

Filling the Gap: “Summer Melt” strategies to support high school to college transition

Learning Outcomes

Participants will:

- Recognize obstacles that may interfere with college matriculation
- Learn proven high school to college transition strategies
- Connect with postsecondary staff and learn about campus resources
- Increase the understanding of the College Bound Scholarship program including regional and statewide updates

Today

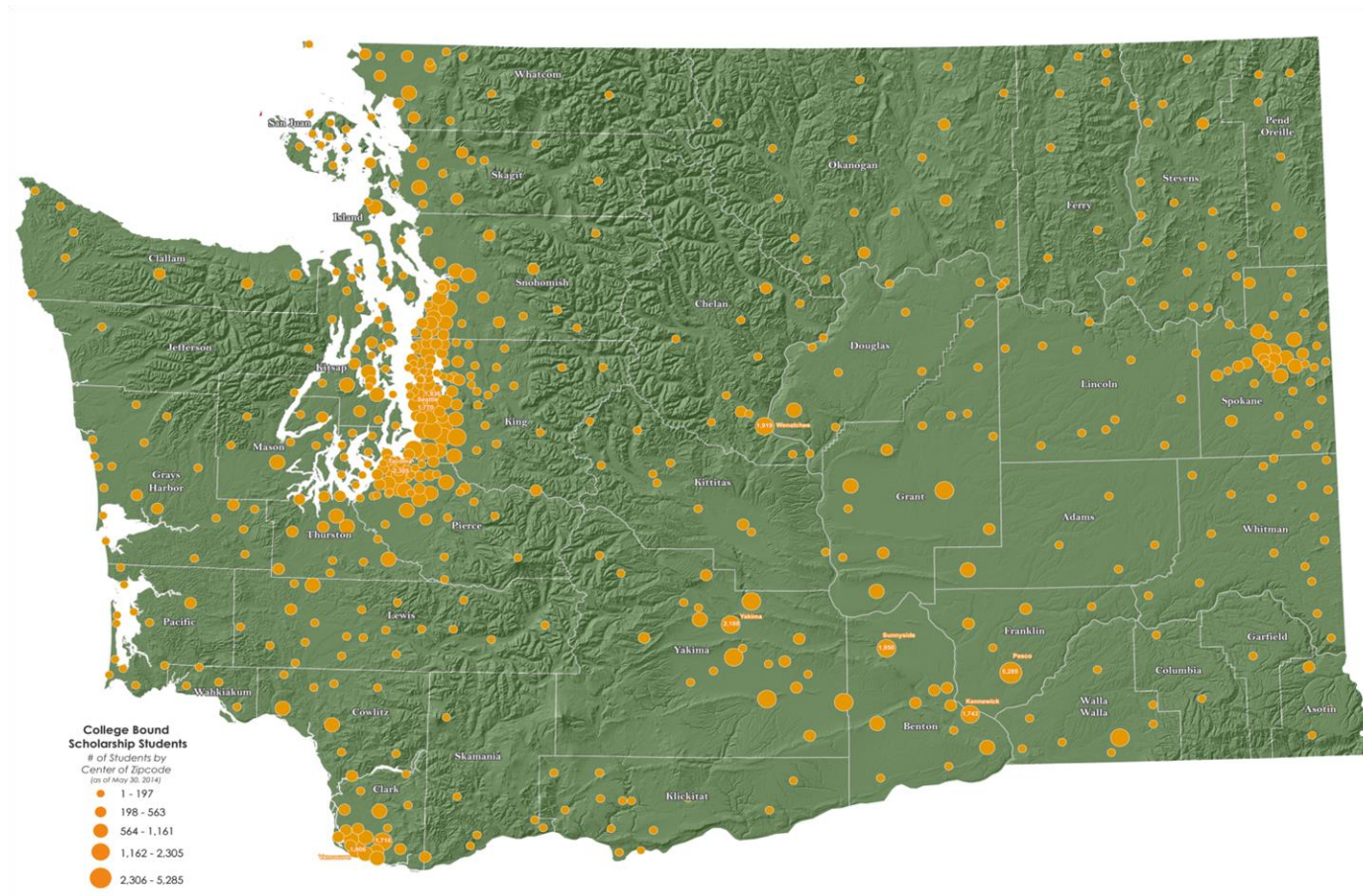
Part I:

- College Bound Scholarship
 - Overview
 - Updates

Part II:

- Introduction to 'Summer Melt'
 - National and local data
 - Post-Secondary Partners Panel
 - Small Group Discussion
 - 'Summer Melt' Intervention Strategies

Part I: College Bound Overview And Updates



College Bound Scholarship

The scholarship is an early commitment of state financial aid to eligible students who sign up in middle school and fulfill the Pledge. The College Bound Scholarship will combine with other state financial aid to cover the average cost of tuition (at comparable public colleges), some fees, and a small book allowance.

College Bound Scholarship goal: improve high school graduation and college enrollment rates for low-income students.

College Bound Enrollment Overview

Submit a complete application to the Washington Student Achievement Council (WSAC) in 7th or 8th grade year.

Pledge to:

- Graduate from a Washington high school or home school with a 2.0 GPA or higher.
- Be a good citizen and not be convicted of a felony.
- Apply to an eligible college and file the Free Application for Federal Student Aid (FAFSA) in a timely manner

Receive a certificate that says you are College Bound!

Are You Eligible To Apply?

If you meet **ONE** of these requirements, you are eligible to apply:

- ✓ The 2013 family income from all sources (taxable and nontaxable) was less than or equal to the amounts in the chart.
- ✓ Receive basic food/TANF benefits.
- ✓ Student is in foster care or a dependent of the state.

Household Size	2013 Income Guidelines*	Monthly Income	Weekly Income
2	\$29,101	\$2,426	\$560
3	\$36,612	\$3,051	\$705
4	\$44,123	\$3,677	\$849
5	\$51,634	\$4,303	\$993
6	\$59,145	\$4,929	\$1,138
7	\$66,656	\$5,555	\$1,282
8	\$74,167	\$6,181	\$1,427
Each additional household member	Add \$7,511	Add \$626	Add \$145

*Household income must be less than or equal to this amount.

Note: Family income from the student's senior year will be used to verify financial eligibility for the scholarship.

More Details

College Bound Scholarship requirements:

- Must enroll in college within 1 year of high school graduation.
- Four-year scholarship (12 qtrs./8 semesters).
- Must be used within five years of HS graduation—the Class of 2015's CB Scholarship expires in 2020.

In College:

Maintain school's required GPA throughout college.

File the FAFSA early every year in college.

Changes:

Ineligible one year? File the next year—they may be eligible.

Citizenship status changes? File the FAFSA.

Cohort Report

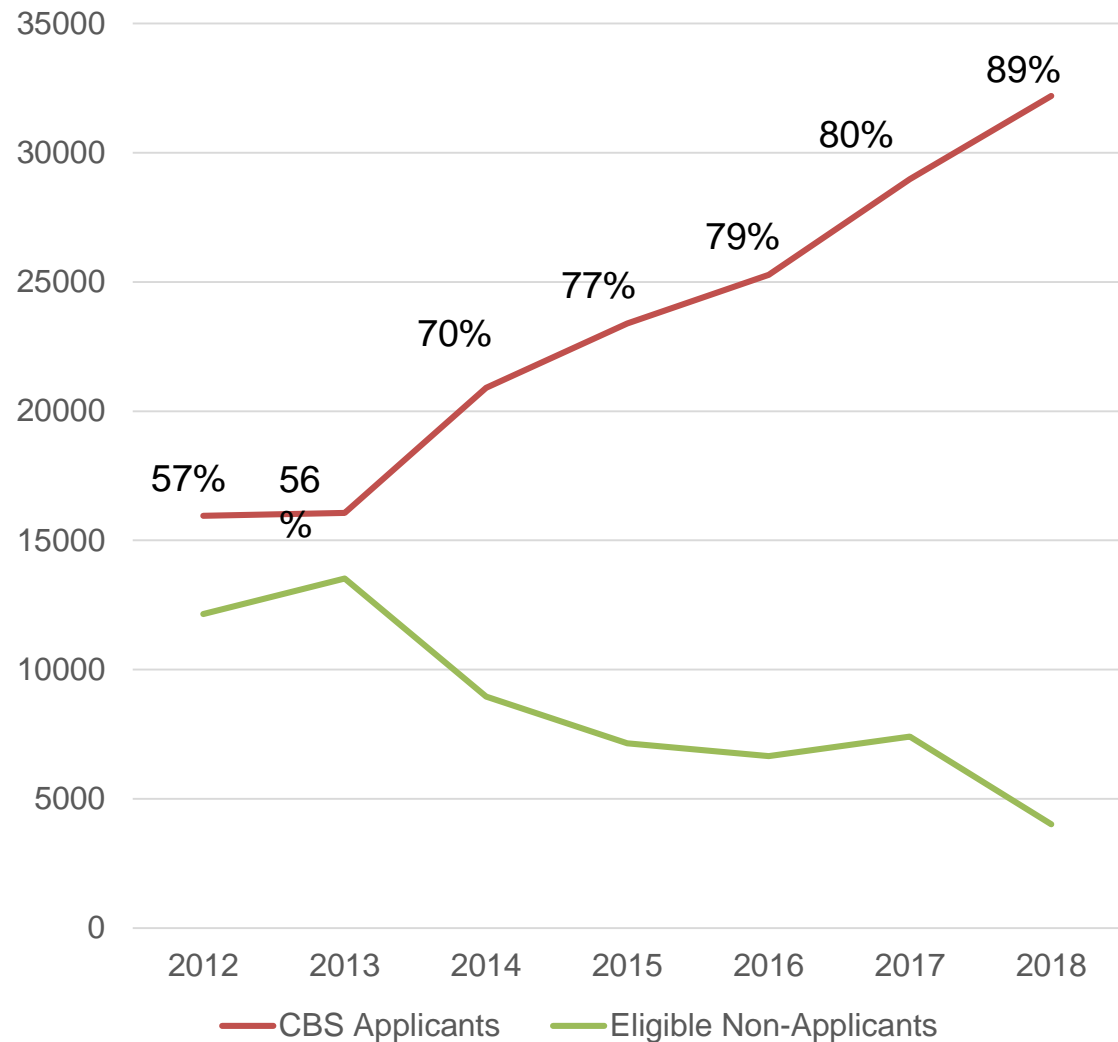
2/3/2015

Cohort	1	2	3	4	5	6	7	8		
	2012	2013	2014	2015	2016	2017	2018	2019	2020	Total Sign-Ups By Academic Year
Expected Grad Year	2012	2013	2014	2015	2016	2017	2018	2019	2020	
Eligible Students	28,093	28,600	29,856	30,549	31,923	36,394	36,208	36,587	35,953	
Academic Year 07-08	8	7								
Complete	9,062	6,199								15,261
Academic Year 08-09	9	8	7							
Complete	6,885	9,871	11,139							27,895
Academic Year 09-10			8	7						
Complete			9,764	12,356						22,120
Academic Year 10-11				8	7					
Complete				11,042	13,269					24,311
Academic Year 11-12					8	7				
Complete					12,003	15,696				27,699
Academic Year 12-13						8	7			
Complete						13,284	18,338			31,622
Academic Year 13-14							8	7¹		
Applied							13,873	22,838		36,711
Academic Year 14-15								8¹	7¹	
Applied								9,944	18,996	28,940
% of Total Eligible	57%	56%	70%	77%	79%	80%	89%	62%	53%	
Total Sign-up By Cohort Year	15,947	16,070	20,903	23,398	25,272	28,980	32,211	22,838	18,996	214,559

1. Preliminary Numbers. Includes incomplete applications.



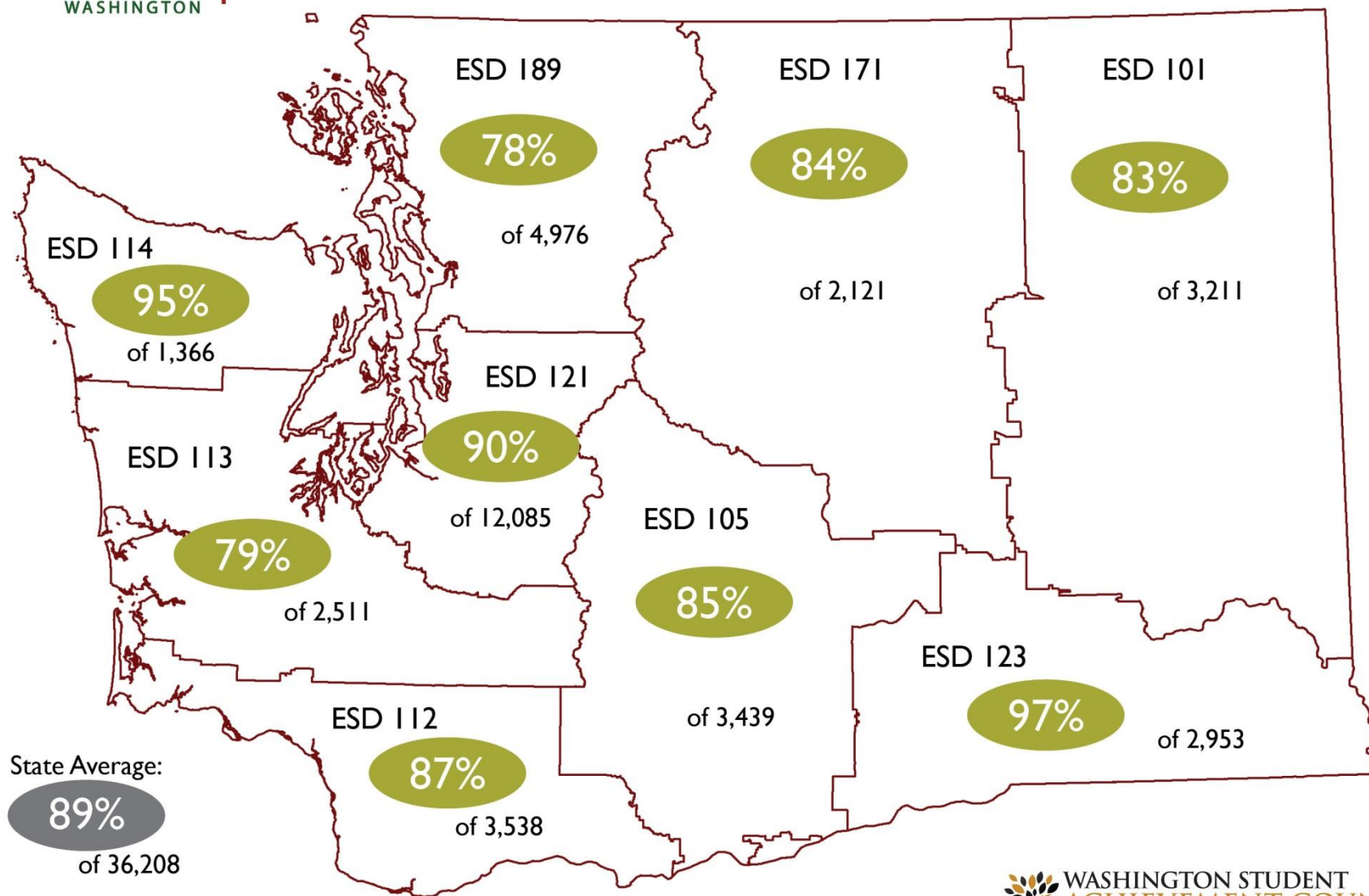
More Students are Signing up for College Bound



Washington Student Achievement
Council

College Bound Applications Complete For Graduating Class of 2018

September 8, 2014



NOTE: The percentage is based on the number of FRPL students who have submitted complete applications.

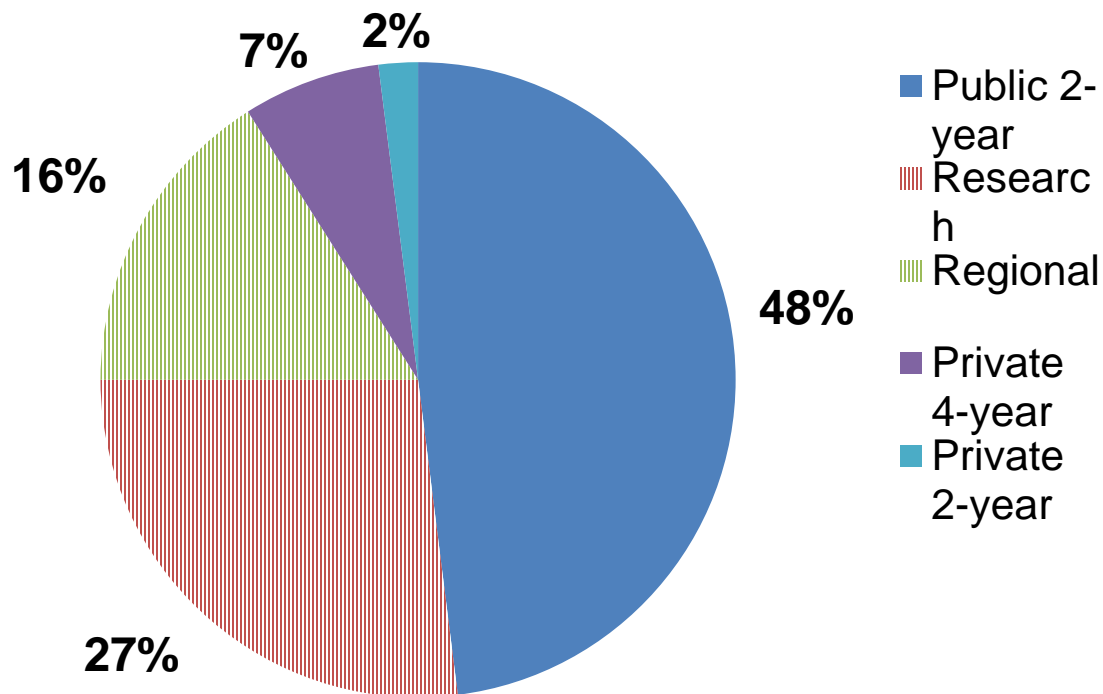
Cohort 2014 Graduation Rates

Cohort 2014	Graduation Rate
Statewide graduation rate for class of 2014	77%
College Bound Scholarship students rate for class of 2014	75%
Students eligible for FRPL who did not apply for the College Bound Scholarship	62%

Where Students Attend 2013-14 Recipients

Monitoring
CBS
Cohorts

More
scholarship
recipients are
attending
four-year
institutions
than
anticipated.



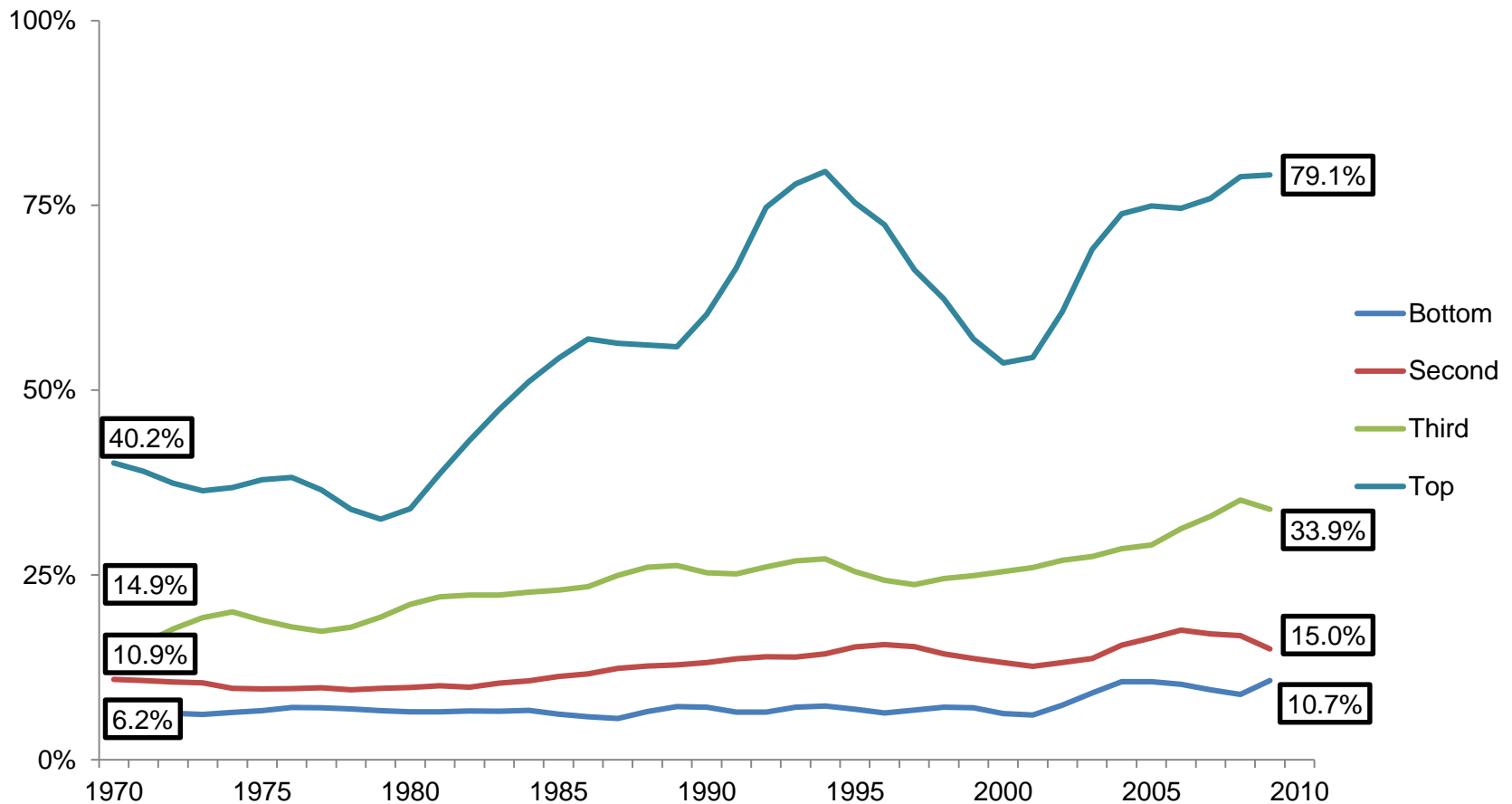
Source: WSAC May Interim Report, 2013-14 (May 2014). CBS recipients.

Post-Secondary Re-Enrollment

CBS Postsecondary Re-Enrollment	
2012-13 Initial Enrollment Sector	2013-14 Re-Enrollment Rate
Research	92%
Private 4-Year	92%
Regional	85%
Community/ Technical College	73%
Private Career	61%

Why Do We Need College Bound?

U.S. Bachelor's Degree Attainment Rate for All 24 Year-Olds, by Income Quartile



Part II: “Summer Melt”



What Is “Summer Melt”?

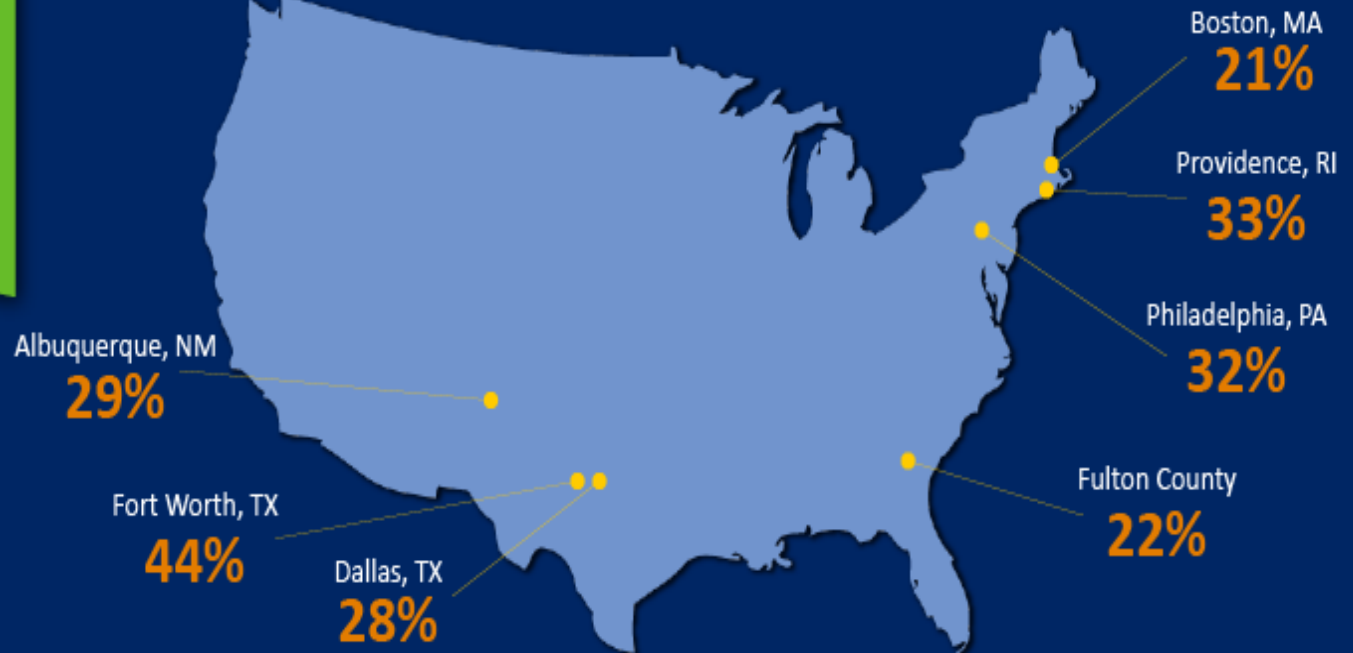
Summer melt can best be described as those students who graduated high school, were admitted to and planned on attending a post-secondary institution, but never enrolled.



What Is “Summer Melt”?

THE SUMMER MELT PROBLEM

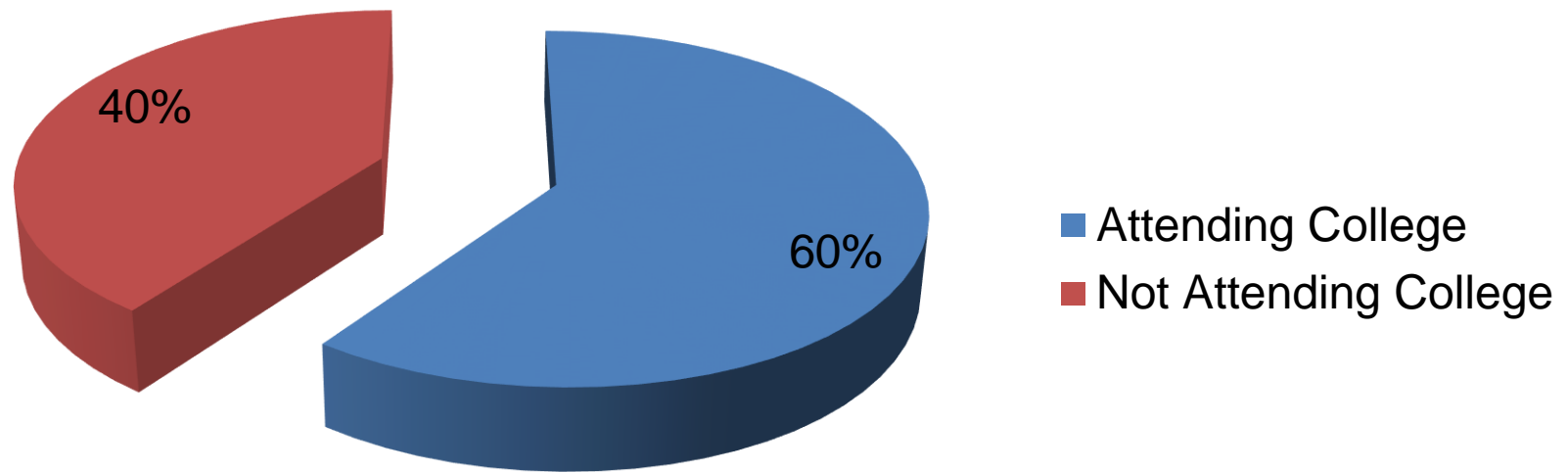
THE PERCENT OF COLLEGE-INTENDING STUDENTS THAT DO NOT ENROLL **ANYWHERE** AFTER HIGH SCHOOL GRADUATION.



uAspire, 2014

Why Does It Matter?

Washington State College Attendance After High School Graduation 2012

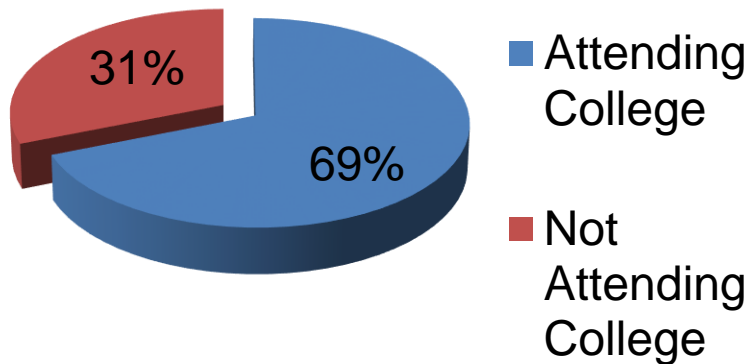


Data retrieved from <http://www.erdcddata.wa.gov/hsfb.aspx>

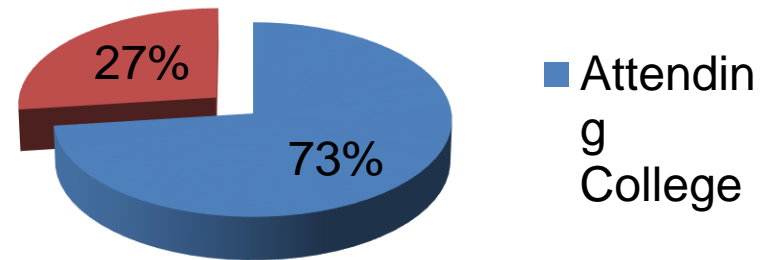
Why Does It Matter?

College Bound students that met the pledge requirements and enrolled in college within one year of high school graduation

**College Bound Cohort
1**



**College Bound Cohort
2**



Sharp, 2014

Barriers and Obstacles

Even after being accepted to college and choosing where to attend, low-income students face many hurdles to college enrollment...

For the following scenarios list out and discuss the various obstacles and barriers that the student faces to fall enrollment and attendance.



Scenario 1

1) Marcela is a first generation student who just graduated from High School. Both parents work and are able to provide for their family but there is limited extra income. She worked very closely with her school staff the last year and has been accepted to 2 schools and has received financial aid offer letters from both. One is in her hometown and the other is about a 4 hour drive away. She really likes the college not in her hometown and wants to attend there, but some of her friends and family want her to stay closer to home. The housing deposit deadline for both is in 2 weeks and she also needs to register for orientations soon before they fill up. She also received a FAFSA verification form last week and must turn in some additional paperwork.

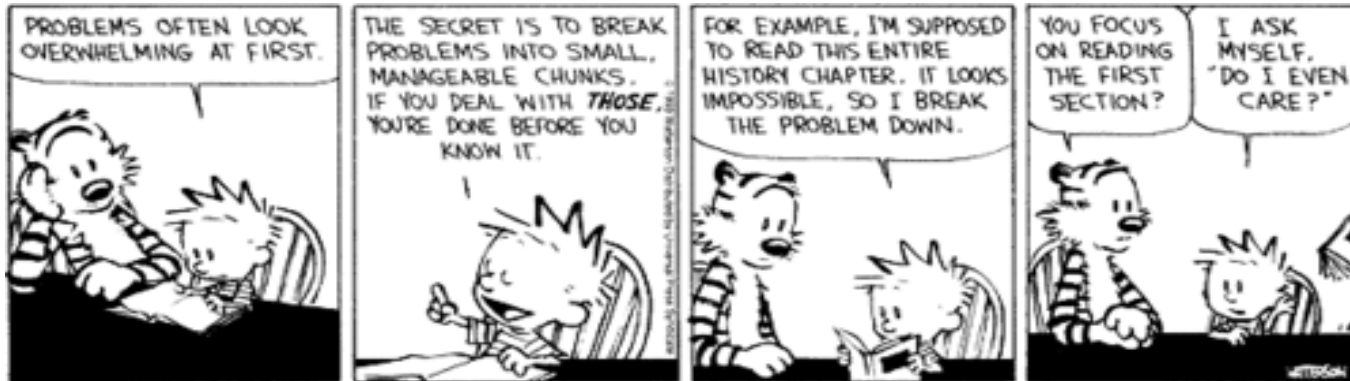
Scenario 2

2) Michael is one week away from graduation. He wants to go onto college but did not apply to any schools yet and isn't sure his grades are good enough to get into the 4 year schools he is looking at. He did fill out the FAFSA but is not sure his mother did her taxes or if she put them on the FAFSA yet. He is scheduled to take a math placement exam in July, as he did not take the appropriate level of math in high school. He has a job lined up at the local lumber yard that he did last summer and really enjoyed and he had more money than he's ever had. His mom works two jobs and has not attended college, but she tells her son he is very smart and should go to college. Michael is excited for summer break as he worked hard his senior year and got his best grades yet. Most of Michael's friends do not plan to go onto college.

Scenario 3

3) Omar has just walked across his high school graduation stage. He is a stellar student and has a full ride scholarship to the school of his choice. His father is very proud of him, but feels like he is unable to provide the guidance and financial support to help his son. He never attended college and has been on disability for the past 6 months and will be for a while, as he recovers from a work injury. While his cost of attendance is covered, Omar and his father have started looking at the things Omar will need. Plane tickets are expensive and they worry that even if they can afford one, how will he get home for winter break. They also looked into buying the computer he'll need and the extra-long bed sheets that the dorm beds require. They are quickly realizing there are other costs beginning to add up. Omar is still optimistic but his father is beginning to worry about the growing costs.

Barriers and Obstacles



- Applying/Acceptance
- Housing- locating, roommates, deposit, etc.
- Registration
- Orientation
- Communication (e-mail, student portals, etc.)
- Life- job, family, etc.
- Other- sending transcripts, health insurance, buying supplies, travel costs, etc.

Stop the Melt!

Strategic Data Project Summer Melt Handbook: A Guide to Investigating and Responding to Summer Melt

Benjamin L. Castleman Lindsay C. Page Ashley L. Snowdon

Center for Education Research

Harvard University Research

How can this guide help?

Is “Summer Melt” Happening At Your School?

Step 1. Determine which of your graduating students intend to go to college in the fall after high school graduation.

- Senior Exit Surveys
- Transcript Request
- Tracking students during counseling meetings

Step 2. Determine how many of your students actually enroll in college in the fall after high school graduation.

- Use individual postsecondary enrollment records from the National Student Clearinghouse
- Use school-level postsecondary enrollment records from the National Student Clearinghouse
- Work with local institutions or higher education agencies

Step 3. Determine the rate of summer melt among your students using the information gathered in Steps 1 and 2.

- Student level info- percentage of students attending college and number of students that were planning on attending
- School level info- with a chart-comparison of college going students within district high schools

Panel Discussion Participants

Western Washington University

Gracielle Yan

Academic Support Coordinator

Eastern Washington University

Arden Furukawa

Advisor

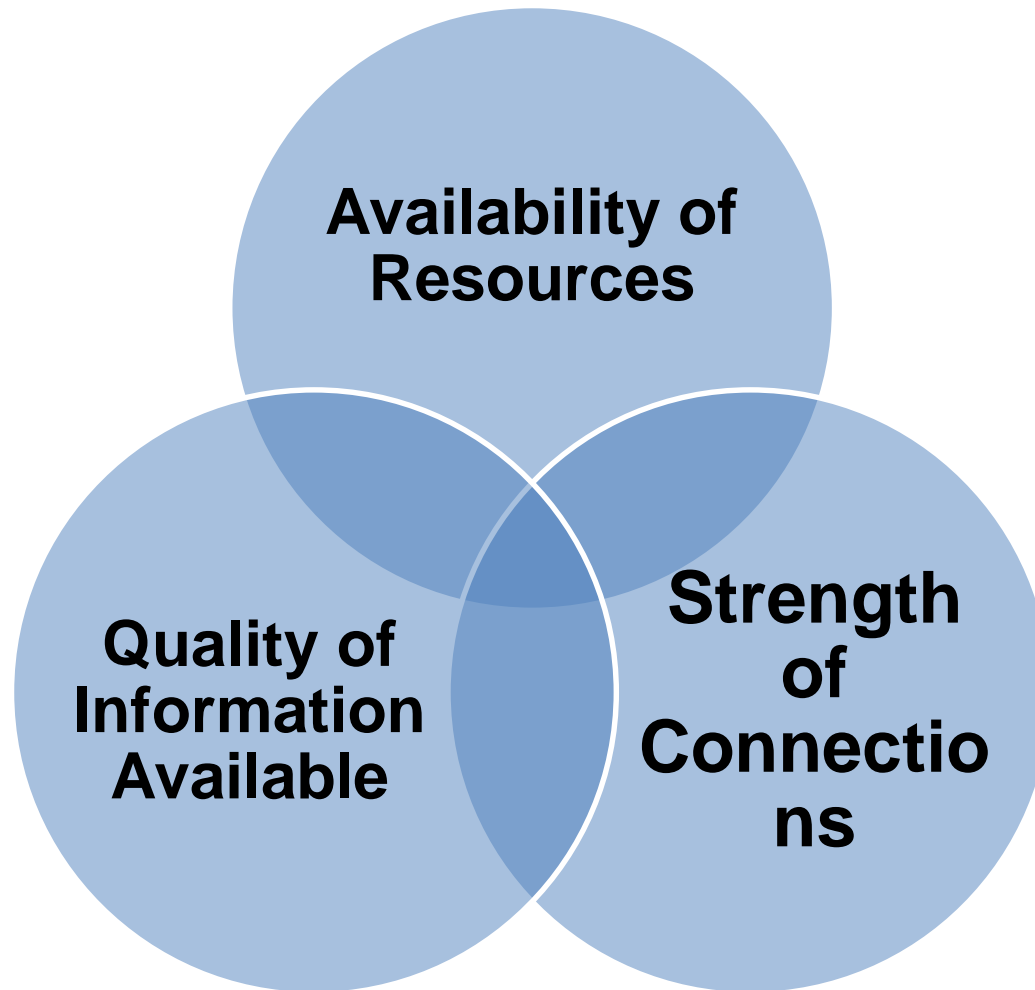
EWU Admissions

Skagit Valley College

Kim Requa

Director of Student Support Services

“Summer Melt” Intervention Considerations



Small Group Discussion



“Summer Melt” Interventions

- Proactive Personal Outreach
 - Counselors
 - College Admissions and/or Outreach
 - Parents
 - Peer Mentoring
- Digital Outreach
 - Texting
 - Social Media (Facebook, Twitter, etc.)
 - Emails
- Combination of all the above

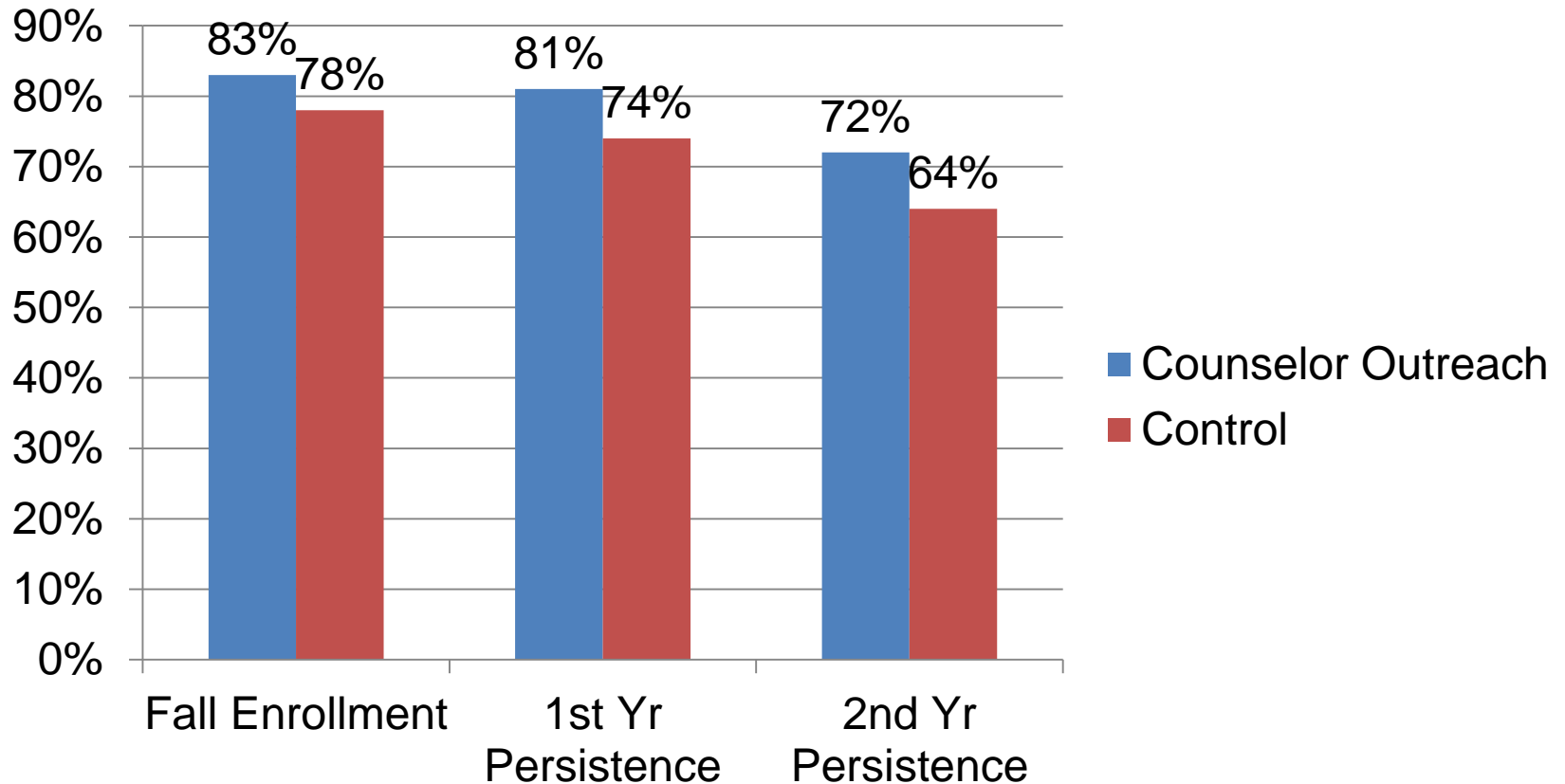


Counselor Outreach

- College-intending Class of 2011 grads
- Proactive outreach and tailored supports from uAspire advisor at several points during the summer
 - Personalized outreach to students via email, phone, text & Facebook
 - In-person and phone-based meetings with students
 - Regular follow-up
 - Key issues included college financial aid/affordability, navigating college web portals, and social/emotional readiness for college

Data retrieved from www.uaspire.org 2011 Boston, MA

Counselor Outreach



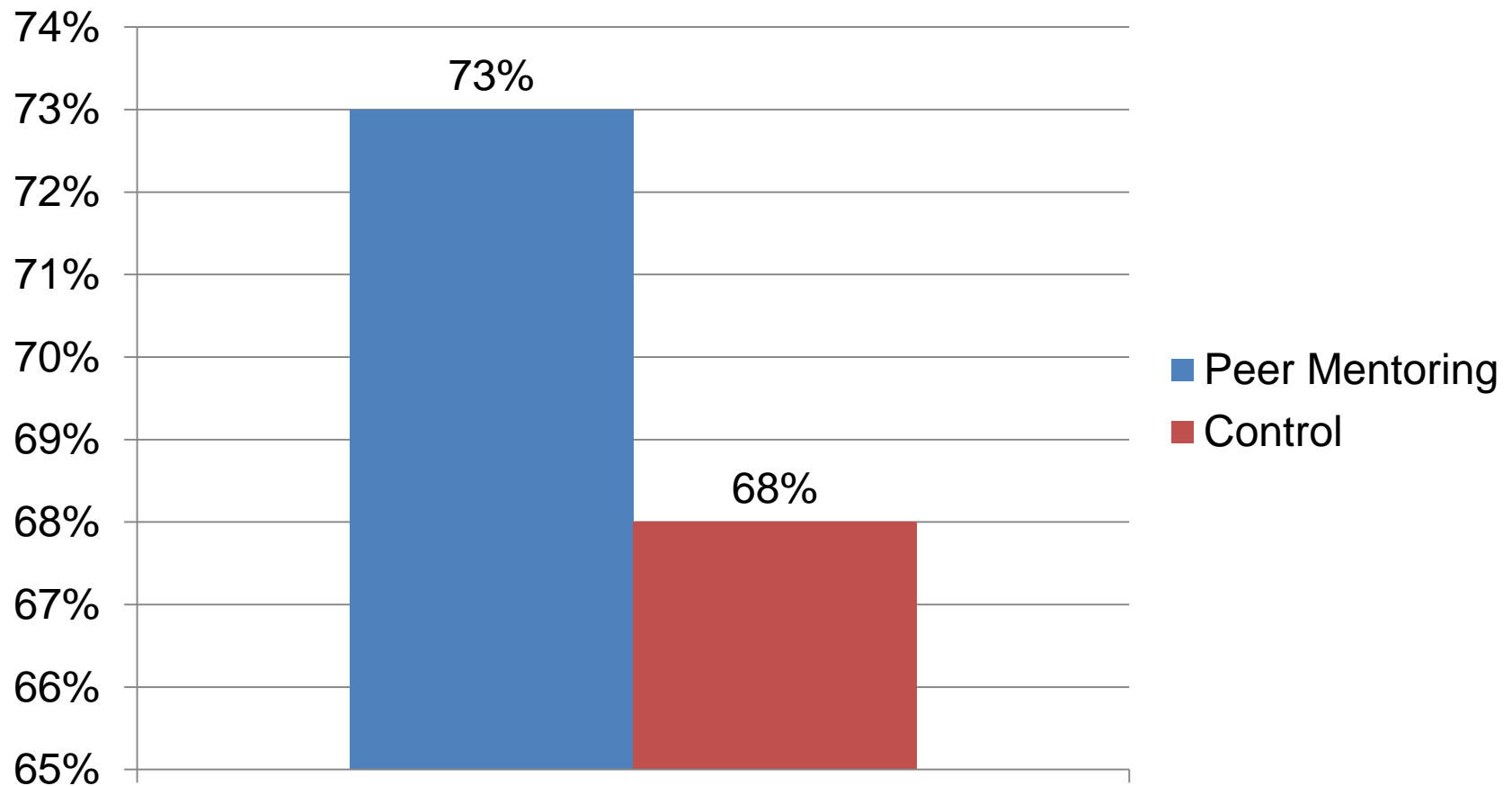
Data retrieved from www.uaspire.org 2011 Boston, MA

Peer Mentoring

- College-intending Class of 2012 grads
- Proactive outreach from peer mentors at several points during the summer
 - Provided first-hand perspective and encouragement about college
 - Assessed students' readiness to matriculate in college in the fall
 - Helped students identify key tasks and interpret required paperwork
 - Referred students to an full-time advisor for issues involving personal financial information or when peer mentor needed help

Data retrieved from www.uaspire.org Boston, Lawrence, Springfield , MA 2012

Peer Mentoring Outreach



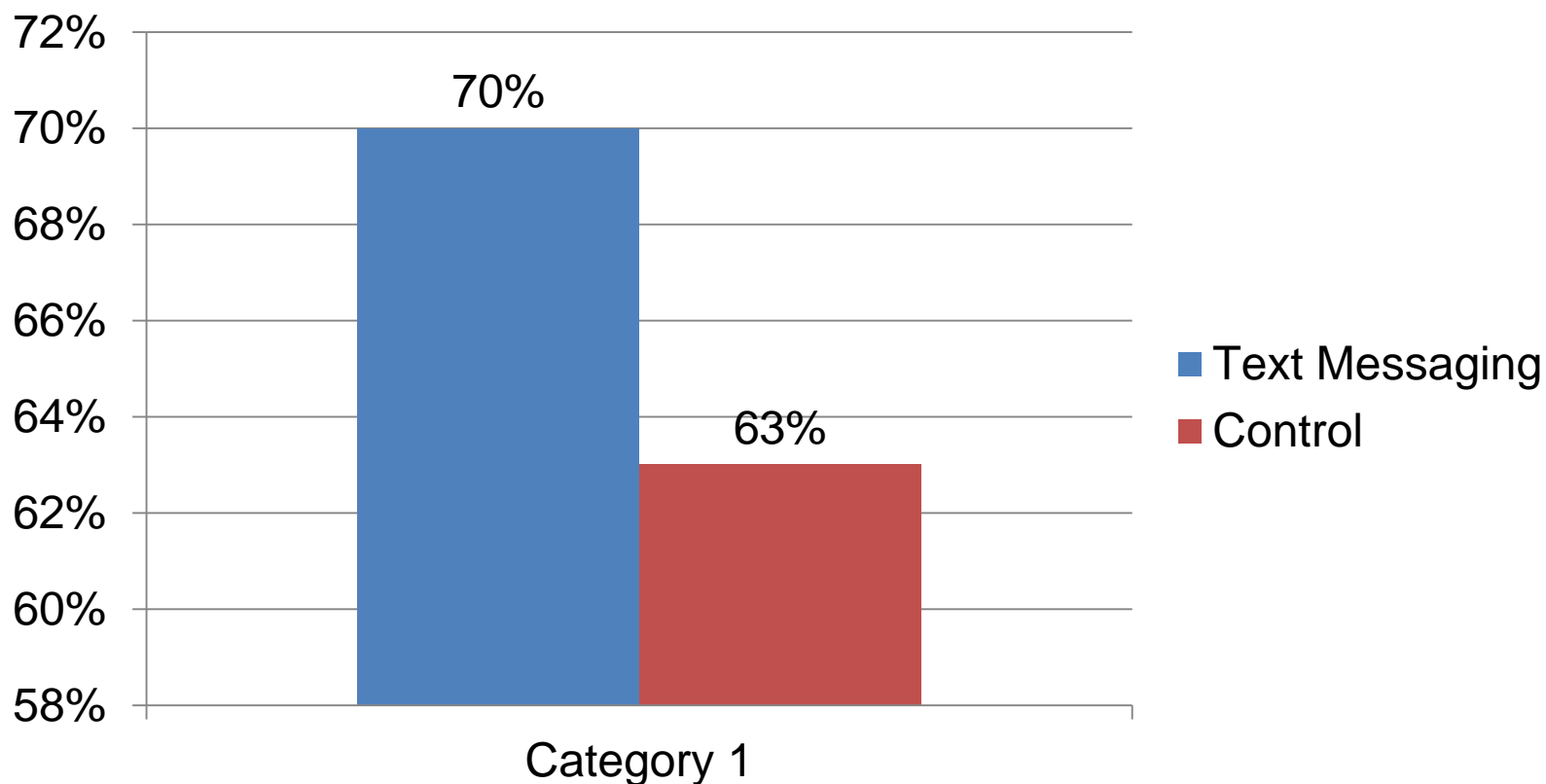
Data retrieved from www.uaspire.org Boston, Lawrence, Springfield , MA 2012

Text Messaging

- College-intending Class of 2012 & 2013 grads
- Series of 10 text messages sent throughout summer. Messages customized to each student's intended college and sent via an automated text messaging platform (Signal Vine)
 - Messages provide college-specific information, due dates, and web links for important tasks (e.g., registering for orientation)
 - Messages provided the option of requesting 1:1 assistance from a uAspire advisor

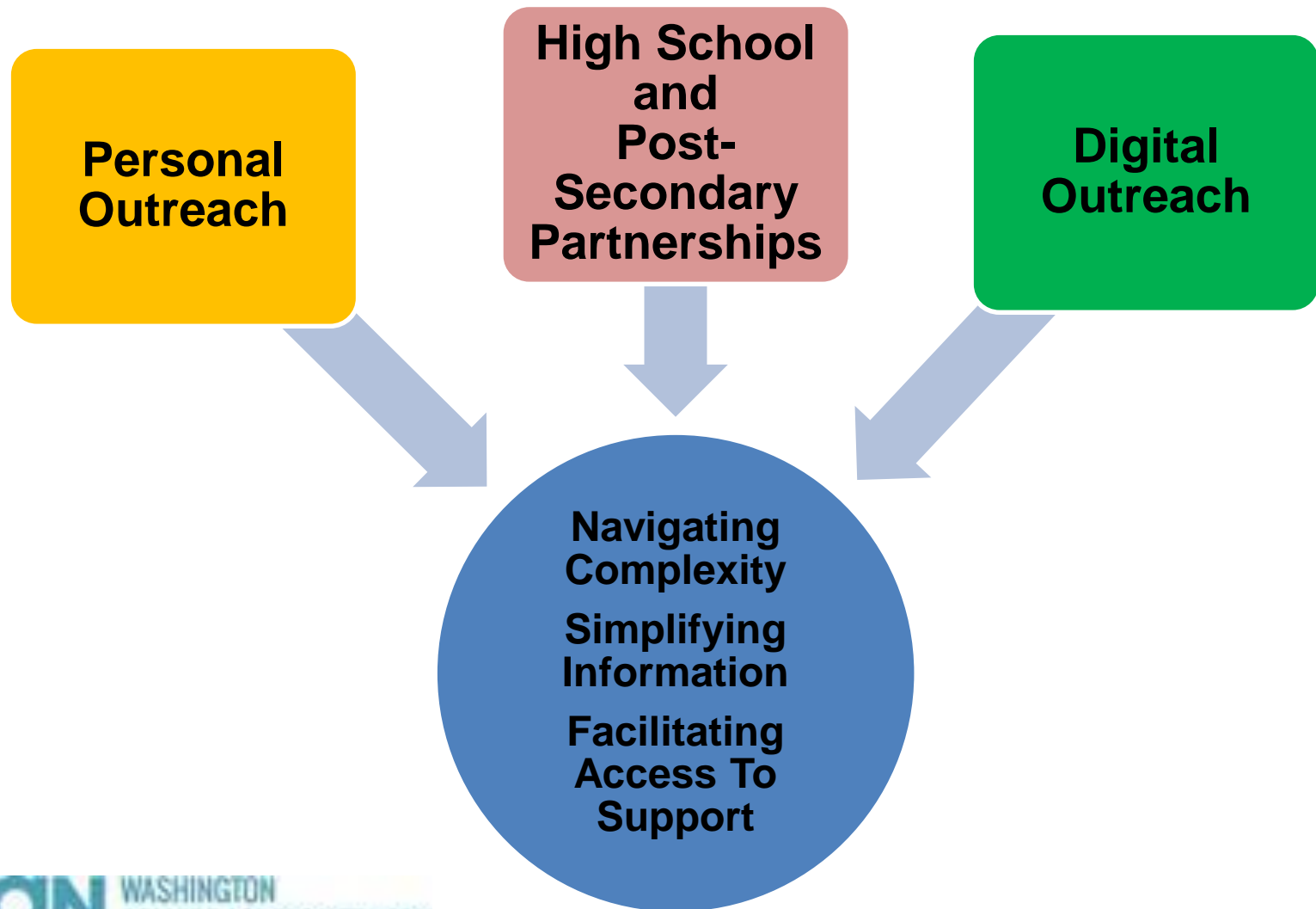
Data retrieved from www.uaspire.org Boston, Lawrence, Springfield MA 2012 & 2013

Text Messaging Outreach



Data retrieved from www.uaspire.org Boston, Lawrence, Springfield MA 2012 & 2013

Putting It All Together



Resources

- www.uaspire.org
- <http://sparkaction.org/content/r-u-track-college>
- <http://hepg.org/hep-home/books/summer-melt>
- www.signalvine.com
- <http://cepr.harvard.edu/cepr-resources/files/news-events/sdp-summer-melt-handbook.pdf>
- <http://www.k12.wa.us/CurriculumInstruct/BridgetoCollege/default.aspx>



Thank you!

Please don't...

- forget to complete your post-assessment
- hesitate to contact your College Bound Regional Officer

with any questions about today's workshop

Insert Program Officer info here