THE FAFSA DOESN’T GO TO COLLEGE

PRESENTERS

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INTERNAL VALIDITY (CAUSATION)

- **Cause related to effect**
  - Statistical validity

- **Cause before effect**
  - Temporal precedence

- **Control extraneous variables**
  - Factors that influence the relationship between the cause and effect
CORRELATION DOES NOT EQUAL CAUSATION

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- Students are studying
- Finals only on one day
- Students leave once finals are over

CORRELATION DOES NOT EQUAL CAUSATION

- Number of books in the home
- Child reading level
- Parent Attributes
CORRELATION DOES NOT EQUAL CAUSATION

Using Face-to-Face Tutoring

Student Attributes

REPORT CARD

GPA

MAKING GOOD DECISIONS
A model for evidence-based practices

Stakeholders
What are the stakeholder perspectives, values, or concerns?

Organization
What does our internal data tell us?

Scientific Literature
What research has been published to support or guide the development of the study?

Practitioners
What does your professional experience tell you is happening?
DIFFUSION OF INNOVATION

Theory on how and why new ideas and technology are adopted into any given social system.

There are five steps of the adoption process: Knowledge, Persuasion, Decision, Implementation, and Confirmation.

FORCED ADOPTION VS. OPTIONAL/VOLUNTARY ADOPTION

Forced adoption takes place when innovation is implemented from the top-down; usually by individuals who have an influence of Power.

Optional adoption takes place when an innovation is adopted by an individual independent of any rule or policy.
FORCED ADOPTION VS. OPTIONAL/VOLUNTARY ADOPTION

Research shows that innovation is adopted at a better success rate when it is voluntarily decided upon by an individual.

Optional adoption allows an individual to explore the possibilities available to them rather than be told how to behave or act.

POSTSECONDARY AND CAREER EXPECTATIONS
The Illinois PaCE Framework was developed with extensive input gathered from stakeholders and subject matter experts to provide guidance to students, families, and educators on what types of experiences and information a student should have in order to make the most informed decision about college and career planning beginning in 8th grade and through high school. The framework is organized around three key areas:

1. Career Exploration and Development
2. Postsecondary Education Exploration, Preparation, and Selection
3. Financial Aid and Literacy
READY, WILLING, AND ABLE

- Savitz-Romer and Bouffard suggest an adolescent developmental approach to college readiness and success.
- They discuss five core developmental stages that are crucial for students: Envisioning, Believing, Aiming, Organizing, and Connecting.
READY, WILLING, AND ABLE – FIVE CORE STAGES

- Envisioning
- Believing
- Aiming
- Organizing
- Connecting

MIDDLE GRADES STUDENT DEVELOPMENTAL OBJECTIVES
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ILGU is designed to provide students with guided exploration of postsecondary planning and options in a manner that is consistent with the developmental stage of each student.

This developmental work is intended to prepare students to more fully engage with the Illinois PaCE from 7th grade to Senior year.

IDENTITY

Here the goal is to resolve identity conflicts and form an identity consistent with postsecondary success.

The ILGU domain of Identity includes the Ready, Willing, and Able (RWA) stages of Envisioning and Believing.
We want students to learn the skills necessary to develop and successfully execute a plan for the desired postsecondary outcome.

The ILGU domain of Planning includes the RWA stages of Aiming and Organizing.

Ideally, students will develop the skills necessary to persist through challenges and to build a strong and supportive social network that can guide a student to and through postsecondary education and into a successful career.

The ILGU domain of Self-Advocacy includes the RWA stage of Connecting.
DURING THE 7TH GRADE
A STUDENT SHOULD BE SUPPORTED TO:

- Explore their identity
- Articulate identity conflicts
- Envision a positive future
- Explore their habits
- Create or change a habit
- Record their progress
- Explore their strengths
- Effectively ask for help
- Understand a growth mindset

DURING THE 8TH GRADE
A STUDENT SHOULD BE SUPPORTED TO:

- Explore identity conflicts
- Articulate personal strengths
- Identify sources of motivation
- Explore career interests
- Develop an educational plan for at least one career interest
- Compare possible financial futures
- Demonstrate a growth mindset
- Explore learning styles
- Map a support network
Envisioning Curriculum
Believing Curriculum
Aiming Curriculum
Organizing Curriculum
Connecting Curriculum

Student Survey to determine current state of student development

Lesson Delivery

Student Outcomes

Student Demographics

Collection

Intention

Curriculum Tracking by student

Student information confirms or changes prediction model

Continued revision of curriculum based on results

Revise and affirm prediction

Test prediction model using student outcomes

Identify interventions of significance

Validate across time and student population

Student tool for developmental assessment

*Savitz-Romer, Bouffard, 2012
DATA COLLECTION

- Additional capability to track curriculum detail beyond a service type and sub-type
- Importance of capturing student level detail
- Dashboards for student, grade and school level reporting and planning
MULTI-PHASE VALIDATION APPROACH

Grade 7  Grade 8  Grade 9  Grade 10  Grade 11  Grade 12  PSE

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THANK YOU!