IDEA Public Schools College Success Team 2022 Blueprint

Purpose

The IDEA Public Schools' College Success Team (CST) Blueprint will guide leaders of the CST to set vision and direction, establish priorities and take action to increase IDEA students' college success rates.

- The Blueprint's **Background** section provides CST leaders with framing that will critical context surrounding the IDEA network. *Use this section to deepen your understanding of national trends, and to inspire your team to take action.*

- The **Context** section applies a new framework to help IDEA leaders explore current successes and challenges. *Use this section to challenge assumptions and strengthen rationale for necessary changes.*

- The **Theory of Action section**– co-developed with the CST– provides executive- and detailed- level orientation to priorities, strategies and activities to take over the next five years. *Use this section for ongoing planning and continuous improvement.*

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education**first**

In America, socio-economic status and race predict college degree attainment, which also predicts success in life

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Bachelor's degree attainment has increased in America, but these benefits have gone to the highest-income young people

77%

Of students in the highest economic quartile graduate with a Bachelor's degree by the age of 24
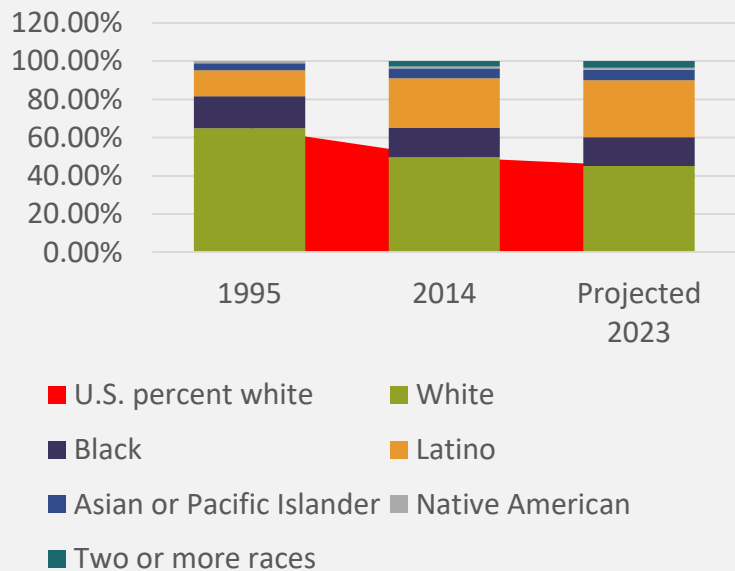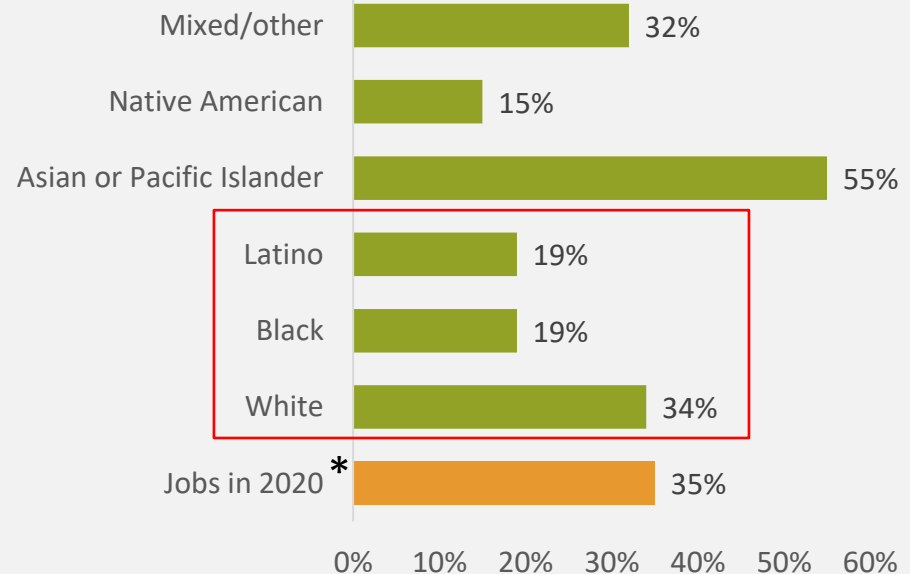
VS.

9%

Of students in the lowest economic quartile graduate with a Bachelor's degree by the age of 24

While the majority of K–12 public school students are of color, whites earn four-year college degrees at nearly twice the rate as African Americans and Latinos

K12 Demographic Shifts by Race/Ethnicity (2014)

Legend:
- U.S. percent white
- White
- Black
- Latino
- Asian or Pacific Islander
- Native American
- Two or more races

X-axis: 1995, 2014, Projected 2023

Y-axis: 0.00% to 120.00%

4-Year Degree Attainment by Race/Ethnicity (2014) + Jobs needing BA

Category	Percent
Mixed/other	32%
Native American	15%
Asian or Pacific Islander	55%
Latino	19%
Black	19%
White	34%
Jobs in 2020 *	35%

X-axis: 0% 10% 20% 30% 40% 50% 60%

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A lack of equitable access to higher education has taken its toll across generations

"Prejudice and discrimination is like a unicorn… you don't see it but you know it exists."
- Oscar, IDEA San Juan student

Through the 1960s, legal and institutional barriers prevented people of color from admittance to selective colleges	**Admissions requirements favor white, middle-and affluent-class students, though there has been improvement**	**On-campus, many students of color and first generation students do not feel represented in academic or social life**
e.g., Elite colleges recruited largely from boarding and private schools in affluent communities; Jim Crow laws thwarted integration, even with the introduction of the GI Bill	e.g., Still today, access to placement exams and courses are limited despite their importance; legacy preferences carry weight in decisions	e.g., Minority students pay a heavy price if unable to conform to the social standards established by the majority culture

- **Low-income, first-generation students were nearly four times more likely–26 to 7 percent–to leave higher education after the first year** than students who had neither of these risk factors*

- **First-generation college students are more likely to struggle to find their place and may feel left out** having had less exposure to college-going culture**

Sources: *Moving Beyond Access: College Success for Low-Income, First Generation Students, 2008; **Closing the Social-Class Achievement Gap: A Difference-Education Intervention Improves First-Generation Students' Academic Performance and All Students' College Transition, 2014.

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Today, academic readiness is the top predictor of future degree attainment–more so than income, parent education level and even college debt

A 2005 hallmark study found that "regardless of [borrowing status], students who drop out appear to be less academically prepared for college, and they average lower academic performance in college than those who complete with a bachelor's degree."*

Regardless of borrowing status
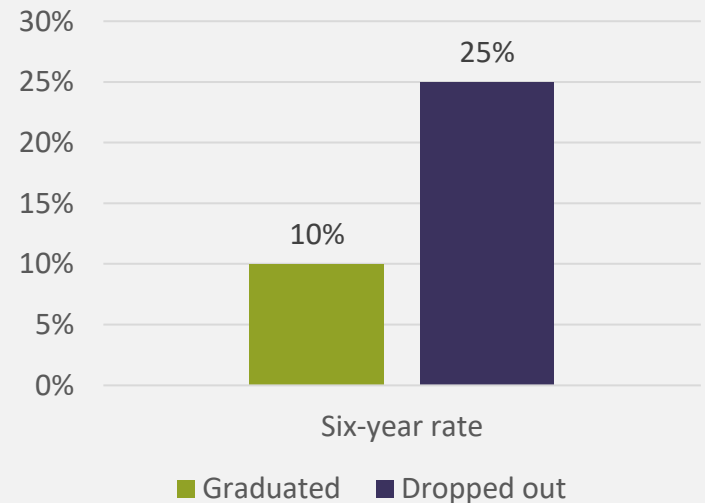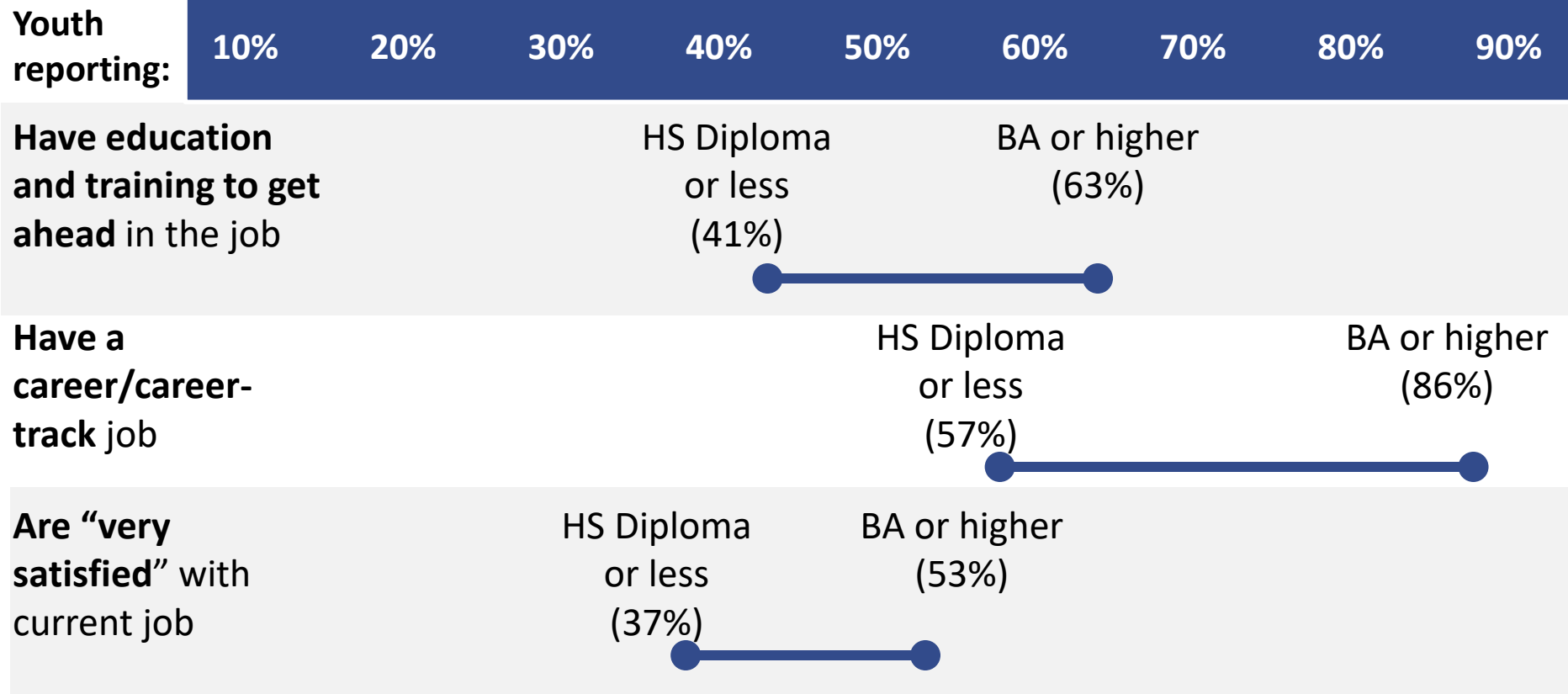
2.25 college GPA or lower

Six-year rate

- 10% Graduated
- 50% Dropped out

■ Graduated   ■ Dropped out
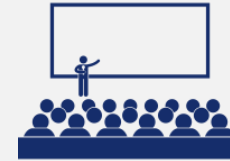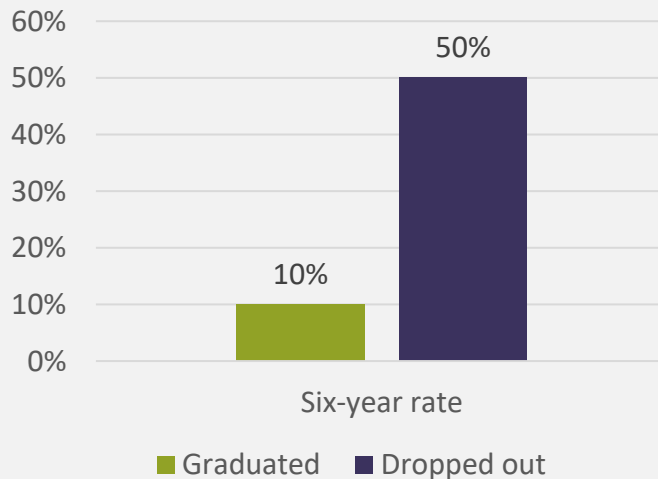
1 or more remediation class

Six-year rate

- 10% Graduated
- 25% Dropped out

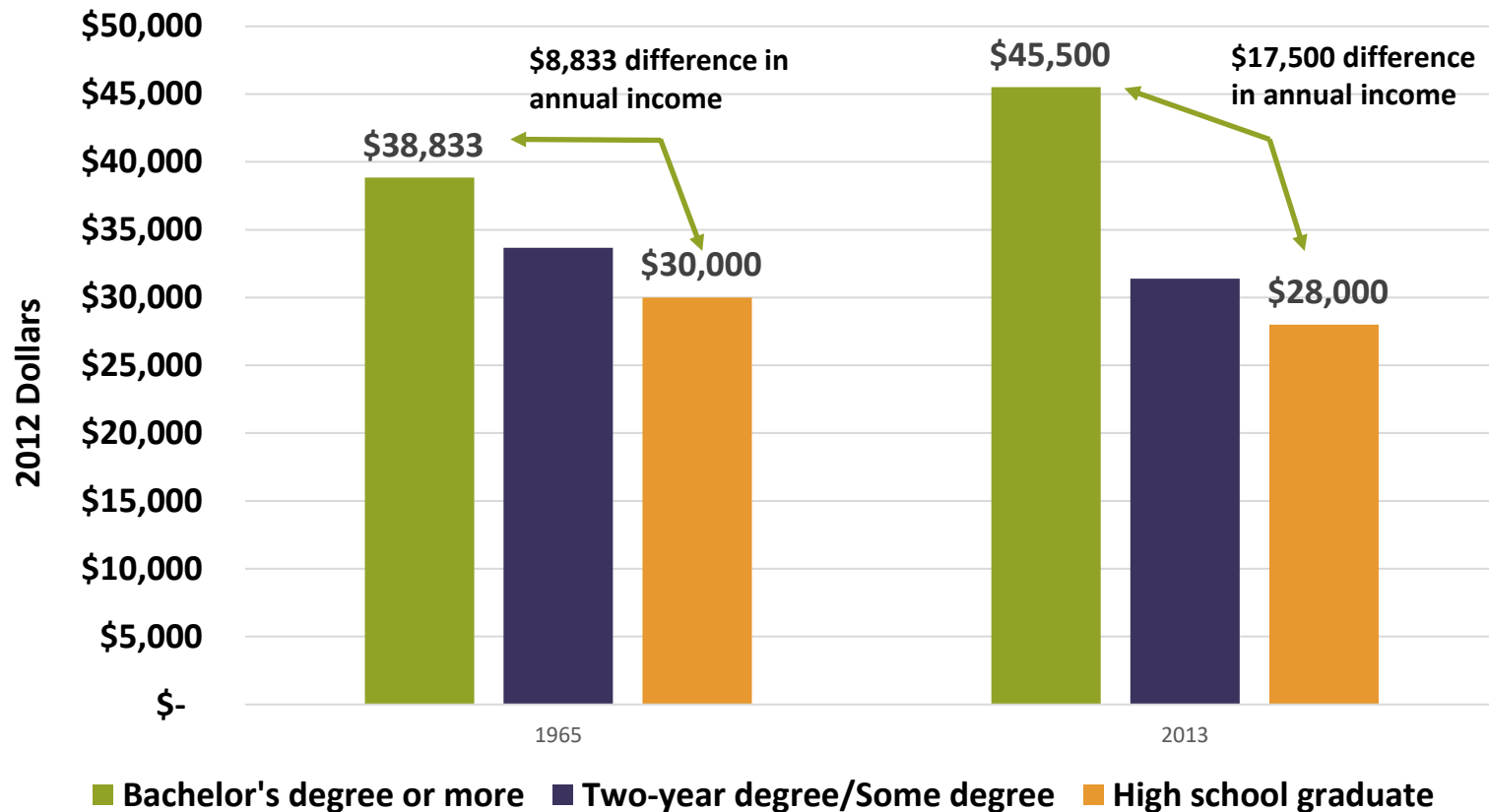■ Graduated   ■ Dropped out

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Meanwhile, BAs holders reap the benefits of attending college long after earning their degree

- A Pew Research study found those with a college degree report feeling more prepared for the workforce and express higher rates of job satisfaction

Youth reporting:	10%	20%	30%	40%	50%	60%	70%	80%	90%
Have education and training to get ahead in the job				HS Diploma or less (41%)		BA or higher (63%)			
Have a career/career-track job					HS Diploma or less (57%)			BA or higher (86%)	
Are "very satisfied" with current job				HS Diploma or less (37%)	BA or higher (53%)				

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Wages are growing only for bachelor's degree earners while those without are seeing wages decline

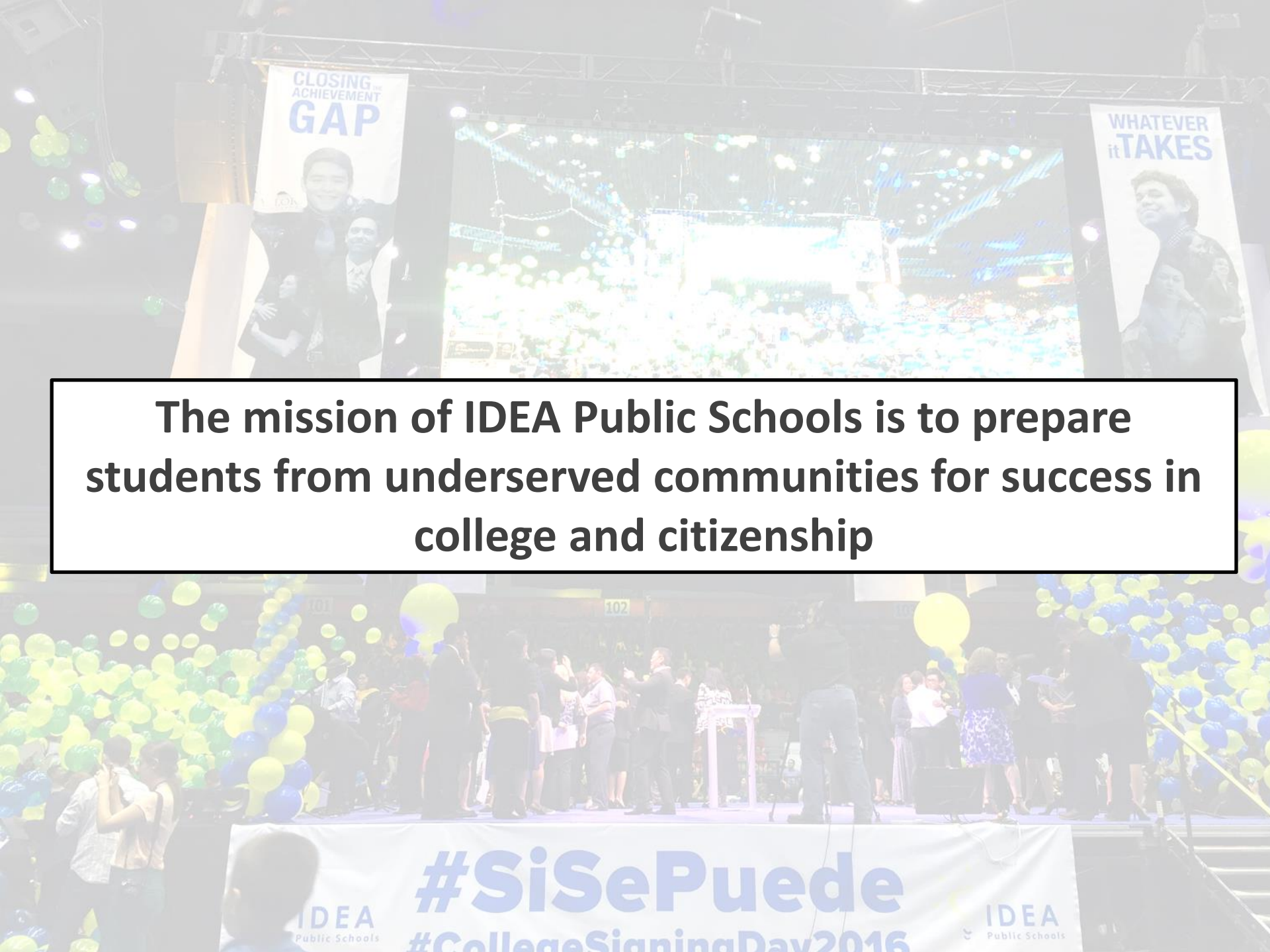**Medium Annual Earnings Among Full-Time Workers (ages 25 to 32)**

Chart showing 2012 Dollars on y-axis ($- to $50,000) for years 1965 and 2013.

1965:
- Bachelor's degree or more: $38,833
- High school graduate: $30,000
- $8,833 difference in annual income

2013:
- Bachelor's degree or more: $45,500
- High school graduate: $28,000
- $17,500 difference in annual income

Legend: ■ Bachelor's degree or more ■ Two-year degree/Some degree ■ High school graduate

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Which is leading to stark differences in lifetime earnings between college graduates and non-college graduates

$1 million

Over the course of a lifetime, the average worker with a bachelor's degree will earn approximately $1 million more than a worker without a postsecondary education

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IDEA Public Schools aims to up-end these inequitable outcomes

The mission of IDEA Public Schools is to prepare students from underserved communities for success in college and citizenship
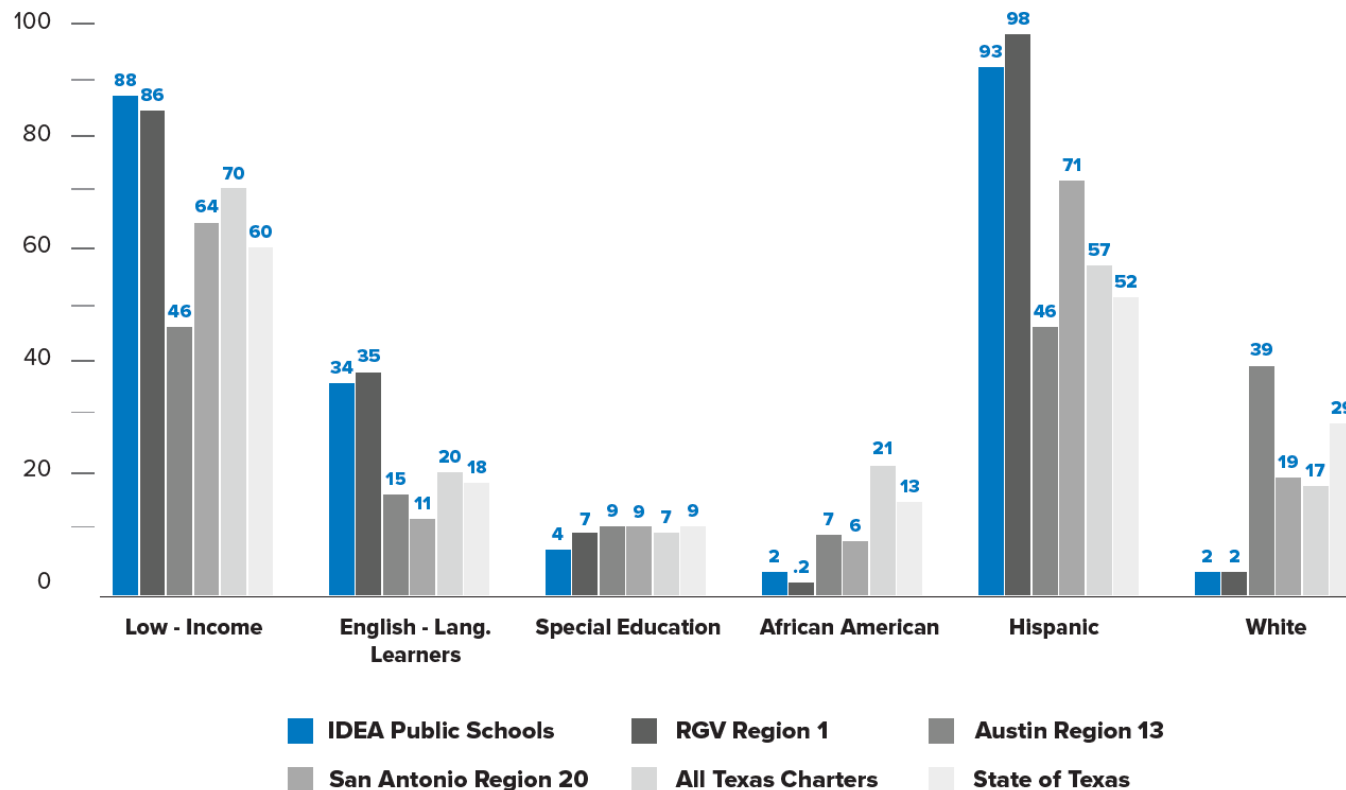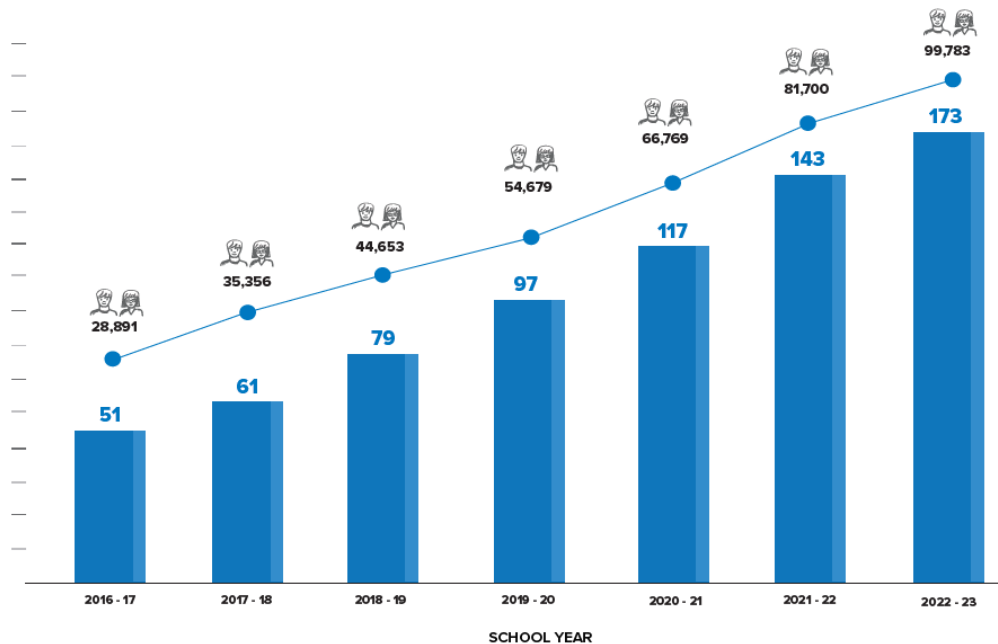
At IDEA Public Schools, we primarily serve students of color from low-income communities, many of whom will be the first in their family to attend college

POPULATION AND SUBGROUPS:
PERCENTAGE OF STUDENTS AT IDEA PUBLIC SCHOOLS

Legend:
- IDEA Public Schools
- RGV Region 1
- Austin Region 13
- San Antonio Region 20
- All Texas Charters
- State of Texas

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In our pursuit of college success and social justice, we aim to be the nation's largest producer of college graduates

IDEA'S 2022 GROWTH PLAN

28,891 — 51 — 2016 - 17
35,356 — 61 — 2017 - 18
44,653 — 79 — 2018 - 19
54,679 — 97 — 2019 - 20
66,769 — 117 — 2020 - 21
81,700 — 143 — 2021 - 22
99,783 — 173 — 2022 - 23

SCHOOL YEAR

By 2022, IDEA will grow nationally to serve nearly 100,000 students

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We are growing at this rate because all students deserve the opportunity to attain a college degree

IDEA has already raised the bar with its astounding college acceptance and matriculation rates

☑ **100%** Of students will take 11 AP courses through AP for All

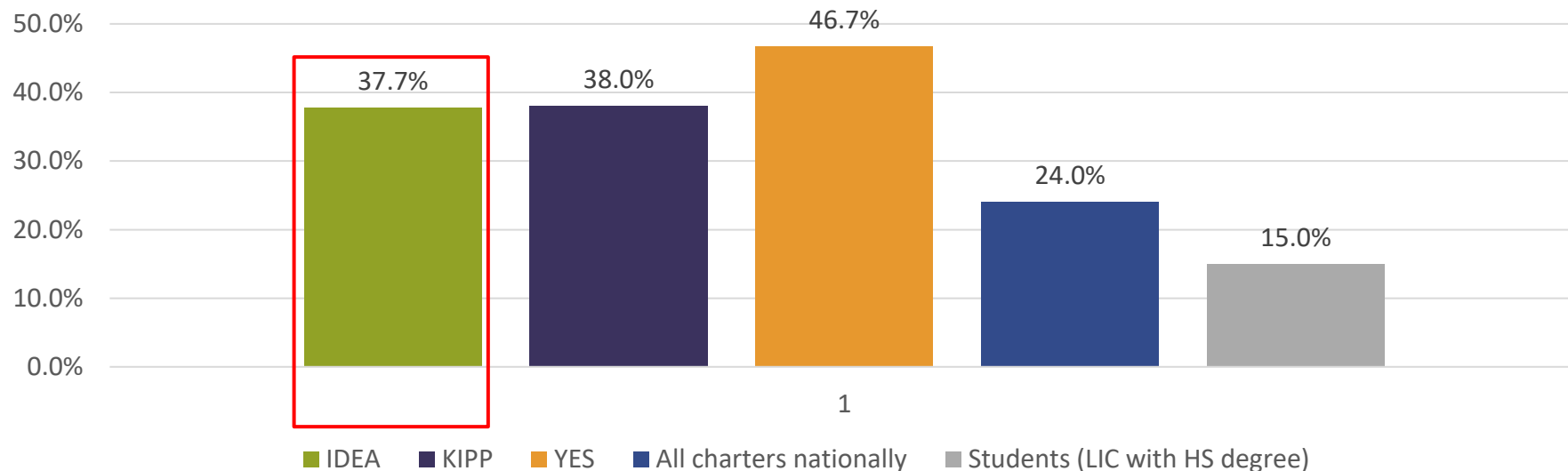☑ **100%** Of students are accepted to a four-year college

☑ **99.8%** Of alumni matriculate to college

However, our alumni do not graduate at the rate we aspire to achieve even if at rates similar to other networks

Six-year graduation rates of four-year degrees

- IDEA: 37.7%
- KIPP: 38.0%
- YES: 46.7%
- All charters nationally: 24.0%
- Students (LIC with HS degree): 15.0%

Our end goal is not for our students to outperform students of other schools but to ensure all of our students are college graduates

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Only 1/3 of our students attending college graduate within six years despite a nearly 100% matriculate rate

99.8%

IDEA students matriculating

↳ **16%**

attending Tier 1 and 2*
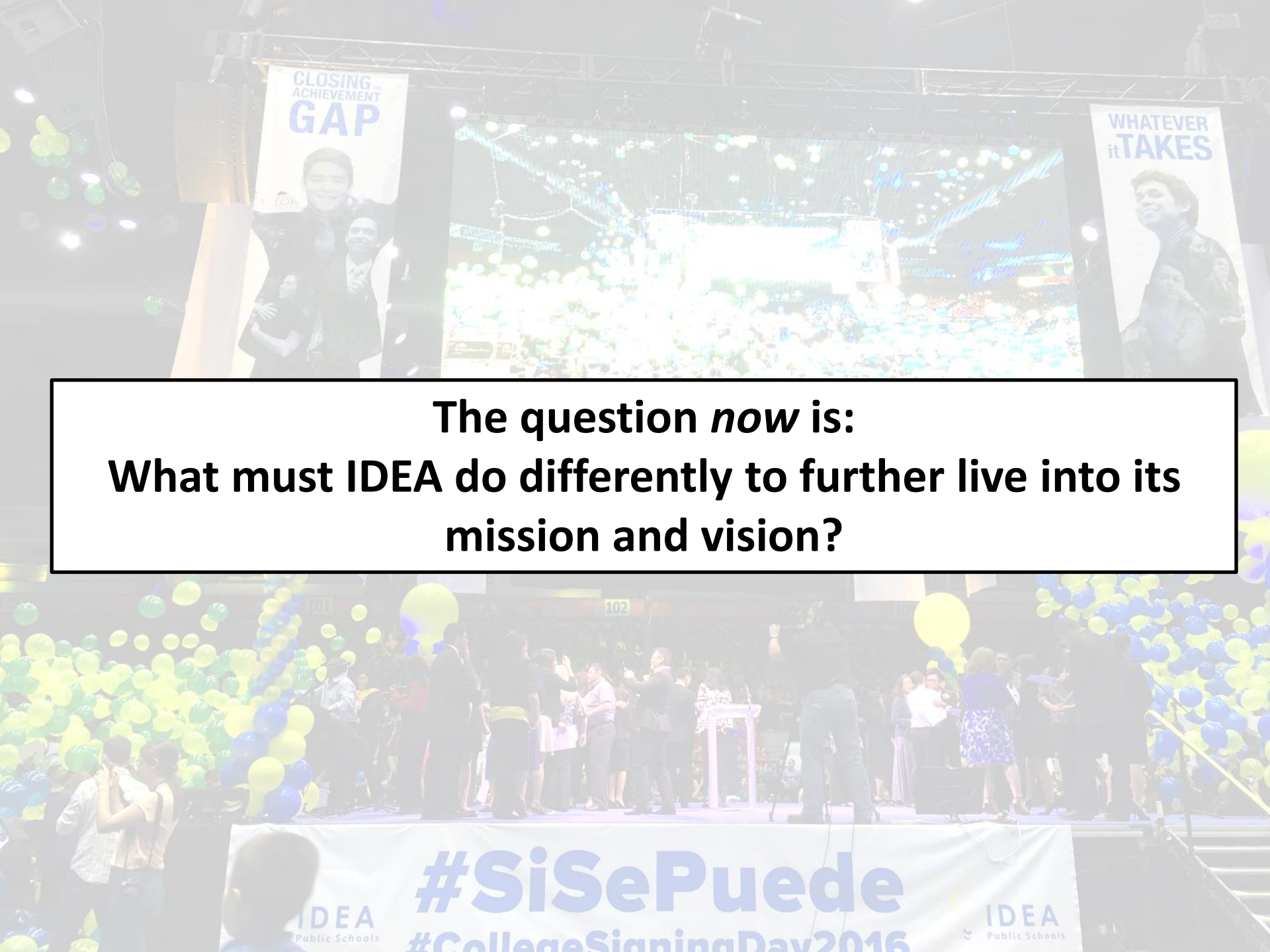
37.7%

Graduating in SIX years

↳ **18%**

Graduating in FOUR years

To what extent do we place greater emphasis on college acceptance and matriculation than on college completion?

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The question *now* is:
What must IDEA do differently to further live into its mission and vision?

The College Success Team (CST) dedicated 18 months from 2016 to 2017 exploring how to boost IDEA's college graduation rates based on this College Readiness Framework

College Readiness Framework

College Readiness is demonstrated when a student <u>self-identifies</u> as a college student, <u>understands</u> steps to get there and <u>is mastering</u> college-level coursework to graduate.
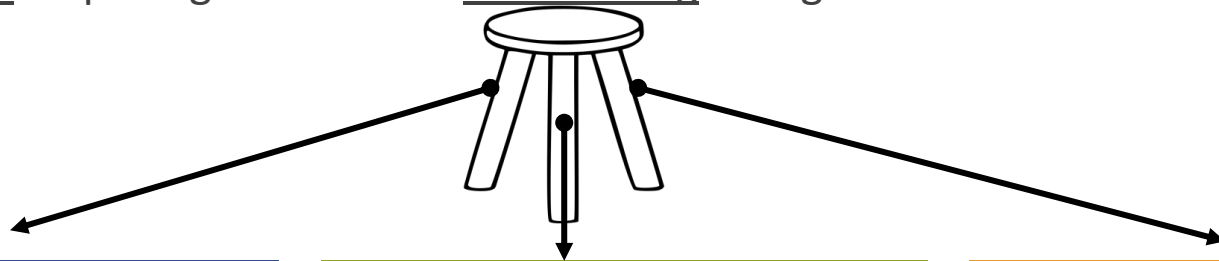
Academic Readiness	College-graduating Identity*	College Knowledge
▪ The ability to **THINK CRITICALLY**, **PROBLEM-SOLVE** and **WRITE PERSUASIVELY** in an academic setting, among other academic knowledge and skills	▪ **ENVISIONING**: Developing aspirations and goals that are consistent with other dimensions of one's identity ▪ **BELIEVING**: Developing expectations that are based on beliefs about one's ability to go to and succeed in college	▪ The **UNDERSTANDING** and **ABILITY TO TAKE THE TECHNICAL STEPS** needed to research, apply, matriculate and be accepted into college

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The CST diagnostic helped affirm the approach we are taking to boost college acceptance rates

Quality applications

Match and Fit

College Summer Away

College Partnerships

AP-for-All*

IDEA-U– while new, lives into IDEA's mission and vision

Unsurprising given IDEA's "whatever it takes" approach, efforts are already underway to increase the scale and impact of programming in many key areas (e.g., financial aid and literacy, alumni nudging, engaging in NLI)

*The CST diagnostic did not dive deeply into IDEA's academic program though it did review high school GPA, ACT and AP academic data as well as attendance records. It would be beneficial to the network to conduct a similar diagnostic on academic readiness.

But our alumni pay a heavy price when they matriculate to college without the academic readiness necessary to persist

Our ACT scores signal most students are not ready for Tier 1 and Tier 2 academics
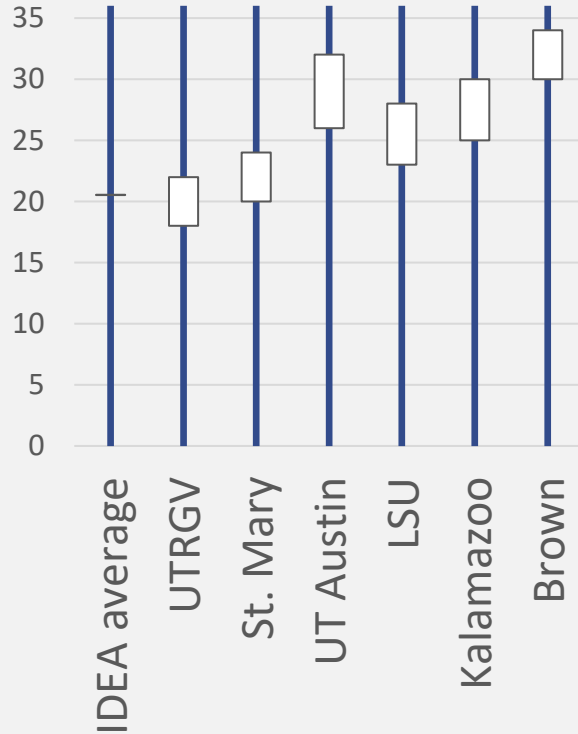
Source: 2017 EWIS data and USED College Scorecard

Only 10-20% of our students are earning AP scores to receive college credit and bypass remedial classes

AP English Lit and English Lang — 10% / 90%
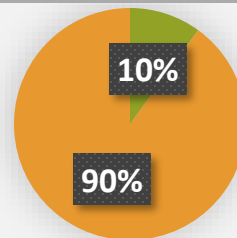
AP Calculus — 20% / 80%
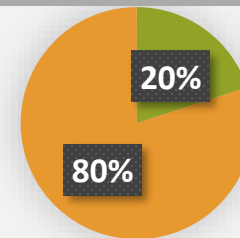
AP Biology — 11% / 89%
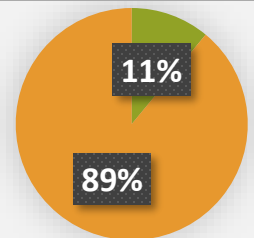
Source: 2017 EWIS data

3 or higher | 1 or 2

At least 20% of alumni enroll in remedial coursework

19.4

Source: Alumni self-reported.

Most students are not ready for Tier 1 or Tier 2 colleges

Tier 1 | Tier 2 | Tier 3 | Tier 4

Had Merit | Got Accepted
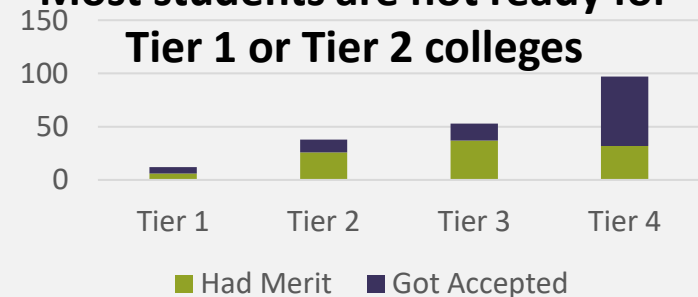
Source: CST Executive Report 2017.

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On average, IDEA alumni who drop out of college had a 2.99 high school GPA with B's in their AP courses

Grade	Math	ELA	Attendance
9	B	B	90%
10	B	B	90%
11	B	B	85%
12	B	B	88%

Source: 2017 EWIS data.

IDEA high school students receive mixed messages when their report card signals they're ready; they go to college and realize they're not

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The diagnostic found we need to add College-graduating Identity to our college readiness efforts– it's understood by few at IDEA

College-graduating Identity 101

- Strengthens academic achievement
- Focuses students on aspirations, goals and expectations based on beliefs about one's ability to succeed
- Helps students to create and achieve intrinsically motivated college goals
- Shaped by social and academic experiences and interpretations of those experiences

Where we are now…

- We have begun to share our teachable point of view on College-graduating Identity with new leaders and with our college counselors
- We don't yet have a tool to help students or educators measure CGI growth
- Our counselors and teachers don't yet receive training to coach and guide students with a CGI-lens
- As a result, we are currently unable to differentiate supports for students with low-CGI

The CST has begun prioritizing attributes to focus training and development; principals and teachers must also be included:

- Self-agency (I control my destiny)
- Self-efficacy (I will succeed)
- Self-regulation (Stay focused on the goal)
- Problem-solving skills (Create the solution)
- Social engagement (Be part of the community)

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The quality of our college knowledge efforts are on the rise though we have key areas to address

IDEA students and families	IDEA alumni	IDEA staff
▪ Through interviews and focus groups we observed students expressing misconceptions about student debt ▪ Families interviewed rated financial aid as a top concern	▪ In 2015, of the 81% enrolled by spring semester of freshman year nearly 2/3 transitioned from full-time to part-time in 2015 ▪ More than half of alumni surveyed report not feeling prepared in study skills or time management	▪ Principals and other campus staff do not know the college persistence and completion outcomes of their students ▪ Our financial aid focus is under-developed ▪ Many college counselors are unfamiliar with breadth of Tier 1 and Tier 2 options, limiting their ability to lead high-quality Match and Fit conversations

IDEA teams should adopt the College Readiness framework to increase coherence and collaboration

Case Study: Using a representative sample of IDEA student data, here's what it looks like when we apply the College Readiness framework

Meet "Freddie"

- 12th grade ELA: 84% (B)
- GPA: 3.2 (B)
- ACT: 21 (one point below what ACT considers college ready)
- # of AP exams scoring three or higher: 2
- Strong participation in RTTC and

- overall strong attendance (90%)
- Interested in sociology
- Attended Collegiate Summer Away Program
- Match and fit conversations have led to three options
- Taking out loans

Going into year 1 of college, the CST did not identify Freddie as a "priority alumnus" in need of additional support

- Freddie's overall GPA and senior year grades suggested he was academically prepared
- His college counselor didn't flag any concerns, especially because she believed Freddie's college choice was a great match and fit

Note: Freddie serves as a representative example of IDEA students based on synthesis from 27 focus groups of students and teachers * 11 individual interviews of school leaders and counselors * Three individual interviews with IDEA alumni * 187 alumni survey responses * Six school visits with classroom observations * IDEA's 2017 EWIS data.

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At the end Freddie's first year of college he failed to re-register for a second year

What went wrong?

A closer look reveals where IDEA leaders must join forces to address preparedness issues

Freddie's outcomes	*And yet…*	*Which implies…*
Strong participation in RTTC and **strong attendance** (90%)	Freddie fell behind meeting deadlines to submit financial aid and register for classes	Freddie must have more practice with action planning
Interested in sociology after attending CSAP	Freddie struggled to keep up with reading and didn't feel prepared for the type of writing–and, couldn't balance part-time job and tutoring	Freddie didn't feel comfortable asking for help
Match and fit conversations led to three strong options	Freddie got into only one of his three college choices–he wondered whether there were other colleges missed in the search	Freddie applied to the wrong schools

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Freddie also failed to understand why college coursework was so challenging despite how hard he worked in each AP class

What went wrong?

A closer look reveals where IDEA leaders must join forces to address preparedness issues

Freddie's outcomes

- **Freddie earned a solid B in AP English,** indicating readiness for at least some entry-level coursework

- **Freddie's 12th grade GPA is a 3.2,** indicating a solid work ethic and mastery of the content

- **Freddie's ACT score is a 21,** falling one point below ACT's benchmark indicating college readiness

And yet…

- *The average 12th grade ELA grade of*
  - **Alumni not persisting: 81.29%** (Q1, 76; median, 81; Q3, 86)
  - **Alumni persisting: 86.30%** (Q1, 81; median, 87; Q3, 93)

- *The average 12th grade overall GPA of*
  - **Alumni not persisting: 2.99** (Q1, 2.70; median, 2.90; Q3, 3.30)
  - **Alumni persisting: 3.32** (Q1, 3.00; median, 3.40; Q3, 3.70)

- *The average senior year ACT score of*
  - **Alumni not persisting: 19** (Q1, 16; median, 18; Q3, 21)
  - **Alumni persisting: 20.56** (Q1, 18; median, 20; Q3, 23)

Which implies…

- **Grade inflation** is an issue
- Educators need an **accurate picture of academic mastery** to increase accuracy of grading

- Campuses need increased **instructional support**
- **B-averages at IDEA do not affirm academic mastery**

- **The gap is narrow between persisters and non-persisters,** indicating both have similar academic preparation

IDEA is addressing elements of the college readiness framework disparately, creating the potential for cracks in a student's foundation for college
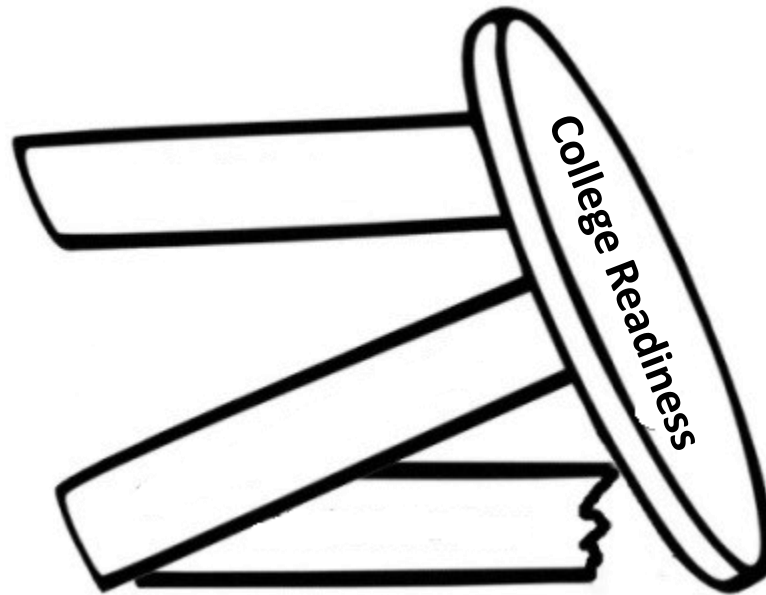
Academic Readiness

Our network's focus, incentives and goals recognize acceptance and matriculation over college completion

College-graduating Identity

Our campus staff need training and support to help students build college-graduating identity

College Knowledge

We must continue progress while making room for improvements in key areas

College Readiness

Academic Readiness	College-graduating Identity	College Knowledge
Our network's focus, incentives and goals recognize acceptance and matriculation over college completion	Our campus staff need training and support to help students build college-graduating identity	We must continue progress while making room for improvements in key areas

- **College persistence and completion outcomes are missing from campus and staff goals and accountability**, such as remediation rates, TPI exemptions and/or four- and six- year graduation rates
- **Teachers and students expressed concern that student mastery of academic content may be inflated** due to multiple scaffolds provided through re-do and "multiple-chances" policies, in order to attain competitive GPAs for college acceptance

"We may do more harm than good when it comes to personal accountability—tugging their hands, constant reminders of assignments and second chances—this needs to change… We try to provide a rigorous curriculum, and hold deadlines, but at the end of the semester the leadership puts pressure on the teachers to create alternative pathways for the students to pass. It won't be that way at the university level. Life happens, but our students need to know how to communicate issues before the deadline." —IDEA teacher

"IDEA could challenge our students more. My son is a procrastinator. He has one teacher that holds him to the deadlines and doesn't allow him to cram all of the work in the last two weeks; and I thank her for that. The other teachers don't do that. In college the professors are going to challenge them." —Parent

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Academic Readiness	College-graduating Identity	College Knowledge
Our network's focus, incentives and goals recognize acceptance and matriculation over college completion	**Our campus staff need training and support to help students build college-graduating identity**	We must continue progress while making room for improvements in key areas

- **The transformational elements of college-graduating identity are understood by few at IDEA,** and not integrated more intentionally throughout a student's daily experience at school
- **College counselors and teachers are not receiving training and on-going support necessary to help students build college-graduating identity**–such as solutions-focused coaching and root-cause analysis

"I've had 8–10 recent grads confess to me they are on academic probation for skipping class or not getting work in on time… We don't hold our students accountable to attendance, we have students with double digit absences with no consequences. They go through knowing that whether or not they go to school/class, they will get credit and will pass. That mentality moves over to college. In IDEA there are safety nets; but in college, they fall in the hole."—Teacher

"… [students need to] understand who they are better and what they want to do with there lives."—Alumna

"I wish students heard the things from AVID throughout their experience, and not just within AVID. In the perfect scenario, we would build upon AVID each year."—IDEA counselor

Academic Readiness	College-graduating Identity	College Knowledge
Our network's focus, incentives and goals recognize acceptance and matriculation over college completion	Our campus staff need training and support to help students build college-graduating identity	**We must continue progress while making room for improvements in key areas**

- **College counselors and alumni staff need high-quality training and support** to guide students through the technical steps of applying to and succeeding in college (e.g., solutions-focused coaching and root-cause analysis skill building)
- **Programming must start sooner– especially around financial aid planning**

"There's a sentiment with some counselors—this is what we've always done, and it's worked—[it's] been difficult to instill change in some campuses." —CST staff

"I liked my college, but I wish I could have gone elsewhere. Not having enough money and not understanding the financial aid packages set me back a bit in deciding where I would go." – Alumna

"We try to expose middle school students to college lessons, but it's usually once a month. It's not frequent enough; students don't really remember. We need the constant exposure. We also need to invest parents way earlier. We need to call in parents starting in Freshman year- thinking about what's the plan. If we talk about the financial side, 9th grade, we can start planning." —College Counselor

"I heard about financing college early on in middle/high school; but we didn't start seeing the technical aspects and seeing forms until senior year." —Parent

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We've done so much to achieve 100% college matriculation. It will take similar focus, dedication of resources and leadership commitment to reach 100% college graduation

College Readiness is demonstrated when a student <u>self-identifies</u> as a college student, <u>understands</u> steps to get there and <u>is mastering</u> college-level coursework to graduate.
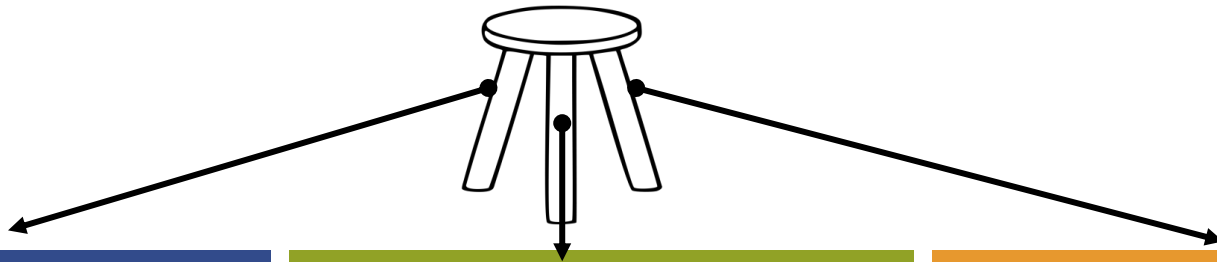
Academic Readiness	College-graduating Identity	College Knowledge
Build on AP-for-All while helping educators improve instructional delivery	**Create a campus culture that helps students cultivate:**	**Improve understanding of financial aid and address misconceptions about student debt**
Ensure students receive honest feedback on their academic progress	■ Self-agency ■ Self-regulation ■ Self-efficacy ■ Problem-solving skills ■ Social engagement	**Improve quality of counselor training to coach students**
Regularly use alumni data to inform instructional improvements		**Continue to differentiate alumni supports**

IDEA College Success Team 2022 Theory of Action

The CST Vision and Mission highlights transformational elements necessary for boosting college graduation rates

IDEA Public Schools Vision

To ensure students reach their potential, IDEA Public Schools will become the region's largest creator of college graduates.

College Success Team Vision

All IDEA students, and in particular low-income, minority and first-generation students graduate from college; in turn we are democratizing education

College Success Team Mission

We engage IDEA leaders, educators, the community and outside partners to support our students' college readiness and lifelong goals

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We will define success by measuring results in these areas, some of which are shared with other IDEA teams

College Success Team Student Outcomes	
Academic Readiness	ACT
	% of graduates AP/IB scholars
	GPA
College Gateway	% accepted to college
	% matriculating to a four-year college (through census day)
	% matriculating to a Tier 1 and 2 (through census day)
College Persistence	% college students in any remedial class (math, reading, writing) in 1st year
	% re-enrollment
	% college students continuously enrolled full-time in year 2
College Completion	Four-year graduation rate
	Six-year graduation rate

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To guide the CST's planning and execution toward its outcomes, the team established four mission-aligned priorities

College Success Team Priorities

Academic Readiness

Influence and empower the IDEA network to shift its culture from **TO COLLEGE** to **THROUGH COLLEGE** and **INCREASE ACADEMIC RIGOR** and **SUPPORT** to prepare all students for college expectations

College-graduating Identity

Guide students and alumni to **DEVELOP AND SUSTAIN STRONG COLLEGE-GRADUATING IDENTITY** in line with their own values and identity

College Knowledge

Teach students to **APPLY THE TECHNICAL STEPS** needed to go from high school through college graduation

Organizational Effectiveness

Build the capacity of the CST and IDEA to **CONTINUOUSLY IMPROVE THE QUALITY** of its programming and tools for college readiness

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The College Success Team is prepared to collaborate with other network leaders to craft an approach that ensures co-responsibility over college readiness

College Success Team

Human Assets Team

Program Team

Regions

Regions

Schools Team

Schools Team

Schools Team

Schools Team

Collaborative College Readiness Approach

Academic Readiness

College-graduating Identity

College Knowledge

Organizational Effectiveness

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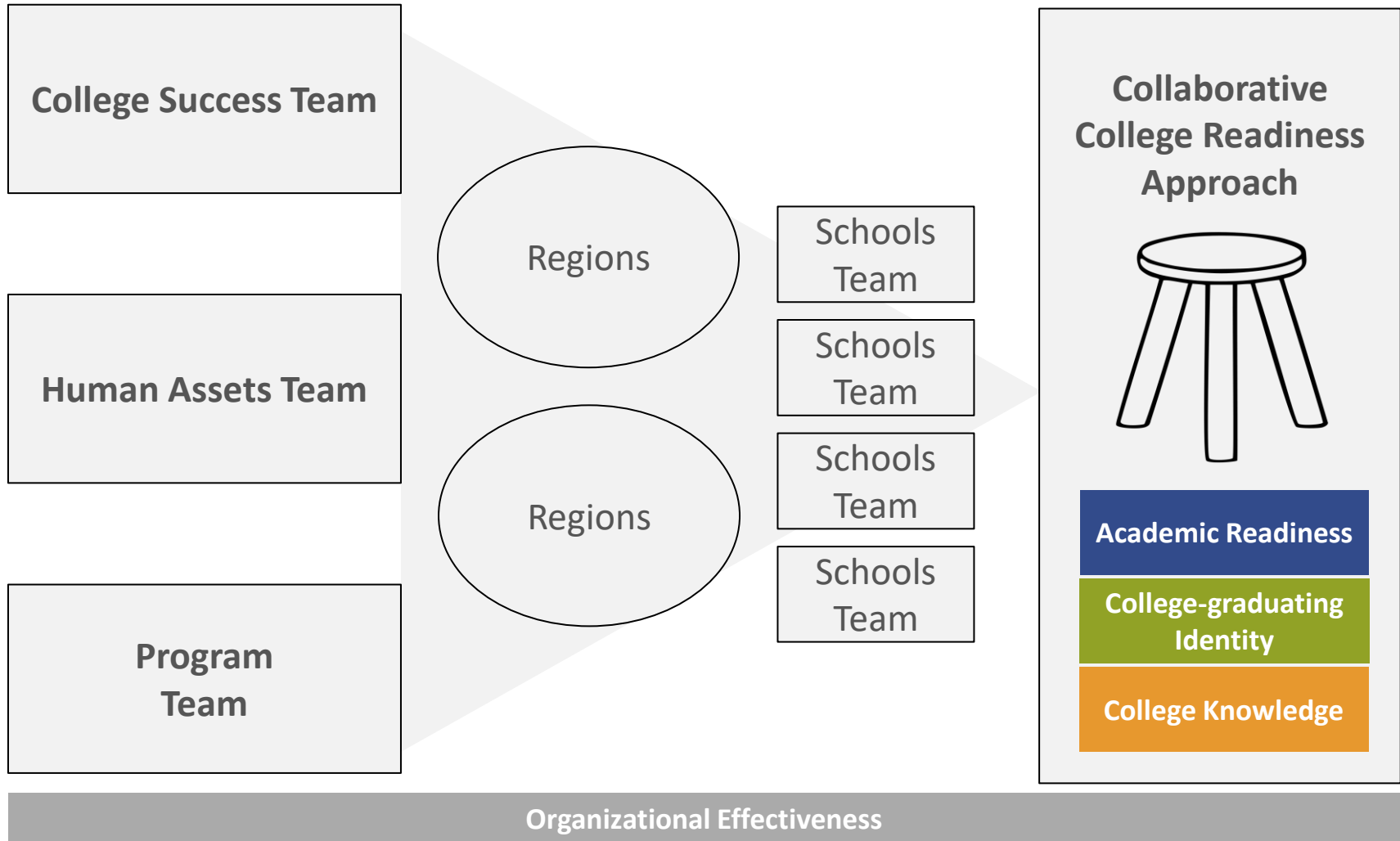
Introduction to College Success Team Roadmap

Academic Readiness	Year 1	Year 2	Year 3+
A. Codify IDEA's commitment to "to and through college," and update the network's definition of academic readiness that supports college completion and its public accountability metrics	X		
B. Support Schools Team to share learnings with educators and campus staff, and incorporate learnings into New Leader Institute and New Teacher Orientation		X	
C. Fortify the network's understanding and commitment to academic readiness, college persistence and college completion by updating goals, staff accountability and public accountability			X

College-graduating Identity	Year 1	Year 2	Year 3+
A. Research and develop school, classroom and student college-graduating identity (CGI) goals, attributes and strategies	X		
B. Conduct pilot to implement goals, adult and student strategies and interventions and data systems		X	
C. Implement college-graduating identity efforts at scale			X

College Knowledge	Year 1	Year 2	Year 3+
A. Refine and implement the Road To and Through College Curriculum and college counseling training and activities	X		
B. Ensure students and alumni experience high-quality pre-college campus visits and take advantage of on-campus resources available to them	X		
C. Build IDEA to college pipelines to support IDEA students' application, matriculation and graduation from Tier 1 and Tier 2 colleges/universities	X		

Organizational Effectiveness	Year 1	Year 2	Year 3+
A. Improve coherence of the College Success Team's "to and through" model through CST-wide goal setting, prioritization, collaboration and evaluation	X		
B. Support and co-lead with IDEA leaders toward a renewed focus on college completion	X		
C. Build College Success data literacy with principals and assistant principals, and their VPs to efficiently and effectively identify root cause issues, implement aligned solutions and continuously improve		X	
D. Identify and implement a service delivery model that builds the capacity of campuses to each lead on college acceptance, matriculation and completion (i.e., autonomy, support, accountability vs. over direct is the default)			X

Year 1 Focus

IDEA's senior leaders

- Establish a shared vision of academic mastery and agree to new ways for working together to achieve it
- Approve the launch of a committee charged with creating college-graduating identity goals, an instrument and strategies to pilot; pilot planning begins

CST leaders

- Make clear connections to College Readiness framework (especially AR and CGI) through RTTC
- Create high-quality training on match and fit and quality applications
- Create and share financial aid POV
- Partner with other teams to ensure students with academic merit attend competitive summer away programs
- Take stock of quality of supports available to IDEA alumni by their campuses; make updates to alumni support strategy
- Implements new meeting routines to protect strategy time
- Strengthens relationships with other HQ teams

Year 1 Priorities and Strategies

Academic Readiness

A. Codify IDEA's commitment to "to and through college," and update the network's definition of academic readiness that supports college completion and its public accountability metrics

College-graduating Identity

A. Research and develop school, classroom and student college-graduating identity (CGI) goals, attributes and strategies

College Knowledge

A. Refine and implement the Road To and Through College Curriculum and college counseling training and activities

B. Ensure students and alumni experience high-quality pre-college campus visits and take advantage of on-campus resources available to them

C. Build IDEA to college pipelines to support IDEA students' application, matriculation and graduation from Tier 1 and Tier 2 colleges/universities

Organizational Effectiveness

A. Improve coherence of the College Success Team's "to and through" model through CST-wide goal setting, prioritization, collaboration and evaluation

B. Support and co-lead with IDEA leaders toward a renewed focus on college completion

Year 2 Focus

IDEA's senior leaders
- Support and push Schools Teams to renew their vision of academic readiness
- Incorporate Academic Readiness vision into onboarding, Rhodes Fellowship programming and New Teacher Orientation
- Finalize plans and begin to implement CGI pilot

CST leaders
- Implement CGI pilot in small number of schools
- Begin to identify new ways to make high-quality resources and training more accessible to DCCs and CCs
- Increase number of students attending competitive summer away program experiences
- Begin to implement updated alumni strategy (differentiating supports)
- Build data systems to access and analyze alumni data
- Strengthen College Success data literacy training for campuses
- Strengthens relationships with other HQ teams

Year 2 Priorities and Strategies

Academic Readiness
B. Support Schools Team to share learnings with educators and campus staff, and incorporate learnings into New Leader Institute and New Teacher Orientation

College-graduating Identity
B. Conduct pilot to implement goals, adult and student strategies and interventions and data systems

College Knowledge
A. Refine and implement the Road To and Through College Curriculum and college counseling training and activities

B. Ensure students and alumni experience high-quality pre-college campus visits and take advantage of on-campus resources available to them

C. Build IDEA to college pipelines to support IDEA students' application, matriculation and graduation from Tier 1 and Tier 2 colleges/universities

Organizational Effectiveness
A. Improve coherence of the College Success Team's "to and through" model through CST-wide goal setting, prioritization, collaboration and evaluation

B. Support and co-lead with IDEA leaders toward a renewed focus on college completion

C. Build College Success data literacy with principals and assistant principals, and their VPs to efficiently and effectively identify root cause issues, implement aligned solutions and continuously improve

Year 3+ Focus

IDEA's senior leaders

- Tie remediation, persistence, re-enrollment and completion to campus and staff goals and accountability
- Evaluate pilot results, refine programming and begin to scale

CST leaders

- Implement CGI pilot in larger number of schools; capture learning and update programming
- Create high-quality virtual, in-person and self-led training and support for quality applications, match and fit, CGI, financial aid and matriculation
- Evaluate and continuously improve alumni strategy (differentiating supports)
- Build data systems to access and analyze alumni data
- Strengthen College Success data literacy training for campuses
- Strengthens relationships with other HQ teams
- Establish plan for supporting regions and campuses with high-quality resources, training and accountability

Year 3+ Priorities and Strategies

Academic Readiness

C. Fortify the network's understanding and commitment to academic readiness, college persistence and college completion by updating goals, staff accountability and public accountability

College-graduating Identity

B. Conduct pilot to implement goals, adult and student strategies and interventions and data systems

C. Implement college-graduating identity efforts at scale

College Knowledge

A. Refine and implement the Road To and Through College Curriculum and college counseling training and activities

B. Ensure students and alumni experience high-quality pre-college campus visits and take advantage of on-campus resources available to them

C. Build IDEA to college pipelines to support IDEA students' application, matriculation and graduation from Tier 1 and Tier 2 colleges/universities

Organizational Effectiveness

A. Improve coherence of the College Success Team's "to and through" model through CST-wide goal setting, prioritization, collaboration and evaluation

B. Support and co-lead with IDEA leaders toward a renewed focus on college completion

C. Build College Success data literacy with principals and assistant principals, and their VPs to efficiently and effectively identify root cause issues, implement aligned solutions and continuously improve

D. Identify and implement a service delivery model that builds the capacity of campuses to each lead on college acceptance, matriculation and completion (i.e., autonomy, support, accountability vs. over direct is the default)

GOAL: Influence and empower the IDEA network to shift its culture from TO COLLEGE to THROUGH COLLEGE and INCREASE ACADEMIC RIGOR and SUPPORT to prepare all students for college expectations

Strategies

A. **Codify IDEA's commitment to "to and through college," and update the network's definition of academic readiness that supports college completion and its public accountability metrics**

B. **Support Schools Team to share learnings with educators and campus staff, and incorporate learnings into New Leader Institute and New Teacher Orientation**

C. **Fortify the network's understanding and commitment to academic readiness, college persistence and college completion by updating goals, staff accountability and public accountability**

Activities

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A. Codify IDEA's commitment to "to and through college," and update the network's definition of academic readiness that supports college completion and its public accountability metrics

Key Activities and Partners	Where to Start

1. **Advance IDEA senior leaders' understanding of the connections among academic readiness and college success**

2. **Explore ways the Program Team and CST can collaborate more strategically on Academic Readiness needs**

3. **Develop and implement a research plan that address the academic strengths, weaknesses and experiences of IDEA alumni** to inform improvements to IDEA's K–12 and post-secondary academic readiness efforts–in partnership with the Program Team, Human Assets Team and Data Team

4. **Engage IDEA chiefs, regional executive directors and senior vice presidents in discussions about alumni college completion data and establish a timeline for updating IDEA-wide goals and accountability metrics**

Key Partners: Tom, JoAnn, Dolores, Jamie, Data Analysis Team

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A. Codify IDEA's commitment to "to and through college," and update the network's definition of academic readiness that supports college completion and its public accountability metrics

Key Activities and Partners	Where to Start

- **Build senior leaders' understanding** of academic readiness for Tier 1 and 2 colleges, the network's current college persistence and completion data, other key college success data and best practices from similar exemplary CMOs

- **Jointly create a profile of an IDEA alumna** who has the academic and non-academic college- and career- ready skills necessary to graduate from college

- **Support creation of deep dive diagnostic of academic programming** (similar to the CST's 2016 diagnostic); Jointly identify research objectives and prioritize research needs; Assign roles and responsibilities for data collection; establish routines to co-investigate findings and to formulate and test hypotheses

- **Facilitate and model "Outcomes, Causes, Solutions"-style discussions with regional executive directors and senior VPs**; ensure Academic Readiness is a priority focus area as part of their work to set vision and direction; support them to lead conversations on what the data is saying with principals, APIs and teachers; and ask their help to re-think the support they need from the Program Team, Human Assets Team and College Success Team

B. Support Schools Team to share learnings with educators and campus staff, and incorporate learnings into New Leader Institute and New Teacher Orientation

Key Activities and Partners	Where to Start

1. **Support Schools Team to share College Success Team learnings with educators and campus staff**

2. **Determine educator and leader competencies necessary to implement the academic and non-academic strategies; provide support**

3. **Determine other opportunities for IDEA to enhance its training and focus on academic readiness** (e.g., teacher and principal onboarding, network-wide events, professional learning experiences); update plans

Key Partners: JoAnn, Dolores, Jamie

B. Support Schools Team to share learnings with educators and campus staff, and incorporate learnings into New Leader Institute and New Teacher Orientation

Key Activities and Partners	Where to Start

- **Elevate alumni stories and academic trends**–use the Background section to highlight both successes and challenges–seize and create opportunities to regularly engage the network in alumni data discussions; share alumni artifacts; highlight key academic and non-academic attributes and skills

- **Listen to what teachers and leaders believe they need, and the changes they need to make.** We will need to think about what effective feedback and coaching looks like to support their growth and we will need to learn from them on what's working and what isn't working

- **Seek internal collaboration opportunities for teacher and principal onboarding, other network-wide events and professional learning experiences**

C. **Fortify the network's understanding and commitment to academic readiness, college persistence and college completion by updating goals, staff accountability and public accountability**

Key Activities and Partners	Where to Start

1. **Update network, regional and campus goals for improving curriculum and supports**

2. **Update performance review framework (professional goal-setting, competencies, training and coaching expectations) to support with and hold staff accountable for changes**

3. **Update IDEA outcomes goals and systems for data reporting, as well as metrics that are publicly reported**

Key Partners: JoAnn, Dolores, Jamie and Data Analysis Team

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C. Fortify the network's understanding and commitment to academic readiness, college persistence and college completion by updating goals, staff accountability and public accountability

Key Activities and Partners	Where to Start

- **Share this PowerPoint and/or the academic analysis**

- **Prioritize competencies and look-fors of principals and teachers** as it relates to problem-solving, identifying root causes, planning and instruction

- **Update goals to include first and second year persistence rates, re-enroll rates and college completion**

GOAL: Guide students and alumni to DEVELOP AND SUSTAIN STRONG COLLEGE-GRADUATING IDENTITY in line with their own values and identity

Strategies

A. **Research and develop school, classroom and student college-graduating identity (CGI) goals, attributes and strategies**

B. **Conduct pilot to implement goals, adult and student strategies and interventions and data systems**

C. **Implement college-graduating identity efforts at scale**

Activities

A. Research and develop school, classroom and student college-graduating identity (CGI) goals, attributes and strategies

Key Activities and Partners	Where to Start

1. **Create committee of IDEA community members (teachers, principals, CST, APIs, etc.) to establish CGI goals and CGI student- and adult- learning needs**

2. **Develop a CGI instrument to pilot (e.g., advisory committee and validation)**

3. **Identify student and educator strategies and interventions for developing college-graduating identity**

4. **Cross-walk attributes and strategies to existing IDEA personnel effectiveness tools (e.g., Guidepost to Excellent Teaching Rubric, Leadership Competencies)**

Key Partners: JoAnn, Dolores, Jamie and Data Analysis Team

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A. Research and develop school, classroom and student college-graduating identity (CGI) goals, attributes and strategies

Key Activities and Partners	Where to Start

- **Determine who will chair the committee—confirm how Tom and JoAnn want to be involved; recruit diverse set of stakeholders; share** <u>timeline</u>

- **Recruit experts; review** <u>draft instrument</u> **written into EIR proposal as a starting point**

- **Begin orienting committee to attributes and strategies (invest JoAnn and Jamie in these)**
  - → Attributes: self-agency, self-regulation, self-efficacy, problem-solving skills, social engagement
  - → Example Strategies: Staff training on options-oriented coaching (i.e., open-ended questions vs. prescriptive rules) to guide students differently when they are off track; similar to colleges and universities, instituting policies requiring academic appeal letters and academic plans designed to support student goal setting, reflection, accountability and self-advocacy; creating safe-fail opportunities for students to better realize how their academic choices carry both positive and negative consequences

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B. Conduct pilot to implement goals, adult and student strategies and interventions and data systems

Key Activities and Partners	Where to Start

1. **Develop protocol and work plan for pilot** (campus/region selection, training and communications, implementation plan, data collection points and evaluation/continuous improvement)

2. **Engage campuses to build support for pilot and CGI efforts, and to identify pilot sites**; determine how roles/responsibilities of key staff will shift to implement pilot with fidelity

3. **Identify and/or acquire a data system (or supplement to a current IDEA data system) that supports rapid data collection and dissemination**

4. **Train educators and staff on college-going identity instrument and attributes**

5. **Conduct evaluation of instrument and strategies (both efficacy of strategies and training) to inform continuous improvement**

Key Partners: CGI committee, Regional Executive Directors and SVPs, Data and Analysis Team

B. Conduct pilot to implement goals, adult and student strategies and interventions and data systems

Key Activities and Partners	Where to Start

- **Build work plan and campus communications strategy for recruiting campuses and informing them of the pilot expectations**

- **Engage regional executive directors on college-graduating identity research**

- **Identify potential pilot sites**–include academies and preps, small and big campuses; preference campuses where principal is bought in and has capacity to monitor quality implementation

- **Confirm data collection and analysis requirements**

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C. Implement college-graduating identity efforts at scale

Key Activities and Partners	Where to Start

1. **Expand training–scale and delivery (train the trainer, technology solutions, etc.)**

2. **Refine data systems–national, regional and campus–to better collect and analyze CGI data**

3. **Share lessons learned with a national audience of policymakers, practitioners, funders and advocacy**

Key Partners: JoAnn, Dolores, Jamie and Data and Analysis Team

GOAL: Teach students to APPLY THE TECHNICAL STEPS needed to go from high school through college graduation

Strategies

A. **Refine and implement the Road To and Through College Curriculum and college counseling training and activities**

B. **Ensure students and alumni experience high-quality pre-college campus visits and take advantage of on-campus resources available to them**

C. **Build IDEA to college pipelines to support IDEA students' application, matriculation and graduation from Tier 1 and Tier 2 colleges/universities**

Activities

A. Refine and implement the Road To and Through College Curriculum and college counseling training and activities

Key Activities and Partners	Where to Start

1. **Review and continuously refine the RTTC curriculum: emphasizing academic readiness, CGI attributes, quality applications and school selection, financial aid planning and steps to matriculate and maintain continuous enrollment**

2. **Develop and communicate a network-wide <u>point of view on financial aid</u>**

3. **Create high-quality in-person, virtual and self-led trainings for teachers, college counselors, students and families to increase the quality of applications, school selection, financial aid decisions and matriculation conversations**

Key Partner: Jamie

A. Refine and implement the Road To and Through College Curriculum and college counseling training and activities

Key Activities and Partners	Where to Start

- **Begin to emphasize CGI attributes**–tying these attributes to activities like meeting with professors, attending tutoring, joining clubs, creating a sense of belonging on campus, staying connected with family, etc.

- **Ensure the CST's <u>teachable point of view on financial aid</u> includes its perspective** about the types of financial aid information and recommendations to share with students, and the importance of students using that information with their families to make their own decisions

- **Turn up the dial on financial aid planning and enrollment/course registration**

B. Ensure students and alumni experience high-quality pre-college campus visits and take advantage of on-campus resources available to them

Key Activities and Partners	Where to Start

1. **Identify and evaluate the supports, tools and resources provided by institutions where large percentage of alumni attend college–use this to support match and fit conversations and differentiate supports for students**

2. **Re-evaluate and apply updated criteria to determine which alumni receive targeted support (including student needs, quality resources the college already offers, etc.)**

3. **Update the roles and responsibilities of alumni managers to reflect the supports needed by alumni in need to targeted support**

4. **Establish goals around the number of students who successfully get accepted to and complete competitive pre-college experiences**

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B. Ensure students and alumni experience high-quality pre-college campus visits and take advantage of on-campus resources available to them

Key Activities and Partners	Where to Start

- **Review college resources available to alumni and <u>apply initial criteria that Sari developed</u> to determine ways IDEA can differentiate supports for alumni**

- **Develop list of colleges from Tier 1 and Tier 2 list that offer early-access programs**

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C. Build IDEA to college pipelines to support IDEA students' application, matriculation and graduation from Tier 1 and Tier 2 colleges/universities

Key Activities and Partners	Where to Start

1. Examine the impact of the current partnerships strategy and determine how it will/will not change to meet the needs of an expanding alumni population

2. Enter into MOUs with partner universities to ensure IDEA students have access to pre-college and during-college programming initiatives

C. Build IDEA to college pipelines to support IDEA students' application, matriculation and graduation from Tier 1 and Tier 2 colleges/universities

Key Activities and Partners	Where to Start

- **Continue to identify and/or refine the criteria for a successful partnership, making sure IDEA has access to student academic and financial aid data**

GOAL: Build the capacity of the CST and IDEA to CONTINUOUSLY IMPROVE THE QUALITY of its programming and tools for college readiness

Strategies

A. **Improve coherence of the College Success Team's "to and through" model through CST-wide goal setting, prioritization, collaboration and evaluation**

B. **Support and co-lead with IDEA leaders toward a renewed focus on college completion**

C. **Build College Success data literacy with principals and assistant principals, and their VPs to efficiently and effectively identify root cause issues, implement aligned solutions and continuously improve**

D. **Identify and implement a service delivery model that builds the capacity of campuses to each lead on college acceptance, matriculation and completion (i.e., moving away from over directing toward autonomy, support and accountability)**

Activities

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A. Improve coherence of the College Success Team's "to and through" model through CST-wide goal setting, prioritization, collaboration and evaluation

Key Activities and Partners	Where to Start

1. **Lead, plan and assess progress towards blueprint goals through team routines**

2. **Identify and prioritize the ongoing development of team and individual leadership skills necessary to implement the blueprint**

3. **Engage the higher education community and other partners to advocate for higher ed to improve success rates for all students, especially those who identify as low-income, students of color and/or first generation**

Key Partners: For (A.3) UTRGV and other partners from Tarah's partnership cultivation efforts

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A. Improve coherence of the College Success Team's "to and through" model through CST-wide goal setting, prioritization, collaboration and evaluation

Key Activities and Partners	Where to Start

- **Train up Directors to effectively communicate blueprint priorities to those outside the core CST**

- **Update and implement these routines**, such as utilize strategy time each month to align on priorities and strategies, and to solve problems of practice; utilize biweekly check-ins to collect evidence and formulate hypotheses, and to address small boulders

B. Support and co-lead with IDEA leaders toward a renewed focus on college completion

Key Activities and Partners	Where to Start

1. **Identify power influencers of IDEA educators and support them to engage campus staff and educators on IDEA-wide and individual school-level outcomes for producing college graduates**

2. **Establish routines to strategize and co-plan with HQ directors on college acceptance/matriculation and college completion needs (e.g., CST shifts, academic shifts, operational shifts, human capital shifts)**

Key Partners: ###

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B. Support and co-lead with IDEA leaders toward a renewed focus on college completion

Key Activities and Partners	Where to Start

- **Create a communications plan to share key Blueprint sections with colleagues outside the CST**
  - → When is there time already dedicated to work together?
  - → Where do you need to create new time?
  - → What will each team be bringing to the table? (so it's not one-way)

C. Build College Success data literacy with principals and assistant principals, and their VPs to efficiently and effectively identify root cause issues, implement aligned solutions and continuously improve

Key Activities and Partners	Where to Start

1. **Establish a learning agenda for college readiness with senior VPs, principals and APIs that spurs their own set of "need to knows"**

2. **Use a data engine to more efficiently share application, matriculation RTTC, persistence and completion data**

3. **Build the capacity of senior VPs to better coach principals and APIs on how to have transformational data-driven coaching conversations with their teachers and staff centered around College Success data**

Key Partners: ###

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C. Build College Success data literacy with principals and assistant principals, and their VPs to efficiently and effectively identify root cause issues, implement aligned solutions and continuously improve

Key Activities and Partners	Where to Start

- You might start this process by creating a survey–or having small focus groups with campus leaders, to develop a set of questions you both want to answer

- There are many frameworks that exist for helping coaches to facilitate data-driven conversations with their mentees or direct reports. Start by examining what the Schools Team uses, or what SVPs use with principals–consider a framework that grounds these conversations in data, that put the direct report/mentee in the driver's seat for identifying the problem and solution and that enables the "supervisor" to both push and support

D. Identify and implement a service delivery model that builds the capacity of campuses to each lead on college acceptance, matriculation and completion (i.e., autonomy, support, accountability vs. overdirect is the default)

Key Activities and Partners	**Where to Start**

1. **Establish new key performance indicators for helping Senior VPs and principals know the college readiness strengths and areas for growth at their schools**

2. **Create incentives for school leaders to set college readiness goals (beyond gateway goals such as matriculation, ACT or GPA–e.g., first year to second year persistence)**

3. **In partnership with campus leaders, determine the roles and responsibilities of both the CST and campuses to support application, acceptance and matriculation activities**

4. **Enhance current training for supporting campuses with college application, acceptance and matriculation campaigns; make regional/campus-driven**

Key Partners: JoAnn, Jamie, Dolores, Regional Executive Directors, Senior Vice Presidents, Campus Leaders, Data and Analysis Team

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D. Identify and implement a service delivery model that builds the capacity of campuses to each lead on college acceptance, matriculation and completion (i.e., moving away from over directing toward autonomy, support and accountability)

Key Activities and Partners	Where to Start

- **Incorporate college readiness indicators into existing school evaluation and review tools** (e.g., GET rubric, School Leadership Levers, Leadership Competencies)

- **Create a dashboard that has school and regional persistence and completion data; ensure the dashboard is visible to school leaders and educators**

- **Secure commitment from JoAnn to create "Innovation grants" or additional resources for regions and/or campuses to implement AR, CK and/or CGI activities**