

Improving Postsecondary Transitions for Rural Students

2019 Niswonger Foundation School Success Symposium

June 20, 2019





Your REL Appalachia (REL AP) presenters

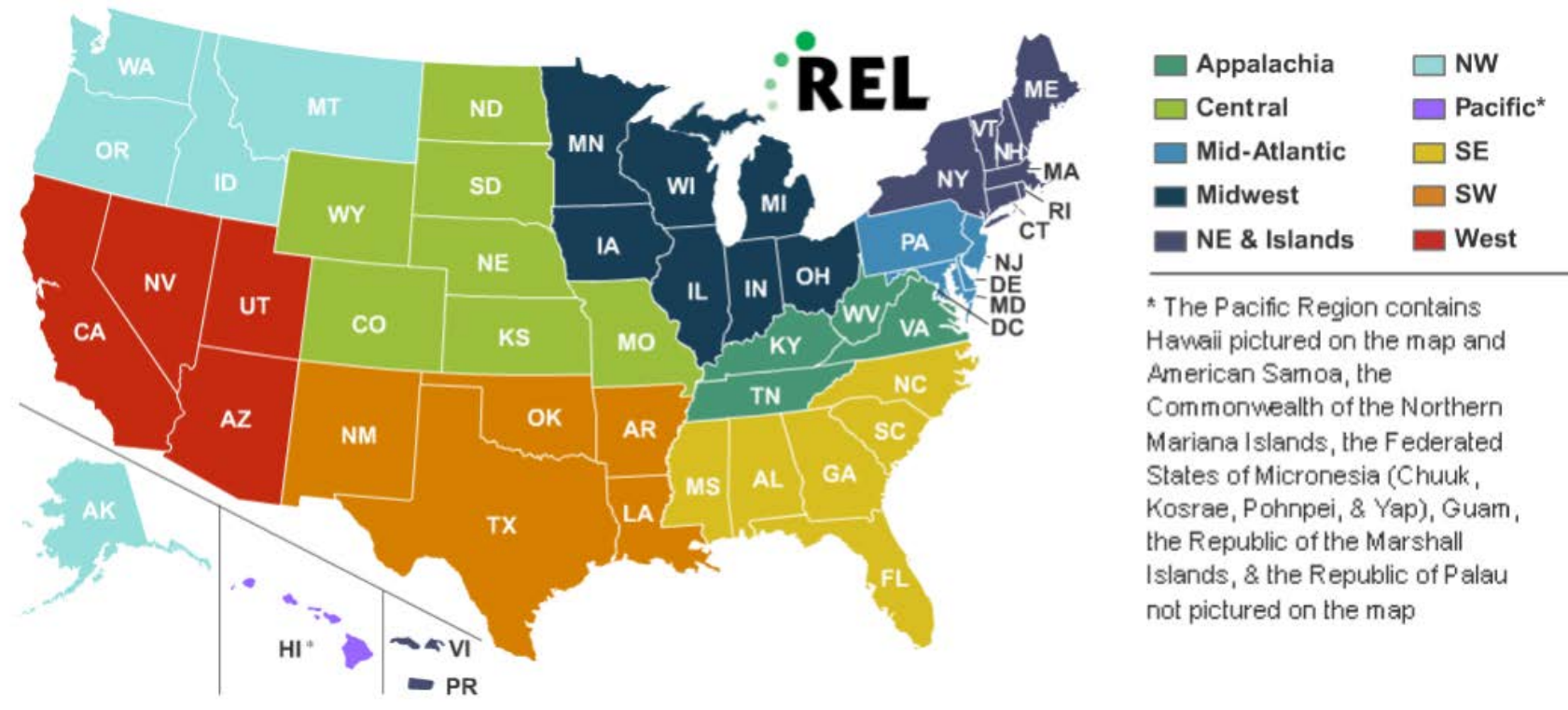


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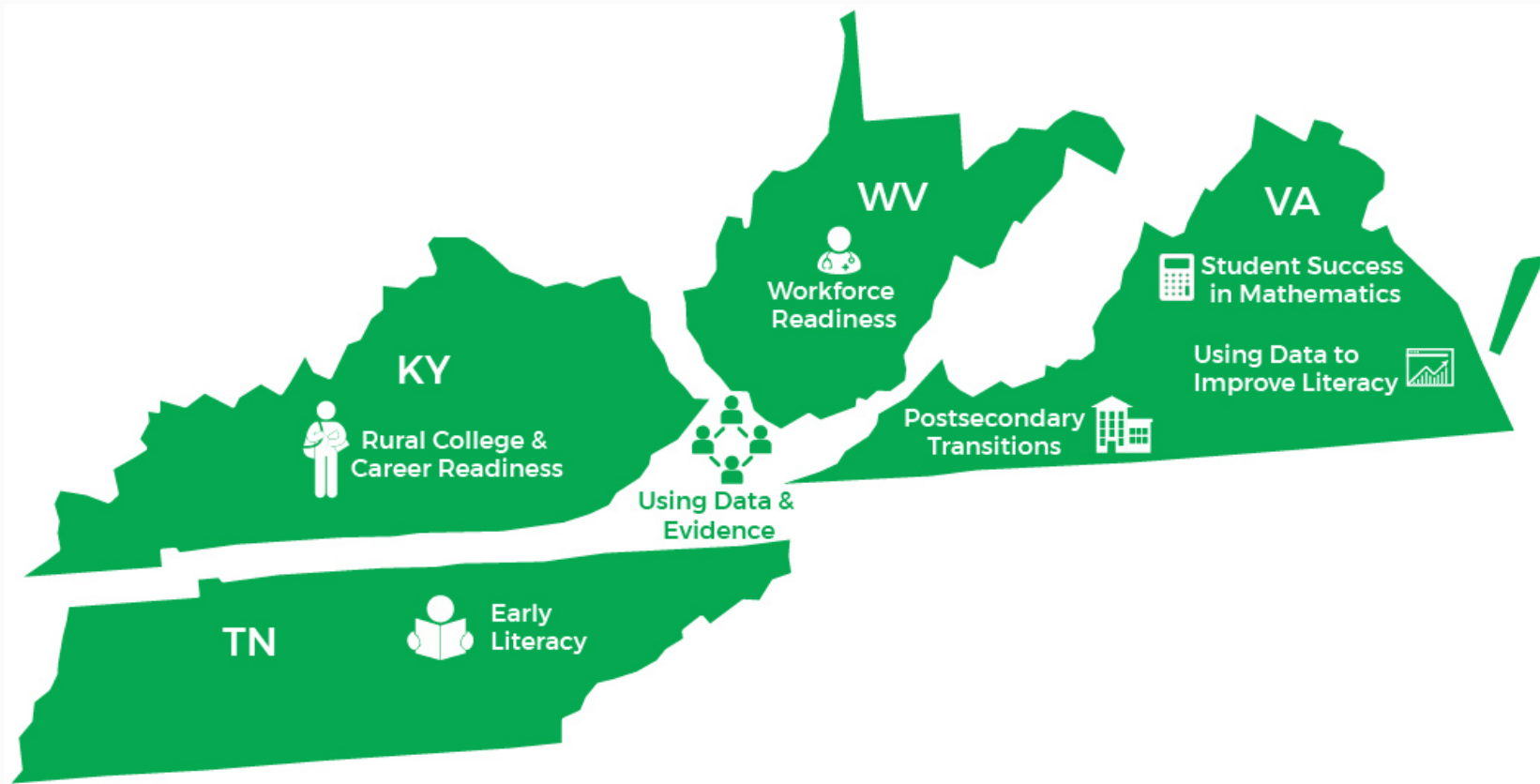


The 10 Regional Educational Laboratories (RELs) work in partnership with stakeholders to conduct applied research and trainings.

The REL mission is to support a more evidence-based education system.

Administered by the U.S. Department of Education, Institute of Education Sciences (IES)

REL Appalachia partners with a variety of stakeholders in the region.



For more information about our work, visit <https://ies.ed.gov/ncee/edlabs/regions/appalachia/>

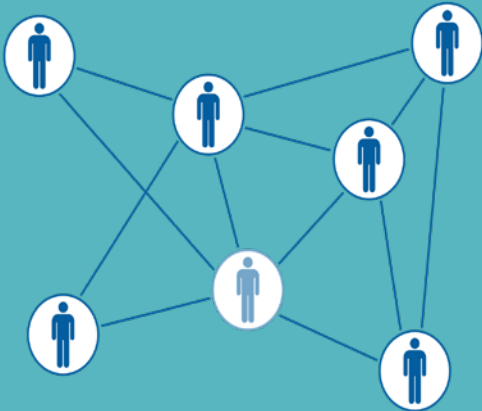
Meeting agenda

- Welcome and introductions
- Focusing on postsecondary transitions
- What you can do to support postsecondary transitions
- Wrap-up



What is your role in the education system?

Let's see who is here today!



- a. School or district administrator
- b. CTE leader or teacher
- c. Educator (non-CTE)
- d. School counselor
- e. Career coach
- f. Postsecondary educator/program provider
- g. Transition support provider (e.g., TRIO, GEAR UP, Upward Bound)
- h. High school career coach
- i. Other



Meet someone
new!



Turn to someone you don't
know/ work with regularly...

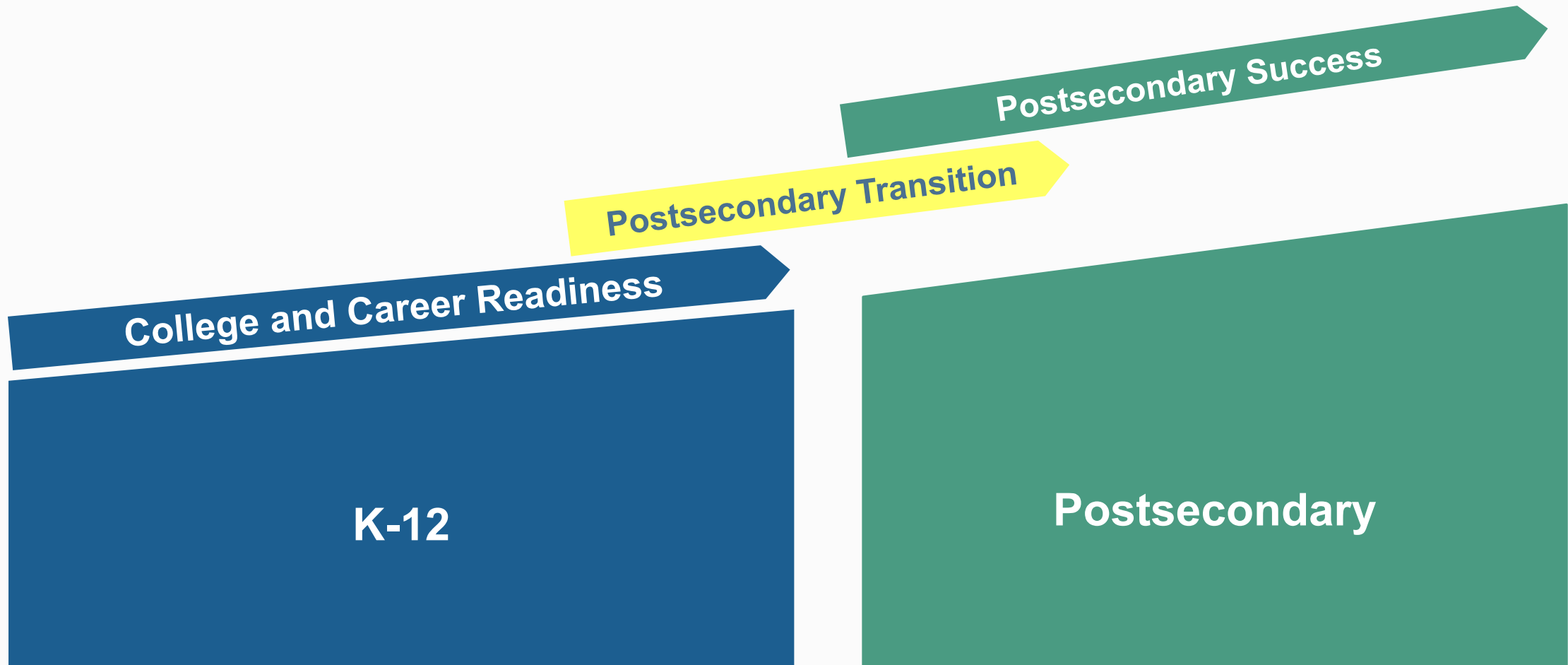
Finish the following statement, then discuss:

**The most common question or need that I
hear about students' access and success
in postsecondary education is...**



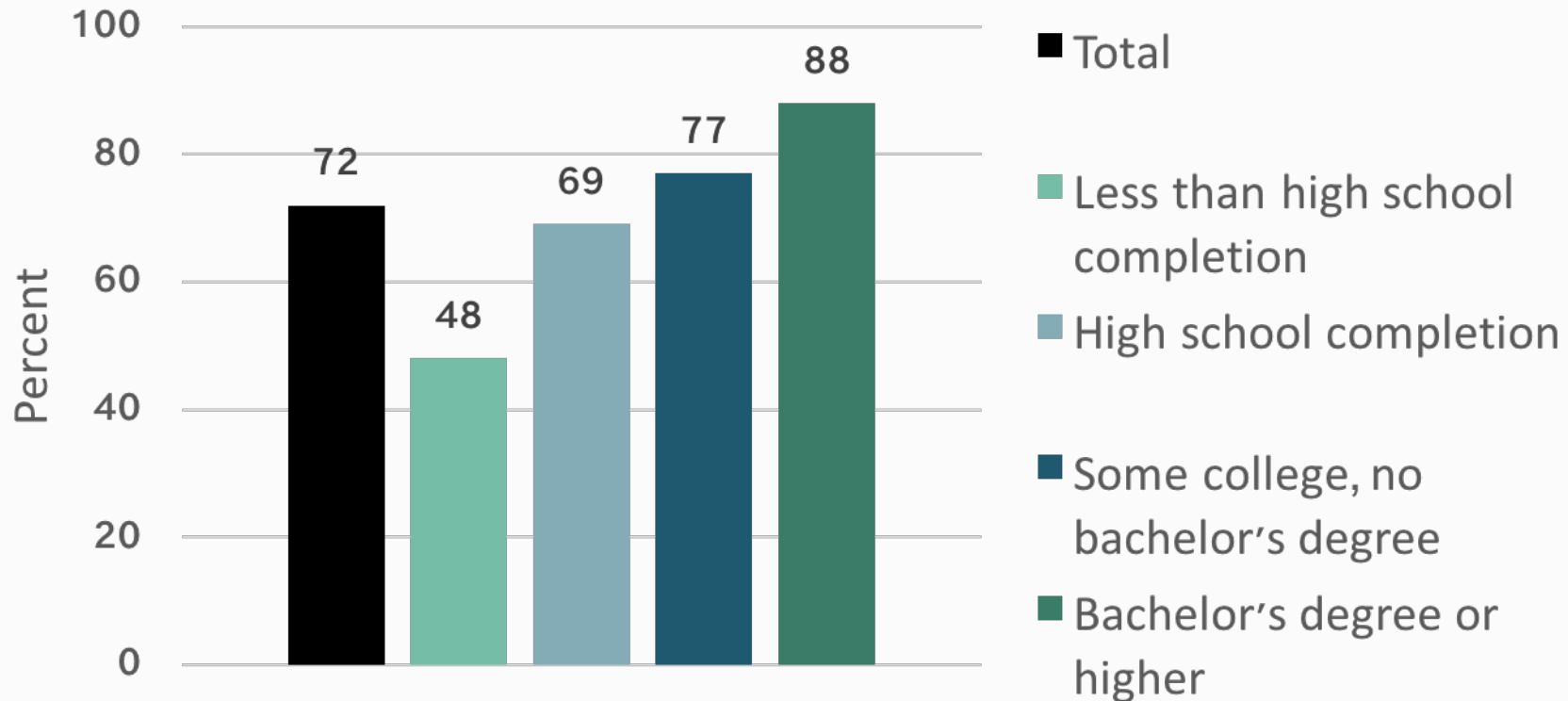
Focusing on Postsecondary Transitions

What do we mean by “postsecondary transitions”?

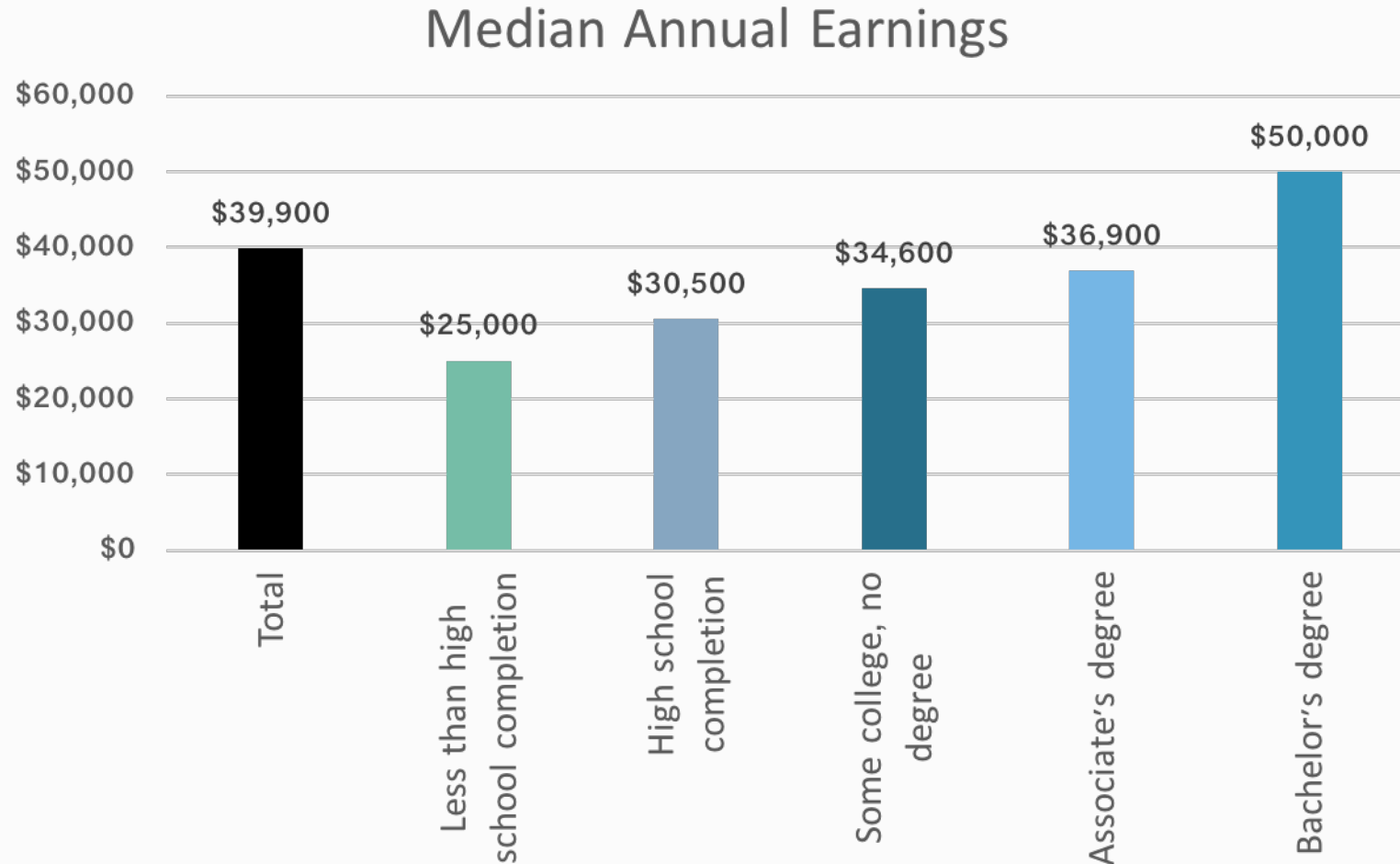


Education level is associated with employment rates.

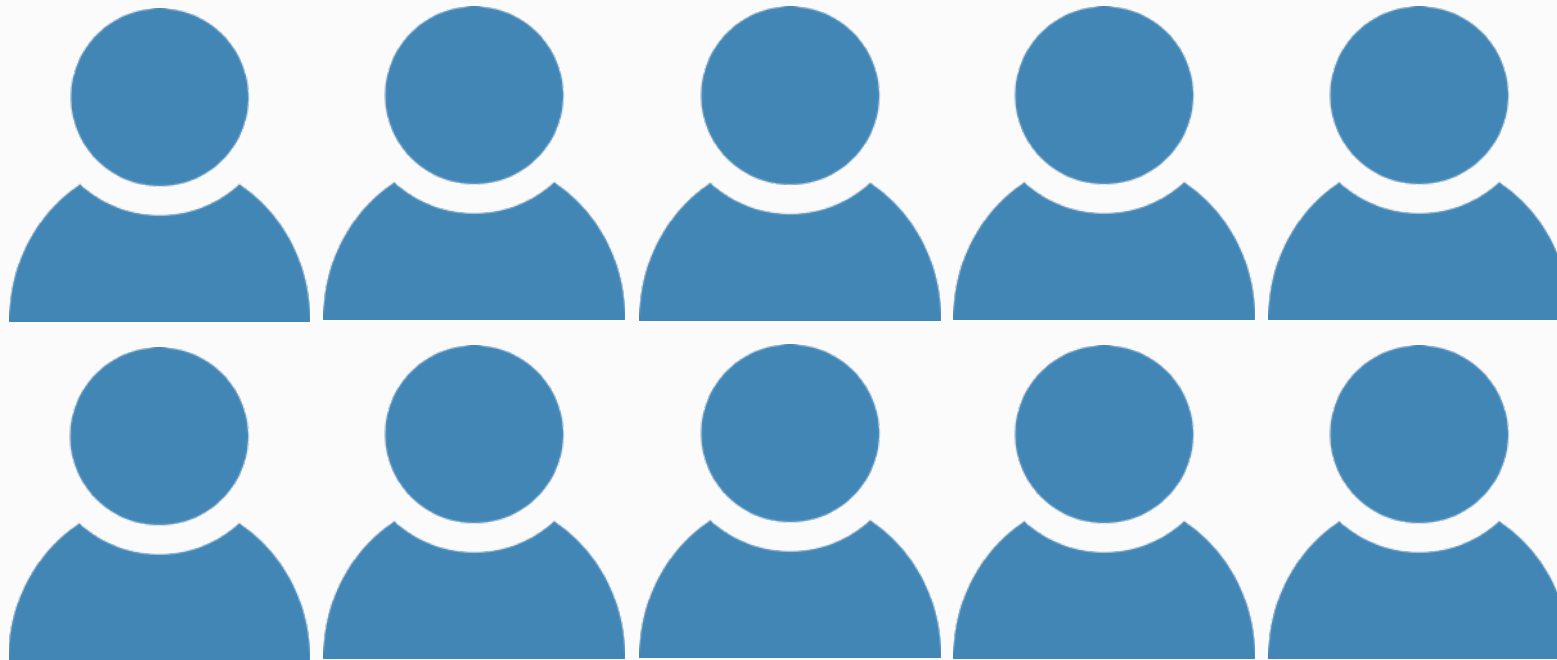
Employment rates of 20- to 24-year-olds, by educational attainment (2016)



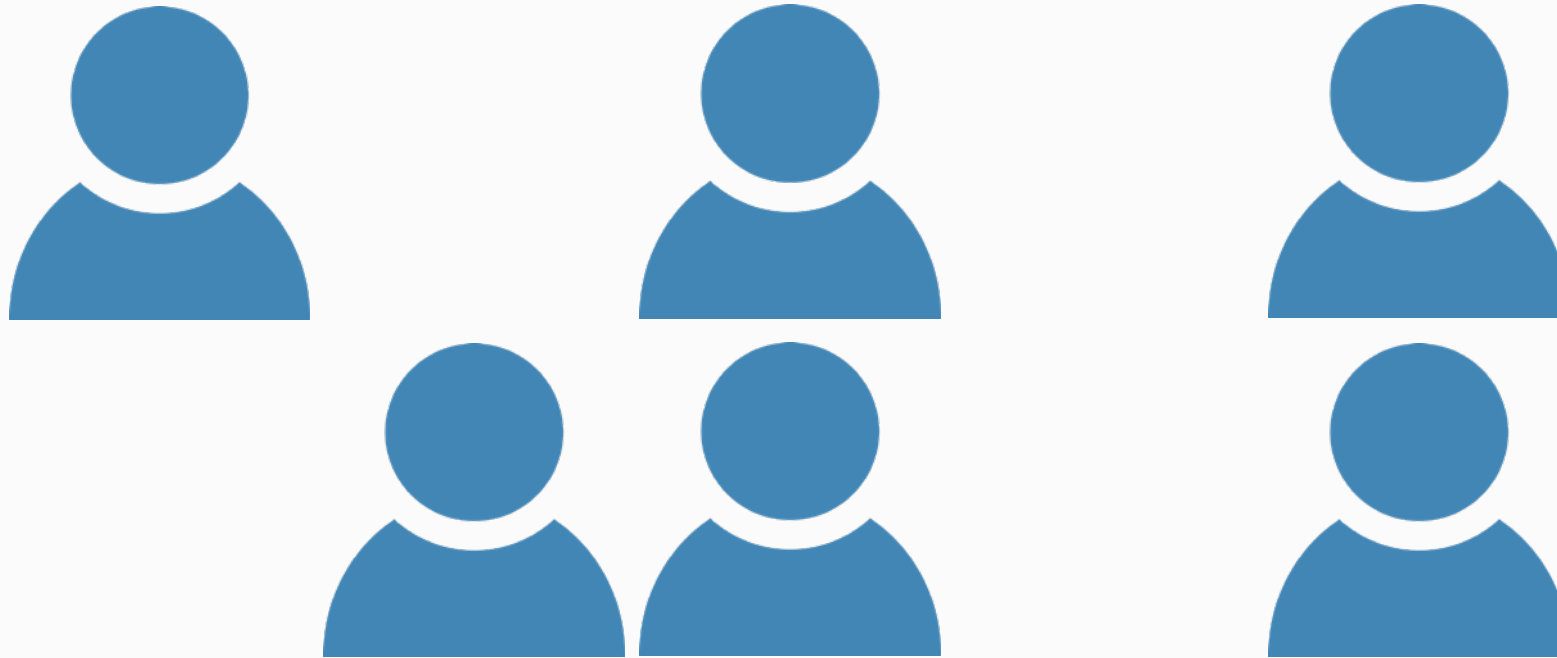
Higher education levels are associated with higher salaries.



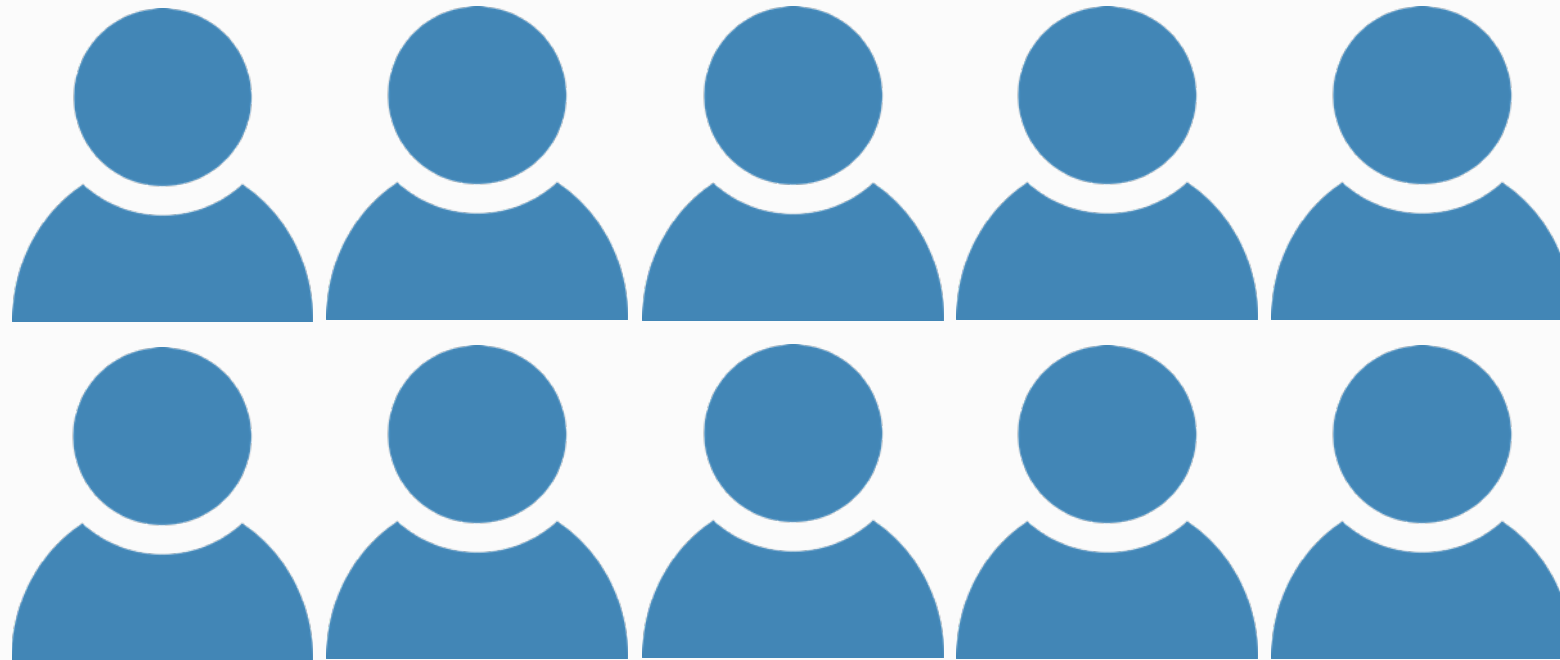
Between 10 and 40% of accepted students do not show up to campus in the fall.



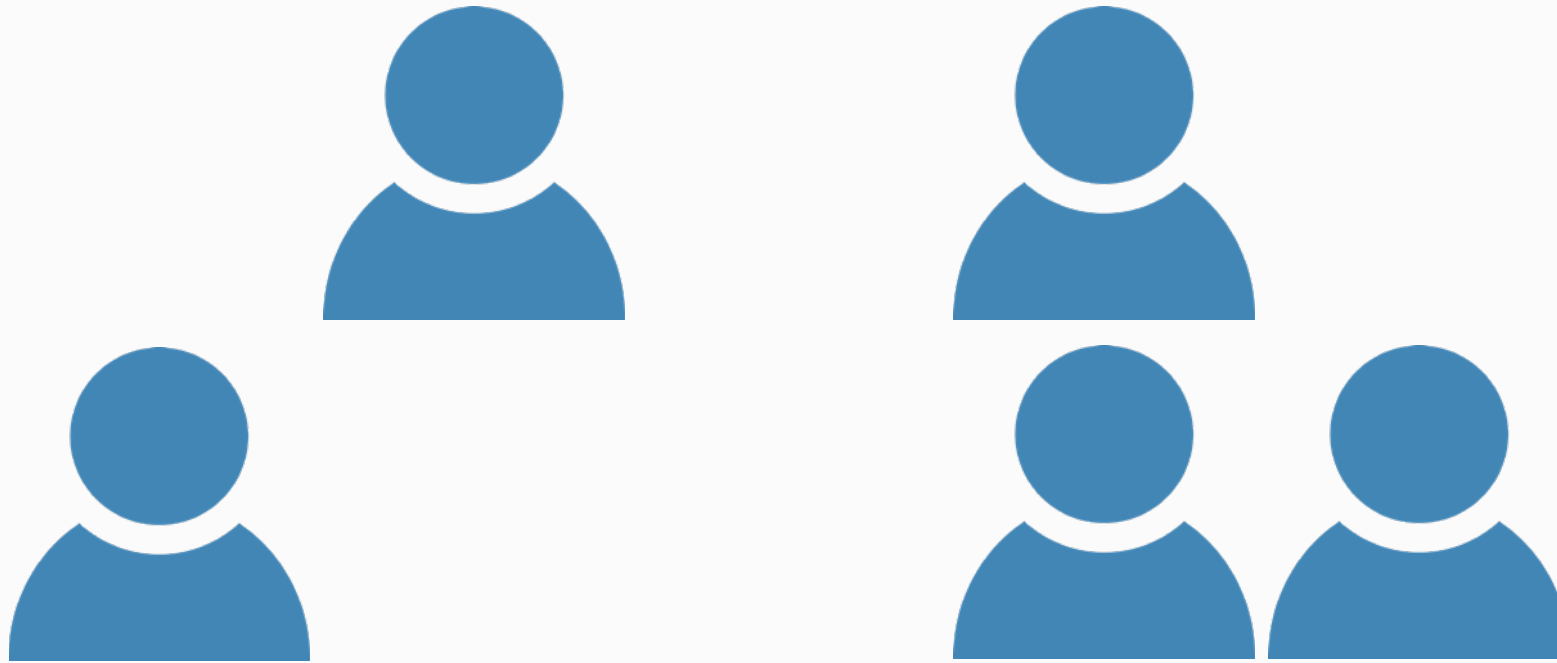
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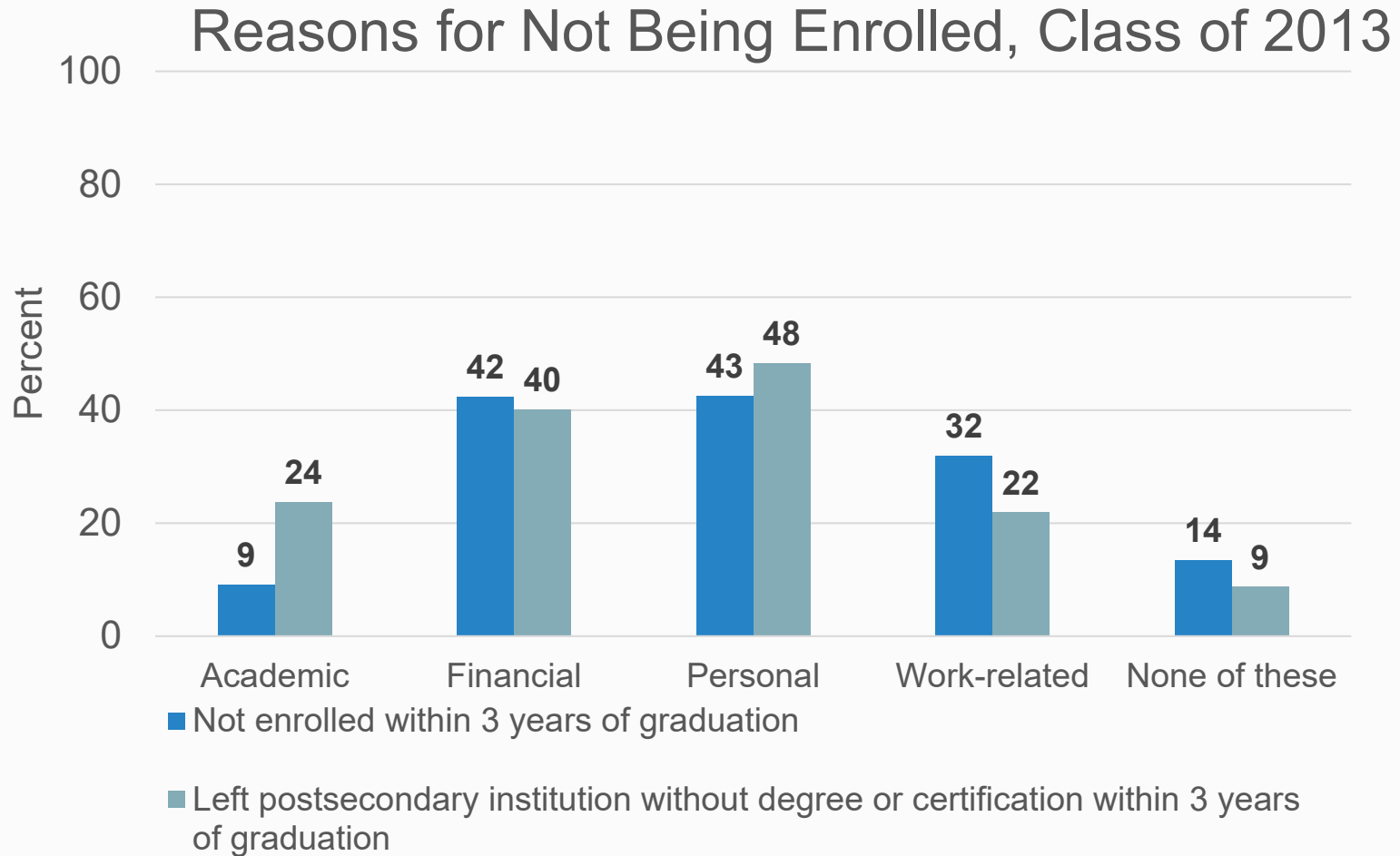
Only about half of students earn a degree within six years.



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Why do high school students not enroll in or drop out of postsecondary institutions?



Many factors can be barriers for students.

- Limited financial resources.
 - Missed aid deadlines.
- Lack of college knowledge.
 - Unaware of requirements, expectations, norms, etc.
- Navigating social and emotional aspects of the transition.
 - More responsibility.
 - New community.
 - Potentially being away from home.



What challenges are your students facing?

- Are there challenges that are unique to rural students?
- How does distance from a postsecondary institution impact your students?
- *Post local challenges on the wall.*

What You Can Do to Support Postsecondary Transitions

Framework for Postsecondary Access and Success

Academic knowledge and skills

Students' critical thinking, technical, and writing skills, among others

Life skills

Students' communication, interpersonal, social-emotional skills, and goal setting/attainment

College knowledge

Norms and expectations of postsecondary institutions

Please take out Handout 2.

Five evidence-based strategies to support students and their successful transition

- Provide opportunities for students to gain foundational **academic knowledge and skills**.
- Incorporate **life skills** into school experiences.
- Equip students with **college knowledge**.
- Monitor student experiences and attainment.
- Establish summer and first-year supports.



Provide opportunities for students to gain foundational academic knowledge and skills.

- Provide access to a **rigorous curriculum** and **college-preparatory courses**.
- Offer **dual credit**.
- Ensure students attain **foundational knowledge** in technical, writing, and critical thinking skills.



PAUSE: Rate your school/program in each **academic knowledge and skills** strategy on **Handout 2**.

Incorporate life skills into school experiences.

- Provide a physically and emotionally safe learning environment for students to **develop** the **social-emotional, interpersonal, and communication skills** necessary for postsecondary and career success.
- Include opportunities for students to **develop and reflect on personal goals and life direction** in school curricula and programming.



PAUSE: Rate your school in each **life skills** strategy on **Handout 2**.

Equip students with college knowledge.

- Expose students to **college norms** and **expectations**.
- Expose students to **careers** and postsecondary **majors**.
- Validate students' **experiences**.
- Ensure students **complete college applications** and the **FAFSA**.



PAUSE: Rate your school on **Handout 2**.

Monitor student experiences and attainment.

- Monitor students' progression during and after high school.
- Keep track of those who are on track to graduate from high school, those who are admitted to postsecondary institutions, and those who need additional supports along the way.



PAUSE: Rate your school on **Handout 2**.

Establish summer and first-year supports.

- Use technology to connect and share reminders.
 - Social media posts.
 - Text messages.
- Create intensive learning communities.
 - Social gatherings.
 - Mentoring.
 - Academic guidance.
- Use community encouragement.
 - Engage community leaders for support.



PAUSE: Rate your school on **Handout 2**.

Your thoughts...



In a few words, share a strategy that you and/or your team...

- want to use,
- use that works well, OR
- want to know more about.



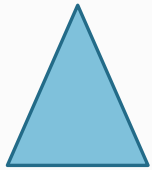
Wrap-up

REFLECT AND SHARE YOUR FEEDBACK ON
TODAY'S ACTIVITIES

Bringing it all together



What is something we discussed that **squared** with your experience?



What are **three points** you want to remember?



What is a lingering question still going **around** in your mind?

Leave feedback on the day
(content, instruction, supports, technology
tools, etc.).

For our
growth...





Thank you!

Host:

Niswonger Foundation

Contact REL Appalachia

General Inquiries



<https://ies.ed.gov/ncee/edlabs/regions/appalachia/>



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