ENABLING STUDENT PROGRESS THROUGH SCHOOL DURING COVID-19

Pathways to Adult Success COVID-19 & Social Justice Solution Forum
Everyone Graduates Center
Johns Hopkins University Schools of Education
September 16, 2020
WELCOME AND TODAY’S AGENDA

• The Pathways to Adult Success Learning Community and Network starts its 4th year
• The 2020-21 PAS COVID-19 and Social Justice Solutions Forum
• Solution Sharing: Enabling Student Progress During COVID-19
  – Sarah Frazelle, Puget Sound Education Service District, WA
  – Nalani Linder, Degrees of Change, Tacoma, WA
  – Jared Epler, Philadelphia Education Foundation, PA
• Pathways to Adult Success Design Challenge
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 and add to the COVID-19 resource webpage on the PAS website
THE PAS LEARNING COMMUNITY AND NETWORK IS STARTING ITS 4TH YEAR

• Since 2017, the Everyone Graduates Center at Johns Hopkins University School of Education, with support from the Bill & Melinda Gates Foundation, has convened thought and practice partners from K-12, higher ed, non-profits, and the workforce to share insights and collectively explore questions related to young adult success through secondary and postsecondary schooling: ways that K-12 schooling, in partnership with higher education, community partners, and employers, can create Pathways to Adult Success for all students.

• Currently, over 250 school districts, state departments of education, institutions of higher learning, non-profits, and other organizations actively participate in the PAS learning community and network; these participants have collectively developed the PAS framework.
PAS FRAMEWORK COMPONENTS

• Using an indicator and response system to keep all students on track to post-secondary success: EWS 2.0
• Navigation and Guidance supports for all, from upper elementary on through postsecondary persistence
• Cross-sector collaborations and networks
• Supporting student success with improved data systems and their use in schools, districts and states
• Despite America’s founding promise of democracy and opportunity, women and people of color were excluded from the vote, discriminated against, limited in their educational opportunities, and denied access to capital, although the country was built on their shoulders equally with those of white males.

• Realizing the American promise—offering education and access to the future for all within our borders—is a moral imperative and essential to our success as a nation.
BEADS ON A CHAIN

• Communities cannot fulfill all their aspirations at once in addressing issues as complex as this one.
• PAS advocates for “beads on a chain” – developing a data-based plan and adding first one component, then two, then more linked together.
• In this way, PAS principles can be implemented in every community using locally developed strategies suitable to local contexts – whether large or small, rural, suburban, or urban, regional or state.
PAS COVID-19 AND SOCIAL JUSTICE SOLUTIONS FORUMS SCHEDULE, FALL 2020

• **Sept. 16**: Enabling Student Progress During COVID-19
• **Oct. 20**: Using Data to Advance Historically Under-Served Students During COVID-19 and Beyond
• **Nov. 17**: Promoting Equity During COVID-19
• **Dec. 16**: TBD
SUPPORTING STUDENT PROGRESS THROUGH SCHOOL DURING COVID-19
WHAT DO WE KNOW ABOUT CURRENT STATE OF STUDENT PROGRESSION DURING COVID-19?
Almost all are participating in some form of remote learning
78% say they are spending four hours per day or less on class or work assignments
40% say they have been offered no social-emotional support by an adult from school
Almost 25% report feeling disconnected from school, adults, and classmates
Over 25% say they are losing more sleep, feeling more unhappy, feeling under constant strain, or losing confidence in themselves.
STUDENT VIEWS – AMERICA’S PROMISE ALLIANCE SURVEY OF 3,300 13- TO 19-YEAR-OLDS ON THEIR SPRING 2020 EXPERIENCE (CONT’D)

• 52% are more worried than usual about their health and family health, and
• 40% are more concerned about family financial standing and their educational future
• Bottom line—nearly all students spent less time than normal actively engaged in organized school learning, and many are under significant strain
THE CHALLENGE OF MISSING STUDENTS

• Flint, Michigan, anticipated enrollment of 3800
  – At the start of the school year in August, 2000 not participating
• Extensive outreach efforts including home visits—
  – Found: 1200
  – Still missing: 800 of 3800
• Article: Flint School District Finds Students Missing Virtual Classes, The Oakland Press
SUMMER 2020 POSTSECONDARY ENROLLMENTS VS PRIOR YEAR – NATIONAL STUDENT CLEARINGHOUSE RESEARCH CENTER

- Overall
  - Undergraduate Certificates: -11%
  - Associate Degrees: -5%
  - Bachelors Degrees: +3%

- Associates Degrees
  - White: -8%
  - Black: -11%
  - Hispanic: -3%

- Undergraduate
  - Female: +2%
  - Male: -5%

- Black
  - Public 4-Year: -3%
  - Private 4-Year: -5%
  - Public 2-Year: -11%
WHAT ARE SOME EMERGING SOLUTIONS?
Through each of our unique perspectives:

- Build guiding principles of a regional attendance network (King and Pierce Co) grounded in diverse abilities and a vision of racially equitable and just school systems.
- Identify 2-3 overarching problems of practice that will center students, families, and communities who have been historically marginalized from education opportunity.
- Offer strategies to develop authentic partnerships that center student, family, and community voice in all of our decision making and operational processes.
We Believe

IF we as a network support improvement in

- Relationships between educators and students
- Relevance and connection to learning
- Safe and secure student environments
- Effective communication & collaboration between schools & resources

then School systems will be better prepared to support student attendance & engagement

so that Students in our region will experience more racial just and equitable school systems
Student voice and Other Data Elements

PERTS surveys
https://www.perts.net/elevate

Individually developed measures of attendance that reflect:
• Assignment completion
• Logging in to school platforms
• Participation and communication

Data from Spring/Summer 2020
• Course completion
• Grade progression
• Documented access issues

Resource Library
https://equitablelearning.org/
• Teacher caring
• Equity
• Feedback for growth
• Meaningful work
• Student voice
• Classroom belonging
• SEL & reentry
• Affirming cultural identity
Continuous Cycles of Improvement

Implementing Plan-Do-Study-Act cycles
- Identifying real time data elements
- Using a tiered system to respond quickly
- Refining data elements to reflect the most action-oriented information
- Less is more
NALANI LINDER
Director, Tacoma Completes Program
What’s Next
TPS Senior Check-In
+ Follow-Up

A coordinated community-based effort to support Tacoma Public Schools Class of 2020 with college pathway planning
Work with my assigned student

Student Response

Current Status
- Assigned for Contact
- Working with Student
- Student Needs Met
- Student Passed to External Contact
- Awaiting Assignment

Student Response
- Help Requested
  - Deciding which college to attend; Completing required paperwork for college
- FAFSA or WASFA
  - Yes
- Student College Plan Notes
  - I was wanting to take a gap year

Contact Preferences
- Preferred Method of Contact
  - Any
- Texts
  - Allow
- Emails
  - Allow
- Phone Calls
  - Allow
- Contact beyond this survey?
  - No
  - Yes
JARED EPLER
Director of Trio College Access Program, Philadelphia Education Fund
Collaborating for Student Success

• Don’t reinvent the wheel.

• Resource overload!

• We are all here to serve students.

• Thinking beyond college access

• Holistic support

• The “one-stop shop”

• Leadership roundtable
RESOURCES
Keeping Students On-Track During COVID-19: Who Needs What Help, and When?

A FREE Webinar on Sept 23
11:30 a.m. ET
# NATIONAL STUDENT CLEARINGHOUSE RESEARCH CENTER POSTSECONDARY ENROLLMENT REPORTS

## FALL 2020

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<tr>
<td>Sept 17, 2020*</td>
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<td>Postponed until Sept 24 for expanded public sector coverage.</td>
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<td>Oct 15, 2020</td>
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<td>Nov 11, 2020</td>
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## WINTER/SPRING 2021

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<td>Jan 19, 2021</td>
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<td>Feb 16, 2021</td>
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PAS DESIGN CHALLENGE

• Overview
  – Identify an unmet challenge in critical areas, illuminated by the PAS framework
    • early warning systems for postsecondary success
    • postsecondary navigation guidance for all
    • cross-sector collaboration
    • shared data
  – Propose and test solutions
  – Share process and findings with others at a national PAS learning conference

• Modest stipends will be given to help advance solutions

• Proposal due October 15, 2020
IN CONCLUSION

• Send your follow-up ideas and thoughts to rbalfanz@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