

SYSTEMS TO SUPPORT HIGH SCHOOLERS' TRANSITIONS TO COLLEGE AND CAREER

Pathways to Adult Success Solution Forum
Everyone Graduates Center, Johns Hopkins University School of Education
November 15, 2022

Welcome and Agenda

- The Challenge of False Positives from Tight Labor Markets on Postsecondary Success
- PAS 2021-22 Design Challenge Teams:
 - **College Access Toolkit: Building a Structured, Proactive Plan for High School Students**
 - Bryan DeFoney, *Director, College Access Program*, The Philadelphia Education Fund
 - **Addressing College Persistence and Income Inequity: Developing Innovators and Entrepreneurs in East Oakland**
 - Rich Harrison, *CEO*, Lighthouse Community Charter Schools
- Open Discussion and Resource Sharing
- Upcoming Events

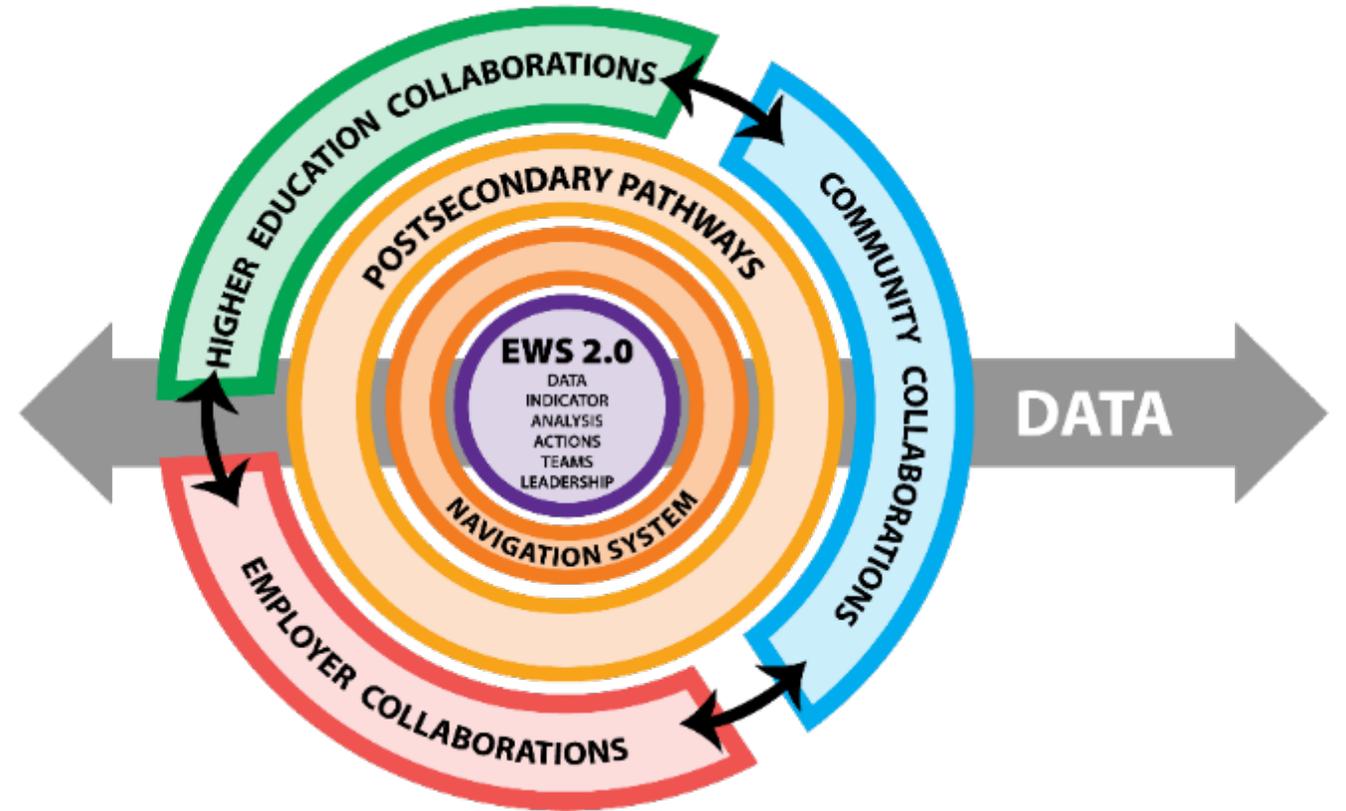
Organizing Our Discussion

- We have a large and diverse group of people and organizations participating in today's session (K-12, Higher Ed, Non-Profits, State Depts. of Ed.).
- Please share ideas, resources, 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.
- After the session, we will send out all resources shared and add to the Solutions Forum webpage on the PAS website.



Building Pathways to Adult Success for and with all students has never been so crucial

- The pandemic has disrupted existing student support and guidance systems.
- Uncertainty is the norm.
- Momentum to and through postsecondary is being impacted.



The Challenge of False Positives from Tight Labor Markets on Postsecondary Success

- The story of Nevada 2006-2009
- Agency gained by adolescents from working during the pandemic
- Cost concerns about college and a lack of transparency about them

College Access Toolkit: Building a Structured, Proactive Plan for High School Students

Bryan DeFoney, *Director, College Access Program*
Philadelphia Education Fund

The Philadelphia Education Fund

*Systems to Support High Schoolers'
Transitions to College and Career*

College Access Toolkit: Building a
Structured, Proactive Plan for High School
Students

Bryan DeFoney
Director, College Access Program

The Philadelphia Education Fund's Mission, Vision, Approach



Project Design

The Problem of Practice

- **26%** of Philadelphians live in poverty
- **92nd** out of **100** cities in college attainment
- **69%** high school graduation rate

Our Students

- **We Serve:** Over 1,700 Pell-eligible, first-generation-to-college Philadelphia youth in grades 9-12 attending one of six high-poverty, low-graduation rate neighborhood high schools

College Access



College Success

Our Design Project Strategy

- **Our Goal:** Is to guide our students in a timely manner through the college application process, and support with college matriculation through the utilization of our *College Access Toolkit*. The toolkit will focus students on **proactivity**, and we will help to facilitate preparation, structure and informed decision-making in the college match and fit process.
- **Our Approach:** We address the college attainment challenge by helping students make better, more informed decisions during high school, especially during their fall semester of senior year through a proactive guided 1:1 approach led by one of our imbedded College Access Program Coordinators in our high schools.
- **The Toolkit:** Our College Access Program students must draw upon their **social emotional skills** to achieve success during the admissions and financial aid process for college. Through this project, we wanted to create a **time-sensitive, structured interactive college access toolkit** to help our students make earlier and more informed decisions about their post-secondary next steps.

The Toolkit

SEPTEMBER CHECKLIST

NOTES

SET REMINDERS

in phone calendars for all admissions deadlines for all interested colleges:
[Match and Fit Tool](#) and
[Comparing Colleges Worksheet](#)



BEGIN USING AND TRACKING APPLICATIONS

with your CAP Coordinator:
[College Application Tracker Tool](#)

Have you created an account on the [Common App](#) portal?

YES NO

CREATE SEPARATE FOLDERS

for each of the schools that interest you and keep the materials organized



COMPLETE A PERSONAL "BRAG" SHEET

or resume with your CAP Coordinator for college applications (if needed)

Connect your Naviance account to the Common App portal



MEET WITH CAP COORDINATOR

to prepare for what information is needed for the Free Application for Federal Student Aid (FAFSA)
 • Collect documents needed for FAFSA from parent(s)



BEGIN WRITING DRAFTS

of your college essay, work with your CAP Coordinator as a second set of eyes:
[College Essay Tool](#) and brainstorming [worksheet](#)

Outline of college essay completed



Attend a financial aid workshop (hosted by CAP)



START COMPLETING EARLY ADMISSION COLLEGE APPLICATION

[Applying to College](#)



MEET WITH ADMISSION REPRESENTATIVES

who visit your high school

Attend a college admissions presentation/workshop (hosted by CAP)



ATTEND VIRTUAL TOURS

of college campuses/visit college campuses if you can



ASK AND THEN REQUEST

letters of recommendation from teachers, school counselors, and CAP Coordinators to accompany your admissions applications

Finalize list of schools you're applying to and deadlines



Ask/request recommendation letters?

YES NO

BEGIN CHECKING EMAIL

at least once a day to make sure colleges have not emailed you requesting additional information



COLLECT THE NEEDED INFORMATION

to setup an Federal Student Aid (FAFSA) ID for you and your parent(s) through the FAFSA (emails, social security numbers, etc.)

Desired Outcomes

As we distribute the tool to our rising seniors, the following outputs and outcomes are what we intend to measure:

(1.) Evidence, among students, of increased knowledge on the necessary skills needed for successful best fit college decision making- *we will employ pre- and post-event surveys to assess the students' knowledge acquisition over the academic year.*

(2) Demonstration of student effort to implement their PAS knowledge - *we will gather from students a copy of their toolkit on which they will have been asked to detail what they will do, to realize their goal of college matriculation, and work with our school partners to survey students to see what actions they took to implement elements of their plan.*

Supporting the larger community

The design of our solution, as well as the measurement tools we seek to use has the potential to inform the thinking and practice of the larger college access and success community. At the conclusion of this project, we aim to have the following:

- (1) early findings, including program outcomes and feedback from the first cohort of students and our College Access Program Coordinators who used the PAS-informed toolkit
- (2) a preliminary version of the toolkit
- (3) general open-ended reflections from our students
- (4) pilot the tool for all juniors at one of our partnering high schools with school counselors

Contact Information

Bryan DeFoney
Director, College Access Program
The Philadelphia Education Fund
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THANK YOU!

Addressing College Persistence and Income Inequity: Developing Innovators and Entrepreneurs in East Oakland

Rich Harrison, *CEO*, Lighthouse Community Charter Schools

Lighthouse Community Charter School - Addressing College Persistence and Income Inequity

Pathways to Adult Success
November 14, 2022

"I'm a sibling of 7 children who have attended Lighthouse, the second youngest in fact. My little sister is in middle school at Lighthouse and all of my brothers and sisters graduated. Each one of them had the opportunity to develop their career interest through Lighthouse staff and their great support network, even me!"

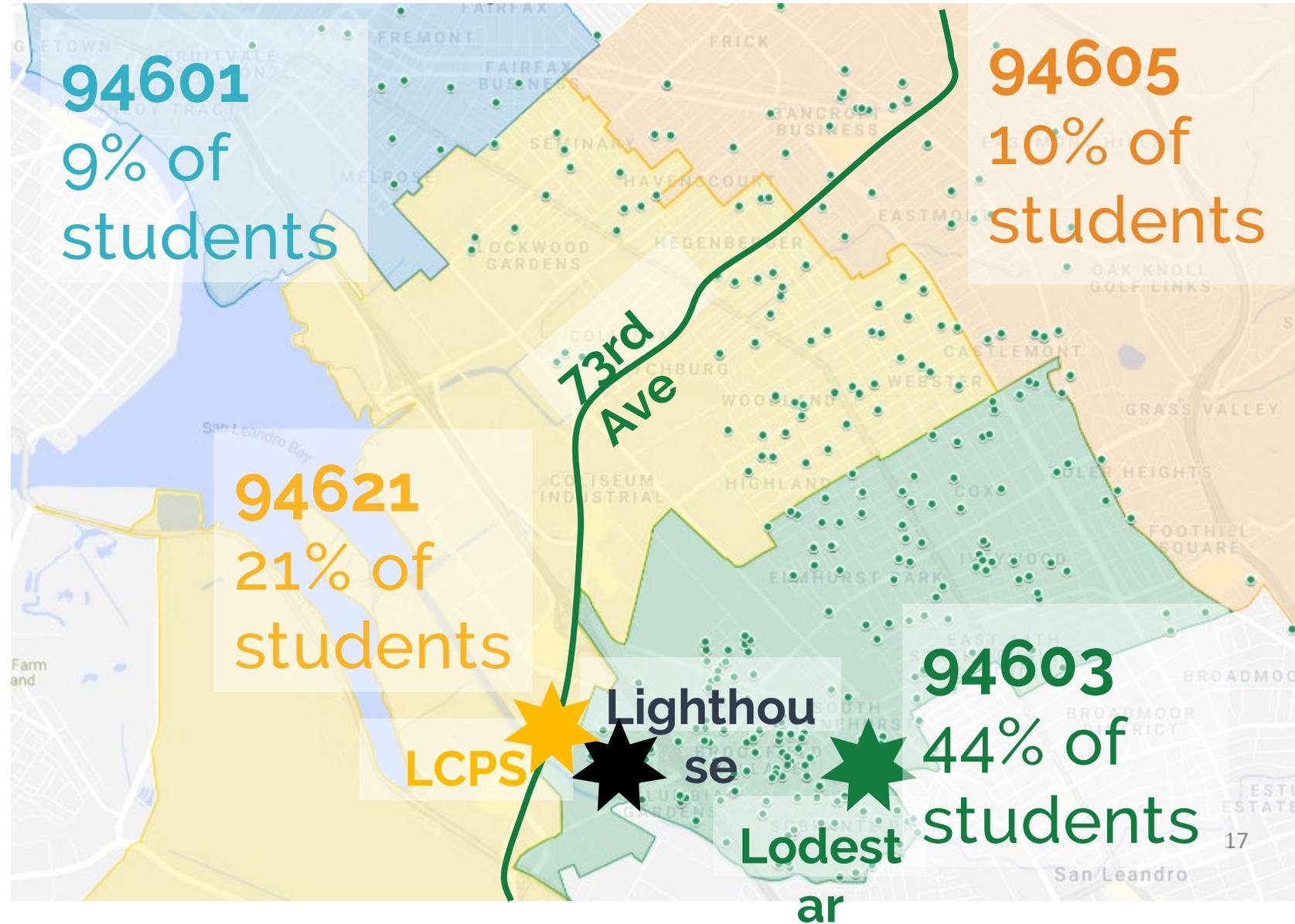
- Abigail, Lighthouse Student



Who we are: We are K-12 community charter schools.

85% of our students are from East Oakland.

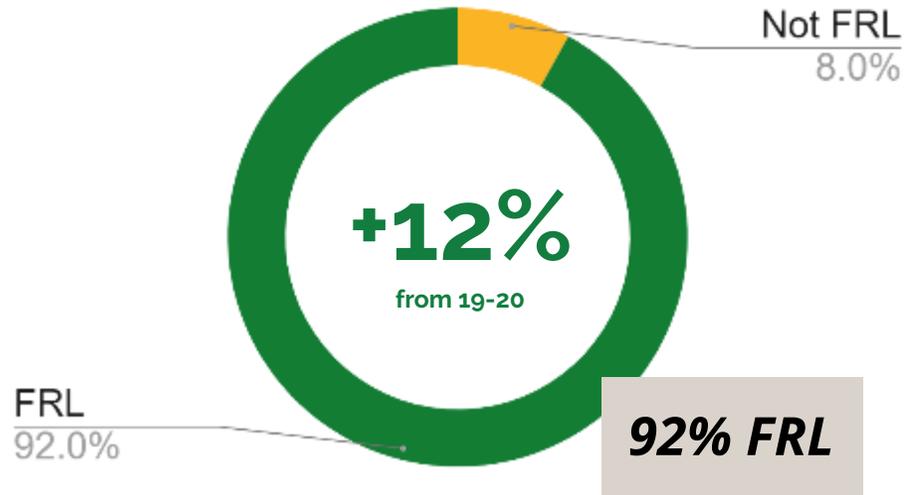
65% live within 2 miles of our schools.



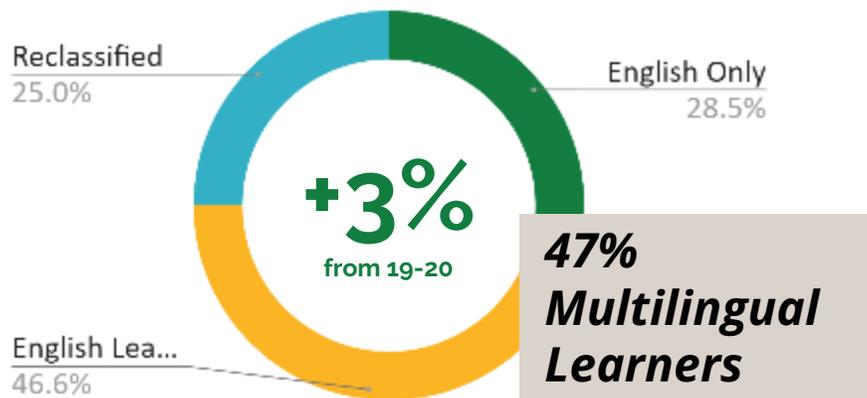
Who we are: We are K-12 community charter schools.

Our student demographics have shifted during the pandemic, and LCPS serves a diverse and deserving community reflective of East Oakland's needs.

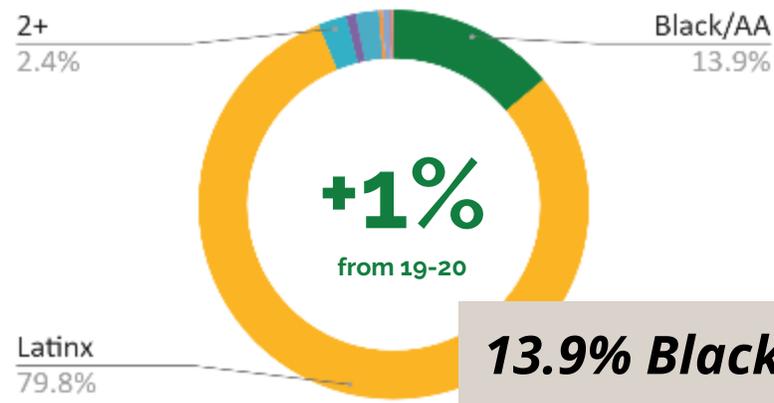
LCPS Students Eligible for FRL SY21-22



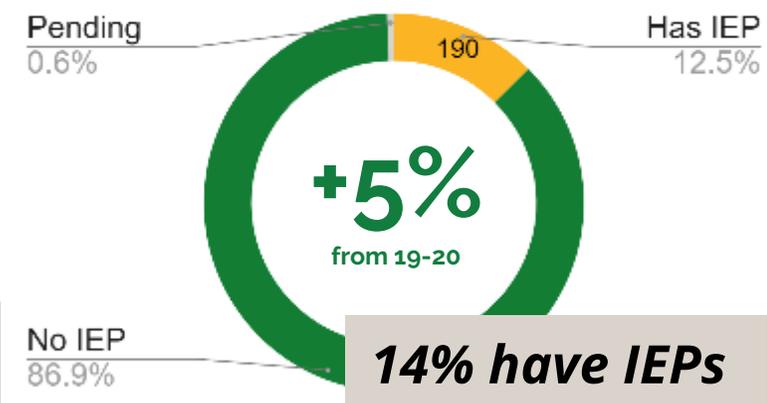
LCPS Students by Language Fluency



LCPS Students by Ethnicity



LCPS Students with IEPs, SY21-22



Who we are: We are K-12 community charter schools.

We are honoring our commitment to serve East Oakland's unsheltered students at Lighthouse Community Public Schools.

This number is rising thanks to our student and family recruitment work and this preference.

4X

4.5%

| 20-21 | 21-22 | 22-23 |
|----------------------|----------------------|----------------|
| 15 students enrolled | 52 students enrolled | 22+ applicants |



A K-12 Community School Preparing Students for College Success and Challenges: sustainable model in East Oakland



1575

Students enrolled K-12 in our 3 LEAs - Increased Enrollment over 3 year period

90%

90% of our African American and 85% of our Latinx Seniors accepted to 4 yr college last year; 50%+ with college credit

-150 DFS

With OUSD school closures and consolidation + demographic shift, our new students are coming in further behind

-12%

Much like other urban school locally and nationally, LCPS' CAASPP state proficiency dropped in ELA and Math (since 18-19SY).

Lodestar High Opened in 2020 and builds on the track record of Lighthouse High

Economic Justice and Income Inequality

The Problem / Challenge:

- Historically, ~40% of Lighthouse graduates finish college; recent National Clearinghouse Data show that this will decline
- Pandemic's Economic impact in East Oakland
- How can we prioritize college persistence and graduation over college readiness and acceptance
- Leverage public assets, local businesses and sustainable funding to drive results!

*Oakland Love: The New Future,
a student-designed mural at
105th and Edes*

Economic Justice and Income Inequality



Our Hypothesis and Solution

- Students must have a paradigm on how to build **multi-generational wealth** alongside their College and Career pathways
- Students must have an **understanding on how the business world works**
- Partner with our Community Colleges so that **our students are graduating with more college credits.**
- College coursework/certificate in Business will allow our graduates **better paying part-time jobs while in college.**

We braided our grants (~6M over the next 3 to 5 years), aligned to our strategic priorities, and launched our Business Academy at our High Schools!



- **Pathway to Adult Success, Strong Workforce Program, CTEIG, and Measure N (Oakland Parcel Tax):** Multi-year investment in creating community assets - our college and career ready graduates with our local Community College and area business partners.
- **CCSPP Grant:** 5 year Community Schools investment for integrated student support and family / community engagement.
- **CTC Classified Employee and Teacher Residency Grants:** Hiring people of color from the community and putting them on a path to becoming a teacher.

We aligned Business Academy at our High Schools to the Bay Area Regional Plan!

Plan Bay Area 2050

Plan Bay Area 2050 is a 30-year regional plan that charts a course for a Bay Area that is affordable, connected, diverse, healthy and vibrant for all residents through 2050 and beyond.



According to the Bay Area Regional Plan:

- Our Community College systems are the primary pathway to higher education.
- Marketable skills are essential to obtaining livable-wage employment in the Bay Area economy
- The plan also states that high school students who engage in early college credit programs are more likely to graduate, enroll and persist in college, and earn a bachelor's degree in a shorter time.

Core Components of our Business Academy

Addressing College Persistence, Economic Justice, and Income Inequity

"The dual enrollment program across both high schools means more students get a taste of college right now. We're not just adding classes to our school program — we're adding life-changing experiences."

Joshua Weintraub, Director of College and Career Success



Over 120 students enrolled in Dual Credit coursework this fall

Core Components of our Business Academy

Dual Credit Programming aligned to our CTE Pathways

What is included in this program?

Beginning in Spring 2022, 10th, 11th, and 12th graders have the opportunity to take college classes in **Business Administration and Entrepreneurship** through the community college system. These classes will complement their current **CTE (Career and Technical Education) pathway courses** — Media Arts and Design at Lodestar, and Product Design at Lighthouse.

A sample of the courses included in this new program include:

- Intro to Business (Business 10)
- Intro to Marketing (Business 70)
- Financial Accounting 1 and 2 (Business 1A, 1B)
- Small Business Management (Business 54)
- E-Commerce/ Entrepreneurship (Business 76)
- Additional Liberal Arts Offerings:
 - Sociology
 - Psychology
 - Introduction to Engineering
 - English 10

Core Components of our Business Academy

Our Intended Impact:

What is the impact we seek?

The LCPS Dual Enrollment Program addresses economic justice in our community:

- Students will be **equipped with the knowledge and skills to build generational wealth.**
- They will have the **power to build social and economic capital and financial security,**
- Students can **earn six to twenty college credits, which are fully transferable to the California University Systems .**
- Our graduates participate in work-study programs and earning a certificate of completion **allows students to access part-time job opportunities that pay \$20 to \$30+ per hour.**
- With Internships, job-shadowing and work-based experiences, students can **apply their coursework in real-world settings, and building their resumes for the future.**

Core Components of our Business Academy

Intentional Work-Based Learning Opportunities: Partnership with SuitUp

Students collaborate with SuitUP, a nonprofit whose vision is to align the incentives of schools and corporations to ensure that all students have the access and awareness to pursue the college and career of their choosing.

SuitUp connects companies to create competitions for students where they collaborate with employees in creating a new business product/solution, pitch their new ideas to and receive feedback from business experts, and the winning team receives a prize.



Core Components of our Business Academy

Intentional Work-Based Learning Opportunities: Amazon Web Services

Amazon Web Services (AWS) Startup Loft is a space dedicated to teaching **entrepreneurs, start-ups, and students** about using different services to create a successful business or product.

This was a great opportunity for high school students to get a true sense of what a real office environment is like. **Students collaborated with AWS employees and their peers from both the Lighthouse and Lodestar campuses to design a product or business idea with an emphasis on social impact.**



Core Components of our Business Academy

Example of a Learning Experience: Students at AirBnB

PARTICIPATE IN A DAY OF PROGRAMMING

15
minutes

COACHES DEBRIEF & STUDENT ARRIVAL

SuitUp team explains the day as students arrive.

5
minutes

INTRODUCTION TO SUITUP & THE COMPANY

SuitUp team introduces the competition and the corporate partner to the students.

10
minutes

TEAM ICEBREAKER

Teams get to know each other with a fun icebreaker.

15
minutes

INTRODUCTION TO THE BUSINESS CASE

Teams dissect and further understand the challenge using SuitUp provided curriculum.

45
minutes

BRAINSTORMING SESSION

Students share their ideas and teams decide on what product they will be creating.

30
minutes

LUNCH

Everyone gets much needed brain food.

45
minutes

SOLUTION DEVELOPMENT

Coaches support students in building out their idea focusing on marketing, strategy, finance, and design.

25
minutes

PITCH PRACTICE

Students practice their final pitch and get ready for the judges.

20
minutes

FINAL PRESENTATION TO THE JUDGES

Students present their pitches to a panel of judges.

30
minutes

JUDGES' DECISION & DEPARTURE

Judges provide feedback and announce the winner!

Core Components of our Business Academy

Intentional Work-Based Learning Opportunities: Connecting Coursework

“It was a cool opportunity. SuitUp is a great organization — they had everything prepared for us, and the students were ready to jump right in.”

Stefan Brown
Dual Enrollment
Coordinator



Core Components of our Business Academy

Intentional Work-Based Learning Opportunities: Internships

LCPS students have also begun internships in engineering, marketing accounting, and more at Bay Area businesses and institutions like the Exploratorium and Levi's Stadium this year. Our work-based learning bridges classroom academics and dual credit coursework to the real world.

"I want to help students connect the dots, so they know what they want to pursue and how to get there."

Sheree West, Work-Based Learning Coordinator





Key Learnings

- **Make Public Commitments!**
- **Plan to secure funding for changing needs of our communities**
- **From an initial group of community partners that are invested in your work!**
- **Leverage local assets - Community College partners, Regional Plan and Workforce Development**
- **Center student experiences, economic justice, and income inequity**



Thank you! Questions and Feedback

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Open Discussion and Resource Sharing



2022-23 Design Challenge Recipients

- **Manzano High School, Albuquerque, NM:** Middle School and High School Vertical Articulation to Adult Success
- **Big Brothers Big Sisters of Eastern Missouri:** Engaging Young People in Pursuit of Successful Futures
- **Peer Power Foundation, Memphis, TN:** Peer Power Student Intern Tutor Program
- **Philadelphia Education Fund:** College Access and Success Ecosystem (CASE)
- **University of Maine System:** Research Learning Experiences

PAS Announcements

- Upcoming PAS Solutions Forum:
 - Dec. 13, 2022, 2:00pm ET
 - [Register Here](#)
- Collaborative Conversations
 - Seeking input, email cpryseski@jhu.edu
- Recent [Designing Education](#) Podcast episode available, featuring:
 - Sonja Robertson, Mississippi Department of Education
- Available on most streaming platforms (Apple, Spotify, Google, etc.)

GRAD Partnership Upcoming Events

- AASA Webinar: Re-Building Student Supports for Pandemic-Impacted Times
 - Nov. 17, 2022, 3:30pm ET
 - [Register Here](#)
- Community of Practices:
 - Topic: How a City Learned to Improve Graduation Rates
 - Nov. 30, 2022, 2:00 – 3:00pm ET
 - [Register Here](#)
 - Topic: Working with Postsecondary Readiness Indicators
 - Jan. 11, 2023, 2:00 – 3:00pm ET
 - [Register Here](#)



Thank You, Be Well, & Onward!

We will follow up with a recording of the session, slides, and a list of references and materials shared today.