

Creating a System of Support

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Washington Student Achievement Council



Qualifications

High School Credentials:

- 1.9 GPA - Junior Year
- 2.3 GPA - Senior Year
- ACT Score: 19 (low)
- Worked 20+ hours
- Leadership: Drill Team
- Applied to 1 College in February of Senior Year
- Highest Level of Math: Pre-Algebra
- Migrant Farmworker Family

College Credentials:

- Special Admit to College
- College Fit / Match
- TRiO Student



Overview

Creating a System of Support

1. Revisit the Actions behind our Work

2. **READY:** Building a College Going Identity in our Students

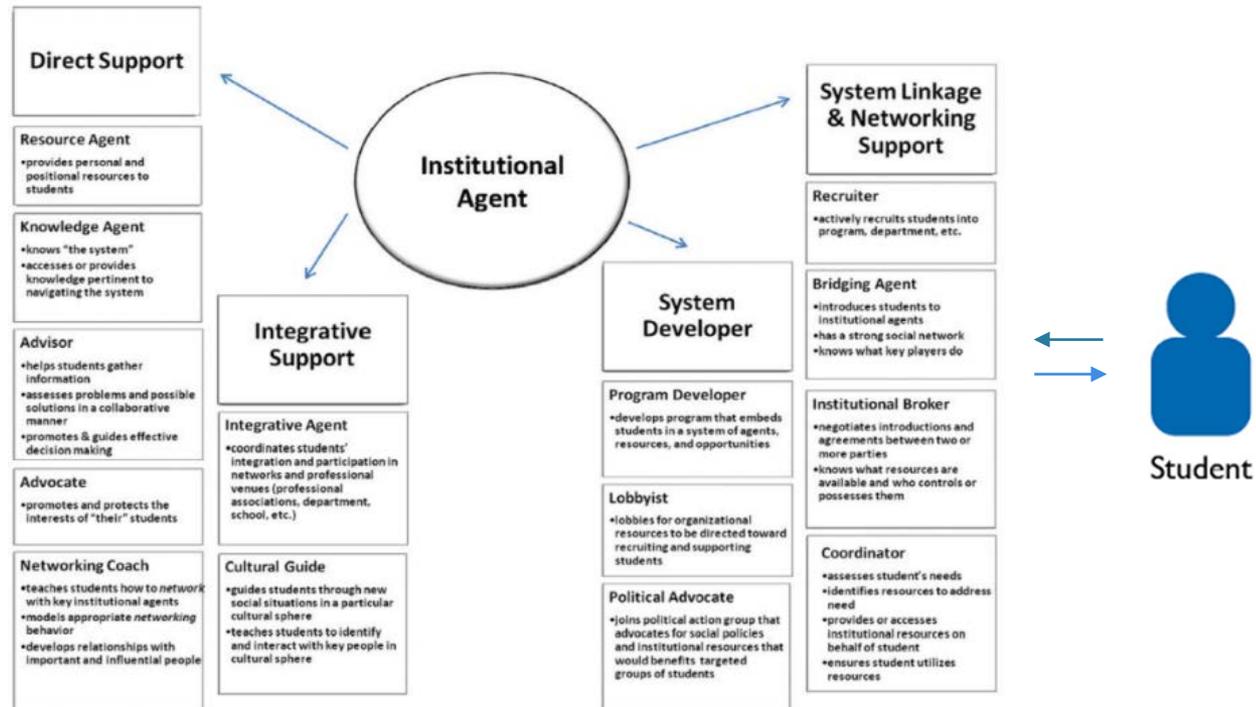
3. **SET:** Develop a Structure for Success: College & Career Binder

4. **GRAD:** Student Persistence to College & Career

GEAR UP Educators are Institutional Agents



GEAR UP Practitioner



(Adapted from Institutional Agent Framework, Stanton-Salazar, 2011)

College & Career Outcome - Indicators

- **Family Income (Poverty)**

 - conditions college and career destinations (Cabrera & La Nasa, 2000)

- **Generational Education Level**

 - parental level of education (Choy, 2001; McDonough, 1997)

- **College Knowledge**

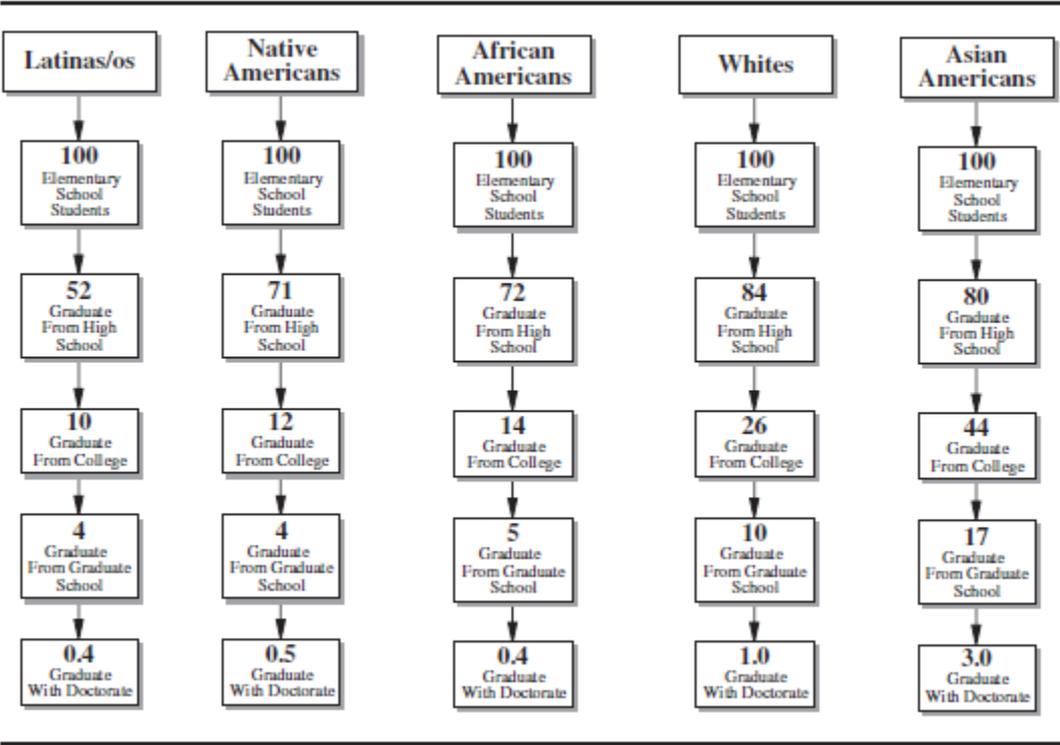
 - low-income students rely significantly on counselors as the most significant source of information about college (Tierney, 2005)

- **Social Reproduction among Families**

 - offset the idea that society will reproduce itself in succeeding generations.

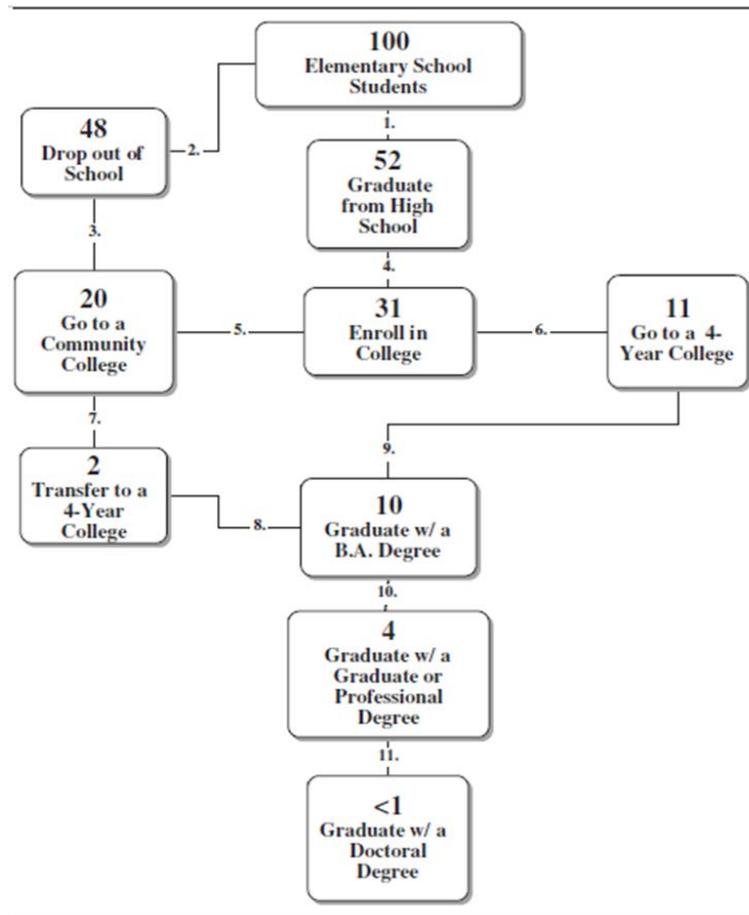
Snapshot of Outcomes by Race

Figure B: The U.S. Education Pipeline by Race



The Big Picture of Education

Figure C: The Latino/a Education Pipeline



READY: Building a College Going Identity

12th Grade = Student Identity + Motivation

- “We encourage our students to go for what they want”
-Phil, high school counselor
- “there’s a difference between actually believing that your going to go to college [or graduating high school] and someone just wanting you to go to college and telling you ‘here’s how you do it’. It’s something someone else wants you to do.....”
-Julia, high school junior

SET:

Building the Structure for Success



College Prep 3 - Ring Binder

What goes inside the binder:

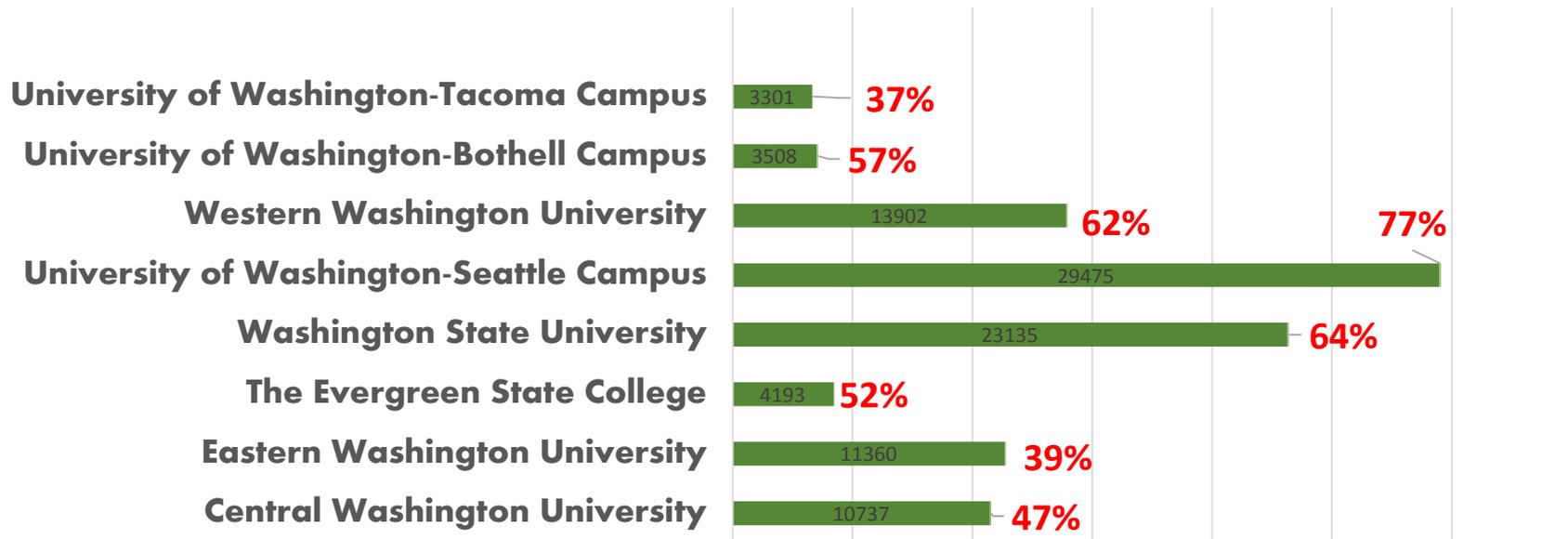
- 1) College List
- 2) Usernames and Passwords for Each College
- 3) Verification copies of submitted college applications
- 4) College Board: SAT, ACT, and PSAT Scores
- 5) Scholarship List and Verification copies
- 6) Copy of essays and personal statement
- 7) FAFSA paper application, FAFSA PIN, and SAR
- 8) Copy of credit check form
- 9) Copy of brag sheet (high school highlights)
- 10) Letter of recommendations and request forms

College List Tracking Form

	College Name	Priority Application Due Date	Application Submitted	Name of College Contact
1	Eastern Washington University	February 15 th	Yes / No	Jennifer Nunez 509-359-1024
2	Washington State University – Tri-Cities	January 31 st	Yes / No	Josue Estrada jqe@wsu.edu
3	University of Washington	December 1st	Yes / No	Zachary McKinlay zachmck@uw.edu
4	Central Washington University		Yes / No	
5	Wenatchee Valley College or Technical School		Yes / No	
6	Gonzaga University		Yes / No	

College Completion by College Type: Public 4-Year

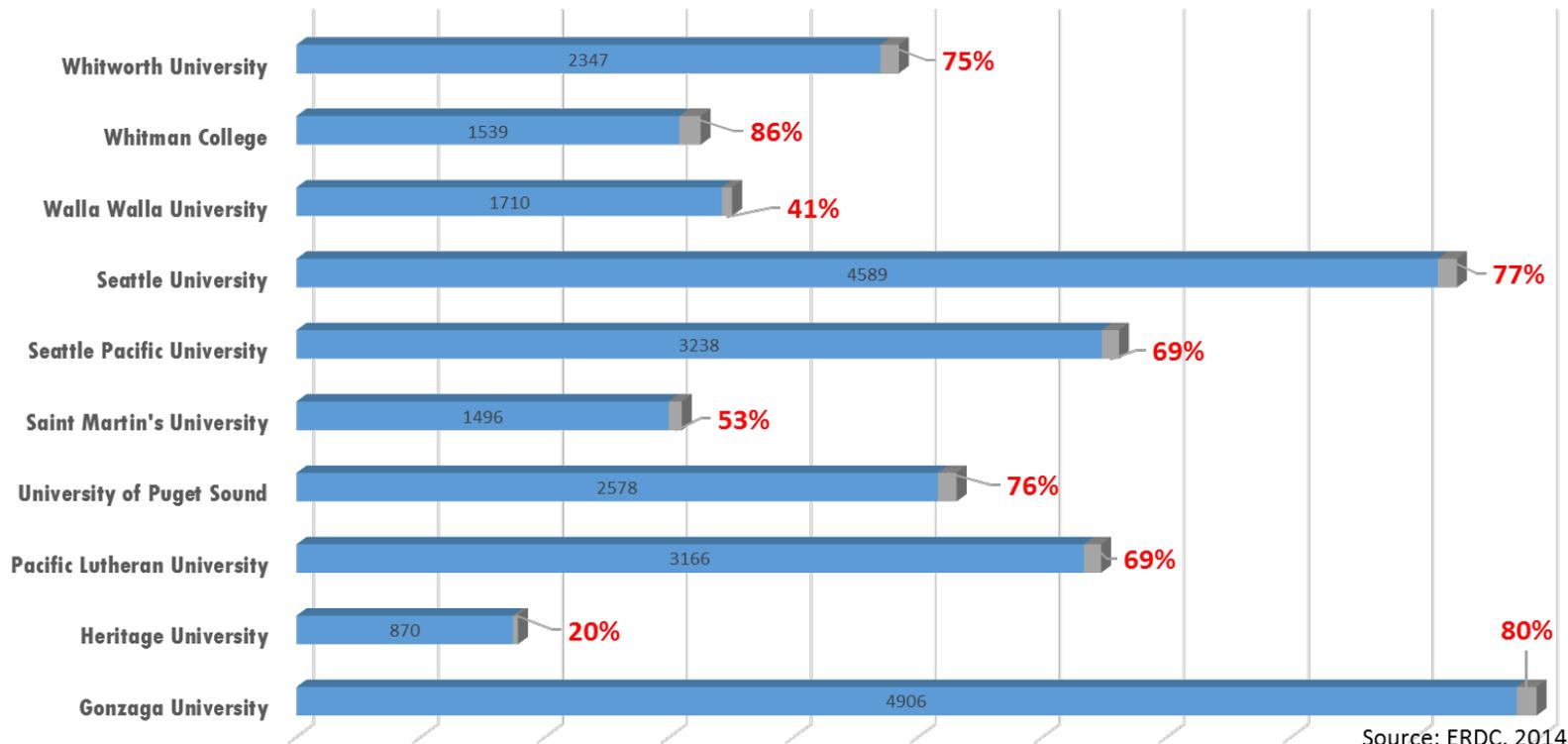
Five-Year College Completion Rates by Institution Type: Public Four-Year Colleges in Washington



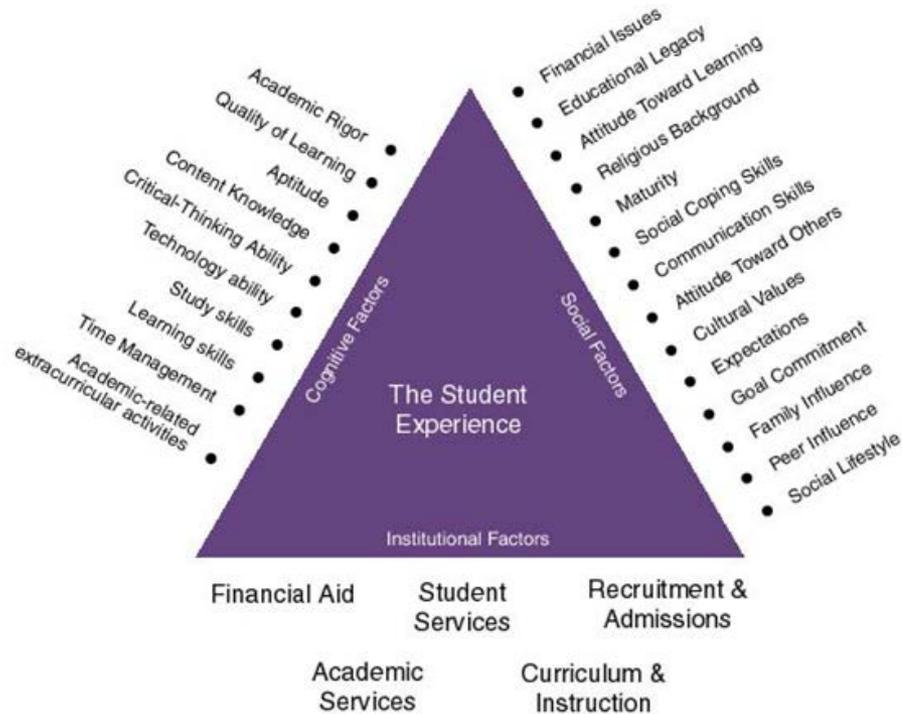
Source: ERDC, 2014

College Completion by College Type: Private 4-Year

**Five-Year Completion Rates for By Type:
Independent College of Washington**



Grad: Student Persistence Model



■ Adapting to College

- student integration (Austin, 1993; Kuh, 2005; Tinto, 1993)

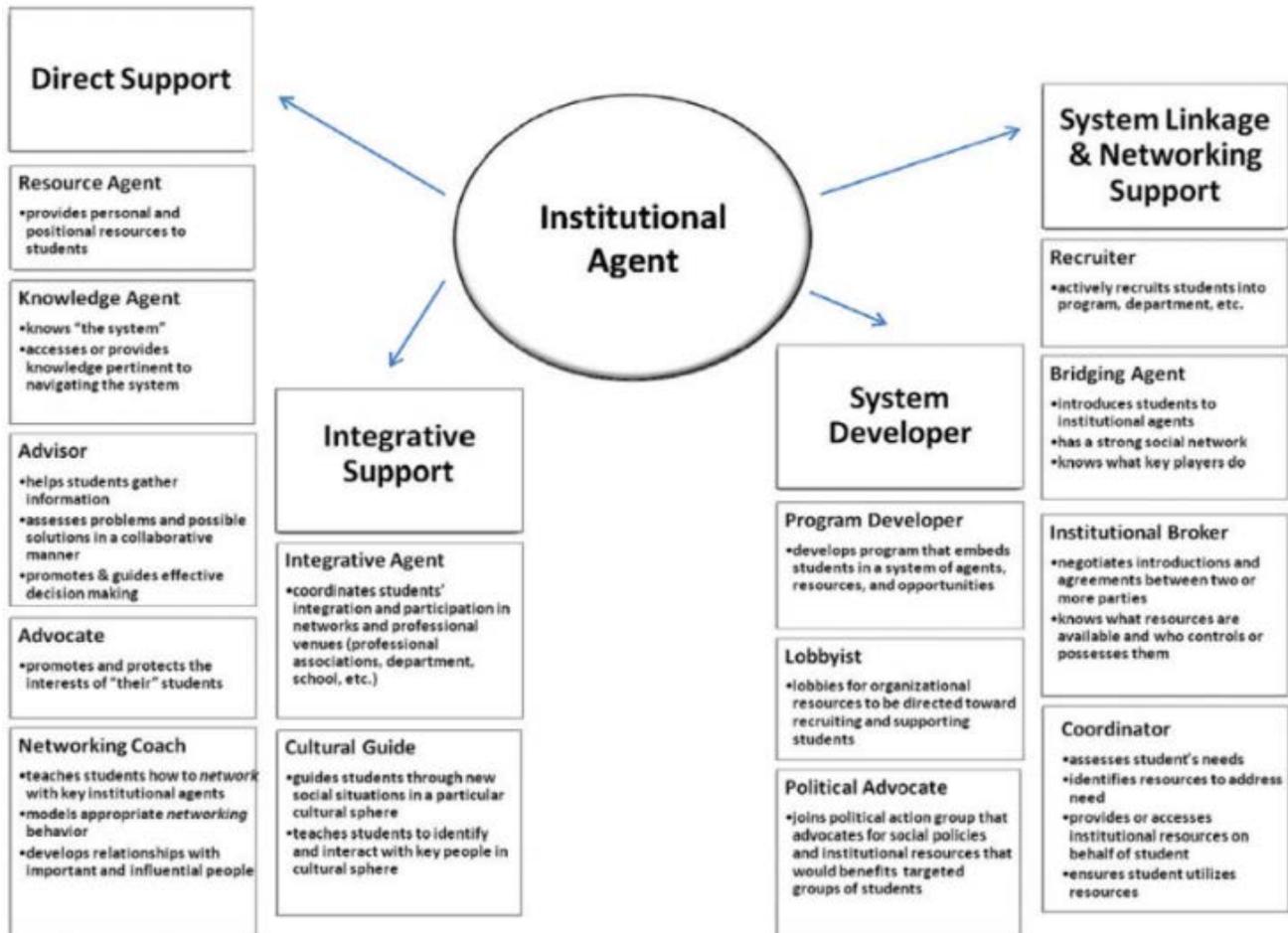
- sense of belonging (Hurtado & Carter, 1997)



GEAR UP: Year 6 Planning & Technical Assistance Workshop

Creating a System of Support Reference Sheet

Figure A: GEAR UP Practitioners are Institutional Agents to Support Students



Sources:

- Sólorzano, D. G., Villalpando, O., & Oseguera, L. (2005). Educational inequities and Latina/o undergraduate students in the United States: A critical race analysis of their educational progress. *Journal of Hispanic Higher Education*, 4(3), 272-294.
- Stanton-Salazar, R. D. (2011). A social capital framework for the study of institutional agents and their role in the empowerment of low-status students and youth. *Youth & Society*, 43(3), 1066-1109.

Figure B: The U.S. Education Pipeline by Race

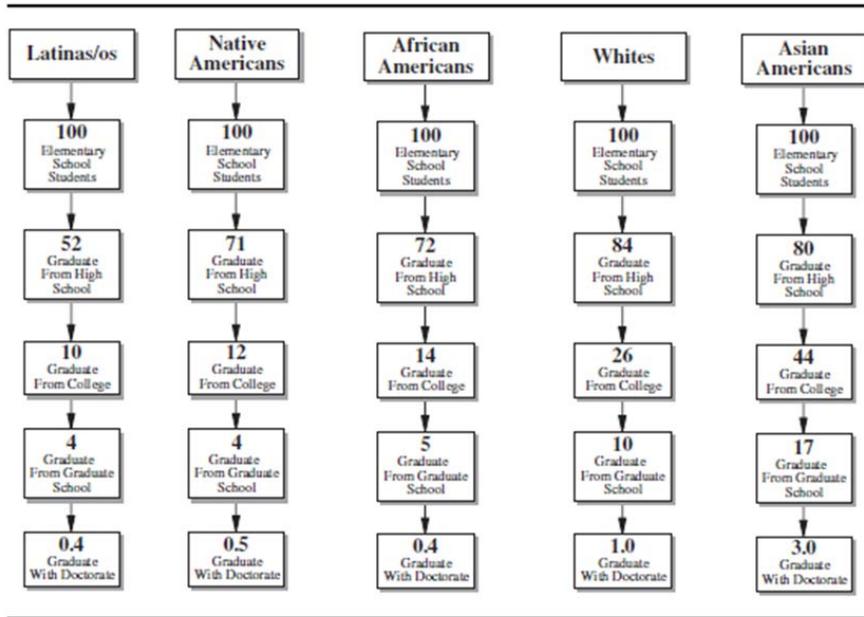


Figure C: The Latino/a Education Pipeline

