

Grantmakers for Education / Society for Research on Educational Effectiveness

Research Fellows Pilot: Reflections & Future Plans

May 29, 2020

SREE Virtual Session

#SREESummerFellows

Session Structure

Welcome & Session Agenda

Overview & 2019 Fellowship Pilot

Funder Perspective: Interest and Impact of the Fellowship

Fellow Perspective: Summer Melt in Rural Communities

Fellow Perspective: Competency Based Standards and the Workforce of the Future

2020 Summer Fellowship Topics and Information



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HOW DID THE SREE-GFE SUMMER FELLOWSHIP COME ABOUT?

Started with a conversation at 2018 GFE conference and pilot program launched in April 2019, based on mutual interests

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- ◆ Mission to promote the creation and use of rigorous education research
- ◆ Seeking opportunities to connect researchers and evidence users
- ◆ Provide professional growth opportunity for student members

GFE Learning, Evaluation, and Data (LEAD) Impact Group

- ◆ Interested in using data to make philanthropic decisions
- ◆ Want to assist GFE members in accessing high quality research
- ◆ Recognize not all GFE members have access, time, budget, or skills in conducting/accessing rigorous educational research



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WHAT ARE EACH PARTNER'S RESPONSIBILITIES?

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- ◆ Recruitment, application review, interviews, and recommendations for Fellow selection
- ◆ Research question refinement, research process, and final product guidance
- ◆ Project manager role: payments, timelines, evaluations

GFE LEAD Impact Group/Funding organizations

- ◆ Research questions
- ◆ Participation in 3 calls during fellowship
- ◆ Input on final product format
- ◆ Costs: Fellows, Advisors, Administrative (covered by LEAD Impact Group)



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WHAT ARE THE KEY FINDINGS?

- ◆ **Students find the Fellowship attractive: 45 applications**
- ◆ **Fellows said the experience is valuable to their academic and professional growth**
- ◆ **Funders found the research informative and high-quality; not all are sure how they will use it**
- ◆ **There are tweaks to be made to the program to improve it, but overall, participant satisfaction is high**



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2019 Fellows

Philanthropy and Education Policy Advocacy

Partner: Grantmakers for Education Data Impact Group

Fellow: Heather McCambly, Northwestern University

Competency Based Standards and the Workforce of the Future

Partner: Siegel Family Foundation

Fellow: Amanda Danks, North Carolina State University

Bias and Inequity in School Systems

Partner: Oak Foundation

Fellow: Cyrell Roberson, University of California, Berkeley

Summer Melt

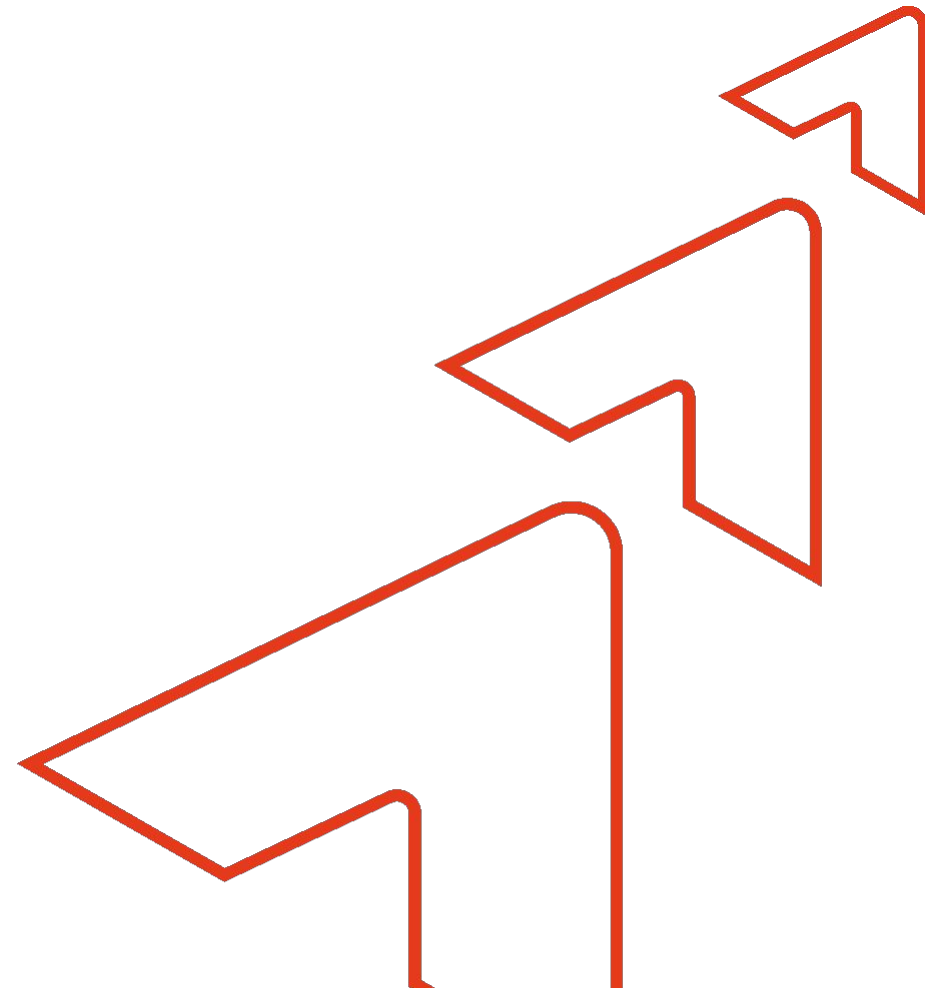
Partner: Ascendium

Fellow: Kate Caton, Georgia State University

<https://www.sree.org/summer-fellows-research>

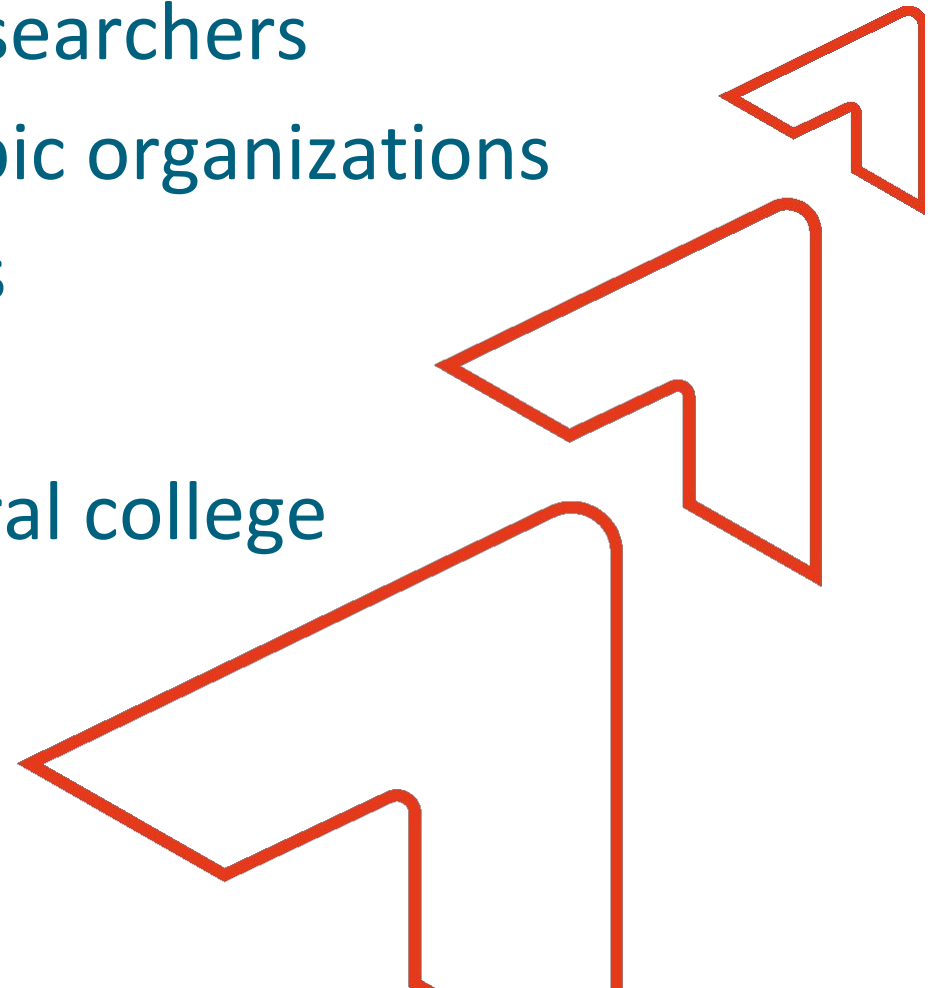
Funder Perspective: Ascendium

- National postsecondary education and workforce training funder
- Based in Madison, WI
- For more information, visit ascendiumphilanthropy.org



Leveraging the SREE Fellowship

- Active GFE member
- Build the bench of diverse researchers
- Early exposure to philanthropic organizations
- Current initiative – Text Steps
- Recent strategy refresh
- Inform our thinking about rural college access



movinglives *forward*

Summer Melt in Rural Communities

Presentation for the SREE 2020 Spring Conference
Arlington, VA; March 12, 2020

Kate Caton, Georgia State University

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Why I Applied

- Rural education is one of the areas of interest for my research
 - GSU doesn't have many researchers working in rural education space; few opportunities to work on rural education projects
- A different experience than a GRA
 - Writing for a different audience
- Freedom to work remotely

Topic Selection Process

- Ascendium had a general topic that they wanted to research: rural student summer melt
 - Discussed what would be most beneficial for Ascendium to receive (literature review vs statistical analysis)
 - Data availability shaped what project looked like
 - How research would be used played a significant role in determining what would be most useful for Ascendium
- Worked together to define research questions
 - Identified questions to answer
 - Shaped by audience
 - Established end goal of research

Key Research Highlights

- Summer melt: the phenomenon of students being accepted to college in the spring of their senior year in high school, but failing to enroll or attend in the fall
- Rural students are more susceptible than their urban counterparts to “melt” during the summer
- Rural students have issues specific to their experiences that are much different than non-rural students
- Several current interventions have been identified as effective at reducing summer melt

Findings

- **Rural-Specific Issues**
 - Nearly 19% of all K-12 public school students attend a rural school
 - Rural areas more likely to be low-income and have lower educational attainment than non-rural areas
 - Graduate at higher rates and with higher GPAs than non-rural students, but less likely to be “college-ready”
 - Strong community ties
- **Current Interventions**
 - Text message campaigns
 - Peer or Near-Peer Mentors
 - Rural-specific interventions

Findings: 5 Actions to Take in Wisconsin

1. Begin a state-wide text message campaign for all college-intending high school seniors
2. Utilize state-wide longitudinal data sets to identify areas where high school graduation rates are high, but college attendance is low
3. Offer college access information and resources beginning in middle school to all public-school students
4. Provide on-campus peer mentors to incoming rural students to help ease transition through community
5. Encourage universities to begin their own interactive text message campaigns to provide students specific pre-enrollment information

Updates on Research

- Has been submitted to a peer-reviewed journal for publication
 - Received constructive feedback on how to reframe/restructure literature review
 - Underscored differences between academic and non-academic audiences
- One-pager and executive summary available for grant- and policymakers

Tips for Future Applicants

- Apply, even if you don't think you'll get it!
- Use class projects as writing sample, especially if it's a related topic
- Don't be afraid to ask for help
 - Ask for advice from advisors/mentors on what should be included and to review your packet before submission
 - Other students can be a great resource too

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Thank you!

Contact:

Kate Caton kseymour4@student.gsu.edu



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DEVELOPMENT

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LEARNING OWNERSHIP:
TRANSFERRING SKILLS FROM K-12 TO POSTSECONDARY

Amanda Danks

September 2019

This work was made possible by support from Siegel Family Endowment and the SREE/Grantmakers for Education Summer Fellowship Program.

EVOLUTION OF EDUCATION

“Education is the passport to the future, for tomorrow belongs to those who prepare for it today.”

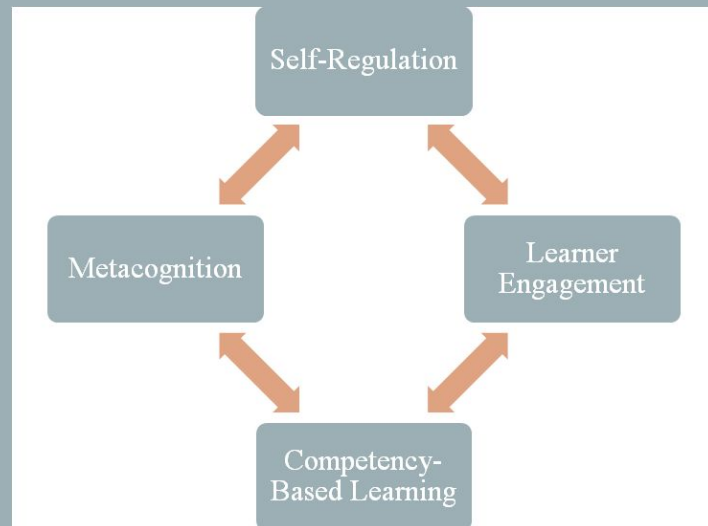
Malcolm X



HOW DO WE USE OUR INVESTMENTS TO ADVANCE PROGRESS?

- The nature of research is to isolate individual phenomena to understand the impact and conditions for success
- Academic research can inform decisionmaking and support learner success
- Siloed information is challenging to access across the field
- Preparing students for postsecondary requires a self-powered drive and control over the learning process at all stages of development

LEARNING OWNERSHIP



The process by which learners dynamically participate in the learning process in such a way that they understand the context, purpose, and application of content learned.

LEARNING OWNERSHIP

- Learner does not rely on the instructor, curriculum, or content to make learning meaningful
- Learners become empowered to customize learning experiences to serve immediate and future educational goals
- Learning ownership can be applied to academic endeavors, social situations, and district skill development in any educational setting

SELF REGULATION: TRANSFERENCE TO POSTSECONDARY

- **Enhances student outcomes and transference of skills across environments** (de Bruijn-Smolanders, Timmers, Gawke, Schoonman, & Born, 2016)
- **Learning in informal settings requires more self-regulation than formal setting** (Enos, Kehrhahn, & Bell, 2003)
- **Virtual learning platforms require advanced self-regulation to learn about technology while using it as a learning tool** (O'Brien, Forte, Mackey, Jacobson & 2017)

LEARNER ENGAGEMENT: TRANSFERENCE TO POSTSECONDARY

- The goal of learning is the ability to learn more and engagement provides autonomy and understanding of the learning pathway and specific content (Haywood, 2004; Niemiec & Ryan, 2009)
- Social media can be tangible indicator and product of meaningful engagement (Zinger & Sinclair, 2013)

COMPETENCY-BASED LEARNING: TRANSFERENCE TO POSTSECONDARY

- Critical thinking skills are essential to student success as they transition to more complex content in the postsecondary world and is enhanced with competency-based learning programs (Mayeshiba, Jansen & Muhlbauer, 2018)
- Self-paced learning is becoming more common in the labor market, allowing employees to advance their skills without pausing labor market participation (Yasinski, 2014)

METACOGNITION: TRANSFERENCE TO POSTSECONDARY

- Well-developed metacognitive strategies can continue to develop in the postsecondary realm and are associated with improved outcomes (Burchard & Swerdzewski, 2009)
- As content becomes more complex from the K-12 setting to the workplace or college settings, metacognitive strategies become an increasingly more important predictor of success (Yildiz & Akdag, 2017; Kitsantas, 2002)

PURPOSE OF THE FRAMEWORK

- Synthesize siloed information across the literature
- Build a conceptual toolkit for teachers to prepare students for the transition from K-12 to postsecondary options
- Provide a lens through which stakeholders can evaluate and monitor existing programs and potential investments

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2020 Summer Fellowship Topics

- “Cohorts” and Grantmaking
- Higher Education Institutions and Direct Service Workforce Nonprofits
Use of Data
- Understanding the New Gender Gap in Colleges
- Availability and Awareness of Upskilling Programs During Economic Shocks
- Personalized, Competency-based Learning
- Reengaging learners with some college, no degree, and adult learners

2020 Summer Fellowship Information

Application and Project Information:

www.sree.org/fellowship

Deadline:

June 12, 2020, 11:49 PM pdt

Q & A

1) What additional questions do you have?

2) What advice or feedback do you have as we explore 2020 opportunities?

Kate Caton

kseymour4@student.gsu.edu

Amanda Danks

@amandadanks1
adanks@air.org

Rebecca Villarreal

rvillarreal@ascendiumeducation.org

Ellen Weiss

@sreesociety
eweiss@sree.org

Geoff Zimmerman

@zimmermang
zimmermang@knowledgeworks.org