

**GEAR UP**  
**College Access and Readiness**  
**Teams (CARTeams)**

What Are They, and How Do They Work?

# Plan for this Hour

- Discuss Goals for the CARTeams
- Rationale for this Approach
- Loss Point Analysis
- Learning from the Collective Impact Framework
- Your Current Process
- D.A.T.A. Model



# Goals for the CARTeam

- A cross-sector team that meets quarterly:
- Assembles your District's baseline data and sets long-term targets re: college access and readiness
- Uses relevant, real-time data to drive intervention decisions; approves, reviews, and revises your GUI Implementation Plan accordingly
- *Whatever else you want it to do*



# Two Ways to Implement a CARTeam

Add these duties to  
an existing team  
(like C-Plan Review)  
in your District or  
feeder pattern

OR

Launch a CARTeam  
with assistance  
from GEAR UP  
Iowa

# Why this approach?

## We need to:

- Secure buy-in of critical players at building and district levels
- Drill deeper into student data when it is still actionable
- Coordinate with building goals– not be seen as something extra
- Consider student data longitudinally

# Two Frameworks Coming Together for CARTeams



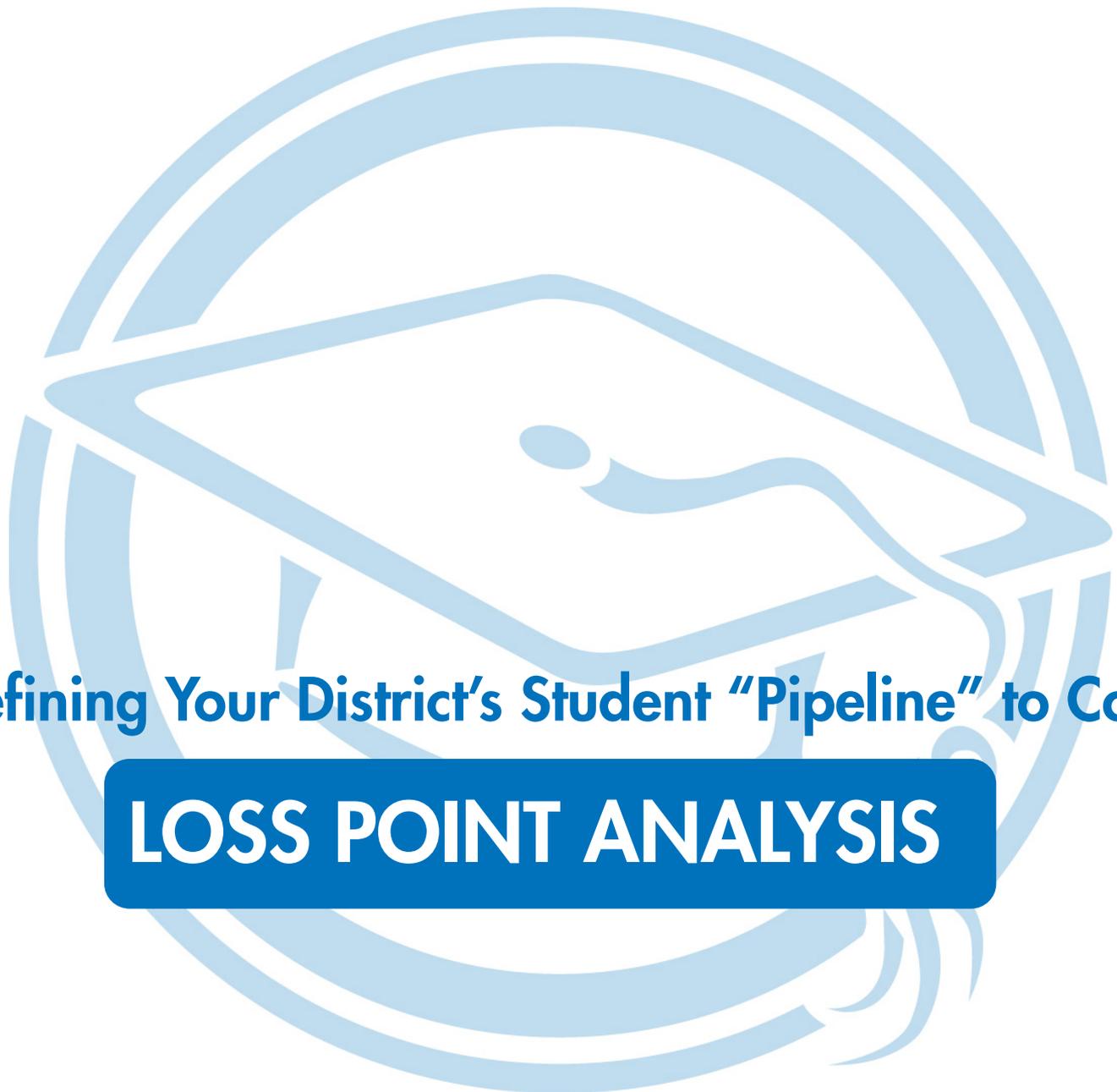
## Loss Point Analysis

Stemming “leaks” in the student pipeline to college at every level

Coordinating efforts that build college access and readiness



## Collective Impact

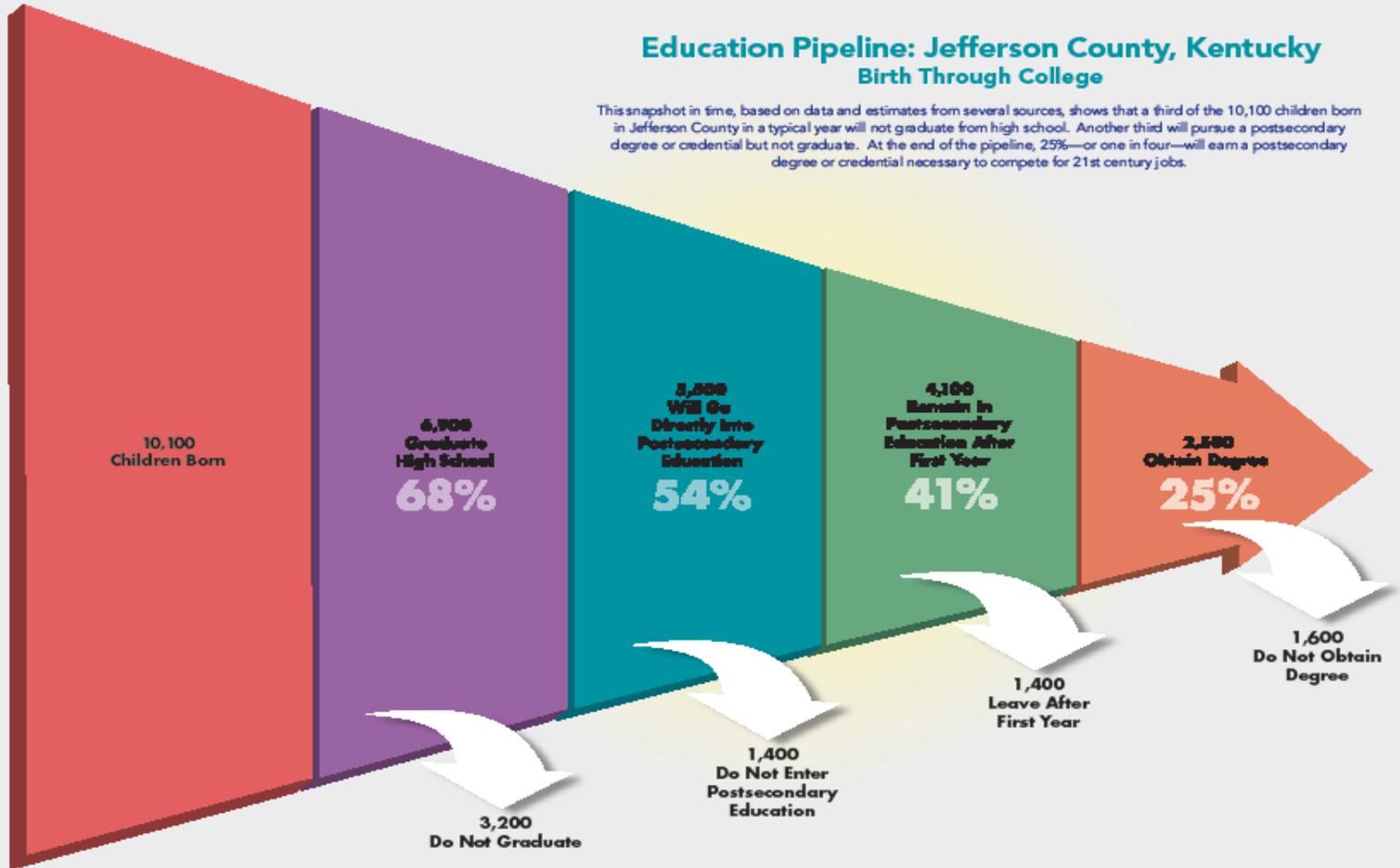


**Defining Your District's Student "Pipeline" to College**

**LOSS POINT ANALYSIS**

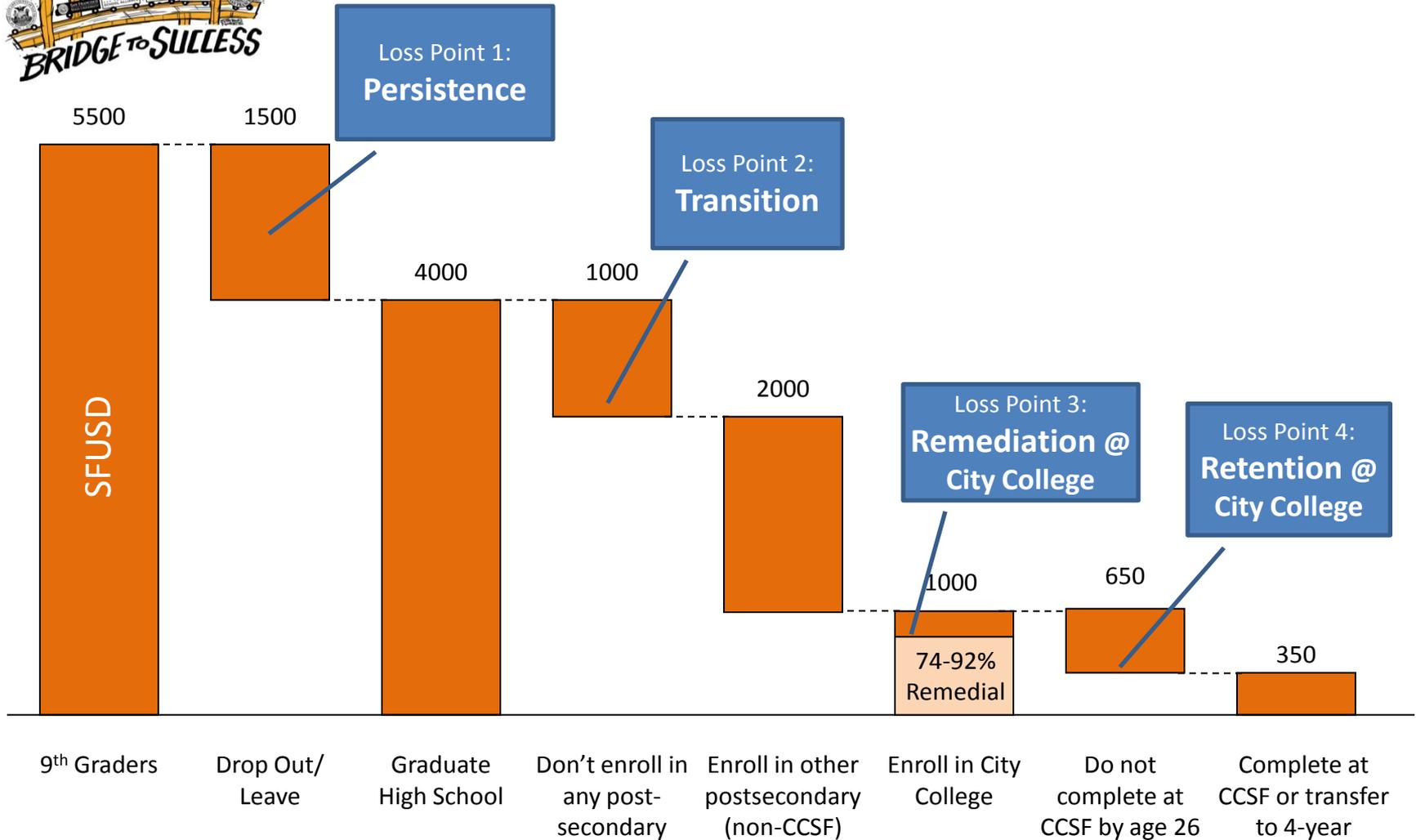
## Education Pipeline: Jefferson County, Kentucky Birth Through College

This snapshot in time, based on data and estimates from several sources, shows that a third of the 10,100 children born in Jefferson County in a typical year will not graduate from high school. Another third will pursue a postsecondary degree or credential but not graduate. At the end of the pipeline, 25%—or one in four—will earn a postsecondary degree or credential necessary to compete for 21st century jobs.





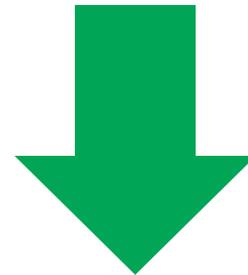
# San Francisco Unified School District



# Data Points That Start to Tell a Story

## Starting with College, Working Back

- National Student Clearinghouse: Student Tracker
- College-specific data about your students
- FAFSA Completion rates
- Graduation rates
- ACT/COMPASS data
- Transcript analysis
- Drop out points
- Performance in specific courses like 9<sup>th</sup> grade Algebra
- Disciplinary data



# Middle School Indicators

- Coursework Ds and Fs
- 8<sup>th</sup> grade GPA
- Attendance
- Suspension and disciplinary
- Proficiency of special populations
- Attitudinal (Gallup, Iowa Youth Survey, etc.)

*What are your early warning indicators?*

# Setting your District's Baseline of College Access and Readiness

- Suggested 5 years of historical data
- Inventory of what data you have, what must be requested or purchased
- Consider how it will be analyzed
- Consider how it will be shared or utilized
- Consider setting targets for the future within GEAR UP and beyond



# How many programs or initiatives are happening within a building or a district?

Shared goals, but lack of coordinated effort

“Islands of excellence” – What was *the thing* that worked?

Administrative time

Concerns of sustainability



# What is Collective Impact?

- A collaborative process for cross-sector coordination to solve complex social problems
- *Maximizes existing efforts* through:
  - Common agenda
  - Shared performance measures
  - Mutually reinforcing activities
  - Continuous communication
  - Backbone organization

# Borrowing from the Collective Impact Framework in Your School Setting

- Consider other service or data teams with similar goals (*landscape scan and asset mapping*)
- Identifying members of your cross-sector team; consider possible external members (*making the case with key stakeholders*)
- Develop baseline data and common targets (*shared performance measures/ data dashboard*)

# Who could be on a CARTeam?

## Education Sector

- MS and HS Principal
- MS and HS Counselor
- Assessment
- GUI Facilitator
- GUI-paid building staff
- Community college rep
- College access providers such as TRIO
- Private college rep

## Community Partners

- United Way or Community Foundation
- 4-H or other youth development
- Faith leader
- Workforce prep
- Employer or Chamber Rep
- Minority or ethnic group leader



# D.A.T.A Model

- **Design**: What is the question
  - Want to evaluate
  - Want to know
  - Aligned w/mission or GUI 2.0 goals?
- **Examples**
  - How can we make students more successful when they get to high school?
  - How do we currently monitor “student success” in high school?

# D.A.T.A Model

- **Ask**: How to answer the question
  - What data is needed
  - What data exists
  - How to collect and organize data
- Examples
  - “In which classes and at what times do students begin to struggle?”
  - GPAs from 8<sup>th</sup> -12<sup>th</sup> grades, accrual of credits, etc.
  - How often can we get the data? How old is it when we get it? Who can help us interpret it?

# D.A.T.A Model

- **Track**: How to make sense of data
  - What is to be learned from data
  - Plan to collate or disaggregate data
  - Organize to answer question(s)
- **Examples**
  - “Who is struggling? Who is doing fine? Who is on the edge?”
  - “Can we sort the info by various indicators?”  
Attendance, 8<sup>th</sup> grade GPA, ELL, IEP, middle school, etc.

# D.A.T.A Model

- **Announce**: How to use findings
  - What do results mean
  - Actions based on findings
  - How to present/share findings
- **Examples**
  - “We think we see a pattern of these particular students falling behind by X time of year. Who can help us confirm?”
  - “Let’s go to community partners/reallocate GEAR UP funds to assist with closing this gap.”
  - Discuss with key stakeholders; incorporate finding and plans into building planning and professional development.

# Questions for CARTeams Moving Forward

## How do we:

- Help students *before they've failed?*
- Ensure our approach won't be fragmented from one school to the next?

## How can we:

- Make sure GEAR UP is aligned with existing programs?
- Make success applicable for students even beyond the GEAR UP cohort?

