



**COLLEGE FOR ALL IN
NEW YORK CITY**
**OPERATIONALING HIGH SCHOOLS AS
ORGANIZATIONAL INSTITUTIONAL
AGENTS**

Presenters:

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College Access: Research & Action

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AGENDA



- > About CARA
- > Reflection activity
- > Research project overview
- > Qualitative coding activity
- > Closing and takeaways

SESSION GOAL



- > Increase audience understanding of the types of activities high schools can engage in to transmit the types of social and cultural capital that promote a college-going culture and greater post-secondary access

ABOUT CARA



- > CARA narrows the post-secondary access and success gap in under-resourced high schools and higher education settings through a peer leadership model and whole school change model which trains and empowers young people and staff to support low-income and first-generation students to and through college
- > CARA conducts research and engages in policy advocacy through programmatic engagement in schools

REFLECTION



- > What is one challenge you encountered in the college application process?
- > Who or what assisted you in overcoming this challenge?

PROJECT OVERVIEW



> Hypothesis

- In order to promote greater equity in post-secondary access, public high schools need to function as organizational institutional agents by imparting the forms of institutional support necessary to building underserved students college-going social connections and college knowledge

PROJECT OVERVIEW



> Key terms

- Institutional agent
 - > Individual who transmits, or negotiates the transmission of, resources or activities that enable social mobility
- Institutional support
 - > Forms of cultural capital that help racial minority children and adolescents become effective participants within mainstream institutional spheres, particularly the school system

Stanton-Salazar, R.D. (1997). A social capital framework for understanding the socialization of racial minority children and youth. Harvard Educational Review, 67(1), 1-40.

PROJECT OVERVIEW



> Qualitative data collection

- Year 1 (2016-17)
 - > Pilot observation and field interviews at 2 schools
- Year 2 (2017-18)
 - > Field observation at 7 schools
 - > Focus group with rising seniors at 3 schools
- Year 3 (2018-19)
 - > Ongoing interview with group of seniors at 3 schools
 - > Interviews with adult staff and peer leaders at 7 schools

> The schools (*handout*)

QUALITATIVE CODING ACTIVITY



- > Theoretical framework from Stanton-Salazar (1997) translated to the college process (*handout*)
- > Quotes from our data collection (*handouts*)

QUALITATIVE CODING ACTIVITY



- > Summarize quote and what your group found interesting
- > How did you code it? How did the process of coding help your understanding?
- > Is there something missing from the framework? Did the codes available not capture everything?

CLOSING AND TAKEAWAYS



- > Pick one or two concepts that stood out to you
- > How might this concept inform programming, policy, or research you are engaged in?

THANK YOU!



Questions? Comments?

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