Dr. Barbara Schneider
Michigan State University
College Ambition Program is funded by the National Science Foundation (Grant No. 815295)
What is the College Ambition Program?

- CAP is an intervention with a staggered rollout
- Highlights STEM college programs
- Began with two treatment and two control high schools in 2010
- Fifteen in 2015-2016
- Whole school design
- Public high schools
- Includes rural schools
- Built on relationships
- Scale-up potential
• CAP Center open to all students

• CAP coordinates with school counseling staff and teachers

• Staffed by a site coordinator

• Offers: (1) tutoring and mentoring; (2) course-counseling and advising; (3) financial aid planning; and (4) college visits
Measures and Materials

Site Coordinator Manual

Field Manual

Student Survey

 Mentor Contact Form
• Treatment criteria - lower than state average college enrollment rates
• Identified with state administrative data, census data, and data from the Common Core of Data
• Each treatment school matched with five control schools using propensity score matching techniques
School Matching Criteria

Postsecondary enrollment rates, school size, census designation, poverty rate, and racial/ethnic diversity
Participants

- Urban schools serve a racially diverse population of students; while rural schools serve a predominately white student population.
- Sizes vary from around 700 to 1,200 students for the urban sites and between 300 and 600 students at the rural schools.
- Schools serve a majority of economically disadvantaged students, with 70 percent of their students eligible for free and reduced lunch.
- All treatment schools have a substantial number of students who would be the first in their family to go to college.
### Power Analysis

Power analysis using Optimal Design Plus (Spybrook et al. 2011) shows that for 2012-2013, a total of 38 schools put us close to 90% power and that in 2013-2014, we will exceed 90%.

<table>
<thead>
<tr>
<th></th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>2012-2013</th>
<th>2013-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Treatment Schools</td>
<td>2</td>
<td>4</td>
<td>7</td>
<td>13</td>
</tr>
<tr>
<td>Matched Comparisons</td>
<td>10</td>
<td>20</td>
<td>31</td>
<td>51</td>
</tr>
<tr>
<td>Total Schools</td>
<td>12</td>
<td>24</td>
<td>38</td>
<td>64</td>
</tr>
</tbody>
</table>
## Sample Size and College Enrollment Rates for CAP Treatment Estimation, 2012–2013

<table>
<thead>
<tr>
<th>Variable</th>
<th>CAP Schools (n = 7)</th>
<th>Control Schools (n = 31)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Students</td>
<td>872</td>
<td>3180</td>
</tr>
<tr>
<td>Post-treatment college enrollment rate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 year</td>
<td>30.9%</td>
<td>30.9%</td>
</tr>
<tr>
<td>2 year</td>
<td>35.4%</td>
<td>27.1%</td>
</tr>
<tr>
<td>Non-enrollment</td>
<td>33.8%</td>
<td>42.0%</td>
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</tbody>
</table>
• Schools are dynamic places that are changing
• Partnerships are key for research in schools
• Changing student behaviors/and plans depends on personal interaction with a trusted knowledgeable individual
• College interventions should be low-cost and designed to be scaleable
Pictures of CAP Participants

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