

Bridge to College Report



Contents

Introduction.....	2
1. 2020 Project Background.....	3
1.1 Target Population.....	4
2. Project Setup.....	6
2.1 Data Collection.....	8
3. Outcomes.....	9
4. Lessons Learned & Recommendations.....	13
4.1 Lessons Learned: Financing School.....	13
4.1.1 Recommendations: Earlier Messaging.....	13
4.1.2 Recommendations: More Detailed Messaging.....	14
4.2 Lessons Learned: Data Collection.....	14
4.2.1 Recommendations: Review Data Collection Tools and RBA Framework.....	14
4.2.2 Recommendations: Update the way students are grouped in SignalVine.....	14
4.2.3 Recommendations: Cutoff Dates.....	15
4.3 Lessons Learned: Messaging.....	15
4.3.1 Recommendations: Marketing & Communication.....	15
5. Conclusion.....	15
6. Fall 2020 Update.....	16
6.1 First-year Student Support.....	16
6.2 FAFSA Workshops.....	16
6.3 National Student Clearinghouse Data.....	16
7. Appendix.....	19

Bridge to College Report



Introduction

The term *summer melt* is used to describe graduating high school seniors who are college intending but who fail to enroll in college come fall. The Center for Education Policy Research's Strategic Data Project (SDP) at Harvard University released a report and toolkit in 2017 that further detailed this phenomenon along with resources to reduce summer melt. The SDP found that summer melt most often impacts low-income students and can affect anywhere from 10% to 40% of a graduating class¹. **In 2018, 37% of Stamford Public School (SPS) graduates intending to attend Norwalk Community College (NCC) failed to matriculate in the fall.** Knowing that NCC is a school where many low-income and first-generation students enroll, this outcome highlighted not only the disparity in outcomes, but the dearth in programming available to help students, particularly first-generation students, bridge the gap between high school graduation and college enrollment.

To reduce the 37% melt rate among NCC intending SPS graduates, Stamford Cradle to Career, in partnership with Stamford Public Schools, Norwalk Community College, and Stamford Public Education Foundation, collaborated to launch the pilot Bridge to College (B2C) program with 2019's class of seniors. Focusing on self-identified first-generation students intending to attend Norwalk Community College, and any other NCC intending student interested in the support, the program sought to ensure that 75% of students enrolled matriculated to NCC in the fall. After reviewing the data at the end of the 2019 program, **69% of participants in the Bridge to College program matriculated to the fall semester**, with 65% enrolling at NCC and 4% enrolling at other colleges.

Further evaluating the outcomes from the pilot summer melt program, Stamford Cradle to Career (SC2C) and implementing partner Stamford Public Schools (SPS) decided to expand the scope of the program using a model like the one highlighted by the Strategic Data Project. The 2020 B2C program not only **reached more students with messaging designed to reinforce and support college intentions, it more than doubled the number of students receiving ongoing direct** support to promote a successful bridge from summer to fall. The following report

¹ *Summer Melt Tools*. (n.d.). Retrieved November 2, 2020, from <https://sdp.cepr.harvard.edu/summer-melt-tools>

Bridge to College Report



provides additional details about our 2020 B2C program and identifies ways we can improve the program in the future.

1. 2020 Project Background

The 2019 B2C program targeted a narrower SPS demographic, specifically students who identified on their senior survey as intending to attend Norwalk Community College (NCC). Additional direct outreach was also conducted to any graduating senior who self-identified as a first-generation college attendee. Two counselors were hired to provide direct outreach and one-on-one support to students over the summer. **Of the 844 college intending seniors in 2019, 40 were helped by the B2C program along with eight other students who had not been college intending but changed their mind over the summer.**

While the melt rate for all NCC intending students (n=267) in 2019 went down to 34%, the melt rate among NCC intending students who were helped by the B2C program (n=37) was only 22%. This difference signaled to the collaborating partners that the support provided was helping students successfully bridge the period between graduation and enrollment. However, despite the positive outcomes for NCC intending students helped by B2C, the overall melt rate for all 48 B2C students helped in 2019 was 31%. A post-program evaluation revealed opportunities to expand the reach and impact of the program while still using a similar tiered approach to support.

Unfortunately, the onset of COVID-19 required a drastic shift in execution of the 2020 program, from in person events and meetings to a fully remote support system. Thankfully, the planned use of SignalVine texting platform allowed for a seamless transition to a program conducted solely through texting, phone calls and video conferencing. In addition to the shift to a fully remote support system, there were other changes to the program that are important to note.

Adaptations to the 2020 B2C program included:

- 1) Fully virtual programming
- 2) Using a clearer definition of first-generation students. For 2020's program, first-generation students were defined as any student where neither parent completed higher education.
- 3) Updating the senior survey to better understand which students are first-generation according to the definition above.

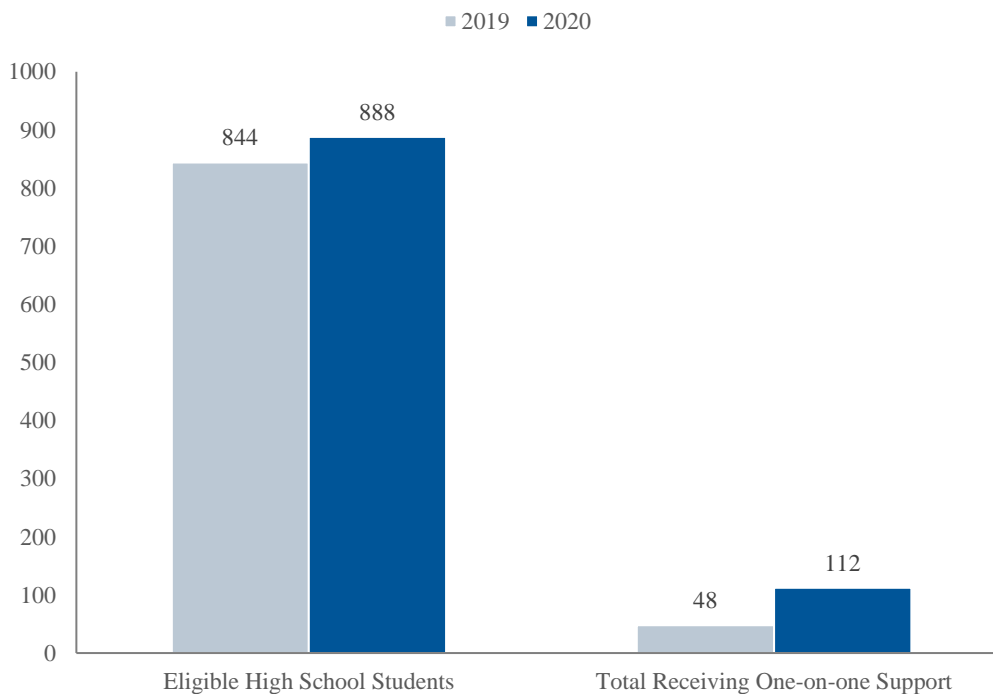
Bridge to College Report



- 4) Working with the text messaging platform SignalVine to provide direct, tailored, messaging to all SPS seniors reminding them of deadlines and offering assistance.
- 5) Using a tiered approach to interventions with **Tier 1** students receiving preprogrammed text messages through SignalVine, **Tier 2** students receiving all preprogrammed text messages along with multiple direct contact attempts by counselors, and **Tier 3** students receiving both text messaging and one-on-one support.
- 6) Providing ongoing text support to Tier 3 students this fall as they navigate their first semester of college.
- 7) Hiring two additional counselors (for a total of four summer counselors) and a program coordinator.

With these changes in place, **the 2020 B2C program text-messaged all 888 college intending seniors, 112 (13%) of whom became Tier 3 students** and received ongoing one-on-one support.

Students Provided With One-on-one Support Over the Summer



1.1 Target Population

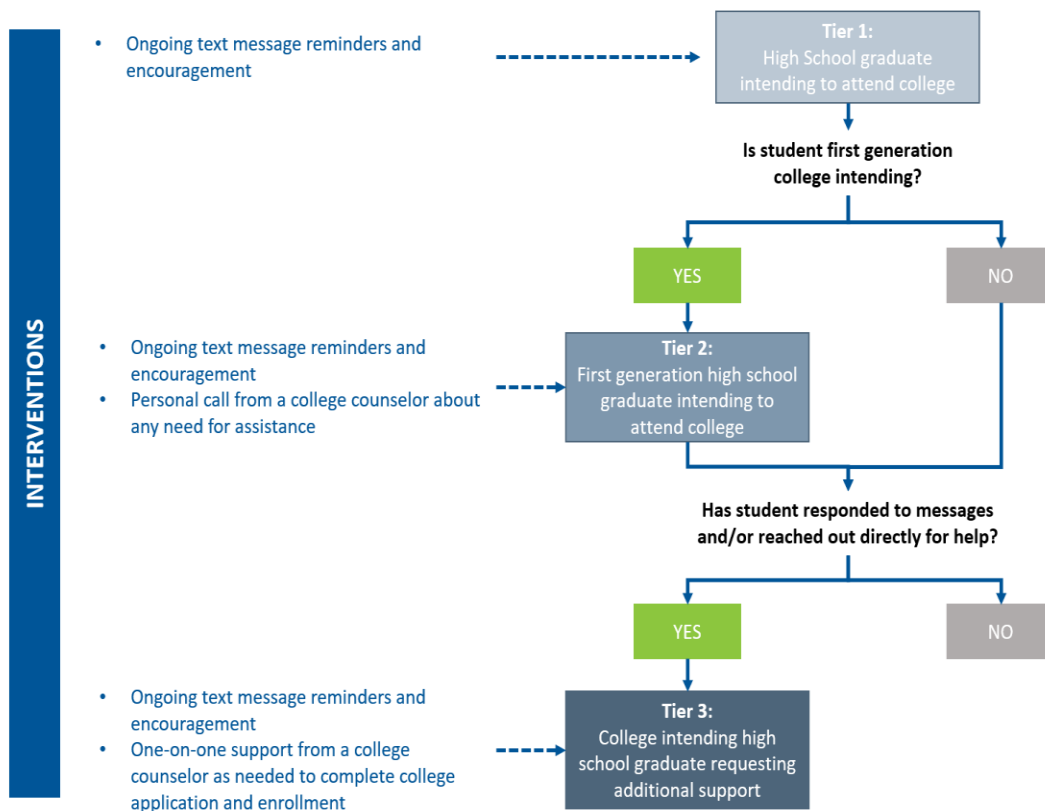
The B2C program provides a tiered structure of support. All college intending seniors, as identified through the senior survey, are considered Tier 1. Tier 2 students are a sub-group of Tier 1 students and are comprised of any first-generation college intending student, identified based on their senior survey responses. Tier 2 students receive all the same messages as Tier 1

Bridge to College Report



students but also receive direct outreach from counselors in the form of phone calls and text messages asking if they would like additional support. Lastly, Tier 3 students are defined as any Tier 1 or 2 student who directly reaches out to a counselor for assistance completing their college application process over the summer. A visual diagram of our tier structure and supports provided can be found in the image below. The bulk of our B2C work is centered on Tier 3 students. Demographically, Tier 3 students are generally representative of the larger SPS population when looking at gender and high school. However, racially, and ethnically, Tier 3 students are overrepresented by Hispanic/Latino students (37% SPS vs. 63% T3) and Black/African American students (17% SPS vs. 20% T3). A breakdown of students can be found in the table below.

Image: Bridge to College Tier Structure and Supports



Bridge to College Report



Table: Bridge to College Student Breakdown

Demographics	Tier 1 Students		Tier 2 Students		Tier 3 Students	
	#	%	#	%	#	%
College-intending seniors of the Class of 2020	888	-	464	52%	112	13%
Race/Ethnicity						
American Indian-Alaskan Native	1	0%		0%		0%
Other	6	1%	3	1%	1	1%
Asian	81	9%	29	6%	9	8%
Black-African American	149	17%	87	19%	22	20%
White	320	36%	73	16%	9	8%
Hispanic-Latino	331	37%	272	59%	71	63%
Gender						
Male	379	43%	184	40%	49	44%
Female	509	57%	280	60%	63	56%
High School						
Anchor	3	0%	3	1%	0	0%
AITE	112	13%	49	11%	16	14%
Stamford High School	362	41%	207	45%	43	38%
Westhill High School	410	46%	205	44%	53	47%

An additional 39 graduates were uploaded to the SignalVine text message platform who were not college intending but were seeking other post-high school plans such as military service or employment. These students received text messages about deadlines and opportunities related to their post-high school intentions but will not be included in this report.

2. Project Setup

Bridge to College ran for almost 12 full weeks between June and August 2020. Students were uploaded to SignalVine and received their first message on June 10th congratulating them on their graduation and letting them know there was help available if they needed it over the summer. From there, regular messaging went out over the course of 65 days. Messages varied depending on student's post-high school plans, college type and upcoming deadlines.

Throughout the summer students were free to unsubscribe from the texting service, however less than 2% of the 888 college intending seniors opted out.

Four counselors from three Stamford Public High Schools were hired to assist Tier 3 students over the summer. The two counselors from Westhill were funded through a partnership with The RISE Network, while a counselor from AITE and another from Stamford High School were

Bridge to College Report



funded through SC2C. New funding this summer provided the opportunity to hire a coordinator through the Stamford Public Education Foundation (SPEF) who oversaw the counselors and day-to-day needs of the program. Weekly meetings were held between the counselors, the program coordinator, SC2C staff, and Stamford Public School’s Coordinator for College and Career Readiness to address challenges and review data. All students in SignalVine were preliminarily assigned to one of the four counselors based on their high school and last name.

Students who reached out for help, either through SignalVine, or because of direct contact from a counselor, were then directly connected to their assigned counselor. Once contact was made, students were enrolled for Tier 3 support by the counselor using our electronic enrollment form. The form asked counselors to indicate whether students had not yet started, were in progress, or had completed 14 common steps for successful college enrollment. This helped counselors identify and prioritize activities for students to complete. Once enrolled, counselors checked in with students periodically to ensure tasks were completed, and no additional needs remained. At the end of the summer, counselors completed the same form for students as they did at enrollment to show changes in each of the 14 steps. For those students who had received some support but had stopped responding to check-ins from the counselor, their status in each of the 14 areas was updated only if the counselor could confirm that it had been completed. If counselors were unsure as to whether the status was completed, the outcome reflected the same as when the student joined. Also included in the completion form was an update about what the student’s plans were for the fall – with options ranging from planning to enroll in college, to deferring enrollment to spring, to opting not to enroll but having a plan in place of college.

To help focus our data collection and reporting, the Bridge to College work group used a Results Based Accountability (RBA) framework. The measures for each of the three sections of the framework are shown in the table below.

Table: Bridge to College RBA Framework

Goal: Graduating students intending to go to college, with a focus on first generation and high-needs students from Stamford public high schools, are supported during the summer months to prevent ‘summer melt’, to enroll in college and persist through their first year of higher education.

Bridge to College Report



Question	Measure
How much are we doing	# of students targeted for B2C programming
	# of students served with B2C programming
	# of contacts made between students/counselors
	# of students intending to attend 2 vs 4-year institutions
	# of students intending to attend private vs. public institutions
	# of students attending B2C events
	# of students with outstanding FAFSA submissions
	# of students with outstanding college applications
	Engagement with Signal Vine vs. Enrollment
How well are we doing it?	% of students remained active in program by August
	% of students not opting out of SignalVine text messages
	% of students attended B2C events
	% of students completed FAFSA
	% of students completed college application
	% of students satisfied with SignalVine platform
	Students satisfied with program provided using Net Promoter metrics
Is anyone better off?	% of students enrolled in Fall 2020 (clearinghouse data)
	% of students persisted to second semester freshman year
	% of students taking remedial classes
	% of students persisting to second year of college
	% of students graduating from a 2- or 4-year institution (in 2 to 3 years, or 4 to 6 years)

2.1 Data Collection

Data for Bridge to College was heavily reliant on quantitative data. Attempts were made after the program ended to conduct a focus group with interested students but multiple attempts requesting their participation went unanswered. The source and frequency of data collected during the B2C program can be found in the table below.

Table: Data Collected

Data	Source	Frequency
# of students targeted for Bridge to College programming	SignalVine – total students initially enrolled based on Senior Survey results	Annually (May)
# of students served with B2C programming	SignalVine – total students not opting out of messaging	Checked regularly
# of contacts made between students/counselors	Interaction Log – recorded by counselors after meeting with students	As required
# of students intending to attend 2 vs 4-year institutions	Senior Survey	Annually (May)

Bridge to College Report



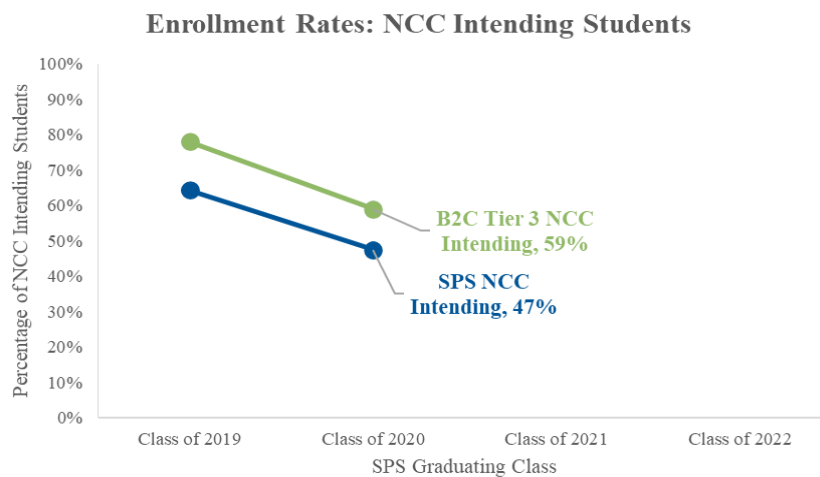
# of students attending B2C events	Kickoff and Sendoff event registers	Annually (June/August)
# of students with outstanding FAFSA submissions	Enrollment and Completion form – total students not started or in progress	Twice (June/August)
# of students with outstanding college applications	Enrollment and Completion form – total students not started or in progress	Twice (June/August)
SignalVine Text and Response rates	SignalVine	Ongoing
Students satisfied with program provided using Net Promoter metrics	Student survey (Tier 3 only)	Annually (August)
Enrollment, persistence, and graduation rates	National Student Clearinghouse	Twice (Winter/Summer)

3. Outcomes

Going into 2020 SC2C and partners were prepared for the challenges to family and financial situations exacerbated by the COVID-19 pandemic. Knowing that more students than normal might opt to defer higher education in the fall of 2020, counselors were encouraged to also assist interested students in creating a plan to either work or defer enrollment. Data obtained from the National Student Clearinghouse (NSC) highlights the impact of the pandemic on college enrollment as percentages across various indicators were down both within the larger SPS population and the B2C program.

The NSC data found 61% (68 students) of Tier 3 B2C students enrolled in college during the fall of 2020. Though slightly lower than 2019's 67% enrollment rate, the larger cohort, coupled with the health and financial

impacts of the COVID-19 pandemic, still provide optimism for future cohorts. The optimism can be found in the higher rates of enrollment for B2C students intending to attend Norwalk Community College (NCC) as compared to NCC intending graduates throughout SPS. Just over two-thirds (67%) of 2020 B2C Tier 3 students had intentions of attending NCC. Of those, 59% had a record of enrollment at any school in the NSC data. Comparatively, just under one third



Bridge to College Report

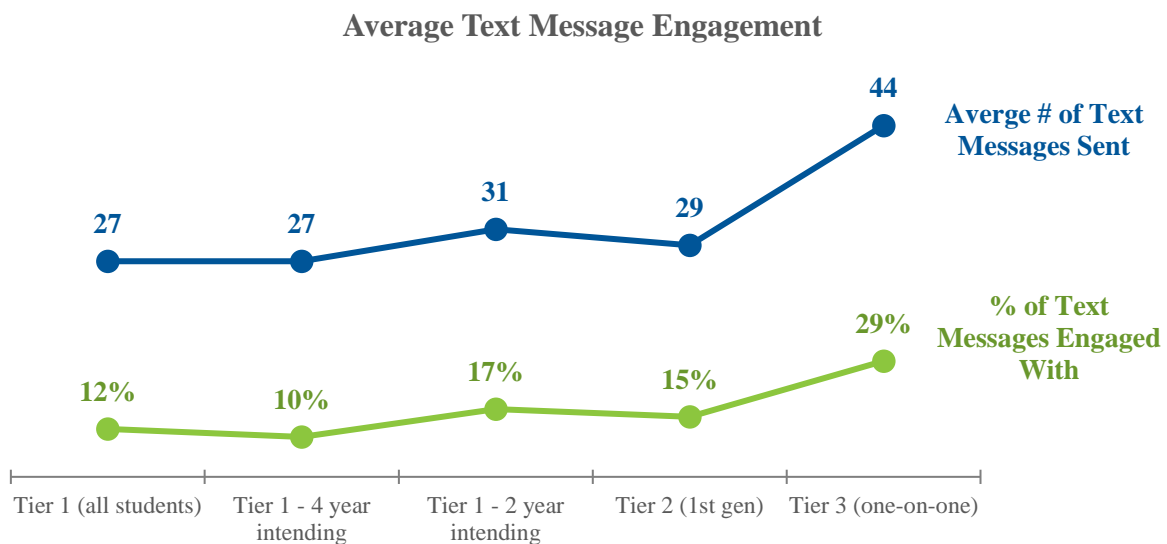


(30%) of SPS students indicated their intentions of attending NCC, however, only 47% enrolled in a college according to the NSC. NCC is a popular option for B2C students, especially those who are first generation. Knowing this, the B2C program worked closely with NCC to remove any barriers to enrollment. While the rate of enrollment declined in 2020, it continued to exceed that of SPS students intending to attend the same school but who did not participate in the B2C Tier 3 program.

In addition to enrollments, another positive outcome of the program in 2020 was, less than 2% of students opted out of receiving SignalVine text messages. This suggests that even if students were not responding directly to messages, they were likely finding them useful in some way. This is further supported by the results from surveys conducted at the end of the summer which found students had an overwhelmingly positive experience with the SignalVine texting platform.

Another outcome, and one worth exploring further, is the increased engagement rate based on the Tier of the student. Looking at all Tier 1 students, only 12% engaged with messages. This means they replied to at least one message sent by SignalVine. However, as you begin to disaggregate those Tier 1 students by two- or four-year college intention, those who would qualify as Tier 2, and those Tier 3 students, we start to see increased levels of engagement and texts sent. Looking at this data in the context of whether students ended up melting would be beneficial to understanding dosage in the B2C program.

Chart: Texts Sent & Engagement



Bridge to College Report

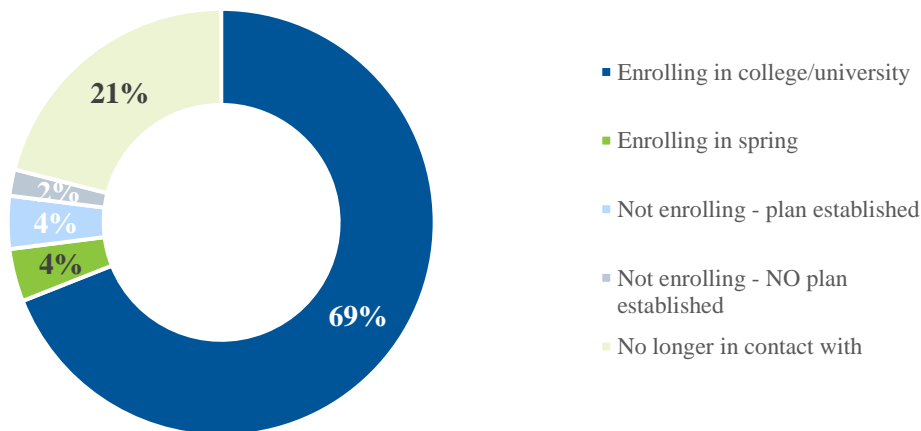


The program was also able to help Tier 3 students’ complete critical parts of their application like the FAFSA. Based on the intake form for Tier 3 students, 31 students (28%) were either in the process of completing their FAFSA or had not started. Of these 31 students, 20 (64%) remained actively engaged with our counselors over the summer with 13 out of 20 (65%) completing their FAFSA. The remaining seven students who completed the program but did not complete their FAFSA did so for a variety of reasons ranging from challenges due to their undocumented status, to the decision to delay higher education and opting to work for the time being. Despite these seven students not enrolling in higher education, the program was able to support them as they made the decision that was best for them given their circumstances.

Retention was another positive outcome from the 2020 program. Based on the program completion form, our counselors were able to maintain contact with 79% of our Tier 3 students with 69% planning to enroll in college for the fall semester. Though hard to verify, it is likely that the impact of COVID-19 played a role in some student’s decisions to either defer college until the spring or forego their plan to enroll and choosing to work instead. A breakdown of student’s self-reported fall plans can be found below.

Chart: Final Outcomes for Tier 3 Students

Tier 3 Student Reported Fall 2020 Plans



In addition to the outcomes discussed above, the outcomes pertaining to the B2C RBA template can be found in the table below.

Bridge to College Report



Table: Stamford Summer Literacy RBA Outcomes

RBA Area	Outcome	Tier 1	Tier 2	Tier 3	Description
How Much?	# of students targeted for B2C programming	888	464	n/a	# of students enrolled in SV at the beginning of summer who were college intending according to the senior survey
	# of students served with B2C programming	873	457	112	# of students who did not opt out of SV
	# of contacts made between students/counselors	n/a	n/a	93	# of interaction forms completed by counselors over the summer
	# of students intending to attend 2 vs 4-year institutions	2yr = 286 4yr = 587	2yr = 219 4yr = 239	2yr = 89 4yr = 23	Based on senior survey response
	# of students attending B2C events	n/a	n/a	11	Attendance at kickoff event
	# of students with outstanding FAFSA submissions	n/a	n/a	31	Based on # in progress or not started at Tier 3 intake
	# of students with outstanding college applications	n/a	n/a	22	Based on # in progress or not started at Tier 3 intake
How Well?	% of students remained active in program by August	n/a	n/a	80%	% = total participants counselors remained in touch with at the end of the program out of total students receiving Tier 3 support.
	% of students not opting out of SignalVine text messages	98%	n/a	100%	% = total students uploaded out of total not opting out of receiving messages
	% of students attended B2C events	n/a	n/a	10%	% = total attended wrap up event out of total Tier 3 students
	% of students completed FAFSA	n/a	n/a	73%	% = total completed at end out of total Tier 3 enrolled
	% of students completed college application	n/a	n/a	86%	% = total completed at end out of total Tier 3 enrolled
	% of students satisfied with SignalVine platform	86%	n/a	90%	% = total rating SV 4 or 5 out of total active students responding to text survey
	Students satisfied with program provided using Net Promoter metrics	n/a	n/a	59	Net promoter final score. Range is from -100 to 100
Better Off? (Annual Goals)	% of students enrolled in Fall 2020 (clearinghouse data)	70%	64%	61%	% = total enrolled according to NSC out of total students indicating intention to attend higher education in Sr. Survey
	% of students persisted to second semester freshman year	TBD		TBD	
	% of students taking remedial classes	TBD		TBD	
Better Off? (Long-term Goals)	% of students persisting to second year of college	TBD		TBD	
	% of students graduating from a 2- or 4-year institution (in 2, 4 or 6 years)	TBD		TBD	

4. Lessons Learned & Recommendations

While this summer's program included strong communication, allowing for a smoother implementation and increased data collection from the previous year, our use of a continuous improvement model has allowed us to learn valuable lessons that will inform our planning for 2021.

4.1 Lessons Learned: Financing School

One of the biggest time commitments for our counselors was the work involved around helping students with their financial aid needs. This ranged from assistance with the FAFSA, helping students access PACT (Pledge to Advance CT) funding, or working with undocumented students to access alternative funding. PACT was a particularly challenging process as students had to have registered for classes by a particular date in order to apply for funding. This was further complicated by some issues at Norwalk Community College (NCC) around students' applications and immunization records. Creating clear timelines to help students access funding should be a strong priority in next year's B2C program.

4.1.1 Recommendations: Earlier Messaging

In weekly meetings with the counselors and B2C Coordinator, the need for earlier messaging around financial aid was mentioned repeatedly. Counselors suggested sending the SignalVine text about PACT funding earlier. In 2020 we sent this text about funding for CT Community Colleges on the 13th of July with the PACT deadline July 15th. We know many partners run various opportunities for their families to learn about college funding throughout the year, but we would also suggest additional messaging and opportunities for families at large to learn about funding options for college. Messaging about not just funding but the financial burden and loan options are also recommended to provide robust financial awareness to families. Lastly, any reports that SPS can share with SC2C around which students have submitted their FAFSA information would be helpful so counselors don't have to rely on student's self-reporting this information. One challenge this year was that students thought they submitted but found out later this was not the case and it left counselors with less time to assist them. If counselors can know up front it will allow them to have discussions with students earlier about ensuring their financial aid documentation is in order.

Bridge to College Report



4.1.2 Recommendations: More Detailed Messaging

Counselors also recommended creating easy to follow guides for students on how to complete financial aid documents like FAFSA, PACT, or funding if undocumented. Many students thought they had applied for FAFSA only to find out they were missing information, or their parents had not completed their portion. Hosting these informative how-to documents in a central location, while also sending them to students before and after graduation, would create better awareness and linkages to support.

4.2 Lessons Learned: Data Collection

While the data collected in 2020 was more robust than 2019, the program should review the tools used and identify a way of better capturing dosage covering both text messages and one-on-one meetings. In 2020 we attempted to use the interaction form as a way of capturing non-SignalVine interactions between Tier 3 students and counselors. However, the use of the interaction form was inconsistent. Counselors commented that in this virtual environment they were simply texting back and forth with students intermittently and therefore were unsure if, or how, they were to use the interaction form since these conversations were not dedicated one-on-one meetings.

Additionally, B2C should look at alternative ways of setting up SignalVine for optimal data use. The current structure of each school having its own data works but makes it challenging to collate the data to look at outcomes for all SPS students. To better understand dosage versus outcomes SC2C should undertake a review of the forms used and data collection strategy for 2021.

4.2.1 Recommendations: Review Data Collection Tools and RBA Framework

Working with members of SC2C's Data Network, the program should undertake a review of tools used, data collected and what data we need to tell our story using the RBA framework. Adapting existing tools and identifying simpler ways of collecting necessary information to better evaluate dosage versus melt outcomes would be beneficial.

4.2.2 Recommendations: Update the way students are grouped in SignalVine

The current structure is set up so that each school has its own reports and data. Unfortunately, this set up requires that any messages sent to groups of students must be done in groups by school and that any reporting must be downloaded by school then combined. To eliminate these additional steps to send bulk messages and look at data, it is recommended that in 2021, all SPS

Bridge to College Report



students are uploaded into one SignalVine account with sub-groups created based on their high school. This will allow for easier reporting and a more robust look at how students are engaging overall.

4.2.3 Recommendations: Cutoff Dates

Before the start of the program we need to have clearer cutoff dates to help with the post program analysis. Because students can opt out of SignalVine at any point in the summer, we should be doing regular checks to see if students have opted out each week as this can impact the analysis if students receive and engage with messaging early on but chose to opt out at the end of the summer.

4.3 Lessons Learned: Messaging

In a survey with Tier 3 students at the end of the summer we asked about one thing students would change in the program and what was one thing we should know for next year's program. Among the answers to both questions were comments about the need for B2C to communicate more and earlier to students about this resource. While the pandemic prevented us from going into schools and doing more direct marketing and preventing us from doing an in-person kick-off event, this is something that should be considered for 2021.

4.3.1 Recommendations: Marketing & Communication

It is a fine line promoting B2C while students are still in school, not wanting to encourage procrastination on their applications, however we should try and find ways to promote this service while continuing to urge students to stay on top of their school deadlines. During a professional development day prior to the start of school in 2020, it was mentioned by B2C counselors and the Coordinator for College and Career Readiness that counselors should put more emphasis on helping community college intending students get their applications started earlier. During this process counselors can begin to introduce the B2C Tier 3 support for students at the end of the school year who they feel would benefit from the additional support. Furthermore, having past participants of Tier 3 support come and speak to graduating seniors can help raise more awareness of the program especially as students begin to receive SignalVine messages after graduation.

5. Conclusion

COVID-19 required a sudden shift in how the 2020 Bridge to College program would be run. However, the use of SignalVine, and the strong communication and commitment of

Bridge to College Report



stakeholders, allowed us to make the adjustments necessary to continue serving SPS students. Our efforts resulted in an improved model of support so that all college intending seniors received light touch support through text message reminders and the ability to more than double the number of students receiving Tier 3 specialized assistance.

6. Fall 2020 Update

6.1 First-year Student Support

Using findings from 2019's pilot and national data that highlights the importance of students persisting from freshman to sophomore year on graduation, B2C expanded the support offered to all Tier 3 students in SignalVine (n=112) during their first year at college. With the help of SPEEF, the B2C Coordinator sent periodic messages to students around key dates relating to FAFSA renewal, exams, and course registration. Students were also given a number to text at any time with questions or needs. Between September and December 2020, **24 students have been in contact with the coordinator** on topics ranging from accessing additional scholarships or financial aid, to managing online learning, to course registration, to figuring out how to apply for the spring semester. While the B2C Coordinator was proactively sending bulk text messages to students, **53% of the interactions the coordinator** had with students were from unprompted texts from students.

6.2 FAFSA Workshops

The importance of having FAFSA completed by the February 15th deadline was a key takeaway of the 2020 program. As a result, SPS in partnership with Stamford Cradle to Career and the Financial Planning Association, offered three public workshops on completing the FAFSA this fall. Each workshop was held in a different language (English, Spanish, and Haitian Creole) ensuring parents and students could receive this vital information in a format that was most accessible to them. Workshops were also recorded and can be found on Cradle to Career's website. The three workshops were well attended, and feedback was overwhelmingly positive according to our post-workshop surveys. Additional work is also being done by SPS to promote the importance of completing the FAFSA by February 15th and we look forward to looking at how the data this summer reflects these efforts.

6.3 National Student Clearinghouse Data

The final step in the B2C program is verifying a student's pathway through higher education using data from the National Student Clearinghouse (NSC). Each fall and spring this data is

Bridge to College Report



compiled on previous classes of SPS graduates. The data indicates whether students are enrolled in higher education, at what capacity, and whether they have graduated. SC2C, will be following each cohort of B2C Tier 3 students across four key milestones: freshman fall enrollment, fall year over year persistence, semester to semester retention, and final outcomes after six years from their first college semester. Current enrollment data is available for the 2019 and 2020 cohorts of B2C Tier 3 students and is detailed below. Enrollment looks at all college intending SPS seniors who indicated on their senior survey as intending to attend either a 2 or 4-year institution. From there, any student who had a fall record in the NSC data ranging from full-time to less than half-time enrollment was counted as enrolled.

As mentioned earlier in the report, overall enrollment was down in 2020, a result unquestionably related to the impacts of the COVID-19 pandemic. This reduction in enrollment among SPS students is in line with national data which found a 4% reduction in fall 2020 enrollment compared to the previous year². Additionally, while the numbers of first-generation students increased, it should be acknowledged that the designation of first-generation has changed since 2019. In 2019 this designation was left for students to self-select and in 2020 this was changed to a series of questions about the educational attainment of both parents (if applicable) and based on this information, SC2C made decision of whether a student was considered first-generation based on their responses.

FALL ENROLLMENT DATA	Class of 2019	%	Class of 2020	%
Total Seniors Graduating	987	-	1106	-
Total College Intending	887	90%	881	80%
Total First-generation Intending	366	41%	456	52%
Total NCC Intending	266	30%	234	27%
Total First-generation & NCC Intending	149	17%	182	21%
Total B2C Tier 3 Served	48	5%	112	13%
Total B2C Tier 3 Intending Served	46	5%	109	12%
Total Enrollment All SPS*	671	76%	614	70%
<i>First-generation Enrollment</i>	256	70%	294	64%
<i>NCC Intending Enrollment</i>	171	64%	111	47%
<i>NCC Intending & First-generation Enrollment</i>	95	64%	82	45%
<i>All B2C Tier 3 Students Enrolled</i>	32	67%	68	61%
<i>B2C Tier 3 Intending Enrolled</i>	31	67%	66	61%
Enrollment by Gender**				
<i>Female</i>	344	76%	362	71%
<i>Male</i>	327	75%	252	67%
Enrollment by Race/Ethnicity**				
<i>American Indian / Alaska Native</i>	-	-	*	*

² <https://www.studentclearinghouse.org/blog/fall-2020-undergraduate-enrollment-down-4-compared-to-same-time-last-year/>

Bridge to College Report



<i>Asian</i>	56	85%	65	80%
<i>Black / African-American</i>	140	75%	94	64%
<i>Hispanic / Latino</i>	186	62%	198	60%
<i>Native Hawaiian / Other Pacific Islander</i>	-	-	-	-
<i>Two or More Races</i>	-	-	*	*
<i>White</i>	289	86%	255	80%
Melt Rate All SPS***	216	24%	267	30%
<i>First-generation Melt Rate</i>	110	30%	162	36%
<i>NCC Intending Melt Rate</i>	95	36%	123	53%
<i>NCC Intending & First-generation Melt Rate</i>	54	36%	100	55%
<i>All B2C Melt Rate</i>	16	33%	44	39%
<i>B2C Intending Melt Rate</i>	15	33%	43	39%
Melt Rate by Race/Ethnicity				
<i>American Indian / Alaska Native</i>	-	-	*	*
<i>Asian</i>	10	15%	16	20%
<i>Black / African-American</i>	46	25%	53	36%
<i>Hispanic / Latino</i>	112	38%	130	40%
<i>Native Hawaiian / Other Pacific Islander</i>	-	-	-	-
<i>Two or More Races</i>	-	-	*	*
<i>White</i>	47	14%	64	20%

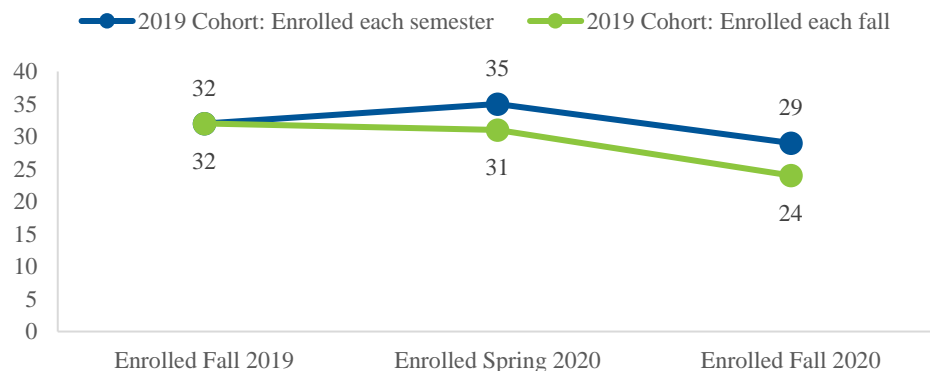
*Total enrollment percentages are out of total students shown in top rows highlighted grey.

**Enrollment percentages by gender and race/ethnicity are out of the number of students identifying as that gender and race/ethnicity.

***Melt Rate calculated by subtracting total number of students in each category from the total number enrolled

Looking at persistence and retention data for the class of 2019, 86% of SPS graduates who enrolled in the fall of 2019 remain enrolled in any college in the fall of 2020. For B2C Tier 3 students, 75% remain enrolled. For semester over semester, the chart below shows two ways of looking at retention. The blue line represents the number of 2019 B2C participants enrolled in any school each semester. The green line on the other hand shows the number of 2019 B2C participants who started in the fall of 2019 and from there looks at how many *remain* enrolled in a college each semester following.

B2C Tier 3 College Retention



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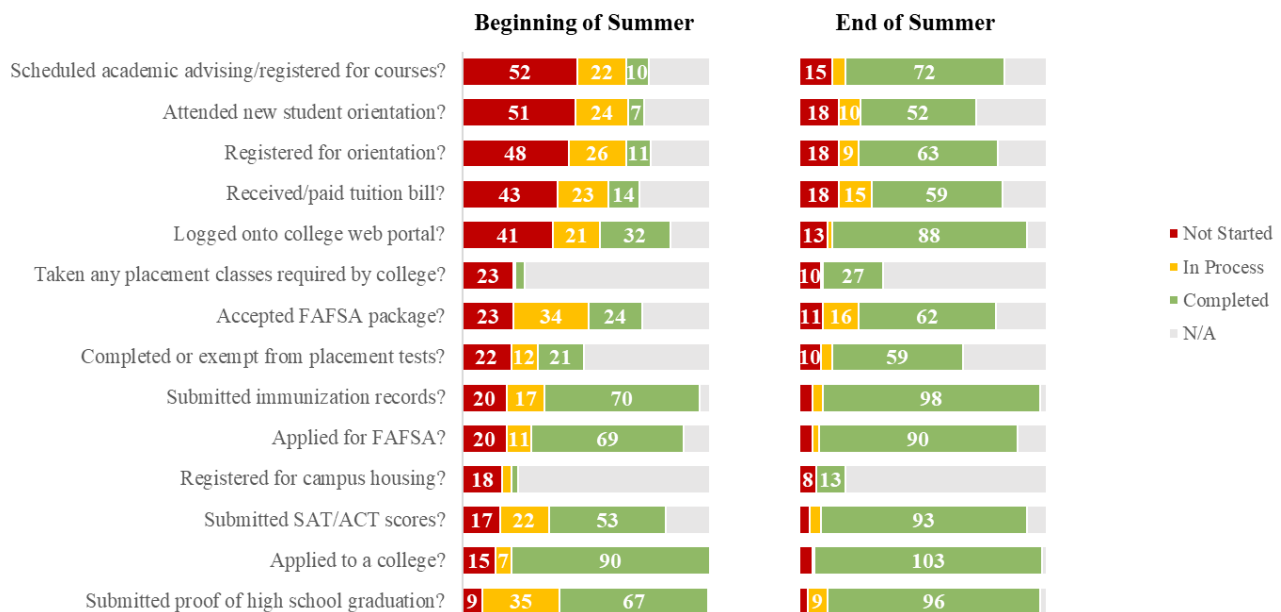


7. Appendix

The following charts are visual outcomes of the B2C program for Tier 3 students based on data from our intake and exit check-ins with students.

College Enrollment Completion: Students who received Tier 3 support were asked a series of enrollment questions to understand where they were in the college application and enrollment process. Counselors reviewed these same questions at the end of the program and indicated where students had made progress or decided not to apply. Students who we were unable to get verbal confirmation from were assumed to have stayed the same unless the counselor knew of specific changes that had been made working with the student.

Application Process for Tier 3 Students Beginning to End of Summer

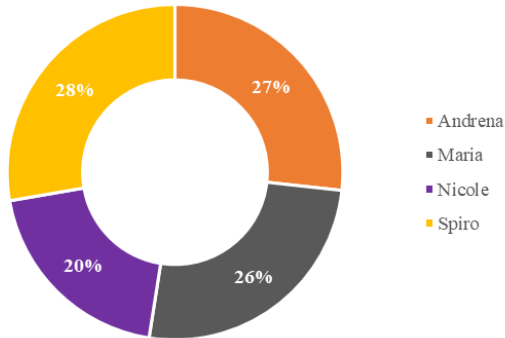


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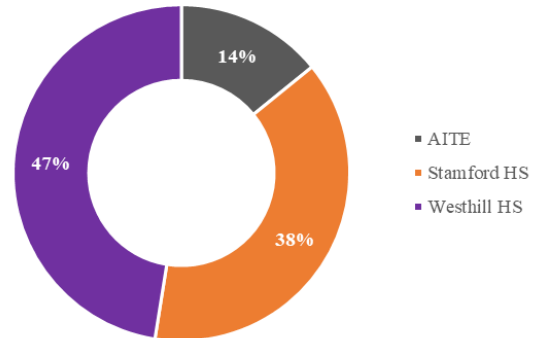


Tier 3 Student Composition & Caseloads: Students were fairly evenly distributed between our four counselors and were relatively proportionate to the high school size. Eighty percent of our Tier 3 students were considered first-generation and more than half (60%) were recruited as a result of a direct outreach effort by one of our counselors.

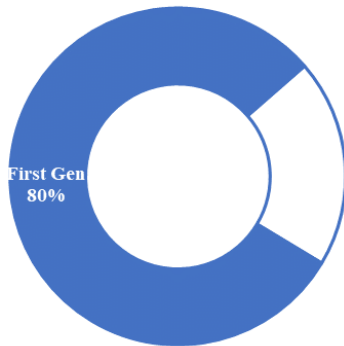
Caseload by Counselor



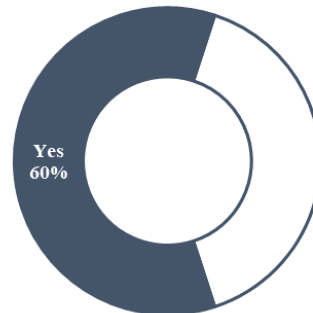
Tier 3 Students by School



Tier 3 First-generation Students



Tier 3 Enrolled Through Direct Outreach



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End of Program Survey: Tier 3 participants were surveyed during our virtual send-off event using a gift card incentive to encourage students to complete the survey. Just over 1/3 of students completed the survey (41 students). Responses were nearly proportionate to the enrollment of students by high school (AITE = 15%, SHS = 37%, WH = 49%). Students overwhelmingly found the texts and platform of SignalVine useful (93%) and gave the program a Net Promoter score of 58.5 which falls within the “great” range of 30-70. Interestingly, almost $\frac{3}{4}$ (73%) said they would have attended higher education without participation in B2C. The hope was to conduct focus groups with participants to better understand why this might have been the case and if so, what they felt the benefit of participating as a Tier 3 member provided. However, despite students indicating interest in participating in a focus group, and the offer of incentives for doing so, we were unable to get any students to respond with availability despite multiple attempts. The lesson learned for next year is to ensure the focus group happens prior to students beginning their classes as this seems to make students less likely to respond to our attempts.

Program Impact on Tier 3 Students

