

Supporting degree completion for first generation college students

NPEA Conference 2015



Introductions

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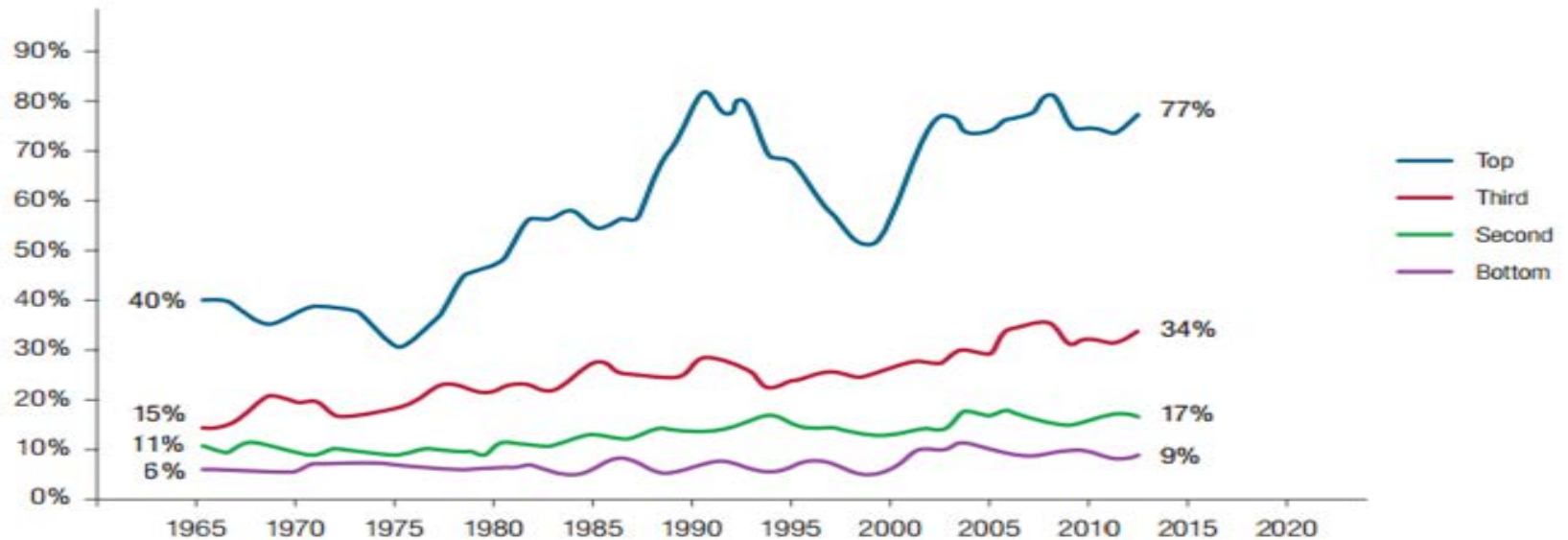
Low Income Students

There are enormous inequalities in education in the United States. A child born into a poor family has only a 9 percent chance of getting a college degree, but the odds are 54 percent for a child in a high income family.

Helping the Poor in Education: The Power of a Simple Nudge

JAN. 17, 2015 Economic View
By SUSAN DYNARSKI

Equity Indicator 5a: Bachelor's degree attainment by age 24 for dependent family members by family income quartile: 1970-2013



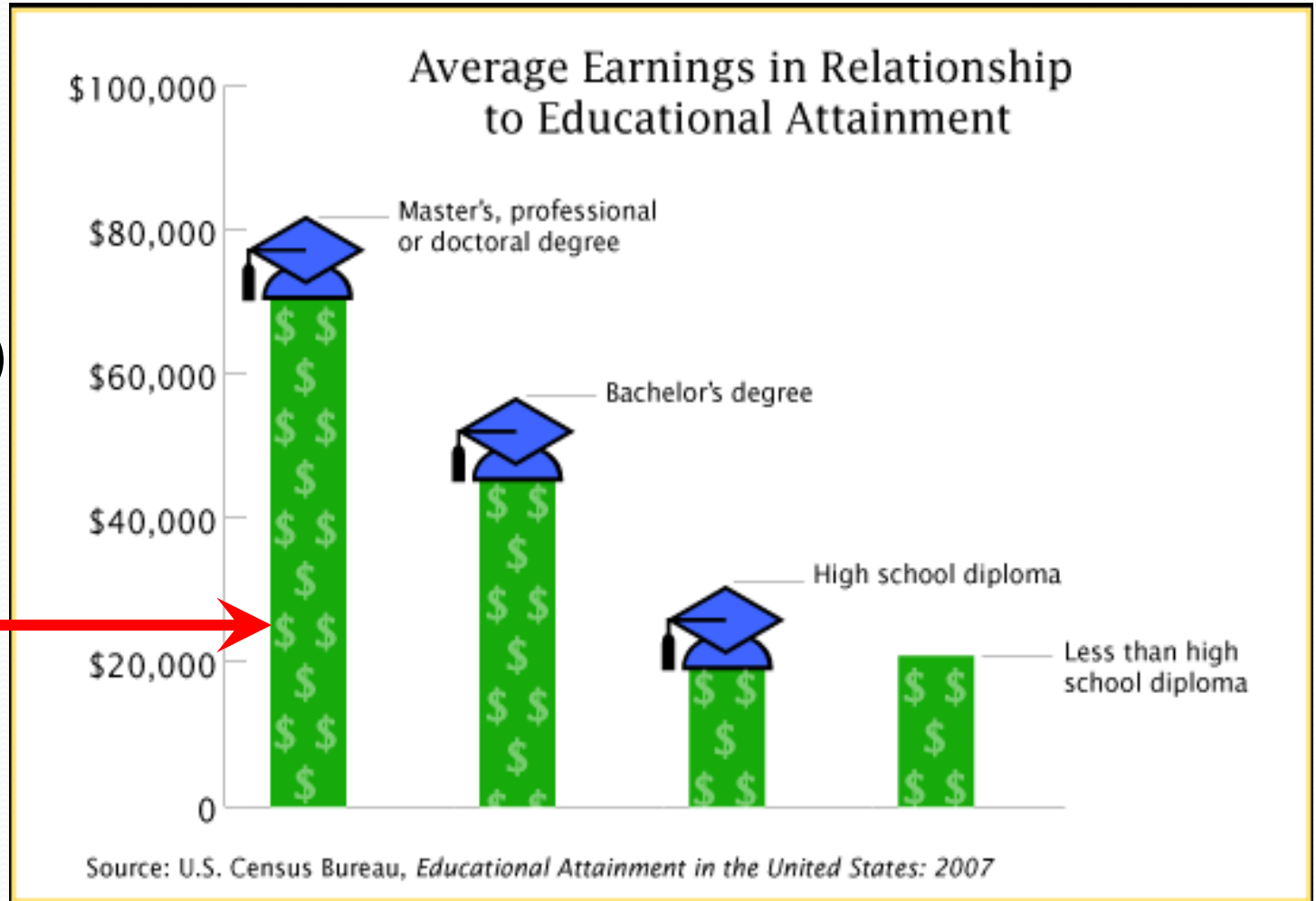
How Are We Doing? High Inequality and Widening Gap

In 2013 those from high-income families were 8 times more likely to obtain a bachelor's degree by age 24 than those from low-income families. In 1970 individuals from high-income families were 5 times more likely to obtain a bachelor's degree than those from low-income families.

Source: U.S. Census Bureau, Current Population Survey, October Education Supplement. Data from 1970 to 1986 consider unmarried 18 to 24 year olds and data from 1987 to 2013 are based on dependent 18 to 24 year olds. We used data in Table 14 in Census Bureau P20 report on School Enrollment. After 2006, the Census Bureau no longer published Table 14. We received unpublished data. Mortenson, Thomas, 2014, "Unequal Family Income and Unequal Higher Education Opportunity, 1970 to 2013", Postsecondary Educational Opportunity, no. 267, Pell Institute for the Study of Opportunity in Higher Education, Washington DC, September. <http://www.postsecondary.org/>

A College Degree is a Game-Changer

Federal poverty line (\$23,850) for a family of four



First Generation Students...

- ◆ often begin college less academically prepared than other students (Choy, 2001, p.xxxi)
- ◆ tend to know the least about the price of attending college (Choy, 2001, p.xxx)
- ◆ tend to apply to and attend less selective colleges that are closer to home (Engle, p.32)
- ◆ more likely to work while in college and live off campus, negatively affecting college academic and social integration outcomes (Saenz et al., 2007)

The Landscape

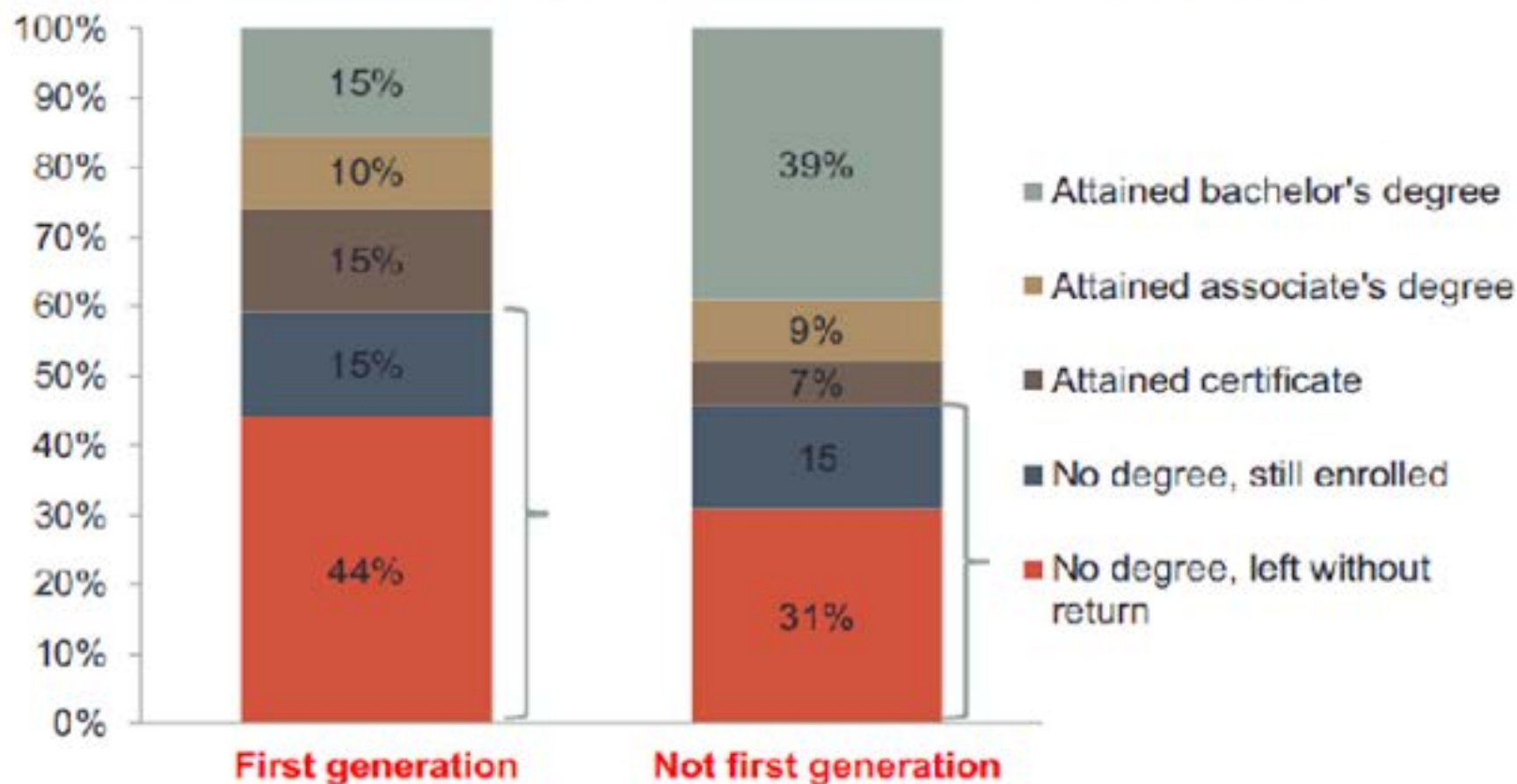
- Out of 100 students from the lowest income quartile, only 9 will ultimately earn a college degree.¹
- Low-income, first generation students are four times more likely to leave college after their first year.²
- Low-income, first generation college-goers are especially likely to leave college without earning a degree.³

1 <http://www.newschools.org/initiatives/can>

2 Engle and Tinto 2008

3 <http://www.newschools.org/initiatives/can>

Three out of five first-generation college students do not complete a degree or credential in six years.



Source: Georgetown University Center on Education and the U.S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students (BPS) Longitudinal Study, 2004-2009.

The Obstacles

- Academic Preparation
- Affordability and Financial Literacy
- Social/Emotional Difficulties

Academic Preparation

Obstacles

- Academic Preparation
- Time Management, Limited Organization and Planning Skills

Solutions

- Class Advising and Building in Time for Studying
- Using the Learning Center and Study Groups
- Teaching Time Management, Organization and Planning Skills (using a paper or electronic planner; keeping everything in one place)

Affordability

Obstacles

- Managing Money
- Understanding Financial Aid Awards
- Understanding Bills

Solutions

- Involving Family in Meetings and Discussions
- Reapplying for Financial Aid Early Each Year
- Teaching Financial Literacy Skills

College Budget Template

Student _____

College _____

SCHOOL EXPENSES

	Expenses/Description	Unit price	Qty	Unit Descp	Sch yr total
	Tuition & fees	\$0.00			\$0.00
	Textbooks & supplies (estimate)	\$0.00			\$0.00
Housing	On-campus	\$0.00			\$0.00
	Off-campus	\$0.00			\$0.00
Meals	On-campus (estimate-if needed)	\$0.00			\$0.00
	Off-campus	\$0.00			\$0.00
Transpo	Local/Public transportation	\$0.00			\$0.00
	Long Distance transportation	\$0.00			\$0.00
TOTAL					\$0.00

FINANCIAL SUPPORT AVAILABLE

	Resource	Unit price	Qty	Unit Descp	Sch yr total
School Financial Aid	MWEP Scholarship	\$0.00			\$0.00
	Pell Grant	\$0.00			\$0.00
	Cal Grant	\$0.00			\$0.00
	SEOG	\$0.00			\$0.00
	Institutional Grant	\$0.00			\$0.00
	Scholarships	\$0.00			\$0.00
	Work Study	\$0.00			\$0.00
	Loan SUBSIDIZED	\$0.00			\$0.00
	Loan UNSUBSIDIZED	\$0.00			\$0.00
	OTHER	\$0.00			\$0.00
	Loan PARENT	\$0.00			\$0.00
TOTAL					\$0.00
Unmet need					\$0.00

Financial Literacy

Providing students with the resources to build the necessary skills to navigate through life with sustainable money management practices.

- Budgets
- Bank Accounts
- Credit Card Management (APR, annual fees, minimum payment)

Social/Emotional

Obstacles

- Inaccurate Expectations
- Navigating Two Different Worlds
- Family Support

Solutions

- Transitioning Sessions/Summer Programming
- Teaching Self-Advocacy, Problem Solving and Decision Making Skills
- College Support – Utilizing Campus Resources

Other Best Practices

- Navigating Family Educational Rights and Privacy Act (FERPA)
- Coaching Framework
- Asking for Help

FERPA

What are "education records"?

Records, files, documents, and other materials that contain information directly related to a student and are maintained by an institution. Education records take different forms (paper and electronic) and include:

- Grades
- Class lists
- Student course schedules
- Disciplinary records
- Student financial records
- Payroll records for employees who are employed as a direct result of their status as students (e.g. work study, assistantships, resident assistants)

FERPA

Consent to Release Student Information Academic Year 2014/2015

Student Name:		College ID:	
University/College:			

**ATTN: Office of Bursar/Records/Registration/Financial Aid/
Scholarships/Cashier/Business Office/Student Accounts/Bookstore**

The Federal Family Education Rights and Privacy Act (FERPA) prohibits the release of information to anyone but the student without the student's written permission to do so. This document allows the staff of the referenced offices to discuss specific aspects of institutional records concerning grades, financial records, class schedules, registration status, etc. with the person(s) designated below.

Student Release

I, _____, do hereby consent to have information in my records in the referenced offices discussed with the following Making Waves staff member(s). I understand the information may be released orally or in the form of copies of written records, as preferred by the requestor.

Authorized Staff Members

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

This document will remain valid until such time that the student revokes in writing this release form.

Student Signature

Date

Coaching

- "...proactive or intrusive, advising of students that may be at risk and possibly involving college coaches calling or contacting students each week, working with students ahead of time before failure happens to plan strategies to deal with challenges, and specific contracts with students.."
- "...creating structured pathways to success for students that are clear and attainable and providing data and information to support the pathways..."

Coaching

“Two researchers at Stanford University, Eric P. Bettinger and Rachel Baker, analyzed an innovative counseling program in which a professional academic coach calls at-risk students to talk about time management and study skills. The coach might help a student plan how much time to spend on each class in the days approaching finals, for example. The results are impressive, with coached students more likely to stay in college and graduate. ...[T]he effects persist for years after the coaching has ended.”

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College Coaching Areas of Emphasis

Annual Plan – Setting SMART* Goals in these areas:

- Academics
- Social and Emotional Well-Being
- Health and Wellness
- Communication
- Time Management
- Professional Development
- Financial Management

* Specific, Measureable, Achievable, Relevant/Realistic, Timely

Coaching Framework: GRADDS

Greeting

Review

Assess- Use Annual Plan

Determine focus for moving
forward

Develop Plan- (ADVANCE student)

Summarize

Communication/Getting Help

- **Student Affairs**
- **Academic Affairs**
- **Financial Aid Office**
- **Bursar's Office**

Communication/Getting Help

TEXTING

"...[A] system of automatic, personalized text messages that reminded high school students about their college deadlines [which]...included links to required forms and live counselors.

The result? Students who received the texts were more likely to enroll in college: 70 percent, compared with 63 percent of those who did not get them."

Activity

Separate into three groups and each group will receive a scenario.

Each group is working to

- Identify the issues
- Identify possible solutions
- Create an action plan

Questions/Comments

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