Pre-College Enrichment Opportunity Program for Learning Excellence (PEOPLE)

Program Evaluation Final Report

By

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PEOPLE Program External Evaluation Oversight Committee Statement

Spring 2016

In spring 2014, the Vice Provost for Diversity and Climate and Chief Diversity Officer and the Director of Diversity, Equity and Educational Achievement at UW-Madison charged this committee with three (3) tasks associated with the PEOPLE Program External Evaluation Oversight Committee. These tasks included:

1. An assessment of how effectively the PEOPLE Program prepares underrepresented and low-income precollege students for
   a. admission to UW-Madison, its aspirational peer institutions and other UW System schools, and
   b. academic achievement as undergraduates, with high rates of retention and graduation.

2. An assessment of the current staff structure and decision-making processes of the program as these relate to identifiable opportunity areas and best practices, with recommendations for programmatic execution and innovations that directly support such outcomes as increased college admissions, academic achievement, and retention and graduation of its student participants.

3. Address a fundamental question of whether PEOPLE should be a merit based program, focusing strictly on academic achievement, or a college preparatory program that provides programmatic support for low-income and historically underrepresented students to gain access to college. What should be the identity of the PEOPLE program moving forward?

Over the last 18 months, the committee worked diligently to hire and oversee a professional evaluator, Education Northwest, to address the first two questions and provide data needed to address the third. That evaluation is now complete, and in this statement we describe the progress made on the first two issues and offer a response to the last.

**The Education Northwest Evaluation**

Through a highly competitive bidding process with many qualified candidates, Education Northwest was selected to carry out an efficacy and implementation evaluation of the PEOPLE program, consistent with the first two charges to this committee. The firm then set about assessing the PEOPLE program’s design and available data to address the efficacy question. Evaluators – and this committee—learned the following:

- The PEOPLE program is a network of efforts to serve students, rather than a single unified comprehensive program. As such, it cannot be fully evaluated without addressing multiple components.
• Relatedly, there are multiple counterfactuals to PEOPLE program participation. Students who do not participate in the program, or who participate in just one component of it, or participate only for a short time, are different from those who participate in it for many years. In any evaluation it is critical to define what the “status quo” is for comparison purposes, and the evaluator’s initial and later confirmatory interviews indicate this is difficult to characterize.

• The data required to evaluate the PEOPLE program’s impacts on pre-college students must come from the Wisconsin Department of Public Instruction, and the data on higher education must come from the University of Wisconsin System, Wisconsin Technical Colleges, and the state’s private colleges, or at least a subset of these. Data agreements were not in place when the evaluation was contracted, and could not be quickly put into place.

With limited resources for the evaluation, a contracted evaluator, and a short timeline for completion, this committee made the decision to recommend a refocusing of the evaluation questions on (a) program outcomes – rather than impacts, and (b) program implementation. In addition, we learned that the PEOPLE program’s work was in the midst of revision and new data management was being set up. Both of these efforts will likely strengthen program impacts and facilitate cleaner measurement of impacts. Thus, the committee agreed that proper assessment of program impact must occur but that several steps must be completed before that analysis is undertaken. The just-completed Education Northwest evaluation is therefore intended to serve as Phase 1 of a multi-part evaluation of the PEOPLE program.

The evaluators produced a wealth of valuable information about the history, operations, management, data, and implementation of the PEOPLE program around the state. Combining analyses of administrative data, surveys, interviews, observations, and focus groups, Education Northwest’s research team assembled a report that provides key insights into who participates in the program, who succeeds in completing the program, where they apply to and attend college, and whether they graduate. In addition, researchers reveal numerous strengths—and some challenges—involved in the daily work of outreach and service. Their thick and detailed portrait of this signature UW-Madison program is welcome and invaluable, and should be read in full.

Next Steps for Evaluation

It is our hope and expectation that over the next three years, the PEOPLE program will be revised and continuously strengthened, incorporating lessons from this evaluation. Data agreements with DPI and higher education entities should be established during this time as well. We would hope that an efficacy study examining the cohorts entering high school in fall 2016, 2017, 2018, and 2019 takes place beginning in fall 2019. At that time, the fall 2016 cohort will be starting their senior year of high school and contemporary survey and interview data collection on their college choices could occur. In addition, data should be collected on experiences of students during their initial years of high school using cohorts 2017, 2018, and 2019. In addition, administrative data analyses of all four cohorts should take place.
Program Direction

We were asked to consider whom the PEOPLE program should focus on serving and what its identity should be. What we can tell from the current evaluation is that the program appears to provide critical sources of support (e.g. tutors) to students who otherwise might not prepare for college. This is a laudable emphasis. It is appropriate for the PEOPLE program to focus on targeting by family income rather than academic “merit,” since students with stronger academic skills have less need for the types of support that PEOPLE provides.

It also seems important to reinforce the focus on addressing issues of under-service in the Wisconsin communities where PEOPLE operates in order to ensure access to the program. The data suggest that more outreach to African American and Native American students, in particular, may be important.

The Evaluation Oversight Committee:

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Preamble

This preamble contextualizes this report on the Pre-college Enrichment Opportunity Program for Learning Excellence (PEOPLE) by providing a frame of reference for three key program aspects: a) the demographic and educational outcomes data for Wisconsin students that informed program policy decisions; b) the important shaping effect on PEOPLE design of pre-college programming as integral to UW-Madison’s mission; and c) the structural changes in PEOPLE that have been implemented since the start of the external review process.

Historical Background
The design of PEOPLE as a strategic pipeline initiative for student diversity drew on the university’s longstanding commitment to serve pre-college youth. That commitment was reified in 1991 with the provost’s charge to the Pre-College Council of the newly established Office of Pre-College Programs to “assure that the thrust of the pre-college programs remains consistent with the overall University goals for increased attention and service to pre-college age youth, especially minorities” (emphasis added). Further direction came five years later in 1996 when the Pre-College Council futures study group recommended the following strategic moves for the university’s Minority/Disadvantaged or M/D pre-college programs: College Access Program and the federal Upward Bound Program: (1) the M/D programs will provide incentives for participants to attend UW-Madison; (2) encourage school districts to increase their involvement in campus pre-college efforts, e.g., through the UW-Madison teacher education programs; and (3) pre-college programming at the university will move toward a formalized developmental sequence of programs and activities that should serve as a pipeline to prepare the students for college.

By May 1997, a provost’s Recruitment Strategic Planning Committee (RSPC) had been convened to address university efforts for student diversification; it promptly issued two directives that focused on the role of pre-college programming. These eventually led to the PEOPLE program, whose purpose was to prepare underrepresented and low-income precollege students for admission and academic achievement at UW-Madison, its aspirational peer institutions and other UW System schools leading to higher retention and graduation of its student participants.

The recommendations of the Recruitment Strategic Planning Committee’s Pre-College Working Group were reflected in the PEOPLE program design. Its underlying issue was the appallingly low percentage of Wisconsin minority high school graduates academically well-prepared for admission to, and who actually enrolled at UW-Madison: in 2000 the academically well-prepared descriptor applied to only 2% of African American graduates, as compared to 25% of White graduates. Enrollment pipeline statistics showed that for every 100 Wisconsin minority high school graduates, only 51% take the ACT or SAT; 7% are academically “well-prepared”; 4% of those complete the application for admission; 4% are admitted and 2% actually enroll as a new freshman. (APIR, UW-Madison’s In-State New Freshman Enrollment Pipeline).

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1 By the time PEOPLE was launched in 1999 some pre-college programs had been running for decades, notably College for Kids, which was founded in 1980 by School of Education Professor Bob Clasen.
The RSPC recommended for the pre-college section of UW-Madison's minority undergraduate recruitment strategically addressed the needs and concerns of four of the major constituencies: a) K-12 students, b) their parents, c) school principals, teachers and counselors; and d) the UW-Madison campus community.²

These statistical realities notwithstanding, improved education for Wisconsin’s under-served students was not to be narrowly defined as preparation, acceptance and enrollment focused on UW-Madison. PEOPLE programmatic goals and outcomes called for a broader measure of the students’ eligibility for enrollment at UW System institutions or other colleges and universities. However, in consideration of the institutional commitment to student diversification, preparing students for admission to UW-Madison clearly remained a program priority.

UW-Madison was in the process of drafting its second ten-year diversity blueprint in 1998 and had identified opportunity areas to broaden access to the university for students from diverse and under-served groups. The chancellor would later note in the 1999 accreditation report that “student diversity has been enhanced through comprehensive recruitment, retention and development initiatives.”³ Indeed, UW-Madison’s Plan 2008 directed every unit on campus to “enhance and strengthen the many existing linkages that connect the University to K-12 education in Wisconsin”… and further specified that, “the offices of the Chancellor and Provost will establish PEOPLE to provide 3 years of summer enrichment for a new cohort of 100 inner-city Milwaukee high school students every year, starting summer 1999.” (University of Wisconsin-Madison Summary Report, Plan 2008: A Blueprint to Enhance Campus Diversity, 1999, Pre-college Preparation and Programs, Goals 2,1,3). Coalesced in the Plan 2008 statement were the theoretical underpinnings of pre-college pedagogy and the decisive move toward pipeline programming for college preparedness.

Data Review
Reviewed closely at the time, data from studies conducted in Wisconsin, at UW System and UW-Madison, added specificity to national data that underscored the importance of pre-college participation as a powerful and effective way to get minority/disadvantaged students to stay in school and go to college. A 1996 survey showed that students in the Upward Bound Program are four times more likely to earn an undergraduate degree than those students from similar backgrounds who did not participate in the same program. A national survey in 1997 indicated that 20% of all Black and Hispanic freshmen that entered college received assistance through the TRIO Talent Search or Educational Opportunity Programs. A UW System survey identified 85% of participants in the Upward Bound Programs in the UW System institutions go to college. UW-Madison’s 1998 surveys showed that 80% of the students who attended the UW-Madison Summer Science Institute (SSI), and 93% of those who attended the Academic Skills Development Workshop go on to college. These analyses provide additional context for why pre-college programs like PEOPLE are beneficial to increasing college access, participation and matriculation.

² The university stakeholders included pre-college programs & program directors/staff, the Office of Undergraduate Admissions, University Administration, the faculty, the UW Foundation, undergraduate and graduate students, and the Pre-College Office.
Addressing the gap in educational and social opportunity for Wisconsin’s underserved youth is a major determinant in PEOPLE programming. The programs developed after the 1999 launch of the PEOPLE Milwaukee high school program differ in type, intensity, and duration of program activities, with Madison-based programs providing the most intensive services. This concentration of services for underserved youth in the school districts in and around Madison within Dane County will be understood in light of the findings of the 2013 *Race to Equity: A Baseline Report on the State of Racial Disparities in Dane County.*

**Updates**

Given the immediacy of the organizational needs of the program, division, and recent program staff departures, it was necessary to implement structural changes to the program while the external review was in progress. In 2015, the Director of External Relations, Partnerships and Development in the Division of Diversity, Equity and Educational Achievement (DDEEA) was created to lead resource development efforts for the PEOPLE Program and the DDEEA. The Executive Director of the PEOPLE program assumed this new role to build on and sustain ongoing relationships with key community, corporate and philanthropic partners who have supported the program since its inception. Additionally, interim appointments have been made to the positions of Assistant Director for Pre-College and Pre-College Program Manager, respectively. A formal national search for the program director will be conducted during the 2016-17 academic year.

Academic support for PEOPLE students has been expanded with the appointment of four Teaching Specialists for the core subject areas of Math, World Languages, Social Studies and English. As experts in their respective subject areas, the teaching specialists are charged to develop culturally relevant curricula for the after-school and summer programs, and strengthen the pre-college students’ learning experience. Services provided by after-school Academic Centers for Enrichment (ACE) at PEOPLE’s Milwaukee and the Menominee Nation sites have been expanded with funding from a Great Lakes Higher Education Corporation’s two-year grant of $600,000. The grant has also made possible the hiring of a full time coordinator to work exclusively with Milwaukee students and staff. At the end of the grant period, this position will transition to a permanent Milwaukee PEOPLE Program Coordinator, working with area students, staff, school personnel and community members to improve student outcomes.

PEOPLE has hired a full-time Native American Coordinator to work with tribal communities in northern Wisconsin, not only to increase the number of Native students participating in PEOPLE, but also to ensure the provision of services for participating students in these communities through relationship-building with families, tribal elders and education directors.

In August 2015, a Director of Data Management was hired to meet critical data needs within PEOPLE and the division. The Data Director’s primary responsibility is to ensure a pre-college data system aligned with UW-Madison’s student data system and the protocols of Academic Planning and Institutional Research (APIR). The development of foundational processes that

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4 The stark disparities between majority and minority students in the state of Wisconsin, in particular Dane County, demonstrate the need for continued and enhanced support services provided by pre-college programs such as PEOPLE.
support descriptive, predictive and prescriptive analyses will help PEOPLE increase capacity to conduct short- and long term assessment of interventions, curricula, student needs and other data for data-driven decision making, planning and continuous program improvement. Data needs identified during the external review underscore the importance of the following enhancements to PEOPLE data collection and analyses. Clearly defined business rules need to govern the capture of applicant data in the multiple levels of PEOPLE as well as the transitions that participants make from one level to the next.

Annual reports generated from National Clearinghouse data should provide accurate post-secondary information on students who were admitted into the PEOPLE Program, complete the high school program, graduate and then go on to attend other colleges or universities, and/or transfer from UW-Madison and complete the undergraduate degree at other institutions. To expand evaluative capacity, a graduate student position will be supervised by the Data Director to help conduct surveys and systematically analyze pre-college and college survey data. Understanding the correlation of program inputs to program outcomes is critical to program planning, a key question for consideration is whether the current ratio of advisor to college scholar impacts retention and graduation rates?
Pre-College Enrichment Opportunity Program for Learning Excellence (PEOPLE) Program Evaluation

Final Report
February 2016
About Education Northwest

Education Northwest is a nonprofit, nonpartisan organization dedicated to helping all children and youth reach their full potential. We partner with public, private, and community-based organizations to address educational inequities and improve student success. While most of our work centers on the Pacific Northwest, our evaluations, technical assistance, and research studies have national impact and provide timely and actionable results.

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Executive Summary

Established in 1999 as a summer program for high school students in Milwaukee, the Pre-College Enrichment Opportunity Program for Learning Excellence (PEOPLE) is a complex network of summer and school-year programs for elementary school, middle school, high school, and college students across Wisconsin. The program has three components: PEOPLE Prep (for elementary students), the PEOPLE Pre-College Program (for middle and high school students), and the PEOPLE College Scholar Program (for college students).

Education Northwest conducted the first evaluation of the PEOPLE program in its 16-year history. Five questions guided this evaluation:

1. What are the critical events in the history of the PEOPLE program?
2. What is the PEOPLE program design?
3. How is the PEOPLE program currently being implemented?
4. How do various groups perceive the effectiveness of the program, and what evidence is available to support this?
5. How well do current staffing structures and decision-making processes support program goals?

To investigate these issues, over the course of a year Education Northwest conducted a mixed-methods evaluation of the PEOPLE program. The evaluation team conducted interviews, focus groups, and surveys with diverse stakeholders; observations of afterschool and summer programming; and review of a wide range of documents related to the program. The team also analyzed PEOPLE program data and University of Wisconsin-Madison (UW-Madison) data regarding trends in application, participation, and participant progress in the program. This evaluation took place from June 2014 to September 2015, with a draft report submitted in October 2015.

Following is a summary of high-level findings and recommendations regarding these evaluation questions. The report explores each of these issues in depth.
Key Findings

Program History and Design

- The PEOPLE program currently operates a network of programs that vary in the ages served, location, and delivery model. Across the network, PEOPLE programs offer a blend of academic, social, and strategic support to promote college readiness.
- The type, intensity, and duration of available PEOPLE programming differs depending on where participants live, with Madison-area participants receiving the most intensive services.
- Very few PEOPLE participants experience the full span of the elementary-through-college network of programs. The majority participate during high school.

Program Implementation

- The number of students accepted into the PEOPLE program has been relatively stable over time, but the applicant acceptance rate has declined.
- Most students accepted into the program are from low-income families, typically 80–95 percent.
- More than a third of PEOPLE participants are involved in other college readiness opportunities, especially GEAR UP.
- More girls than boys are accepted into the program, with the decline in acceptance rates for boys starting in 2012.
- The proportion of Hispanic/Latino students accepted into PEOPLE has increased over time, while the proportion of African American students accepted into the program has decreased. Hispanic/Latinos now represent the largest percentage of accepted students.

Program Effectiveness

Stakeholder perceptions of effectiveness

- Stakeholders perceive that the PEOPLE program plays a critical role in promoting college readiness in their communities by providing access to opportunities and cultivating high expectations.
- Program participants believe that participation in PEOPLE increases their college-going orientation and provides valuable skills for the college-application process.
- Stakeholders suggest that the PEOPLE program plays a unique role on campus by promoting a more diverse student population and stronger connections between UW-Madison and communities across the state.
- The most commonly cited strength is that the PEOPLE program is a long-term “support system” with a formal connection to UW-Madison. Stakeholders also appreciate that PEOPLE provides “holistic” support to underrepresented students, especially social support.
- Stakeholders identify opportunities to enhance the academic support provided through the program via closer collaboration with partners. Some stakeholders suggest that the program should consider reducing the breadth or increasing the depth of services offered.
Evidence of pre-college and college outcomes

- While enrollment in the Pre-College Program has remained stable, the retention rate has declined in recent years.
- Almost all PEOPLE Pre-College Program completers plan to attend college after graduation. The percentage of completers planning to attend UW-Madison is approximately 46 percent.
- Overall, a little more than half of PEOPLE participants who apply to UW-Madison are admitted. The admission rate of PEOPLE participants at UW-Madison has slightly declined over time, but most students enroll if admitted. African American applicants from PEOPLE are less likely to be accepted to UW-Madison than other groups. Overall, the PEOPLE program contributes a small percentage of students to the freshman classes of various racial/ethnic student groups at UW-Madison.
- The overall GPA of college scholars has improved over time, reducing the performance gap in comparison to other groups.
- Less than a third of PEOPLE college scholars graduate in four years and the average six-year graduation rate across cohorts is 66 percent. The six-year graduation rate for college scholars is lower than that of other comparable groups of students.

Program Management

- The PEOPLE network of programs employs a large, diverse, and fluid mix of permanent and temporary staff members.
- The PEOPLE program relies heavily on campus and community partnerships for outreach, implementation, and management.
- The Pre-College Program does not have a centralized system in place to track student-level or program-level progress. In addition, Pre-College Program and university data systems are not aligned.
- Diverse stakeholders suggest the program could improve organization and provide more regular, timely, and consistent communication with youth, families, and partners.
Recommendations

• The change over time in the demographics of PEOPLE participants, along with feedback from stakeholders, suggests a need to clarify the focus population of the program.

• Since the Pre-College Program primarily serves high school students, leaders may consider concentrating program services for the high school population.

• The program uses several promising practices related to academic preparation for college, but there is room to improve the academic aspects of the Pre-College Program and make academic support opportunities available to more participants.

• Most PEOPLE program participants do not go on to UW-Madison, highlighting opportunities for the program to prepare participants for a wider range of colleges.

• Given the current limited use of data by the program, leaders might consider expanding the evaluation capacity of the program and aligning Pre-College Program and university data systems.

• Over time, the gap between college scholars and comparable undergraduates has closed in regard to GPA, but the six-year graduation gap has widened, suggesting a need to further examine program efforts to promote on-time graduation.
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Introduction

Established in 1999 as a summer program for high school students in Milwaukee, the Pre-College Enrichment Opportunity Program for Learning Excellence (PEOPLE) program is a complex network of summer and school-year programs for elementary school, middle school, high school, and college students across Wisconsin. The PEOPLE program is currently administered as part of the Division of Diversity, Equity and Educational Achievement at the University of Wisconsin-Madison (UW-Madison). The program has three components: PEOPLE Prep (for elementary students), the PEOPLE Pre-College Program (for middle and high school students), and the PEOPLE College Scholar Program (for college students).

The PEOPLE program represents one of the many efforts on the UW-Madison campus and across the country to increase college readiness and completion for underrepresented students. In recent decades, an “aspiration-attainment gap” (Roderick, Nagaoka, & Coca, 2009) has emerged, in which the educational attainment of particular demographic groups falls below that of more advantaged groups, despite equally high educational aspirations. In particular, first-generation college students, low-income students, and racial-ethnic minority students tend to be the most vulnerable groups (Kao & Thompson, 2003; McCarron & Inkelas, 2006; Roderick et al., 2009).

College readiness programs, such as PEOPLE, aim to address these gaps. Conley (2007) defines college readiness as the “level of preparation a student needs in order to enroll and succeed—without remediation—in credit-bearing general education courses that meet requirements for a baccalaureate degree” (p. 5). In a comprehensive review of college readiness programs (Tierney, Bailey, Constantine, Finkelstein, & Hurd, 2009) the Institute of Education Sciences recommends best practices for preparatory services (e.g., support for college preparatory coursework, use of assessments to identify academic strengths/deficiencies) and supportive services (e.g., building social networks through a cohort model, assistance in completing college and financial aid applications). While evidence suggests that some college readiness programs may improve high school graduation and college enrollment rates (Maynard et al., 2014) there is a need for more rigorous research and evaluation regarding the effectiveness of these programs (Hooker & Brand, 2009; Tierney et al., 2009).

Overview of This Evaluation Report

Education Northwest conducted the first evaluation of the PEOPLE program in its 16-year history. Five questions guided this evaluation:

1. What are the critical events in the history of the PEOPLE program?
2. What is the PEOPLE program design?
3. How is the PEOPLE program currently being implemented?
4. How do various groups perceive the effectiveness of the program, and what evidence is available to support this?
5. How well do current staffing structures and decision-making processes support program goals?

To investigate these issues, over the course of a year Education Northwest conducted a mixed-methods evaluation of the PEOPLE program. The evaluation team conducted interviews, focus groups, and surveys with diverse stakeholders (PEOPLE participants, PEOPLE staff, campus
partners, and community partners); observations of afterschool and summer programming; and review of a wide range of documents related to the program. The team also analyzed PEOPLE program data and UW-Madison data regarding trends in application, participation, and participant progress in the program. This evaluation took place from June 2014 to September 2015, with a draft report submitted in October 2015.

This report provides a detailed review of the PEOPLE program’s implementation over time and closely examines available evidence of the program’s successes and challenges. While this report does not address the question of how well the program is working, it does provide information that is necessary for the design of an evaluation of program impact. The report includes the following eight chapters:

- Chapter 1 lays the foundation for this report by describing the history of the PEOPLE program and the current program design and management structure.
- Chapter 2 outlines the evaluation approach, data collection, and analysis methods.
- Chapter 3 addresses issues of implementation by investigating application and acceptance trends.
- Chapter 4 employs program and participant survey data to provide insight into what services participants receive by age and location.
- Chapter 5 explores various stakeholder perceptions of program benefits.
- Chapter 6 examines evidence regarding the college readiness, persistence, and completion of PEOPLE participants.
- Chapter 7 provides insight into how various stakeholder groups perceive the strengths and limitations of program design, implementation, and management.
- Chapter 8 discusses these findings in light of the larger research on college readiness programs and offers considerations for program improvement and evaluation.
Chapter 1

Program History, Development, and Current Model

Chapter 1 offers essential background for understanding the implementation, outcomes, and effectiveness of the PEOPLE program. First, we discuss the history and development of the PEOPLE program over the past 16 years. Next, we describe the current program model, including a detailed description of the programming offered at the elementary, middle, high school, and college levels. This is followed by a description of program management structures and practices. The chapter closes by offering an overarching theory of change.

History and Development of the PEOPLE Program

In 1998, the University of Wisconsin-Madison (UW-Madison) launched the University of Wisconsin-Madison Plan 2008 (University of Wisconsin-Madison, 1998) a 10-year plan to increase the representation and academic success of students, faculty, and staff of four ethnic groups: African American, American Indian, Latino/a, and Southeast Asian-American. This plan was developed within the context of a larger initiative taking place across the University of Wisconsin system. A core recommendation of University of Wisconsin-Madison Plan 2008 (henceforth referred to as Plan 2008) was the establishment of the Pre-College Enrichment Opportunity for Learning Excellence (PEOPLE) program. According to the plan, the PEOPLE program would support the first three Plan 2008 goals: 1) Increase the number of Wisconsin high school graduates of color who apply, are accepted, and enroll at UW System institutions; 2) Encourage partnerships that build the educational pipeline by reaching children and their parents at an earlier age; and 3) Close the gap in educational achievement by bringing retention and graduation rates for students of color in line with those of the student body as a whole (University of Wisconsin-Madison, 1998, p.8).

Plan 2008 called for the PEOPLE program to provide a new cohort of 100 Milwaukee high school students each year with three years of summer enrichment and year-round study skills programming, followed by bridge programming and up to five years of paid tuition at UW-Madison. In summer 1999, the PEOPLE program launched its first cohort of 66 rising grade 10 students with summer programming based in Milwaukee. For the next three years, the program continued to accept rising grade 10 students from Milwaukee for summer programming. The first cohort of 24 PEOPLE college scholars enrolled at UW-Madison in 2002.

In 2000, program leaders introduced two key design changes. First, the program shifted the location of summer programming from Milwaukee to the University of Wisconsin-Madison campus. Operating as a residential program based at the UW-Madison provided

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1 Since many youth start PEOPLE during the summer, we use the term “rising” to indicate the grade that they will be entering in the fall.
more opportunities for the program to take advantage of university resources. Second, PEOPLE established a new year-round program in the summer of 2000 with a cohort of middle school students from the Madison and Verona school districts.

PEOPLE continued to expand the age ranges and communities served by establishing PEOPLE Prep in 2005, an elementary school program that operates out of community centers in Packer Townhomes and Northport Apartments in North Madison. Reverend Carmen Porco, director of housing and community learning centers for these communities, reportedly initiated the partnership with PEOPLE after a conversation with a UW-Madison provost about the community’s need for early childhood programs. In 2004, PEOPLE also created a partnership with Menominee Indian School District that included two summer workshops for middle school students. The next year, the PEOPLE program started recruiting Native American students from schools across Northern Wisconsin to participate in the high school summer residential program at the UW-Madison campus.

At the request of schools and community members, over time the program made a number of shifts to include new districts. The program included students from Racine and Waukesha starting in 2006 and students from Kenosha in 2008. The most recent expansion in the communities served took place in Madison-area school districts in 2014, as the program re instituted middle school programming for Verona and started recruiting students from Sun Prairie and Middleton.

In 2004, PEOPLE College Scholar Program began accepting students from the Information Technology Academy (ITA), a pre-college technology access and training program operated by UW-Madison. ITA provides intensive training for high-tech careers for high school students in Madison, Lac du Flambeau, and Oneida. While ITA operates separately from the PEOPLE Pre-College Program, participants who are accepted into UW-Madison become PEOPLE college scholars. Additionally, the ITA program recruits from the PEOPLE Pre-College program.

The PEOPLE program timeline (table 1) tracks the programs offered and the age groups and communities served during each year of the PEOPLE program. The shaded boxes indicate the points at which PEOPLE started offering programming to a new age group.
Table 1. PEOPLE program timeline (1999–2015)

<table>
<thead>
<tr>
<th>Year</th>
<th>Elementary</th>
<th>Middle school</th>
<th>High school</th>
<th>College</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999</td>
<td></td>
<td></td>
<td>PEOPLE High School Program started in Milwaukee with the first cohort of students in summer 1999 (Milwaukee cohort)</td>
<td></td>
</tr>
<tr>
<td>2000</td>
<td></td>
<td>PEOPLE Middle School Program started in 2000 with summer commuter program and afterschool programming (Madison and Verona cohort)</td>
<td>Milwaukee High School program started functioning as a summer residential program on the UW-Madison Campus</td>
<td></td>
</tr>
<tr>
<td>2001</td>
<td></td>
<td>Verona Middle School recruitment discontinued</td>
<td>Middle school students reached high school. High school afterschool program started (Madison and Verona cohort)</td>
<td>First year of the College Scholar Program. (Milwaukee cohort)</td>
</tr>
<tr>
<td>2002</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2003</td>
<td></td>
<td></td>
<td>Madison and Verona cohort merged with Milwaukee cohort to form a statewide high school cohort</td>
<td></td>
</tr>
<tr>
<td>2004</td>
<td></td>
<td>Menominee Indian School District Summer PEOPLE workshops start</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2005</td>
<td>PEOPLE Prep starts with afterschool program (Madison)</td>
<td>Expanded high school summer program to include Native students from multiple districts, primarily in the Northern counties</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2006</td>
<td>Expanded high school summer program to include cohorts from Racine and Waukesha</td>
<td>Madison and Verona cohorts reached college level</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2007</td>
<td>Menominee cohort reached college level</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>Expanded high school summer program to include cohorts from Kenosha</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009-2013</td>
<td>Expanded middle school program to include cohorts from Sun Prairie and Middleton; Verona middle school recruitment reinstituted</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>Expanded school-year program to Milwaukee and Menominee under a two-year Great Lakes grant focused on math and English</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2015</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2 First year that electronic records are available for the PEOPLE program.
3 In 2010 PEOPLE entered into a partnership to offer GEAR UP programming for grades 6–12 students in the Milwaukee School District. In 2013 some students from the GEAR UP cohorts entered into the PEOPLE Summer Residential High School Program.
In summary, during the first five years of operation PEOPLE developed three new sub-programs for elementary, middle, and college students. At several points (2000, 2005, 2006, 2008, and 2014), PEOPLE expanded the geographic communities served by these programs. In addition, the PEOPLE team also manages programming through the GEAR UP partnership with Milwaukee Public Schools. The PEOPLE team is currently in the process of refining and expanding the school-year program for high school students. Each of these new developments required the PEOPLE team to adapt its management, programming, and partnerships.

The Current PEOPLE Program Model

This ongoing expansion of student populations served by the program has three key implications for the current program model. First, the PEOPLE program now operates as a network of programs, rather than a single program. From 1999–2004, PEOPLE designed several new programs in order to engage students across elementary, secondary, and postsecondary education. In 2010, PEOPLE started to operate GEAR UP programming in Milwaukee. In fall 2015, a new school-year academic program was launched to serve students in Milwaukee and Menomonee through a new grant from Great Lakes Higher Education Guaranty Corporation's Community Investments program. Each of these changes required PEOPLE to develop new partnerships, program content, and structures. Later in this chapter we discuss the structural and conceptual connections across these programs.

Second, there are several large and small cohorts within the PEOPLE program. All high school students (rising grades 10–12) are part of a larger statewide cohort of students from the same grade who participate in the summer residential program. Students who come from districts in which PEOPLE does school-level recruitment (e.g., Menomonie, Madison, and Milwaukee areas) sometimes identify their cohort as other students from their school or district. Madison, Verona, and Menominee students who have been in the program since elementary or middle school may be considered as their own cohorts. Students across the state vary widely in terms of their ongoing contact with peers in their cohort. For example, some Native students in our focus group report that they are the only PEOPLE participant from their cohort in their school. For participants who go on to matriculate at UW-Madison, the cohort expands to include graduates of the Information Technology Academy (ITA), another pre-college program operated by UW-Madison.

A third implication of this ongoing expansion is that access to program services, opportunities, and supports varies among participants and across the state. From 2000–2015, only Madison and Verona students received intensive year-round services. As discussed elsewhere, access to school year support varies widely across other parts of the state. Madison, Verona, and Menominee students are the only students with access to PEOPLE programming prior to the summer after grade 9. The summer residential program for students in rising grades 10–12 is the only program to which all pre-college students have access.

Overview of the PEOPLE Program Network

PEOPLE now simultaneously operates a network of programs that vary in terms of ages served (elementary, middle school, high school, and college), location (school, community centers, UW-Madison), and delivery model (after school, summer, commuter, residential). Figure 1 provides an overview of the PEOPLE program network that was in place at the start of this evaluation project in fall 2014.

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4 Since receiving the Great Lakes funding for new programming to start in fall 2016, the PEOPLE program has made several changes to its model, staffing, and procedures. When possible, we note these changes in our report. However, it is beyond the scope of this report to capture all of the program changes, since most of these changes were still in progress during the final phases of this evaluation or took place after data collection was completed.

5 We focused our evaluation on the core PEOPLE programs that are operated by PEOPLE staff and in which participants are eligible for a scholarship to UW-Madison upon completion. It was beyond the scope of this evaluation to examine auxiliary programs that operate in partnership with PEOPLE, such as the Milwaukee GEAR UP program or the ITA program.
Location is a major factor in determining the type of opportunities and supports available to PEOPLE Pre-College Program participants. Programming is informally organized around five different regional “clusters”: Madison Area, Milwaukee and Waukesha Area, Kenosha and Racine Area, Menominee, and Northern Area. For the purposes of this evaluation, we further collapsed these clusters into the three groups below:

- Madison-Area Cluster
  - Grades 2–12 youth
  - Madison, Middleton, Sun Prairie, and Verona School Districts
- Milwaukee-Area Cluster
  - Rising grades 10–12 youth
  - Milwaukee, Kenosha, Racine, and Waukesha School Districts
- Northern Counties and Menominee Cluster
  - Rising grades 7–12 youth (Menominee Indian School District)
  - Rising grades 10–12 youth (Native American students from other communities in Northern Wisconsin)

Participants in different locations receive different pre-college opportunities and supports. The most intensive programming is available for Madison-area participants, who may take part in both afterschool and summer programming. For a small number of Madison participants, their first contact with PEOPLE is in elementary school afterschool programs. While the elementary program is only available to residents of Northport and Packer townhomes; the middle and high school programs are open to students across the district. Middle school participants from the Menominee Indian School District benefit from PEOPLE resources as early as middle school, where PEOPLE funds two workshops that are integrated with the district-run summer school. These middle school students are automatically accepted into the high school program contingent upon meeting the program requirements.

For participants who attend other school districts, their first and primary contact with PEOPLE is through the residential summer program at UW-Madison for high school...
students. These students apply to participate in PEOPLE during the spring of grade 9. PEOPLE participants who are accepted and enroll at UW-Madison then transition into the PEOPLE College Scholar Program.

Recruitment also varies by location. While over 40 districts are represented in the Pre-College Program, the program actively recruits students from only five districts: Lakeland Union, Madison, Menominee, Milwaukee, and Verona. Program staff members travel to these districts to give presentations and work closely with school and district to recruit students. While schools in these districts are asked to nominate students, it appears that youth may also apply directly to the program. For example, program staff recently started recruiting at basketball games as a way to directly reach African American males, a group that was underrepresented in the nominations from schools. A number of youth report in focus groups that they learned about the program from a family member who encouraged them to apply, rather than from a school staff person. Historically, PEOPLE staff members recruit Native students by advertising in Native American publications and by providing materials and presentations to Native American communities.

Elementary, Middle, and High School Programming

In this section we outline the goals, strategies, and activities of PEOPLE programming for elementary, middle, and high school students. Each section includes a description of how the program provides three types of support: academic (e.g., advising and homework help), social (e.g., peer cohort, culturally specific practices), and strategic (e.g., resources specific to college and career readiness). Table 2 provides an overview of the focus population and delivery model for these pre-college programs.

Table 2. Focus population and delivery model for elementary, middle and high school programs

<table>
<thead>
<tr>
<th>Program</th>
<th>Focus population</th>
<th>Delivery model</th>
</tr>
</thead>
<tbody>
<tr>
<td>PEOPLE Prep</td>
<td>Grade 2-6 residents of Northport and Packer Townhomes in North Madison</td>
<td>School year: 4 hours/week of afterschool programming offered in community centers. Participants visit campus four times/year.</td>
</tr>
<tr>
<td>Madison MS Program</td>
<td>Grades 7–8 students from 11 Madison-area middle schools.</td>
<td>School year: 2–4 hours/week of afterschool programming offered at the UW-Madison campus. 2 cohort meetings/year.</td>
</tr>
<tr>
<td></td>
<td>Summer programming includes rising grade 9 students.</td>
<td>Summer: 3-week morning program for rising grades 7–8, 5-week full-day program for rising grade 9.</td>
</tr>
<tr>
<td>Menominee MS Program</td>
<td>Rising grades 7–9 students in Menominee School District</td>
<td>Summer: 3-week full-day workshops offered as part of the Menominee School District summer school program.</td>
</tr>
<tr>
<td>HS Summer Residential Program</td>
<td>Rising grades 10–12 students from districts in the Madison and Milwaukee area as well as Native students from counties North of Madison.</td>
<td>Summer: 3-week residential program on the UW-Madison campus for rising grades 10–11 and a 6-week program for rising grade 12.</td>
</tr>
<tr>
<td>Madison HS School-Year Program</td>
<td>Grades 9–12 students from Madison-area districts.</td>
<td>School year: 2–8 hours/week of afterschool programming offered in four Madison high schools and on the UW-Madison campus for non-Madison students. 2 cohort meetings/year.</td>
</tr>
<tr>
<td>Statewide HS’ School-Year Program</td>
<td>Grades 10–12 students from Milwaukee area districts, as well as Native students from counties North of Madison, including Menominee.</td>
<td>School year: Some academic monitoring and cohort meetings for students but services are not consistent across state.</td>
</tr>
</tbody>
</table>

6 See page 7 for a list of the specific districts included in these area clusters.
7 In fall 2015 the Pre-College Program started implementing new afterschool programs in Milwaukee and Menominee.
PEOPLE Prep: Elementary School Programming

Established in 2005, the PEOPLE Prep Program prepares students for eventual admission to the middle school program, which requires a GPA of 2.75. PEOPLE Prep operates as an afterschool program in community centers located in the Northport Apartments and Packer Townhomes in Northeast Madison. Students in grades 2–6 participate in the program two days a week for two hours each day. Participants are typically students at Lakeview, Lindbergh, or Mendota elementary schools. Since the PEOPLE program does not offer afterschool middle school programming until grade 7, the elementary school program continues to engage grade 6 students after they transition to middle school. These participants join the citywide middle school program if they apply and meet the acceptance requirements.

Afterschool Program

Academic support activities include homework time, reading with students, and academic games. These activities emphasize foundational skills in reading, writing, and math. Each participant works with his or her parent(s) to complete an Elementary MAP (My Achievement Plan) where they set personal goals related to reading, writing, and math.

Social support includes the opportunity to build relationships with peers and UW-Madison students, especially college scholars who may have similar life experiences as the elementary school students. Strategic support activities are geared towards building familiarity with college through on-site tutoring from undergraduate students from the UW-Madison School of Education and four visits to the UW-Madison campus. Additionally, each PEOPLE Prep student is assigned an undergraduate mentor—typically a college scholar—with whom they exchange letters once a month during the school year. The mentors and mentees meet in-person during some of the campus visits.

PEOPLE Pre-College Program: Middle School Programming

The primary goal of the PEOPLE middle school program is to prepare students for a successful transition to grade 9 with the skills necessary to take college preparatory courses in high school. The middle school program also aims to promote college readiness, in terms of participants’ awareness of careers and majors and their comfort in university settings. Programming for middle school students consists of a summer program partnership with the Menominee Indian School District and a year-round program for Madison-area students.

Madison-Area Program

In 2000, PEOPLE started offering school-year and summer programming for middle school students from all Madison middle schools. The program now includes students from Verona as well.

Afterschool program. During the school year, grades 7 and 8 students participate for two to four hours per week of afterschool programming on the UW-Madison campus, which is called the Academic Center for Enrichment (ACE). ACE academic support activities focus on homework help, study skills, time management, and tutoring. Students start their day in a subject-matter “home base”, where they are placed according to whether they need additional support in English, sciences, math, or social studies. Middle school students also complete a MAP, in which they outline their personal goals in each subject area. On the day that we observed the middle school program, students were in separate rooms based on their home base. Tutors worked with students on their homework, either individually or in small groups. Students who completed their homework were given worksheets to complete. Several of the tutors we spoke with were PEOPLE college scholars.

In terms of social support, middle school students participate in two Saturday cohort meetings each year. Cohort meetings are typically organized around socioemotional development workshops, career and college exploration, or community service activities.
There is a special cohort session for grade 8 parents and students about preparing for the transition to high school. By bringing students from across the Madison area to campus for afterschool activities, the program provides an opportunity for participants to significantly expand their peer social network. Strategic support for college and career consists primarily of activities that introduce middle school students to college settings and culture. The middle school afterschool program is located on the UW-Madison campus and employs graduate and undergraduate students as staff.

**Summer program.** During the summer, rising grades 7 and 8 students come to the UW-Madison campus for a three-week morning program of project-based learning workshops designed to introduce participants to possible college majors and careers. The program offers a blend of academic and strategic support through workshops on STEM topics (e.g., computer animation, robotics, aviation, limnology, chemistry, engineering, nursing), arts topics (e.g., theater, hip-hop, spoken word), and media topics (e.g., advertising, storytelling with video, digital creativity, journalism). Although limited, there are also workshops on other topics, such as education and politics. Workshops are conducted in partnership with campus faculty and students.

Intensive academic support is the primary focus of the program for rising grade 9 students. These students come to campus for a five-week, full-day program that includes study skills workshops as well as math and science classes. This program is focused on preparing students for the transition from middle to high school with academic classes taught by high school teachers. Morning classes focus on study skill development, while afternoon classes provide students with a head start on grade 9 math and science classes. The middle school summer program offers social support with informal opportunities for youth to build relationships with peers in their cohort as well as with college students and faculty from the university.

**Menominee Summer Program**

Since 2004, the PEOPLE program has supported summer programming for middle school students at the Menominee Indian School District. The PEOPLE program provides resources for the program and partners with the Menominee School District to hire local instructors to lead three-weeks of full-day workshops for middle school students (rising grades 7, 8, and 9) as part of their summer school program. The PEOPLE program approves the workshop topics and curriculum and brings Menominee participants to the UW-Madison campus to participate in end-of-summer program celebration activities with the Madison-area middle school students. In 2015, the summer workshop topics were creative arts and wildlife ecology.

**PEOPLE Pre-College Program: High School Programming**

PEOPLE offers two main programs for high school students: the statewide summer residential program and a school-year afterschool program for Madison-area students.

### Surgery Clinical Research Experience

Through a partnership with the Department of Surgery at School of Medicine and Public Health, five high-achieving PEOPLE scholars are chosen to participate in a surgery internship. Interns shadow a surgeon in a clinical setting and explore careers in surgery and surgery research. Interns view surgical procedures remotely and participate in simulated surgical skills training in a state-of-the-art simulation center. Interns receive mentoring through a surgeon who act as their primary mentor and secondary mentors who are clinical research staff or medicine graduate students. Interns participate in a clinical research project which culminates in writing a research paper and presenting their findings. This program is supported through a special grant by the Doris Duke Charitable Foundation.
**Statewide Summer Residential Program**

Many evaluation participants describe the residential high school summer program as the heart of the PEOPLE program. The goal of the program is to prepare participants for acceptance to UW-Madison. Rising grades 10 and 11 students participate in a three-week program, and rising grade 12 students participate in a five-week program. All PEOPLE high school students are required to participate in the summer program.

Academic support for rising grades 10 and 11 students includes daily math, reading/writing, and science classes. In addition to college exposure (living on campus and interacting with students and faculty) strategic support also includes college preparation activities such as daily ACT Prep classes. In terms of social support, rising grades 10 and 11 students also participate in fine arts classes three evenings each week, which provide opportunities for relationship building, interest exploration, and self-expression.

The program for rising grade 12 students blends academic, strategic, and social support through an internship program. Every morning, students receive in-class academic instruction related to their internship. In the afternoon students participate in their internship activities, which may take place on or off campus. Upon completion of the internship, participants receive part of a small stipend. They receive the remainder of their stipend once they complete their application to UW-Madison. In 2015, the program offered internships in 20 subject areas, including STEM (e.g., agriculture, computer science, kinesiology, engineering, nursing, pharmacology, surgery) the social sciences (e.g., anthropology, criminal justice, education, journalism, psychology, law, social work) humanities (e.g., art, design studies, theatre), and business and accounting. Participants apply for internship slots that are aligned with their postsecondary interests, although they do not necessarily receive their top choices. Grade 12 students participate in an evening writing workshop once a week that focuses on their college application essays. One of the most robust internship experiences is offered through a partnership with the Department of Surgery at the School of Medicine and Public Health (see sidebar).

To promote social support, all high school students participate in community-building activities such as field trips, teambuilding games, dance parties and year-end celebrations. Relationship building also occurs through interactions with peers and near-peers at informal spaces, such as the dorms and dining halls. Socioemotional development workshops on topics such as mindfulness are offered in the evening and on weekends.

**Madison School-Year Program**

Since 2003 afterschool program activities have been offered in four high schools and on the UW-Madison campus for Madison-area PEOPLE participants. Participants from the middle school program are automatically accepted into the high school program (contingent upon maintaining eligibility) and start participating in afterschool activities in grade 9.

Academic support is the primary focus of afterschool activities. Depending on their grade point average (GPA) youth participate in 2–8 hours per week of afterschool programming that includes tutoring. PEOPLE student services specialists monitor the academic progress of each student and conduct guidance sessions as needed. In terms of strategic support, the afterschool program offers ACT test prep and college application support. Participants often highlight the opportunities to interact with college student tutors, especially those who are themselves college scholars. Madison high school students receive some of the most intensive social support due to the school-based nature of the program. Each school is assigned a PEOPLE student support specialist to provide personalized support for each participant. The student support specialist is based in the school building, which creates opportunities for increased interaction with participants, parents, and school staff. By participating in regular afterschool programming together, these high
schools are able to build a school-level cohort of college-oriented peers. Additional social support is provided via Saturday cohort meetings and cultural field trips.

**Statewide School-Year Program**

Across the state, all high school students are encouraged to take courses each year in five core subject areas: English, math, science, social studies, and a world language. For students outside Madison, our data suggest that the academic support provided during the school year varies widely. Some students in the Milwaukee area report receiving phone calls or emails from PEOPLE staff members during the school year and participating in a cohort meeting or campus visit. Because the Native American outreach position has been vacant for the past year, participants in rural communities report minimal to no contact with the program.

**College Scholar Program**

PEOPLE program participants who go on to matriculate at UW-Madison are required to participate in the College Scholar Program. The program materials explicitly state that completing the PEOPLE Pre-College Program does not guarantee admission to UW-Madison. PEOPLE participants must apply through the regular competitive process and must meet the requirements for admission at UW-Madison.

**Strategies and Activities**

Rather than offering a separate set of programs and services, the PEOPLE College Scholar Program primarily acts as a “hub” that connects students with other programs and resources on campus. For example, college scholars are required to participate in the seven-week Summer Collegiate Experience (SCE), a bridge-to-college program administered and coordinated through the Office of Admissions and College of Letters and Science. The SCE provides orientation to prepare students for experiencing life as an undergraduate student at a research-intensive university while earning credits toward completion. PEOPLE college scholars are awarded a full scholarship to attend this program, which covers their tuition, cost of books, and room and board.

During the SCE, the assistant director starts building relationships with the new group of PEOPLE undergraduates. College scholars receive academic, social, and strategic support from PEOPLE staff throughout their undergraduate career at UW-Madison. Scholars are required to meet with their advisors twice each semester. One PEOPLE staff member offered this description of the College Scholar Program:

> I think the core value of what we do is making sure our students have that full Wisconsin experience ... that they have done undergraduate research, that they are competitive academically for graduate school, and that they are competitive experience-wise for the work worlds, so that they are not just graduating but are having those experiences that move them to the next step. Study abroad, service learning, community service, student leadership ... Making sure our students are well-rounded and well-experienced so that they can compete with anyone for anything. I think that is what is central to what we do.

The College Scholar Program places a particular emphasis on social support, both through advising and through activities that build a sense of community among college scholars. There are four types of activities offered through the College Scholar Program: a first-year transition course, advising, special events, and financial assistance. Each activity is discussed below.

**First-Year Transition Course**

College scholars are required to participate in a first-year transition course taught by two graduate students over two semesters. The first semester focuses on the transition to college while the second semester focuses on major selection and career development. College advisors meet weekly with these instructors to plan collective support for students. The course
is designed to provide academic, social, and strategic support for the transition from high school to college.

The course content is focused on three themes: student academic success, college safety and stress management, and issues of diversity and student identity related to race, gender, and sexual orientation. Course assignments include: writing reflective journal entries, interviewing student organization leaders, critically evaluating articles on politics and diversity, presenting on their “lived college experience”, and providing insights to make the campus better. During the second semester, the coursework focuses on exploring career interests and related academic pathways.

Advising
While the PEOPLE College Scholar Program does not have a formal framework to guide its advising activities, the staff describes its approach as “high-touch” and “intrusive” advising, in that the advisors proactively seek a high level of engagement with students. College scholars are required to meet with their PEOPLE advisor on a regular basis, typically twice per semester. Scholars are required to meet more frequently with advisors if they are on academic probation.

In terms of academic support, advisors provide students with personalized individual support to ensure scholars are on track for graduation. Evaluation participants describe PEOPLE College Scholar Program staff as “auxiliary advisors” (i.e., auxiliary to academic department advisors), who “coach, mentor, and advocate” for the college scholars. Advisors meet with college scholars to provide guidance on selecting courses and a major, participating in undergraduate research, applying for other scholarships and grants, and reviewing midterm progress reports.

To track student progress, College Scholar Program advisors use tools such as an early warning system and mid-term progress reports. All first year students, first year transfer students, students on academic probation, and those below a 2.75 GPA submit a midterm progress report. Students are required to meet with the teaching assistant or course professor to track their course names, projects, grades, and to seek additional feedback on their performance.

Advisors also encourage college scholars to take advantage of university resources, opportunities, and programs so that they have the full “Wisconsin experience.” This includes connected learning, study abroad, and community service. Scholars are required to participate in Residential Learning Community, First-Year Interest Groups (FIGs), or Undergraduate Research Scholars (URS). By participating in these smaller learning communities, college scholars engage in research and scholarly work beyond the classroom.

College scholars are encouraged to complete at least one internship placement and advisors connect students with career and internship fairs that provide students with an opportunity to network and access gateways to future employment. College advisors also refer scholars to campus resources such as tutoring centers, the multicultural center, the health center, and the financial aid office.

Special Events
The College Scholar Program sometimes offers networking events specifically for college scholars. For example, events have focused on applying to graduate school, medical school, and the study abroad program. To promote student leadership and a sense of belonging, the College Scholar Program offers events such as College Scholar Summer Leadership Conference. The content of the conference is typically driven by a theme, such as Black Lives Matter. This year a newly formed advisory board of college scholars will be planning the conference. Additional leadership development opportunities for college scholars include attending and presenting with PEOPLE program staff at conferences such as the National Black Student Union Conference, the National Conference for Student Leadership, and the Wisconsin Indian Education Association Conference.

The College Scholar Program also provides social support by connecting scholars with the larger PEOPLE program. PEOPLE ambassadors are college scholars who volunteer to represent...
the program to prospective students at the pre-college cohort meetings and/or GEAR UP visits, as well as meetings with donors, alumni, and community partners. College scholars are required to attend cross-cohort social interactions with their peers and near-peers, an experience that allows them to connect with other PEOPLE scholars on campus.

Financial Assistance
In addition to the scholarship, college scholars receive financial assistance through opportunities for employment in the PEOPLE Pre-College Program and PEOPLE Prep Program. To further help defray costs, a computer lab with free printing and a lounge is available for college scholars at the PEOPLE program office.

PEOPLE Program Management
In this section we describe the PEOPLE program's staffing structures and current data use practices for program monitoring and evaluation. As noted on our second progress report, during the period of this evaluation the PEOPLE program experienced significant leadership transitions as well as shifts in staffing structures and decision-making practices.

Overall Staffing and Management Structure
The PEOPLE program has a multilayered staffing structure to manage and implement this network of programs. As of January 2015, the program employed 20 permanent staff members whose primary responsibility is to work directly with PEOPLE programs, as illustrated by the colored sections in figure 2. Pre-College Program staff members are represented in the green boxes and PEOPLE College Scholar Program staff members are represented in the blue boxes.

In addition to these permanent staff, the PEOPLE program also employs a host of part-time and temporary staff. The College Scholar Program employs two graduate assistants during the school year to teach the first-year transition course. During the school year, the PEOPLE Pre-College and PEOPLE Prep Programs employ graduate students to serve as academic leads and undergraduate students to serve as tutors in the afterschool program sites. In the summer, the PEOPLE program employs a diverse instructional staff (teachers, workshop instructors, graduate and undergraduate teaching assistants, academic coordinators, internship instructors) and non-instructional staff (counselors, residential leads, special events leads). At various points, PEOPLE also employed graduate students for special projects related to tracking program data. It is beyond the scope of this evaluation to describe in detail each of these roles. See figure 2 for the PEOPLE program staffing chart of permanent staff. The chart indicates positions that were vacant at the time the evaluation was completed in fall 2015.

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8 This information reflects the most recent staffing chart we received from the program in January 2015. At the time this evaluation was completed, the number of staff was in flux due to program expansion.
 Administrative Staff
The PEOPLE program is housed in the Division of Diversity, Equity and Educational Achievement, which is overseen by the vice provost for diversity and climate. The associate vice provost for student diversity and academic excellence directly oversees the assistant director for pre-college programs and the assistant director for college scholars, who are responsible for the day-to-day operations of the PEOPLE programs. The associate vice provost for student diversity and academic excellence also oversees the PEOPLE finance specialist and the office manager as well as the GEAR UP grant program. The Division of Diversity, Equity and Educational Achievement recently hired a director of data management who will spend 50 percent of their time on PEOPLE data systems. There is currently a vacant position on the staffing chart for a faculty director to report to the vice provost.

College Scholar Program Staff
Over the course of this evaluation project, the PEOPLE College Scholar Program decreased the number of college advisors from three to two, one of whom also serves as the assistant director. The program is currently staffed by an assistant director, one advisor, and two part-time graduate student instructors from the Department of Counseling and Psychology.

PEOPLE Prep and Pre-College Program Staff
The assistant director for pre-college oversees the PEOPLE Prep Program and the Pre-College Program. The assistant director directly supervises two types of positions: teaching specialists and the Pre-College Program manager.

In 2014, PEOPLE hired three full-time teaching specialists (English language arts, social studies, and world languages) to develop a new academic
curriculum for the school-year high school program. Our understanding is that the program plans to hire additional teaching specialists for math and science and that this team of teaching specialists may eventually develop academic curriculum for other aspects of the PEOPLE program.9

The Pre-College Program manager oversees all other programming for elementary, middle, and high school students. The manager supervises four program coordinators: the elementary and middle school program coordinator, the high school coordinator—Madison/Verona, the high school coordinator—state, and the Native American outreach coordinator. The program manager supervises staff in program planning and timelines, academic advising and support activities, staff trainings, budget, and reimbursements. The manager oversees the hiring process for all graduate and undergraduate staff and teachers and makes final recommendations to be approved by the assistant director.

Madison-Area Programs
The elementary and middle school program coordinator is responsible for the day-to-day operation of programs for elementary school and middle school students in Madison, while the high school coordinator—Madison/Verona is responsible for operation of programs for high school students in those communities. These coordinators are responsible for a variety of tasks, including: developing program timelines, organizing special events, managing facilities, budgeting and purchasing, and managing communications with families and community partners. In addition, these coordinators hire, train, and supervise the staff members who work directly with students and families: student services specialists, academic leads, tutors, and counselors.

Six student services specialists play a critical role in the Madison-Area programs. One specialist is responsible for each of the Academic Center for Enrichment (ACE) high school program sites, the middle school program site at UW-Madison, and the elementary program sites in North Madison. The specialists also supervise the on-site academic leads, lead tutors, and tutors and are responsible for monitoring student academic progress and ensuring program attendance. The specialists are also responsible for communicating with parents, serving as community liaisons, developing cohort meetings, and assisting in coordination of campus visits and other activities.

There are two kinds of part-time staff members who implement the after-school programs in Madison: academic leads and tutors. Academic leads provide instructional support to PEOPLE program participants and support for tutorial staff members. Academic leads are graduate students at UW-Madison and receive tuition remission, a monthly stipend, health insurance, and sick leave. Academic leads currently report to the student services specialists, but they also receive guidance from the teaching specialists. Tutors are current UW-Madison students. They receive an hourly wage to provide tutoring and academic enrichment activities, guidance on college readiness, and mentorship to PEOPLE participants. Some tutors are PEOPLE college scholars.

Statewide Programs
The PEOPLE program has three positions dedicated to students outside of Madison, although two of these positions were vacant during this evaluation. A statewide student services specialist monitors the academic progress of students outside of Madison and provides remote support for students in taking college entrance exams. The Native American outreach coordinator position was vacant during the entire course of this evaluation project. At the time of this report, the high school coordinator—state position was also vacant. Our understanding is that the high

9 A fourth teaching specialist, focused on math, was hired in fall 2015. The role of the teaching specialist was still in flux at the time of data collection in summer 2015, and it appears that new responsibilities were added once the after-school program expanded to new locations in fall 2015.
school coordinator—state position supervises the statewide student services specialist and works with the Pre-College Program manager to organize key elements of the summer program for high school students, such as the internship program for rising grade 12 students.

**Pre-College Program Summer Staff**

During summer programs, the PEOPLE Pre-College Program hires several temporary staff members (graduate and undergraduate students and area teachers) to deliver its programming. The Pre-College Program director and program manager work with regular full-time coordinators, student services specialists, and part-time academic leads and tutors to design and implement summer programming.

Instructors are drawn from across the state, including high school teachers from area schools who are hired specifically to teach summer classes that give participants a jumpstart on their fall coursework. The PEOPLE program relies on campus partners to plan and deliver content. For example, a faculty member from the Center for Biology Education oversees the development of curricular materials and content for the middle school science workshops. The same faculty member teaches the science professional development course that is available for summer PEOPLE science instructors. During our site visit, we observed several courses and workshops led by graduate students as well as workshops led by community members.

In terms of non-instructional staff, graduate students are hired to assist the coordinator and student services specialists with student supervision, field trips, and logistics. These graduate students oversee logistics for all special events held in summer and serve as liaisons to facilitate communication with staff, instructors, parents and students. Undergraduate students are hired as dorm counselors.

In summary, the PEOPLE network of programs is developed, implemented, and administered by a large and diverse mix of permanent and temporary staff. The majority of the program staff works in the elementary, middle, and high school programming based in Madison. This includes 11 permanent staff positions. School-year support for students outside of Madison is provided by a small and unstable staff team of three, with two of the positions vacant during the evaluation period. (At the time of our summer site visit, it was unclear how this staff team would shift with the new school-year programming slated to start in Menominee and Milwaukee in fall 2015). The College Scholar Program staff is small in comparison, with only two permanent staff positions. All of the PEOPLE programs rely heavily on campus partnerships for implementation, with a large temporary staff composed of undergraduate and graduate students. The PEOPLE Pre-College Program also hires community members, high school teachers, and faculty from other universities as temporary staff during the summer.

**Data Use for Program Monitoring and Evaluation**

As part of this evaluation we documented how the PEOPLE program uses data for program monitoring and evaluation. Below is an overview of how the programs track and use data.

**Pre-College Programs**

In developing the data requests for this evaluation we conducted an inventory of the PEOPLE Pre-College Program data systems, with a particular focus on program participation and academic data. As indicated in table 3, these data are tracked in a variety of ways since PEOPLE does not have a centralized program database beyond an application database, which is not currently used on an ongoing basis. PEOPLE staff members report that frequent turnover in the data staff position posed a major challenge to establishing a consistent data system.
Program Participation Data

The PEOPLE Pre-College Program does not currently have a centralized data system for tracking enrollment and participation data. Once an applicant is accepted into the PEOPLE Prep Program or Pre-College Program, their application information is entered into an online database by PEOPLE staff members. However, this system does not track whether the applicant actually enrolled in the program. The database also tracks whether participants exit the program, but these data are not available for all years.

The PEOPLE Pre-College Program does not currently track day-to-day attendance data for each child via a centralized process or system. Afterschool program participation is tracked on paper by student services specialists who then send PEOPLE managers a monthly report of the average participation levels for each site. This information is not stored in a database.

Academic Data

PEOPLE staff members regularly review school administrative data (e.g., report cards, transcripts) of participants, especially those who live in the Madison area. These data are used to determine program eligibility and the types of academic support each participant’s needs. For example, the student services specialists use this information in the Madison afterschool programs to place each participant in the academic home base for the subject area in which they need to make the most improvement. Student services specialists also use this information to track when a student’s GPA starts to decline so that they may work with each student on a personalized academic plan.

While this information is reviewed by program staff, there is no centralized system in place to evaluate student-level or program-level progress over time. In 2015 the PEOPLE program completed its first data-sharing agreement with the Madison School District, which may lay the foundation for expanded use of administrative data by the PEOPLE program.

The PEOPLE Pre-College Program administers pre and post ACT tests during the summer program for rising grades 10 and 11 students and tracks those scores via spreadsheet. For rising grade 12 students the PEOPLE program has access to the official scores provided by Kaplan during spring of grade 11 for the 2015 and 2016 graduating cohorts.

Additional Data

The high school program tracks postsecondary plans via a senior questionnaire administered by PEOPLE. Additional participant satisfaction surveys have been conducted with high school and college students over the years but were not consistently administered or used by staff. The program also receives information about college enrollment for all UW System schools. However, this information is in aggregate form.

Table 3. Data inventory for the PEOPLE Prep Program and Pre-College Program

<table>
<thead>
<tr>
<th>Data</th>
<th>Source</th>
<th>Storage location</th>
<th>Years available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year applicants accepted into the program</td>
<td>Application</td>
<td>Online database</td>
<td>2006–2015</td>
</tr>
<tr>
<td>Year applicants exited the program</td>
<td>Drop form</td>
<td>Online database</td>
<td>2006–2015 (inconsistent for 2012–2015)</td>
</tr>
<tr>
<td>Grades</td>
<td>Student services specialist reviews online</td>
<td>Stored on site by student services specialist</td>
<td>N/A</td>
</tr>
<tr>
<td>ACT scores</td>
<td>Kaplan</td>
<td>Spreadsheet</td>
<td>2013–2015</td>
</tr>
<tr>
<td>High school graduation</td>
<td>Districts</td>
<td>Word document</td>
<td>2002–2015</td>
</tr>
<tr>
<td>Postsecondary plans</td>
<td>Senior survey</td>
<td>Spreadsheet</td>
<td>2002–2014</td>
</tr>
</tbody>
</table>

10 During this evaluation, PEOPLE did not have a staff person responsible for managing data. A new staff position has since been created and this person is tasked with auditing and improving these data systems.
College Scholar Program
The College Scholar Program uses an early warning system developed by UW-Madison to predict expected graduation rates for various groups of students, including PEOPLE college scholars. The predictive models track each student’s cumulative GPA and cumulative credits after each fall or spring term to determine his or her level of risk for not graduating on time or for needing specific interventions. These levels of risk are called the green, yellow, or red zone: Students falling in the green zone are on track for graduation; students in the yellow zone are at some risk for not graduating on time; and students in the red zone are at a high risk for not graduating on time.

The PEOPLE Network of Programs: A Theory of Change
A program logic model or theory of change is commonly used to guide program development, evaluation, and continuous improvement. A theory of change is a useful way to summarize the core assumptions, goals, strategies, activities, and outcomes of complex initiative such as PEOPLE. Establishing a detailed PEOPLE theory of change is a necessary step before conducting an evaluation of the program’s impact, especially in terms of understanding how features of the program design may relate to effectiveness.

The RFP for this evaluation described the PEOPLE program theory of change as follows:
If underrepresented, low income, and first generation students are provided access to the teaching, research, service, and financial resources of a sponsor institution of higher education, more students from this population will be better prepared for, enroll in, and complete their degrees at institutions of higher education. This program facilitates this type of access through college readiness training and support, and exposure to potential college majors, career options, and campus life. Moreover, students who actively participate in a long-term, year-round, cohort model program will experience a closer connection to and involvement within the sponsor institution. Students will aspire to pursue experiences and fields wherein they have historically been underrepresented within the sponsor institution; thus, significantly contributing to the diversity, culture, and climate of the sponsor institution and local, national, and global professional workforce.

In this report we provide a more detailed theory of change grounded in the data collected as part of the evaluation. The above statement does not, for example, include several elements commonly included in a theory of change (e.g., core assumptions, problem statement, and interim outcomes). The explicit documentation of the intended interim outcomes is particularly important for the design of future formative and impact evaluations. The following theory of change figure and narrative elaborate upon the above statement in the following ways that may be helpful for programming and evaluation:

- We offer a problem statement and core assumptions based on our analysis of the data.
- We add “strengthen campus-community connections” as a goal, based on the strong emphasis on these benefits in our interview and focus group data.
- We offer a set of four core program principles that underlie the wide range of program experiences that are available to youth of different ages and communities.
- We cluster “college readiness training and support and exposure to potential college majors, career options and campus life” activities from the above statement under the broader heading of “strategic support for college and career”, which also includes financial resources and networks.
- We highlight two additional sets of strategies and activities: academic and social support. Data suggest that these strategies and activities are distinctive features of the PEOPLE network of programs that promote interim and long-term outcomes.
We distinguish between the interim and long-term outcomes, including outcomes related to academic achievement and socioemotional development as additional outcomes identified by evaluation participants.

Figure 3 offers a visual representation of this theory of change, which we discuss in the narrative that follows.

Figure 3. **PEOPLE theory of change**

**PROBLEM**

Students of color are not applying, matriculating, and graduating from UW-Madison at the same rate as their peers *(Adapted from Plan 2008)*

**GOALS**

Promote the college readiness, persistence, and completion of PEOPLE participants

- Diversify student population of UW-Madison campus
- Strengthen campus-community connections

**PRINCIPLES**

Long-term network
Holistic
Experiential Partnership

**ACADEMIC SUPPORT**

Academic enrichment classes
Tutoring and homework support
Individual academic advising

**SOCIAL SUPPORT**

Relationship building (peer cohort, near-peer, and adult)

**STRATEGIC SUPPORT**

Career/college exploration and exposure
Financial resources
Networking

**INTERIM OUTCOMES**

Academic achievement
Socio-emotional development

**COLLEGE READINESS**

**LONG-TERM OUTCOMES**

College enrollment, persistence, and completion
Diversify campus and workforce

**Core Assumptions**

- College readiness starts at an early age
- Opportunity gaps exist in the K–12 and postsecondary systems
- Socioeconomic factors influence college access, readiness, and persistence
- Low-income and first-generation students of all racial-ethnic backgrounds may benefit from the programming originally designed for students of color
Core Assumptions

A first step in a theory of change is to make explicit key assumptions about the nature of the issue that an initiative seeks to address. As discussed in the history section, the PEOPLE program was designed to address a specific issue outlined in Plan 2008: Students of color were not applying, matriculating, and graduating from UW-Madison at the same rate as their peers. Since 1999, the PEOPLE program has expanded its focus population from students of color to a wider range of underrepresented students, particularly low-income and first-generation college students. This expansion implies an assumption: low-income and first-generation students of all racial-ethnic backgrounds may benefit from the programming that the PEOPLE program originally designed for students of color.

The PEOPLE program design is based on several assumptions about what is necessary to address the problem of underrepresentation. A foundational assumption of the PEOPLE Pre-College Programs is that college readiness starts at an early age and may be promoted through a long-term network of community-campus partnerships. A second core assumption is that opportunity gaps exist in both the K–12 and postsecondary systems and that these gaps may be addressed by providing supplementary academic resources and experiences. A third assumption is that a number of socioeconomic factors influence college access, readiness, and persistence, which may be mitigated by the provision of strategic resources such as the scholarship and social supports such as peer cohorts.

These assumptions lead to the following if-then statement that summarizes the PEOPLE program theory of change:

If the PEOPLE program provides a long-term network of community-campus partnerships that includes supplementary academic support, along with strategic and social support, then the PEOPLE program will increase the number of underrepresented students applying, matriculating, and graduating at UW-Madison.

In Chapter 6 we will discuss the degree to which these core assumptions are supported by the research literature.

Goals and Outcomes

Historical documents and evaluation participants describe the PEOPLE program goals at the participant, campus, and community levels. In our review of program materials, we did not find consistent language around PEOPLE program goals. The goals discussed below reflect a synthesis of the various goals described in program documents in addition to goals that surfaced in our analysis of interview and focus group data.

Participant-Level Goals

The primary goals of the PEOPLE program are to promote the college readiness, persistence, and completion of underrepresented students. Stakeholders, practitioners, and researchers have generally moved away from using terms like “college access” and “college preparation” and to favor “college readiness”, which Conley (2007) defines as the “level of preparation a student needs in order to enroll and succeed—without remediation—in credit-bearing general education courses that meet requirements for a baccalaureate degree” (p. 5).

College Readiness

In line with these trends, in this evaluation we use the term “college readiness” to describe the multidimensional set of skills (e.g., organization and study skills, problem solving), dispositions (e.g., tenacity, self-efficacy, self-control), experiences (e.g., completion of the appropriate course prerequisites), and specific knowledge (e.g., understanding of foundational concepts in science, math, and language arts, practical knowledge to engage in a college search) students need to be prepared for college (Arnold, Lu, & Armstrong, 2012).

The PEOPLE Pre-College Program aims to promote the college readiness of middle and high school students with the goal of preparing
more underrepresented students for acceptance to UW-Madison or a university of similar caliber. College readiness may be understood as both an interim and long-term outcome of the program.

**College Persistence and Completion**

There is by no means a one-to-one correspondence between getting into college and earning a college degree. Indeed, only about half of students seeking bachelor’s degrees from four-year institutions actually graduate (Aud et al., 2011). College persistence is indicated by reenrollment from one year to the next (this can regard any year but typically freshman-to-sophomore retention is of most interest given the highest rates of attrition are observed at this critical transition) and college completion is indicated by whether students complete their studies and earn a degree (Hooker & Brand, 2009).

Just as college readiness is multidimensional in nature, so too is college persistence. One helpful framework is Tinto’s theoretical model of college persistence (Tinto, 1975). According to Tinto, persistence hinges on successful cultural and social integration within the academic institution. This theory holds that the students must be strongly committed both to fulfilling their educational goals and remaining with the institution in question. These commitments are shaped by a match between a student’s motivation and ability and the institution’s academic and social characteristics. In other words, feeling socially and academically integrated leads to stronger commitment to one’s goals, which results in higher rates of persistence. The basic tenants of this model have been supported with empirical data (Cabrera, Castañeda, Nora, & Hengstler, 1992). Later work has expanded on this theory to consider the needs of minority students. For instance, as opposed to placing the onus to achieve integration within an institution strictly on students, Rendón, Jalomo, and Nora (2000) suggest that institutions share this responsibility and should work towards assimilating and incorporating the culture of the college to fit the needs of diverse groups of students.

This evaluation uses the term “college persistence” broadly, to include the social, cultural, and academic integration of students that contributes to motivation, commitment, and reenrollment. The College Scholar Program aims to promote college persistence so that participants remain engaged in their studies and graduate from UW-Madison within five years. Given the length of student involvement in the PEOPLE program, we may consider college completion the long-term goal of the program. However, a few evaluation participants cite additional long-term goals beyond college, such as graduate school enrollment, pursuit of STEM-related careers, and civic engagement.

**Academic Achievement and Socioemotional Development**

Undergirding the goals related to college readiness, persistence, and completion are interim goals related to academic achievement and socioemotional development, as illustrated in the theory of change (figure 3). Academic achievement goals include the knowledge, skills, and behaviors students need to be successful in school. Socioemotional development goals refer to intrapersonal (e.g., self-efficacy, motivation) and interpersonal processes (e.g., positive relationships, leadership) that promote both academic and life success. While the PEOPLE program does not have systematic outcome measures for these interim goals, staff members do review each student’s GPA to confirm eligibility and inform academic support.

Evaluation participants frequently describe interrelationships among the interim goals of college readiness, college persistence, academic success, and socioemotional development. For example, not only does the PEOPLE Pre-College Program develop students academically so that college is an option, it also supports the socioemotional development of students so that they believe that college really is an option for them.
Additional Goals

The Pre-College Program currently places a strong emphasis on STEM pathways, and in some documents describes this as a program goal. For example, the PEOPLE middle school program brochure mentions that a key goal is to “increase students’ retention and acceptance in STEM majors.” Middle school summer workshops typically include topics that are STEM focused, such as gaming for girls, girls in STEM, fun with chemistry in your life, veterinary expedition, and computer animation. Similarly, high school summer workshops also focus on math and science enrichment. The Pre-College Program content also includes many activities focused on the fine arts and media. According to the theory of change in the RFP, PEOPLE “students will aspire to pursue experiences and fields wherein they have historically been underrepresented within the sponsor institution.”

However, in contrast to pre-college programs such as the Information Technology Academy and college programs such as First Wave that are built around a specific content area, there did not seem to be a consistent, unifying content area focus for the PEOPLE program. Future iterations of the PEOPLE theory of change may include subgoals related to these specific content areas if they are determined to be a stable element of the program design.

Campus and Community-Level goals

The PEOPLE program also aims to influence the UW-Madison campus and community. The primary campus goal is to increase the diversity of the student body by offering a “homegrown program” that supports the college readiness and persistence of underrepresented students from Wisconsin. A secondary goal is for the PEOPLE program to embody the “Wisconsin Idea” in terms of building strong connections between the university and the community.

There is little formal documentation of campus and community goals. However, PEOPLE staff members and partners frequently discuss these goals and outcomes as part of the larger vision and history of the PEOPLE program. While our proposed theory of change primarily focuses on the goals and outcomes for participants (as per the charge of this evaluation), Chapter 5 offers insight into how stakeholders perceive the role of the PEOPLE program on campus and in the community.

Strategies and Activities: Academic, Social, and Strategic Support

To realize the participant-level goals, the PEOPLE program offers a blend of academic, social, and strategic support. We briefly introduce each of these concepts below.

Academic Support

The PEOPLE program supports the academic development of participants with three main types of activities:

- Academic enrichment workshops (e.g., study skills, project-based learning) and academic classes (e.g., algebra)
- Tutoring and homework support
- Individual academic advising (e.g., assistance in selecting courses and improving grades)

In the Pre-College Programs, PEOPLE staff members monitor each student’s GPA, and the elementary, middle, and high school programs are required to document their academic goals via a tool called MAP (My Achievement Plan). At the college level, the program monitors student progress via advisory meetings and midterm progress reports. College Scholar Program requirements are designed to encourage students to seek out additional learning opportunities (e.g., undergraduate research, service learning).

Social Support

Relationship building is the primary way in which the PEOPLE program promotes the positive socioemotional development of participants. The program is designed to promote three types of relationships: peer relationships, near-peer relationships (e.g., college scholars tutoring high school students), and adult relationships. The PEOPLE program cultivates these relationships through both
structured community-building events (e.g., service projects, team-building activities, end-of-year celebrations) and by providing informal spaces that are safe and nurturing. As part of this social support, PEOPLE aims to promote the positive identity development of PEOPLE participants as well as a climate of inclusion within the program. Specific strategies that support these aims include hiring staff of color, using culturally specific curriculum, and offering “safe space” on a predominantly white campus for college scholars of color.

Strategic Support
The final set of activities are strategic in that they provide students with experiences, training, resources, and social networks that specifically set them up for success in college and careers. In terms of experiences, the PEOPLE program offers career and college exploration activities, such as campus visits, workplace field trips, and internships. The PEOPLE program complements this with college preparation training activities, such as SAT/ACT prep courses and college application and financial aid workshops. In terms of financial resources, the PEOPLE program provides a full-tuition scholarship for students accepted into UW-Madison, a savings of $10,436 in the 2016/17 academic year. The scholarship is for tuition only and does not include room and board, living expenses, travel, books, or insurance. The program also offers employment opportunities for college scholars within the PEOPLE Pre-College Program. The PEOPLE program also offers networking opportunities, such as special events to introduce participants to PEOPLE alumni, UW-Madison faculty, or potential employers.

While both social support and strategic support activities involve relationship building and networks, we propose that these activities are designed to cultivate different types of social capital (Putnam, 2000). Social support activities primarily cultivate “bonding” forms of social capital that strengthen relationships among peers, near-peers, and adults within the immediate social settings of PEOPLE participants. The cohort model, in which PEOPLE participants progress through the program with a group of peers who have similar life experiences and aspirations, is an example of how PEOPLE cultivates bonding social capital within a social network. In contrast, strategic support activities cultivate “bridging” forms of social capital that further expand the social networks of participants beyond those with similar life experiences. Networking events that provide an opportunity for college scholars to interact with professionals in their field of interest is an example of how the PEOPLE program cultivates bridging forms of social capital.

Family Engagement
Family engagement activities do not appear to be a significant focus of the PEOPLE program. Upon enrollment, parents sign an agreement that they will support their child’s participation, and they are required to participate in an orientation. Parents are invited to participate in special events, such as year-end celebrations and a special cohort meeting for grade 8 students in Madison. Student services specialists report that they connect with parents as needed to support the academic progress of their child. While there has been some exploration of developing a parent advisory group, this does not appear to be in place at the time of this evaluation.

One PEOPLE staff person summarized these core program strategies and activities in this manner:

*Everyone is given early intervention, holistic student development and support. And everyone has a cohort system available. They are provided with professional networking connections … guidance counseling and campus exposure … the focus varies geographically and age wise.*

Later in this chapter we discuss some of differences in what the PEOPLE participants experience, based on their age and home community.
Program Principles and Practices: A Network of Holistic Support, Experiential Learning, and Partnership

From the core assumptions flow a set of core principles and practices that informs the design and implementation of the PEOPLE strategies and activities. Drawing upon both education and youth development frameworks, these core principles and practices are evident across the PEOPLE network of programs. In Chapter 6 we discuss the degree to which stakeholders cite these design features as critical factors in the success of PEOPLE participants.

The Program Network

The first core principle is that PEOPLE is a network of programs that require long-term involvement in a progressive set of experiences that are formally connected to UW-Madison. The term “pipeline” is often used as a shorthand way to describe these features of the PEOPLE program. For example, “pipeline” is mentioned in the goals outlined in Plan 2008 and in the narrative descriptions offered by staff and partners to indicate that the program offers participants experiences over time that are intentionally designed to prepare them for application to UW-Madison. While the term “pipeline” is commonly used to describe the program, this language can be confusing since not all participants start in elementary school and continue through college. Instead, this evaluation finds that PEOPLE operates a “network” of programs with entry points for elementary, middle, and high school students. Access to these points of entry varies within Madison and across the state. In addition, some participants enter the program in college after completing the Information Technology Academy during high school.

Regardless of point of entry, there is an expectation that PEOPLE participants will persist in the program, progress to the next level of programming, and remain in the network until completion. In the section below, we describe three elements of this network principle: long-term involvement, age progression, and formal connection to UW-Madison.

Long-Term Involvement

A hallmark of the PEOPLE program is the long-term nature of participation. A small number of youth have the opportunity to participate in the program consecutively from grade 2 through college, while most youth have the opportunity to participate from middle school through college or high school through college. In an Education Northwest survey of high school students in the 2015 summer residential program, 62 percent (312) of participants statewide started the program as rising grade 10 students. The case is different for Madison-area students, 66 percent (157) of which joined PEOPLE as rising grade 7 students.

For Madison-area students, the PEOPLE program requires a year-round commitment of at least two days per week. Not only are participants asked to regularly participate in the program for many years, the PEOPLE program also makes a long-term commitment to the participants. For example, some participants who move out of state are permitted to remain in the program.

One informal motto of the PEOPLE program is “lifting as you climb.” This refers, in part, to the way in which older participants are encouraged to “give back” to younger participants. College scholars often work in the PEOPLE Prep Program or the Pre-College Program as tutors, mentors, or counselors. Graduates continue their involvement as active alumni or as program staff, further extending the length of the pipeline. Long-term involvement is central to the program theory of change, providing PEOPLE participants with opportunities to interact with near-peers and adults who are further along in their path to college and careers. Long-term involvement is the most frequently discussed design feature of the PEOPLE program in our qualitative data (coded 52 times).

Age Progression

A second aspect of the network is that program opportunities and expectations increase as PEOPLE participants “age up” in the program. One example is the progressive exposure and connection to UW-Madison, especially for
Madison-area students. In the elementary years, programming is offered in community centers in the apartment complexes where participants live and is operated by UW-Madison students. In middle school, students “commute” to the UW-Madison campus for afterschool and summer activities, while in high school students live in campus dorms for three to six weeks in the summer.

Formal connection to UW-Madison
The PEOPLE program is specifically designed to prepare students for UW-Madison. For example, the college scholarship may only be used at the UW-Madison campus, the high school application is modeled on the UW-Madison application, and the program encourages students to focus on improving their grades in five core subjects that the university emphasizes in its selection process.

Wherever possible, PEOPLE Pre-College programming takes place on the UW-Madison campus in collaboration with students, faculty, and staff. Echoing a common sentiment expressed by diverse stakeholders, one PEOPLE staff member described the program as a “predetermined model of what it takes to get to UW-Madison.” While PEOPLE participants are not guaranteed acceptance into UW-Madison, program materials emphasize UW-Madison school spirit and reinforce the idea that the PEOPLE network may lead to UW-Madison for those who qualify. For example, the “Build a Badger Challenge” guide offers participants and their parents a year-by-year (grades 7–12) list of tasks that students should complete to be on track for admission to UW-Madison. Tasks include those specific to PEOPLE (e.g., participation in the summer programs) as well as tasks beyond PEOPLE (e.g., obtain a B or better in all core subjects). The Build-A-Badger Challenge was not specifically discussed in any of our interview, focus group, or observation data so we are not able to say the degree to which the guide is used.

Holistic
The second core principle of the PEOPLE program is that it endeavors to be “holistic” in its approach to working with youth. By offering a mix of academic, social, and strategic support the PEOPLE program aims to address the needs of the whole person. While program content heavily emphasizes literacy, language, and STEM, the residential summer program also includes classes in the fine arts and workshops on social issues. In line with the developmental needs of its adolescent participants, the PEOPLE program offers a mix of individual and group activities that encourage social skills and development.

Personalized Support
A frequently discussed (coded 43 times) program feature is the relationship-based approach of the program, especially the “personalized support” offered to participants. One way that the program aims to deliver this personalized support is by assigning a staff person to track the academic performance of each participant and provide individualized advising as needed. In focus groups, youth participants often shared their experiences of “being known” by PEOPLE staff who take the time to “make a personal connection” and to “check in” about their progress. A number of current and former program participants portrayed the PEOPLE program as a “family” or “home base” of support from which they may explore their interests. However, it is important to note that this design feature was less frequently discussed in our focus groups with high school students from both rural and urban communities outside Madison.

Experiential
The third core principle of the PEOPLE program is that it provides opportunities for experiential learning. By immersing youth in the UW-Madison campus, the Pre-College Program aims to increase participants’ comfort and familiarity with the university. Middle and high school students take classes on the UW-Madison campus, and youth learn through experience
how to interact with faculty, navigate campus geography, and access resources such as libraries. By living in college dorms over the summer, high school students report that they get to “experience how college life feels”.

Project-based learning is an especially strong focus of the middle and early high school summer programs, as youth explore their interests and strengthen their academic skills through workshops on STEM, media, and arts topics. This focus shifts to one of connected learning later in grade 12 as youth participate in internships around their career interests. Connected learning continues once students enroll at UW-Madison, as college scholars are strongly encouraged—and in some cases required—to participate in connected learning opportunities such as service learning, study abroad, and undergraduate research symposiums.

One PEOPLE staff member explained the rationale for an approach that connects learning with the lived experience of PEOPLE participants:

*We are into culture pedagogy and then reality pedagogy … it is making a connection to [participants'] real world so they develop self-efficacy and awareness and self-responsibility about their direction and the choices they are making in life.*

Over the course of the evaluation, the newly hired PEOPLE teaching specialists developed and piloted a new curriculum approach that extends this notion of experiential learning beyond summer workshops into the school-year academic support activities of the PEOPLE Program (see sidebar).

PEOPLE adopted this approach to build positive student-to-student and student-teacher connections and to promote community building efforts between students and teachers. While the curriculum seeks to understand and validate students’ diverse cultures and to address social justice issues, the focus of all activities is on improving the mastery of high school and college (Advanced Placement)-level course content as evidenced by students’ GPAs; the preparation for college admissions tests such as the SAT and ACT; and preparation for college enrollment and college and career readiness.

As teaching specialists devise lessons plans in the three core content areas (English, social studies, and world languages), classroom activities and interactions are guided by the 5 Cs of reality pedagogy. For example, we reviewed a lesson plan from the World Language Curriculum focused on “Exploring Social Issues, Views, and Ways of Living in the Target Culture.” Students are expected to do the following: watch a hip-hop music video in the target language;

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**A New Culturally Relevant, Reality-Based Curriculum Approach**

During the 2014/15 academic year the PEOPLE teaching specialists developed and piloted a new curriculum approach in the Madison-area high school afterschool program. The curriculum approach is based on two sources: Culturally Relevant Pedagogy (Ladson-Billings, 1995) and Reality Pedagogy (Emdin, 2009). Culturally relevant pedagogy fosters classroom practice that systematically includes diverse students’ cultures in the classroom as authorized or official knowledge. Reality pedagogy was developed by Christopher Emdin (2009) to support the teaching and learning of black youth in urban education settings. According to Emdin (2011, 2012), this approach uses a set of tools called the “5Cs”: cogenerative dialogue, co-teaching, cosmopolitanism, context, and content. Cogenerative dialogue is focused on the use of structured dialogue that allows teachers and students to have conversations about the classroom. In this activity students practice turn-taking and active listening and form action plans to address issues raised in the dialogue. Co-teaching allows the learner to take on the role of the academic expert. Cosmopolitanism further defines student roles and responsibilities with the emphasis that each student is valued and needed regardless of individual differences. Context relates to making connections with students’ home lives and cultures. For example, students can bring artifacts to the class such as rap songs or pictures from local parks to learn about science content. Content stems from teachers’ willingness to acknowledge their own limitations with academic content.
review vocabulary and structures expressing emotions, likes, and dislikes; reflect upon the main message of the song; and evaluate whether it applies to the American culture. Academic leads and language tutors have the flexibility to decide which grammar and language structures will be reviewed based on the language level of the students. Extra activities are offered for heritage speakers or students who are interested or enrolled in Advanced Placement courses. Students are encouraged to make connections to their own context with the help of cogenerative dialogue and coteaching. Students are provided with questions or generate questions that allow them to have deep, thought-provoking comparisons of their culture with other cultures.

Program Content
The teaching specialists are in the process of revamping the academic component of the Pre-College Program, starting with new curriculum piloted in spring 2015 in the afterschool program for Madison-area high school students (see above). They also provide training to academic leads and tutors as they implement this curriculum in Madison-area high schools. Prior to 2015, schooleyear academic support activities were developed by the academic leads at each site and did not follow a common curriculum.

Outreach
In the Pre-College Program, partners assist in recruiting participants, making connections with families and community members, and advocating for the PEOPLE program. For example, each year K–12 and tribal partners are asked to recommend participants for the PEOPLE program. Additionally, 92 percent of surveyed K–12 partners reported being involved in the student recruitment process. Recruitment appears to be the primary role played by community partners.

Implementation
Partners also play a critical role in program implementation tasks, such as curriculum development, workshop facilitation, and hosting PEOPLE summer interns (rising grade 12). For example, departments such as surgery and pharmacy offer summer internships. While campus partners play a large role in program implementation, community partners also play a role, with interns placed at community centers and media outlets.

Tribal partners play a critical role in extending the reach and impact of PEOPLE programs. In Menominee, the school district works in partnership with PEOPLE to operate two summer workshops specifically for PEOPLE middle school participants. In Lac du Flambeau, the school district complements the summer programming with intensive schooleyear college preparatory support specifically for PEOPLE participants (not funded by PEOPLE).

Partnerships
The final core principle of the PEOPLE program is partnerships. The entire program rests on a foundation of campus and community partnerships. Campus partners include departments that manage academics (teaching and research), admissions, financial aid, student life, and facilities. Community partners include schools and districts, community-based organizations, tribal organizations, other college readiness programs (e.g., GEAR UP), foundations, and corporations. Campus and community partners support the PEOPLE program in three main ways: outreach, implementation, and management and operations.

Operations and Management
Partnerships are also important to the operations and management of the PEOPLE network of programs. As part of UW-Madison, the PEOPLE program benefits from university services in multiple ways, such as access to university facilities and technical support from DoIT. To operate the summer programs, PEOPLE partners closely with the university’s facilities department on issues related to housing and feeding participants. The PEOPLE program also benefits from university funding, including a partnership
with the UW Foundation. Community partners such as high schools and community centers provide in-kind space for afterschool programming in Madison.

**Summary**

The PEOPLE program currently operates a network of programs that vary in the ages served, location, and delivery model. The type, intensity, and duration of available PEOPLE programming differs depending on where participants live, with the most intensive services in Madison. Very few PEOPLE participants experience the full span of the elementary-through-college network of programs, with most participating during high school. Across the network, PEOPLE programs offer a blend of academic, social, and strategic support to promote college readiness and success. The PEOPLE network of programs employs a large, diverse, and changing mix of permanent and temporary staff members, and relies heavily on campus and community partnerships for outreach, implementation, and management.
Chapter 2

Evaluation Design and Methods

In June 2014, Education Northwest was awarded the contract by UW-Madison to serve as an external evaluator of the PEOPLE program. The evaluation was overseen by an Evaluation Oversight Committee (EOC), chaired by Dr. Sara Goldrick-Rab and managed through the WEI Lab. In meetings among Education Northwest staff, the EOC, and Vice Provost and Chief Diversity Officer Patrick Sims it was mutually decided to refine the evaluation scope to focus primarily on program implementation rather than program impact. A detailed evaluation plan was approved in December 2014.

Approach

As the first evaluation in the program’s 16-year history, the project’s primary purpose was descriptive. To create a comprehensive portrait of the program we employed two types of methods: qualitative (interviews, focus groups, observations, and document review) and quantitative (surveys and analysis of participant records). We also collected data from an array of stakeholders: PEOPLE participants (middle, high school, and college students), PEOPLE staff, campus partners, and community partners (K–12 district and school staff, community-based organizations, and tribal organizations). By triangulating these data, we were able to create a more accurate description of the program.

This evaluation is guided by five overarching questions related to the PEOPLE program’s history, design, implementation, outcomes, and program management. Table 4 summarizes these questions, the core issues and theory of change element addressed by each question, and the methods employed to investigate the question.
Table 4. Evaluation questions, core issues, theory of change element, and methods

<table>
<thead>
<tr>
<th>Question</th>
<th>Core issue</th>
<th>Theory of change element</th>
<th>Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>RQ1: What are the critical events in the history of the PEOPLE program?</td>
<td>History</td>
<td>Problem</td>
<td>Document review</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assumptions</td>
<td>Interviews</td>
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<td></td>
<td></td>
<td></td>
<td>Focus groups</td>
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<td></td>
<td></td>
<td></td>
<td>Observation</td>
</tr>
<tr>
<td>RQ2: What is the PEOPLE program design?</td>
<td>Design</td>
<td>Goals</td>
<td>Document review</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Principles and practices</td>
<td>Interviews</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Strategies</td>
<td>Focus groups</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Activities</td>
<td>Observation</td>
</tr>
<tr>
<td>RQ3: How is the PEOPLE program currently being implemented?</td>
<td>Implementation</td>
<td>Strategies</td>
<td>Document review</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Activities</td>
<td>Interviews</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Focus groups</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Observation</td>
</tr>
<tr>
<td>RQ4: How do various groups perceive the effectiveness of the program?</td>
<td>Outcomes</td>
<td>Interim outcomes</td>
<td>Document review</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Long-term outcomes</td>
<td>Interviews</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Focus groups</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Observation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Surveys</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Participant records</td>
</tr>
<tr>
<td>RQ5: How well do current staffing structures and decision-making</td>
<td>Program management</td>
<td>Principles and practices</td>
<td>Document review</td>
</tr>
<tr>
<td>processes support program goals?</td>
<td></td>
<td></td>
<td>Interviews</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Focus groups</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Observation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Surveys</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Participant records</td>
</tr>
</tbody>
</table>

To investigate these questions, the evaluation team conducted data collection in three phases. See table 5 for a timeline of our evaluation activities from June 2014–October 2015.

**Phase 1 (Summer–Fall 2014)**
Since there was limited formal documentation of the PEOPLE program model, we focused the first phase of data collection on understanding program design and implementation. This included a site visit to observe Madison afterschool programming for elementary, middle, and high school students. During this visit we conducted focus groups with community partners, campus partners, and the PEOPLE staff who work most directly with students (e.g., student support specialists, tutors, college advisors). We also conducted focus groups with student participants, including college scholars and high school students.

While in Madison we met with PEOPLE management staff, the EOC, and campus partners from Institutional Research and the Division of Diversity, Equity and Educational Achievement. During this phase we conducted extensive document analysis. We used this information to develop a more detailed evaluation plan.

**Phase 2 (Winter–Spring 2015)**
Drawing upon the site visit and document review we drafted an overall theory of change. We also drafted profiles that outlined the goals, strategies, activities, and populations for each of the PEOPLE programs at the elementary, middle, high school, and college levels. We conducted
interviews with PEOPLE management staff to refine these profiles and the theory of change. During this phase we planned the summer site visit and developed additional interview and focus group protocols. We also developed and administered a survey for college scholars to collect demographic information and measure perceptions of program effectiveness.

**Phase 3 (Summer–Fall 2015)**

At the end of June, the evaluation team traveled to Madison for a week to observe middle and high school summer programming in action. To better understand nuances in the program experiences of youth from different communities and at different age levels, during this site visit we collected data from program participants from across the state via five additional focus groups and a high school student survey. To further explore themes surfaced in the focus groups with community and campus partners, we conducted in-depth interviews with long-time partners both during the site visit and via phone afterwards. We drew upon these data in designing a community and campus partner survey to measure perceptions of program outcomes and effectiveness, which we administered in September.

Once we established the program design, implementation, and outcomes, we started working on the statistical portrait of the program using program records. We met with the DoIT staff person who managed the database and Pre-College Program director several times to inventory what types of data are available electronically, mapped these data against our questions, and refined our data request to align better with the available data. We also met with Senior Policy and Planning Analyst Clare Huhn from the Office of Academic Planning and Institutional Research to refine our request for data regarding college scholars.
Table 5. Evaluation timeline (June 2014–October 2015)

<table>
<thead>
<tr>
<th>Timeframe</th>
<th>Evaluation activities</th>
</tr>
</thead>
</table>
| Summer 2014 | Education Northwest awarded contract  
Meeting with EOC Chair |
| Fall 2014  | Developed protocols  
Conducted site visit in October (observation of Madison afterschool programming, focus groups with community partners, campus partners, staff, high school students, and college scholars)  
Met with EOC, Patrick Sims, PEOPLE management, and Clare Huhn  
Developed detailed evaluation plan |
| Winter 2015 | Analyzed site-visit data and produced memos  
Submitted progress report I  
Developed protocols and conducted staff interviews |
| Spring 2015 | Completed and analyzed staff interviews  
Met with PEOPLE management  
Developed protocols and plans for summer site visit  
Administered college scholar survey  
Drafted pre-college and college data requests |
| Summer 2015 | Finalized site-visit plan and protocols with feedback from EOC  
Conducted site visit in late June (interviews with campus and community partners, focus groups with summer program participants, observation of summer program activities)  
Conducted follow-up phone interviews with campus and community partners  
Developed survey protocols  
Conducted survey of high school program participants  
Met with the EOC, PEOPLE management, and data partners (e.g., Institutional Research and DoIT)  
Refined and resubmitted data requests based on inventory of available data  
Submitted progress report II |
| Fall 2015   | Administered surveys to campus and community partners  
Completed analysis  
Met with the EOC, PEOPLE management, and PEOPLE data partners  
Submitted draft final report |

Qualitative Data Collection
This evaluation included four types of qualitative data collection: document review, interviews, focus groups, and observations. See appendix A for a copy of these protocols.

Document Review
Our team reviewed more than 70 documents, including PEOPLE documents such as staff training materials, staff manuals, organizational charts, program handbooks, participant forms (e.g., My Academic Plan), outreach materials, application materials, and curriculum. We also reviewed external documents such as the Diversity 2008 Plan, the Race to Equity report, and news reports about the PEOPLE program.

Interviews
Our team conducted 17 interviews. We completed interviews with six PEOPLE staff members, six campus partners, and five community partners. Staff interviews covered topics related to program history, design, implementation, outcomes, and management. Partner interviews focused on program implementation, outcomes, and management. Interview participants were identified through consultation with PEOPLE management staff and the EOC.
Focus groups
Our team conducted 13 focus groups with 96 total participants (partially duplicated, as two participants participated in both an interview and a focus group). We conducted seven focus groups with PEOPLE participants, four focus groups with PEOPLE staff members, one focus group with campus partners, and one focus group with community partners (this group also included two parents of current PEOPLE participants and two program alumni). Focus groups with PEOPLE participants covered topics related to program implementation, outcomes, and management. Focus groups with partners focused on program implementation, outcomes, and management. Focus group participants were identified by PEOPLE management staff.

Observations
We conducted seven observations of program activities during site visits to Madison. Fall site visit observations included afterschool activities for Madison elementary, middle, and high school students. Summer site-visit observations included middle school and high school academic classes and fine arts classes. Observation sites were selected in consultation with PEOPLE management staff.

A total of 111 individuals (unduplicated) participated in the interviews and focus groups. We generated participant lists based on data collected in our first site visit and in consultation with PEOPLE staff, as well as with the EOC. Table 6 outlines the types of participants who have taken part in interviews and surveys so far.

Table 6. Overview of interview and focus group participants from October 1, 2014–September 30, 2015

<table>
<thead>
<tr>
<th>Stakeholder type</th>
<th>Description</th>
<th>Number of participants by data source</th>
<th>Total participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>PEOPLE Pre-College Program participants</td>
<td>Madison middle school participants</td>
<td>Focus groups (30)</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>Madison-area high school participants</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Milwaukee-area high school participants</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Northern County/Tribal high school participants</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PEOPLE College Scholar Program participants</td>
<td>Current college scholars</td>
<td>Focus groups (14)</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>Rising college scholars</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PEOPLE staff members</td>
<td>Directors</td>
<td>Focus groups (19)</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>Managers and coordinators</td>
<td>Interviews (6)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Specialists (student support, teaching)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tutors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Campus partners</td>
<td>Academic departments</td>
<td>Focus groups (21)</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>Administration</td>
<td>Interviews (6)</td>
<td></td>
</tr>
<tr>
<td>Community partners</td>
<td>K–12 districts</td>
<td>Focus groups (12)</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>Tribal organizations</td>
<td>Interviews (5)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Community-based organizations</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total participants</td>
<td></td>
<td>113*</td>
</tr>
</tbody>
</table>

*Two individuals participated in both an interview and a focus group, so the unduplicated total is 111.
Quantitative Data Collection

This evaluation included three types of quantitative data provided by PEOPLE, academic data provided by UW-Madison, and surveys of participants, campus, K–12 and community partners.

Table 7 outlines the sample size, response and response rate for each of these surveys. See appendix B for a copy of the survey instruments.

<table>
<thead>
<tr>
<th>Stakeholder</th>
<th>Sample size</th>
<th>Responses</th>
<th>Response rate (percent)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PEOPLE High School Program participants</td>
<td>542</td>
<td>502</td>
<td>93</td>
</tr>
<tr>
<td>PEOPLE College Scholar Program participants</td>
<td>310</td>
<td>151</td>
<td>49</td>
</tr>
<tr>
<td>K–12 partners</td>
<td>127</td>
<td>38</td>
<td>30</td>
</tr>
<tr>
<td>Campus partners</td>
<td>121</td>
<td>49</td>
<td>40</td>
</tr>
<tr>
<td>Community partners</td>
<td>56</td>
<td>16</td>
<td>29</td>
</tr>
</tbody>
</table>

Participant Surveys

The Education Northwest team administered two surveys to program participants. In May 2015 we surveyed PEOPLE college scholars currently attending UW-Madison. The survey gathered information on participation in program services, as well as perceptions of how participation in the PEOPLE program contributed to students’ college experience. We sent a request to 310 college scholars to complete the survey through an online platform and received 151 responses (49 percent response rate).

We administered a second survey to high school students (rising grades 10–12) attending the 2015 PEOPLE Summer Program at UW-Madison. This survey examined students’ participation in services offered by the PEOPLE program, as well as their participation in other college preparation programs. The survey also captures students’ perceptions of the usefulness, rigor, and relevance of the academic supports in the PEOPLE program. This survey was administered through an online platform while students attended the summer program. Summer program staff provided students with computer access and a scheduled time to complete the survey. Out of 542 summer program attendees we received 502 responses (93 percent response rate).

Partner Surveys

We administered three additional surveys to gather information from PEOPLE program partners. Although surveys differed based on the specific type of partner, the underlying purpose was to understand their familiarity with PEOPLE services and their perception on the value of the services for PEOPLE college participants. Additionally, we asked for their perception of the program’s success to prepare students to apply for or complete a bachelor’s program at the university.

One of the three surveys was administered to UW-Madison campus partners. We sent out a request to 121 UW-Madison partners to complete the survey through an online platform and received 49 responses (40 percent response rate). The second and third surveys were administered to K–12 partners and other community partners. K–12 educators included: principals, district leaders and other school staff. Community partners included tribal organizations, community-based organizations, foundations, and corporations. We sent out a request for 127 K–12 educators to complete the survey and received 38 responses (30 percent response rate). For community-based partners we sent out a request for 56 individuals to complete the survey and received 16 responses (29 percent response rate).
Pre-College Program Data
The PEOPLE program electronically tracks a limited amount of program data. A program database—originally designed as a platform for participants to apply online but never used as such—contains basic demographic information about program applicants and program participants since 2006. Separate spreadsheets contain student outcome data including ACT scores, graduation status, and college enrollment plans since 2002. The program does not track participant-level program participation hours in a consistent manner.

The PEOPLE program staff provided Education Northwest with numerous data files containing student participation and demographic information across the middle school and high school Pre-College Programs. An application data file contained student-level demographic information, geographic location, programs applied to, and acceptance status from 2006–2015. This information allows us to disaggregate program application and acceptance trends by student demographics, location, and school level. A program enrollment file identifies the number of accepted students who eventually enrolled in the PEOPLE program but does not provide student-level demographic information. Finally, a program exit file contains information on who completed the Pre-College Program, as well as students’ postsecondary plans from 2002–2014. This file does not contain student demographic information.

While extensive, the Pre-College Program data are limited in key ways. The data do not cover all program years or provide complete demographic information for all students. Demographic information is also unavailable for program outcomes, such as program completion and college plans. There are also inconsistencies in the data concerning the total number of students served by the program. In addition, applicant information for the elementary school program was only available for the years 2011–2014. According to PEOPLE staff, it is also possible that errors were introduced to program data files during their migration to a new data system, but reviews to date have not identified any systematic discrepancies.

College Scholar Program Data
UW-Madison provided us with College Scholar Program data that include information of participant demographics, academic performance, and graduation outcomes. Students enrolled at UW-Madison who also participated in ITA (a separate pre-college support program) are automatically placed in the College Scholar Program. We requested information from the ITA program to identify participants enrolled at UW-Madison during their freshman year. Included in this group are ITA graduates who may have also participated in the PEOPLE Pre-College Program before entering the ITA program in high school (youth are not permitted to participate in both pre-college programs at the same time). According to ITA program records, 107 ITA graduates have attended UW-Madison since 2004, accounting for 12 percent of the total number of college scholars who enrolled at UW-Madison. Whenever possible, we remove ITA students from our analysis of application, acceptance, enrollment, and graduation outcomes of PEOPLE participants at UW-Madison.

In addition, we received similar data for comparable groups of students that are not enrolled in the College Scholar Program. The comparable group included students that were first generation, eligible for a Pell Grant, and did not participate in the PEOPLE program. The comparison group was further disaggregated into more specific comparison groups that included targeted minorities, those who were not targeted minorities, and Milwaukee-area students. The targeted minorities group included students that are African American, Hispanic/Latino, American Indian, and Southeast Asian.

These data will allow us to compare outcomes of college scholars to other UW-Madison students with similar family income, race/ethnicity, and

11 ITA participants account for 13 percent of college scholars when transfer students are included.
high school location. Through these comparisons we will be able to provide a set of performance benchmarks by which to compare PEOPLE outcomes.

Analysis

The evaluation team conducted analysis as an ongoing and iterative process of data collection, coding, discussion, and writing. Two evaluation team members conducted analysis of qualitative data, producing analytical memos throughout the project to document emerging themes and direct future data collection. Each interview and focus group was transcribed or partially transcribed and uploaded into Atlas.ti for coding and analysis. The team wrote memos to track the analysis of organizational documents and observation sessions. The two team members leading the data collection met monthly during intense periods of analysis to triangulate findings across data types and sources.

Two members of the evaluation team conducted analysis of quantitative data. Applicant data, survey data, and other spreadsheets were cleaned and analyzed using statistical software to produce descriptive statistics of key areas of interest, such as enrollment, participation in services, and stakeholder perceptions. The team further analyzed these areas of interest by demographic groups, geographic location, and program type in order to find patterns and differences among groups.

The student-level file that the Pre-College Program provided contained detailed information of each student's racial or ethnic group or subgroup. Given the low numbers of some of these subgroups and in order to facilitate interpretation during the analysis, the team combined some groups into larger categories, as indicated by table 8.

Table 8. Race-Ethnicity Categories used in this report for Pre-College data

<table>
<thead>
<tr>
<th>Education Northwest report categories</th>
<th>PEOPLE Pre-College reported categories</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian</td>
<td>American Indian/ Alaskan Native</td>
</tr>
<tr>
<td>African American</td>
<td>Black/African American (non-Hispanic)</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>Chicano/Mexican American</td>
</tr>
<tr>
<td></td>
<td>Puerto Rican</td>
</tr>
<tr>
<td></td>
<td>Other Hispanic</td>
</tr>
<tr>
<td>Multiracial</td>
<td>Biracial/Multiracial</td>
</tr>
<tr>
<td>Southeast Asian</td>
<td>Cambodian</td>
</tr>
<tr>
<td></td>
<td>Hmong</td>
</tr>
<tr>
<td></td>
<td>Laotian</td>
</tr>
<tr>
<td></td>
<td>Vietnamese</td>
</tr>
<tr>
<td>Other Asian</td>
<td>Other Asians</td>
</tr>
<tr>
<td></td>
<td>Pacific Islander</td>
</tr>
<tr>
<td>White</td>
<td>White (non-Hispanic)</td>
</tr>
<tr>
<td>Unreported</td>
<td>Unreported</td>
</tr>
</tbody>
</table>

Education Northwest reported mostly the same racial and ethnic categories that were found in the data provided by UW-Madison. Due to their low number within subgroups for each year, Education Northwest grouped students categorized as Native Hawaiian, Unknown, and International students as Other. UW-Madison provided a category of Asian which included Southeast Asian and Other Asian. Additionally, data provided by UW-Madison was labeled Two or More Races instead of Multiracial.
Triangulation

Patton (1987) outlines four types of triangulation in the design of research and evaluation projects: data triangulation, investigator triangulation, theoretical triangulation, and methodological triangulation. To enhance the rigor of the research, this evaluation involved the triangulation of both data and methods.

Data triangulation included the collection of data from the perspective of PEOPLE participants (middle, high school, and college), community partners (e.g., K–12 system administrators, school staff, and leaders of tribal and community-based organizations), campus partners (e.g., faculty and administrative staff) and PEOPLE staff (e.g., management and direct service staff).

Methodological triangulation included participant observation, semi-structured interviews, focus groups, archival materials, surveys, program data, and university data. Conducting observations—in addition to interviews and focus groups—provided an opportunity for evaluators to examine how well the description of the programs aligned with the activities taking place. We used survey data from a large number of participants to confirm themes that surfaced in interviews and focus groups. In areas where the evidence from different sources and methods converge, the use of triangulation strengthens the findings. To triangulate data across methods, the full evaluation team met several times to interpret survey results and the patterns in program application data and university data.
Chapter 3

Trends in Application and Acceptance

In this chapter we describe the number and characteristics of the students served by the PEOPLE program. According to PEOPLE program materials, priority for admission is given to students who are eligible for the federal free or reduced-price lunch program, have strong academic potential, and are U.S. citizens or permanent residents. Historically, the PEOPLE program has also prioritized students from underrepresented racial-ethnic groups, defined as: African American, American Indian, Asian American (with an emphasis on Southeast Asian American), and Chicano/a, Puerto Rican, or Latino/a. To be eligible, middle and high school students must have a GPA of 2.5 in core subjects such as English, science, math, social studies, and foreign language. Applicants must attend one of the three school district clusters (Madison area, Milwaukee area, or Northern Counties) or be a member of the American Indian Tribes of Wisconsin.

An application committee composed of PEOPLE management and program staff reviews each application packet. The packet includes the application, transcripts, recommendations, and an essay. Staff members reported that the program selects students with “academic potential” who need additional support in order to achieve at higher levels. They also noted that the essays weigh heavily in the application process, especially as a means of identifying students who are most likely to take full advantage of the program and who demonstrate an interest in “lifting as they climb”. Identifiers such as gender, home community, and racial-ethnic identity of applicants were hidden on the application forms in 2015, but not in the essays. There is no specific scoring rubric used in the selection process. Program staff members suggest that their application and selection process is modeled on the process used by UW-Madison.

Key Findings

Below we draw on program application and participant survey data to examine applications and acceptance trends for the PEOPLE Pre-College Program. We also describe overall trends in the number of students served by the program; detail changes by gender, race/ethnicity, and socioeconomic status; and examine the acceptance rates for each grade span (elementary, middle school, high school, and college).
The number of students accepted into the PEOPLE program has been relatively stable over time, but the applicant acceptance rate has declined.

From 2006–2015 the PEOPLE program accepted, on average, about 270 new students per year (figure 4). During most of this period, the number of newly accepted students varied between 260 and 280. In 2008 and 2014 the program accepted more than 300 students, followed in both instances by a drop to less than 230 accepted students the following year. Since PEOPLE is a cohort model in which participants progress through the program from year to year, these two jump-dip cycles were most likely driven by swings in the number of middle school program participants that were retained in those years. The more participants who are retained, the fewer slots are available for new applicants.

Figure 4. Number of accepted students in the PEOPLE Pre-College Program over time

Source: PEOPLE application data.
While the number of students accepted into the program has remained relatively flat, the number of applicants has steadily increased. Figure 5 shows the number of applications received by the program (indicated by the blue bars and the vertical axis on the left) and the program acceptance rate (indicated by the solid line and the vertical axis on the right).

![Figure 5. Student application and acceptance rates over time](image)

Source: PEOPLE application data.

In 2006 the PEOPLE program received 635 applications. This number has steadily increased to 913 applicants, a program high in 2015. Because the number of accepted students has remained steady, the program acceptance rate has declined by 16.4 percentage points during this period, to a current rate of 25 percent.
More females than males are accepted into the PEOPLE program, and the percentage of females accepted has steadily increased since 2012.

In 2006 females made up 54 percent of the total students accepted into the program. By 2015 their proportion of accepted students had increased to 70 percent, as indicated by figure 6.

Figure 6. Composition of accepted students by gender

Source: PEOPLE application data.
The increase in the percentage of girls making up the accepted pool of students seems to be driven by a decrease in the acceptance rate of boys. Figure 7 shows the gender composition of program applicants (indicated by the stacked bars and the vertical axis on the left) and acceptance rate of applicants by gender (indicated by the two solid lines). Between 2011 and 2015, the years in which the percent of girls accepted into the program began to consistently increase, the percentage of boys in the applicant pool hovered around 38 percent. Boys’ acceptance rate, however, dropped from 43 percent in 2012 to about 20 percent in 2015. Up to 2014, the overall acceptance rate for boys had been higher than the rate for girls.

Figure 7. Composition of program applicants and acceptance rate by gender

Note: Many applicants did not report their gender in 2006.
Source: PEOPLE application data.
The percentage of African American students accepted into the PEOPLE program has decreased over time, while the percentage of Hispanic/Latino students accepted has increased. Hispanic/Latinos now represent the largest percentage of accepted students.

In 2006, 41 percent of the students accepted into the PEOPLE program were African American, while only 18 percent were Hispanic/Latino, as indicated by figure 8. By 2015 the distribution had nearly reversed: Hispanic/Latino students now make up 31 percent of the students accepted into the program, and the percentage of African American students accepted into the program has dropped to about 19 percent.

Figure 8. Composition of accepted students by race and ethnicity

Source: PEOPLE application data.
This shift in this racial/ethnic distribution of accepted students mirrors a corresponding shift in the distribution of applicants. Figure 9 shows the racial and ethnic composition of program applicants (indicated by the stacked bars and the vertical axis on the left) and the acceptance rate of applicants by race/ethnicity (indicated by the two solid lines). Changes in the acceptance rates of Hispanic/Latino and African American students have, on average, mirrored each other, with both decreasing at the same rate over time. Yet, the percentage of applicants who are Hispanic/Latino increased to about 30 percent in 2015, while the percentage of African American applicants decreased from a high of 36 percent in 2010 to 23 percent in 2015.

Figure 9. Acceptance rates for Hispanic/Latino and African American students

Source: PEOPLE application data.
Most students accepted into the PEOPLE program are from low-income families.

The PEOPLE program primarily serves students from low-income families. In all years but two (2006 and 2015), students from low-income families comprised 80–95 percent of the students accepted into the program (figure 10). According to PEOPLE staff, their goal is to make sure that at least 80 percent of accepted applicants qualify for free or reduced-price lunch. They originally wanted to accept only free or reduced-price lunch eligible students into the program but decided to modify their target so as not to exclude American Indian students who receive a tribal stipend and might not technically qualify.

Figure 10. Composition of accepted student by income status

*5 students did not report income status
Source: PEOPLE application data.
There is variation by location in terms of the age at which participants are accepted into the program. Overall, about half of participants are accepted into the program during high school.

The PEOPLE program is a network of programs, each serving different students by location. These differences are reflected in the 2006–2015 application data, which show the grade levels at which students join the PEOPLE program, as indicated by figure 11. Overall, 50 percent of students are accepted into the PEOPLE program in middle school. Eighty-five percent of Madison-area participants, however, are accepted by the program in middle school, while all students in Milwaukee start in high school. In the Northern counties 64 percent of students start PEOPLE in high school.

Figure 11. Program of acceptance by location 2006–2015

<table>
<thead>
<tr>
<th>Location</th>
<th>Percent Accepted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td></td>
</tr>
<tr>
<td>N=2,691</td>
<td></td>
</tr>
<tr>
<td>High school</td>
<td>48</td>
</tr>
<tr>
<td>Middle school</td>
<td>50</td>
</tr>
<tr>
<td>Elementary school</td>
<td>11</td>
</tr>
<tr>
<td>Madison</td>
<td></td>
</tr>
<tr>
<td>N=1,456</td>
<td></td>
</tr>
<tr>
<td>High school</td>
<td>48</td>
</tr>
<tr>
<td>Middle school</td>
<td>85</td>
</tr>
<tr>
<td>Elementary school</td>
<td>11</td>
</tr>
<tr>
<td>Milwaukee</td>
<td></td>
</tr>
<tr>
<td>N=944</td>
<td></td>
</tr>
<tr>
<td>High school</td>
<td>100</td>
</tr>
<tr>
<td>Middle school</td>
<td>11</td>
</tr>
<tr>
<td>Elementary school</td>
<td>11</td>
</tr>
<tr>
<td>Northern counties</td>
<td></td>
</tr>
<tr>
<td>N=256</td>
<td></td>
</tr>
<tr>
<td>High school</td>
<td>64</td>
</tr>
<tr>
<td>Middle school</td>
<td>36</td>
</tr>
<tr>
<td>Elementary school</td>
<td>4</td>
</tr>
</tbody>
</table>

Source: Program application data.

Summary

Our analyses highlight four key findings. First, the number of students accepted into the PEOPLE program has been relatively stable over time, but the applicant acceptance rate has declined. While the PEOPLE program has served roughly the same number of students each year across its history, the proportion of female and Latino students accepted into the program has increased. Most students accepted into the PEOPLE program are from low-income families and about half enter the program in high school.
Chapter 4

Program Participation

In this chapter we provide a detailed look at the participation rates of high school students in PEOPLE program services, as well as additional supports they receive from other college preparation programs and school offerings. As reported in Chapter 1, the PEOPLE program provides a network of activities that vary by the ages served, location, and delivery model. The PEOPLE Prep, PEOPLE Pre-College, and College Scholar programs all offer academic, social, and strategic supports, as summarized below (table 9).

Table 9. PEOPLE program strategies and activities

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic support</td>
<td>• Academic enrichment workshops and classes (e.g., study skills, project-based learning)</td>
</tr>
<tr>
<td></td>
<td>• Tutoring and homework support</td>
</tr>
<tr>
<td></td>
<td>• Individual academic advising (e.g., assistance in selecting courses)</td>
</tr>
<tr>
<td>Social support</td>
<td>• Relationship building (peer, near-peer, adults)</td>
</tr>
<tr>
<td></td>
<td>• Community-building events (e.g., service learning projects, team-building activities)</td>
</tr>
<tr>
<td>Strategic support</td>
<td>• Career and college exploration (e.g., campus visits, internships, guest speakers)</td>
</tr>
<tr>
<td></td>
<td>• Career and college preparation (e.g., ACT preparation, help writing essays, help filling out the Free Application for Federal Student Aid)</td>
</tr>
<tr>
<td></td>
<td>• Financial resources (e.g., scholarships, employment)</td>
</tr>
<tr>
<td></td>
<td>• Networking (e.g., meeting professors and professionals)</td>
</tr>
</tbody>
</table>

Drawing on PEOPLE program application data, as well as 2015 high school and college scholar survey data (referred to as the “high school participant survey” or the “college scholar survey”), we describe student participation across the various PEOPLE Pre-College Programs and select program activities. We also examine the extent to which high school–level PEOPLE participants are involved in other college readiness programs.
**Key Findings**

*Few participants experience the full elementary-through-college network of programs.*

As discussed earlier, the PEOPLE program is often described by staff members and other stakeholders as a “pipeline” of programs that begins in elementary school and ultimately prepares underrepresented youth for admission to UW-Madison. However, different geographic areas vary in the specific grade level of PEOPLE programing available to students (elementary, middle, and/or high school). Thus, the program could function as a “pipeline” for some students, but not all. For example, middle school programming is available only for students from Madison, Verona, and the Menominee-area school districts. In addition, elementary programming is only available in a small proportion of the Madison area.

To better understand the various combinations of experiences that constitute the PEOPLE pipeline, we asked current high school and college scholar survey respondents to indicate all of the PEOPLE programs in which they participated.

From the high school survey we see that 34 percent of high school students reported participating in the middle school program and only 4 percent had been in the PEOPLE program since elementary school (figure 12). For Madison students, 66 percent reported participating in both the middle and high school programs, while 8 percent participated in PEOPLE from elementary through high school. Note that PEOPLE middle school programming is not offered in Milwaukee; therefore, the Milwaukee survey respondents who report participation during middle school may have moved from another district or participated in a GEAR UP program.

**Figure 12.** Percent of high school survey respondents that participated in various combinations of PEOPLE programs

![Figure 12](image-url)

Source: High school survey.
In the college scholar survey 53 percent of participants reported participating in the high school and middle school programs, while just 6 percent participated in the PEOPLE program from elementary through high school, as indicated by figure 13.

Figure 13. Percent of the college scholars survey respondents who participated in various combinations of PEOPLE programs

*N Participants who went on to participate in ITA instead of PEOPLE Pre-College Program.

** Participants who only participated in ITA.

Source: College scholar survey.
The PEOPLE Pre-College Program primarily serves high school students each year.

Most students served by the PEOPLE program in any given year are in high school (figure 14). In 2015 for example, 69 percent of PEOPLE participants were in high school compared to 25 percent in middle school and just 6 percent in the elementary programming. High school students made up 68–74 percent of PEOPLE participants since 2007. Note that the program was not able to provide acceptance data for the elementary school program from 2004–2010.

Figure 14. Composition of participants accepted each year by program level (elementary, middle, and high school)

Source: Program application data (with elementary school program data for 2011–2015 only).
Program participants report that limited school-year support is offered outside of Madison.

Participation in some PEOPLE activities largely depends on the area in which they reside. For example, Saturday cohort meetings provide PEOPLE participants with the opportunity to meet with PEOPLE program staff during the year and a chance to build a sense of community with other area participants. Even though these meetings are a program requirement, under 10 percent of students in the Northern counties and 33 percent of Milwaukee-area students report attending the meetings, as indicated by figure 15. In contrast 74 percent of Madison-area students report engaging in the activity. Similarly, 86 percent of Madison students report receiving academic tutoring through PEOPLE, but less than 10 percent of students in other areas do.

Figure 15. High school survey respondent participation in PEOPLE activities by region

Source: High school survey.
In the five focus groups that included participants from communities outside Madison, youth often noted the difference in the depth of services provided to them in comparison to Madison students. As discussed further in the recommendations section, program participants from the Northern counties and the Milwaukee-area would appreciate more frequent contact with the program in terms of support for their secondary school success as well as the college application process. In the focus group excerpt below, a group of college scholars from outside Madison describe the support provided by the program during the school year and for their college application process:

*Participant A:* If you live outside Madison, you don’t really receive help like Madison kids do, and I felt like that was difficult, trying to apply for college or needing assistance with my classes. We do not get tutoring help; we don’t get scholarship writing [assistance]; we don’t get offers to other colleges like Madison kids do. That was pretty difficult to go through.

*Participant B:* They [PEOPLE staff] did the school visits and if they started doing that sooner that would have helped us, too, because we could have had more conversations and talked to them about— if I don’t get in here, what are my options? For us, it was a little too late for it because it was toward the end of our senior year when they started, and I think most of us already got in or were waiting to get in.

As these excerpts suggest, the services provided to students outside Madison are uneven and irregular. Participants often reported experiencing a gap in services, where the program did not offer the support of a student services specialist.

*Only 25 percent of high school participants report receiving academic advising through PEOPLE. More students indicate receiving support with college applications, but support varied by region.*

Only about a quarter of the students receive academic advising, despite this being one of the key activities of the program (see figure 15 above). More students reported getting help with college applications, but percentages varied considerably by region: 47 percent of the Madison-area students indicated receiving help the college applications compared to 59 percent of the students from Milwaukee and 70 percent of the students in the Northern counties.
Participation in Other College Preparation Experiences

More than a third of high school students in the PEOPLE program report taking advanced coursework.

High school students reported on whether they had taken an Advanced Placement (AP) or International Baccalaureate (IB) course in school. Overall, about 36 percent of the students indicate taking classes in one of the two programs (figure 16). Within regions, 36 percent of Milwaukee students took an AP course and about a quarter took an IB course. Sixteen percent of Madison-area students participated in an AP course. In the Northern counties, 28 percent of students took an AP course, while 6 percent had IB classes.

Figure 16. Participation in advanced high school coursework by location

Source: High school survey.
More than a third of PEOPLE high school students report participating in other college readiness programs.

On the 2015 high school participant survey, several students indicate that they participate in other college readiness programs (figure 17). The most widely used alternative program is GEAR UP. Thirteen percent of Madison, 28 percent of Milwaukee, and 25 percent of Northern counties students report participating in this program. Thirty-eight percent of Madison-area high school students also participated in the AVID high school program. Small numbers of Milwaukee students joined the TRIO (2 percent) and Upward Bound programs (5 percent).

Figure 17. Participation in other college readiness programs by location

Source: High school survey.
To a lesser degree, PEOPLE participants also participate in college readiness programs operated by UW-Madison. The most widely attended programs include the Accelerated Learning program, Camp Badger, College for Kids, and the Latino Youth Summit (figure 18). About 18 percent of Madison area students participated in the College for Kids program and 9 percent of students joined the Latino Youth Summit.

Figure 18. Participation in UW-Madison pre-college programs by region

<table>
<thead>
<tr>
<th>Program</th>
<th>Madison (N=240)</th>
<th>Milwaukee (N=223)</th>
<th>Northern counties (N=32)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accelerated Learning</td>
<td>9</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>Camp Badger</td>
<td>8</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>College for Kids</td>
<td>4</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Latino Youth Summit</td>
<td>1</td>
<td>9</td>
<td>9</td>
</tr>
</tbody>
</table>

Source: High school survey.

Summary

In summary, few students participate in the PEOPLE program from elementary school through college. Most students served by the program each year are in high school. For high school students, participation in specific PEOPLE activities varies widely by region, with a high percentage of Madison-area students participating in school-year activities. Finally, more than a third of high school students participate in other college readiness programs.
Chapter 5

Stakeholder Perceptions of Program Benefits

This chapter addresses the following evaluation questions: *How do various groups perceive the effectiveness of the program?* To address this question, we draw from interview, focus group, and survey data to describe the most common stakeholder perceptions of how the PEOPLE program benefits participants and the various campuses and communities.
Key Findings

The PEOPLE program is a complex intervention with multilevel goals and outcomes. Starting at the individual level, we present the perceived benefits for PEOPLE participants before describing the outcomes associated with the role of PEOPLE on campus and in communities.

Benefits for PEOPLE Participants

Diverse stakeholders believe that the PEOPLE program gives participants valuable information and skills for the future.

High school participants and community and campus partners were overwhelmingly positive about the usefulness of the PEOPLE program. Figure 19 below shows the responses of high school students and the combined responses of partners (community, campus, and K–12) to a series of questions asking whether the PEOPLE program provides participants with benefits for future success. Over 90 percent of both groups agree or strongly agree that the PEOPLE program gives students useful information to plan for the future, teaches valuable skills, and prepares students to succeed in college. Ninety-four percent of students and 83 percent of partners think the PEOPLE program is necessary for students to succeed. Eighty-three percent of students and 97 percent of partners report that the program helps student with their college and career goals.

Figure 19. Program participant and campus/community partner perceptions of the value of the PEOPLE program for participants

Source: High school, campus, K–12, and community partner surveys.
Partners also think the program compares favorably to other college preparation programs.

Campus and K–12 partners also believe that PEOPLE compares favorably to other popular college preparation programs (figure 20). Of respondents who feel knowledgeable enough to make comparisons, 89 percent or more indicate that PEOPLE is just as useful or more useful than GEAR UP, TRIO, Upward Bound, and AVID.

Figure 20. K–12 and campus partner comparisons of PEOPLE to other college readiness programs

<table>
<thead>
<tr>
<th>Program</th>
<th>N</th>
<th>Percent that believe it is useful or just as useful</th>
</tr>
</thead>
<tbody>
<tr>
<td>AVID</td>
<td>18</td>
<td>89</td>
</tr>
<tr>
<td>Upward Bound</td>
<td>27</td>
<td>89</td>
</tr>
<tr>
<td>TRIO</td>
<td>20</td>
<td>95</td>
</tr>
<tr>
<td>GEAR UP</td>
<td>28</td>
<td>93</td>
</tr>
</tbody>
</table>

Source: K–12 partner and campus partner surveys.

Most stakeholders believe the PEOPLE program improves the college-going orientation, motivation, and persistence of participants.

Across stakeholder groups there is a strong emphasis on how the PEOPLE program promotes dispositions that contribute to college readiness, such as future orientation, motivation, and persistence. For example, in the excerpt below, middle school focus group participants discuss how the program motivates their pursuit of postsecondary goals and increases their awareness that “your future is literally right around the corner”:

Participant A: In my case, my family, most of them, didn't go through college. They didn't go through high school … but to know that I got this big opportunity, it's like a motivation for me. I want to have that day of me receiving a diploma and having my mom watch me receive a diploma, one day for college, one day for high school. And, I feel that PEOPLE, over the past three years has been a great help to get to now—to high school.

Participant B: … just getting the opportunity to be a part of this is already like college prep and letting you know that your future is real and is like coming quick.

Repeatedly, young people relayed how being able to “experience college life” during the summer increased their readiness and willingness to pursue a degree on a large campus such as UW-Madison. Not only do they feel more academically prepared, participants often talked about their growing confidence each year of the program in terms of navigating campus and building relationships with new people.
One partner from a rural community observes how these summer college readiness experiences on the UW-Madison campus create a “comfort level” that encourages students to leave their home community and pursue a degree in Madison:

Typically our graduating senior class—maybe 3 or 4 out of 10 students, or even less—they decide to go to the college off reservation … many of them are PEOPLE and ITA students. There is a comfort level, they are totally familiar [with UW-Madison] and there is more fluid support there. It has been huge, within our young, graduating senior population leaving the reservation.

K–12 educators echoed these sentiments in their survey responses, reporting that the PEOPLE program increases the college-going orientation of students (figure 21). Ninety-two percent of respondents agree or strongly agree that the program increases students’ likelihood of applying to a college or university. Ultimately, 97 percent of K–12 educators think the PEOPLE program improves students’ chances of enrolling and eventually graduating from a postsecondary institution.

**Figure 21. Percentage of K–12 educators that agreed or strongly the PEOPLE program improves students’ likelihood of achieving various college outcomes**

- Enroll in a college or university immediately after graduation (N = 38): 97%
- Will graduate from a college or university (N = 37): 97%
- Be accepted to a college or university (N = 38): 92%
- Apply to a college or university (N = 38): 92%

*Source: K–12 partner survey.*
**PEOPLE participants gain important college access experiences, such as preparing for entrance exams, as well as knowledge and skills related to the college application process.**

High school participants report that they learned several skills in the PEOPLE program that are useful for applying to college. On the high school participant survey, 90 percent of respondents indicate that they learned about college entrance scores needed for admission at different colleges (figure 22). In addition, 83 percent of students report learning about the admission requirements for different schools. Despite gaining this general knowledge, slightly fewer students in the Madison (71 percent) and Milwaukee (77 percent) areas knew their own likelihood of being accepted into different colleges.

![Figure 22. Percentage of participants that learned about various aspects of the college application process](image)

As indicated by figure 22 above, the majority of PEOPLE participants report learning how to decide which college to attend (69 percent), especially in the Northern counties (81 percent). However, slightly less than 60 percent of the students feel they learned about opportunities to attend schools outside of Wisconsin.

In focus groups, youth described their experiences taking the ACT practice tests, living on campus, interacting with faculty and students, and exploring their postsecondary career options. Participants offered examples of how they improved their ACT scores during their time in the PEOPLE program. One high school student expressed that PEOPLE helped to identify a career interest, determine that a four-year college was necessary to pursue this interest, and provided ACT preparation and coursework to reach this goal:

*My personal goal has been going to a four-year college. Before I did PEOPLE … I was thinking about going to a trade school as opposed to a traditional college. Since I started PEOPLE, I am really interested in majoring in engineering. It has helped my ACT scores and math. I have taken science classes in the PEOPLE program during summer.*
Participants also report improving their essay-writing and study skills through summer workshops and coaching from PEOPLE staff. Youth highlight that tutors—many of whom participated in the PEOPLE Pre-College Programs themselves—provide them with “inside tips” from their own college experiences.

**Evaluation participants described how the PEOPLE program improves the academic performance of participants, but also note possible gaps in their academic preparation.**

In focus groups the program participants indicate that the PEOPLE GPA requirements provided an incentive for them to maintain higher grades. Program participants from across the state describe improving their academic skills through summer courses that prepared them for courses the following year. One community partner reported that PEOPLE participants in their district were more open to taking dual credit or AP courses during high school:

> The PEOPLE program … created a culture of experiencing higher education coursework … these kids are taking the courses in high school. And being involved in the PEOPLE program—it gives them a one-up, and they have been involved in the experience of higher education. [They feel like] “I have been at UW-Madison and I can take college courses.”

As this community partner suggests, the experience of taking challenging courses on the UW-Madison campus during the summer may contribute to college readiness by increasing the academic efficacy, knowledge, and skills of PEOPLE participants. On the high school participant survey, 76 percent agreed that the PEOPLE program helped them to become better at mastering hard topics in school and studying for class.

In focus groups with Madison-area high school students, participants frequently offered examples of how the tutors assisted them in reaching specific academic goals. Below, one participant reports that regular afterschool tutoring improved their English language skills:

> My home base was language arts. I speak two languages and I’m kind of forced at home to speak Spanish. I struggle with English sometimes. I learned a lot of new words and extended my vocabulary at PEOPLE. Now, I just really listen to roots of words. I don’t really have to get a dictionary every single time … The tutors are the people during ACE [afterschool program]. They went through PEOPLE, too. They’re kind of just a reminder to me that it gets better, even better every year.

As this comment suggests, interactions with undergraduate tutors promotes not only the academic skills of PEOPLE participants but also encourages dispositions, such as perseverance, that may contribute to school engagement and academic success. Similarly, in another focus group a Madison-area participant describes how targeted afterschool support from PEOPLE improved both his/her skills and confidence in taking tests:

> I’ve always wanted good grades. I come here [PEOPLE afterschool program] every day and I get the help I need. That’s really helped me a lot, studying for tests and doing better. I’m a horrible test taker and they help me. They give me questions like will be on my test and I answer them. If I get it wrong, they tell me what I did wrong. It makes me feel better. It makes me feel confident because I’m not confident at all when it comes to test taking.
Campus partners offer additional perspective on the academic preparation of PEOPLE participants. In the campus partner survey, almost all UW-Madison campus partner survey respondents believe PEOPLE participants are likely to graduate from the university. But only 63 percent think that participants are as prepared for college as the average student at UW-Madison (figure 23).

Figure 23. **Campus partner perceptions of PEOPLE students’ preparedness for college**

![Bar chart showing perceptions of PEOPLE students' preparedness for college](chart.png)

Source: Campus partner survey.

One campus partner thinks the program may better prepare college scholars by offering opportunities for high school students to earn dual credit during the summer. As the partner suggests, not only does dual credit enable students to skip the large introductory courses, where underrepresented students tend to get lost, but it may also increase their academic confidence:

*I think the PEOPLE students could come in with the combination of credits that they could get from AP or dual enrollment credits, come in with flexibility—the students who do well have that flexibility. If there are ways to come with AP credit that would allow them to skip the gateway courses that trip people up ... PEOPLE at its best would work like one of the top private schools on the East Coast to build the social capital pieces for students so that they should have savviness by the time they get in here ... I think PEOPLE has been pushing toward that direction, trying to build that kind of confidence and leverage the social capital that they can build with students over time.*

As discussed in Chapter 4, about 36 percent of current high school participants report that they are enrolled in AP or IB courses.

**Stakeholders perceive many socioemotional benefits for PEOPLE participants, especially a sense of belonging, relationships, and positive identity development.**

PEOPLE Pre-College Program and College Scholar Program participants express a strong sense of belonging to the program. Participants often describe the program as a “family”, in which they are nurtured and known. Through the program, youth develop relationships with adults, peers, and near-peers that provide social support for their postsecondary plans and goals. One college scholar noted that these relationships are “legit” because they are long term and consistent, developed over years of shared experiences that span from high school into college. In particular, youth cite their relationships with peers (e.g., youth in their cohort) and near-peers (e.g., tutors) as especially important to their socioemotional development. As one high school participant expressed:

*Where I come from I don’t have a lot of people that I’m close to that are in a place where I necessarily want to go. It’s like having people that are in college—or have graduated and have degrees—who are reaching back and helping you so closely. I feel like that's the most important [aspect of the program].*
To highlight the depth of these relationships, focus group participants often volunteered examples of how they maintain connections with peers across geographic boundaries as well as with older near-peers whom they meet up with “outside of the program.” Madison-area participants describe their student services specialist as a trusted adult outside their family who is available to assist them with “personal problems” as well as academic goals. Participants portray the program as a “safe space” where they receive affirmation and support for their identity development. Youth have a chance to explore their personal interests and postsecondary goals through activities such as project-based learning and internships. In a few focus groups participants also reported that the program develops positive racial identity, especially at the high school and college level.

**Youth report developing new social skills and the ability to seek assistance.**

Program participants report acquiring valuable social skills through the program (figure 24). On the student survey, 91 percent of students thought they learned how to build relationships with adults and 93 percent indicated learning how to build relationships with their peers.

A number of youth in the high school focus groups relayed that they developed new social skills, in terms of increased comfort in navigating new social situations and settings and developing new friendships. In the focus group excerpt below, high school students speak to how the formal community-building aspects of the summer residential program nudged them out of their “comfort zone” and to learn new “people skills”:

Participant A: I was intimidated by a big university like this, being a minority. And PEOPLE Program gives you a smaller community where you know a lot of people and you can help each other once you get here.

Participant B: … they force you to learn how to deal with situations … I am so used to being able to walk out of a situation or leave if I don’t like someone and not be around them, but here it really helps you learn people skills and how to be an all-around good person.
Across the focus groups we conducted with high school participants, we commonly heard that a pivotal experience in their social development was the summer residential program. Youth described many ways in which they “matured” as a result of the experience of being in an unfamiliar setting with youth from urban, suburban, and rural communities from across the state. Some youth reported that the experience of living and learning with diverse youth increased their ability to bridge difference in terms of building relationships with people from very different socioeconomic backgrounds. High school participants discuss this aspect of their development in the focus group excerpts below:

Participant A: We have 300 kids in [my] school. It’s really small. First year coming to Madison was tough—so much diversity, so many more people, so many more places. Doing it before you actually go to college is very helpful.

Participant B: We talk a lot about race and stuff in [PEOPLE] classes, we talked about how stereotyping or saying a particular race and labeling them, kind of like everyone is their own individual.

Participant C: Like seeing it from someone else’s perspective … keeping us open minded and being able to see different perspectives of other people’s opinions and stuff.

On the high school survey, 88 percent of respondents thought they learned how to get help when they needed it. Similarly, in focus groups, participants sometimes spoke about how the program taught them how to seek assistance from their peers, near peers, and adults in their network. Many adults in this evaluation highlight that help-seeking behavior is a major benefit of the program that prepares participants to succeed at a large university such as UW-Madison.

**Participants describe an interrelationship between the academic achievement, socioemotional development, and college readiness components of the program.**

In a focus group with college scholars we asked participants to describe how the PEOPLE program had helped them realize a personal goal. In the edited excerpts below, these college scholars discuss how participation in PEOPLE promoted their college readiness, academic achievement, and socioemotional development:

Participant A: Freshman year of high school I didn't have a clear understanding of what my goals were. I knew I wanted to go to school. I knew I wanted to get a good job and a good education, but I didn't know where to start until I got accepted into the PEOPLE program … I think all those workshops in conjunction with the internship really helped me narrow down all of my goals and be more specific just because I didn't know what I was going to do … I think the PEOPLE program really helped me organize all of the thoughts and where I wanted to put my effort.

Participant B: … the PEOPLE program gives us a good structural support … there were times when I definitely didn't always do so great in high school, but having those people around me made me determined to keep going; as a goal to keep myself going and not give up, at least, because I'm given the opportunity, right, and I shouldn't try to waste it … I should at least try to do what I can. And that's carried me a long way, as you can see. I guess the program has taught me the lesson like you don't have to be the best at everything, but give a good effort and you will get somewhere with it if you like doing a certain thing. Right now, I really like math. I will say I'm not the best at it, but having everybody around me in the PEOPLE program, knowing all the people here really helps me to try to keep going for what I like.

Participant C: In high school, I had a lot going on that could have distracted me from school or what was important, and the PEOPLE program was always there as a structure in my life that helped me keep my eyes on the prize and improve my long-term thinking. Even though I didn't always prioritize school as first, it always helped me, basically, I want to know it all, and so through peer mentoring or peer tutoring,
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it just really help me succeed in high school. I wanted to write a good essay, and the PEOPLE program helped me write a good essay. They do great ACT tutoring, great advice for navigating the university bureaucracy. It’s just really there on a day-to-day basis to help you win the day.

Participant D: … It’s really hard and very complicated to make sure that you can get to college; especially coming from a family where I’m the first person to go to college … my school gave college tours and I went on maybe one or two of them but Madison was never one of them. It was maybe Whitewater or somewhere, like “This is where you belong” kind of thing, like we’re Black, we belong there kind of thing. It was like being here [UW-Madison] I was put into an environment where I felt like I kind of belonged in a sense. They didn’t have to say it, but I felt it for myself. I guess that was a goal [that PEOPLE helped me to reach], like me being in touch with myself and actually going to college and believing that I can do it. PEOPLE helped with that because for so long I didn’t think I could and they actually worked to make sure that you believed it. They didn’t just let you think that you could quit on yourself. That was a good thing about PEOPLE.

These excerpts echo and elaborate on many of the themes that surfaced in the middle school focus group described earlier. First, these college scholars describe how the program cultivated dispositions—such as motivation, persistence, and future orientation—that increased their college readiness. Participants suggest that the “structure” of the program promoted their “long-term thinking” and provided them with postsecondary experiences such as internships and immersion in the UW-Madison campus. Participants suggest the program also promoted their socioemotional development, in terms of sense of belonging, healthy relationships, efficacy, and persistence, as “everyone in the program” encouraged them to “keep [their] eyes on the prize,” “not give up,” and “believe” that they belonged at UW-Madison.
Benefits to UW-Madison Campus

Stakeholders believe the PEOPLE program diversifies the student population at UW-Madison; resulting in multiple benefits for the campus overall.

In the campus partner survey, 96 percent of respondents agree that the PEOPLE Program helps to create a more diverse student body at UW-Madison. Ninety percent of respondents also agree that the PEOPLE program is worth the investment of time and resources from UW-Madison (figure 25).

Figure 25. Campus partner perceptions of the benefits of PEOPLE to the UW-Madison campus

<table>
<thead>
<tr>
<th>Benefit</th>
<th>Percent that agree or strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duplicates other programs at UW-Madison</td>
<td>23</td>
</tr>
<tr>
<td>Is worth the investment of time and resources from UW-Madison</td>
<td>90</td>
</tr>
<tr>
<td>Creates important connections between UW-Madison and Wisconsin communities</td>
<td>92</td>
</tr>
<tr>
<td>Helps create a more diverse student body at UW-Madison</td>
<td>96</td>
</tr>
<tr>
<td>Fills an unmet need in Wisconsin communities</td>
<td>96</td>
</tr>
<tr>
<td>Fills an unmet need at UW-Madison</td>
<td>100</td>
</tr>
</tbody>
</table>

N = 49

Source: Campus partner survey.

In interviews and focus groups, evaluation participants offer multiple examples of how the UW-Madison campus benefits from the PEOPLE program. Stakeholders feel that the program benefits campus by broadening the perspectives represented in classroom discussions, expanding the worldview of the predominantly white undergraduate population, and recruiting underrepresented students to fields such as STEM.

Campus partners believe the PEOPLE program plays a distinct role in relation to other pre-college and college programs on campus.

The first distinction described by stakeholders is the long-term nature of the program, especially its recruitment of participants as early as elementary school and its continuous involvement throughout their college careers. The focus on Wisconsin students is another unique feature in comparison to other programs such as POSSE or First Wave, which recruit students from outside Wisconsin. In their open-ended comments on the survey, campus partners frequently cited these features. A few stakeholders propose that the PEOPLE program is less academically selective than other pre-college and scholarship programs, which enables the program to attract and prepare a wider range of students for application to UW-Madison. As one of the largest and most established campus programs related to equity and college readiness, some evaluation participants describe PEOPLE as “setting the standard” for similar programs on campus.
Survey data from campus partners offers a nuanced picture of the role PEOPLE plays on campus (figure 25 above). Ninety-eight percent of campus partners agree that the PEOPLE program fulfills an unmet need at UW-Madison. While 88 percent agree that the PEOPLE program complements other programs on campus, 23 percent suggest that the PEOPLE program duplicates other campus programs.

**The PEOPLE Program connects UW-Madison with communities across Wisconsin.**

Stakeholders frequently portray PEOPLE as “The Wisconsin Idea in action” because the program cultivates relationships with diverse communities. On the campus partner survey, 92 percent of respondents agree that the PEOPLE program creates important connections between UW-Madison and Wisconsin communities throughout the state (see figure 25, above). A key aspect of this idea is that the PEOPLE program increases the visibility of UW-Madison.

One campus partner described how the PEOPLE program provides opportunities for “exposure” both on campus and in communities:

> I think overall it's been the most successful program at attracting and raising the profile of UW-Madison as an option around the state. When I go to the [K–12] schools and have student groups come in, they are all familiar with the PEOPLE program. From an exposure standpoint, I think it's wildly successful. The opportunities it creates are wonderful. Just seeing our campus in the summer, it's wonderful. I wish our legislators and the people around the state could come walk around the campus in the summer. The folks that don't think diversity should be a priority here should see how this campus is buzzing in the summer when there is diversity on campus. It's just a better place. I think they've been really successful with that.

Since PEOPLE is an “established program” with a wide network of relationships in communities across the state, academic departments regularly seek PEOPLE out to facilitate research partnerships that involve community outreach and engagement. Several campus partners indicate that the PEOPLE program offers an “open door” to developing mutually beneficial collaborations with campus departments.
Benefits for Communities

**Stakeholders feel the PEOPLE program provides a valuable resource for schools and the larger community.**

Most K–12 and community partners believe that the PEOPLE program is an important resource for their communities. Almost all respondents reported that the PEOPLE program fills an unmet need in their community and most believe that it is worth the investment of their time and resources (figure 26). Only 70 percent of K–12 partners and community partners, however, think the program serves students who are in most need of extra support, possibly suggesting that the program might benefit from adjusting its recruitment strategies.

**Figure 26. K–12 and community partners believe the PEOPLE program plays a distinctly beneficial role in the community**

![Graph showing the percentage of K–12 and community partners agreeing or strongly agreeing with various statements about the PEOPLE program.]

Source: K–12 and community partner surveys.

The **PEOPLE program plays a critical role in promoting college readiness.**

In interviews and focus groups, community partners commonly raised a host of factors that prevent underrepresented students—especially low-income students of color—from being college ready. They cite social factors such as a culture of low expectations, lack of local college graduates to serve as role models and mentors, and limited college knowledge of family members. They also cite structural factors such as persistent community poverty, rural and urban isolation, and under-resourced schools.

In light of these challenges, community partners typically report that the PEOPLE program plays a critical role in promoting college readiness in their communities. One community partner portrayed the program as “a firewall against failure.” Several community partners cited the PEOPLE program as a “model,” calling for replication and expansion of the program so that more communities may benefit from the opportunities it
provides. Evaluation participants often suggest that the “homegrown” nature of the PEOPLE program—as a program designed in Wisconsin, for Wisconsin youth, to go to UW-Madison—strengthens these community connections and makes the program unique in contrast to other college readiness programs that do not target Wisconsin students or do not have a formal link to UW-Madison. According to community partners, this place-based approach enables the PEOPLE program to meet youth and communities “where they are at” and take the time to build trust with communities. In the excerpt below, one community partner explains how the PEOPLE program is a “promise kept” for communities of color:

It's not easy for families of color—and particularly Native American families—to let their children travel 150 miles across the state. To trust an outside institution to come in to your community and say: 'Hey, we're going to give you all these promises; send us your children and we'll see you later'—that's really hard to do. The program was able to gain that trust. It was a promise kept for the tribal communities, the Madison community, Milwaukee, all these other places that are served. I think there is a very high value in that. The program has a strong commitment to the families and their students.

The PEOPLE program cultivates a “culture of high expectations.”

In interviews and focus groups, community partners often expressed that the PEOPLE program offers what one stakeholder described as “a world of hope” to youth in their communities. They suggest that the program raises expectations for the academic and professional success of young people in their community. For example, one community partner suggests that the PEOPLE program “opens a door” and raises the expectations that adults have of students and the expectations that students have of themselves:

A lot of people have an impression that students who attend our district cannot be successful, cannot go on to a good university like UW-Madison. The PEOPLE program, I think, really helps us so that we have students that are more than capable of going on and that we do help students become successful for life after K–12. I think it helps students who previously would have thought four-year postsecondary college was not really within their grasp or something they should even consider. I think it kind of opens a door and helps us as a district convince students that, no, this isn't something that's completely unattainable; that you can and do belong in college. I would say those are the big things that [PEOPLE] helps us with—perceptions about our students and then perceptions our students have about themselves.

Another community partner suggests that the PEOPLE program enacts a “soft cultural influence” that motivates school staff members to raise their expectations for and commitment to the academic success of all their students:

What I've always loved since the day I met the program is [that] everything is steeped in beliefs and a culture. This idea that a student of color, even if they're poor and struggling in school or beginning to show signs that they may not be on track, we do all that we can, and we create the systems to ensure that students achieve at high levels. I think it's kind of a soft cultural influence. I wouldn't say it's potent right now, but I think it's seeped in how some school leaders and teachers and counselors think about making sure that we don't leave any room for chance for students not to achieve at their best.

As these comments indicate, PEOPLE participants are not the only ones who are affected by this culture of high expectations. Stakeholders suggest that the size, visibility, and longevity of the PEOPLE program results in a “ripple effect” that shifts the expectations of family, schools, and community members.
Seeing young people from their community go on to experience academic and professional success is an important part of this process of changing community expectations. Stakeholders suggest that PEOPLE alumni are powerful role models who may inspire other youth in their community to reach higher and pursue their postsecondary goals. One community partner expressed hope, based on how the PEOPLE program creates local role models who help “break the cycle” of low expectations in the community:

Two people from our high school graduated from the PEOPLE program at Madison. They got their B.A. degrees. We have four or five or six that are in Madison right now … to have two people [graduate], and for those two individuals to come back and share their experience and share their journey, would be so powerful. We kept saying that all we need is one person to break the cycle, and we got two. It would create more ownership and more confidence in the kids. They can say: ’Somebody from my school and my reservation—they made it. It can be done’.

Citing another ripple effect of the program, some evaluation participants report that PEOPLE alumni “give back” to their communities through volunteerism and careers in the helping professions.

**Summary**

Most stakeholders believe college readiness is the primary intended outcome for PEOPLE participants. Stakeholders also believe the program promotes the academic achievement and socioemotional development of participants. Stakeholders commonly suggest that the program plays a unique role on campus by promoting a more diverse student population and stronger connections between UW-Madison and communities throughout the state. Stakeholders from the K–12 system, community-based organizations, and tribal organizations frequently report that the program plays a critical role in promoting college readiness by promoting a culture of high expectations in schools and communities.
Chapter 6

Evidence of PEOPLE Program Outcomes

This chapter examines the college outcomes of PEOPLE participants. Starting with PEOPLE program data, we describe program retention. Drawing on PEOPLE exit survey data, as well as UW-Madison application and graduation data, we describe the college enrollment and UW-Madison graduation rates for high school cohorts of PEOPLE students. We also examine the academic performance and graduation rates of PEOPLE college scholars in comparison to other groups of students at UW-Madison.
Key Findings

Pre-College Outcomes

Program retention rates have declined over time, with less than 61 percent of students in each high school graduation cohort now completing the program.

To meet its primary goal of promoting college readiness and completion among underrepresented students, the PEOPLE program is designed to provide long-term supports and resources to students as they move through middle and high school. Thus, one of the key outcomes for the program is how well it is able to retain students through high school graduation, the point at which pre-college services end. Figure 27 below captures the program’s performance on this outcome by showing the percentage of program participants from each high school graduation cohort who completed the program as exiting high school seniors.

Between 2002 and 2009 about three-fifths of the students from each graduation cohort completed the PEOPLE Pre-College Program. The 2005 graduation cohort had the program’s highest completion rate at 92 percent. From 2010 onwards, however, the percentage of program completers from each cohort dropped to 61 percent or less. Only half of the 2014 graduation cohort was still in the PEOPLE program by the end of senior year.

Figure 27. The PEOPLE Pre-College Program completion rates by high school graduation cohort

Source: PEOPLE Pre-College Program data.
Almost all PEOPLE Pre-College Program completers plan to attend college after graduation. The percentage of completers planning to attend UW-Madison is approximately 46 percent.

PEOPLE Pre-College Program graduates report their postsecondary plans each year on a high school senior year exit survey. Figure 28 shows the percentage of program completers in each graduation cohort who planned to attend UW-Madison, another UW system school, or another postsecondary institution. In every year except 2005, more than 90 percent of completers had plans to enroll in college or a university. Between 2004 and 2009, about half of the completers planned to attend UW-Madison. Since 2010, the average proportion of completers with plans to attend UW-Madison has been closer to 41 percent. In 2014, 36 percent of the graduating cohort planned to attend UW-Madison. Since 2010, there has been an increase in the average proportion of completers who plan to enroll at other UW schools. An average of 22 percent of students planned to enroll at another UW campus school compared to 16 percent from 2009 and before.

Figure 28. Postsecondary plans by high school graduation cohort for PEOPLE Pre-College Program completers

Source: Pre-College Program data.
Less than a third of PEOPLE Pre-College Program participants from the 2004–2009 high school graduation cohorts received a degree from UW-Madison after six years.

Another key goal of the PEOPLE program is to help students of color graduate from UW-Madison. To meet this objective, program participants need to achieve three outcomes: graduate high school while remaining a participant of the PEOPLE program, enroll in UW-Madison, and finally graduate from UW-Madison. Figure 29 below shows the percentage of program participants that accomplish all three outcomes, by high school graduation cohort over time.

For example, of the students ever enrolled into PEOPLE who graduated from high school in 2004, 75 percent were still in the Pre-College Program at graduation. Thirty-five percent of the original cohort finished the program and eventually enrolled in UW-Madison. Finally, 28 percent of the cohort achieved the first two outcomes and received a degree from the university in six years. The 2009 high school cohort is the most recent cohort for which we have six-year graduation data.

Figure 29. UW-Madison outcomes by high school graduation cohort for PEOPLE Program enrollees

![Bar chart showing UW-Madison outcomes by high school graduation cohort for PEOPLE Program enrollees.](image)

Source: Pre-College Program data, University of Wisconsin-Madison data.

Note: The 2009 high school graduation cohort is the last year for which we have six-year college graduation data.

The percentage of participants who enroll at UW-Madison after completing the PEOPLE Pre-College Program has been relatively consistent across cohorts, typically describing roughly a third of the students. The percentage of PEOPLE participants who went on to graduate from UW-Madison after six year was 28 percent and 32 percent for the 2004 and 2005 cohorts, respectively. For the 2006–2009 cohorts, slightly less than a quarter of participants eventually graduated from UW-Madison.
The admission rate of PEOPLE participants at UW-Madison has slightly declined over time, but most students enroll if admitted.

Figure 30 shows the admission rates of the PEOPLE participants that apply to UW-Madison, as well as the percentage that enroll once admitted. From 2004/05 to 2015/16, between 68 and 195 students from the PEOPLE program applied to UW-Madison each year. In the most recent year (2015/16), 144 PEOPLE students applied. During this period, admittance rates for PEOPLE participants steadily fell from a high of 64 percent in 2008/09 to a low of 41 percent in 2012/13. In 2015/16 the acceptance rate bounced back up again to 48 percent.

If accepted, participants tend to enroll in UW-Madison. On average, 82 percent of accepted PEOPLE participants matriculate at UW-Madison. The rates ranged from a high of 96 percent in 2007/08 to a low of 66 percent in 2014/15. In 2015/16 the enrollment rate jumped back up to 90 percent.

Figure 30. Admission and enrollment rates of PEOPLE participants at UW-Madison

Source: University of Wisconsin-Madison data. Analysis does not include former ITA students who participate in the college scholars program at UW-Madison. Therefore, outcomes in this figure may differ from official institutional reports.
**Most PEOPLE participants who apply to UW-Madison are from the Madison and Milwaukee areas.**

In 2015, 40 percent of applications to UW-Madison were from PEOPLE participants in the Madison area and another 46 percent were from the Milwaukee area. Only 8 percent of students were from the Northern counties area (figure 31). Applicants from the Madison and Milwaukee areas have made up the majority of UW-Madison applicants since the first wave of program graduates in 2004. Given that the PEOPLE program initially began in Milwaukee high schools, the composition of early applicants were predominately from the Milwaukee area. The proportion of applicants from the Madison area grew over time. Since 2010, Madison-area students have represented the largest proportion of applicants each year except for 2015.

**Figure 31. Composition of PEOPLE applicants to UW-Madison by region**

Source: University of Wisconsin-Madison data. Analysis includes former ITA students, who did not participate in the PEOPLE Pre-College Program but represent, on average, 12 percent of all college scholars at UW-Madison.

Note: Milwaukee area includes applicants from Racine, Kenosha, and Waukesha School Districts. Therefore, outcomes in this figure may differ from institutional reports.
More than half of PEOPLE applicants to UW-Madison are female, but the acceptance rates of female and male students are approximately the same.

Figure 32 shows the gender composition of applicants to UW-Madison (indicated by the stacked bars and the vertical axis on the left) and the acceptance rate of applicants by gender (indicated by the two solid lines). On average, female students make up 58 percent of the PEOPLE applicants to UW-Madison each year. In 2015/16, 55 percent of the applicants were female. This is slightly down from a high of 64 percent in 2007/08. Both groups have been accepted at UW-Madison at approximately the same rate over time.

Figure 32. Composition of PEOPLE applicants to UW-Madison and acceptance rates by gender

Source: University of Wisconsin-Madison data. Analysis includes former ITA students, who did not participate in the PEOPLE Pre-College High School Program but represent, on average, 12 percent of all college scholars at UW-Madison.
The racial/ethnic composition of PEOPLE applicants to UW-Madison has remained relatively stable over time, but the acceptance rate for African American students is lower than other groups.

The racial/ethnic composition of PEOPLE participants applying to UW-Madison has changed very little over time (figure 33). Between 2008 and 2015, 16–26 percent of PEOPLE applicants were Asian, 26–48 percent were African American, and 21–33 percent were Hispanic/Latino. Multiracial participants made up 6–16 percent of the applicant pool. Generally, less than 10 percent of applicants were American Indian.

Figure 33. Composition of PEOPLE applicants to UW-Madison by race/ethnicity

Source: University of Wisconsin-Madison data. Analysis includes former ITA students, who did not participate in the PEOPLE Pre-College High School Program but represent, on average, 12 percent of all college scholars at UW-Madison.

12 UW-Madison revised the race/ethnicity categories used for tracking student demographics in 2008 due to federally mandated requirements that all U.S. colleges and universities were required to follow. To avoid inconsistent interpretations, we limited our College Scholar data analysis to 2008 and beyond.

13 All domestic students who identify as Hispanic are reported as Hispanic even if they reported other racial values. Non-Hispanic students who report two or more races are reported as “Two or more races.” Domestic students who are not Hispanic and report a single race value are reported in that racial category. Education Northwest constructed the “Other” category to include students that are reported as Native Hawaiian, International, and Unknown.
Acceptance rates to UW-Madison for PEOPLE participants differs by race/ethnicity (figure 34). Across all years, African American students have the lowest acceptance rates, averaging 41 percent. While Asian students initially had the highest acceptance rate in 2008/09 (80 percent), by 2015/16, Asian, Hispanic/Latino, and Multiracial groups all had an acceptance rate of 58 percent, while African American applicants were accepted to UW-Madison at a rate of 37 percent.

Figure 34. Acceptance rates of PEOPLE applicants to UW-Madison by race/ethnicity

Source: University of Wisconsin-Madison data. Analysis includes former ITA students, who did not participate in the PEOPLE Pre-College High School Program but represent, on average, 12 percent of college scholars at UW-Madison.

14 All domestic students who identify as Hispanic are reported as Hispanic even if they reported other racial values. Non-Hispanic students who report two or more races are reported as “Two or more races.” Domestic students who are not Hispanic and report a single race value are reported in that racial category. Education Northwest constructed the Other category to include students that are reported as Native Hawaiian, International, and Unknown.
**Overall the PEOPLE program contributes a small percentage of students to the freshman classes of various racial/ethnic student groups at UW-Madison.**

One of the goals of the PEOPLE program is to increase the diversity of students on the UW-Madison campus. To describe the extent to which the program contributes to student diversity at UW-Madison, we show the percentage of PEOPLE students making up the freshmen class of underrepresented racial/ethnic student groups (figure 35). Between 2008 and 2015, PEOPLE participants made up 10 percent or less of the Asian, Hispanic/Latino, and multiracial students entering UW-Madison.

**Figure 35. Percent of PEOPLE students in racial/ethnic group of new freshman class**

![Graph showing the percentage of PEOPLE students in various racial/ethnic groups from 2008 to 2015.](image)

*Source: University of Wisconsin-Madison data. Analysis includes former ITA students, who did not participate in the PEOPLE Pre-College High School Program but represent about 12 percent of all college scholars at UW-Madison.*

From 2008 to 2015, the PEOPLE program contributed a higher percentage of students to the African American freshman class, but the proportion has declined over time. In 2008, 24 percent of African American freshmen at UW-Madison were in the PEOPLE program. By 2014, however, the percentage dropped to 8 percent, a program low. The percentage of PEOPLE participants making up the American Indian freshman class varies widely from year to year. This is due to the fact that the total number of students who identify as only American Indian entering UW-Madison each year is very low, between 8 and 18 students. Across this time period, only 15 students who identify only as white from the PEOPLE program enrolled in UW-Madison.

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15 *All domestic students who identify as Hispanic are reported as Hispanic even if they reported other racial values. Non-Hispanic students who report two or more races are reported as “Two or more races.” Domestic students who are not Hispanic and report a single race value are reported in that racial category. Education Northwest constructed the Other category to include students that are reported as Native Hawaiian, International, and Unknown.*
College Scholar Program Outcomes

The GPA of PEOPLE college scholars has improved over time, reducing the performance gap with other student groups.

Figure 36 shows student GPAs between 2005/06 and 2014/15 for PEOPLE college scholars (green line) as well as three other groups of students: Wisconsin residents who were first-generation college students and eligible to receive a PELL grant (All PELL: orange line); students who were in the first comparison group and also American Indian, African American, Hispanic/Latino, or Southeast Asian (Targeted Minority PELL: yellow line); and all UW-Madison students (All UW Madison: dark line).

The average GPA of PEOPLE college scholars has steadily improved, significantly reducing initial gaps between program participants and other student groups. Between 2005/06 and 2012/13 the average GPA of PEOPLE college scholars increased from 2.56 to 3.02, completely eliminating the gap and slightly surpassing the targeted minority PELL students. During this same period the All-UW-Madison GPA was relatively flat, while the All-PELL group’s GPA increased by a smaller amount. In the following two years, GPAs for all student groups slightly dipped. The 2014/15 average college scholar GPA was 2.87, .03 grade points higher than that of other target minority students.
No more than a third of PEOPLE college scholars graduate in four years, and the average six-year rate is 66 percent.

Figure 37 shows the graduation rate for PEOPLE college scholars for the 2002–2011 UW-Madison freshman cohorts. Twenty-one percent of the 2002 freshman cohort graduated in four years, and 67 percent graduated within six years. Across all cohorts, approximately 23 percent of college scholars graduate in four years, with the exceptions of 10 percent for the 2005 cohort and 35 percent for the 2011 cohort.

The average six-year graduation rate for PEOPLE college scholar cohorts is 66 percent. The two highest six-year rates, 78 and 73 percent, were reached by the 2004 and 2005 freshman cohorts, respectively. Since then, the six-year rate has ranged between 65 and 63 percent.

Figure 37. Four-, five-, and six-year PEOPLE college scholar graduation rates by UW-Madison freshman cohort

Source: University of Wisconsin-Madison data. Analysis for college graduation rates included former ITA students who did not participate in the PEOPLE Pre-College High School Program.
**PEOPLE college scholars have lower six-year graduation rates compared to other similar groups of students.**

Across the last three freshman cohorts for whom we have data, the six-year graduation rates of PEOPLE college scholars has been lower than our selected comparison student groups (figure 38). For the 2009 cohort, the six-year graduation rate for college scholars was 63 percent. This is in contrast to a graduation rate of 79 percent for all Wisconsin PELL students who are the first in their family to go to college and a rate of 70 percent for targeted minority students who are also first-generation college goers and PELL recipients. The gap between PEOPLE college scholars and the other students groups has slightly increased over time.

**Figure 38. Six-year graduation rate of PEOPLE college scholars over time**

```

60 70 80 90

2005 2006 2007 2008 2009

Freshman enrollment cohort

PEOPLE     All PELL   Targeted Minority PELL   All UW-Madison

Source: University of Wisconsin-Madison data. Analysis includes former ITA students, who did not participate in the PEOPLE Pre-College High School Program but represent 12 percent of all college scholars at UW-Madison.
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**Summary**

In the most recent high school graduation cohorts, less than two-thirds of PEOPLE participants who are accepted into the program stay in the program through the end of high school. However, almost all students who complete the program have plans to attend a college or university. The percentage of program completers planning to enroll at UW-Madison has declined to approximately 40 percent. Less than a third of PEOPLE participants graduate high school in the program and go on to graduate from UW-Madison. While the composition of PEOPLE applicants to UW-Madison has been fairly consistent by gender and race/ethnicity over the years, African American applicants are less likely to be accepted than other student groups. Overall, PEOPLE participants make up a small percentage of underrepresented students at UW-Madison.

College scholars have progressively improved their overall GPAs, bringing them more in line with other student groups. However, less than a third of college scholars graduate in four years, and their six-year graduation rates are lower than those of other comparison student groups.
This chapter draws on interviews, focus groups, and survey data to discuss diverse stakeholder perceptions of strengths and limitations of program design, implementation, and management.

**Stakeholder Perceptions of Program Strengths**

In this section we discuss general themes across stakeholders and then examine how high school participants and college scholars perceive the effectiveness of specific program activities.

*The most commonly cited program strength is that the PEOPLE program is a long-term support system with a formal connection to UW-Madison.*

Across the stakeholder groups who participated in this evaluation, participants highlighted these distinctive program features as the most important success factors for youth in the program.

K–12 and campus partners frequently cite the long-term nature of the program in terms of benefits of promoting college readiness from an early age so that students are on an academic path in which college is an option. Program participants and community partners, on the other hand, highlight the sustained commitment and investment that the program makes in youth. In particular, these participants and partners appreciate that the program “won’t give up” when youth experience personal challenges along the way. In the focus group excerpts below, Madison-area community partners and parents explain why this long-term, stable relationship is so important for the success of young people in the program:

Participant A: [PEOPLE] … it's a real program. When a youth or family member has problems that get in the way of their child's success, they don't run away from the child or the problem. They address it and support that family and empower that family so the child can see that he is not in this world by himself and that there is a collective body, a community that is willing to support and uplift him and not walk away from him because of it.

Participant B: … I've worked with a lot of other parents that are just so frustrated as to: What can I do to help my child be successful? Without anybody giving them any guidance, direction, or support, without that you feel like you're on this planet alone and it's an uphill battle. But, with this particular program … it unifies people. It gives them the support. It surrounds them with love, to sum it up: It's not just a program. It's a process of maturity. It's a process of life. It's the steps that are necessary to be successful.

Participant C: … To be a firewall against failure is huge. Being a first-generation college student myself … To achieve things
that no one in the home that you come from—although they might really be pushing you—but they cannot tell you: Don’t be the first student in calculus class who has not had calculus already. To say: Taking 24 hours for your first semester is a dumb thing to do… [that is] the kind of nurturing that the PEOPLE program does that no one else does; specifically in a topology as broad as UW-Madison. This is a city. This is not a traditional campus of 8,000 students. This is massive. This is a research engine, and to be able to provide a student an opportunity to have identity, to have growth, to be put in a place that they can achieve success … is amazing.

As these excerpts illustrate, the long-term commitment of the PEOPLE program is seen as an especially important success factor for first-generation students who struggle to balance school with personal challenges and responsibilities. These focus group participants suggest that the PEOPLE program offers guidance to parents who have not experienced college about how to support their child on his or her postsecondary path and that the program serves as a community of people who can offer that college knowledge and experience. The fact that this support system continues into college is critical for college scholars to navigate—and some stakeholders say “survive”—life in a large, competitive, and predominantly white university campus. As one program staff member suggested, the PEOPLE network “makes students feel safe” in knowing that they will continue to have support through their college years.

The formal connection to UW-Madison at all phases of this long-term support system is also portrayed as a major strength of the PEOPLE program. The scholarship opportunity not only makes college financially possible but also has huge communicative value, in terms of motivating students to pursue higher education in spite of challenges. As one community partner noted on the survey, the program offers “a huge piece of hope” for many students.

However, there is more to this UW-Madison connection than just the tuition scholarship. Through intensive on-campus experiences, PEOPLE participants develop a strong sense of belonging to the program and, by extension, the UW-Madison. Elementary and secondary school students benefit from the academic resources of the university while building their comfort and confidence by being on campus. In their comments on the survey, K–12 partners overwhelmingly cited the summer residential program as the strong point of the program. Many respondents observed that their students return from this campus immersion experience more highly motivated to pursue their academic goals. The comment below reflects a common sentiment expressed by survey respondents:

*The summer sessions are fun and engaging. They encourage confidence and independence, which is seen in high school once they come back from their first summer sessions. The program builds [in students] great focus on reaching their goals.*

**Stakeholders also emphasize the importance of holistic support—especially social support—in the success of PEOPLE participants.**

Madison-area community partners suggest that the program staff consider multiple aspects of youth development and are “willing to deal with all the concerns and factors that influence their lives”. Stakeholders suggest that this blend of academic, social, and strategic support is valuable because of the diverse socioeconomic factors that contribute to college readiness and success.

In interviews and focus groups, evaluation participants repeatedly highlighted the value of social support in the forms of peer, near peer, and adult relationships. The long-term nature of the program and its connection to UW-Madison enables elementary and secondary students to connect with graduate students, many of whom came up through the PEOPLE program themselves. Program participants frequently mention the significance of these near-peer relationships and say that these
“personal connections” with afterschool tutors and summer counselors played a critical role in their own academic success. Older participants offer younger participants practical advice and reinforce the idea that college is possible. Hiring staff members who reflect the background of the program participants and who understand their experience supports youth success, as one high school participant explains below:

My counselor … she was also my counselor my first year of PEOPLE and she was really supportive because she understands. She's also from [my community] and a minority. She understands how it felt to go through the PEOPLE program and she knows how it feels to attend Madison.

The cohort model is also commonly named as a robust feature of the program. Program participants across the age spectrum of PEOPLE described experiences of “otherness” in their everyday settings, whether as a student of color on a majority white college campus or as a college-aspiring high school student in a school, family, or community where that is not the norm. The PEOPLE program is a place that feels like family, where participants build strong bonds with peers who share both their life experiences and their aspirations. In these focus group excerpts below, high school age program participants describe the value of the cohort model:

Participant A: … I have to agree about the relationships and that is the best part of the PEOPLE program. And the people you meet—you know they are on the same path as you. They are busting their butts just like you are. I still go to a good school, I guess, but there are a lot of people there that they may have aspirations for college but they’ll just settle for like an MATC … or something like that instead of pursuing a big college like Madison.

Participant B: I am still used to being that one kid who wants to go to college and all of my other friends are like, yeah, we’re not going to be there with you. [In PEOPLE] I found a group of kids who are like me and who aren’t like stuck up, and they come from the same type of place that I come from, who are working just like me to accomplish the same goal.

Participant C: And it is a group of people with a common goal and not just like the status quo.

While high school participants commonly cite the importance of connecting with peers “who are on the same path,” the college scholars emphasize the value of being in a community with peers who “come from the same type of place that I come from.” On a survey of current PEOPLE college scholars, 61 percent of respondents cited social support and relationship building as “very helpful,” while 22 percent cited this support as “helpful.” In particular, 92 percent of respondents cite peer support from other PEOPLE scholars as an important aspect of their college experience, with 56 percent rating peer support as “very important.” In the focus group excerpts below, college scholars explore how these relationships with peers, near-peers, and adults contributed to their development at various points along their postsecondary pathway:

Participant A: For me, besides the money, I feel like the counselors that we got over the year [was the most important support from PEOPLE]. I have personal connections with each and every one of my counselors. They are people I really look up to … They’re really the ones that actually help you get in here; when it comes to support and motivating me to keep on going every day to get in here. Even when I’m here now, I’m still talking to them on a day-to-day basis, like, I’m going through this problem or I need help with this or I don’t know what class to take or something like that, knowing that, at least some of them were PEOPLE students in the past, knowing that you have the support from the get-go before you even get here.

Participant B: … Yesterday I saw one of my counselors from middle school at the college library studying and we studied together, I’ve formed a life-long friendship with one of the middle school programmers that I met back in middle school. He is still working here, and we have a really good relationship. He’s kind of like an older brother.
Participant C: … being a counselor and a tutor for the PEOPLE program for me is very—I feel like there are students who kind of look up to me so it makes me feel more like I gotta do—not just for myself—but like for these people who also see me like a role model.

Participant C: … You’ve got these people that are also going through the things you did. [It] makes me feel like I want to keep trying, [so I can] show them that it’s possible. You don’t have to be perfect, but if you work hard you can get somewhere.

Participant D: Now that we’re in college, we’re all brown-skinned and so it really provides a good community of support. We come from different backgrounds, different cultures that might not be the dominant culture on this campus. I know a lot of us experience the culture shock coming in here, even though some of us have been on this campus since sixth grade. It’s just a different feel during the school year when you’re a student at UW-Madison. Having that really diverse cohort of friends is something I really value.

Participant E: I was a counselor in the high school program. It feels very homey. Like, coming back and seeing my site coordinator [from] when I was a [high school] student was actually the person who I worked under. It was nice seeing him come back and work with students and everything. It’s very community-like, just nice.

As these excerpts illustrate, integrating undergraduates into the staffing structure of the Pre-College Program benefits the motivation of both the undergraduates as well as the youth they support. The peer cohort and connection to the program provides a “community of support” that reduces the isolation college scholars may experience as a minority on campus. The fact that college scholars voluntarily continue to meet up with the staff from their childhood once they are a student on campus illustrates the value of the long-term nature of the program.

Diverse stakeholders highlight the value of providing personalized support to PEOPLE participants via staff such as college advisors and student services specialists. PEOPLE Pre-College Program participants talk about the value of high expectations, access to positive role models from similar backgrounds, and positive adults who proactively check in with them about their experiences in and out of school. Madison secondary school students frequently referred to the personalized support from their student services specialist as important in realizing personal and academic goals. On the K–12 partner survey, a number of respondents cited GPA tracking, targeted tutoring, and early intervention as a program strength. One K–12 partner suggests that PEOPLE—by tracking school performance and using this information to customize supports for youth—is on the leading edge of the type of early warning system initiatives that are currently gaining traction in school systems:

I think how PEOPLE is articulating its dual intervention system is something [that is] going to influence how middle schools, and even high schools, articulate their intervention systems … there’s also this qualitative data sharing between the PEOPLE program and the school. That’s also been really helpful to make sure that we’re keeping kids at the center and sharing information that becomes ultimately beneficial for the student and family.

College scholars express appreciation for the “holistic advising” model, in which they receive support from staff for their personal, professional, and academic development. They often describe the importance of “being known” by people on such a large campus. On the college scholar survey, 92 percent of respondents indicate that regular one-on-one meetings with a PEOPLE advisor were an important aspect of their college experience. One campus partner offered this observation regarding the strong “sense of belonging” expressed by college scholars to the PEOPLE program and their staff:

[College scholars] have really close relationships with their advisors … they trust the stuff there. There is a strong aspect of identity as a PEOPLE scholar. When we are in spaces where people introduce themselves, they say: This is my name, this is my major, this is my
hometown, and I am a PEOPLE scholar. So, I think that is a strong aspect of belonging that PEOPLE has … they have a strong tie to something. Other students of color who are not affiliated with a scholarship program wander around campus and they leave … but PEOPLE seems to provide a support system.”

As this campus partner suggests, this “strong tie” to the program and positive relationships with staff members may be a protective factor that promotes the retention of undergraduates of color.

**To a lesser degree, stakeholders identify experiential learning as a success factor.**

A number of evaluation participants proposed that PEOPLE participants are better prepared for postsecondary success because they have had the opportunity to explore and hone their interests through project-based learning and the grade 12 internships. PEOPLE participants often highlighted the grade 12 internship as the highlight of the summer residential program. One high school participant described how the internship helped him/her explore postsecondary interests prior to entering college:

> No one I feel like in our general schools can say they’ve had the opportunity to be put into the situation [of exploring their postsecondary interests] they kind of just have to go for it and see if it works and if it doesn’t work, they’re going to have to try to scramble in college. But, we have the opportunity to say, ‘I really like this and I have an insight into what I’m going to be learning, or I don’t like this and now I can try something else.’

As discussed elsewhere, many stakeholders highlight the opportunity to live and study on the UW-Madison campus as a success factor for the PEOPLE Pre-College Program. In their comments on the survey, K–12 educators in particular highlighted the value of these opportunities for experiential and connected learning.

**Participant Perceptions of Program Strategies and Activities**

In this section we discuss high school participants and college scholar impressions of specific program strategies and activities. The final section of this chapter discusses their recommendations for program improvement.
College Scholar Survey Findings

**College scholars find the advising and peer support provided by the program to be important.**

In addition to financial assistance and the cohort model, the College Scholar Program offers three main types of formal activities for students: one-on-one advising, a first-year transition course, and special events. While the first two activities are required, the only required special event is the College Scholars Leadership Conference.

On the college scholar survey, 92 percent of survey respondents indicate that one-on-one meetings with PEOPLE advisors are important for their college experience. Respondents gave lower ratings to the PEOPLE first-year seminar and the College Scholar Leadership Conference.

During the evaluation, the program formed a College Scholars Advisory Board to redesign the conference to better align with the interests and needs of scholars.

**Figure 39. College scholar perceptions of the importance of program services**

<table>
<thead>
<tr>
<th>Service</th>
<th>Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular one-on-one meetings with PEOPLE advisors</td>
<td>92%</td>
</tr>
<tr>
<td>Peer support from other PEOPLE scholars on campus</td>
<td>92%</td>
</tr>
<tr>
<td>Designated space for PEOPLE scholars</td>
<td>90%</td>
</tr>
<tr>
<td>College Scholars Leadership Conference</td>
<td>67%</td>
</tr>
<tr>
<td>PEOPLE first-year seminar</td>
<td>57%</td>
</tr>
</tbody>
</table>

Source: College scholar survey.

**Few college scholars report participating in the optional special events organized by PEOPLE.**

Only 36 percent of college scholar survey respondents indicated that they attended any of the optional special events organized by PEOPLE. When asked which events were most useful, the respondents most often highlighted networking events oriented towards postgraduate plans, such as career, graduate, or medical school, as indicated by the comment below:

*One of my favorite events put on by the PEOPLE program was the medical school roundtable. I got a chance to not only talk to students interested in medical school but some that were also interested in getting their Ph.D. This not only was interesting but it opened my eyes to different paths I could have in my future.*

**College scholars find the support from PEOPLE to be most helpful for their academic performance, connecting with other campus resources, and building relationships.**

The College Scholar Program is designed to act as a “hub” that connects youth with other campus resources. As indicated in figure 40, at least 83 percent of respondents indicate that the PEOPLE program helped their academic performance, use of campus resources, and social support. While 77 percent of respondents report that the program assists them with career planning, only 50 percent report that the program assists them with getting internships, and 47 percent report that the program assists them in planning for graduate school. In line with this finding, many of the open-ended comments requested additional support from
Only 32 percent of respondents report that the program helps them to study abroad, but this may indicate the low number of PEOPLE participants who study abroad (less than 20 percent for these survey respondents) rather than a reflection of the support provided.

High School Survey Findings

Overall, most high school survey respondents indicate that they benefit from the strategic, academic, and social support provided by the PEOPLE program. As discussed in Chapter 4, participation levels in these activities vary across the state. In the figures below we report results for respondents who indicated on the survey that they received these supports. For this reason, the sample of participants is lower for particular activities and services that vary the most (e.g., advising, college application assistance). For example, while academic advising is available to students statewide, only 26 percent of respondents indicate that they received advising from the PEOPLE program.
As indicated by figure 41, the majority of high school survey respondents find the program’s college and career preparation activities to be helpful. Eighty-five percent of respondents find the summer residential program to be helpful, especially the grade 12 internship and college application assistance. While 73 percent of respondents found the ACT test preparation to be helpful, many of the open-ended comments on the survey expressed frustration with the quality of the test preparation course.

Figure 41. High school participant perceptions of the helpfulness of college preparation

- Visiting other campuses (N = 78) 86
- College application assistance (N = 82) 89
- Meeting UW-Madison students (N = 264) 84
- ACT test prep (N = 419) 73
- Internships (N = 126) 89
- Living on UW-Madison campus (N = 484) 86
- Summer residential program (N = 479) 85

Source: High school survey.

In terms of academic support, 82 percent of the respondents who receive afterschool tutoring and academic advising find the support to be helpful (figure 42). For the respondents who participated in study skills workshops, about 73 percent found them to be helpful.

Figure 42. High school participant perceptions of the helpfulness of academic support

- Academic advising (N = 131) 82
- Study skills (N = 188) 73
- Afterschool tutoring (N = 216) 82

Source: High school survey.
In line with the qualitative data, most high school participants appreciate the social support elements of the program. More than 80 percent of participants find it helpful to connect with peers in their community and across the state (figure 43). This figure illustrates the remarkable differences across the three geographic clusters in how respondents perceive this social support. Typically, a lower percentage of Madison-area respondents find the support to be helpful. This is especially striking in the results regarding the cohort meetings, with 65 percent of Milwaukee-area respondents finding the cohort meetings to be helpful compared to only 30 percent of Madison-area respondents. This may reflect the differences in the program models, where the cohort meetings are the only opportunity for participants outside of Madison to meet with their PEOPLE peers during the school year. In focus groups, participants from outside Madison report a desire for more frequent contact with the program. It is worth noting that no participants from the Northern counties report participating in cohort meetings.

Figure 43. High school participant perceptions of the helpfulness of social support

![Bar chart showing high school participant perceptions of the helpfulness of social support]

Source: High school survey.

**Stakeholder Recommendations for Program Improvement**

In this section we discuss stakeholder recommendations to improve program design, implementation, and management.

**Opportunities to Improve Program Design and Implementation**

*Explore opportunities to enhance the academic support provided through the program.*

Diverse stakeholders identify a need to improve the academic component of the Pre-College Program. While about 85 percent of the high school survey respondents report that “the classes really make me think”, there were many
open-ended comments asking for higher quality coursework and instructors, especially for the ACT course. A number of high school survey respondents expressed a need for more differentiated instruction to address the varying skill levels of students in the summer courses. Campus and community partners also spoke to the need to elevate the quality of academic support provided to students through the program. Stakeholders commonly recommended a closer connection with academic departments at UW-Madison to promote the design of innovative curriculum, the use of cutting-edge instructional practices, and the opportunities for dual-credit coursework. As one partner noted in the survey:

*My opinion is that we need to improve the educational outcomes of our students in the program and help more of them matriculate to UW-Madison. When we flash the scholarship opportunity in front of students, families, and communities, we are making a promise that we will do everything we can to help those students achieve matriculation. I believe more strategic focus needs to be placed here and that we need to experiment with other tactics besides the traditional tutoring-centered model. We are a part of one of the premier education research universities in the country and we do not tap into it as a resource for improving the program.*

On the college scholar survey, respondents suggested that the program could do more to connect college scholars with other opportunities (e.g., study abroad, research) on campus. They also expressed a desire for more support for career and graduate school planning. A few respondents noted a particular need for advising and peer mentoring around STEM fields. One college scholar recommends that the PEOPLE program do more to proactively guide students to these programs:

*PEOPLE gets us in, but there was never enough emphasis on fantastic programs like McNair. Without the students telling other students, we need more of a push and guidance to one-on-one target students to encourage them to join. I know POSSE, Power Knapps, [and] First Wave do a better job of strongly encouraging, and having students already in these programs talk to students directly.*

Echoing the sentiment expressed by this student, campus partners frequently cited a need to better connect college scholars with campus opportunities and resources beyond the PEOPLE program, as relayed by one partner:

*Students in this program are not connected to important resources in a timely manner. Because of this, we see more of these students when they are having academic difficulties and not feeling successful at UW-Madison. These students also do not appear to be integrated well into the overall student body.*

**Consider tradeoffs in terms of the breadth and depth of services offered.**

All stakeholder groups noted differences in the services available to participants depending on where they live in the state. The also commented on how these differences may be influencing student outcomes. In particular, stakeholders suggested a need for more intensive support for students outside of Madison during the school year. A few partners called for an expansion of programming to engage younger students outside of Madison. While program participants and community and K–12 partners typically call for expansion of services, some campus partners offer a different perspective on this issue. One recommendation is that the program should serve a smaller group of students more deeply, as expressed by one campus partner:

*It focuses on breadth rather than depth. With more contact hours and fewer students, a greater focus on quality could be accomplished and students could come out with a competency-based portfolio in the field of study or discipline they have chosen … Because they are trying to serve so many students, they are not able to provide the type of high-quality, wraparound services by a professional staff member that are needed to counsel students from 6th grade to graduation at 12th grade.*
Another recommendation from partners is that the PEOPLE program may wish to focus its resources on improving the quality of the Pre-College Program rather than trying to span elementary, secondary, and postsecondary education systems, given the other supports available to undergraduate students on campus.

**Clarify and communicate the rationale for the target population for the program.**

Some campus, community, and K–12 partners made recommendations to clarify the target population for the program. A couple of K–12 partners expressed frustration that so few of their students were accepted into the program, given the amount of time they spend assisting applicants. One community partner suggested that the program criteria for identifying Native American applicants were out of step with current practice in the state. A few partners noted that the program accepted students who come from families with education or economic privilege, which did not align with their understanding of PEOPLE as a program for low-income, first-generation college students. Some partners understand the current target population but disagree with the reduced emphasis on race/ethnicity, as one K–12 partner noted:

*PEOPLE was designed to increase racial diversity. It now uses income [as a selection criterion], which is a measure that is helpful but that doesn’t always indicate diversity. I think the program would be more helpful if racial diversity was the primary factor used.*

**Examine how well the program prepares students for other colleges besides UW-Madison.**

Campus partners and program participants indicate that “UW-Madison isn’t for everybody.” These stakeholders suggest that the program may wish to expand the types of college-readiness services provided to better prepare students for application and matriculation at other colleges and universities. Recommendations include tours of other college campus, financial aid training, and more general college application essay-writing support.

In addition to these general recommendations regarding program design and implementation, program participants offered specific recommendations for the summer residential program and the College Scholar Program. A strong theme in both the high school survey and focus groups is a request to better align the summer residential program with the developmental needs of adolescents. The most common piece of feedback from high school students is a desire for more autonomy in their summer experience. For example, students want to be able to travel across campus by themselves and have more choice in selecting courses and internships. They also ask for more flexibility in their schedule to allow them to see their families on weekends and fulfill other responsibilities. And finally, participants would like more time to rest. For example, many students suggest that having required dorm meetings at 10 p.m. each night impairs their ability to get enough sleep. They also note that they need more downtime during the day to study and recharge. They offered many ideas for how to restructure the schedule to better fit their needs.

On the college scholar survey, many participants requested that the program do more to build stronger connections within and across the college scholar cohorts. Some scholars noted the need to better integrate freshman and ITA graduates into the college scholar community, while others proposed setting up a program in which older students mentor incoming students in their field of interest.

**Opportunities to Improve Program Management**

*Provide more regular, timely, and consistent communication with youth, families, and partners.*

Across the data, stakeholders frequently called for improved communication by the PEOPLE program. At the pre-college level, in focus groups
with participants from outside of Madison, a common theme was the lack of communication with PEOPLE staff. Participants cited challenges such as not having a consistent staff contact and not receiving a response to calls and emails to the PEOPLE office. High school students also report receiving mailed or emailed requests to participate in a cohort meeting or requests for information (e.g., internship application, health forms) on a quick turnaround time or well past the due date.

Figure 44 provides insight into how K–12, community, and campus partners perceive communication and collaboration with the PEOPLE program. Overall, most partners report that they are clear on the purpose of the program. Collaboration related to student success appears to be fairly robust for all partners, with K–12 partners also reporting high levels of information-sharing with the program. A smaller percentage of community partners report collaborating with PEOPLE staff to recruit student and support their success. As discussed later in this section, several community partners expressed a desire for closer collaboration with the PEOPLE program in these areas.

There is more variation in perceptions of the frequency of communication from PEOPLE staff. Just over half of campus partner respondents agree that the PEOPLE staff regularly communicate with them about program activities, and less than 40 percent agree that there are clear expectations for their role. In focus groups, interviews, and open-ended comments on the survey, campus partners frequently discussed a need to improve communication from the program and clarify expectations, as one partner describes:

*I think one of the recurring problems we have had is tied to communication, and I attribute it to perhaps an understaffed or mis-staffed PEOPLE office. The people we work with are lovely and enjoyable and every year we have one missed communication and that has caused us to either a) not meet their one requirement or b) screw up on the time we were supposed to have an event with the students.*
While a higher percentage of K–12 partners report regular communication from PEOPLE staff (78 percent), on the survey (figure 44) many K–12 partners also note that poor communication from the program poses a challenge to their ability to recruit and support students, indicated by the following comments from three respondents:

I think that the communication has been lagging in the past years. I have PEOPLE participants coming in to see me about various events/activities and I know nothing about them. I would prefer to receive the same notifications that the students get so I am able to serve them better as a liaison.

Better and earlier communication with the schools. We tend to get info last minute with a short turnaround time. Many of the school contacts are servicing hundreds of students and need a bit more time to respond.

Improve email communication with school staff, especially teachers. Parents frequently complain about poor organization and administration of on-campus activities.

Less than half of campus partners report that they have opportunities to give feedback to PEOPLE staff and leaders, in contrast to 75 percent of community partners and 69 percent of K–12 partners. This may reflect differences in the nature of their partnership.

Figure 44. Partner perceptions of communication and collaboration with the PEOPLE program

Source: K–12, community and campus partner surveys.
**Enhance the organization of program systems and processes**

The second most frequently discussed recommendation is to improve the organization of PEOPLE program systems and process. Pre-College Program participants regularly expressed frustration with lost paperwork, long waits in line, and last-minute changes in the program schedule. The following excerpt from a high school focus group was typical:

Participant A: In the high school program, they could be more organized. They have lost her stuff, elementary to middle.

Participant B: I think for our classes, they should be more organized and more professional. There have been last-minute building changes and we go to a random room and do our work.

Participant C: They lost my paperwork; little stuff people should value when there is someone in charge for paper work.

Participant D: They lost my ACT stuff and lost my packet. We never got it.

Participant A: They lost my health forms three times.

In interviews and focus groups, campus partners also describe experiencing last-minute changes and a general sense of frustration with a lack of program organization. This includes unclear expectations for the nature of their partnership, as indicated by the fact that only 38 percent of survey respondents agree that there are clear expectations for PEOPLE campus partners. On the survey, one campus partner described this experience:

*Our school has experienced tremendous frustration in getting clear and timely information during the summer residential programs. It is difficult to be a campus partner and support the program when it is inefficient, and the disorganization in every function within the program is pervasive.*

**Seek out ways to coordinate more closely with K–12, community, and campus partners.**

Partners, in particular, are seeking a greater degree of coordination with the PEOPLE program. A number of campus partners indicated that they would like to see more proactive outreach from PEOPLE staff around collaborating to support college scholars. To better align the college scholar advisors with the advising that takes place through departments, they offered ideas such as appointing a PEOPLE staff liaison for each academic school and inviting PEOPLE staff members to participate in monthly meetings of minority/disadvantage coordinators.

The following comments from campus partners illustrate the desire for deeper engagement:

*More active and intentional engagement by PEOPLE staff with the broader academic and advising community—this would only serve to benefit PEOPLE students and provide even more opportunities for collaboration and ensuring student success.*

[A PEOPLE liaison to academic departments] … having that more intentional connection to some of these schools and colleges to create a safer space within those schools and colleges … If we can’t do that then we’re missing opportunities. You can’t have long-term success if you’re not building social capital in your discipline. A good liaison could facilitate that.

Good progress has been made, but … there is a little bit of frustration still, I think, about, there are still some aspects where we are outside. Since a lot of campus resources are put into the PEOPLE program, it seems like it could be at the expense of things that might help our programs. If we can’t fully take advantage of the PEOPLE program then we’re kind of left to try to duplicate and compete with them, and nobody wants to do that. There just has to be a better way of organizationally doing this better.

Community partners are also seeking greater collaboration with PEOPLE. In their comments on the survey, a number of K–12 partners
invited the program to reach out to school staff to determine how they might work together to promote student success. Nonprofits would like to collaborate around programming and recruitment, while tribal organizations suggested that they would like to offer ideas on how to best support Native students.

**Invest in recruiting, hiring, and retaining high-quality staff.**

Staff turnover was a major challenge identified by college scholars and campus staff. College scholars indicate that they have trouble getting an appointment with their advisor given the size of their caseloads. Campus partners observe the high levels of turnover in both the College Scholar and Pre-College programs.

High school focus group participants and community partners both suggest that the long-term vacancy in the Native American outreach coordinator position negatively impacts the experience of Native students. Two comments from the partner survey illustrate this:

*Their organization and dedication to Native communities has not been as strong the past two years because it took them two years to rehire a Native student services coordinator.*

*It would be great if there could be more Native staff working with the students and to have more input on working with Native populations. We all have our differences, of course, but the incorporation of Native experiences into what’s already working could only improve outcomes for Native students.*

In the open-ended comments on the survey, a number of high school students commented on the low qualifications and skill level of some counselors and instructors. To address these issues, stakeholders recommend that the program improve compensation, provide professional development, and improve supervision. A number of campus partners suggested that a lack of opportunities for professional advancement within the program attributed to the high level of turnover.

**Summary**

Across the data, stakeholders express support for the overarching principles, goals, and strategies of the PEOPLE program. The most commonly cited strength is that the program is a long-term support system with a formal connection to UW-Madison. Stakeholders also emphasize the importance of personalized, holistic support in the success of participants.

College scholars give high ratings to the advising and peer support provided by the program, although not many college scholars participate in optional special events organized by PEOPLE. College scholars find the support from PEOPLE to be most helpful for their academic performance, connecting with other campus resources, and building relationships. Overall, most high school survey respondents indicate that they benefit from the strategic, academic, and social support provided by the PEOPLE program. High school participants find ACT prep and cohort meetings to be less helpful in comparison to other program activities.

Stakeholders offer four key recommendations for how to improve the PEOPLE program design and implementation:

1. Explore opportunities to enhance the academic support provided through the program
2. Consider tradeoffs in terms of the breadth and depth of services offered
3. Clarify and communicate the rationale for the target population for the program
4. Examine how well the program prepares students for other colleges besides UW-Madison

Stakeholders identify four main opportunities to improve program management:

1. Provide more regular, timely, and consistent communication with youth, families, and partners
2. Enhance the organization of program systems and processes
3. Seek out ways to coordinate more closely with K–12, community, and campus partners
4. Invest in recruiting, hiring, and retaining high-quality staff
Chapter 8

Discussion, Conclusion, and Recommendations

Summary of Key Findings
In this chapter we discuss three sets of findings:
• Program development, design, and implementation
• Stakeholder perceptions of program role, outcomes, and effectiveness
• Program management

Program Development, Design, and Implementation: Key Findings

1. The PEOPLE program currently operates a network of programs that vary in terms of the ages served, location, and delivery model.
   • From 1999–2004, PEOPLE designed several new program models in order to engage students across elementary, secondary, and postsecondary education.
   • Since starting as a summer program in Milwaukee, the program has expanded five times to include additional districts in the Madison and Milwaukee areas, as well as Native American youth from Menominee and other districts north of Madison. The program developed formal partnerships to serve participants of GEAR UP and Information Technology Academy (ITA), bringing additional groups of youth into the high school and college cohorts, respectively.

2. This network of programs share common goals, principles, and strategies. However, there is no actively used theory of change for framework to guide and connect the programs.
   • While the communities served have grown over time, the program delivery models remained relatively stable from 2004 until 2015, when the Pre-College Program piloted the program’s first formal academic curriculum and extended afterschool programming to Milwaukee and Menominee students.
   • Across the elementary, middle, high school, and college programs there is an implicit theory of change:
     – If the PEOPLE program provides a long-term network of community-campus partnerships that includes supplementary academic support, along with strategic and social support, then the PEOPLE program will increase the number of underrepresented students applying, matriculating, and graduating at UW-Madison.
   • While there appears to be some developmental progression of the activities across these age-level programs (e.g., increasing academic challenge as youth mature) developmental progression is an underdeveloped aspect of the program model.
Additionally, there is little differentiation in terms of the age-level goals (e.g., college readiness goals for middle school students versus high school students).

3. **The type, intensity, and duration of available PEOPLE programming differs depending on where participants live.**
   - Madison-area participants receive the most services, with year-round programming that starts in elementary school for some participants.
   - Participants who live outside of the Madison area report limited contact with the program during the school year.
   - While academic advising is a key element of the program’s theory of change, college application support is the most consistently received service reported by high school participants.

4. **Very few PEOPLE participants experience the elementary-through-college “pipeline.”**
   - There is variation by location in terms of the age at which participants are accepted into the program.
   - Overall, about half of PEOPLE participants are accepted into the program during high school.
   - The program primarily serves high school students each year.

5. **More than a third of current PEOPLE high school participants are involved in other college readiness experiences.**
   - GEAR UP is the most widely used alternative college-readiness program.
   - Thirty-five percent of high school participants take either an Advanced Placement or International Baccalaureate course.
   - Eighteen percent of students participate in College for Kids at UW-Madison.

6. **The number of students accepted into the PEOPLE program has been relatively stable over time, but the applicant acceptance rate has declined.**
   - In 2006 the PEOPLE program received 635 applications. This number has steadily increased to 913 applicants, a program high in 2015.

7. **Most students accepted into the program are from low-income families.**
   - In all years but one, students from low-income families comprised 80–95 percent of the students accepted into the program. This exceeds the program's goal of serving 80 percent of applicants who qualify for free or reduced-price lunch.

8. **The proportion of Latino and female applicants accepted into the program has increased while the number of African American and male applicants accepted has declined.**
   - A larger percentage of girls are accepted into PEOPLE than boys. The acceptance rate of boy applicants has declined since 2012.
   - The percentage of Latino applicants has increased, driving the increase in the percentage of Latino students accepted into PEOPLE.
   - Latinos now represent the largest percentage of accepted students.

### Stakeholder Perceptions of Program Role and Effectiveness: Key Findings

1. **Stakeholders perceive that the PEOPLE program plays a critical role in promoting college readiness in their communities.**
   - Program participants believe that participation in the PEOPLE program increases their college-going orientation and provides valuable skills for the college-application process.
   - Community and K–12 partners suggest that the program cultivates a “culture of high expectations” in schools and communities.
• Campus and community partners believe the program compares favorably to other college-readiness programs.

2. Stakeholders suggest that the PEOPLE program plays a unique role on campus by promoting a more diverse student population and stronger connections between UW-Madison and communities across the state.
• Campus partners indicate that the PEOPLE program diversifies the student population at UW-Madison, resulting in multiple benefits for the campus overall.
• As a “homegrown” program that starts early, PEOPLE plays a distinct role in relation to other pre-college and college programs on campus.
• Diverse partners indicate the PEOPLE program connects UW-Madison with communities across Wisconsin.

3. The most commonly cited program strength is that the PEOPLE program is a long-term “support system” with a formal connection to UW-Madison.
• The long-term nature of the program is perceived as a major strength.
• The formal connection to UW-Madison at all phases of this long-term support system is also portrayed as a positive feature of the PEOPLE program.

4. Stakeholders emphasize the importance of holistic support—especially social support—in the success of PEOPLE participants.
• Stakeholders suggest that the program’s blend of academic, social, and strategic support is critical in addressing the socioeconomic factors that contribute to college readiness and success.
• Stakeholders highlight the value of social support in the forms of peer, near-peer, and adult relationships.

• Diverse stakeholders highlight the value of providing personalized support to PEOPLE participants via staff members such as college advisors and student services specialists.

5. Diverse stakeholders identify opportunities to enhance the academic support provided through the program via closer collaboration with partners.
• For the Pre-College Program, stakeholders commonly recommended a closer connection with academic departments at UW-Madison to design innovative curriculum, promote the use of cutting-edge instructional practices, and offer dual-credit coursework.
• For the College Scholar Program, stakeholders recommend more support for career and graduate school planning and more proactive advising to connect scholars with special academic programs on campus.

6. Stakeholders suggest that the program consider reducing the breadth or increasing the depth of services offered.
• Community and K–12 partners as well as program participants suggested a need for more intensive support for students outside of Madison during the school year.
• Some campus partners recommend offering deeper, higher quality services to a smaller and more focused population of youth.

Evidence of Effectiveness: Key Findings

1. Program retention rates have declined over time, with less than 61 percent of students in each high school graduation cohort now completing the program.
• From 2010 onwards, the percentage of program completers from each cohort dropped to 61 percent or less, with less than half of the 2014 cohort remaining by senior year.
2. Less than a third of enrolled PEOPLE participants from the 2004–2009 high school graduation cohorts received a degree from UW-Madison after six years.

- Almost all PEOPLE Pre-College Program completers plan to attend college after graduation. The percentage of completers planning to attend UW-Madison is approximately 46 percent.
- On average, a little more than half of PEOPLE participants who apply to UW-Madison are accepted into the university. The admission rate of PEOPLE participants at UW-Madison has slightly declined over time, but most students enroll if admitted.
- The UW-Madison acceptance rate of African American students is lower than it is for other PEOPLE applicants.
- Overall the PEOPLE program contributes a small percentage of students to the freshman classes of various racial/ethnic student groups at UW-Madison.

3. Academic outcomes for PEOPLE college scholars are mixed.

- The overall GPA of PEOPLE college scholars has improved, reducing the performance gap in comparison to other student groups.
- Less than a third of PEOPLE college scholars graduate in four years, and the average six-year graduation rate across cohorts is 66 percent.
- The six-year graduation rate for college scholars is lower than that of other comparable groups of students.

Program Management: Key Findings

1. The PEOPLE network of programs employs a large, diverse, and changing mix of permanent and temporary staff members.

- Many staff members are UW-Madison graduate and undergraduate students.
- The program experienced a number of significant staff changes during the evaluation period.
- Program participants and partners note that staff training and retention may be improved.

2. The PEOPLE program relies heavily on campus and community partnerships for outreach, implementation, and management.

- Partners assist in outreach by recruiting participants, making connections with families and community members, and advocating for the PEOPLE program.
- Partners play a critical role in program implementation tasks, such as curriculum development, workshop facilitation, and hosting PEOPLE summer interns.
- Partnerships are also important to the operation and management of the PEOPLE program, especially in terms of the infrastructure, staffing, and resources provided by the university.

3. Community, K–12, and campus partners are seeking a closer degree of collaboration in their partnerships with PEOPLE.

- Campus partners indicated that they would like to see more “proactive” outreach from PEOPLE staff around how to collaborate to support college scholars.
- K–12 partners invited the program to reach out to school staff members to determine how they might work together to promote student success.
- Nonprofits would like to collaborate around programming and recruitment, while tribal organizations suggested that they would like to offer ideas on how to best support Native students.
4. Diverse stakeholders suggest the program could improve organization and provide more regular, timely, and consistent communication with youth, families and partners.

- Pre-College Program participants regularly expressed frustration with lost paperwork, long waits in line, and last-minute changes in the program schedule.
- Pre-College Program participants outside the Madison area cite challenges such as not having a consistent staff contact and not receiving a response back to calls and emails to the PEOPLE office.
- K–12 partners note that poor communication from the program poses a challenge in recruiting and supporting students.
- Campus partners cite communication as a barrier, especially a lack of clarity around expectations for their role.

5. The Pre-College Program does not have a centralized system in place to track student-level or program-level progress.

- While Pre-College Program application information is entered into an online database, there is no centralized electronic data system for tracking participation data (e.g., attendance, dosage, retention) once a participant enrolls in the program.
- Pre-College Program staff members review participant grades and ACT scores but do not track academic performance in a systematic manner that would facilitate analysis of change over time.
- There are no clear procedures for how the program uses data for continuous program improvement, such as the participant satisfaction survey data collected occasionally.

6. University and Pre-College Program data systems are not aligned.

- There is no structural connection between the university undergraduate data systems and the university’s Pre-College Program data systems. Currently, the Pre-College Program provides the university with a list of participants entering UW-Madison. However, we found that the record keeping of the various programs does not completely align with the records kept by the university.
- Alumni of the Pre-College Program do not appear to be tracked by the university as a group after the point of admission. Tracking does take place at the program level. The College Scholar Program uses an early warning system to track the cumulative GPA and credits of students to ensure that they are on track for graduation.

Implications

In this section we place these findings in the context of the larger research on college readiness and postsecondary completion. We offer some questions to consider regarding the implications of these findings for the design, implementation, management, and evaluation of the PEOPLE program.

The change over time in the demographics of PEOPLE participants, along with feedback from stakeholders, suggests a need to clarify the focus population of the program.

First-generation college students, low-income students, and minority students tend to be the mostly likely groups to struggle to reach their college aspirations (Kao & Thompson, 2003; McCarron & Inkelas, 2006; Roderick et al., 2009). College readiness programs such as GEAR UP (Standing, Judkins, Keller, & Shimshak, 2008) and Talent Search (Cahalan, Silva, Humphrey, & Cunningham, 2004) focus on specific demographic groups that have been identified as vulnerable in the hope of providing the additional supports necessary to diminish the aspiration-attainment gap for these students.

In recent years, the proportion of Latino and female applicants accepted into the PEOPLE program has increased while the number of African American and male applicants accepted
has declined. The program has also adjusted its selection process to emphasize applicant income status over other factors, such as racial-ethnic identity, gender identity, and geographic location. Several stakeholders questioned the current focus population of the program.

Key questions for campus leaders and program stakeholders to consider include the following:

• What is the current focus population of the program?
• What is the rationale for focusing on this population, in light of current needs on campus and in communities?
• What are the implications of these changing demographics for the program recruitment, application, and acceptance process?
• What are the implications of these changing demographics for program design and implementation, particularly in terms of culturally responsive practices?

Since the Pre-College Program primarily serves high school students, leaders may consider concentrating program services for this population.

Typically, college preparatory programs serve a focused age group. For instance, Upward Bound targets high school students ages 13–19. Whole-school reform programs such as Career Academies and Talent Development target entire high schools. Likewise, Citizen Schools implements whole-school reform in middle schools. A smaller proportion of programs target a wider span of ages. Examples include the AVID and GEAR UP programs, in which services typically begin in middle school and extend through high school. Even fewer programs begin support services as early as elementary school and continue into postsecondary education. One exception is Project GRAD, which serves students in pre-K–12 and into the first year of college (but not beyond).

The PEOPLE program is unique in offering services at the elementary, secondary, and college levels. By offering college preparation services prior to high school, the program is in line with recent evidence suggesting that the ideal time to begin efforts to prepare students for college is as early as middle school (Allensworth, Gwynne, Moore, & de la Torre 2014; Perna & Swail, 2001; Tierney et al., 2009). However, while working with students across this age spectrum is a distinctive feature of PEOPLE, ensuring high-quality, consistent, and sustainable programming across the entire network is a challenge. The type, intensity, and duration of the PEOPLE programming available differs based on where participants live. High school participants outside Madison report limited access to critical college readiness supports such as advising and college application assistance. Additionally, very few participants experience the elementary-through-college elements of the PEOPLE network and the scaffolding that connects various elements of the network is unclear. For example, there are gaps in programming for grade 9 students, a critical year for academic success and college readiness. While this evaluation did not specifically examine outcomes at the middle school level, given the resources invested in middle school programming there is need to investigate how well the program prepares students for success in high school.

Key questions to consider:

• How important is it for participants to experience multiple age-levels of the PEOPLE program network? Where does developmental progression fit within the PEOPLE theory of change?
• What are the short-term program goals at the elementary, middle, and high school levels related to academic success, socioemotional development, and college readiness?
• What type of college readiness supports and services is most critical to offer at each age-level of the PEOPLE program network, as suggested by research and evidence?
• Which of these college readiness and completion supports and services is the program best positioned to offer, given its capacity and related programming offered on campus, in schools, and in communities?
• What opportunities are there for the program to partner with districts, tribal organizations, and community-based organizations to offer programming for elementary and middle school youth?
• What opportunities are there for the program to maximize campus partnerships to promote the academic success of high school and college-age participants?

The program uses several promising practices related to academic preparation for college, but there is room to improve this aspect of the program and make opportunities available to more participants.

A 2009 practice guide prepared by the Institute of Education Sciences (IES) presents a comprehensive review of published evaluations of existing college readiness interventions and programs (Tierney et al., 2009). The purpose of this comprehensive review was to provide a set of recommendations for best practices based on the assembled evidence in conjunction with expert opinions of IES staff regarding the aspects of college readiness interventions that show promise and are believed to be maximally impactful.

The PEOPLE program offers many of the preparatory and support services recommended in the practice guide (Tierney et al., 2009). The program is especially strong in offering support services such as social networks that promote college-going aspirations, as well as college application and financial aid assistance. The program also offers some of the recommended preparatory services, such as advising participants to take college-ready coursework, offering summer academic courses that prepare them to be successful in these courses, monitoring grades, and providing ACT practice preparation. Gándara (2001) conducted a review of multiple evaluations of college readiness programs and concluded that the most successful programs were those that occurred over an extended duration: The longer students were in the program, the more likely they were to report benefits. This often included a key adult who served as a mentor to monitor progress and guide students over a long period of time—a service that PEOPLE offers most intensively for Madison-area participants.

However, the depth of these academic support and college preparation services varies across the state, and the PEOPLE program does not provide other IES-recommended services and supports, such as opportunities for dual credit and financial literacy coursework, nor does it use standardized assessment data to track student preparation and target and assess the mix of program services for participants. Some stakeholders suggest a need to strengthen the academic portion of the Pre-College Program through these and other strategies, such as differentiated instruction during the summer and more college application assistance for students outside Madison.

Key questions to consider:
• What is the program’s strategy for addressing the diversity of academic abilities among participants and the dual credit offerings available at their schools?
• How could the program provide more consistent advising, academic remediation, and college application support services for high school participants outside of Madison?
• How might the program systematically use additional assessment data (beyond the ACT) to ensure participants are aware of their level of preparedness?
• What additional or different support could be provided to African American students given that their acceptance rate at UW-Madison is 20 percentage points lower than other students?
Most youth who enroll in the PEOPLE Pre-Collage Program do not go on to UW-Madison, highlighting opportunities for the program to prepare participants for a wider range of colleges.

The provision of a scholarship to UW-Madison is a distinctive feature of the PEOPLE program in comparison to other college readiness programs such as AVID and GEAR UP. While the number of PEOPLE participants applying to UW-Madison remains stable, their acceptance rates are going down slightly. Most participants who do not go on to UW-Madison enroll at other postsecondary institutions, yet they report that the program does not offer much support for them in this process.

Key questions to consider:

- How important is enrollment at UW-Madison to the purpose and goals of the program?
- Does the program have the interest and capacity to offer more services to prepare youth for application to other colleges and universities?
- What is prompting students to choose colleges or universities other than UW-Madison?
- What happens to participants who do not go on to UW-Madison?

Given the current limited use of data by the program, leaders might consider expanding the evaluation capacity of the program and aligning pre-college and university data systems.

Youth-serving and other social programs such as PEOPLE are increasingly expected to use data to improve their work and to demonstrate how their programs are positively influencing the learning and development of young people (Bangser, 2014; Dymnicki, Wandersman, Osher, Grigorescu, & Huang, 2014; Wilson-Ahlstrom, Yohalem, DuBois, Ji, & Hillaker, 2011). Effective programs commonly collect three main types of data: program participation data (tracking patterns in attendance and retention), program quality assessments (using observation-based data and other rubrics), and youth outcomes data (using school administrative data to track education outcomes and/or surveys to assess students’ skills, attitudes, and engagement).

The PEOPLE program uses very few of these recommended data practices and lacks a history and culture of using data to inform program improvement. For this reason, the program has limited capability to learn from experience and adapt its programming and services over time. This lack of data culture also means that the conditions necessary for a rigorous impact evaluation of PEOPLE are not in currently in place. According to the recent literature, the organizations most ready for a rigorous impact evaluation are those with a strong culture of data use and that possess a stable—and falsifiable—program logic model/theory of change and have built the requisite data infrastructure (Dymnicki et al., 2014; Epstein & Klerman, 2012). To date, the PEOPLE program meets none of these key conditions Future impact evaluations will need to account for the fact that many PEOPLE participants also participate in other college readiness programs (e.g., AVID, GEAR UP), which will pose a challenge in attributing outcomes to the PEOPLE program. In addition, with improved data systems, future evaluations may be able to examine College Scholar outcomes separately for graduates of the PEOPLE Pre-College Program and graduates of the ITA pre-college program.

Key questions to consider:

- What capacity is needed to develop a centralized electronic data system for tracking enrollment, participation, and retention?
- What new procedures could be established for using formative evaluation data to track participant progress and to inform continuous program improvement?
- How might the program collect and use data on interim outcomes related to college readiness, academic development, and socioemotional development?

16 In some states, small scholarships are provided to GEAR UP students when they transition from high school to college.
• How might the program collect and use data about the college application and selection process of their participants?
• How might pre-college and university data systems be aligned to facilitate an evaluation of the Pre-College Program's effectiveness?
• How might a culture of data use and evaluation be developed among the PEOPLE program and its staff?

*Over time, the gap between college scholars and comparable undergraduates has closed in regard to GPA, but the six-year graduation gap has widened, suggesting a need to further examine program efforts to promote on-time graduation.*

A primary goal of the PEOPLE College Scholar Program is to help underrepresented students graduate from UW-Madison. In line with current research on postsecondary enrollment, persistence and completion programs (Glennie, Dalton and Knapp, 2015), the program offers a range of supports for students as they transition to UW-Madison and pursue their degrees, including academic (e.g., advising, GPA tracking), social (e.g., leadership retreat, College Scholars lounge, special events) and strategic (e.g., networking opportunities, career exploration, scholarships, employment opportunities). College Scholar advisors act as a “hub” by connecting the college scholars with campus resources that align with their interests and needs.

Despite of these efforts, college scholars lag behind comparable groups of students on key indicators, such as graduating within six years of enrollment. This lack of progress on graduation rates is especially surprising given that the gap has narrowed between the GPA of college scholars and comparable groups of students. This suggests a need for further investigation to understand the specific barriers—whether academic or personal—to college persistence and completion for PEOPLE college scholars and examination of how the program may mitigate these barriers to persistence and completion.

Social capital plays an important role in college persistence and completion. While data suggest that the program is strong in developing bonding social capital (e.g., among a cohort of college scholars), there may be opportunities to strengthen efforts to build bridging social capital (e.g., between college scholars and students in their field of interest). For example, college scholars and campus partners both identified a need for the program to offer more career-specific opportunities for college scholars, such as connecting them with mentors in their field of interest and increasing contact between college scholar advisors and major advisors.

Key questions to consider:
• What barriers prevent college scholars from completing their degrees on time?
• What are the characteristics of college scholars who do and do not complete their degree at UW-Madison?
• At what point do college scholars typically withdraw from UW-Madison and for what reasons?
• What are the graduation rates for college scholars who transition from another college, or who need to take developmental education coursework once they enroll at UW-Madison?
• At what point do college scholars typically commit to a pathway of study? What percentage of college scholars changes their major and at what point do they typically do so?
• How does the College Scholar Program support students in selecting a pathway of study? How does the program connect students with career-specific opportunities?
• Given that staffing levels have changed over time, how do these graduation trends relate to the ratio of college scholars to College Scholar Program staff?
References


Appendix A

Protocols
College Program Directors

My name is ____________ from Education Northwest, and I am a member of the team conducting an evaluation of the PEOPLE program. Thank you for taking the time to talk with us today about your experience with the PEOPLE program.

The purpose of this interview is to document the activities and impact of the PEOPLE program. In order to understand the program from multiple points of view, we are conducting interviews with PEOPLE participants, staff, campus partners, and school partners. Our questions today will cover four main topics:

1. History of your involvement with the PEOPLE program and the overall PEOPLE approach
2. Pre-College program goals and activities
3. Pre-College program structures and systems
4. Partnerships

The interview will take 60–75 minutes. We would like to record our conversation today via written notes and audio recording. The recording will be destroyed once the notes are complete. While this interview is not confidential, we will not use your name in any evaluation reports or presentations. Any direct quotes from you will be identified as coming from a “PEOPLE staff” member.

Do I have your permission to record the interview? Before we start, do you have any questions for me?

Closing

Do you have any additional comments or suggestions about the services provided by the PEOPLE program?

Thank you very much for your time today. What we learn from these interviews will be used to inform future work of the PEOPLE evaluation.

If you have any questions or would like to provide additional feedback regarding the work of the PEOPLE evaluation, feel free to contact me.
Let’s start with the overall PEOPLE approach and history of your involvement in the program.

1. What is your role within the PEOPLE program?
   a. How long have you been involved with the PEOPLE program?
   b. How has your role changed over time?

2. PEOPLE is often described as a “pipeline.” What does this mean to you?
   a. What makes PEOPLE a pipeline?
      i. **Probe for detail on specific principles and practices related to the pipeline (e.g., long-term involvement, connection to UW, intergenerational relationships).**
   b. Why is a pipeline approach necessary to reach the PEOPLE program goals?

3. How does the Pre-College program fit within this pipeline?
   a. Probe for how participants are recruited or selected
   b. Probe for how the program grows with youth

Let’s talk in more detail about the Pre-College program. We are putting together profiles that outline the goals, strategies, and activities of each aspect of PEOPLE. The following questions will help us to make sure we understand how each program works. Please send us any background documents that will help us understand these goals, strategies, and activities.

1. What are the primary goals of the Pre-College program?
   a. Probe for academic goals
   b. Probe for socioemotional goals (e.g., efficacy, motivation)
   c. Probe for strategic goals related to postsecondary readiness and success

2. How does the Pre-College program support these goals? We are interested in hearing about the overall program approach, as well as specific activities.
   a. Probe for opportunities and supports related to academic goals (e.g., advising)
   b. Probe for opportunities and support related to social goals (e.g., safe space)
   c. Probe for opportunities and support related to strategic goals (e.g., networking, scholarship)

3. What are some program practices you expect to see implemented across all sites?
   a. Probe for principles and practices underlying these activities (e.g., personalized support)

4. How did PEOPLE select these particular strategies and activities for the Pre-College program?
   a. Probe for changes over time, in terms of adaptations based on lessons learned
   b. Probe for use of research-based models or curriculum

5. How do the school-year and summer elements of the program complement each other?
   a. Probe for Madison
   b. Probe for Menomonie
   c. Probe for rest of state
6. How does the Pre-College program relate to other pre-college programs on campus?

Next, we have a few questions about program structures and systems.

1. Please describe the staffing structure for the Pre-College program, and how the staff works together to implement these activities and support PEOPLE participants.
   a. Probe for FTE, roles, and responsibilities
   b. Probe for recruitment and orientation
   c. Probe for school-year and summer differences

2. What are some ways you monitor implementation to ensure quality and consistency across sites?
   a. Probe for training, supervision, and assessment
   b. Probe for common tools/models used

3. What are some ways that you track the progress of participants in reaching program goals?
   a. Probe for specific tools/documents

4. What are some of challenges in implementing the Pre-College program?
   a. Probe for challenges in working with students
   b. Probe for management challenges

Our last set of questions focuses on partnerships.

1. Who are some key campus or community partners for the Pre-College program?

2. What are some ways that these partnerships support the PEOPLE program goals?

3. Who are some key partners that you recommend we interview to understand the PEOPLE program?
PEOPLE Interview Protocol: College Scholar Program Director

Opening
My name is ____________ from Education Northwest, and I am a member of the team conducting an evaluation of the PEOPLE program. Thank you for taking the time to talk with us today about your experience with the PEOPLE program.

The purpose of this interview is to document the activities and impact of the PEOPLE program. In order to understand the program from multiple points of view, we are conducting interviews with PEOPLE participants, staff, campus partners, and school partners. Our questions today will cover four main topics:

1. History of your involvement with the PEOPLE program and the overall PEOPLE approach
2. College Scholar Program goals and activities
3. College Scholar Program structures and systems
4. Partnerships

The interview will take 60–75 minutes. We would like to record our conversation today via written notes and an audio recording. The recording will be destroyed once the notes are complete. While this interview is not confidential, we will not use your name in any evaluation reports or presentations. Any direct quotes from you will be identified as coming from a “PEOPLE staff” member.

Do I have your permission to record the interview? Before we start, do you have any questions for me?

Closing
Do you have any additional comments or suggestions about the services provided by the PEOPLE program?

Thank you very much for your time today. What we learn from these interviews will be used to inform future work of the PEOPLE evaluation.

If you have any questions or would like to provide additional feedback regarding the work of the PEOPLE evaluation, feel free to contact me.
Let's start with the overall PEOPLE approach and history of your involvement in the program.

1. What is your role within the PEOPLE program?
   a. How long have you been involved with the PEOPLE program?
   b. How has your role changed over time?

2. PEOPLE is often described as a “pipeline.” What does this mean to you?
   a. What makes PEOPLE a pipeline?
      i. *Probe for detail on specific principles and practices related to the pipeline (e.g., long-term involvement, connection to UW, intergenerational relationships)*
   b. Why is a pipeline approach necessary to reach the PEOPLE program goals?

3. Where does the College Scholar Program fit within this pipeline?
   a. Probe for how participants are recruited or selected
   b. Probe for how the College Scholars Program relates to the Pre-College program
   c. Probe for how the program grows with youth to support the transition from HS to college

*Let's talk in more detail about the College Scholar Program.* We are putting together profiles that outline the goals, strategies, and activities of each aspect of PEOPLE. The following questions will help us to make sure we understand how each program works. Please send us any background documents that will help us understand these goals, strategies, and activities.

4. What are the primary goals of the College Scholar Program?
   a. Probe for academic goals
   b. Probe for socioemotional goals
   c. Probe for strategic goals related to college completion and career transition

5. How does the College Scholars Program support these goals? We are interested in hearing about the overall program approach, as well as specific activities.
   a. Probe for opportunities and supports related to academic goals (e.g., advising)
   b. Probe for opportunities and support related to social goals (e.g., safe space)
   c. Probe for opportunities and support related to strategic goals (e.g., networking, scholarship)
   d. Probe for summer programming and opportunities to observe
   e. Probe for principles and practices underlying these activities (e.g., personalized support)
   f. Probe for what is offered at different stages of college experience

6. How did PEOPLE select these particular strategies and activities for the College Scholar Program?
   a. Probe for changes over time, in terms of adaptations based on lessons learned
   b. Probe for use of research-based models or curriculum

7. How does the College Scholar Program relate to other student support programs on campus (e.g., Chancellor’s Scholars)?
Next we have a few questions about program structures and systems.

8. Please describe the staffing structure for the College Scholar Program, and how the staff works together to implement these activities and support PEOPLE college scholars.
   a. Probe for FTE, roles, and responsibilities

9. What are some ways you monitor implementation to ensure quality and consistency?
   a. Probe for training, supervision, and assessment
   b. Probe for common tools/models used

10. What are some ways that you track the progress of the College Scholar program in reaching program goals?
    a. Probe for specific tools/documents

11. What are some of the challenges in implementing the College Scholars program?
    a. Probe for challenges in working with students
    b. Probe for management challenges

Our last set of questions focuses on partnerships.

12. Who are some of the key campus or community partners for the College Scholars program?

13. What are some ways that these partnerships support the PEOPLE program goals?
PEOPLE Interview Protocol: PEOPLE Program Staff

Teaching Specialists
My name is ____________ from Education Northwest, and I am a member of the team conducting an evaluation of the PEOPLE program. Thank you for taking the time to talk with us today about your experience with the PEOPLE program.

The purpose of this interview is to document the activities and impact of the PEOPLE program. In order to understand the program from multiple points of view, we are conducting interviews with PEOPLE participants, staff, campus partners, and school partners. Our questions today will cover four main topics:

1. History of your involvement with the PEOPLE program and the overall PEOPLE approach
2. Pre-College program goals and activities
3. Pre-College program structures and systems
4. Partnerships

The interview will take 45–60 minutes. We would like to record our conversation today via written notes and an audio recording. The recording will be destroyed once the notes are complete. While this interview is not confidential, we will not use your name in any evaluation reports or presentations. Any direct quotes from you will be identified as coming from a “PEOPLE staff” member.

Do I have your permission to record the interview? Before we start, do you have any questions for me?

Closing
Do you have any additional comments or suggestions about the services provided by the PEOPLE program?

Thank you very much for your time today. What we learn from these interviews will be used to inform future work of the PEOPLE evaluation.

If you have any questions or would like to provide additional feedback regarding the work of the PEOPLE evaluation, feel free to contact us.
Let’s start with the overall PEOPLE approach and history of your involvement in the program.

1. What is your role within the PEOPLE program?
   a. How long have you been involved with the PEOPLE program?
   b. How has your role changed over time?

2. What are the primary goals of the Pre-College program?
   a. Probe for academic goals
   b. Probe for socioemotional goals (e.g., efficacy, motivation)
   c. Probe for strategic goals related to postsecondary readiness and success

3. How does the Pre-College program support these goals? We are interested in hearing about the specific strategies, as well as activities.
   a. Probe for strategies and activities related to academic goals (e.g., advising)
   b. Probe for principles and practices underlying these activities (e.g., personalized support, differentiated instruction)

4. What is the curriculum approach for the Pre-College program? How did PEOPLE select a particular curriculum or curriculum approach for the Pre-College program?
   a. Probe for changes over time, in terms of adaptations based on lessons learned
   b. Probe for use of research-based models or curriculum
   c. Probe for how the approach relates to what students learn at their schools

5. How do the school-year and summer elements of the program complement each other? (Ask whether they work for the program throughout the year and interact with both components)

Next we have a few questions about program structures and systems.

1. Please describe how the teaching staff works together to implement these activities and support PEOPLE participants.
   a. Probe for teams, roles and responsibilities
   b. Probe for recruitment, orientation, and training
   c. Probe for recruitment, orientation, and training

Our last set of questions focuses on partnerships.

1. Who are some of the key campus or community partners for Pre-College program?

2. What are some ways that these partnerships support the PEOPLE program goals?
PEOPLE Interview Protocol: PEOPLE Program Staff

Teaching Specialists
My name is ____________ from Education Northwest, and I am a member of the team conducting an evaluation of the PEOPLE program. Thank you for taking the time to talk with us today about your experience with the PEOPLE program.

The purpose of this interview is to document the activities and impact of the PEOPLE program. In order to understand the program from multiple points of view, we are conducting interviews with PEOPLE participants, staff, campus partners, and school partners. Our questions today will cover four main topics:

1. History of your involvement with the PEOPLE program and the overall PEOPLE approach
2. Pre-College program goals and activities
3. Pre-College program structures and systems
4. Partnerships

The interview will take 45–60 minutes. We would like to record our conversation today via written notes and an audio recording. The recording will be destroyed once the notes are complete. While this interview is not confidential, we will not use your name in any evaluation reports or presentations. Any direct quotes from you will be identified as coming from a “PEOPLE staff” member.

Do I have your permission to record the interview? Before we start, do you have any questions for me?

Closing
Do you have any additional comments or suggestions about the services provided by the PEOPLE program?

Thank you very much for your time today. What we learn from these interviews will be used to inform future work of the PEOPLE evaluation.

If you have any questions or would like to provide additional feedback regarding the work of the PEOPLE evaluation, feel free to contact us.
PEOPLE Interview Protocol: Campus Partners

Opening
My name is ____________from Education Northwest, and I am a member of the team conducting an evaluation of the PEOPLE program. Thank you for taking the time to talk with us today about your experience with the PEOPLE program.

The purpose of this interview is to document the activities and impact of the PEOPLE program. In order to understand the program from multiple points of view, we are conducting interviews with PEOPLE participants, staff, campus partners, and school partners. Our questions today will cover three main topics:

1. Background on your involvement with the PEOPLE program
2. PEOPLE Program goals and activities
3. Success stories and lessons learned from your involvement with PEOPLE

We would like to record our conversation today via written notes and an audio recording. The recording will be destroyed once the notes are complete. While this interview is not confidential, we will not use your name in any evaluation reports or presentations. Any direct quotes from you will be identified as coming from a “campus partner.”

Do I have your permission to record the interview? Before we start, do you have any questions for me?

Closing
Do you have any additional comments or suggestions about the services provided by the PEOPLE program?

Thank you very much for your time today. What we learn from these interviews will be used to inform future work of the PEOPLE evaluation.

If you have any questions or would like to provide additional feedback regarding the work of the PEOPLE evaluation, feel free to contact me. [Give them a copy of our business cards.]
1. Please tell me a little bit about your department and role.

2. Please share some background about your experience with PEOPLE.
   a. How did you [or your department] first connect with the PEOPLE program?
      i. Probe for motivation and purpose of partnership
      ii. Probe for length of partnership and changes over time
      iii. Probe for relevant subprograms (elementary, middle, high school, college)
   b. What are some examples of how your department interacts with the PEOPLE program?
      i. Probe for specific activities (e.g., design/facilitate programming, provide staff)
      ii. Probe for frequency and depth of interaction with PEOPLE staff and participants
      iii. Probe for structure of relationship (e.g., MOU, integration with undergraduate learning)

3. Given your involvement, we'd like to hear your general impressions of the PEOPLE program.
   a. What do you see as the overarching goals of the PEOPLE program?
      i. Probe for goals for participants and campus
   b. What are some signs you see that PEOPLE is making progress towards these goals?
      i. Probe for positive changes for participants and community
   c. What are some features of the PEOPLE program that you think support these goals?
      i. Probe for design and implementation
      ii. Probe for management and partnership
   d. What do you see as the role of the PEOPLE program on campus?
      i. Probe for similarities and differences with other college preparation programs
      ii. Probe for similarities and differences with other diversity programs
   e. What recommendations do you have for how PEOPLE staff can strengthen their program?
      i. Probe for design and implementation
      ii. Probe for management and partnership

4. Tell us about your experience of being a PEOPLE program partner.
   a. What are some things that are working well about your partnership with PEOPLE?
      i. Probe for examples of partnership processes (e.g., communication, alignment of mission, etc.)
      ii. Probe for examples of specific benefits to their department (e.g., grant opportunities, recruitment)
   b. What recommendations do you have for how PEOPLE staff may strengthen their campus partnerships?
      i. Probe for design and implementation
      ii. Probe for management and partnership
PEOPLE Interview Protocol: Community Partners

June 2015

Opening
My name is ____________ from Education Northwest, and I am a member of the team conducting an evaluation of the PEOPLE program. Thank you for taking the time to talk with us today about your experience with the PEOPLE program.

The purpose of this interview is to document the activities and impact of the PEOPLE program. In order to understand the program from multiple points of view, we are conducting interviews with PEOPLE participants, staff, campus partners, and school partners. Our questions today will cover three main topics:

4. Background on your involvement with the PEOPLE program
5. PEOPLE program goals and activities
6. Success stories and lessons learned from your involvement with PEOPLE

We would like to record our conversation today via written notes and an audio recording. The recording will be destroyed once the notes are complete. While this interview is not confidential, we will not use your name in any evaluation reports or presentations. Any direct quotes from you will be identified as coming from a “community partner.”

Do I have your permission to record the interview? Before we start, do you have any questions for me?

Closing
Do you have any additional comments or suggestions about the services provided by the PEOPLE program?

Thank you very much for your time today. What we learn from these interviews will be used to inform future work of the PEOPLE evaluation.

If you have any questions or would like to provide additional feedback regarding the work of the PEOPLE evaluation, feel free to contact me. [Give them a copy of our business cards.]
1. Please share some background about your organization and experience with PEOPLE.
   a. What is the mission of your organization?
      i. Probe for communities served
      ii. Probe for their title and role
   b. How did you first connect with the PEOPLE program?
      i. Probe for perceptions of PEOPLE in community
      ii. Probe for initial motivation and purpose of partnership when established
      iii. Probe for length of partnership and changes over time
      iv. Probe for relevant subprograms (elementary, middle, high school, college)
   c. What are some examples of how your organization collaborates with the PEOPLE program?
      i. Probe for specific activities (e.g., design/facilitate programming, host interns, outreach)
      ii. Probe for frequency and depth of interaction with PEOPLE staff and participants
      iii. Probe for structure of relationship (e.g., MOU)

2. Given your involvement, we'd like to hear your general impressions of the PEOPLE program.
   a. What do you see as the overarching goals of the PEOPLE program?
      i. Probe for goals for participants and community
   b. What are some signs you see that PEOPLE is making progress towards these goals?
      i. Probe for positive changes for participants and community
   c. What are some features of the PEOPLE program that you think support these goals?
      i. Probe for design and implementation
      ii. Probe for management and partnership
   d. What recommendations do you have for how PEOPLE staff can strengthen their program?
      i. Probe for design and implementation
      ii. Probe for management and partnership

3. Tell us about your experience of being a PEOPLE program partner.
   a. What are some things that are working well about your partnership with PEOPLE?
      i. Probe for examples of partnership processes (e.g., communication, alignment of mission, etc.)
      ii. Probe for examples of specific benefits to their CBO (e.g., new resources, connection to UW, etc.)
   b. What recommendations do you have for how PEOPLE staff can strengthen their partnerships?
      i. Probe for design and implementation
      ii. Probe for management and partnership
PEOPLE Interview Protocol: K–12 District Partners

June 2015

Opening

My name is ____________ from Education Northwest, and I am a member of the team conducting an evaluation of the PEOPLE program. Thank you for taking the time to talk with us today about your experience with the PEOPLE program.

The purpose of this interview is to document the activities and impact of the PEOPLE program. In order to understand the program from multiple points of view, we are conducting interviews with PEOPLE participants, staff, campus partners, and school partners. Our questions today will cover three main topics:

1. Background on your involvement with the PEOPLE program
2. PEOPLE program goals and activities
3. Success stories and lessons learned from your involvement with PEOPLE

We would like to record our conversation today via written notes and an audio recording. The recording will be destroyed once the notes are complete. While this interview is not confidential, we will not use your name in any evaluation reports or presentations. Any direct quotes from you will be identified as coming from a “K–12 partner.”

Do I have your permission to record the interview? Before we start, do you have any questions for me?

Closing

Do you have any additional comments or suggestions about the services provided by the PEOPLE program?

Thank you very much for your time today. What we learn from these interviews will be used to inform future work of the PEOPLE evaluation.

If you have any questions or would like to provide additional feedback regarding the work of the PEOPLE evaluation, feel free to contact me. [Give them a copy of our business cards.]
1. Please share some background about your experience with PEOPLE.
   a. How did you first connect with the PEOPLE program?
      i. Probe for motivation and purpose of partnership
      ii. Probe for length of partnership and changes over time
      iii. Probe for relevant subprograms (elementary, middle, high school, college)
   b. What are some ways that your district interacts with the PEOPLE program?
      i. Probe for specific activities (e.g., recruitment, programming, co-grant writing)
      ii. Probe for integration with other school functions (e.g., classroom teaching, counseling)

2. Given your involvement, we’d like to hear your general impressions of the PEOPLE program.
   a. What do you see as the overarching goals of the PEOPLE program?
      i. Probe for goals for participants (e.g., academic, socioemotional, college readiness)
   b. What are some features of the PEOPLE program that you think support these goals?
      i. Probe for design and implementation
      ii. Probe for management and partnership
   c. What are some examples of how involvement in PEOPLE benefits your district?
      i. Probe for positive changes for participants
      ii. Probe for positive changes in school or district
   d. How does the PEOPLE program relate to other academic support or college prep programs in your district?
      i. Probe for program types (e.g., GEAR UP, AVID)
      ii. Probe for similarities and differences
      iii. Probe for formal connections or partnerships
   e. What recommendations do you have for how PEOPLE staff can strengthen their program?
      i. Probe for design and implementation
      ii. Probe for management and partnership

3. Tell us about your experience of being a PEOPLE program partner.
   a. What are some things that are working well about your partnership with PEOPLE?
      i. Probe for examples of partnership processes (e.g., communication, alignment of mission, etc.)
   b. What recommendations do you have for how PEOPLE staff can strengthen their partnerships?
      i. Probe for design and implementation
      ii. Probe for management and partnership
PEOPLE Interview Protocol: PEOPLE Program Staff

Graduate Students & Teaching Specialists
My name is ____________ from Education Northwest, and I am a member of the team conducting an evaluation of the PEOPLE program. Thank you for taking the time to talk with us today about your experience with the PEOPLE program.

The purpose of this interview is to document the activities and impact of the PEOPLE program. In order to understand the program from multiple points of view, we are conducting interviews with PEOPLE participants, staff, campus partners, and school partners. Our questions today will cover three main topics:

1. Background on your involvement with the PEOPLE program
2. PEOPLE program goals and activities
3. Success stories and lessons learned from your involvement with PEOPLE

The interview will take 45–60 minutes. We would like to record our conversation today via written notes and an audio recording. The recording will be destroyed once the notes are complete. While this interview is not confidential, we will not use your name in any evaluation reports or presentations. Any direct quotes from you will be identified as coming from a “PEOPLE staff” member.

Do I have your permission to record the interview? Before we start, do you have any questions for me?

Closing
Do you have any additional comments or suggestions about the services provided by the PEOPLE program?

Thank you very much for your time today. What we learn from these interviews will be used to inform future work of the PEOPLE evaluation.

If you have any questions or would like to provide additional feedback regarding the work of the PEOPLE evaluation, feel free to contact me.
1. What is your role within the PEOPLE program?
   a. How long have you been involved with the PEOPLE program?
   b. How has your role changed over time?

2. What do you see as the overall goals of the PEOPLE program?
   a. What are the goals for participants?
   b. What is the role of the PEOPLE program on campus?

3. How would you describe the PEOPLE model of academic support?
   a. How did PEOPLE select a particular curriculum or approach?
      i. Probe for use of research-based models or curriculum
      ii. Probe for lessons learned, changed over time
   b. How is this curriculum being implemented across the program?
      i. Probe for summer vs. school year implementation
   c. How does the PEOPLE model connect with school-day learning?
   d. How does the PEOPLE model progress with students as they age up in the program?

4. What are some aspects of the PEOPLE program that are working really well in support of those goals?
   a. Probe for strategies and activities (e.g., tutoring, safe space, scholarship, college/career exploration)
   b. Probe for principles and practices (e.g., experiential learning, long-term relationships, connect to UW)

5. How do the school-year and summer elements of the program complement each other?
   a. Probe for strategies and activities (e.g., tutoring, safe space, scholarship, college/career exploration)
   b. Probe for principles and practices (e.g., experiential learning, long-term relationships, connection to UW)

6. What ideas do you have for how to strengthen the program?
   a. Probe for structure and design
   b. Probe for implementation
   c. Probe for management and partnerships
PEOPLE Focus Group Protocol: Rising College Scholars

June 2015

Opening
My name is ____________ from Education Northwest, and we are conducting a project to learn more about how the PEOPLE program works and how the program affects participants like you. You can help with this project if you would like to by participating in a focus group conversation about your experience with PEOPLE. You do not have to participate if you do not want to. The conversation will take 45–60 minutes.

Does everyone agree to participate?

Education Northwest will keep the information you tell us confidential. Your name will not be put on any papers written about this project. The audio recording of the interview will be erased after the study is done.

Does everyone agree to be audio recorded?

We will not report what you say to anyone, including your parents, families, counselors, and teachers. We ask that you do the same thing, and not share what other participants say here. You are welcome to share what I say or ask with others.

Does everyone agree not to share what other participants have said?

Let's talk for a few minutes about how a focus group works. A focus group is a kind of group conversation around a topic that you all know something about. Today we would like you to share stories and examples from your experience with the PEOPLE program. We will be asking you some specific questions to get you started talking. You do not have to wait until we call on you to speak, although we do ask you to make sure that others also have a chance to respond. You may also choose not to answer some or all of the questions and can stop participating at any time. There are no right or wrong answers here, just different points of view. We encourage you to share your point of view even if it differs from what others have said.

Closing
Do you have any additional comments or suggestions about the services provided by the PEOPLE program?

Thank you very much for your time today. What we learn from these interviews will be used to inform future work of the PEOPLE evaluation. If you have any questions or would like to provide additional feedback regarding the work of the PEOPLE evaluation, feel free to contact me. [Give them a copy of our business cards.]
Introductions

1. Let’s start with introductions so we get to know each other. Please share:
   a. Your name, high school, and how long you have been in the program
   b. One thing you are most looking forward to about starting college at UW-Madison

2. Tell us the story of how you first got involved in the PEOPLE program.
   a. How did you first hear about the program?
   b. What made you want to be part of PEOPLE?
      i. Probe for personal goals/aspirations
   c. How was the program compared to what you expected it to be like?

3. When you think back on your experience with PEOPLE, what are some ways the program helped you to graduate high school ready to enroll in UW-Madison?
   a. When you think about the types of opportunities the program offers, what stands out as the most important for you?
      i. Probe for academic opportunities (e.g., tutoring, classes, advising)
      ii. Probe for social opportunities (e.g., cohort meetings, field trips)
      iii. Probe for strategic opportunities for college/career (scholarship, networks, internships, ACT)
      iv. Probe for program principles and practices (e.g., long-term, integrated support)
   b. What was the most useful type of support offered by the program?
      i. Probe for academic support
      ii. Probe for social support
      iii. Probe for strategic support for college/career
      iv. Probe for program principles and practices (e.g., long-term, integrated support)
   c. What additional support do you wish you had received in preparing for college?
      i. Probe for areas where they feel underprepared for college

4. Now that you are about to enter UW-Madison, what does it mean for you to still be part of PEOPLE?
   a. How do you think being a College Scholar will help you be successful at UW-Madison?
      i. Probe for academic, social, and strategic support
   b. How do you think being a College Scholar will build on your experience in PEOPLE Prep?
      i. Probe for similarities (e.g., shared principles and practices, consistent relationships)
      ii. Probe for differences (e.g., progression of responsibility/support)
   c. What types of support do you hope to receive from PEOPLE to be successful at UW-Madison?

5. What advice do you have for youth who are in PEOPLE Prep?
   a. Would you recommend PEOPLE to a friend or family member?
   b. Why or why not?

6. What advice do you have for how to make the PEOPLE program better?
   a. What is one thing you recommend that the staff consider changing about the program?
   b. What is one thing that should definitely stay the same?
      i. Probe for activities, structure, and support
PEOPLE Focus Group Protocol: Madison HS Participants

Session Plan
June 2015

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Opening
My name is ____________ from Education Northwest, and we are conducting a project to learn more about how the PEOPLE program works and how the program affects participants like you. You can help with this project if you would like to by participating in a focus group conversation about your experience with PEOPLE. You do not have to participate if you do not want to. The conversation will take 45–60 minutes.

Does everyone agree to participate?

Education Northwest will keep the information you tell us confidential. Your name will not be put on any papers written about this project. The audio recording of the interview will be erased after the study is done.

Does everyone agree to be audio recorded?

We will not report what you say to anyone, including your parents, families, counselors, and teachers. We ask that you do the same thing, and not share what other participants say here. You are welcome to share what I say or ask with others.

Does everyone agree not to share what other participants have said?

Let's talk for a few minutes about how a focus group works. A focus group is a kind of group conversation around a topic that you all know something about. Today we would like you to share stories and examples from your experience with the PEOPLE program. We will be asking you some specific questions to get you started talking. You do not have to wait until we call on you to speak, although we do ask you to make sure that others also have a chance to respond. You may also choose not to answer some or all of the questions and can stop participating at any time. There are no right or wrong answers here, just different points of view. We encourage you to share your point of view even if it differs from what others have said.

Closing
Do you have any additional comments or suggestions about the services provided by the PEOPLE program?
Thank you very much for your time today. What we learn from these interviews will be used to inform future work of the PEOPLE evaluation. If you have any questions or would like to provide additional feedback regarding the work of the PEOPLE evaluation, feel free to contact me. [Give them a copy of our business cards.]

**Introductions**

Let’s start with introductions so we get to know each other. Please share:

a. Your name
b. Your high school
c. One thing you are excited to do in PEOPLE this summer

**Group Reflection Activity and Discussion**

You all have been in the program for many years. You are experts on the PEOPLE program. To make sure we understand how the program works, we’d like your help in creating a map of how all the different parts of the PEOPLE program fit together. We’re going to ask you to think back on your experience in elementary, middle, and high school.

- Break participants into pairs, giving each pair a piece of chart paper and markers to map the elementary, middle, or high school program.

- Give participants probes for them to address in drawing or writing on their maps. Possible probes: *What did we do during the school year? What did we do during the summer? What kinds of support did we receive? How did we grow? What were some of the highlights of this time?*

- Ask participants to present maps to each other for feedback, making changes as needed.

Let’s take a look at the maps you each created and how they fit together:

a. What are some ways the program changed as you grew older?
   i. **Probe for progression in activities, relationships, opportunities, supports**
   b. What are some ways the program stayed the same?
   i. **Probe for core principles and practices (e.g., experiential learning)**

**General Questions**

1. You all have invested a lot of time in PEOPLE. What keeps you coming back?
   a. **Probe for the strengths of a long-term program**
   b. **Probe for the challenges of a long-term program**

2. What are some other programs you are involved in besides PEOPLE?
   a. **Probe for in-school programs (e.g., AVID)**
   b. **Probe for expanded learning programs (e.g., Boys and Girls Club)**

3. What are some things that make PEOPLE different from these other programs?
   a. **Probe for strategies and activities (e.g., tutoring, peer cohort, college/career exploration)**
b. *Probe for program principles and practices (e.g., UW connection, long-term, integrated support)*

4. Tell us about a time when the PEOPLE program helped you to achieve a personal goal.
   a. What was your goal and how did you select this goal?
      i. *Probe how PEOPLE helped with goal setting and management*
   b. What are some ways that PEOPLE helps you to work towards that goal?
      i. *Probe for academic support (tutoring, classes, advising)*  
      ii. *Probe for social support (peer relationships, adult relationships, community building)*  
         iii. *Probe for strategic support for college/career (scholarship, networks, internships, ACT prep)*

5. What would you say to a student who is thinking about joining PEOPLE?
   a. Would you recommend PEOPLE to a friend or family member? Why or why not?

6. What advice do you have for how to make the PEOPLE program better?
   a. What is one thing you recommend that the staff consider changing about the program?
   b. What is one thing that should definitely stay the same?
      i. *Probe for activities, structure and support*
PEOPLE Focus Group Protocol: PEOPLE HS Participants Outside Madison

June 2015

Opening
My name is ____________ from Education Northwest, and we are conducting a project to learn more about how the PEOPLE program works and how the program affects participants like you. You can help with this project if you would like to by participating in a focus group conversation about your experience with PEOPLE. You do not have to participate if you do not want to. The conversation will take 45–60 minutes.

Does everyone agree to participate?

Education Northwest will keep the information you tell us confidential. Your name will not be put on any papers written about this project. The audio recording of the interview will be erased after the study is done.

Does everyone agree to be audio recorded?

We will not report what you say to anyone, including your parents, families, counselors, and teachers. We ask that you do the same thing, and not share what other participants say here. You are welcome to share what I say or ask with others.

Does everyone agree not to share what other participants have said?

Let's talk for a few minutes about how a focus group works. A focus group is a kind of group conversation around a topic that you all know something about. Today we would like you to share stories and examples from your experience with the PEOPLE program. We will be asking you some specific questions to get you started talking. You do not have to wait until we call on you to speak, although we do ask you to make sure that others also have a chance to respond. You may also choose not to answer some or all of the questions and can stop participating at any time. There are no right or wrong answers here, just different points of view. We encourage you to share your point of view even if it differs from what others have said.

Closing
Do you have any additional comments or suggestions about the services provided by the PEOPLE program?

Thank you very much for your time today. What we learn from these interviews will be used to inform future work of the PEOPLE evaluation. If you have any questions or would like to provide additional feedback regarding the work of the PEOPLE evaluation, feel free to contact me. [Give them a copy of our business cards.]

Introductions
1. Let's start with introductions so we get to know each other. Please share:
   a. Your name, high school and how long you have been in the program
   b. One thing you are excited to do in PEOPLE this summer
2. Tell us the story of how you first got involved in the PEOPLE program.
   a. How did you first hear about the program?
      i. Probe for recruitment and application process
      ii. Probe for how youth talk about the program with each other
      iii. Probe for how many other youth are in the program in their school/community
   b. What made you want to be part of PEOPLE?
      i. Probe for personal goals/aspirations
      ii. Probe for how experience compares to initial expectations

**Individual Reflection Activity**

Let's start by reflecting back on your experience with PEOPLE over the past few years.

- Ask each participant to complete an activity where they map each year of their experience with the PEOPLE HS program. For each year, they will be responding to prompts such as:
  o What did you do in PEOPLE that year?
  o Who are some of the people you met?
  o How did you grow as a result of that experience?
- Refer to the maps throughout the following conversation and collect maps at the end of the session.

**General Questions**

1. What does it mean for you to be part of the PEOPLE program?
   a. What happens during the school year?
      i. Probe for opportunities, supports, and frequency
      ii. Probe for connection to school day, teachers, etc.
   b. What happens during the summer?
      i. Probe for opportunities and supports
      ii. Probe for connection to school year
   c. What are some things that make PEOPLE different from other programs (e.g., AVID, clubs)?
      i. Probe for strategies and activities (e.g., tutoring, peer cohort, college/career exploration)
      ii. Probe for program principles and practices (e.g., UW connection; long term, integrated support)

2. Tell us about a time when the PEOPLE program helped you to achieve a personal goal.
   a. What was your goal and how did you select this goal?
      i. Probe how PEOPLE helped with goal setting and management
   b. What are some ways that PEOPLE helps you to work towards that goal?
      i. Probe for academic support (tutoring, classes, advising)
      ii. Probe for social support (peer relationships, adult relationships, community building)
      iii. Probe for strategic support for college/career (scholarship, networks, internships, ACT)
   c. Of all of this support, what do you think helped you the most in reaching that goal?
3. What would you say to a student who is thinking about joining PEOPLE?
   a. Would you recommend PEOPLE to a friend or family member?
   b. Why or why not?

4. What advice do you have for how to make the PEOPLE program better?
   a. What is one thing you recommend that the staff consider changing about the program?
      i. *Probe for activities, structure, and support*
   b. What is one thing that should definitely stay the same?
      i. *Probe for activities, structure, and support*
PEOPLE Focus Group Protocol: Madison MS Participants

Session Plan
June 2015

<table>
<thead>
<tr>
<th>Topic</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening</td>
<td>5 min</td>
</tr>
<tr>
<td>Introductions</td>
<td>10</td>
</tr>
<tr>
<td>Activity and Discussion</td>
<td>25</td>
</tr>
<tr>
<td>General Questions</td>
<td>20</td>
</tr>
</tbody>
</table>

Opening
My name is ____________ from Education Northwest, and we are conducting a project to learn more about how the PEOPLE program works and how the program affects participants like you. You can help with this project if you would like to by participating in a focus group conversation about your experience with PEOPLE. You do not have to participate if you do not want to. The conversation will take 45–60 minutes.

Does everyone agree to participate?

Education Northwest will keep the information you tell us confidential. Your name will not be put on any papers written about this project. The audio recording of the interview will be erased after the study is done.

Does everyone agree to be audio recorded?

We will not report what you say to anyone, including your parents, families, counselors, and teachers. We ask that you do the same thing, and not share what other participants say here. You are welcome to share what I say or ask with others.

Does everyone agree not to share what other participants have said?

Let’s talk for a few minutes about how a focus group works. A focus group is a kind of group conversation around a topic that you all know something about. Today we would like you to share stories and examples from your experience with the PEOPLE program. We will be asking you some specific questions to get you started talking. You do not have to wait until we call on you to speak, although we do ask you to make sure that others also have a chance to respond. You may also choose not to answer some or all of the questions and can stop participating at any time. There are no right or wrong answers here, just different points of view. We encourage you to share your point of view even if it differs from what others have said.

Closing
Do you have any additional comments or suggestions about the services provided by the PEOPLE program?
Thank you very much for your time today. What we learn from these interviews will be used to inform future work of the PEOPLE evaluation. If you have any questions or would like to provide additional feedback regarding the work of the PEOPLE evaluation, feel free to contact me. [Give them a copy of our business cards.]

Introductions
Let’s start with introductions so we get to know each other. Please share:

- Your name and middle school
- One thing you are excited to do in PEOPLE this summer

Activity and Discussion
1. You are experts on the PEOPLE program. To make sure we understand how the program works, we’d like your help in creating a map of how all the different parts of PEOPLE program fit together. We’re going to ask you to think back on your experience in PEOPLE over the past few years.

- Break participants into pairs, giving each pair a piece of chart paper and markers to map their program experiences as rising grade 7, 8, and 9 students.

- Give participants probes for them to address in drawing or writing on their maps. Possible probes: What did we do during the school year? What did we do during the summer? What kinds of support did we receive? How did we grow? What were some of the highlights of this time?

- Ask participants to present maps to each other for feedback, making changes as needed.

2. Let’s take a look at the maps you each created and how they fit together:
   a. What are some ways the program changed as you grew older?
      i. Probe for progression in activities, relationships, opportunities, supports
   b. What are some ways the program stayed the same?
      i. Probe for core principles and practices (e.g., experiential learning)

General Questions
1. What are some things that make PEOPLE different other programs you are involved in?
   a. Probe for strategies and activities (e.g., tutoring, peer cohort, college/career exploration)
   b. Probe for program principles and practices (e.g., UW connection, long-term, integrated support)

2. Tell us about a time when the PEOPLE program helped you to achieve a personal goal.
   a. What was your goal and how did you select this goal?
      i. Probe how PEOPLE helped with goal setting and management
b. What are some ways that PEOPLE helps you to work towards that goal?
   
   ii. **Probe for academic support (tutoring, classes, advising)**
   
   iii. **Probe for social support (peer relationships, adult relationships, community building)**
   
   iv. **Probe for strategic support for college/career (scholarship, networks, internships, ACT prep)**

3. What would you say to a student who is thinking about joining PEOPLE?
   
   a. Would you recommend PEOPLE to a friend or family member? Why or why not?

4. What advice do you have for how to make the PEOPLE program better?
   
   a. What is one thing you recommend that the staff consider changing about the program?
   
   b. What is one thing that should definitely stay the same?
      
      i. **Probe for activities, structure, and support**
PEOPLE Observation Protocol: PEOPLE Summer Program

June 2015

Questions to guide the observation

• What are some key features of the program setting? Describe the following:
  o Number of participants (youth/adults)
  o Demographics of participants (youth/adult)
  o Physical space
  o Structure and flow
  o Norms and traditions
  o Nature of interactions (e.g., formality, tone, noise level, etc.)

• What types of activities are taking place? Document examples of the following, if present:
  o Large-group activities
  o Small-group activities
  o Individual activities/one-on-one support

• For each activity, describe the following:
  o Youth roles
  o Adult roles
  o Levels of youth engagement
  o Levels of adult engagement

After the visit

• Describe how the activities offer evidence of PEOPLE core strategies, such as:
  o Academic support (e.g., tutoring, advising)
  o Social support (e.g., peer relationships, adult relationships, community building, family engagement)
  o Strategic support (e.g., career/college exploration and preparation, networks)

• Describe how the activities offer evidence of PEOPLE principles and practices, such as:
  o Pipeline model (e.g., UW connection, long-term participation, intergenerational relationships)
  o Holistic approach (e.g., integrated social-academic support, mix of group/individual support, consideration of youth in context of family/community)
  o Experiential learning (e.g., field trips, PBL, career/college exploration)
  o Partnership (e.g., outreach, programming, management)

• Assess the overall level of youth engagement in these program activities
  o Where do youth seem most engaged? What evidence supports this?
  o Where do youth seem least engaged? What evidence supports this?
  o Note any differences in age, gender, heritage
Appendix B

Survey Instruments
2015 PEOPLE College Scholars Program Survey

This survey, designed by Education Northwest, is part of the evaluation of the PEOPLE program. The survey is intended to obtain your feedback on different aspects of the program based on your personal experiences. Your responses to this survey will remain confidential. The data collected through this survey will be presented in an aggregated format and no personal information will be identified.

Your honest feedback and input are very important for the future improvement of the program. Thank you for your support.

1. In which year did you enroll at the University of Wisconsin-Madison (UW-Madison)?
2. Were you a transfer student from another college/university at the time of your enrollment into the UW-Madison? □ Yes □ No
3. If yes, from which college or university? _______________________
4. Currently you are a (check one):
   □ Freshman □ Sophomore □ Junior □ Senior □ Graduate student
5. Please indicate if you have participated in or used the following activities or services provided by or through the PEOPLE program. If yes, please rate how important they are for the social and/or academic aspects of your college experiences.

<table>
<thead>
<tr>
<th>Activities or services</th>
<th>Participated or used?</th>
<th>Not important</th>
<th>Somewhat important</th>
<th>Important</th>
<th>Very important</th>
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<tbody>
<tr>
<td>Regular one-on-one meetings with PEOPLE advisors</td>
<td>Yes</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<td>Designated space for PEOPLE scholars</td>
<td>Yes</td>
<td>1</td>
<td>2</td>
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<td>PEOPLE first-year seminar</td>
<td>Yes</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td>College Scholars Leadership Conference</td>
<td>Yes</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<td>Peer support from other PEOPLE scholars on campus</td>
<td>Yes</td>
<td>1</td>
<td>2</td>
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<td>4</td>
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<td>Undergraduate research symposium</td>
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<td>2</td>
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<td>Internships—on or off campus</td>
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<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<td>Study abroad</td>
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<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<td>Service learning</td>
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<td>First-year interest group (FIG)</td>
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<td>Opportunities for summer employment</td>
<td>Yes</td>
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<td>2</td>
<td>3</td>
<td>4</td>
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<td>Opportunities to connect with other programs on campus</td>
<td>Yes</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>Other (specify)</td>
<td>Yes</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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</table>
6. Please rate how helpful is the PEOPLE program to you for your college experiences?

<table>
<thead>
<tr>
<th>Activities or services</th>
<th>Not helpful</th>
<th>Somewhat helpful</th>
<th>Helpful</th>
<th>Very helpful</th>
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<tr>
<td>Participating in study abroad</td>
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<td>Social support/building relationships</td>
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<td>2</td>
<td>3</td>
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<tr>
<td>Making use of various resources available on campus</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>9</td>
</tr>
</tbody>
</table>

7. Have you attended any special events organized by the PEOPLE program (such as networking events, career planning, and study abroad planning)? □ Yes □ No

8. If yes, could you share which event(s) are particularly helpful for your college success and why?

9. Do you feel you are on track to graduate on time as you planned? □ Yes □ No □ Not sure

10. What is your current cumulative GPA at UW-Madison?

11. Are you a first generation of college student? □ Yes □ No

12. In which year did you graduate from high school?

13. What is the name of your high school?
   Name:  
   City or town:

14. Did you enroll in college within a year after your high school graduation? □ Yes □ No

15. How many years have you been in the PEOPLE program (including both pre-college and college time)?

16. Did you participate in any of the following PEOPLE programs before you enrolled at UW-Madison? (Check all that apply)
   □ PEOPLE Prep Elementary School program
   □ PEOPLE Middle School program
   □ PEOPLE High School program
   □ Information Technology Academy
   □ Summer Collegiate Experience program
   □ Other (specify)

17. Please share any thoughts about your experiences with the PEOPLE program. Please feel free to make any recommendations for the future improvement of the program.

Thank you for taking our survey. Your response is very important to us.
2015 High School PEOPLE Summer Survey

We want to know what you think!

This survey is part of an evaluation of the Pre-College Enrichment program for Learning Excellence (PEOPLE). The purpose of the survey is to provide leaders in PEOPLE with useful information about how the program is working, so that they can make good decisions about improving it in the future.

This is NOT a test. There are NO wrong answers. We want to know what you think about the PEOPLE program based on your experiences.

Your answers are confidential. No one involved with PEOPLE will be told how you answered. Your answers will be combined with other students' across the program to describe what students think, do, and experience.

This survey is voluntary. You do NOT have to answer any question that you do not wish to answer, but we hope you will answer as many questions as you can.

This is your chance to help improve PEOPLE. Don't pass it up!

Thank you for your help.

1. What is the name of your high school?
   Name:
   City or Town:

2. What grade will you be entering in the Fall 2015?
   □ Sophomore  □ Junior  □ Senior

3. In which of the following PEOPLE programs have you participated? (Check all that apply)
   □ PEOPLE Prep Elementary School program
   □ PEOPLE Middle School program
   □ PEOPLE High School program
   □ Other (please specify)

4. How many years have you been involved in the PEOPLE program?

5. In which of the following additional courses or programs have you participated? (Check all that apply)
   □ GEAR UP
   □ TRIO
   □ Upward Bound
   □ AP (Advanced Placement courses)
   □ AVID Program
   □ IB (International Baccalaureate program)

6. In which of the following programs provided by UW-Madison have you participated? (Check all that apply)
☐ Camp Badger Exploring Engineering
☐ College for Kids
☐ Earth Focus Day Camp
☐ Information Technology Academy
☐ French Camp for Youth
☐ Latino Youth Summit
☐ Movin’ Mind
☐ Saturday Enrichment Program (SEP)
☐ Technology and Arts
☐ UW-Madison Summer Music Clinic Junior Session
☐ Wisconsin 4-H and Youth Conference
☐ Wisconsin Camp of Champions
☐ Youth Student Summer Program (YSSP)
☐ WCATY Online Academy (WCATY)
☐ Youth Entrepreneur Camp
☐ Accelerated Learning Program (ALP)
☐ CIMSS Student Workshop: Atmosphere, Satellite, and Earth Sciences
☐ College Access Program (CAP)
☐ College for Kids II
☐ ProCSI: Promoting the Computational Science Initiative
☐ Engineering Tomorrow’s Career Camp
☐ Engineering Summer Program (ESP)

7. Are you:
☐ Female ☐ Male ☐ Other

8. What best describes your race and/or ethnicity?
   1 Asian American 2 Black American 3 Latino American 4 Multiracial 5 Native American 6 White American 7 Other

9. Has anyone in your immediate family (parents or siblings) attended college?
☐ Yes ☐ No

10. Has anyone in your immediate family (parents or siblings) received a college degree?
☐ Yes ☐ No
11. Please indicate if you have participated in or used the following activities or services provided by the PEOPLE program. (Check all that apply)

1) Afterschool tutoring
2) Saturday cohort meetings
3) Internships
4) Study skills workshops
5) ACT test preparation
6) Visits to professional workplaces
7) Meeting UW-Madison college students
8) Guest speakers
9) Academic advising meetings with PEOPLE staff
10) Meeting other PEOPLE participants in my school or community
11) Meeting other PEOPLE participants across the state
12) College application assistance
13) Visiting other campuses besides UW-Madison

12. How helpful do you find the following activities or services provided by the PEOPLE program?

☐ Not helpful   ☐ Somewhat helpful   ☐ Helpful   ☐ Very helpful   ☐ Haven't participated

1) Afterschool tutoring
2) Saturday cohort meetings
3) Summer residential program
4) Living on the UW-Madison campus
5) Internships
6) Study skills workshops
7) ACT Test preparation
8) Meeting UW-Madison college students
9) Visits to professional workplaces
10) Guest speakers
11) Academic advising meetings with PEOPLE staff
12) Meeting other PEOPLE participants in my school or community
13) Meeting other PEOPLE participants across the state
14) College application assistance
15) Visiting other campuses besides UW-Madison

13. How much do you agree with the following:

1 Strongly disagree   2 Disagree   3 Agree   4 Strongly agree

1) The PEOPLE program gives me useful information for what I plan to do in my life.
2) The PEOPLE program teaches me valuable skills.
3) What I learn in the PEOPLE program is necessary for success in the future.
4) I have someone in the PEOPLE program helping me with my college and career goals.
5) The PEOPLE Program prepares me to succeed in college.
14. How much do you agree with the following: Through participating in the PEOPLE program I have learned about:

1 Strongly disagree  2 Disagree  3 Agree  4 Strongly agree

1) Different admissions requirements among four-year colleges.
2) How to decide which college to attend.
3) My likelihood of being accepted at different types of schools.
4) What ACT/SAT scores I need to get into the colleges I want to attend.
5) Opportunities to attend out-of-state schools.
6) How to pay for college expenses.

15. How much do you agree with the following: The PEOPLE program has helped me become better at:

1 Strongly disagree  2 Disagree  3 Agree  4 Strongly agree

1) Mastering hard topics in school.
2) Studying for class.
3) Getting help when I need it.
4) Building relationships with adults.
5) Building relationships with other young people.

16. In your PEOPLE summer program classes this year, how often:

1 Never  2 Once in a while  3 Most of the time  4 All of the time

1) Are you challenged?
2) Do you have to work hard to do well?
3) Does the instructor ask difficult questions in class?
4) Does the instructor ask difficult questions on quizzes or tests?
5) Do you really learn a lot?
2015 Educators Survey for the PEOPLE Program

This survey is part of an external evaluation of the Pre-College Enrichment Opportunity Program for Learning Excellence (PEOPLE program). The University of Wisconsin-Madison has commissioned the evaluation from Education Northwest, a private nonprofit education research and technical assistance provider in Portland, Oregon. The purpose of the evaluation is to provide University of Wisconsin-Madison and PEOPLE program leaders with useful information about how the program is implemented, so that they can make good improvement decisions in the future.

The survey takes approximately 5 minutes.

PEOPLE program leaders identified you as a very important respondent because, as a principal or district leader with students participating in PEOPLE activities, you have a strong sense of how the program is implemented and its importance to your school community.

We are hoping for a 100 percent response rate. Although participating in this survey is very important, your participation is voluntary. There will be no personal repercussions if you do not complete it. By filling out the information in this survey, you are giving consent to participate in this evaluation.

We will combine your answers with other evaluation data to help PEOPLE program leaders ensure the continual improvement of their work. Education Northwest will not share individual data outside of the evaluation team. Additionally, we will not include your name in any of our documents.

Please complete your survey by September 30, 2015.

If you have any questions, please contact Dr. David Stevens at david.stevens@educationnorthwest.org or 800.547.6339, ext. 653.

Thank you for your help!

1. What is your school district located?
   a) Madison-area Cluster (Madison, Middleton, Sun Prairie, and Verona school districts)
   b) Milwaukee-area Cluster (Milwaukee, Kenosha, Racine, and Waukesha school districts)
   c) Northern Counties Cluster (Districts north of Madison)

2. Please choose the position that best describes your work.
   a) School district administrator
   b) Elementary school principal or vice principal
   c) Middle school principal or vice principal
   d) High school principal or vice principal
   e) Elementary school guidance counselor
   f) Middle school guidance counselor
   g) High school guidance counselor
   h) Other

3. How long have you been in contact with the PEOPLE program through your current role?
   1. Less than a year  2. 1–3 years  3. 5–10 years.  4. Over 10 years.
4. How familiar are you with the following PEOPLE program activities?
1 Not at all familiar 2 Somewhat familiar 3 Familiar 4 Very knowledgeable 5 N/A
   a) Afterschool programs
   b) Saturday cohort meetings
   c) Summer program at UW-Madison for rising grade 7–9 students
   d) Summer residential program at UW-Madison for rising grade 10–12 students

5. In general, how familiar are you with types of support provided by the PEOPLE program?
1 Not at all familiar 2 Somewhat familiar 3 Familiar 4 Very knowledgeable 5 N/A

6. Does the PEOPLE program operate an afterschool program in your school building or district?
1. Yes 2. No

7. To what extent do you agree with the following statements?
1 Strongly disagree 2 Disagree 3 Agree 4 Strongly agree
   a) The purpose and focus of the PEOPLE program is clear to me.
   b) PEOPLE staff regularly communicates with school or district staff about their activities.
   c) School and PEOPLE staff work together to support student success.
   d) The PEOPLE program involves school and district staff in their student recruitment efforts.
   e) School staff has opportunities to give feedback to PEOPLE staff and leaders.
   f) School and PEOPLE staff share information with each other about students.

8. How much do you agree with the following statements? The PEOPLE program:
1 Strongly disagree 2 Disagree 3 Agree 4 Strongly agree
   a) Fills an unmet need in our school.
   b) Gives students useful information for planning for the future.
   c) Complements other programs in my school or district.
   d) Teaches students valuable skills.
   e) Is necessary for students to succeed in the future.
   f) Helps students with their college and career goals.
   g) Prepares students to succeed in college.
   h) Serves students who will benefit from the extra support.
   i) Duplicates other programs in my school or district.
   j) Is worth the investment of time and resources from my school or district.
   k) Helps students perform better in school now.
   l) Serves students who are most in need of extra support.
9. The PEOPLE program increases the likelihood that students from my school or district will:

1 Strongly disagree  2 Disagree  3 Agree  4 Strongly agree

a) Apply to a college or university.

b) Be accepted to a college or university.

c) Enroll in a college or university immediately after graduation.

d) Can afford to attend a college or university.

e) Will graduate from a college or university.

10. Compared to each of the following college support and academic preparation programs for high school students, the PEOPLE program is:

1 Not nearly as useful  2 Almost as useful  3 Just as useful  4 More useful  5 Don’t know

a) GEAR UP

b) TRIO

c) Upward Bound

d) AVID Program

11. What do you see as the primary strengths of the PEOPLE program?

[Text box]

12. What are some ways in which the PEOPLE program may be improved?

[Text box]

13. Are there any other things that are important for the evaluation team to know?

[Text box]
2015 Community Partners Survey for the PEOPLE Program

This survey is part of an external evaluation of the Pre-College Enrichment Opportunity Program for Learning Excellence (PEOPLE program). The University of Wisconsin-Madison has commissioned the evaluation from Education Northwest, a private nonprofit education research and technical assistance provider in Portland, Oregon. The purpose of the evaluation is to provide University of Wisconsin-Madison and PEOPLE program leaders with useful information about how the program is implemented, so that they can make good improvement decisions in the future.

_The survey takes approximately 5 minutes._

PEOPLE program leaders identified you as a very important respondent because, as a community leader with ties to the PEOPLE program, you have a strong sense of how the program is implemented and its importance to your community.

_We are hoping for a 100 percent response rate. Although participating in this survey is very important, your participation is voluntary. There will be no personal repercussions if you do not complete it. By filling out the information in this survey, you are giving consent to participate in this evaluation._

We will combine your answers with other evaluation data to help PEOPLE program leaders ensure the continual improvement of their work. Education Northwest will not share individual data outside of the evaluation team. Additionally, we will not include your name in any of our documents.

Please complete your survey by **September 30, 2015.**

If you have any questions, please contact Dr. David Stevens at david.stevens@educationnorthwest.org or 800.547.6339, ext. 653.

Thank you for your help!

1. Where is your organization located?
   a) Madison-area
   b) Milwaukee-area
   c) Northern Counties

2. Please choose the option that best describes the organization you represent.
   a) Government agency
   b) Tribal Association
   c) Community based organization
   d) Foundation
   e) Business
   f) Other [text box]

3. How long have you been in contact with the PEOPLE program through your current organization?
   1. Less than a year
   2. 1–2 years
   3. 3–5 years
   4. 6–10 years
   5. Over 10 years.
4. What is the primary focus of your interaction with the PEOPLE program?

a) Community outreach
b) Youth recruitment
c) Student academic success
d) Family engagement
e) Advocacy for PEOPLE program
f) Funding
g) Curriculum Development
h) Workshop facilitation
i) Internship site/workforce development
j) Other

5. How familiar are you with the following PEOPLE program activities

1 Not at all familiar  2 Somewhat familiar  3 Familiar  4 Very knowledgeable  5 N/A

a) Afterschool programs
b) Saturday cohort meetings
c) Summer program at UW-Madison for rising grade 7–9 students
d) Summer residential program at UW-Madison for rising grade 10–12 students
e) College Scholar Program for PEOPLE students who attend UW-Madison

6. In general, how familiar are you with types of support provided by the PEOPLE program?

1 Not at all familiar  2 Somewhat familiar  3 Familiar  4 Very knowledgeable  5 N/A

7. To what extent do you agree with the following statements?

1 Strongly disagree  2 Disagree  3 Agree  4 Strongly agree  5 Don’t know

a) The purpose and focus of the PEOPLE program is clear to me.
b) PEOPLE staff regularly communicates with my organization about their activities.
c) My organization and PEOPLE staff work together to support the success of PEOPLE participants.
d) The PEOPLE program involves my organization in their participant recruitment efforts.
e) My organization has opportunities to give feedback to PEOPLE staff and leaders.
f) My organization and PEOPLE staff share information with each other about PEOPLE participants.

8. How much do you agree with the following statements? The PEOPLE program:

1 Strongly disagree  2 Disagree  3 Agree  4 Strongly agree  5 Don’t know

a) Fills an unmet need in our community.
b) Gives participants useful information for planning for the future.
c) Complements other programs in my community.
d) Teaches participants valuable skills.
e) Is necessary for participants to succeed in the future.
f) Helps participants with their college and career goals.
g) Prepares participants to succeed in college.
h) Serves participants who will benefit from the extra support.
i) Duplicates other programs in my community.
j) Is worth the investment of time and resources from my community organization.
k) Helps participants perform better in school now.
l) Serves participants who are most in need of extra support.
9. The PEOPLE program increases the likelihood that participants from my community will:

1 Strongly disagree  2 Disagree  3 Agree  4 Strongly agree  5 Don’t know

   a) Apply to a college or university.
   b) Be accepted to a college or university.
   c) Enroll in a college or university immediately after graduation.
   d) Can afford to attend a college or university.
   e) Will graduate from a college or university.

11. What do you see as the primary strengths of the PEOPLE program?
[Text box]

12. What are some ways in which the PEOPLE program may be improved?
[Text box]

13. Are there any other things that are important for the evaluation team to know?
[Text box]

Thank you!
2015 UW-Madison Partners Survey for the PEOPLE Program

This survey is part of an external evaluation of the Pre-College Enrichment Opportunity Program for Learning Excellence (PEOPLE/College Scholar Program). The University of Wisconsin-Madison has commissioned the evaluation from Education Northwest, a private nonprofit education research and technical assistance provider in Portland, Oregon. The purpose of the evaluation is to provide University of Wisconsin-Madison and PEOPLE/College Scholar Program leaders with useful information about how the program is implemented, so that they can make good improvement decisions in the future.

The survey takes approximately 5 minutes.

PEOPLE/College Scholar Program leaders identified you as very important respondent because, as a UW-Madison administrator with ties to the PEOPLE/College Scholar Program, you have a strong sense of how the program is implemented and its importance to the campus community.

We are hoping for a 100 percent response rate. Although participating in this survey is very important, your participation is voluntary. There will be no personal repercussions if you do not complete it. By filling out the information in this survey, you are giving consent to participate in this evaluation.

We will combine your answers with other evaluation data to help PEOPLE/College Scholar Program leaders ensure the continual improvement of their work. Education Northwest will not share individual data outside of the evaluation team. Additionally, we will not include your name in any of our documents.

Please complete your survey by September 30, 2015.

If you have any questions, please contact Dr. David Stevens at david.stevens@educationnorthwest.org or (800) 547-6339, ext. 653.

Thank you for your help!

1. In what type of university department or unit do you work?
   a) Admissions
   b) Advising
   c) Academic
   d) Facilities
   e) Financial aid
   f) Student service
   g) Executive administration

2. What best describes your primary role at UW-Madison?
   a) Admissions officer
   b) Advisor/counselor
   c) Professor/instructor
   d) Program director/coordinator
   e) Executive administrator
   f) Facilities staff
3. How long have you been in contact with the PEOPLE/College Scholar Program through your current position?
   1. Less than a year  
   2. 1–2 years  
   3. 3–4 years  
   4. 5–6 years  
   5. Over 10 years

4. In general, how familiar are you with the PEOPLE/College Scholar Program?
   1 Not at all familiar  
   2 Somewhat familiar  
   3 Familiar  
   4 Very knowledgeable  
   5 N/A

5. PEOPLE staff serve both high schools students (Pre-College Program) and UW-Madison students (College Scholar Program). With which set of program services do you have contact? (Check all that apply)
   a) Pre-College Program  
   b) College Scholar Program

6. What is the primary focus of your interaction with the PEOPLE/College Scholar Program?
   a) Community outreach  
   b) Student academic success  
   c) Student social support  
   d) Advocacy for PEOPLE program  
   e) Funding  
   f) Curriculum development  
   g) Workshop facilitation  
   h) HS Internship site/workforce development  
   i) Facilities (e.g., summer housing, classroom space, food)  
   j) Research grant partnership  
   k) Other

7. How familiar are you with the following services provided by the PEOPLE Pre-College Program?
   1 Not at all familiar  
   2 Somewhat familiar  
   3 Familiar  
   4 Very knowledgeable
   a) Afterschool programs  
   b) Saturday cohort meetings  
   c) Summer program at UW-Madison for rising grade 7–9 students  
   d) Summer residential program at UW-Madison for rising grade 10–12 students

8. How familiar are you with the following services provided by the College Scholar Program?
   1 Not at all familiar  
   2 Somewhat familiar  
   3 Familiar  
   4 Very knowledgeable
   a) Academic Advising  
   b) First year transition course  
   c) College Scholars Summer Leadership Conference  
   d) College scholarship  
   e) Special events

9. To what extent do you agree with the following statements?
   1 Strongly disagree  
   2 Disagree  
   3 Agree  
   4 Strongly agree  
   5 Don’t know
   a) The purpose and focus of the PEOPLE/College Scholar Program is clear to me.  
   b) PEOPLE staff regularly communicates with my unit about their activities.  
   c) My unit and PEOPLE staff work together to support the success of PEOPLE participants.
d) My unit has opportunities to give feedback to PEOPLE staff and leaders.

e) My unit and PEOPLE staff share information with each other about PEOPLE participants.

f) There are clear expectations for PEOPLE campus partners.

g) I know who to contact in the PEOPLE program when I have questions.

10. How much do you agree with the following statements? The PEOPLE/College Scholar Program:

1 Strongly disagree 2 Disagree 3 Agree 4 Strongly agree 5 Don't know

a) Fills an unmet need in at UW-Madison.

b) Fills an unmet need in Wisconsin communities.

c) Gives participants useful information for planning for the future.

d) Complements other programs at UW-Madison.

e) Teaches participants valuable skills.

f) Is necessary for participants to succeed in the future.

g) Helps participants with their college and career goals.

h) Prepares participants to succeed at UW-Madison.

i) Helps participants socially integrate into the UW-Madison community.

j) Serves participants who will benefit from the extra support.

k) Duplicates other programs at UW-Madison.

l) Is worth the investment of time and resources from UW-Madison.

m) Creates important connections between UW-Madison and WI communities throughout the state.

n) Help create a more diverse student body at UW-Madison.

11. PEOPLE College Scholars at UW-Madison are:

1 Strongly disagree 2 Disagree 3 Agree 4 Strongly agree 5 Don't know

• Likely to graduate

• As prepared for college as the average student at UW-Madison

• As prepared for college as students in other pre-college support programs at UW-Madison

12. What do you see as the primary strengths of the PEOPLE program?

[Text box]

13. What are some ways in which the PEOPLE program may be improved?

[Text box]

14. Are there any other things that are important for the evaluation team to know?

[Text box]

Thank you!