

College Access Programs



College Access Programs linked to higher college enrollment, lower developmental education course loads

BACKGROUND

Saint Paul Public Schools (SPPS) and Minneapolis Public Schools (MPS), with AchieveMpls, convene and support college access program networks across both cities to better align services and supports for students, focusing on low-income students, students of color, and first-generation college students. These programs provide personal and social emotional, academic, college admissions, financial, and career readiness, to ensure that students successfully navigate the post-secondary application and matriculation process. While programming mostly happens in 11th and 12th grade, some services begin as early as 6th grade.

SPOTLIGHT

SPPS COLLEGE ACCESS EVALUATION

With Generation Next support, SPPS completed comprehensive program evaluations of the collective impact of college access programs. The collection and use of data gives a better picture of which students are and are not accessing programs, student reflections on programming, and the impact of programming on college enrollment and developmental (remedial) education course taking.

“When you join multiple programs, you get more doors and more opportunities so your awareness of getting ready for college is a lot more. I started Breakthrough Twin Cities and before I got to high school, I understand what FAFSA means already. I understand what applying to college was already. It’s that state of awareness that you’re ahead of the game.”

- SPPS Student

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College Access Programs

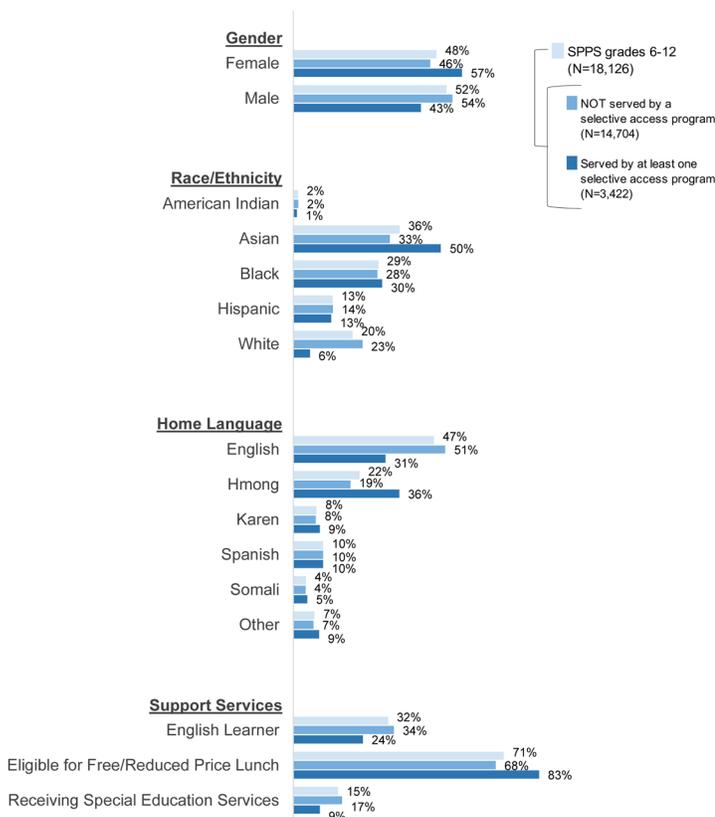


Key insights from three years of program evaluation in Saint Paul Public Schools include:

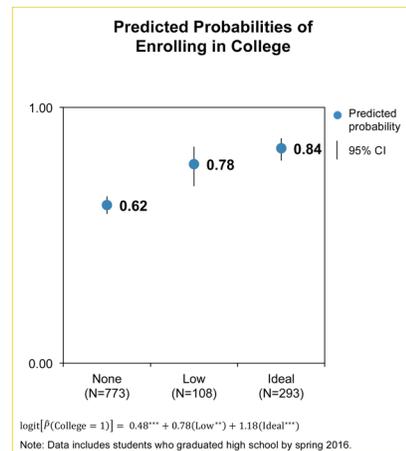
College access programs serve students most likely to benefit from post-secondary preparation. There were more female students, Asian students, Black students, and low-income students participating compared to the SPPS student population in grades 6 to 12. These groups are typically underrepresented in higher education.

Participants, regardless of levels of participation, were more likely to enroll in college than non-participants. Although students with low levels of participation did not do as well academically as their peers with ideal levels of participation, they were still more likely to enroll in college than similar students who did not participate at all.

Comparison of Demographics by Participation in Selective Access Programs (Grades 6-12 in SY 2016-17)

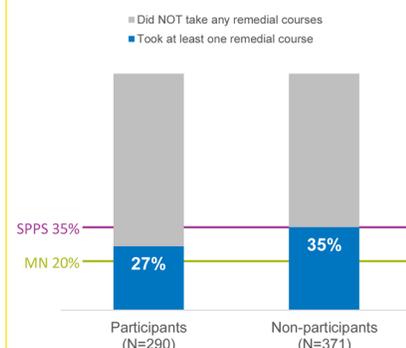


Note: Support services are not mutually exclusive.



Among 2016 SPPS high school graduates enrolled in a Minnesota college or university, slightly more than one-quarter of participants (27%) took at least one remedial course in their first fall term of college compared to about one-third of non-participants (35%). The percentage rate of students taking remedial coursework among participants was lower than the SPPS district-wide rate (35%), but higher than the MN statewide rate (20%).

Percent of Students Taking Remedial Courses among 2016 High School Graduates who Enrolled in College



Source: SPPS and MN rates retrieved from MN SLEDS (<http://sleds.mn.gov>).



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