PATHWAYS TO ADULT SUCCESS

LEARNING TO TEACHING

May 1 & 2, 2019
Baltimore, MD

PATHWAYS to ADULT SUCCESS

AGENDA OVERVIEW– MAY 1, 2019

8:00 a.m.	Registration & Breakfast
8:30 a.m.	Welcome
9:00 a.m.	PAS EWS 2.0
10:15 a.m.	Break
10:30 a.m.	PAS Navigation System – A Mindset Shift
12:00 p.m.	Networking Lunch
12:45 p.m.	Continuing the Journey
1:15 p.m.	PAS Collaborations, K12, and Beyond
3:00 p.m.	Break
3:15 p.m.	Developing Collaborations and Networks to Support Student Success
4:15 p.m.	Closing
5:00 p.m.	Reception/Gallery Walk

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WELCOME

ROBERT BALFANZ AND JOANNA H. FOX
EVERYONE GRADUATES CENTER,
JOHNS HOPKINS UNIVERSITY SCHOOL OF EDUCATION

OUR JOURNEY, GOALS, AND NEXT STEPS

- Continue to learn with each other how to continuously improve Pathways to Adult Success, with equity for all

- Examine how to create/strengthen K12   - postsecondary collaborations and networks in support of Pathways to Adult Success

- Consider and make recommendation how best to communicate key ideas of Pathways to Adult Success to new and different audiences

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PAS began in response to an expressed need to create a means for early adopters of early warning systems at K-12 and University levels to work together to extend the K-12 focus of early warning systems from high school graduation to post-secondary success

PAS VISION

For schools, districts, and communities to enable all youth, regardless of need, circumstances, place of residence, and prior experience to obtain the competencies necessary to persist in and complete secondary schooling prepared for postsecondary success and a postsecondary pathway that leads to a family -supporting wage and adult success.

SHARED FRAMEWORK FOR PAS
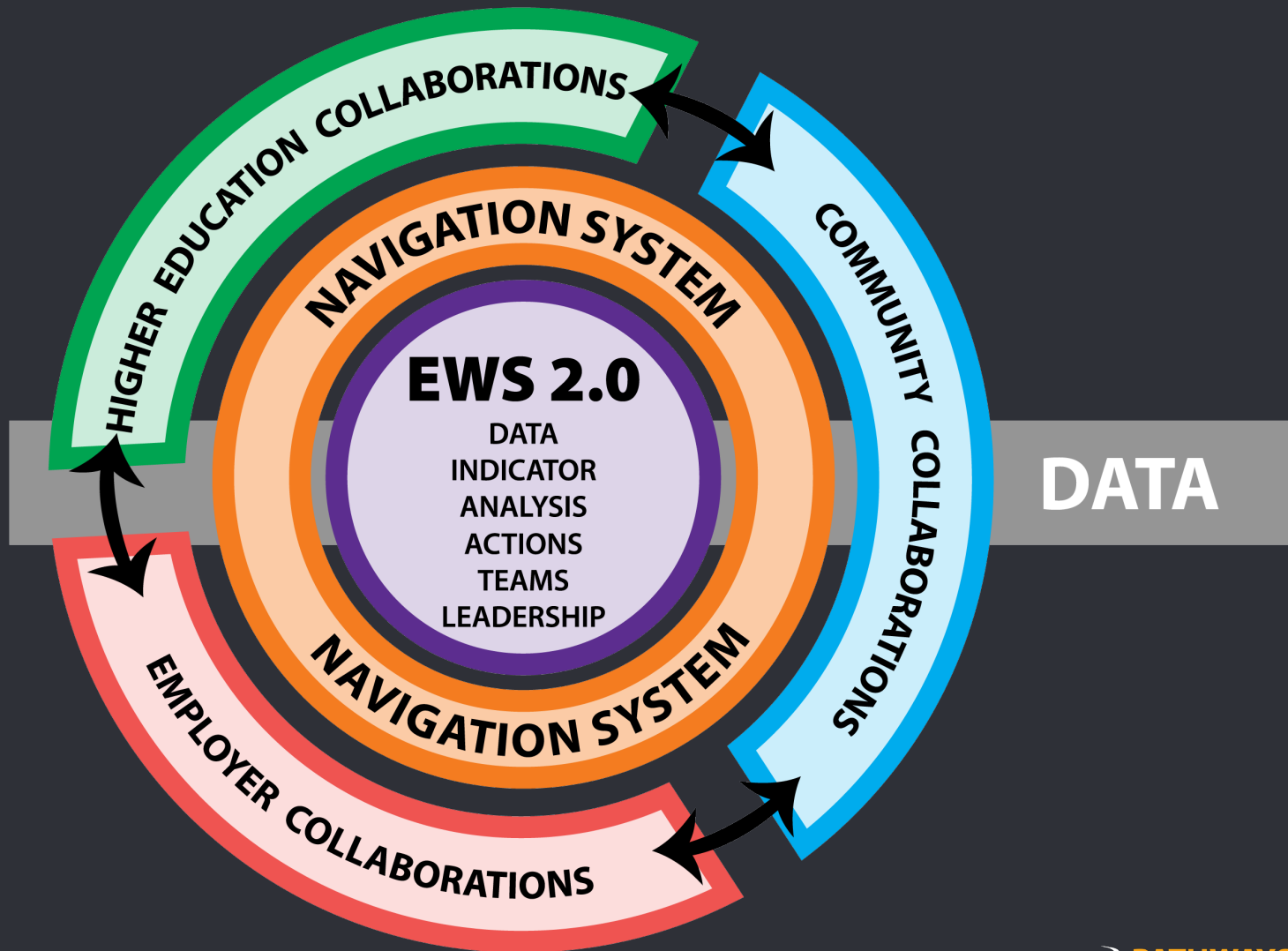
PAS IN ACTION
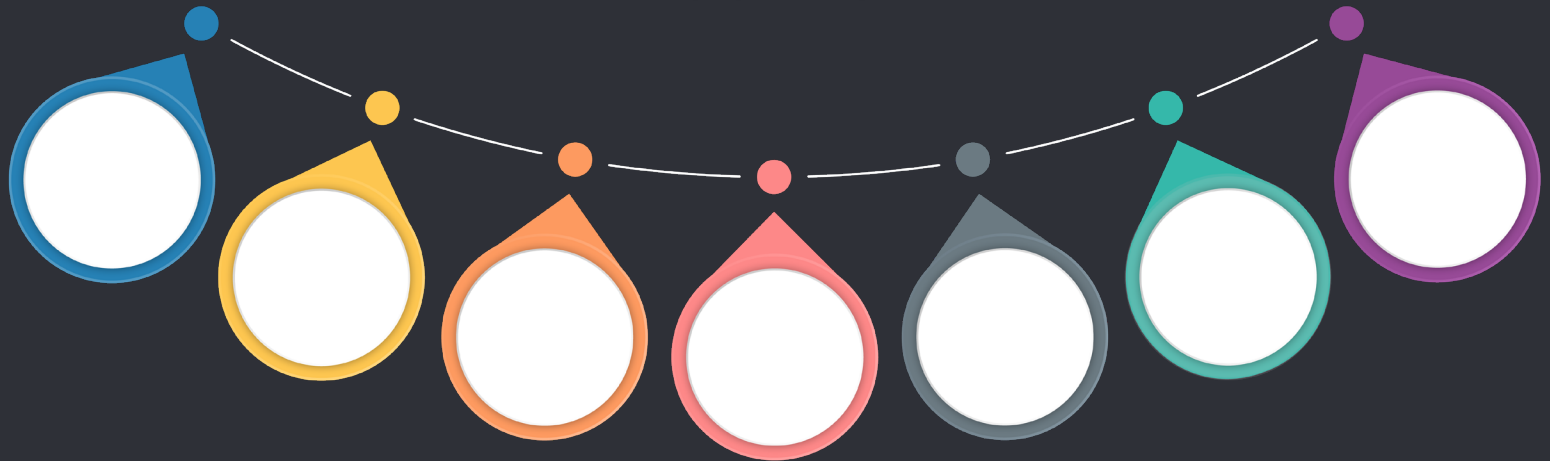
- PAS Framework
- Snapshots
- Pilots/Case Studies
- How To's
- Website and Resources

● **PAS NEXT STEPS**

○ Dissemination:

▫ October 2019 Conference   - How Do We Communicate, Teach, and Share PAS with Others?

○ Building Key Links in the Chain:

▫ K-12 and Higher Ed Building PAS Together and Forming Local and Regional Networks and Collaborations

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EWS 2.0

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EWS 2.0

- Extending EWS to college and career readiness and persistence

- Over 18 months PAS workgroups defined EWS 2.0 Indicators, Analysis, and Actions.
  - www.pathwaystoadultsuccess.org/ews   -2-0

WHY PROGRESS MONITOR/DEVELOP COLLEGE AND CAREER READINESS AND PERSISTENCE OF ALL?

- **Georgetown Analysis of Good Jobs**
  - Minimum of $35,000 for 25 -44 year old
- **24% require a HS Diploma**
  - 1 or 3 jobs held by those with HS Diploma are good jobs
- **24% require Middle Skills** - AA degree, Industry Certificate, etc.
  - 1 of 2 jobs held by those with Middle Skills are good jobs
- **52% require a BA**
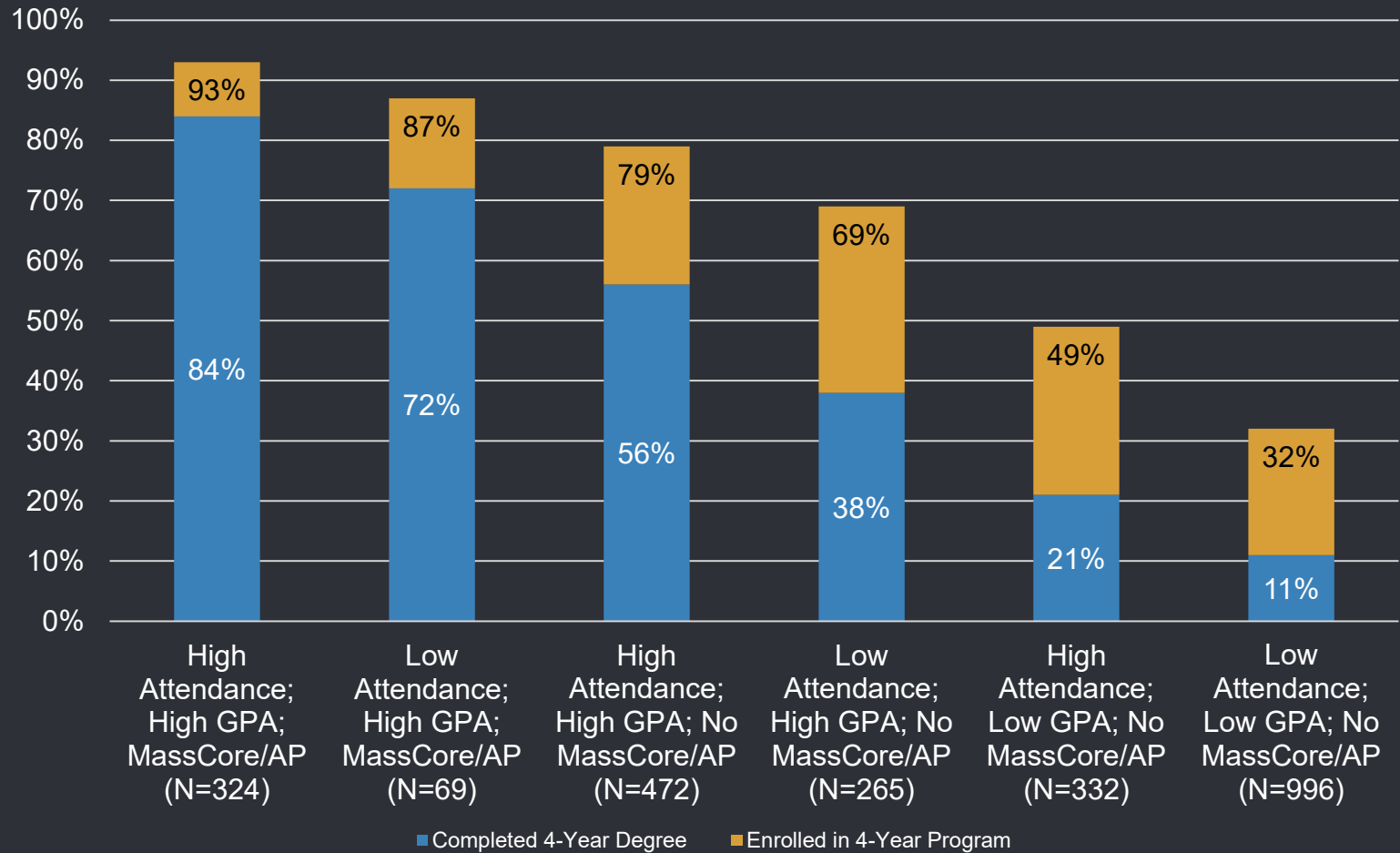 - 2 of 3 jobs held by those with BA are good jobs

FOCUS FOR TODAY

○ Question – what will it take for the use of EWS 2.0 to become common place?

○ Look at recent application of EWS 2.0 Indicators by Boston Opportunity Agenda

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POSTSECONDARY SUCCESS INDICATORS IN BOSTON

- **AIR** – identifies potential indicators
- **EGC** – validates them using Boston Public Schools Class of 2010 high school grads and following them 7 years post -graduation
- Resulted in strong set of indicators

WHAT PREDICTS POSTSECONDARY OUTCOMES OF BPS GRADUATES?

- **For four -year institutions** – the Boston Opportunity Indicators worked very well
  - Attendance of 94% or more
  - GPA of 2.7 or greater
  - Taking the MassCore and enrolling in at least one AP course
- All are strongly predictive of postsecondary enrollment and success in four-year institutions

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FOUR-YEAR DEGREE OUTCOMES BY INDICATOR COMBINATION

	High Attendance; High GPA; MassCore/AP (N=324)	Low Attendance; High GPA; MassCore/AP (N=69)	High Attendance; High GPA; No MassCore/AP (N=472)	Low Attendance; High GPA; No MassCore/AP (N=265)	High Attendance; Low GPA; No MassCore/AP (N=332)	Low Attendance; Low GPA; No MassCore/AP (N=996)
Total	93%	87%	79%	69%	49%	32%
Completed 4-Year Degree	84%	72%	56%	38%	21%	11%

■ Completed 4-Year Degree   ■ Enrolled in 4-Year Program

WHAT IS THE STORY WITH TWO-YEAR INSTITUTIONS

- Boston Opportunity Indicators <u>are not good predictors</u> of enrollment and attainment in <u>two-year institutions</u>

- <u>40%</u> of BPS HS grads from class of 2010 <u>enrolled</u> in two-year institution, <u>but only 6% earned a degree</u>

- Only <u>16% of the BPS HS grads</u> who enrolled in two-year institutions <u>earned a two-year degree</u> within 7 years of graduation

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PANELISTS

- Dan Challener, *President*
  Public Education Foundation, Chattanooga, TN

- Dave Calhoun, Senior Associate
  CORE Districts, CA

- Brigitte Blom Ramsey, *Executive Director*
  Prichard Committee for Academic Excellence, KY

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GUIDING QUESTIONS, TEAM WORK, AND REPORT OUT

○ In your experience and learnings what successes and challenges have you seen in extending EWS to college and career readiness and persistence?

○ What are the implications of the EWS 2.0 finding that to increase college and career readiness and persistence more students need to achieve decent grades in challenging courses?

○ What have you learned about predicting success in two year institutions or with industry certificates?

○ Who needs to be convinced of what for EWS 2.0 to be used widely?

BREAK

10:15 a.m.

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PAS NAVIGATION– A MINDSET SHIFT

NAVIGATION FOR ALL STUDENTS, STARTING EARLY, AND BUILDING CONNECTIONS TO POSTSECONDARY ACCESS, ENROLLMENT AND PERSISTENCE

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PANELISTS

- Jenny Nagaoka, *Deputy Director*
  UChicago Consortium on School Research

- Richard Harrison, *CAO*
  Uplift Education, Dallas, TX

- Remy Washington, *CAO*
  Uplift Education, Dallas, TX

- Donna Dickson, *9th grade Promotion Coach*
  AL

GUIDING QUESTIONS, TEAM WORK, AND REPORT OUT

- How does data inform what you undertake?

- What are the concrete steps you have undertaken, and what have you learned?

- What challenges do you perceive that others will need to negotiate?

- What lessons have you learned?

NETWORKING LUNCH

12:00 p.m.

CONTINUING THE JOURNEY

Sahar Mohammadzadeh , Freshman, Harvard University

CONTINUING THE JOURNEY

- Year one of college represents a major transition, just like ninth grade, and can be a challenge while opening horizons.

- We heard last year from a young woman who when in Kentucky high school was a chief student editor and analyst of the diverse Student Voice Team of the Prichard Committee for Academic Excellence's, behind the publication: "Ready or Not."

- What has she learned in the first year of college?

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PAS COLLABORATIONS, K12, AND BEYOND— ANOTHER MINDSET SHIFT

JOANNA H. FOX

PAS COLLABORATIONS, K12, AND BEYOND

- Schools and districts on their own often can't engineer success for all students.

- Collaborations, collaborators, time, and will are the keys that enable data exchange across boundaries; navigation support for students at all levels; and development of community will to sustain and deepen work.

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PEER POWER

- A mentoring collaboration that has evolved over 14 years:
  - Shelby County Public Schools (Memphis),
  - Peer Power: Tom Nenon, Provost, University of Memphis;
  - Joris Ray, Superintendent, Shelby County Public Schools, TN, introduced by
  - Dennis Ring, Development Director, Peer Power Institute;
  - with Q and A

WHO WE ARE

Innovating the public education system

Inspiring and empowering youth

WHO WE ARE | BOARD OF DIRECTORS

Katherine Kaelin, Chair

Jim Barton, Jr.

Bo Braswell

Doug Carpenter

Tyree Daniels

Dr. Jerre & Anne Freeman

Rajiv Grover, Phd.

Josh Lackie

Dow McVean
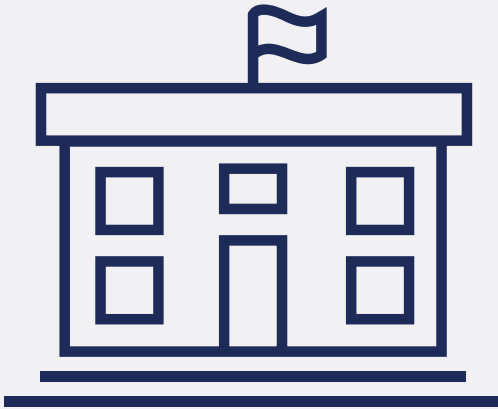
Susan Plunkett

Dynisha Woods

Philip Wunderlich

FOUNDED IN 2004

One-Room Schoolhouse: Peer to peer support

THE MEMPHIS MODEL

SCHOLARS

Improves grades, standardized test scores, and college and job readiness

SUCCESS COACHES

Provides an opportunity to gain job experience and financial means to stay in school

TEACHERS

Reduces adult-to-student ratio, improves job satisfaction and retention

SCHOLARS

- Have received over 1,100,000 hours of tutoring since 2005

- Have on average seen a 3.2 point increase in ACT scores

- Graduation rates have increased

  - Whitehaven's graduation rate has risen from 84.7% to 91.7%

- Have earned millions of dollars in scholarships

All of these improvements have enabled many scholars to be the
first in their families to attend college.

TEACHERS

- Currently ('18-'19), Peer Power supports 60 teachers across 4 schools in SCS.

- Peer Power reduces the adult to student ratio from 1:30 to 1:10.

- Teachers experience higher retention, focus and job satisfaction.

SUCCESS COACHES

- Peer Power is the largest external employer of U of M students.
- 41 graduate students & 200 undergraduate students have been hired as success coaches.
- 57 success coaches have obtained a job in the education sector
- 27 success coaches have achieved a teaching position.

Success Coaches have increased their graduation rate to 83% in 5 years, compared to U of M's average rate of 53% in 6 years.

THE MEMPHIS MODEL

ACT PREP UNIVERSITY

ACT PREP UNIVERSITY
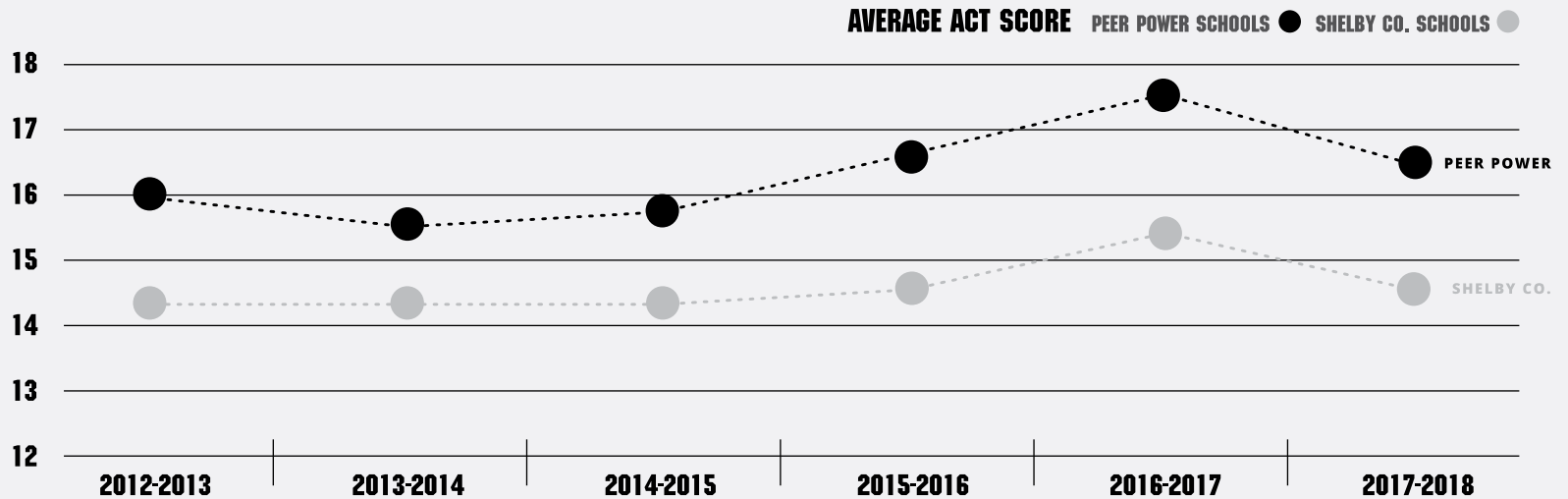
Peer Power also operates ACT Prep University

- Served students from Shelby County Schools in 2018

- Goal is to get test scores to a 21

  - An ACT score of 21 is the minimum score for Tennessee state-funded scholarship eligibility

ACT PREP UNIVERSITY

AVERAGE ACT SCORE*

AVERAGE ACT SCORE   PEER POWER SCHOOLS ●   SHELBY CO. SCHOOLS ●

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
PEER POWER	16.0	15.5	15.75	16.6	17.5	16.5
SHELBY CO.	14.3	14.3	14.3	14.5	15.4	14.5

(Y-axis: 12, 13, 14, 15, 16, 17, 18)

* Information for 2012-2017 was obtained from the Tennessee Department of Education and 2017-2018 ACT scores were provided directly from Shelby County Schools.
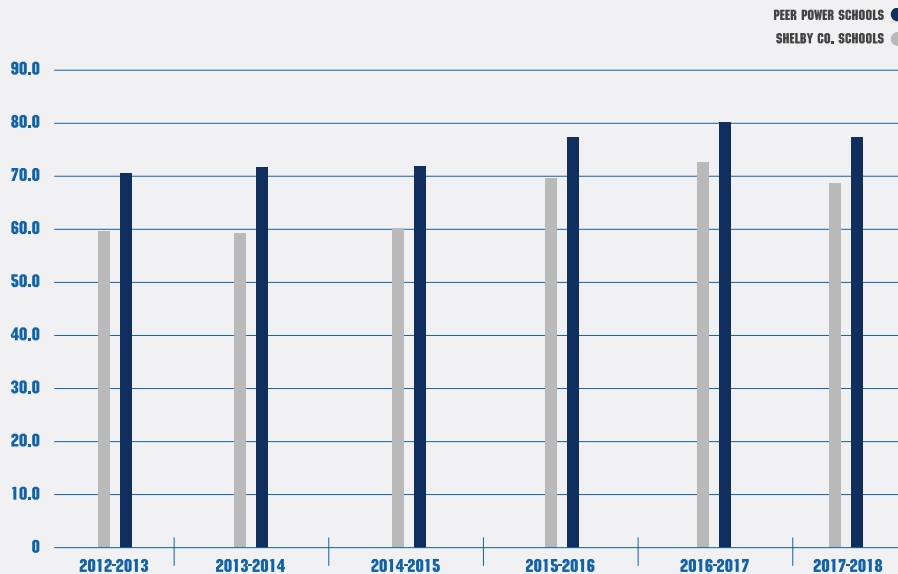
GRADUATION RATES

Legend: PEER POWER SCHOOLS ● SHELBY CO. SCHOOLS ●

- Shelby County Schools graduation rates are down across the board.

- However, schools that implement Peer Power have experienced tremendous growth in graduation rates.

- Once graduation rates stabilize, schools with Peer Power sustain these graduation rates.

HOW WE MOVE FORWARD

The opportunities to help high school and college students graduate is one that few non-profits are investing into at this time and Peer Power stands out for this innovative and successful model.

HOW WE MOVE FORWARD

- The county, state and federal government gives approximately $12,000 for each student.

- For just an additional $750 per student, we are able to place Success Coaches into the classroom.

- Peer Power wants to be in every Shelby County classroom in English, math and science that are tested by the state of Tennessee's Department of Education.

THE DATA SHOWS
PEER POWER WORKS.

We need you to continue to make it a reality.

THE MEMPHIS MODEL

STRATEGIES AND LESSONS LEARNED FROM

- Developing collaborations: institutional responsiveness, ingenuity, and community will:
  - Dave Thomas, Associate Vice President, Strategic Initiatives and Dean, Division of Access and Community Engagement,
  - Community College of Philadelphia;
  - Scott Rule, President, Technical College of West Georgia;
  - John Green, Executive Director, Regional Collaborations, University of West Georgia;
  - with Q and A

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TABLE WORK, GUIDING QUESTIONS, REPORT OUT

○ What have we learned, and what do we recommend to "new adopters" to:

- ▫ Identify needs that are feasible to address?
- ▫ Develop relationships and buy -in needed for collaborations, data exchange, and productive strategies benefiting youth?
- ▫ Identify and address challenges and opportunities?
- ▫ Set realistic timetables and expectations?
- ▫ Ask for and use data well?

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BREAK

3:00 p.m.

*** After break, please regroup/reseat into affinity groups   –
higher education, K12, non -profits, intermediaries, and
community ***

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PATHWAYS to ADULT SUCCESS

COLLABORATIVE REGIONAL WORK

DEVELOPING COLLABORATIONS AND NETWORKS TO SUPPORT STUDENT SUCCESS, FROM AN AFFINITY GROUP PERSPECTIVE OR LOCAL/REGIONAL PERSPECTIVE, WORK TIME AND REPORT OUT

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TABLE WORK

- What three next steps will we take?
- What are the key lessons we urge the October, 2019 conference to address regarding building collaborations and networks from our affinity group perspective?

RECEPTION/GALLERY WALK

HARBORVIEW

RECEPTION/GALLERY WALK

Understanding data is the foundation of PAS' strategies and actions. In this session, PAS participants share various ways in which data can be visualized and displayed for use by those in different roles in the improvement continuum.

- **Mike Barney**, Executive Director, Riverside County Office of Education, CA
- **Dave Calhoun**, Senior Associate, CORE Districts, CA
- **Robin DeLoach**, Program Director, Willamette Education Service District, OR
- **Jeremy Greenfield**, Deputy Director, College and Career Success, and **Angel Zheng** , New Visions for New Schools, NYC
- **Richard Harrison**, CAO, and **Remy Washington** , CAO, Uplift Education, TX
- **Eric Meredith**, Business Data Analyst, Higher Education Commission, MT
- **Jenny Nagaoka**, Deputy Director, UChicago Consortium for School Research, IL
- **Heather Nolan**, Director of Performance Management, and **Rachel Pfeifer** , Director, College and Career Readiness, Baltimore City Public Schools, MD
- **Jessica Cunningham**, Interim Executive Director, KY Stats
- **Kate Sandel and Jennifer Appleyard**, Department of Elementary and Secondary Education, MA
- **Keith White**, Director of Research, and **Dan Challener** , President, Chattanooga Public Education Foundation, TN

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HAVE A GREAT NIGHT

PATHWAYS TO ADULT SUCCESS

LEARNING TO TEACHING

May 1 & 2, 2019
Baltimore, MD

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PAS VISION

○ For schools, districts, and communities to enable all youth, regardless of need, circumstances, place of residence, and prior experience to obtain the competencies necessary to persist in and complete secondary schooling prepared for postsecondary success and a postsecondary pathway that leads to a family -supporting wage and adult success.

AGENDA– MAY 2, 2019

8:00 a.m.	Breakfast
8:30 a.m.	Opening
8:45 a.m.	Reflections on the Data Gallery Walk and other Data Considerations
9:45 a.m.	Strategizing for the October 2019 PAS National Dissemination Meeting and Beyond: Table Work and Discussion
12:00 p.m.	Closure, Box Lunch, and Adjournment
1:00 p.m.	Data Workgroup Session
3:30 p.m.	Second shuttle leaves for train station and airport

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OPENING

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REFLECTIONS ON THE DATA GALLERY WALK AND OTHER DATA CONSIDERATIONS

SARAH FRAZELLE

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TABLE TALK AND REPORT OUT

○ First turn and talk:
 ▫ What most excited you about the Data Gallery Walk and why?
 ▫ How did the examples differ from what you currently use?

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TABLE TALK AND REPORT OUT (CONT'D)

○ Second turn and talk, report out:
  ▫ How would using these approaches help you better support students?
  ▫ What would be most important to you in a next generation of data systems?

FERPA— FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

○ Why is it important?

▫ Privacy

▫ Legal ramifications

▪ Failure to comply with FERPA may cause an educational institution to forfeit its federal funding. Additionally, some states allow for monetary damages for the disclosure of private information.

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Tracking students

Marketing

APPLICABLE EXCEPTIONS TO FERPA

○ The disclosure is to other school officials, including teachers, within the agency or institution whom the agency or institution has determined to have legitimate educational interests.

○ 2008 revisions state that a contractor, consultant, volunteer, or other party to whom an agency or institution has outsourced institutional services or functions may be considered a school official

○ 2011 revisions further clarify that schools may disclose information to third parties to audit or evaluate their programs

SCHOOL OFFICIALS' EXCEPTION

FERPA allows "school officials" within a school to obtain access to PII, provided the school has determined that they have "legitimate educational interest" in the information.

Although the term "school official" is not defined, the Dept. of Ed generally interprets to include parties such as:

- Professors, instructors administrators
- Health staff, counselors, clerical staff
- Attorneys, trustees, members of committees and disciplinary boards
- A contractor, volunteer or other party to whom the school has outsourced institutional services or functions

CONTRACTORS, CONSULTANTS, VOLUNTEERS

2008 revisions state that a contractor, consultant, volunteer, or other party to whom an agency or institution has outsourced institutional services or functions may be considered a school official under this paragraph provided that the outside party   –

1. Performs an institutional service or function for which the agency or institution would otherwise use employees;
2. Is under the direct control of the agency or institution with respect to the use and maintenance of education records; and
3. Is subject to the requirements of   § 99.33(a) governing the use and redisclosure of personally identifiable information from education records.

This exception can be used for partnerships between the district and outside organizations

CROSS INSTITUTION EXCEPTION

FERPA allows a school to disclose PII from an eligible student's education records to another school in which the student seeks or intends to enroll.

- The sending school may disclose if it has included in its annual notification of rights a statement that it forwards education records in such circumstances.
  - Otherwise, the sending school must make a reasonable attempt to notify the student in advance of making the disclosure, unless the student has initiated the disclosure.
- The school must also provide an eligible student with a copy of the records that were released if requested by the student.

This exception can be used for partnerships between the district and other educational institutions the student attends

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DATA SHARING AGREEMENTS

Key Aspects
- Purpose of agreement
- Proposed analysis/use
- Description of requested data
- Statements of data security and confidentiality
- Data transfer and storage
- Period of agreement
- Termination

Additional Considerations
- Obligations of the school district and the requesting organizations

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ACTION PLANNING

○ Turn and talk
  ▫ What is needed to move forward locally?
  ▫ Obstacles and opportunities?

○ Got a minute? Write it down!

○ Consider exchanging emails with a table partner for mutual accountability.

BREAK

STRATEGIZING FOR THE OCTOBER 2019 PAS NATIONAL DISSEMINATION MEETING AND BEYOND: TABLE WORK AND DISCUSSION

ROBERT BALFANZ AND JOANNA H. FOX

OCTOBER 2019

- What are the key PAS ideas (content) that new adopters should learn?
  - (Please consult the attached draft October Conference Objectives and Underlying Questions.)
- Who should be invited to the PAS national dissemination meeting and what networks and collaborations should be tapped (with written recommendations)?
  - Who will you recruit from your network? And how?
  - What information do you need from PAS central to assist you?
- What is the RFP process for October 2019 presentations and facilitation?
- Looking to the future, what do you recommend as the optimal balance among national, regional and local collaborations?

CLOSURE

REMEMBER YOUR EVALUATION

BOX LUNCH/DEPARTURE

12:15 p.m.

Data Workgroup Session moves to Pratt/Calvert Room

PATHWAYS to ADULT SUCCESS

DATA WORKGROUP SESSION

DATA WORKGROUP

An underlying stream of ever   -improving knowledge about student destinations and needed support is what will optimize success at many levels. As we have reviewed and learned from each others' work over the last day and a half, in many dimensions:

○ What are similarities that we could share with others?

○ Where are there gaps still in the systems that need additional research or support? Both in usage and technology?

○ How do we wish to move forward? Are there others we should bring into the conversation?

○ Next steps?

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CLOSING

DEPARTURE

3:30 p.m.

Shuttle departs from front of hotel