



NPEA Data Counts: Understanding our Collective Impact on the Field of Educational Access and Success

NPEA Conference: April 16, 2015

Brittany Brady, Academic Success Coordinator, Bickel & Brewer Future Leaders Program
Roblyn Anderson Brigham, Managing Partner, Brigham Nahas Research Associates
Heather Jenkins, Director, High School Prep, and Academics and Program Evaluation, Buffalo Prep
Mai Lee, Executive Director, HYPE Los Angeles
Janet Smith, Founder, Edscape Consulting



Collective Impact Data Project (CIDP)



Consultants

- Roblyn Brigham - Brigham Nahas Research Associates
- Janet Smith - Edscape Consulting

Pilot Participants

- Brittany Brady – Bickle & Brewer Future Leaders Program
- Heather Jenkins – Buffalo Prep
- Mai Lee – HYPE Los Angeles

CIDP Pilot:

- Consultants' perspective
- Pilot participants' perspectives
 - Bickle & Brewer
 - Buffalo Prep
 - HYPE Los Angeles
- Insights from pilot participants
- Q & A

Three Components

- Research review
- Survey
- Focus groups at NPEA 2014 Conference

Key Takeaways to Inform Phase 2

- Clear starting points and common themes
- Significant challenges and issues that need to be raised
- Possible indicators (point of departure) for Phase 2



Pilot Participants

Organizations:

- A Better Chance
- Aim High
- Buffalo Prep
- Emerging Scholars
- Future Leaders
- Helping Young People Excel (HYPE) Los Angeles
- High Jump
- Horizons for Youth
- New Jersey SEEDS
- REACH Prep
- The Steppingstone Foundation
- The TEAK Fellowship

Advising Consultant:

Leigh Linden, University of Texas at Austin

- perspective on national studies of youth, out of school time programs

○ Overview of Process

- Discussed practices of data collection and reporting
 - Meetings, homework, and information exchange among participants
- Debated issues related to data tracking and reporting
 - Considered which indicators to include – reacted to Phase 1 list
 - Considered participation of all for NPEA member organizations
- Result: preliminary list of pilot indicators and definitions

○ Overview of Process (cont'd)

– Data Collection

- Created the tool based on pilot indicators
- Supported the data gathering
- Collected outcomes data, analyzed results
- Reflections on what worked/what didn't

– The Result: 10 Recommended indicators

- Demographic "indicators"
- Progress indicators before HS
- Progress indicators after HS and beyond



Pilot Participants: Program Descriptions

BNRA



Edscape

Bickel & Brewer FLP



Brittany Brady, Ed.M.

Academic Success Coordinator

BBrady@bickelbrewer.com

(214) 653-4847



Future Leaders Program

Mission

The Bickel & Brewer Future Leaders Program is a public-private partnership that aims to prepare disadvantaged minority students from the Dallas Independent School District for admission into four-year, accredited colleges and universities.

Through a custom, year-round curriculum focused on academic enrichment, leadership and personal development, and cultural awareness, the FLP gives rise to the belief that every student can be successful in college and beyond.

www.bickelbrewer.com/#/thefoundation/

Academic Programs

○ Academic Year

- FLP classes are offered after school (Tues./Thurs.) on the campuses of the program's private school partners – The Hockaday School, St. Mark's School of Texas, Greenhill School, and Episcopal School of Dallas.
- FLP students are taught in a unique classroom setting, with both a private and a public school teacher in each classroom that allows for an 8:1 student-teacher ratio.

○ Summer Program

- Each summer, the FLP sponsors a summer camp for fifth through eighth graders that includes classes in technology, personal development, swimming, and art.
- Hosted by the program's private school partners, this unique experience also involves field trips to locations such as The Sixth Floor Museum, Nasher Sculpture Center, the Dee & Charles Wyly Theater, and the Winspear Opera House.
- The high school students participate in a week-long "Boot Camp" that prepares them for the upcoming school year.

BNRA



Buffalo Prep



Dr. Heather Jenkins

Director, High School Prep
Director, Academics & Program Evaluation
hjenkins@buffalo.edu
(716) 603-6895

Mission & Overview

Our mission is to prepare promising economically disadvantaged underrepresented students for success in college preparatory high schools and higher education.

- We are not a school, but rather, a dedicated organization that works with private, public, and charter high schools to help disadvantaged youth take advantage of a first-rate college-preparatory education.
- Since our founding in 1989, Buffalo Prep has been helping to close the achievement gap for Western New York kids who are bright, talented, but economically disadvantaged.
- We nurture the dreamer, the leader, the activist, and the scholar in every student, while strengthening the diversity of our partner schools.

www.buffaloprep.com

Academic Programs

- **Middle School Prep** offers a challenging and enriching liberal arts-integrated academic and social summer program for talented fifth and sixth grade students.
 - The program prepares its students to excel in school and beyond.
 - Sessions supplement mainstream school curricula in numerous academic and social areas.
 - In addition, it exposes the students to Buffalo Prep and to other educational opportunities in the Western New York community.
 - Post-fifth and sixth grade students participate in integrated classes such as math, technology, social studies, science and language arts for five weeks during the summer.

Academic Programs

- **High School Prep** is a nationally recognized 14 month program that prepares academically talented and economically disadvantaged students of color to enter one of our partner college preparatory private or public HS.
 - Students take classes for 6 weeks in the summer after 7th grade.
 - They continue the program on Tuesday and Thursday nights after school and on Saturdays during their 8th grade school year.
 - The program concludes with a 6 week summer program after 8th grade.
 - Students receive rigorous accelerated subject matter in English, mathematics, science, and global history.
 - In addition, students develop competencies in problem solving, writing, scientific inquiry, critical thinking, time management, technology and academic skills (e.g. note-taking, active reading, daily review, test preparation).

Academic Programs

- **College Prep** prepares students in grades 9-12 for the transition from high school to college.
 - With the assistance of College Prep, these bright, young students not only get into top colleges across the country, but also experience great success while they are there.
 - We work one-on-one with our high school students, helping them in the process of applying to colleges and attaining the best financial aid packages and scholarships possible.
 - To best serve our students, College Prep provides academic support services (e.g. after school tutoring) and college preparation services (e.g. SAT prep, colleges trips).

BNRA



HYPE Los Angeles



Mai Lee

Executive Director
mlee@hypelosangeles.org
(310) 621-3721

NPEA Annual Conference

April 16, 2015



Mission & Vision

Helping Young People Excel (HYPE) Los Angeles provides talented low-income middle school students with the guidance and resources to get into and succeed at elite independent high schools in the Los Angeles area.

The HYPE vision is to reshape the landscape of struggling low-income communities by:

- providing young leaders access to superior educational and life-changing opportunities at independent high schools.
- providing the cultural capital to propel personal success and community change.

www.hypelosangeles.org

Programming

HYPE students are prepared academically and socially for placement and success in college prep schools through a range of intensive programming and a specially tailored two-year curriculum. Pre-placement programming is broken down into two components.

Pre-Placement Programs

- **SUMMER PREP PROGRAM:** The Summer Prep Program is an intensive 7-week summer program for incoming HYPE scholars.
 - Students work independently to develop scholarly skills and meet twice a week for four hours at a time to focus on academics.
 - The program consists of math and verbal test preparation, writing workshops, summer reading sessions, and leadership skills development.
 - Once a week, students take field trips to local museums, educational centers, and cultural points of interest often not provided in low-income communities.
- **YEAR ROUND ACADEMICS:** In partnership with LAUSD (traditional and nontraditional) middle schools, HYPE students commit their “home periods” and “short days” to participate in accelerated curriculum with HYPE teachers for 2 hours twice a week at their school.
 - HYPE enrichment activities include independent school tours, visits, and meeting HYPE alumni, which supports an easy transition to the culture and school environment.

Placement

○ **HIGH SCHOOL PLACEMENT:** During the school year, programming revolves around preparation for the Independent School Entrance Exam and high school placement.

- Students take ISEE prep courses, engage in comprehensive interview preparation, visit potential school sites, and participate in an admissions essay writing workshop.
- HYPE guides all students through the application and financial aid process.
- Partnerships between HYPE and a number of independent schools in the Los Angeles area allow for effective individual advocacy for each student in order to place them in a school that best fits their needs.

Post-Placement Programs

Getting into a prestigious high school is only the beginning. Additional academic and social support is available to all HYPE students throughout their independent high school career.

- CHECK-IN: HYPE is in regular communication with high school and college students and their schools through email, texting, phone, and home/school visits.
- WEEKEND TUTORING: Weekend in-person and Skype tutoring addresses new academic challenges and formation of study skills. Students also have access to InstaEDU accounts for direct online academic tutoring.
- SAT PREP: HYPE provides free SAT tutoring from an outside provider starting their Junior year of high school. SAT prep is offered through HYPE staff as well as Revolution Prep online SAT tutoring.

HYPE High School Programming

- SUMMER ENRICHMENT: After 10th grade, scholars are placed in summer internships and programming that helps enrich their academic experiences.
 - The aim is for students to contribute to a company while developing professional skills and networks while exploring career interests.
- COLLEGE COUNSELING: All HYPE scholars have accounts with College Greenlight.
 - College Greenlight is a platform that allows high school counselors and community-based organizations to provide support to their students throughout the college search and application process. This service provided by Cappex.com.
 - HYPE students also apply for gap scholarship funding through partner non-profit agencies.
- COLLEGE TOURS: HYPE sends high school Juniors on a Fall West Coast college tour. Scholars take a trip to Northern California.



Pilot Participants: Reflections on Data Project Participation

Reflection on Data Project Participation

- We found that by seeing what other organizations in the pilot did, we were able to inform our own data collection.
 - The FLP is new to formal data collection and now we are able to implement data collection that is aligned with our peers.
- It was useful to hear how other programs discussed being purposeful with data and the nuance between the different groups.
 - By coming together to determine what is most “important”, we feel it will make our work more purposeful and make conversations surrounding data more fruitful.
- In essence, we will all be speaking the same language when discussing certain findings.

Reflection on Data Project Participation

- The realization that we had anecdotal accounts where we need “real” data
 - We knew this, but did not fully see the impact of this on our reporting
 - Combining the “real” with the anecdotal and narrative is very powerful
- A reminder that we are still very limited in terms of our ability to track alumni
 - We were unable to address project questions regarding alumni
- Setting aside appropriate time for data collection and analysis
 - As I am also a program director, the project forces me to take time for data collection, which often gets lost when managing the students and parents
 - We are refining our data collection procedures based on our participation in the project— not only what we collect, but also when and how
- The importance of accurate record-keeping
 - We were rather fortunate in that our records were well-maintained; we would have had significant difficulty participating in the project otherwise
 - It’s a reminder to not allow this to be “back burner”

Reflection on Data Project Participation

- Why did you get involved?
 - HYPE is a young organization and we want to start with a strong foundation of data collection.
 - Guidance on best practices, wisdom and challenges from established organizations
 - Networking opportunity
- What was the data collection like for you?
 - Grappling with income verification, immigration status
 - Understanding funder reporting needs vs. organizational data needs
 - Self reporting vs. obtaining records from schools
 - Timing of data collection (Program Entry, High School Applications & College applications)
- What are the gains? What were the challenges?
 - Establish foundational information on types of data, strategies for analyzing and understanding data, and methods for determining how these efforts can influence goals and planning.
 - Resources for data input and keeping data current
 - Collaboration and partnerships in grant opportunities
 - Data sharing with partner agencies



Pilot Participants: Long-term Impact of Data Project

Long-term Impact of Data Project

- Newfound transparency with funders
- Assist partner organizations and partner schools: more focused conversations lead to more help for the students we serve
- Pilot group members are a source of support
- Knowledge of new expectations: allows you to be sure of impact and when you are “above average”

Long-term Impact of Data Project

- Accessible longitudinal data on educational access
 - Not only valuable for member organizations and NPEA, but also for researchers and policy makers
- Accountability with regard to consistent, organized data collection
 - Being part of the project will help organizations prioritize data and utilize data
- Collaboration and sharing of up-to-date data
 - Similar and not-so-similar organizations can share/compare data on programs, student outcomes, etc.
- A network of colleagues for support, guidance, advice, etc.
 - Data collection and analysis can be overwhelming—a strong network makes it more manageable for all
- Critically important for continual improvement in educational access and equity services and programs, which have a real, “lived” impact on people’s lives

Long-term Impact of Data Project

- Building a culture that values the use of reliable data that is complete to help guide decision making
- Collaboration and data sharing
 - HYPE shares information with partner agencies and schools as students transition out of our programs
 - Pursue new funding opportunities
- Networking and information sharing

Short- to Mid-Term Plans

- Rollout social media marketing campaign, Data Digests
- Hold informational webinars
- Share UserGuide/Frequently Asked Questions
- Create data project implementation committee
- Finalize timeline data collection
- Pursue additional funding
- Create opportunities for members to connect (data discussion/affiliation groups)
- Hold virtual "meet-ups"?
- Involve school members— how can they use the information?

Long-Term Plans

- Technical assistance support (webinars, one-on-one)
- Hire staff to assist with collection and analysis of data
- Identify helpful resources – partnership with National Student Clearinghouse, group trainings
- Conduct literature review every few years to stay current, as well as revisit the list of indicators (should be a living document)
- Analyze data in subgroups (region, target population, etc.)
- Compare to national data sets



Brittany Brady, *Academic Success Coordinator*
Bickel & Brewer Future Leaders Program
BBrady@bickelbrewer.com

Roblyn Anderson Brigham, *Managing Partner*
Brigham Nahas Research Associates
roblyn@bnra.net

Heather Jenkins, *Director, High School Prep, and Academics and Program Evaluation*
Buffalo Prep
hjenkins@buffalo.edu

Mai Lee, *Executive Director*
HYPE Los Angeles
mlee@hypelosangeles.org

Janet Smith, *Founder*
Edscape Consulting
janet@edscapeconsulting.org