

PANDEMIC INNOVATIONS

Pathways to Adult Success Solution Forum

Everyone Graduates Center, Johns Hopkins University School of Education

January 19, 2023

Welcome and Agenda

- Pandemic Innovations
- Breakouts: Sharing Your Innovations
- Open Discussion and Resource Sharing
- Upcoming Events

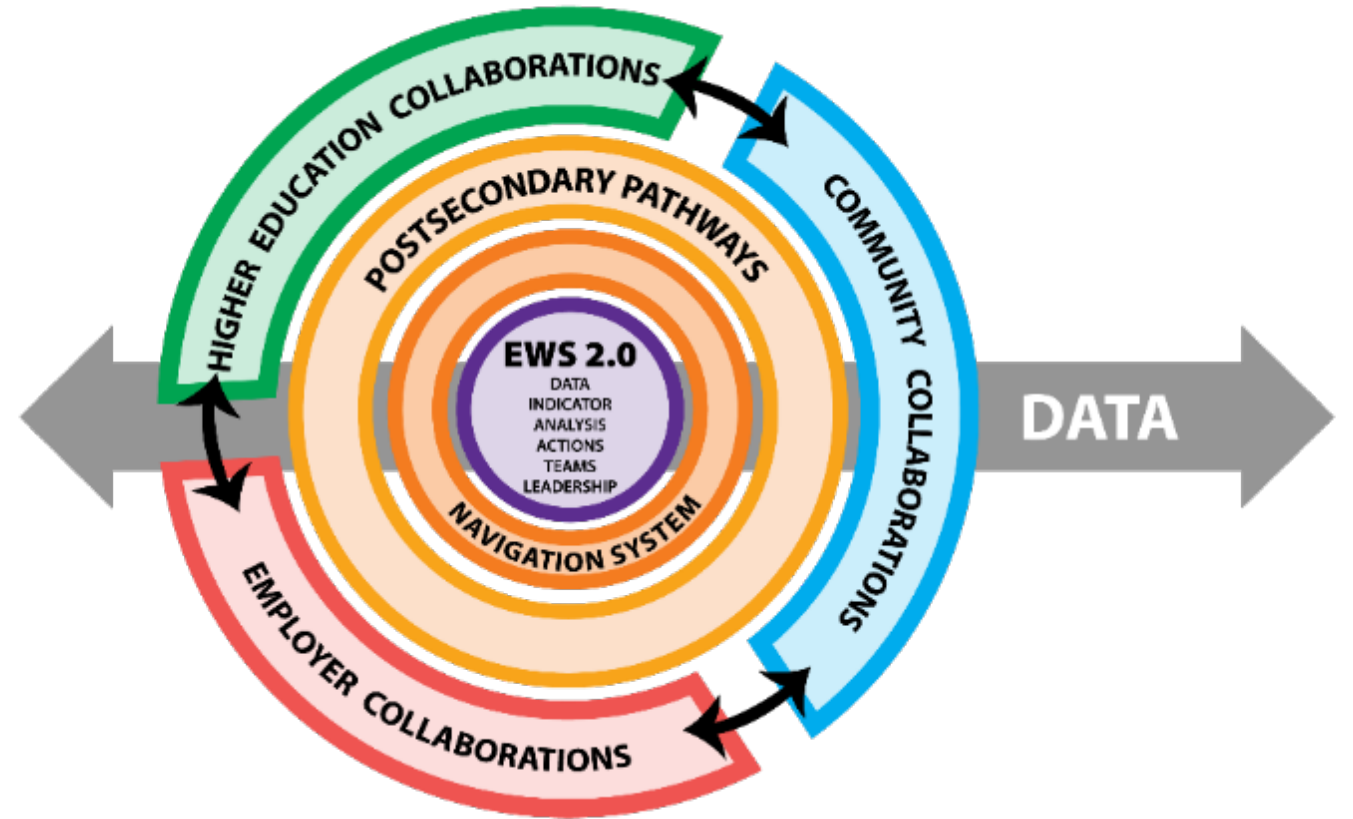
Organizing Our Discussion

- 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

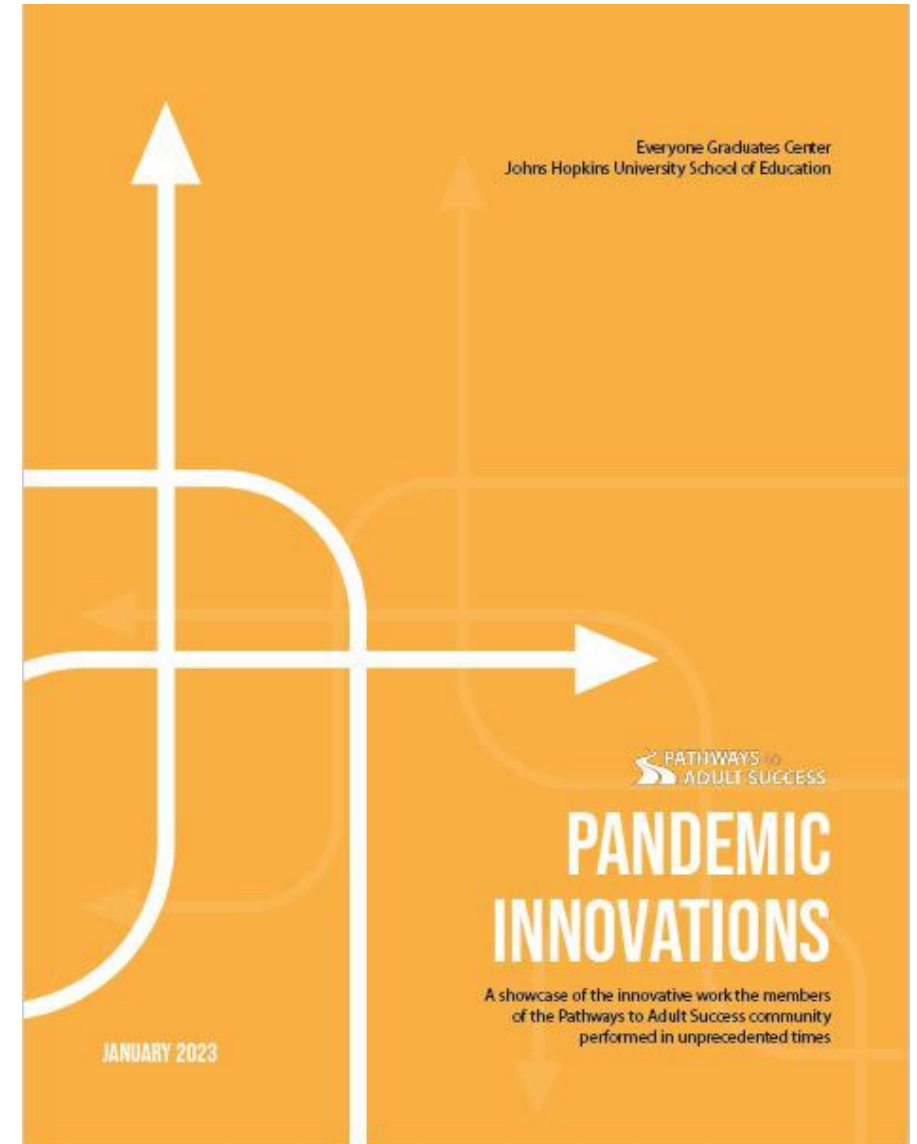
- The pandemic has disrupted existing student support and guidance systems.
- Uncertainty is the norm.
- Momentum to and through postsecondary is being impacted.



Innovating During a Pandemic

Pathways to Adult Success Learning Community: Pandemic Innovations

- Highlights innovations of PAS learning community members which occurred during the first two years of the pandemic
- Organized into four key areas: Student Success Systems, Collaborations, Post-Secondary Navigation Supports, and Data
- Released today



Creating Student Success Systems or EWS 3.0

Students will guide us

April 6, 2021

"As long as any adult thinks that he, like the parents and teachers of old, can become introspective, invoking his own youth to understand the youth before him, he is lost."

- Margaret Mead

Habits of Successful 9th Grade Success Teams

- Plan to **meet students where they are**
- Anchor plans in **what students say** about how they experience school
- Use developmental relationships data as one way to **welcome students into the planning process**



The Secret Sauce: Elevating Student Voice

If... we elevate and center student voice and create space for adults to reflect on and improve their practice

Then... we will improve the learning conditions for young people and create classroom experiences that are more equitable

**10% is the
Tipping Point**

Which will increase...

- Social and emotional outcomes (86% report feeling a higher sense of belonging)
- Student engagement (2x more likely to report having “tried their best”)
- Student outcomes (30% more likely to earn an A or B)
- Motivation and energy for teachers (self-reported)



Classrooms are a huge key lever; it's where all the magic happens!



Breakthrough Success Community (BTSC)

Network For School Improvement



Measuring Student-Adult Developmental Relationships



Developmental Relationships

Close connections through which young people **discover who they are**, gain abilities to **shape their own lives**, and learn how to interact with and **contribute to the world** around them.



Express Care

"Show me that I matter to you."



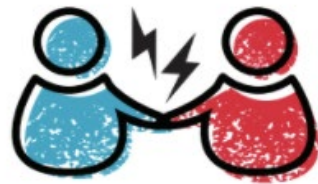
Challenge Growth

"Push me to keep getting better."



Provide Support

"Help me complete tasks and achieve goals."



Share Power

"Treat me with respect and give me a say."



Expand Possibilities

"Connect me with people that broaden my world."

Relationships Survey Report

Breakthrough Success Community

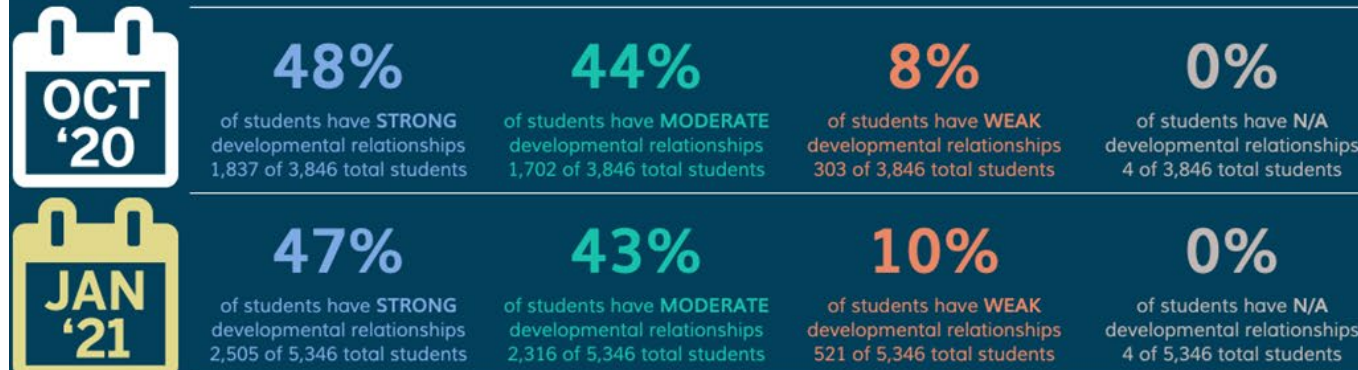
Developmental Relationships Trends Over Time

October 2020 - January 2021

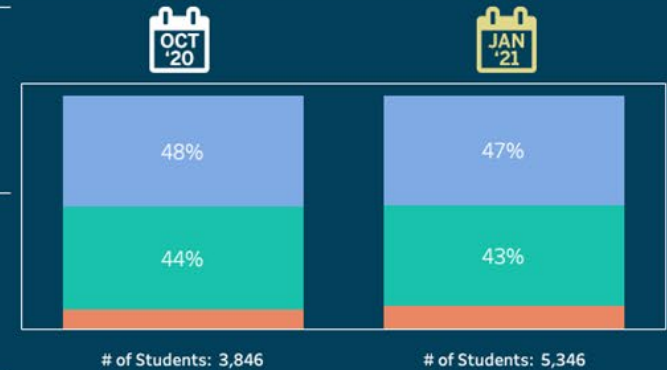


Select School: Select Race/Ethnicity: Select Gender: Select English Learner Status: Select Participation Group:

Students by Overall Relationship Strength



Overall Relationship Strength

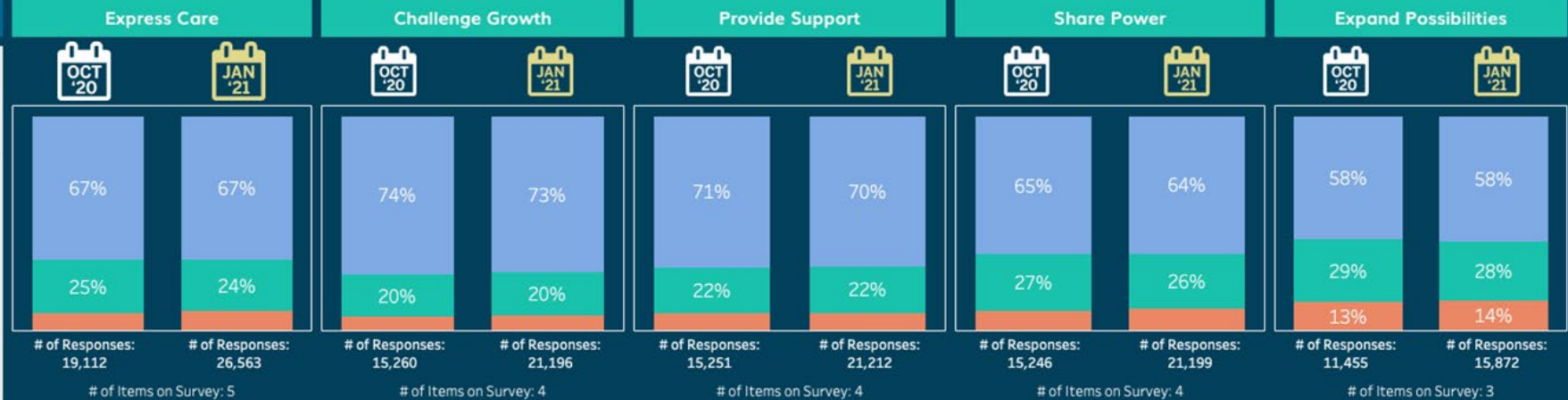


Responses by Eleme..

of responses across all items answered for each element. Responses are grouped into categories based on the strength of relationships they indicate.

Strong: "Almost Always" or "Often"
Moderate: "Sometimes"
Weak: "Rarely" or "Never"

NOTE: Bars reflect percentage of total responses, not percentage of students. Because the number of survey items corresponding to each element varies, and items that students left blank are excluded from our analysis, the total number of responses received varies between elements.



[Click Here for Report Guide](#)



The GRAD Partnership: Advancing Student Success Systems

1 WHAT

Partnering with communities to use high-quality student success systems so that schools are empowered to graduate all students ready for the future.

3 HOW

- Working to support widespread adoption of student success systems (next generation early warning/on-track systems)
- Multiple types of technical assistance to schools, districts, and states
- Capacity-building supports for local intermediaries
- Self-Assessments
- Community of Practice

2 WHO

- American Institute for Research
- BARR Center
- Carnegie Foundation for Advancement of Teaching
- Everyone Graduates Center at Johns Hopkins University
- National Center for Learning Disabilities
- Network for College Success at University of Chicago
- Rural Schools Collaborative
- Schott Foundation
- Talent Development Secondary

Student Success Systems

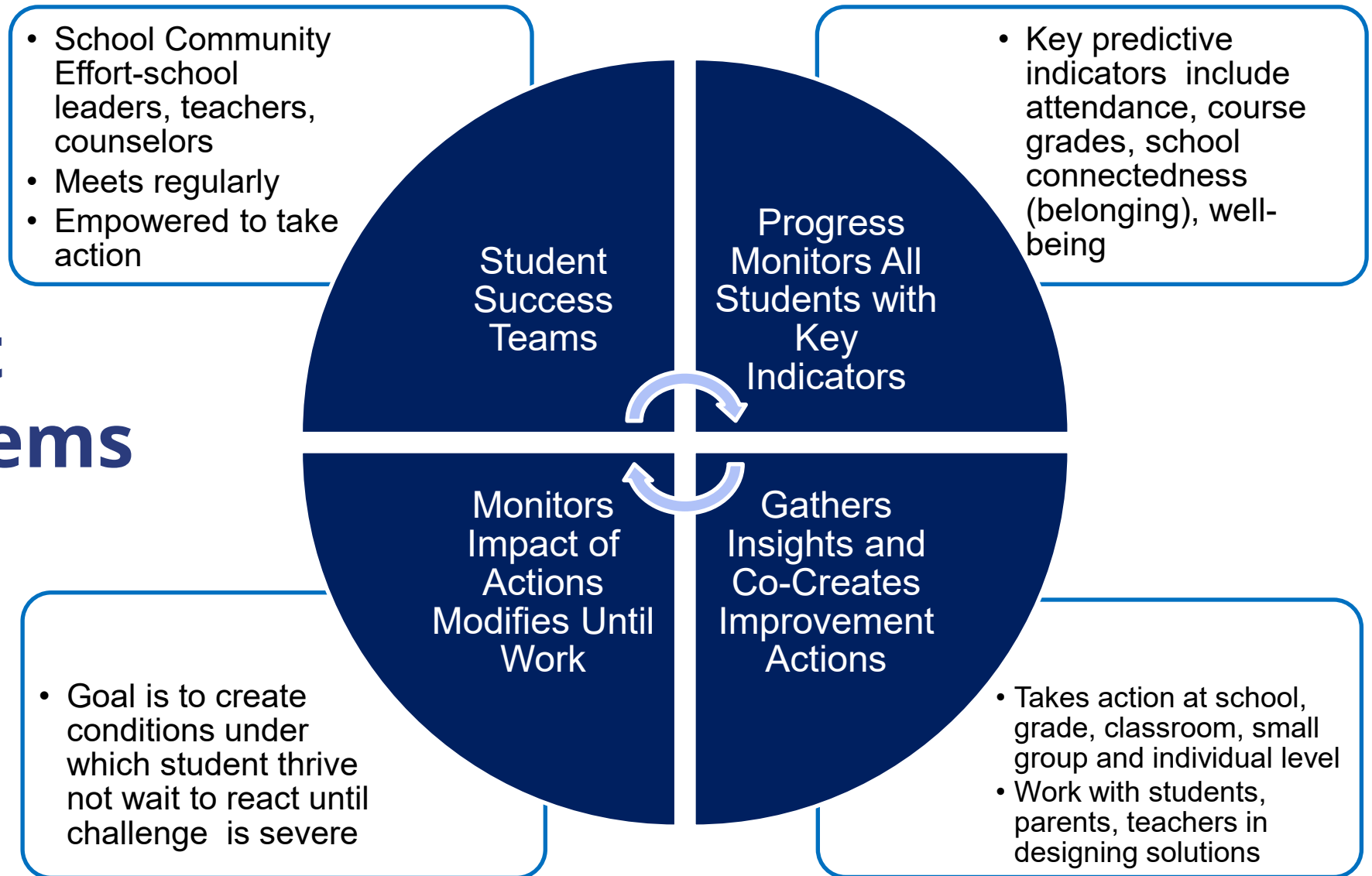
Student success systems are a way of organizing a school community to better support the academic progress and well-being of all students.

They

- **combine a focus on building strong relationships**
- **with real-time, actionable data,**
- **are guided by improvement science, and**
- **shaped by student-centered mindsets.**

By integrating these four elements they help educators address school-wide achievement patterns and school culture issues, increase school connectedness and a sense of belonging among students, and meet individual student needs.

How Student Success Systems Work



Team Reflection Tool

This tool is designed to help schools...

- examine their existing student support systems to see where improvements will have the most impact in operating and continually improving their student success system
- spark courageous conversations
- be adaptable to the unique contexts of their communities



Student success coaches (SSC) can provide adaptable, integrated capacity required to enhance educational equity

Student Success Coaches are...

Young people—often AmeriCorps members—who serve full time on diverse teams in systemically under-resourced schools, forming developmental relationships and partnering with educators to provide near-peer, evidence-based social, emotional and academic supports to students and supplemental capacity in classrooms to personalize learning and create positive learning communities.



What it looks like in practice:

Whole school support

- Offer whole school activities to help create welcoming environments, build belonging and engage families
- Support extended day activities including afterschool programming, homework assistance and enrichment projects

Classroom support

- Support classroom routines and build community
- Provide additional flexible capacity to teachers to enable greater personalization of instruction

Individual student support

- Provide 1:1 and small group instruction that weaves together academic tutoring and skill building with social and emotional skill development
- Support student attendance and engagement by using strategies that honor student identities, voices, and cultures

Focus on **relationships** and **data-driven support** across all levels

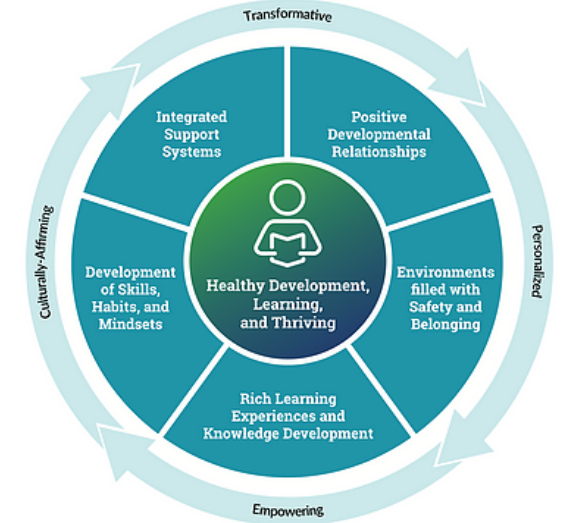
Student Success Coaches can help create the conditions for equitable, personalized, holistic student development

Student Success Coaches

serve full time on diverse teams integrated into systemically under-resourced schools to support...

- **Positive developmental relationships:** Unique role as near-peers enable SSCs to form positive developmental relationships with students
- **Environments *that foster feelings of safety and belonging*:** SSCs connect with families and create connective tissue between students' lives and school experience
- **Rich learning experiences and knowledge development:** Use asset-based, collaborative, and culturally affirming approaches that can support and enable students' identity development and agency
- **Development of skills, habits, and mindsets:** SSCs provide integrated, evidence-based academic, social and emotional supports
- **Integrated support systems:** SSCs use holistic data to inform supports, elevate student voice, and provide critical, adaptable capacity

Essential Guiding Principles for Equitable Whole-Child Design



Derived from SoLD Practice Principles: Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., and Osher, D. (2019). Implications for educational practice of the science of learning and development. *Applied Developmental Science*, 2.

Student Success Coaches' whole-child focus enables positive outcomes in systemically under-resourced schools

Academic Achievement

Studies show that schools that partner with Student Success Coaches (SSCs) are up to **two to three times more likely** to improve in English and math assessments.

Holistic Growth

The **more time students spend with SSCs, the better students' social, emotional, academic and attendance outcomes**, with students who are furthest behind benefitting most; greatest gains occur when social-emotional skill building is combined with an academic activity.

On-Track Indicators

Evidence indicates that SSCs, in partnership with other multi-tiered support providers, have an impact on **reducing the number of students who are off track to high school graduation**.

Educator Support

95% of partner principals and partner teachers say SSCs have **supported the engagement and participation of students in school** during the pandemic and **help students feel a sense of belonging**

Student Voice

A 2021 student survey found that **84% of students feel that their SSC teaches them how to self-advocate** and ask for help when they need it, which are critical skills for life and workforce success.

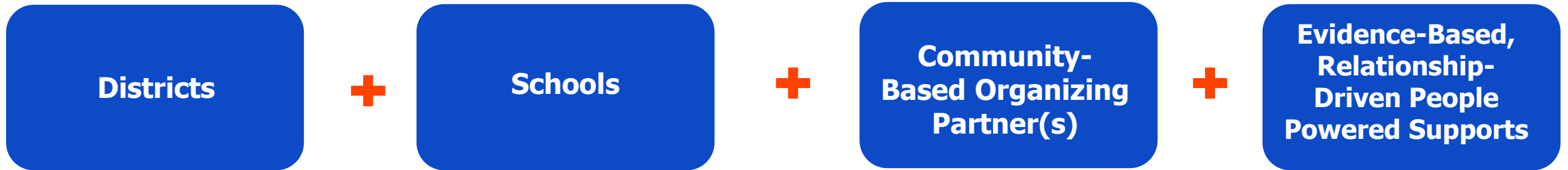
Cost Effectiveness

A 2017 analysis by Deloitte showed partnering with teams of SSCs is **78% more cost effective** than contracting with individual providers to deliver the same set of services.

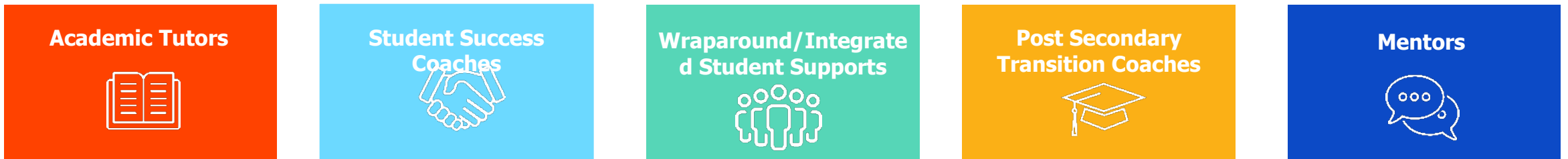
National Partnership for Student Success (NPSS)

The NPSS is a public private partnership led by the **U.S. Department of Education, AmeriCorps,** and the **Johns Hopkins Everyone Graduates Center** supported by **six Lead Technical Assistance Organizations** and over **120 youth serving organization** that seeks to provide the leadership, organizational structures, and connective tissue to bring additional evidence-based person-powered student supports to schools and districts based on locally determined needs.

Local determination of student needs and collaboration



Menu of evidence-based supports to meet student needs



Getting the right support to the right students at the right scale and intensity

**K-12, Non-Profit,
and Higher Education
Collaborations; or, “It
Takes a Community”**

College-in-High School *at Scale* An Equity Driver During and After Covid-19



NATIONAL EDUCATION
———— EQUITY LAB ————

Leslie Cornfeld, Founder/CEO

A NEW PATHWAY TO COLLEGE AND BEYOND

College-in-High School at Scale

Delivering online college credit-bearing courses into Title 1 High School classrooms across the nation at a time when schools and students need it most!

- Advance and demonstrate college readiness**
- Increase college access and affordability**
- Help colleges identify talent**
- Increase college focus during COVID**

5 KEY COMPONENTS

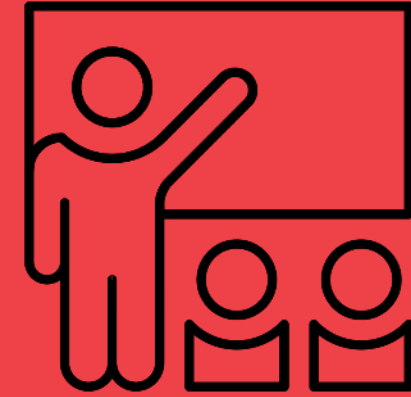
1 Rigorous & Engaging College Credit-Bearing Courses



Cornell University



HARVARD
Extension School



2 Classroom Co-Teachers

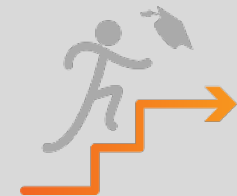


3 University Teaching Fellows

4 Access to Personal Technology



1-on-1 college coaches



STRIVE FOR COLLEGE

5 Supports

HARVARD
Extension School

ASU Arizona State
University

 GALLUP-McKINLEY
COUNTY SCHOOLS

NYC
Department of
Education

**TITLE 1 HIGH
SCHOOLS**

**COLLEGES AND
UNIVERSITIES**

 HOWARD
UNIVERSITY

 Cornell University

 THE YOUNG WOMEN'S LEADERSHIP SCHOOL
ASTORIA

 LAFAYETTE
PARISH SCHOOL SYSTEM

 MERIDEN
PUBLIC SCHOOLS

Yale



**NATIONAL EDUCATION
EQUITY LAB**

 PARTNERSHIP
FOR LOS ANGELES SCHOOLS

 AMERICAN
TALENT
INITIATIVE

 United
Way

 COLLEGE IN HIGH SCHOOL
ALLIANCE

 Carnegie
CORPORATION
OF NEW YORK

PARTNERS

BARD
High Schools • Early College

 common
app

 MAKE ROOM
REACH HIGHER

 STRIVE
FOR COLLEGE

 College
Advising
Corps

College Advancement Mentors (CAMs): Supporting, Guiding, and Empowering Students To and Through Postsecondary School

Public Education Foundation – Chattanooga

Dr. Michelle Caldwell, Director of College & Career Success

Kristin Labs, Gateway Scholars Program Manager

Dr. Keith White, Director of Research and Effectiveness



CAMs

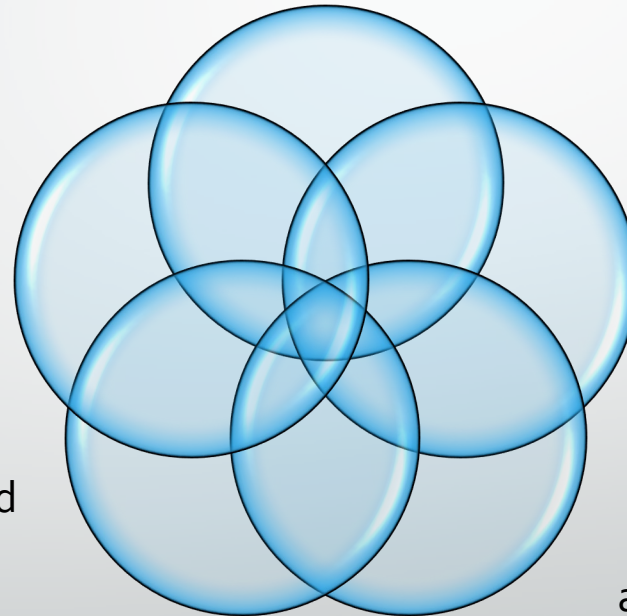
Postsecondary
Process Guidance

Academic Support
and Advocacy

Financial Aid and
Emergency Fund
Support

Self-Efficacy and
Personal
Empowerment
Promotion and
Modeling

Social/Emotional
and Mental Health
Support



Boys and Girls Club of the Peninsula (BGCP)

Future Grads Program



BOYS & GIRLS CLUBS
OF THE PENINSULA

Future Grads Program

Future Grads supports students to and ***through***
college graduation

Future Grads is open to **any** student at our
partner high schools

Serve students at both 4-year **and** 2-year
institutions

Future Grads Program Model

10th Grade

- **Summer Academy**
- Academic & Life Skills
- Relationship-Building

11th Grade

- College Tours
- Personal Statements
- College List

12th Grade

- College Applications
- Financial Aid
- Post-Application Support

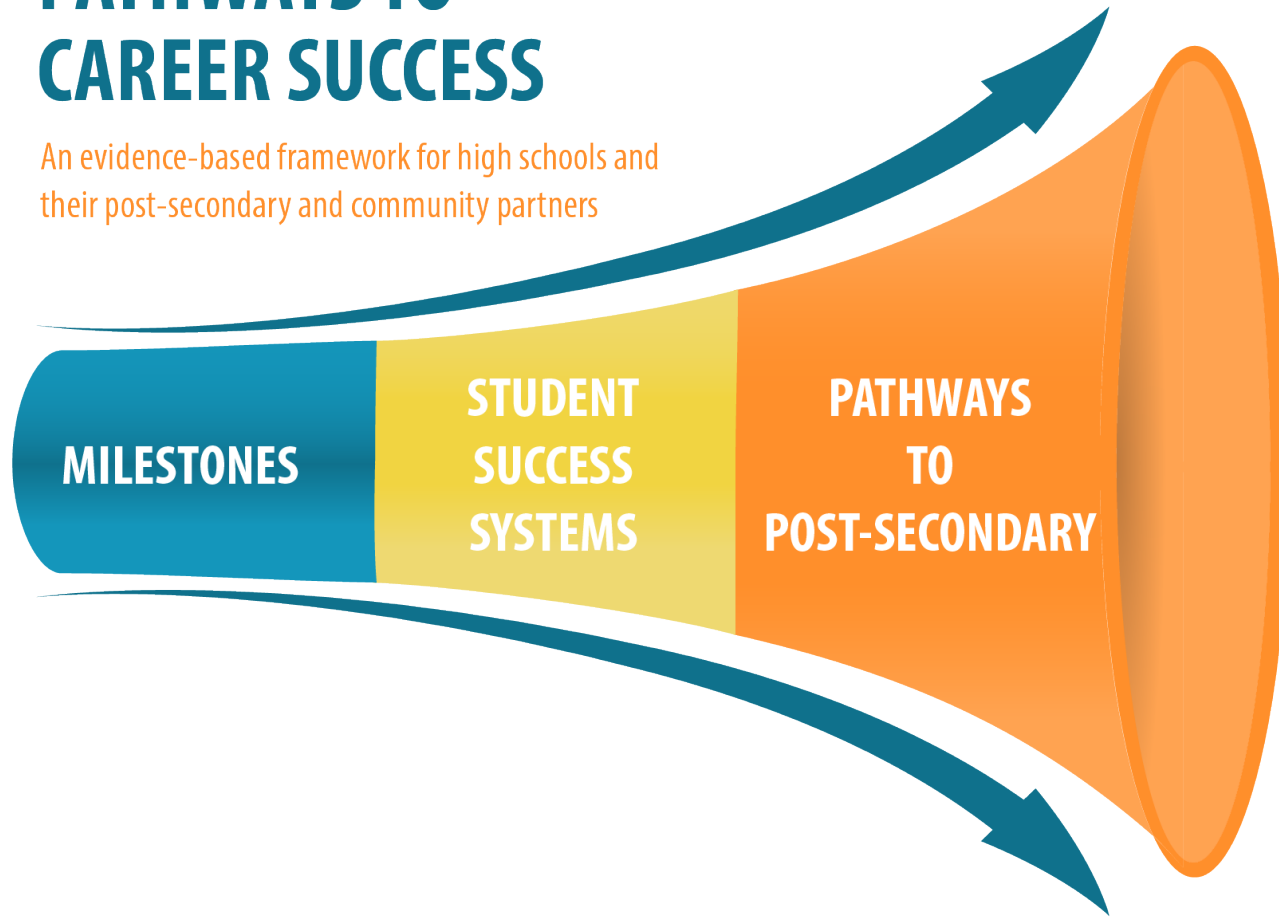
Postsecondary

- **Postsecondary Retreat**
- Academic Advising
- SE Support
- Career Readiness

Postsecondary Navigation Supports, or Crossing Institutional Boundaries

PATHWAYS TO CAREER SUCCESS

An evidence-based framework for high schools and their post-secondary and community partners



- Effort in New Mexico and Louisiana.
- Partnering with high schools to figure out what it takes to provide ALL students with series of grade-level career exposures, applications, and experiences in grades 9 - 11, culminating with industry certification or apprenticeships in 12th grade and then structured pathways to postsecondary schooling or training, alongside similar college prep sequence.
- Goal is to build cross-sector collaborations to develop and sustain it.

“

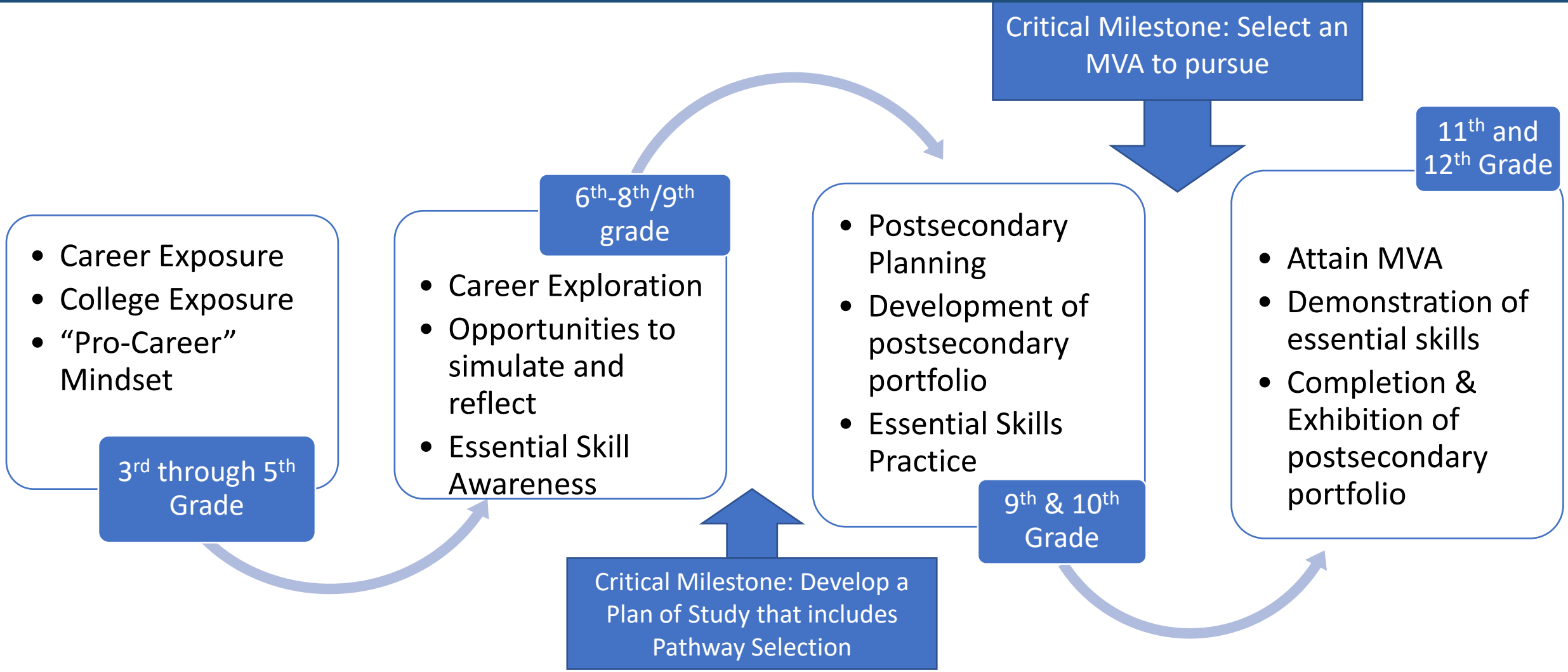
Milestones

How might we better support students to reach future life success through a set of grade-by-grade milestones that address academics, social and emotional learning, college preparation, and career readiness?





A K-12 Continuum for Postsecondary Success



K-12 Academic and Essential Skills Foundation



Market Value Assets

**Industry-
Recognized
Credential**

**9 or more
College
Credits**

**Internship or
Client Project**

**KC Scholars
and HOPE
Scholarship**

MVA “Supply”

Strategies related to creating the **number of seats** in MVA opportunities to accommodate all students:

- **Creating** new programs (Pathways to Design)
- **Scaling** existing MVA opportunities to more students (Expanding enrollment in early college coursework)
- **Upgrading** programs with MVA potential (Adding client projects to Project Lead the Way courses)

MVA “Demand”

Strategies related to ensuring that students are aware of, excited about, and prepared to **successfully attain MVAs**:

- College and worksite visits, hands-on activities and **interaction with industry professionals** in grades 3-9.
- **Integration of academics and “Real World Learning”** through the Connector and Career Pathways.
- Career-themed elective courses and summer opportunities focused on **preparing students for MVAs**.

Innovative Credit Options in Ohio

- **Credit Flexibility** - [Ohio law](#) requires each school district and community school to adopt policy which complies with the state plan to award units of high school credit based upon a demonstration of subject area competency or learning expectations.
- **Simultaneous Credit** - [Ohio law](#) also allows districts, schools, community schools and chartered nonpublic schools to integrate content standards from multiple subject areas into a single course for which students can earn simultaneous credit.



ELO

EXTENDED LEARNING OPPORTUNITIES NETWORK

Extended Learning Opportunities: Learning Everywhere in New Hampshire

Kerrie Alley-Violette, Sanborn Regional High School
Sean Peschel, Oyster River High School

What are ELOs according to NHDODE?

Minimum Standards for Public School Approval ED306.02(i)

- Any Time
- Any Place
- Any Pace
- Any Method

- Independent Study
- Private Instruction
- Project Based Learning
- Internships
- Community Service
- Apprenticeship
- Work Based Learning



New Hampshire

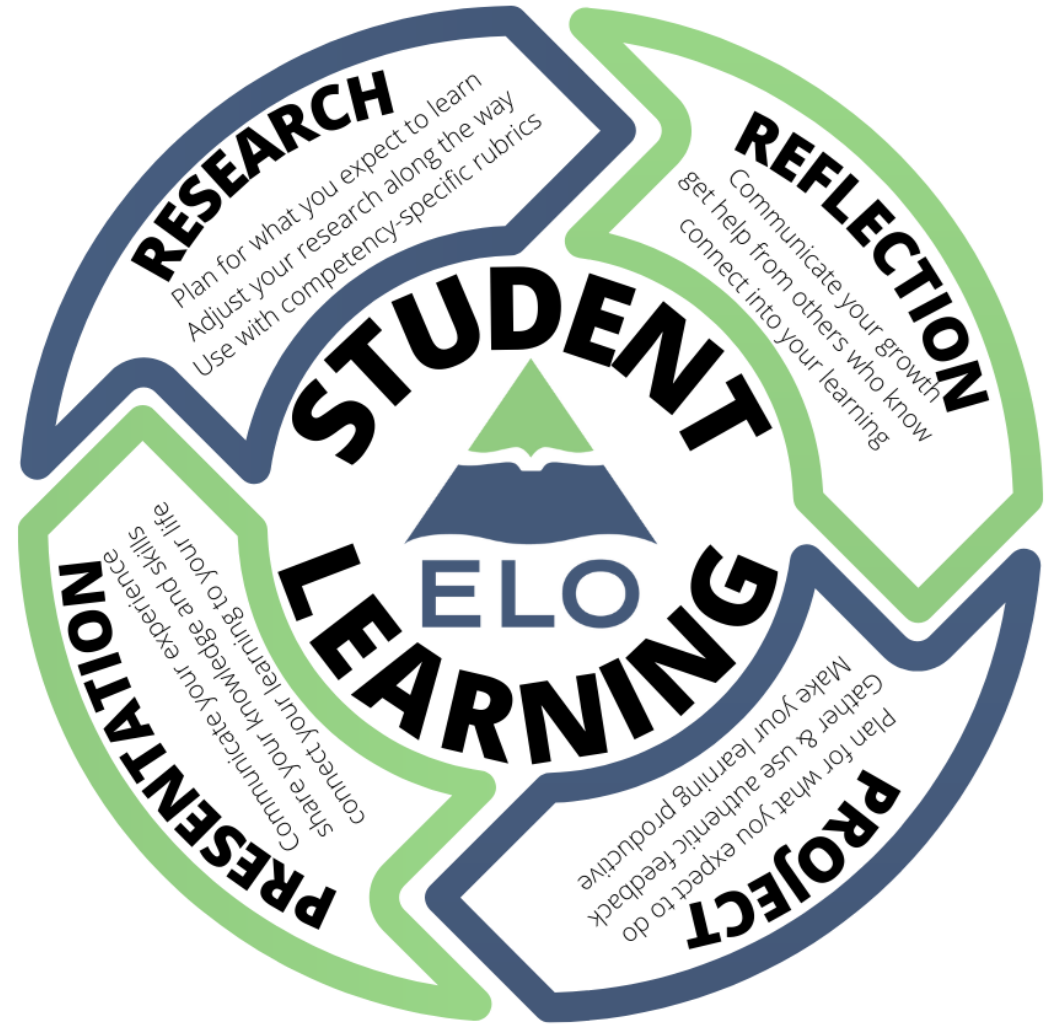
Department of Education



Common Learning Components

An ELO is based on unique content area competencies which students explore through common learning components:

- Reflection
- Research
- Product
- Presentation



Thinking About Data in New Ways

The ABC's of Student Engagement

- Agency
- Belonging
- Connectedness

AGENCY
A

BELONGING
B

CONNECTEDNESS
C

School Connectedness is Essential to School Success

Students are connected to school when they -

- Believe there is an adult at school who knows and cares about them as a person
- Have a supportive peer group
- Engage in pro-social activities, where their actions help others
- Feel welcome in school for who they are

All of these are knowable, in non-burdensome ways.

Teachers, Student and Parent Insights Are Data

- In-depth conversations between teachers, students, and parents regarding a *sample* of the school population can identify classroom and school-wide challenges and the co-creation of solutions.

Breakouts: Sharing Your Innovations

Open Discussion and Resource Sharing



PAS Announcements

- Season 2 [Designing Education](#) podcast episodes available,
 - Available on most streaming platforms (Apple, Spotify, Google, etc.)
 - Episode #1: Tim Wills, *Chief Impact Officer* for [MENTOR](#), shares how quality relationships increase student attendance, participation, and achievement.



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.