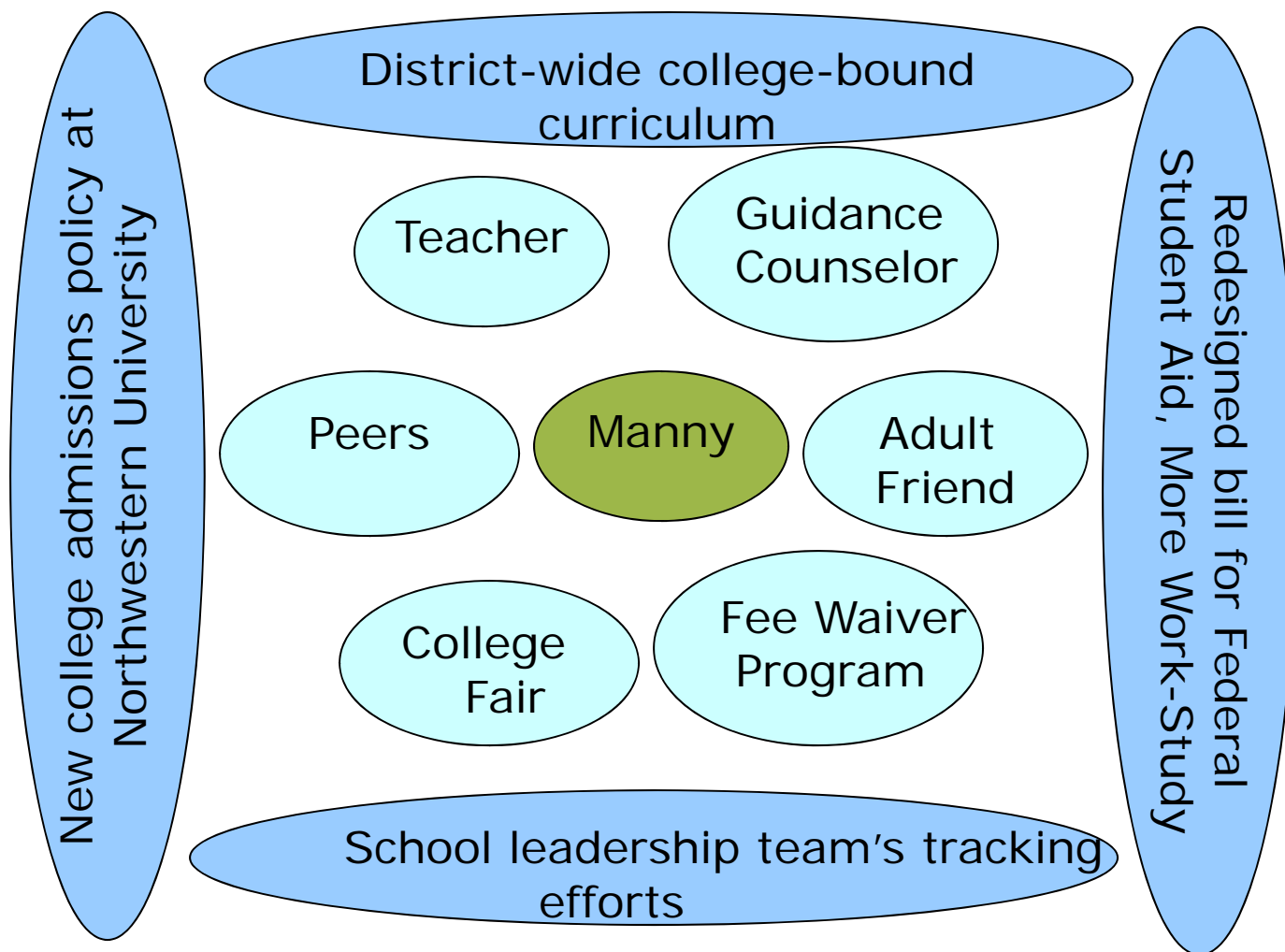
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- Growth in Access and Success Field
  - Increasing program sophistication
  - Programs scaling up
  - Evolution to more access-success coordination
- Incentives for greater collaboration
  - Private funders
  - Government (College Access and Completion Fund)

# The college access and success system



# The system from a student's perspective





# Overview of the guide

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- Purpose
  - Identify where stakeholders fall and their roles within the college access and success system
  - Show how data can be used to improve programs and the system
- Sources of the Lessons
  - Partnerships for College Access and Success
  - McCabe Fund
  - OMG Evaluation training work
  - Additional higher education evaluation work
- Examples, Guiding Questions, Tips





# Two primary levels of data use

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- Program
  - Plan and improve program design and delivery, address student needs, communications and fundraising
- System
  - Assess and realign services, build partnerships, develop strategy, advocate for policy change





# Data to improve the system

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- Community assessment
  - Spread knowledge about existing services
  - Understand the local system
  - Gap analysis
  - *Example: COMPASS Guide*
- Partnership building
  - Identify stakeholders and capacity
  - Define roles
  - *Example: Port Jobs*





# Data to improve the system cont'd

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- Identify policy obstacles
  - Trends across the community
  - Factors contributing to these trends
  - *Example: College Access Center and the Chattanooga Public Education Fund*
  
- Build a policy change agenda
  - Identify the issue
  - Use data to advocate
  - *Example: San Antonio Education Partnership*





# An Example from the Field:

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Partnership for College Access & Success  
Chattanooga, TN





# Chattanooga Partnership for College Access and Success

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## The Partners

- Hamilton County Department of Education (HCDE)
- Public Education Foundation
- College Access Center
- University of TN at Chattanooga
- Chattanooga State Technical & Community College
- Chattanooga Chamber of Commerce
- Community Foundation of Chattanooga
- The Lyndhurst Foundation
- Urban League of Greater Chattanooga
- Girls, Inc.





## Chattanooga PCAS Goals/ Data Points

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- Increase the number and percentage of students who apply to and are accepted into college
- Increase the number and percentage of students who enroll in college
- Increase the number and percentage of students who are ready for college credit-bearing coursework
- Increase the number and percentage of students who return to college for their second year of study



# HCDE College Enrollment Data (from NSC)

## Percentage of Students Enrolled in 2 or 4 year colleges

	2008
School A	97.4%
School B	95.1%
School C	92.9%
School D	80.0%
<b>Your High School</b>	<b>78.4%</b>
School F	77.8%
School G	76.7%
School H	73.3%
<b>District</b>	<b>70.1%</b>
School I	65.0%
School J	59.1%
School K	54.2%
School L	52.7%
School M	48.2%
School N	35.7%
School O	27.8%





# Data for HCDE grads attending local 2- and 4-year colleges

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## Class of 2007

- Retention (year 1 to year 2)
  - Overall 78.4%
  - UTC (4-year) 60%
  - CSTCC (2-year) 51%
  
- Math Remediation (% requiring)
  - UTC (4-year) 46%
  - CSTCC (2-year) 71%





# Data-Driven Policy Changes in Chattanooga/Hamilton County

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## HCDE

- Alignment of Standards with ACT's college readiness benchmarks
- ACT required for all juniors (state level)
- Math course required for all seniors
- Senior math course developed for remediation (in partnership with colleges)

## Public Education Foundation

- Refining data systems: under-matching
  - Finding the right fit for students





# Data-Driven Policy Changes in Chattanooga/Hamilton County (cont.)

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## University of TN – Chattanooga (UTC)

### ○ Attendance Policy

- Freshman English Classes (2008)
- All freshman classes (2009)

### ○ Math Placement

- ACT as placement test
- Earlier testing
- Summer Math Boot Camp





# Data-Driven Policy Changes in Chattanooga/Hamilton County (cont.)

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## Chattanooga State (CSTCC)

### ○ Orientation

- Camp Tiger for most at-risk
- Enhanced academic advising
  - Education plans
  - Preregistration for second semester
- Linked courses

### ○ Math Placement

- Earlier testing (spring of HS senior yr)
- Redesign of remedial math courses





# An Example from the Field:

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The Lumina Foundation for Education,  
Indianapolis, IN





# Lumina's strategic plan

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- **The big goal:** To increase the proportion of Americans with high quality degrees and credentials to 60 % by 2025.
- **Three critical outcomes:**
  - Preparation: Students are prepared academically, financially, and socially
  - Success: Higher education rates are improved significantly
  - Productivity: Higher education productivity is increased to expand capacity to serve more students.





## Lumina's strategic plan cont'd

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- **Intermediate outcomes (examples)**
  - **Preparation:** transparent readiness standards across K-16; expanded, supportive CAS networks; supportive state and institutional policies
  - **Success:** student learning outcomes are defined, measured, and aligned with workforce needs; data is used to inform practice and policy decisions
  - **Productivity:** Alternative delivery systems are developed





# Lumina's strategic plan: systemic and data centered

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- Highly systemic in design:
  - Promoting alignment of K-20 supports and policies
  - Supportive of outreach and action campaigns to build public will
  - Promoting effective policy and practice through policy change/advocacy efforts
- Data-centered:
  - To measure progress
  - Data-driven decision-making as part of every change strategy
  - As a public will-building tool





# Using Data to Drive Change: What can you support?

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- Collaboration and network building
  - Partnership infrastructure (facilitator/convener, space, refreshments)
  - Incentives for shared proposal submissions
  - Service clearinghouses
- Communications
  - Strategic communications technical assistance
  - Public/broad-based media campaigns
  - Polling, opinion surveys
- Convening
  - On-going monthly or quarterly peer learning series, webinars
  - Thought leader forums
  - Information sharing web-portals and social networks





# Using Data to Drive Change: What can you support?

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- Grant-making
  - Direct service programs, student incentives, scholarships, last dollar funds
  - Intermediary, technical assistance
  - Capacity building
- Mission-related investments
  - Infrastructure for fee-for-service data analysis systems
- Research
  - Data collection infrastructure
  - Point-in time analysis (inc. staffing, data management, fees, etc.)
- Evaluation
  - Needs assessment, scans
  - Formative evaluation to refine strategy
  - Summative evaluation for case-making
  - Internal evaluation capacity-building





## Questions for Small Groups:

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- Looking at the college access and success system, which players do you currently partner with or support directly?
- What one or two strategic partnerships do you need to make...and to what end?
- What data do you currently have or need to have to help inform your decision-making?



# The college access and success system

