Bridge to College

Presented by Stacy Mehlberg and Ronak Patel, Ph.D.
The BERC Group
The BERC Group

- The BERC Group is an evaluation, research, and consulting company based in Redmond, Washington. Researchers and data analysts working for The BERC Group have years of experience in education, working with schools on continuous improvement, supporting grants with formative and summative evaluation, providing leadership and educator coaching, and supporting the alignment of instruction with research-based methodology.
The BERC Group

Stacy Mehlberg, Director of Research and Evaluation

- Stacy has been with The BERC Group for 4 years, and is currently completing her PhD in Education Leadership. Her research focus is on public private collaboration and partnership to support community development through education.

Ronak Patel, Ph.D., Senior Research Associate, Data Analyst

- Dr. Patel received his doctorate in 2017. His emphasis was on cultural awareness and racism in education. He is a recent addition to The BERC team.
• The BERC Group has been partnering with College Spark Washington and The State Board of Community and Technical Colleges to provide formative and summative evaluation reports throughout the Bridge to College initiative.

• Additionally, The BERC Group is working with College Spark Washington and Agile Mind to provide evaluation support for Intensified Algebra.
Who Is Taking Bridge to College?

Percent of Students by Ethnicity, Bridge English:
- White: 58%
- Hispanic/Latino: 21%
- Two or More Races: 6%
- Black/African American: 5%
- Asian: 5%
- Pacific Islander: 5%
- American Indian: 2%

Percent of Students by Ethnicity, Bridge Math:
- White: 55%
- Hispanic/Latino: 24%
- Two or More Races: 7%
- Black/African American: 6%
- Asian: 4%
- Pacific Islander: 2%
- American Indian: 1%
Who Is Taking Bridge to College?

Bridge to College/ General Population Comparison

Comparison of Bridge to College Course Population and School Population

- **Bridge To College Population**
- **Total School Population**

<table>
<thead>
<tr>
<th>Race</th>
<th>Bridge To College Population</th>
<th>Total School Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>Asian</td>
<td>5%</td>
<td>6%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>6%</td>
<td>4%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>22%</td>
<td>21%</td>
</tr>
<tr>
<td>White</td>
<td>56%</td>
<td>60%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>2%</td>
<td>1%</td>
</tr>
<tr>
<td>Two or more races</td>
<td>7%</td>
<td>7%</td>
</tr>
</tbody>
</table>
How are Students Performing in Bridge to College Math?

Math Bridge to College Grades

- A: 10%
- B: 33%
- C: 29%
- D: 18%
- F: 6%
How are Students Performing in Bridge to College English?

English Bridge to College Grades

A: 14%  B: 25%  C: 29%  D: 19%  F: 10%
From High School to College
Postsecondary Attendance
Who’s going to college?

Percent Attending Post-Secondary Institution

- **Bridge English B or Better**
  - 19%
- **Bridge Math B or Better**
  - 27%
- **Washington**
  - 20%

Legend:
- Dark grey: 4-year colleges
- Light blue: CtCs
4-Year College Participation
Disaggregated by 11th Grade SBA Performance Level

Percent University Enrollment by SBA Performance Level

- Bridge English B or Better
- Bridge Math B or Better
- Washington

<table>
<thead>
<tr>
<th>Grade</th>
<th>L1</th>
<th>L2</th>
<th>L3</th>
<th>L4</th>
</tr>
</thead>
<tbody>
<tr>
<td>L1</td>
<td>3%</td>
<td>9%</td>
<td>9%</td>
<td>9%</td>
</tr>
<tr>
<td>L2</td>
<td>4%</td>
<td>7%</td>
<td>15%</td>
<td>5%</td>
</tr>
<tr>
<td>L3</td>
<td>5%</td>
<td>17%</td>
<td>14%</td>
<td>1%</td>
</tr>
<tr>
<td>L4</td>
<td>5%</td>
<td>7%</td>
<td>12%</td>
<td>1%</td>
</tr>
</tbody>
</table>
## CTC Participation

Disaggregated by 11th Grade SBA Performance Level

<table>
<thead>
<tr>
<th>Grade</th>
<th>L1</th>
<th>L2</th>
<th>L3</th>
<th>L4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>L1</td>
<td>4%</td>
<td>12%</td>
<td>6%</td>
<td>7%</td>
</tr>
<tr>
<td>L2</td>
<td>14%</td>
<td>21%</td>
<td>14%</td>
<td>6%</td>
</tr>
<tr>
<td>L3</td>
<td>15%</td>
<td>25%</td>
<td>15%</td>
<td>0%</td>
</tr>
<tr>
<td>L4</td>
<td>11%</td>
<td>25%</td>
<td>14%</td>
<td>6%</td>
</tr>
</tbody>
</table>

Percent Ctc Enrollment by SBA by SBA Performance Level

- Bridge English B or Better
- Bridge Math B or Better
- Washington
Postsecondary Math Course Enrollment

CTC Math Enrollment in College Level Courses

Percent of BtC and Washington State (Comparison) Students in CTCs enrolling in College-Level Math, by 11th Grade SBA Level
Postsecondary English Course Enrollment
CTC English Enrollment in College Level Courses

Percent of BtC and Washington State (Comparison) Students in CTCs Enrolling in College-Level English, by 11th Grade SBA Level

SBA ELA Level

<table>
<thead>
<tr>
<th>Level</th>
<th>BtC Students</th>
<th>BtC or Better</th>
<th>Washington Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>L1</td>
<td>44.5</td>
<td>100.0</td>
<td>46.5</td>
</tr>
<tr>
<td>L2</td>
<td>66.7</td>
<td>84.7</td>
<td>82.3</td>
</tr>
<tr>
<td>L3</td>
<td>100.0</td>
<td>94.4</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Bridge English B or Better
Washington Students
Fall CtC Course Comparison
CtC Enrollment in Pre-College vs College Level Courses

Pre-College vs College Level Courses at CtC

<table>
<thead>
<tr>
<th>Course</th>
<th>Pre-College</th>
<th>College</th>
</tr>
</thead>
<tbody>
<tr>
<td>BtC Math</td>
<td>131</td>
<td>68</td>
</tr>
<tr>
<td>BtC English</td>
<td>61</td>
<td>127</td>
</tr>
</tbody>
</table>
Fall CtC Course Comparison By Grade
CtC Enrollment in Pre-College vs College Level Courses

Comparison of Pre-College and College Level CtC Math Course Enrollment By Grade
Fall CtC Course Comparison By Grade

CtC Enrollment in Pre-College vs College Level Courses

Comparison of Pre-College and College Level CtC English Course Enrollment By Grade

- BtC B or Better Pre-College CtC: 29%
- BtC B or Better College CtC: 71%
College Fall Math Grades

Percent of College Fall Math Grades, Cohort 1

Bridge Students (n=192)  Bridge B or Better (n=122)  Non-Bridge Students (n=1504)

A: 15%  20%  22%  11%
B: 27%  26%  28%  13%
C: 35%  25%  22%  19%
D: 11%  13%  7%  11%
E: 11%  11%
College Fall English Grades

Percent of College Fall English Grades, Cohort 1

- Bridge Students (n=192)
- Bridge B or Better (n=122)
- Non-Bridge Students (n=1504)
How is Bridge being used to support student postsecondary success?

- Qualitative Data Sources
  - Student Surveys
  - Follow up student phone interviews
  - College placement interviews
January 2018 Perception Survey

- 182 students
  - 74% identified as female
  - 59% identified as White
  - 21% identified as Latino/Hispanic.

- Sixty-five percent of the survey respondents attended college in the fall and, of those, 89% attended college full time.
Student Phone Interviews

• Approximately 30 students participated in phone interviews
  • Some college attenders
  • Some non-college going
  • Bridge Math and English Students

• About 25% of those respondents placed into college level coursework in math and/ or English

• Highlights from interviews:
  Course Content
  Teaching style and methods,
  Pacing
College Placement Interviews

From January through March 2018, researchers visited six CTC campuses and spoke with contacts from five additional campuses in Washington State.

- Multiple Measures system of placement
- Inconsistent awareness of the Bridge courses and the agreement with the state.
- Lack of student advocacy
Recommendations

- **Continue to develop and expand the Bridge to College courses.** In addition to the rigorous content already embedded in the BtC curriculum, the courses should provide the opportunity to promote college readiness on a consistent, frequent basis.

- **Grow opportunities for Regional Communities of Practice (CoPs).** To continue to build capacity and strengthen awareness of BtC courses, we recommend sustaining quarterly opportunities for teachers within a geographical region to meet and talk about their experiences teaching the BtC courses.

- **Align campus practices at local CTCs with research based best practices.** Throughout the state, school districts have made the commitment to prepare students to be “college-ready” for postsecondary opportunities. While this commitment is critical, it does not address the need for colleges to be “student ready.”