

Supporting Successful Postsecondary Transitions Through Summer Counseling

Virtual Discussion

Rural College and Career Readiness Partnership:
Building Bridges to College and Career
Professional Learning Series



Meeting agenda

- Welcome and introductions
- Why are we here?
- Deeper dive into an evidence-based strategy
- Learning from the field
- Want to know more?
- Wrap-up and next steps



Meeting goals

Our goals for this discussion are to:

- Build on content from the in-person workshop on non-academic supports for postsecondary transitions
- Dive deeply into one evidence-based practice related to postsecondary transitions
- Discuss practical considerations for the local adoption of the practice

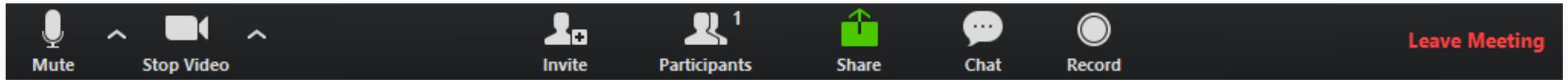
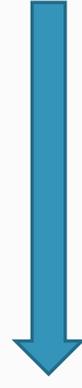
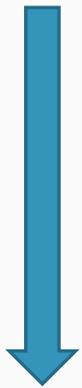
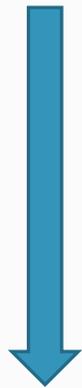


Norms for today

- Join the webinar as a contributor and a learner—we all have something to contribute and we all have something to learn.
- Participate actively, listening and responding to the presenters and other attendees.
- Turn off email and leave aside other work for the duration of the webinar. It's only an hour.
- Ask questions and share thoughts throughout the workshop so you can be sure to leave with something that can help you in your work.
- Take the time to let us know what worked and what we could do better.



Webinar functionality



Introductions

Please share your:

- Name
- Affiliation
- Role
- One success you've had this school year in supporting college readiness and access



The *Building Bridges to College and Career Series*

From the
April 10
Workshop

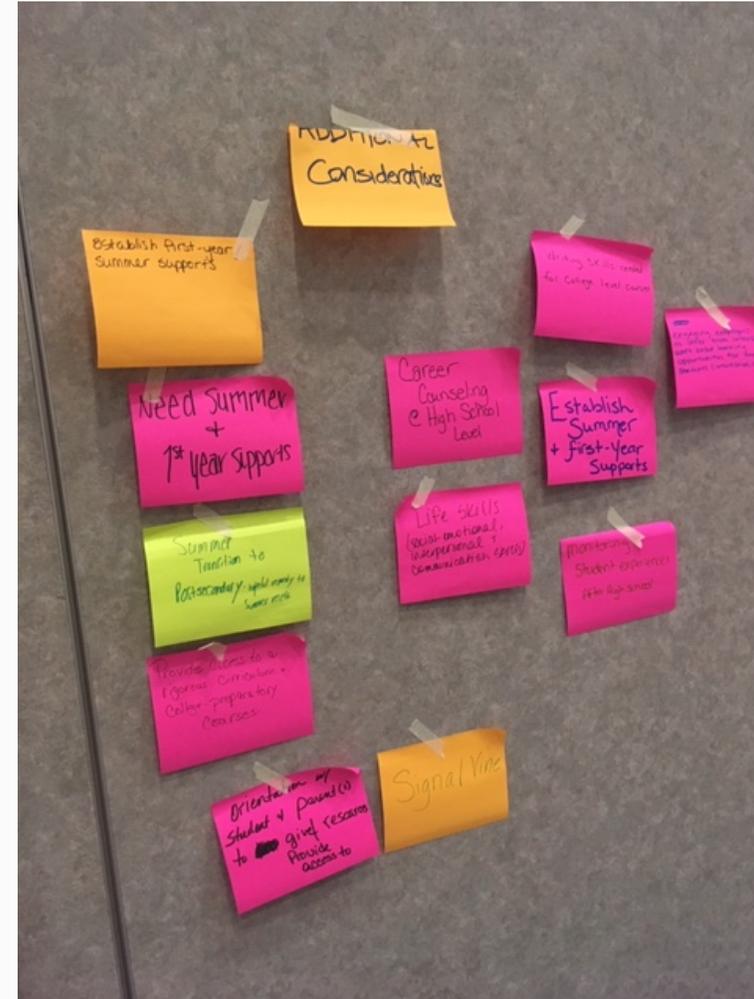
3 workshops

- Parent/Family Engagement (11-7-18)
- Nonacademic Skills (4-10-19)
- Social-Emotional Learning (late summer/fall 2019)

3 virtual discussions

- March 2019
- Today!
- Late summer/fall 2019

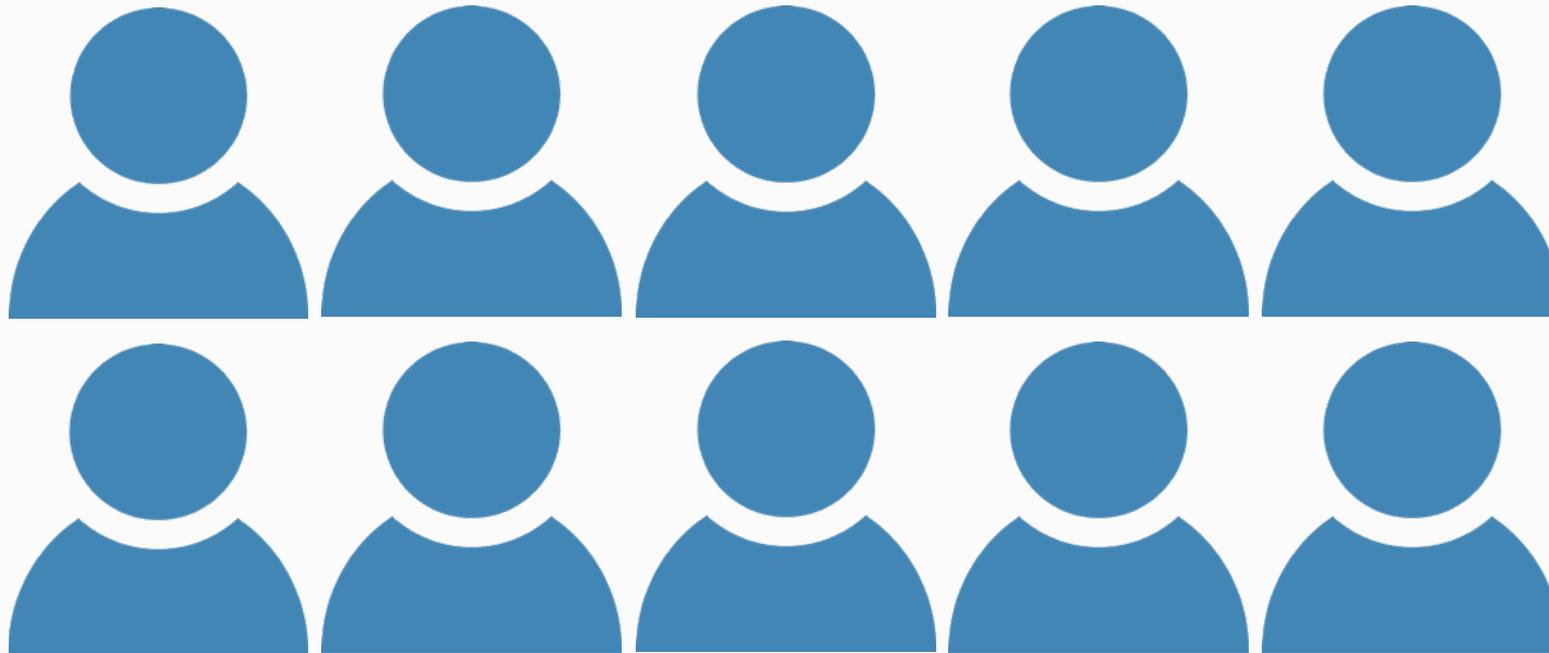
Fall 2019 **ongoing series** to support implementation (*contingent on demand*)



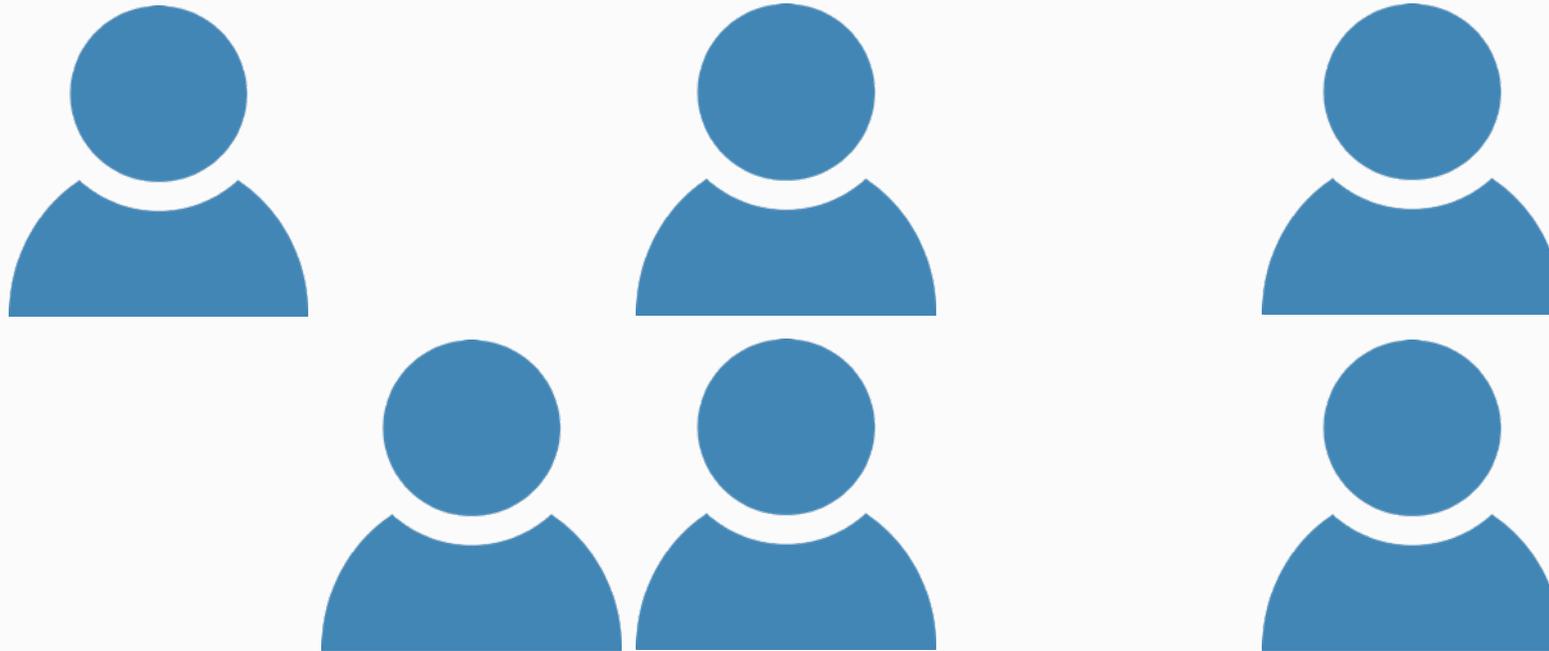
Why are we here?

THE CONTEXT

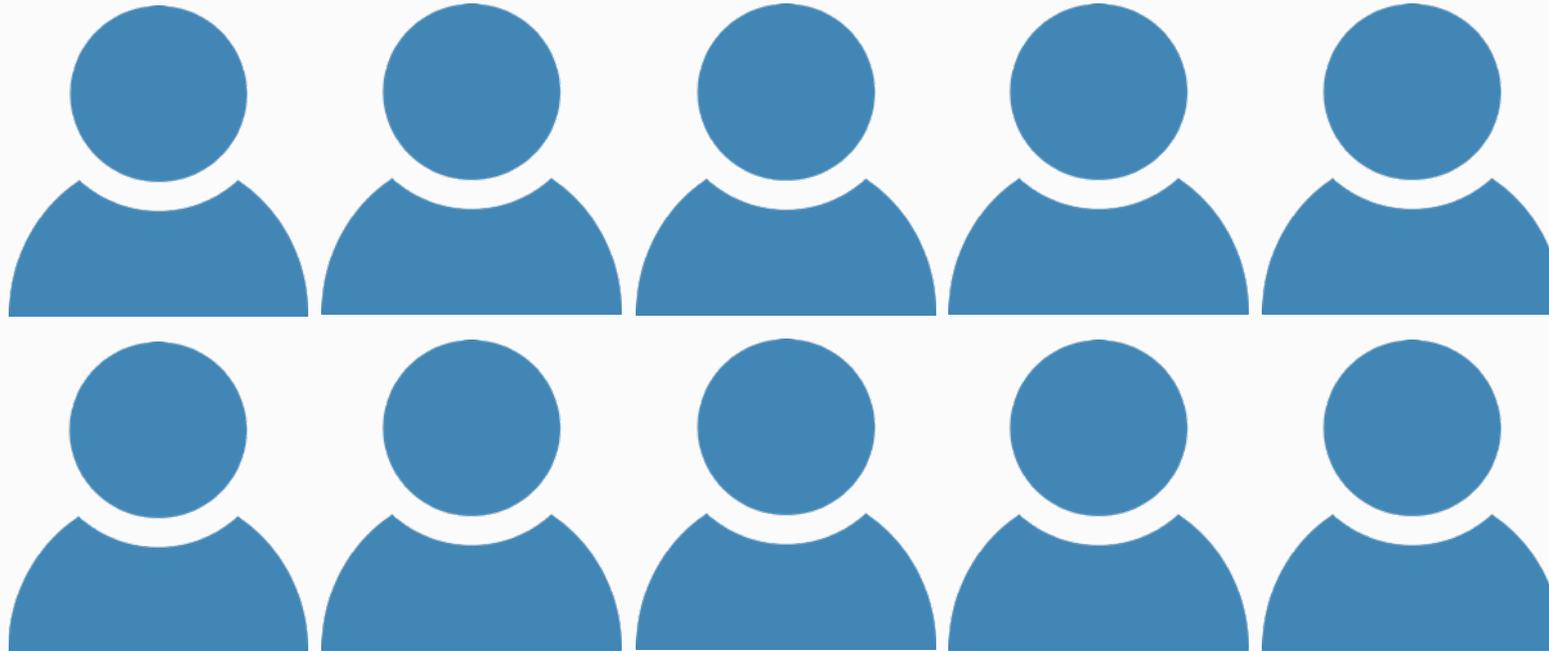
Between 10 and 40% of accepted students do not show up to campus in the fall.



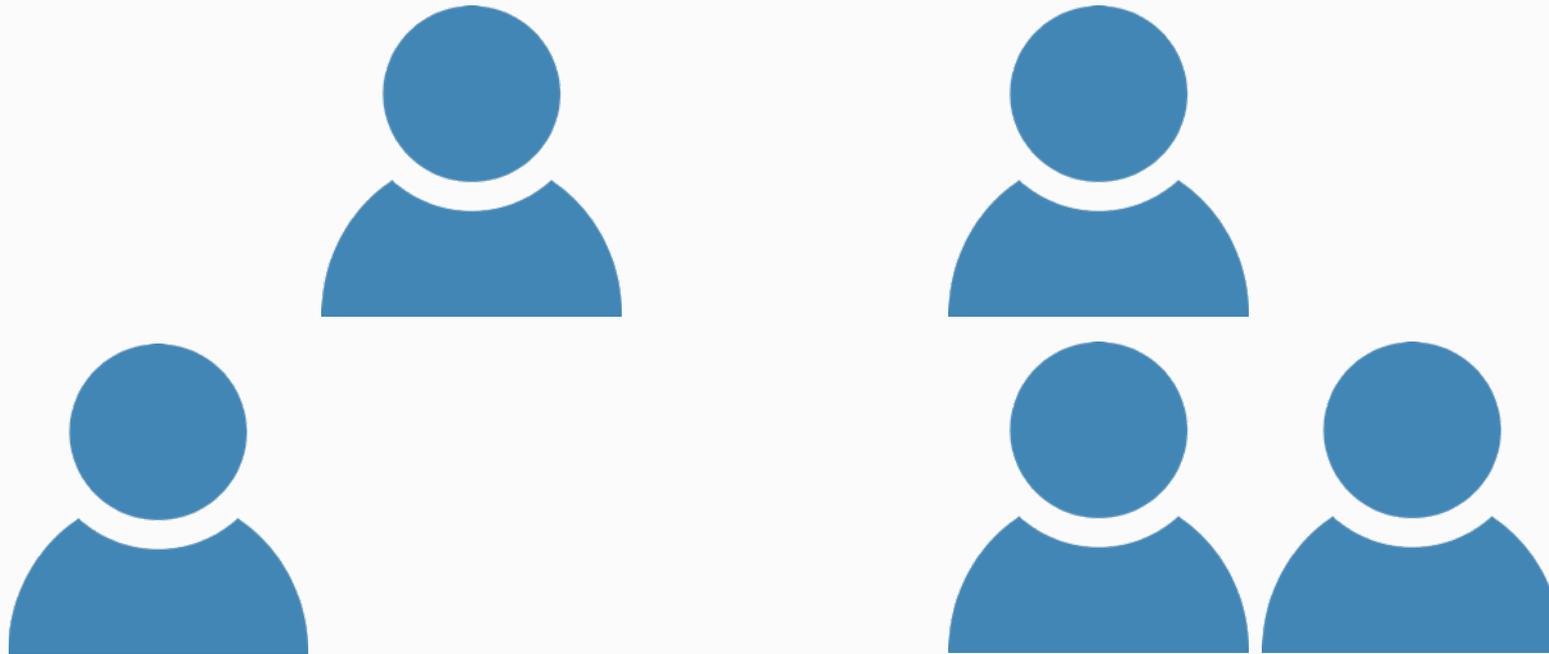
Between 10 and 40% of accepted students do not show up to campus in the fall.



Only about half of students earn a degree within six years.



Only about half of students earn a degree within six years.



“Summer melt”



Graduated from HS
& Plan to Go to
College



Turn in
health
documents



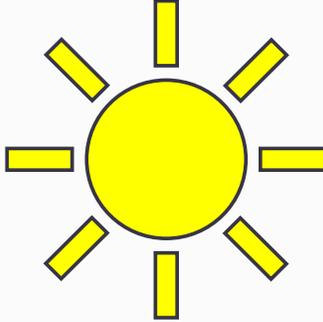
Complete
financial aid



Find
transportation



Enroll in
classes



Attending College in
the Fall

- What barriers do you see students facing that lead to summer melt?

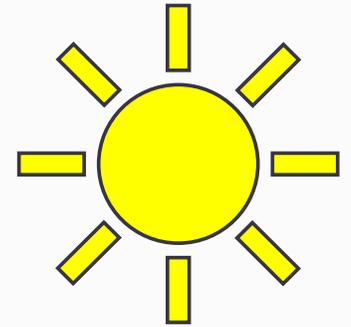
Deeper Dive into an Evidence-Based Strategy

SUMMER COUNSELING

Summer counseling – What is it?

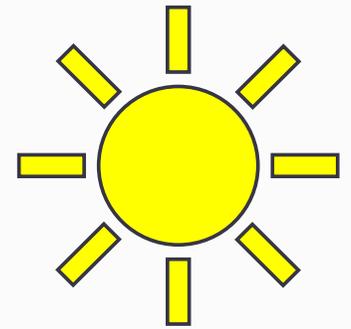
- Designed to address summer melt
- Supports high school graduates planning to go to college in completing the steps needed to start college in the fall
- Variations in programming:
 - Outreach by counselors or peer mentors via text messaging campaigns, email, phone, in-person meetings, instant messaging, or social media
 - Information about tasks required for college enrollment (such as enrolling in courses, completing housing forms, registering for orientation, finalizing arrangements to secure financial aid), as well as assistance in overcoming unanticipated financial, informational, and socioemotional barriers

Summer counseling: Studied programs



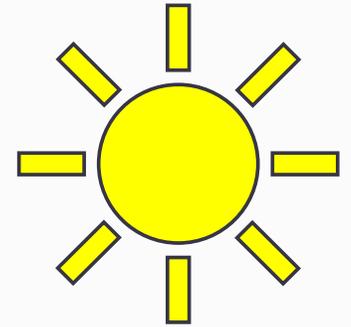
- Where were staff based?
 - High schools (5), nonprofit organizations (2), college (1), in more than one setting (3)
- Population of students?
 - Targeted low-income students (2), underrepresented students (1), and students from large urban school districts (2)
- Nature of communication?
 - Phone (5), in-person consultations (5), email (4), text messaging (4), social media (2), and instant messaging (2)

Summer counseling – Studied programs (cont.)



- Frequency of contact?
 - Once every 5 days to once every 2 weeks
 - Average of 58% of students met with a counselor either in person or virtually at least one time during the summer (across the 5)
- Information shared?
 - Counseling included financial aid information and informational barriers (5); socioemotional barriers (2)

Summer counseling – Outcomes



- What kind of impact do you think summer counseling had on students' enrollment and persistence?
- “Summer counseling had potentially positive effects on credit accumulation and persistence and mixed effects on college access and enrollment for recent high school graduates.” (pg. 1)

Summer counseling study

Castleman, Page, & Schooley (2014)

Where: Boston, MA, and Fulton County, GA

Who: Graduating/graduated students intending to attend college in the fall

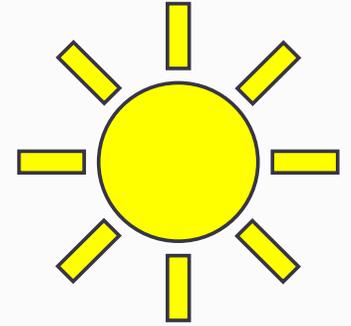
When: Summer between senior year of high school & fall semester of college

What:

- Counselors attempted **contact by multiple means**—phone, email, text, and Facebook—to offer support
- Many interactions with students focused on issues of financial aid
- Addressed information questions (e.g., how to access college’s web portal, what the matriculation process entailed)

Summer counseling study (cont.)

Castleman, Page, & Schooley (2014)



- **Fulton**

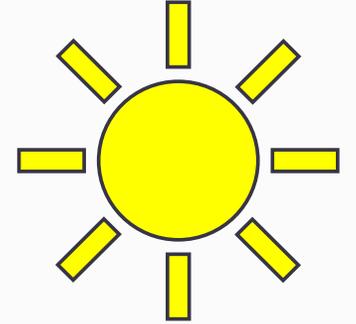
- First meeting: Encouraged use of intake form outlining tasks required for college enrollment
- Meetings primarily by phone but sometimes at counselors' schools

- **Boston**

- \$25 gift card to attend first in-person meeting
- First meeting: (1) review of financial aid award letter & guidance on financial aid, (2) discussion of summer deadlines at college & help with paperwork, (3) assessment of social/emotional barriers
- Resulting in task list to be completed before enrollment

Summer counseling study - Outcomes

Castleman, Page, & Schooley (2014)



- Positive impact on **enrollment in college**
 - **Higher rates of college enrollment** in the fall after high school graduation for students in the counseling intervention group
- Positive impact on **persistence in college**
 - **Higher rates of students remaining enrolled** after spring of freshman year and fall of sophomore year

Summer counseling: Sample questions

SIX QUESTIONS TO ASK ALL COLLEGE-INTENDING STUDENTS DURING THE INITIAL OUTREACH

1. Have you completed the FAFSA?

Reason for asking: Completing the FAFSA is the first step to get financial aid

2. Have you logged on to your college's web portal?

Reason for asking: Most of the info colleges expect you to read and complete will be sent through the portal, not through the mail

3. Have you received your financial aid award?

Reason for asking: Some of the aid listed may be loans you will have to pay back

4. Have you completed required placement tests, or been exempted?

Reason for asking: Most colleges require students to complete placement tests before they can attend orientation or start in the fall

5. Have you registered for or attended orientation?

Reason for asking: Most college require students to attend an orientation, where you will learn more about the college and often meet with your advisor

6. Have you received your tuition bill?

Reason for asking: Students often have questions about the charges on their tuition bills, and there may be expenses that you can waive and not have to pay

Learning from the Field

Guest speakers

Diane Scott and Doreen Kelly-Carney

*Co-Directors of College Placement, Academy of the Pacific
Rim Charter Public School & Postsecondary coaches, Gates
Foundation “To and Through” Advising Challenge*

Strategies to reduce summer melt

- Dual enrollment: Testing the waters safely and building academic momentum
- Use of cohort model & high impact workshops/events: FA award analysis & verification support, Senior signing day/Send off
- Virtual summer supports: time-sensitive "behavioral nudges" to ensure matriculation
- Summer bridge/transition programs or, if not, at least partnering with college "onboarders"

Want to Know More?

WHERE TO GO FOR EVIDENCE-BASED INTERVENTIONS

Counseling intervention: Relevance and feasibility?

- What, if any, programs already exist either at the high school or postsecondary level to provide this concrete transition support?
- If you wanted to try to implement summer melt strategies, what are the opportunities you could draw (e.g., people, resources, programs)?
- What more do you need to know about this intervention?

Evidence already reviewed: The WWC

<https://ies.ed.gov/ncee/wwc/>

The screenshot shows the IES WWC What Works Clearinghouse website. At the top left is the logo "IES WWC What Works Clearinghouse" and a "MENU" button. At the top right is a search bar with a "Go" button. Below the header is a green banner with the text "Select topics to Find What Works based on the evidence". The main content area features a grid of 12 topic icons and labels: Literacy (book icon), Children and Youth with Disabilities (heart with hand icon), Early Childhood (Pre-K) (ABC block icon), Mathematics (math symbols icon), English Learners (globe with EL icon), K-12 Kindergarten to 12th Grade (K-12 text icon), Science (flask icon), Teacher Excellence (teacher at board icon), Path to Graduation (graduation cap icon), Behavior (person with hand raised icon), Charter Schools (school building icon), and Postsecondary (classroom building icon).

Evidence already reviewed: The WWC (cont.)

IES WWC What Works Clearinghouse

Find What Works based on the evidence

FIND RESEARCH WITH STUDENTS LIKE YOURS

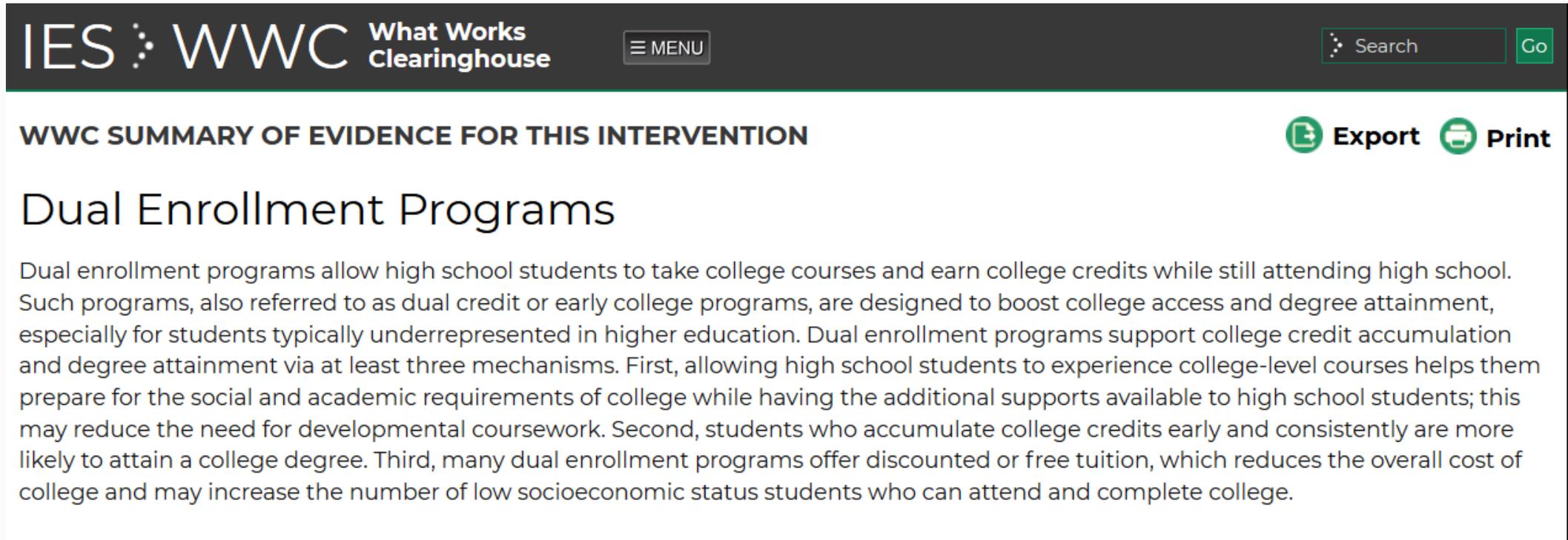
How to Use FWW Print

9 Results filtered by:

Postsecondary

Evidence of effectiveness	Intervention	Grades examined	Compare
	Dual Enrollment Programs	9-12	<input type="checkbox"/>
	Summer Counseling	12-PS	<input type="checkbox"/>
	First year experience courses	PS	<input type="checkbox"/>
	Summer Bridge Programs	PS	<input type="checkbox"/>
	Linked Learning Communities	PS	<input type="checkbox"/>
	Developmental Summer Bridge Programs	PS	<input type="checkbox"/>
	First Year Experience Courses for Students in Developmental Education	PS	<input type="checkbox"/>

Evidence already reviewed: The WWC (cont.)



The screenshot shows the IES WWC What Works Clearinghouse website. The header includes the IES WWC logo, the text "What Works Clearinghouse", a "MENU" button, a search bar with a "Search" input and a "Go" button, and "Export" and "Print" icons. The main content area features the heading "WWC SUMMARY OF EVIDENCE FOR THIS INTERVENTION" and the title "Dual Enrollment Programs". Below the title is a paragraph of text describing dual enrollment programs.

IES WWC What Works Clearinghouse

WWC SUMMARY OF EVIDENCE FOR THIS INTERVENTION

Dual Enrollment Programs

Dual enrollment programs allow high school students to take college courses and earn college credits while still attending high school. Such programs, also referred to as dual credit or early college programs, are designed to boost college access and degree attainment, especially for students typically underrepresented in higher education. Dual enrollment programs support college credit accumulation and degree attainment via at least three mechanisms. First, allowing high school students to experience college-level courses helps them prepare for the social and academic requirements of college while having the additional supports available to high school students; this may reduce the need for developmental coursework. Second, students who accumulate college credits early and consistently are more likely to attain a college degree. Third, many dual enrollment programs offer discounted or free tuition, which reduces the overall cost of college and may increase the number of low socioeconomic status students who can attend and complete college.

Evidence already reviewed: The WWC (cont.)

Effectiveness Rating Key

Positive: strong evidence that intervention had a positive effect on outcomes.

Potentially Positive: evidence that intervention had a positive effect on outcomes with no overriding contrary evidence.

Mixed: evidence that intervention's effect on outcomes is inconsistent.

No Discernible: no evidence that intervention had an effect on outcomes.

Potentially Negative: evidence that intervention had a negative effect on outcomes with no overriding contrary evidence.

Negative: strong evidence that intervention had a negative effect on outcomes.

Reviewed Research

Transition to College

February 2017

[EVIDENCE SNAPSHOT](#)

[INTERVENTION REPORT \(950 KB\)](#)

[REVIEW PROTOCOL](#)

Outcome domain	Effectiveness rating	Studies meeting standards	Grades examined	Students	Improvement index
Access and enrollment		4 studies meet standards	9-12	67,474	
Attainment		5 studies meet standards	9-12	77,249	

[back to top](#)

Wrap-up and Next Steps

SHARE YOUR FEEDBACK ON TODAY'S ACTIVITIES

Next steps



REL AP

- **Share additional information via email**
 - Practical resources
 - Excerpt from summer counseling intervention guide
 - Links to the intervention guides mentioned today
 - Slides from today's discussion
- **Prepare for late summer/fall 2019 workshop on social-emotional learning**
- **Respond to your requests!**

Community Members

- **Consider applying a strategy from today's discussion or the last meeting**
 - Is broader application in your school or district of interest?
- **Contact us with questions or ideas; we are here to support you!**
- **Share information with your colleagues!**

Continuing this journey together

How can REL Appalachia support your path to success?

Workshops

Quarterly group calls to learn about specific evidence-based programs, to discuss the feasibility of applying such programs in your work and best practices for implementation, and to hear from your peers about their approaches.

Develop and carry out an action plan

Intensive support for schools or districts interested in implementing a particular strategy or program.

If either of these options sounds interesting, or if you have other ideas about partnering with REL Appalachia, we want to hear from you!

Help us grow!

Meeting feedback

- After this meeting you'll receive a link to a survey to give feedback



Photo by Markus Spiske on Unsplash



Thank you from the REL AP Team!



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