

After SWAC and After Adult Dual Credit: Pilot Year Discoveries - RPT2

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After SWAC & Adult Dual Credit (ADC) Goals

The After SWAC and After ADC programs are designed to explore and address barriers that might be preventing dual credit students in SWAC and Adult DC programs from continuing their education into post-secondary.



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Main Components of After SWAC & After ADC

One-on-one support from College Advisors:

- Provide information, support, and referrals to students about Postsecondary (PSE) programs, admissions processes, selection processes, OSAP etc.
- Introduced by/supported by SWAC teachers
- Able to provide access to computers for online research, and PSE and OSAP applications
- OCAS and OUAC application fees are paid for all SWAC students
- Up to four hours per student of individual discussion with advisor

Three one-hour small group conversations led by a college advisor focusing on:

- Finding and exploring PSE programs of interest
- Applying to Postsecondary education through OCAS or OUAC
- Financing college (including the completion of an OSAP application)

SWAC & ADC Student Profiles

Many SWAC and ADC students...

- Are not aware of the options and pathways available to them;
- Lack confidence in making decisions about next steps;
- May not feel capable of succeeding in postsecondary education;
- May have incomplete or incorrect information about admission requirements, application processes and costs;
- May have personal or social issues that create barriers to PSE.



Key Differences Between SWAC and ADC Students

Adult Dual Credit students have an extremely diverse age range (21 - 60 years old) and are more likely to:

- Have more maturity
- Have higher attendance and higher level of engagement
- Have more one-on-one appointments
- Have a stronger sense of self and direction, clearer goals
- Be immigrants or permanent residents
- Have foreign credentials or high school diplomas
- Be English language learners
- Have children, jobs, and related responsibilities
- Have more life experience, including trauma
- Be going through a career change
- Want to attend college to support their families





After SWAC & ADC Stats

Semester 2 (As of May 1st)

| | Centennial | Georgian | George Brown | | Humber |
|--|--|------------|---|--|---|
| Number of Small Group Conversations | 5 | 5 so far | SWAC | ADC | 4 |
| | | | 6 | 3 | |
| Average Attendance of Small Groups Conversations in % | TDSB: 64% TCDSB: 12% | | 47% | 89% | TDSB: 63% TCDSB/DPCDSB:69% |
| One-on-One Meetings | 26 (76% of students have had at least 1 meeting) | 196 so far | 34 (40% students have had at least 1 meeting) | 32 (76% of students have had at least 1 meeting) | 101 (96% of students have had at least 1 meeting) |
| Applications Submitted | 2 | 17 so far | 16 | 13 | 16 |
| College Acceptances | 1 | 15 so far | 3 (reported) | 2 (reported) | 15 |
| OSAP Applications | 0 | 8 so far | 1 | | 6 |



After SWAC Program Successes

- Ongoing contact with SWAC students from Semester 1 well into Semester 2
- Students sharing accomplishments with After SWAC advisors
- Partnerships with campus services
- Links and connections with community services and resources for students
- Creation of the Advisors Community of Practice with each other across RPT2 - in-person and conference call meetings; shared drive of resources created
- Development of tools to gather student feedback (Kahoot, SurveyMonkey) and to track activities (intake form, case notes, database etc.)
- Specific contacts at key resources (e.g. OCAS, college contacts)
- Utilizing assessments with students (e.g. TypeFocus, Personality Dimensions, STRONG)
- Providing reimbursements to students who had completed application before SWAC
- Walk & talks

After ADC Program Successes

- Extremely high levels of student engagement & attendance
- 36% of students applied to college with the After SWAC/ADC Advisor
- 76% of students met with the After SWAC/ADC Advisor at least once



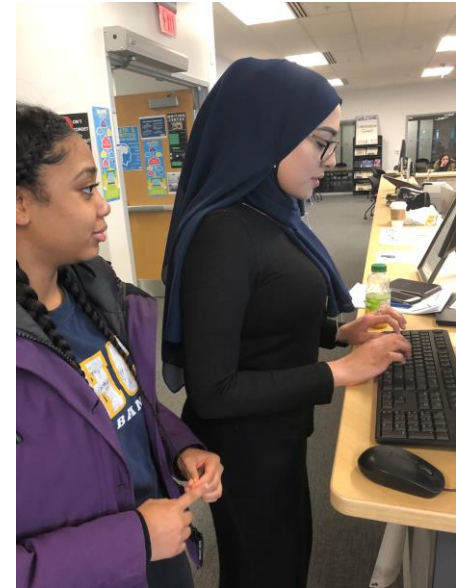


SWAC Student Barriers to PSE

- \$500 deposit fee
- Lack of knowledge - students completely unaware of application deadlines, how to use OCAS, how to apply for OSAP, etc.
- Lack of direction and fear (of being in debt, of not going back to school if they take a gap year, of not getting a job after college)
- Frustration/disillusionment with school and college system (don't see value of PSE, just want to start working, don't want to be in school anymore)
- Lack of life skills (budgeting, time management, communication skills, financial literacy)
- Socioeconomic barriers (estranged from parents, living alone or not at home, lack of financial and emotional support, mental health, homelessness, addiction)
- Low grades

SWAC Student Barriers to PSE, continued

- Lack of pre-requisites for programs of interest (e.g. courses, credits, portfolios) leading to delayed starts or pathway program options increasing time in PSE
- College specific profiles and communication platforms causing confusion leading to missed college deadlines, assessment tests or communication
- First generation students lack family support and encouragement
- Parents/guardians must file their income tax by April so that their student can apply for OSAP; some parents do not file income taxes which becomes problematic when applying for financial aid
- Multiple barriers associated with students who want to identify themselves as ‘independent students’



ADC Student Barriers to PSE

- More responsibilities and obligations/demands on their time
- Reluctant to enter longer programs
- Language barriers (many students are ELL)
- Foreign credentials not recognized
- Low-income/straddling the poverty line
- Lack of computer literacy skills/limited access to computers
- Sole support parents and/or spouses unable to work
- Receiving OW/ODSP
- Need for income much higher; more driven to find work
- Experience more financial demands (children, sick spouses, sending money to family in home country, etc.)
- Lack of computer literacy skills; unable to navigate OCAS on their own, don't know how to set up online college student accounts or track applications on their own
- Want part-time programs as they need to keep working to support families





Challenges for SWAC Advisors

- Poor attendance at workshops and missed appointments
- Students often require step-by-step guidance through online application systems, and rely heavily on advisors to navigate all aspects of their college applications
- Students often require or want information beyond the scope of advisor's knowledge - career specific information, resources, volunteer opportunities etc.
- Focus is on college, less information about private colleges and apprenticeship programs
- Reimbursements for students who previously applied without voucher
- SWAC and ADC students often need support well beyond academics - housing, addiction, mental health, domestic abuse, etc.



Future Considerations for After SWAC & After ADC

- Advisors require resources to provide wrap-around support for students beyond academics
- Students need assistance beyond the time they graduate from the SWAC/ADC program
- Financial and human capacity to service returning students and students who have left the program
- Tracking pathways for students and creating exit plans
- Extending application vouchers for at least a full year after leaving SWAC/ADC
- Providing students with services available when they are ready to apply for college (possibly 1 - 3 years after they graduate from SWAC/ADC)
- Having a main point of contact at OSAP, Ontario Works, and ODSP to answer in-depth questions about the interaction between OW/ODSP and impact on a family's income
- Creating a frequently asked questions (FAQ) sheet with common scenarios advisors may face
- Creating a centralized database to track all SWAC/ADC students throughout advising process

Thank you! Questions?

