SUPPORTING SENIORS DURING COVID-19

Pathways to Adult Success Solution Forum
Everyone Graduates Center
Johns Hopkins University School of Education
April 7, 2020
WELCOME AND TODAY’S AGENDA

- Organizing our discussion
- Seeking solutions for supporting high school seniors during COVID-19
  - Seniors who need to earn credits or complete requirements to graduate
  - Seniors who will graduate but did not have postsecondary placement in place when schooling became remote
  - Seniors who have postsecondary placements but have to make choices, are reconsidering their choices, and/or may face additional challenges in going from acceptance to enrollment (summer melt)
- How should the PAS Learning Community work together during COVID-19
ORGANIZING OUR DISCUSSION

• We have a large and diverse group of people and organizations participating in today’s call
  – K-12, Higher Ed, Non-Profits, State Dept. of Ed.
• So we can hear from as many as possible, we have muted everyone upon entry, please share ideas and ask questions via the chat function
  – One of the moderators will read each question or comment out loud, and then ask for responses via the chat function
  – The moderator may ask the participant to respond verbally for elaboration or clarification
  – If you are sharing a resource that can be reached via a web link, please share the link in the chat box
  – After the call, we will send out a follow-up email listing resources shared during the session
• Each section of the knowledge-sharing forum will begin with a brief overview of what we know and a poll question
SUPPORTING SENIORS WHO NEED TO EARN CREDITS OR COMPLETE REQUIREMENTS IN THE SPRING TO GRADUATE
WHAT DO WE KNOW?
SUBSTANTIAL NUMBERS OF SENIORS NEED TO COMPLETE GRADUATION REQUIREMENTS IN THE SPRING

- Most states have waived or are allowing local districts to waive graduation requirements like state tests or college and career demonstrations of readiness
- Some states are encouraging/requiring local districts to view all students who were on-track to graduate at the end of the 3rd quarter by being enrolled in (and passing) courses needed for graduation, as having met graduation requirements, e.g. AL, AK, NC, VA
WHAT WE KNOW

• Some states have suggested multiple ways students can earn credit for needed courses (local tests, projects, work experience etc.) and are leaving it up to individual districts or schools to decide whether students have done sufficient work to graduate, e.g. NM, TX.
• Not all states have issued graduation requirement guidance yet.
• Best source we have found is ExcelinEd, which has data base of state graduation requirements under Covid updated daily https://www.excelined.org/covid-19/
WHAT WE KNOW  (CONT’D)

• Typically students who have to complete graduation requirements in the spring are supported through frequent face-to-face encounters with teachers, counselors, mentors, and often non-profit/community partners. This has been disrupted.

• Even with flexibility, there will be students who are short multiple credits and will need to use summer school or a fifth year of high school. Summer schools may be virtual in many places. Effort will be needed to make a fifth year of high school work and advance students’ pathways to adult success.
IN YOUR STATE, SCHOOL DISTRICT, SCHOOL, OR COMMUNITY, HAS GUIDANCE BEEN PROVIDED ON HOW TO MODIFY GRADUATION REQUIREMENTS DURING COVID-19?

Yes
No
Unsure
EVEN WITH GRADUATION REQUIREMENT FLEXIBILITY SOME SENIORS WILL NEED SUPPORT TO GRADUATE. HOW CAN WE PROVIDE THAT SUPPORT UNDER COVID-19?
SUPPORTING SENIORS WHO WILL GRADUATE BUT DID NOT SECURE A POSTSECONDARY PLACEMENT BEFORE SCHOOLING BECAME REMOTE
WHAT DO WE KNOW?
MARCH, APRIL, AND MAY ARE TYPICALLY MONTHS WHEN SOME SENIORS APPLY TO OPEN-ACCESS FOUR-YEAR INSTITUTIONS AND COMMUNITY COLLEGES

• Many depend on application supports provided by their high school and/or affiliated non-profits
• Open-access four-year institutions and community colleges often send representatives to high schools to provide information help students apply.
• Almost all higher education institutions are closed with staff working remotely. They may re-open on different schedules and make different adjustments to application deadlines. This will make it harder for prospective students to get questions answered or receive accurate information.
WHAT WE KNOW

• If students graduate without a post-secondary placement, it will be difficult for schools to track them down. If they leave the K-12 system and have not enrolled in higher education, it will be hard to provide information on rolling admissions, mid-year starts, etc.

• A few states have at least brought up this challenge in their COVID-19 Guidance to districts, e.g. Colorado.

• But, overall, this could be an out of sight, out of mind problem, with serious effects for students and communities.
POLL #2

HAVE YOUR STATE, SCHOOL DISTRICT, HIGH SCHOOL(S) OR LOCAL HIGHER EDUCATION INSTITUTIONS BEGUN TO ADDRESS THE ISSUE OF HIGH SCHOOL SENIORS WITHOUT A POSTSECONDARY PLACEMENT?

Yes
No
Unsure
HOW CAN WE SUPPORT SENIORS WHO CURRENTLY LACK A POSTSECONDARY PLACEMENT? THIS SPRING? THIS SUMMER? NEXT YEAR?
SUPPORTING SENIORS WHO HAVE A POSTSECONDARY PLACEMENT(S) BUT ARE RE-THINKING OPTIONS DUE TO COVID-19
WHAT DO WE KNOW?
INITIAL SURVEYS AND MEDIA ACCOUNTS SUGGEST

• Some students are looking for options closer to home.
• Students are concerned about costs and the impact of COVID-19 on family employment and income.
• As a result, some are considering delaying enrollment for a year.
• Finally, there is a substantial gap between acceptance and enrollment; students may struggle with the multiple steps and deadlines involved in enrollment, including financial aid forms (typically due in May).
IN YOUR DISTRICT, SCHOOL(S), AND COMMUNITY, ARE THE NORMAL SUPPORTS PROVIDED TO HELP STUDENTS GET FROM POST-SECONDARY ACCEPTANCE TO ENROLLMENT AT RISK BECAUSE OF COVID-19?

Yes
No
Unsure
HOW CAN WE SUPPORT SENIORS TO MOVE FROM POSTSECONDARY ACCEPTANCE TO ENROLLMENT DURING COVID-19?
NEXT STEPS FOR PAS DURING COVID-19
What role should the Pathways to Adult Success Learning Community play going forward to help address the needs of seniors during COVID-19, as well as other issues important to PAS?

Organize a small set of webinars, with PAS partners presenting work they are doing which could help address these issues

Yes
No
Unsure
WHAT ROLE SHOULD THE PATHWAYS TO ADULT SUCCESS LEARNING COMMUNITY PLAY GOING FORWARD TO HELP ADDRESS THE NEEDS OF SENIORS DURING COVID-19, AS WELL AS OTHER ISSUES IMPORTANT TO PAS?

Organize small group idea-sharing sessions amongst partners with similar roles (i.e. school districts, non-profits who support high school seniors, higher ed., etc.)

Yes
No
Unsure
WHAT ROLE SHOULD THE PATHWAYS TO ADULT SUCCESS LEARNING COMMUNITY PLAY GOING FORWARD TO HELP ADDRESS THE NEEDS OF SENIORS DURING COVID-19, AS WELL AS OTHER ISSUES IMPORTANT TO PAS?

Serve as an online clearinghouse for approaches that are being tried at state, local, and school level

(\textit{would depend on PAS partners being able to send in examples})

- Yes
- No
- Unsure
OTHER IDEAS ON HOW PAS LEARNING COMMUNITY MEMBERS COULD/SHOULD WORK TOGETHER DURING COVID-19?

Please make use of the chat function to share your thoughts or questions.
Final Thoughts and Questions?

Please Use Chat Box
IN CONCLUSION

• Send your follow-up ideas and thoughts to rbalfanz@jhu.edu and jhfox@jhu.edu

• We will send out:
  – a recording of the session
  – a copy of the slides
  – a list of references and materials shared today

• If you would like an attendee list, please email info@pathwaystoadultsuccess.org

• Be well, thank you, and onwards