

DEVELOPING A POLICY AGENDA TO IMPROVE YOUNG PEOPLE'S OPPORTUNITIES FOR ADULT SUCCESS

Pathways to Adult Success COVID-19 & Social Justice Solution Forum

Everyone Graduates Center

Johns Hopkins University School of Education

January 19, 2021

WELCOME AND TODAY'S AGENDA

- Developing a Policy Agenda to Improve Young People's Opportunities for Adult Success
- Solution Sharing:
 - **Phillip Lovell**, Vice President of Policy Development and Government Relations for the Alliance for Excellent Education
- Insights from the PAS Network -- idea and resource sharing



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ORGANIZING OUR DISCUSSION



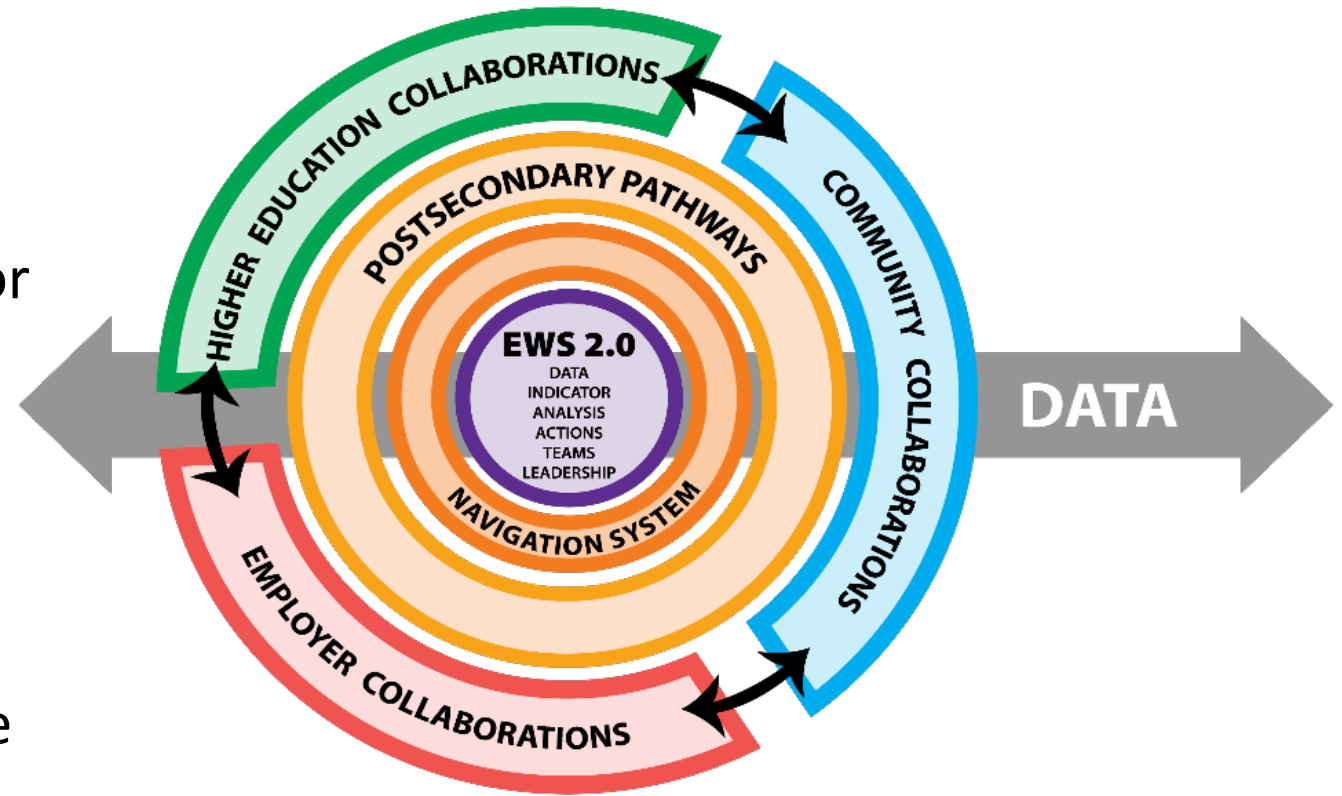
- We have a large and diverse group of people and organizations participating in today's call
 - K-12, Higher Ed, Non-Profits, State Dept. of Ed.
- So we can hear from as many as possible, we have muted everyone upon entry. Please share ideas and ask questions via the chat function.
 - One of the moderators 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

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CREATING POLICY SUPPORTS FOR THE PAS FRAMEWORK

- Using an indicator and response system to keep all students on track to postsecondary 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



RECENT POLICY DEVELOPMENTS THAT IMPACT THE PAS LEARNING COMMUNITY

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FEDERAL 2021 SPENDING AGREEMENT – PAS-RELATED ITEMS

- Simplifies FAFSA form
 - reduced from 108 to 36 questions
- Forgave capital improvement loans to historically Black colleges and universities (HBCUs)
- Restored incarcerated students' access to Pell Grants



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PRESIDENT-ELECT BIDEN ANNOUNCES AMERICAN RESCUE PLAN

Emergency legislative package to

- Fund vaccinations,
- Provide immediate, direct relief to families bearing the brunt of the COVID-19 crisis, and
- Support struggling communities

PAS related items



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PROVIDE \$130 BILLION TO HELP SCHOOLS SAFELY REOPEN

- These funds can be used to reduce class sizes and modify spaces so students and teachers can socially distance
- Ensure every school has access to a nurse
- Increase transportation capacity to facilitate social distancing on the bus
- Hire counselors to support students as they transition back to the classroom
- Close the digital divide that is exacerbating inequities during the pandemic
- Provide summer school or other support for students that will help make up lost learning time this year
- Create and expand community schools
- **Districts must ensure that funds are used to not only reopen schools, but also to meet students' academic, mental health and social, and emotional needs in response to COVID-19, (e.g. through extended learning time, tutoring, and counselors)**

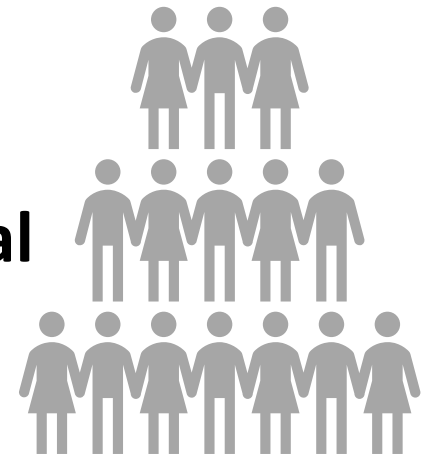


A portion of funding will be reserved for a **COVID-19 EDUCATIONAL EQUITY CHALLENGE GRANT**, which will support state, local and tribal governments in partnering with teachers, parents, and other stakeholders, to advance equity- and evidence-based policies to respond to COVID-related educational challenges and give all students the support they need to succeed.



EXPAND THE HIGHER EDUCATION EMERGENCY RELIEF FUND

- The president-elect's plan will ensure colleges have:
 - critical resources to implement public health protocols,
 - execute distance learning plans, and provide emergency grants to students in need.
- This \$35 billion in funding will be directed to public institutions, including community colleges, as well as, public and private HBCUs and other minority serving institutions.
- This funding will provide **millions of students up to an additional \$1,700 in financial assistance from their college.**





HARDEST-HIT EDUCATION FUND

Provides \$5 billion in funds for governors to use to support educational programs and the learning needs of students significantly impacted by COVID-19, whether K-12, higher education, or early childhood education programs

PHILLIP LOVELL

Vice President of Policy Development and
Government Relations
Alliance for Excellent Education

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WHAT ARE THE EDUCATION POLICY PRIORITIES OF THE BIDEN ADMINISTRATION AND THE NEW CONGRESS?

- COVID-19 Relief and Recovery
- School Improvement and Student Supports
- College and Career Readiness (CTE)
- Higher Education

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Fast Track To and Through College Act (S.2736)

Sponsored by U.S. Senators Maggie Hassan (D-NH) and Todd Young (R-IN)



By the end of junior year, one in four high school students meet all four ACT® College Readiness Benchmarks. Each year, an estimated 850,000 students are prepared for a faster, cheaper path to and through college. Nearly one-third of students who are academically ready for college early come from low-income families. Among those students, one-quarter are Black, Latinx, and/or Native American.

When students demonstrate college readiness, they should have a meaningful opportunity to "Fast Track" into college-level course work on a full-time basis without financial barriers that could prevent them from pursuing an expedited path to a degree. The Fast Track To and Through College Act aims to increase college completion and reduce college costs by redesigning the senior year of high school for academically prepared students, aligning secondary and postsecondary course work, improving postsecondary credit transfer, and allowing federal Pell Grants to cover dual-enrollment costs for eligible students.

Grants to State-School District-College Partnerships

The Fast Track To and Through College Act authorizes competitive grants to states that have or will develop

- statewide high school graduation policies that allow students to complete their secondary course work prior to senior year;
- statewide Advanced Placement (AP), International Baccalaureate (IB), and dual-enrollment credit recognition policies that apply at all in-state public colleges to ensure college-level course work taken in high school counts toward a college degree;
- statewide credit transfer agreements for introductory college courses that apply at all in-state public colleges to ensure college credits follow students between institutions;
- statewide strategies for increasing equity in access to advanced course work in high school; and
- guarantees that ensure that by the end of the grant period all college-ready students in all school districts have access to two "Fast Track" pathway options:

(1) an early college "Fast Track" pathway consisting of a full-time load of introductory college-level course work during senior year of high school offered free of charge through AP, IB, dual-enrollment, or online programs such as edX or

(2) an early high school graduation "Fast Track" pathway where students receive an early high school graduation scholarship for use at any in-state public college when they graduate high school in three years instead of four. (See the illustration on the next page.)

Priorities to Determine Awards

The Fast Track To and Through College Act prioritizes funds to states that

- already have adopted policies to better align their K-12 and higher education systems;
- commit to develop multiple "Fast Track" pathways, including those that integrate career and technical education and work-based learning aligned with high-wage, in-demand jobs; and
- propose to expand access to "Fast Track" pathways and advanced course work in districts serving a high number or percentage of historically underrepresented students.

Use of Funds

Grant funds will be awarded to partnerships of state K-12 education agencies, public higher education systems, and school districts to implement programs and activities that improve student preparation for, and participation in, accelerated academic work. States can use funds to

- expand AP, IB, and dual-enrollment courses for "Fast Track" and non-"Fast Track" students;
- offset fees for AP, IB, College Learning Examination Program (CLEP), and similar tests for all "Fast Track" students;
- provide professional development for AP, IB, and dual-enrollment instructors; and
- reach out to students, particularly historically underrepresented students, and parents to build awareness of "Fast Track" pathways.



Promoting Readiness in Education to Prevent Additional Remediation and Expense (PREPARE) Act (S. 1516.)

Sponsored by U.S. Senator Doug Jones (D-AL)

May 2019



The nation's high school graduation rate is at an all-time high of 84.6 percent for the Class of 2017.¹ Yet many of these graduates are unprepared for college. More than one-third of all first-year college students take some type of remedial course work and for historically underserved students, this number can be much higher. At 4-year public colleges, two-thirds of African American students and over one-half of Latinx students require remedial course work.² While remedial education strives to help students attain the skills they need to succeed in college, it also can deter completion by adding to the cost and time necessary to earn a degree. The Promoting Readiness in Education to Prevent Additional Remediation and Expense (PREPARE) Act aims to address this issue by more closely aligning high school education with the expectations of postsecondary education.

Grants to States

The PREPARE Act authorizes grants to states to align high school and postsecondary education. States receiving grants are required, among other things, to

- align high school graduation requirements with entrance requirements for credit-bearing course work in state institutions of higher education;
- develop statewide standards for placement in remedial college course work based on multiple measures;
- develop statewide articulation agreements between high schools and public institutions of higher education ("vertical" alignment); and
- develop statewide articulation agreements among public institutions of higher education in the state ("horizontal" alignment).

Subgrants to Eligible Entities

States must reserve at least 80 percent of PREPARE Act funds to make competitive subgrants to eligible entities that consist of a partnership between at least one local education agency (LEA) and an institution of higher education or higher education system operating in the same state as the LEA. Eligible entities that include a high-need LEA, an LEA that serves a high-need high school, or a high-need institution of higher education, among other things, receive priority consideration.

Activities to Improve High School Education to Prevent the Need for Remedial Education

Each eligible entity that receives a PREPARE Act subgrant shall identify high school students likely to require postsecondary remediation. These entities then shall develop and implement activities that improve high school education to prevent the need for remedial education at the postsecondary level, such as

- advanced course work,
- summer bridge programs,
- enhanced advising or counseling activities, and
- other evidence-based services as described by the eligible entity.

Activities to Strengthen Remedial Education at the Postsecondary Level

Each eligible entity that receives a PREPARE Act subgrant shall develop and implement activities that strengthen remedial education at the postsecondary level, such as

- corequisite courses,
- technology-enhanced diagnostics and delivery of remedial education,
- faculty professional development,
- practices to teach self-regulated learning,
- enhanced advising or counseling activities, and
- other evidence-based services as described by the eligible entity.

Program Evaluation and Funding

The secretary of education, in partnership with the director of the institute of education sciences, shall contract with a third-party to evaluate the activities implemented under the PREPARE Act. The evaluation will include information, disaggregated by student subgroup, on the number and percentage of students entering, persisting, and completing postsecondary education and the number and percentage of students who enroll in and complete remedial education. The PREPARE Act authorizes such sums as may be necessary for fiscal year 2020 and each of the five succeeding fiscal years.



Fast Track To and through College Act (S. 2736)

Promoting Readiness in Education to Prevent Additional Remediation and Expense (PREPARE) Act (S. 1516.)

**WHAT IS LIKELY TO HAPPEN IN
THE NEXT TWO YEARS?**

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WHAT POLICIES WOULD HELP ADVANCE INCREASED OPPORTUNITIES FOR ADULT SUCCESS IN YOUR COMMUNITY OR WITH THE STUDENTS YOU SERVE?

IDEAS WILL BE COLLECTED IN A SHARED GOOGLE DOC
[HTTPS://DOCS.GOOGLE.COM/DOCUMENT/D/1VNDX_6IM0QHJVYXBI6MCWULBTKUVO4AZYGZVUF0N9P4/EDIT?USP=SHARING](https://docs.google.com/document/d/1VNDX_6IM0QHJVYXBI6MCWULBTKUVO4AZYGZVUF0N9P4/EDIT?USP=SHARING)

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HELPFUL LINK/RESOURCE

- [Good Jobs for All: How Federal Laws Can Create Pathways From Education and Training to Good Jobs](#)
 - Laura Jimenez & Livia Lam, Center for American Progress
- Despite the billions of dollars that the federal government spends each year on education and workforce training, education and labor market outcomes remain inequitable.
 - For example, not all students graduate from high school, and even when they do, most are ineligible for their postsecondary training program of choice.¹
 - Research shows that students do not receive sufficient information about what careers are available and which courses best lead to those options, so they waste time in courses that do not lead to good jobs.
 - What's more, it is not clear how effective public workforce programs are at raising wages and increasing access to better jobs.

UPCOMING EVENT

- **PAS Solutions Forum:**

**Putting Students On-Track to Adult Success
During and After COVID-19: State
Departments of Education Innovations**

- **Feb 23, 2021 at 2:00pm ET**

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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

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