Power in Numbers
Using Data to Make Informed Decisions and Drive Results for Student Success

Moderator: Katrina Morales, Access Team Manager, Bottom Line
Panelists:
• Margy Brill, Senior Success Counselor, Bottom Line
• Katie Dorpinghaus, Program Operations Coordinator, One Million Degrees
• Danielle McDonnell, Program Coordinator, One Million Degrees
• Dakota Pawlicki, Director of Strategic Partnerships and Projects, Chicago Public Schools
Success depends on you

Get In | Graduate | Go Far

College Changes Everything Conference – July 16, 2015
Margy Brill, Senior Success Counselor
Our mission is to help low-income, first-generation students get in to college, graduate from college, & go far in life.
Success depends on you

Bottom Line Programs

Senior Year of High School

**Access Program**
One-on-one support through college and financial aid application process for high school seniors.

**Success Direct**
Alternate way into Success Program for rising college first years who did not go through Access Program.

Summer Before College

**Transition Program**
Support students in preparing for transition to college and eliminating “summer melt.”

College

**Success Program**
One-on-one, in-person support for up to 6 years or until graduation through target school model.
Students participating in our College Success program graduate at extremely high rates, above the national average for all students and more than 4x the rate of CPS graduates.

<table>
<thead>
<tr>
<th>CPS Graduates</th>
<th>National Average</th>
<th>Bottom Line</th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td>59</td>
<td>84</td>
</tr>
</tbody>
</table>

Success depends on you

**Bottom Line**

**College Success: DEAL Goals**

**D**

**Degre**e
- Graduates with a Bachelor’s Degree

**E**

**Emplo**yability
- Has a post-graduation plan and the ability to implement it

**A**

**Aid (Financial)**
- Graduates with < $36,000 in student loan debt

**L**

**Life**
- Is responsible and resourceful

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Success depends on you

Get In  ▪  Graduate  ▪  Go Far
Individualizing the Model

DEAL Goals

DEAL Milestones

Assessments
Service Plans

Success depends on you

Get In • Graduate • Go Far
<table>
<thead>
<tr>
<th>Milestone</th>
<th>Green</th>
<th>Yellow</th>
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<tbody>
<tr>
<td>Semester Performance</td>
<td>Semester GPA 2.3+</td>
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<td>Cumulative Performance</td>
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<td>Progress to Degree</td>
<td>Definitely on track to graduate in expected time frame</td>
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<td>Major Fit</td>
<td>Good fit, should graduate in this major</td>
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<td>Not a fit, not in desired major yet, will not graduate in this major</td>
</tr>
<tr>
<td>Course Registration</td>
<td>Course registration is all set, registered for right classes</td>
<td>Course registration needs improvement</td>
<td>Has not registered for courses</td>
</tr>
<tr>
<td>DATA COLLECTION</td>
<td>The <strong>objective</strong> view of the student’s current status.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------</td>
<td>------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CONVERSATION WITH STUDENT</td>
<td>The <strong>subjective</strong> story that quantitative data often misses.</td>
<td></td>
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### Sample Assessment – Degree

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Success depends on you

Get In • Graduate • Go Far
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<th>PRIORITY MILESTONES</th>
<th>Identifying the DEAL milestones that are the highest <strong>priority</strong> for the coming semester based on the assessment outcomes.</th>
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<tr>
<td>SPECIFIC SERVICES</td>
<td>Identifying the specific <strong>services</strong> that counselors plan to do with the students to work towards those priority milestones.</td>
</tr>
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One Million Degrees
College Changes Everything Conference
July 16, 2015

Katie Dorpinghaus, Operations Coordinator
Danielle McConnell, Program Coordinator
One Million Degrees empowers low-income, highly motivated community college students to succeed in school, in work, and in life. They receive a jetpack of critical resources that ensures successful degree completion and launches them into promising careers and 4-year institutions.

**OMD Mission and Approach**

- **Coaching**: Long-term, personalized one-on-one coaching with volunteer professionals who receive ongoing support and training.
- **Tutoring**: Immediate, individualized, sustained interventions and support to succeed academically.
- **Financial Assistance**: “Last dollar” scholarships to supplement federal and state financial aid and stipends to defray educational costs.
- **Academic Advising**: Proactive support to map out and plan for degree completion, transfers to universities, and career paths.
- **Personal Supports**: Ongoing intensive support from a dedicated staff, and trained professionals to help coach students through difficult times.
- **Life Skills**: A three-year curriculum of professionalism and communication skills, financial literacy training, and civic engagement and leadership development.
- **Career Readiness**: Regular opportunities to visit Chicago-area workplaces and learn first-hand about different industries and functions.
An Extraordinary Commitment to Success

Our scholars persist through difficult circumstances and attain their degree and promising careers for themselves and their family.

| 70% | 84% | $50,000 | 2.5 years |
| OMD Graduation Rate compared to the 20% graduation rate of traditional community college students. | OMD Retention Rate while half of the general community college population will dropout before the end of the second year. | Average Salary after graduation reported by OMD alumni compared to $32,000—the average across all associate’s degree holders. | Time to Graduate OMD Scholars graduate in less than half the time of a traditional community college student. |

Exponential Impact

As the first in their families to go to college, the success of an OMD Scholar has profound, positive implications for their communities and future generations.

A single degree can change the world.
OMD Program Coordinator

Program Coordinators are the **frontline of the organization**, acting as “intrusive advisors,” mentors, and caseload managers, closely monitoring the development and progress of each scholar towards graduation, personal, and professional goals.

- **Weekly or bi-weekly contact** to make sure that students take full advantage of the OMD Program and campus resources; coach them through decision-making, challenges, and barriers; and check-in on their overall development and progress
  
  - Study challenges
  - Academic barriers
  - Application or job prep
  - Personal concerns
  - Successes and celebrations

- **Collection of qualitative and quantitative data** to help inform the types of interventions and contact level (high or low touch)

- **Facilitation of monthly workshops** focused on professional development, identity development, financial literacy, and leadership.
Scholar Management Dashboard

Scholar Standing

- Alum
- Excellent Standing
- Good Standing
- Inactive
- Subject to be Dropped

Record Count

Standing

- 13
- 2
- 9
- 2
- 6

Spring 2015 GPA Distribution

GPA Range
- 0.0-0.9
- 1.0-1.9
- 2.0-2.9
- 3.0-3.9
- 4.0-4.0

Record Count
- 3
- 3
- 7
- 5
- 7
- 11

Scholar Contact Level

- High touch
- Low touch

Record Count
- 12
- 20

Shows which contact levels are assigned to current scholars.

Number of Risk Indicators Present

Successful Interactions Last 14 Days

- High touch
- Low touch

- 12
- 1

Anticipated Graduation Dates-CC Scholars
Scholar Data Collection and Tools

OMD Program Coordinators collect data throughout the year during scheduled scholar touch points and manage the data using their Salesforce Dashboards.

- **Weekly**
  - PCs interact with students to identify Risk Indicators that may develop over time, i.e. housing displacement, health concerns, poor class attendance
  - Class attendance, tutoring attendance and engagement is evaluated to ensure students are on track academically

- **Quarterly**
  - The Scholar Rubric is used to evaluate students on 5 key categories and determine standing
  - Non-evaluative data is collected to assess student stability
  - Midterm/Semester Grades serve as academic checkpoints

- **Yearly**
  - Financial Aid eligibility is determined, background information (educational, professional, personal), Contact and Demographic information is updated as needed
# Do Your PART Rubric and Scholar Risk Indicators

<table>
<thead>
<tr>
<th>Category</th>
<th>Developing</th>
<th>Emerging</th>
<th>Thriving</th>
<th>Pts.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Needs significant development in order to meet OMD standards of performance</td>
<td>Approaching OMD standards of performance</td>
<td>Meets and often exceeds OMD standards of performance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1-3 points</td>
<td>4-6 points</td>
<td>7-9 points</td>
<td></td>
</tr>
</tbody>
</table>

## ACADEMICS

<table>
<thead>
<tr>
<th>Risk Indicators</th>
<th>ACADEMICS</th>
<th>PERSONAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remedial courses</td>
<td>Poor grades</td>
<td>Gain or loss of employment</td>
</tr>
<tr>
<td>Struggling Academically</td>
<td>2.0 G.P.A (SAP Hold Risk)</td>
<td>Housing displacement</td>
</tr>
<tr>
<td>Class Attendance: Withdrawals</td>
<td>Class Attendance: Not attending Classes</td>
<td>Pregnancy</td>
</tr>
<tr>
<td>Class Attendance: Not attending Classes</td>
<td>OMD event attendance</td>
<td>Family Obligations and Responsibilities</td>
</tr>
<tr>
<td>Programming</td>
<td>Communications</td>
<td>Unstable or inconsistent childcare</td>
</tr>
<tr>
<td>Status Standing</td>
<td></td>
<td>Traumatic life event</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reduction in financial aid</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Health challenges</td>
</tr>
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</table>
Chicago Public Schools
Office of College and Career Success

Dakota Pawlicki
Director, Strategic Partnerships and Projects
We are creating a stronger **focus** and **culture** on post-secondary data

<table>
<thead>
<tr>
<th>“Old” Performance Policy</th>
<th>SY14-15 School Quality Rating Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Metrics centered on assessments, attendance, and progress towards graduation</td>
<td>• Metrics better aligned to district’s strategic action plan, e.g., college enrollment, persistence, priority student group growth, 5Essentials</td>
</tr>
<tr>
<td>• <strong>Three levels</strong> of school performance</td>
<td>• <strong>Five-level</strong> rating to more effectively differentiate schools</td>
</tr>
<tr>
<td>• Evaluates Option schools using traditional high school metrics</td>
<td>• <strong>New Option School model</strong> more targeted to the students served</td>
</tr>
<tr>
<td>• ISAT is the main elementary assessment</td>
<td>• Significant changes to ISAT make it unstable for year to year comparisons; replace with NWEA MAP</td>
</tr>
<tr>
<td>• Uses CPS historical benchmarks</td>
<td>• Performance benchmarks are tied to <strong>national standards</strong> where possible</td>
</tr>
<tr>
<td>• Does not account for test participation</td>
<td>• Target <strong>test participation rate of 95%</strong></td>
</tr>
</tbody>
</table>
A suite of internal and external supports are used to drive success

<table>
<thead>
<tr>
<th>Metric</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Student Growth on EPAS</td>
<td>20%</td>
</tr>
<tr>
<td>Growth of Priority Groups on EPAS</td>
<td>10%</td>
</tr>
<tr>
<td>Student Attainment on EPAS</td>
<td>10%</td>
</tr>
<tr>
<td>Student Attendance</td>
<td>10%</td>
</tr>
<tr>
<td>Freshman On-Track Rate</td>
<td>10%</td>
</tr>
<tr>
<td>4-Year Cohort Graduation Rate</td>
<td>10%</td>
</tr>
<tr>
<td>Early College / Career Credentials</td>
<td>5%</td>
</tr>
<tr>
<td>1-Year Dropout Rate</td>
<td>5%</td>
</tr>
<tr>
<td>College Enrollment</td>
<td>5%</td>
</tr>
<tr>
<td>College Persistence</td>
<td>5%</td>
</tr>
<tr>
<td>5Essentials Survey</td>
<td>5%</td>
</tr>
<tr>
<td>Data Quality</td>
<td>5%</td>
</tr>
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</table>

Internal
• Post-secondary leadership teams
• College and Career Coaches

External
• Nonprofit service providers
• Collective impact organizations
• College Advising Credential
  • CPS, Thrive, Options Institute
• Chicago Higher Education Compact
  • Universities, CPS, Advisory Partners
The Compact addresses a need...

What’s missing?

Colleges & Universities

Direct Dialogue
Concrete Performance Goals

Chicago Collaborative for Undergraduate Success

Chicago-area Dean’s meeting

Chicago Public Schools
By joining this Compact, your institution agrees to:

• Work collaboratively with CPS and advisory partners to set institution-specific goals and actions which contribute to the Compact’s overarching goal of increasing the graduation rate;

• Commit senior level participation to the Compact’s work including leadership meetings which will meet no more than four times annually, the first of which will occur in January 2015; and,

• Participate in a data sharing agreement among your institution, CPS, and Compact partners to inform, guide, monitor, and improve our related goals and actions.

“This Compact is, in summary, a pledge from CPS and participating institutions of higher education to do what it takes to ensure Chicago youth are attending and succeeding in college, developing into the highly educated workforce of tomorrow that our city needs.”
Participating Colleges and Universities

- Arrupe College of Loyola
- Columbia College Chicago
- DePaul University
- Dominican University
- Eastern Illinois University
- Illinois Institute of Technology
- Illinois State University
- Loyola University
- Moraine Valley Community College
- National Louis University
- Northeastern Illinois University
- Northern Illinois University
- Northwestern University
- Robert Morris University
- Roosevelt University
- Saint Xavier University
- Southern Illinois University
- University of Chicago
- University of Illinois at Chicago
- University of Illinois at Springfield
- University of Illinois at Urbana-Champaign

* Any college of university wishing to join the Compact is welcome
Compact Summer Melt Strategy

CPS provides checklists to counselors

May 8, 2015
1. Colleges provide admission checklist
2. CPS provides report template
3. Colleges provide baseline yield data

May 15, 2015
1. Checklists distributed to students with Q4 progress reports

Feed of enrollment milestones shared from college to CPS to counselor

May 22, 2015
1. Colleges provide first enrollment milestone report to CPS

May 29, 2015
1. CPS distributes reports to school counselors

Counselor works with student and family to ensure summer transition

Every two weeks
1. Colleges provide enrollment milestone report (June 5, 19, July 3, 17, 31, August 7)
2. CPS distributes reports to school-based teams

Every two weeks
1. CPS monitors outreach via reporting procedures
Compact Summer Melt Strategy Progress

• 18 of 21 Compact universities are fully participating

• Over 10,000 individual student records are available
  – Over 40% of all CPS 2015 Graduates included
  – Over 60% of those graduates who plan to attend college are included

• Summer transition counselor training completed

• Charter schools are beginning to use the report
Non profit providers play a critical role in supporting student success

1. Reduction in barriers
2. Improved outcomes
3. Clear direction
4. Coordinated efforts

Strategic connection to K-12 schools through matching services
Use of common language, goals, and vision
Leveraging the broader community to target investments

Vision: A seamless blend of internal and external supports to support college graduation
Open Forum & Questions