

Helping Opportunity Youth Get “Back on Track”

The Impact Personalized Guidance and Support in
Reengagement Education



Opportunity Works

A Complex Partnership

- A local Aspen Institute Opportunity Youth collective impact site as the lead and project manager
- JFF as the TA provider & coach
- Urban Institute as the evaluator
- Social Innovation Fund put up 45% of the funds (JFF 5% match, local sites 50% match)



The Goal

Implement Back on Track across the county and conduct rigorous evaluation to further establish evidence base

Community of Practice & Learning

- Seven sites across the US were selected - Boston, MA; Hartford, CT; New Orleans, LA; Philadelphia, PA; San Francisco, CA; Santa Clara County; and Seattle, WA
- All sites implemented either Enriched Preparation or Postsecondary Bridging
- Monthly all-sites calls, semi-annual coverings, and quarterly coaching with site visits

The Back on Track Model

ENRICHED PREPARATION

- College-going and Career-Ready Culture
- College- and Career-Ready Curriculum & Instruction
- Intentional Use of Time, Technology, and Assessment to Customize Instruction & Accelerate Learning
- Personalized Guidance and Support

POSTSECONDARY BRIDGING

- Supported Dual Enrollment
- A Focus on College Knowledge and Success Strategies
- Personalized Guidance and Connection to Best Bets

FIRST-YEAR SUPPORT

- Support for Students to Earn Credits Predictive of Completion
- Just-in-Time Support to Ensure Persistence
- Building Attachment to Postsecondary Education



JOBS FOR THE FUTURE

Enriched Preparation

Integrates high-quality college- and career-ready instruction with strong academic and social supports

Postsecondary Bridging

Builds college/career-ready skills and provides informed transition counseling

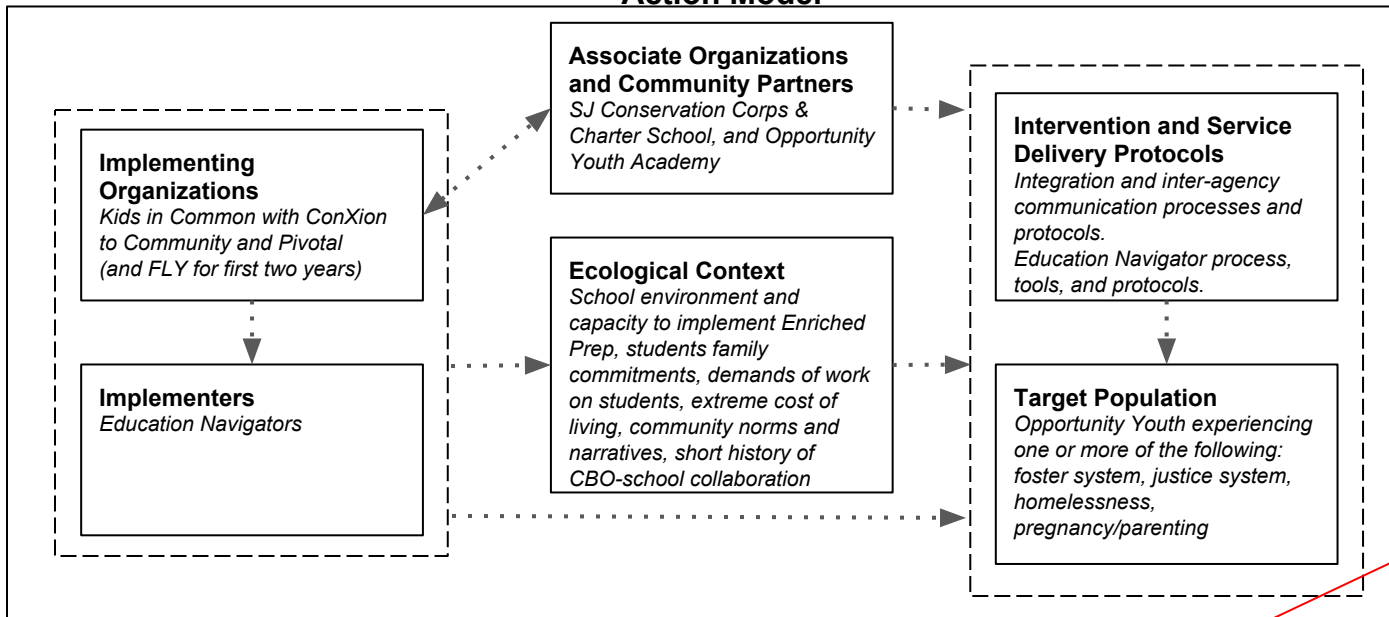
First-year Support

Offers appropriate supports in the first year to ensure postsecondary persistence and success



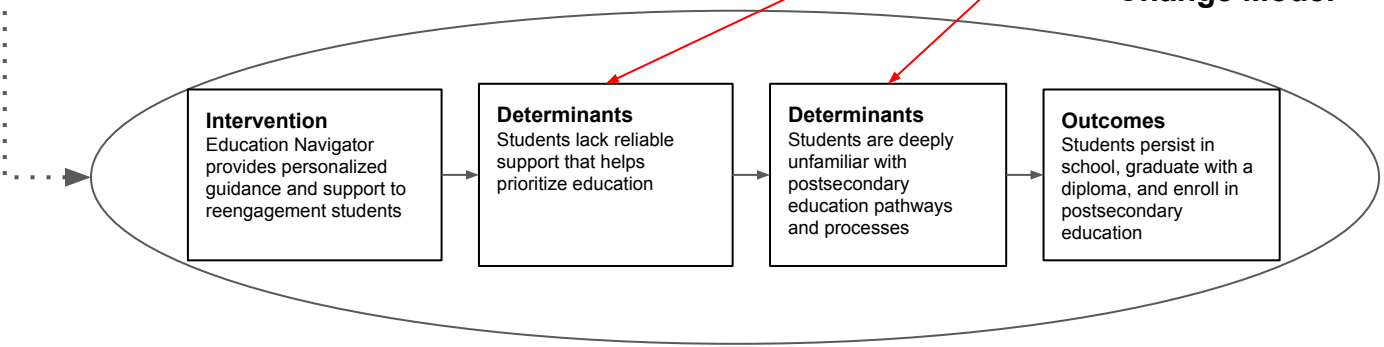
**OPPORTUNITY
YOUTH
PARTNERSHIP**

Action Model



Focus here: our intervention was targeted at addressing these two things

Change Model



Our Pilot

Reengagement High Schools

- San Jose Conservation Corps & Charter School
- Opportunity Youth Academy



Community Based Organizations

- Silicon Valley Children's Fund
- Fresh Lifelines for Youth
- ConXion to Community



Education Navigators Embedded in Reengagement High Schools

Education Navigator positions at our three CBO partners to leverage their population expertise, and embedded this position in our Reengagement School partners. The EN function added the personalized guidance and support element of EP.

Education Navigator Role & Process

PROGRAM TIMELINE

Max of 26 months of service

Program entry & assessment and rapport building	Initial service plan and support	Postsecondary prepping and exploration	PSE transition and support
2 months	19 months		5 months

DOSAGE TARGETS

- Weekly Outreach Attempted
- Weekly contact via any means
- Two in-person meetings per month
- Rough Goal: 3 hours of contact per month

PROGRAM ELEMENTS

- Program Entry
- Introductory Questionnaire
- Success Survey
- Immediate Action Plan
- School Success Meeting
- Education Action Plan
- Ongoing education advocacy and case management support
- Quarterly Success Survey
- Postsecondary planning
- Supported postsecondary entry activities
- Support through first academic period of postsecondary education/training
- Exit Success Survey

The Analysis

Quasi-experimental design, propensity score matching using these factors for matching. We only considered students who had received at least 70 days (10 weeks) of OW service for the “treatment group,” as this was the time required to develop rapport and buy-in.

Primary Matching

Characteristics

Date of birth

Period of entry

Grade at entry

Credits at enrollment

Secondary Matching

Characteristics

Race/ethnicity

Gender

ELL status

Special education status

Foster youth

Justice system involved

Pregnant/parenting

Homeless

The Analysis

The Cohort

Term Entering OYA	Non-OW Comparison Sample Size	OW Sample Size
10 th grade – Fall 2016	1	1
11 th grade – Fall 2016	2	2
12 th grade – Spring 2016	5	5
12 th grade – Summer 2016	2	2
12 th grade – Fall 2016	10	10
12 th grade – Spring 2017	8	8

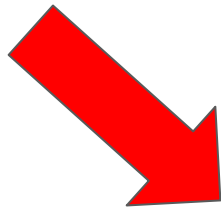


Demographics	Pct of Sample	Pct of Sample
Foster youth	71%	68%
Pregnant/parenting	18%	54%
Justice engaged	29%	32%
Homeless	18%	25%
Special needs	7%	32%
English learner	21%	32%
Latino	68%	68%
Male	54%	36%
Age (average)	20.0	20.8

The Analysis

Persistence & Completion

Students entered on a rolling basis with a wide variety of credits at entry. Students with an Ed Nav were ~3x as likely to stay in school and graduate.

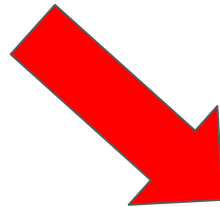


OYA Entry Grade	OYA Enrollment Period	Non-OW Sample (n=28)			OW Sample (n=28)		
		Still Active	Grad.	Exited (not grad.)	Still Active	Grad.	Exited (not grad.)
10 th grade	Fall 2016 – Fall 2017 (n=1)	1	0	0	1	0	0
11 th grade	Fall 2016 – Fall 2017 (n=2)	1	0	1	1	0	1*
12 th grade	Spring 2016 – Fall 2017 (n=5)	1	2	2	1	4	0
	Summer 2016 – Fall 2017 (n=2)	0	1	1	1	1	0
	Fall 2016 – Fall 2017 (n=10)	1	0	9	6	4	0
	Spring 2017 – Fall 2017 (n=8)	2	1	5	5	3	0
Total	All periods	6	4	18	15	12	1

The Analysis

Credit Attainment

OW students entered OYA with slightly fewer credits on average, but by the time of analysis had earned almost 2x as many credits.



	Non-OW Comparison Group		OW	
	OYA Entry Grade – OYA Entry Term	Credits at Enrollment	Credits at analysis	Credits at Enrollment
10 th grade – Fall 2016	17.5 (N=1)	48.0	39.5 (N=1)	52.5
11 th grade – Fall 2016	12.7 (N=2)	18.3	57.3 (N=2)	47.0
12 th grade – Spring 2016	48.3 (N=3)	71.9	26.0 (N=1)	68.5
12 th grade – Summer 2016	35.5 (N=1)	4.0	45.0 (N=1)	139.0
12 th grade – Fall 2016	100.7 (N=10)	37.2	72.5 (N=6)	80.9
12 th grade – Spring 2017	115.2 (N=7)	16.6	117.6 (N=5)	30.0
Average (all grades & terms)	85.6 (N=24)	33.0*	78.0 (N=16)	61.8*

A Less Busy Chart

	Average Credit Attainment during 2016-17 Academic Year	Average Credit Attainment Through December 2017	School Persistence	Graduation
OW students (n=28)	41.9	61.8	15	12
Non-OW Students (n=28)	26.8	33	6	4

Three Lessons from Implementation

1. Cultivate Interpersonal Trust

- a. Role clarity, role clarity, role clarity
- b. Common Language & Shared Data

2. Communicate Clear Expectations

3. It's about Identity, Not Activities

So as not to bury the lead...

We learned how to achieve game changing results in a highly complex environment, with the most challenging students in Santa Clara County.

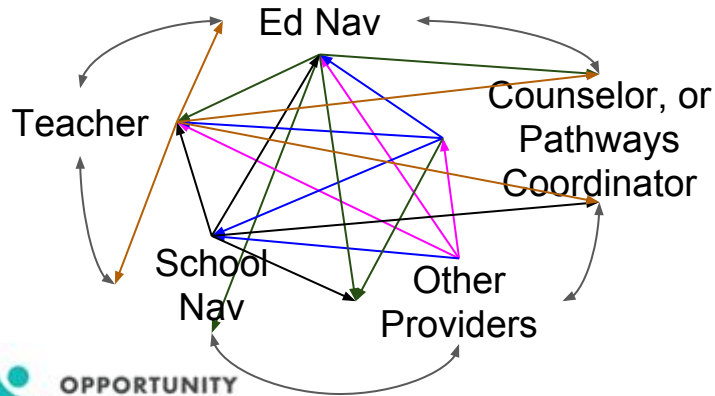
So as not to be overly self-congratulatory...

We bungled our way through this, we made a lot of mistakes, and we shamelessly begged, borrowed, and stole everything we could.

Cultivate Interpersonal Trust

a. Role clarity, role clarity, role clarity

Role clarity was paramount to effective partnership in this multi-partner environment, with partners unfamiliar with *deep* collaboration. Teachers were confused about what the role of an Education Navigator was. This led to mistrust and ultimately to an environment that was sometimes unreceptive to our work.



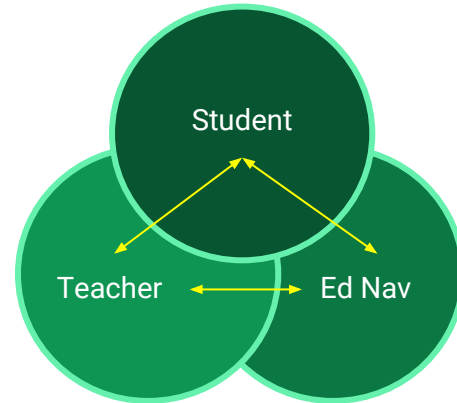
Who does:
-what,
-when,
-where, and
-how



Cultivate Interpersonal Trust

b. Common Language & Shared Data

Early on in this pilot there were tensions about what was most important for a youth to be focusing on. Despite essentially 100% alignment on the goal of high school graduation, the path to that goal is viewed differently, inclusive of what should be prioritized at any particular moment, depending on where you sit.



Communicate Expectations

We learned that setting clear expectations early and often is necessary in order to center young people in the relationship. This required being very transparent about the services they would receive, how we expected them to participate in the program, and, maybe most importantly, what youth should expect from an Education Navigator. Young people are often used to services that are opaque, and setting our approach distinctly apart and respecting their right to self-determination proved deeply important.



It's About Identity, Not Activities

Every process can be turned into a checklist, whether it's enrolling in community college, going back to high school, finding a job, accessing housing. We learned that being focused on the execution of tasks, the checklist, misses the opportunity to support a young person in shifting their self-conception. Activities are not there for their own sake, even if they lead to important places. All activities with young people present opportunities to explore their thinking, and beliefs about themselves, others, and the world they inhabit. It's one step before the parable, of give a man a fish vs. teach him to fish. It's helping someone to decide if they want to fish in the first place.