Paving the Way to Postsecondary Education Series

Nonacademic Supports for Successful Student Transitions
Welcome!
The ten 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)

Meeting Agenda

- Welcome and introductions
- Focusing on postsecondary transitions: Highlights from fall 2017 workshop
- Making college feasible: What the evidence tells us
- Questions & Answers panel (Q&A): Regional supports for postsecondary transitions
- Break
- Student scenarios: Collaborate with colleagues
- Wrap-up and next steps
Meet the REL Appalachia (REL AP) Team

Deborah Jonas, REL AP director

Jessica Mislevy, REL AP partnership lead

Jaunelle Pratt-Williams, workshop facilitator

Aliya Pilchen, workshop facilitator

Kathleen Dempsey, workshop facilitator

Kori Hamilton Biagas, workshop facilitator
Poll Everywhere Instructions

If you are connecting via computer, tablet, or smartphone

- Go to PollEv.com/relap416
- Respond to the poll question presented there.

If you are connecting via text *(standard messaging fees may apply).*

- Text relap416 to 22333 to join the session
- Respond to that number with A, B, C, D, E…when the poll is active.
What is your role in the education system?

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

Turn to someone whom you don’t know/work with regularly…

Finish the following statement, then discuss:

The most common question or need that I hear about postsecondary education is…

Share your neighbor’s response in a few words via Poll Everywhere.

PollEv.com/relappalachi771 or text your response to 22333.
Focusing on Postsecondary Transitions

HIGHLIGHTS FROM FALL 2017 WORKSHOP
Why Focus on Postsecondary?

By 2020, 67 percent of jobs in Virginia will require postsecondary education or training.

- 30 percent of jobs in Virginia will require some college, an associate’s degree, or a postsecondary vocational certificate.
- 23 percent of jobs in Virginia will require a bachelor’s degree.
- 13 percent of jobs in Virginia will require a master’s degree or more.

Education levels are associated with employment rates and salaries.

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

- **Total**
- **Less than high school completion**
- **High school completion**
- **Some college, no bachelor’s degree**
- **Bachelor’s degree or higher**

**Median Annual Earnings**

- **Total**
- **Less than high school completion**
- **High school completion**
- **Some college, no degree**
- **Associate’s degree**
- **Bachelor’s degree**
To prepare Virginia’s students for postsecondary education or to meet employers’ expectations of candidates for entry-level positions…

Students need preparation in multiple domains.

- Financial
- Academic
- Logistical
- Social-emotional
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Making College Feasible
WHAT THE EVIDENCE TELLS US
Quick Poll! Do students show up in the fall?

What percentage of accepted students do not end up on campus in the fall?

a) Less than 10%
b) 10%
c) 20%
d) 40%
e) 60%

Connect at: PollEv.com/relap416 or by texting your response to 22333.
Between 10 and 40 percent of accepted students do not show up to campus in the fall.
Quick Poll! How successful are students?

After six years, what percentage of students have earned a degree?

a) Less than 10%
b) 10%
c) 30%
d) 50%
e) 75%

Connect at: PollEv.com/relap416 or by texting your response to 22333.
Only about half of students earn a degree within six years.
Quick Poll! How successful are first generation students?

What percentage of first generation students earn a bachelor’s degree by the time they are 25?

a) Less than 10%
b) 20%
c) 40%
d) 50%
e) 75%

Connect at: PollEv.com/relap416 or by texting your response to 22333.
Only 20% of first generation students earned a bachelor’s degree by age 25.
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

Deliverable 5.1.8.2
So, what can you do?
Four evidence-based strategies to support students and their successful transition

- Equip students with **college knowledge**: norms and expectations of postsecondary institutions.
- Incorporate **social and emotional skills** into school experiences.
- Establish **summer and first year supports**.
- Expose students to **careers** and postsecondary **majors**.
Equip students with college knowledge: Norms and expectations of postsecondary institutions

Create high school-college partnerships

- Work with local and distant institutions to provide opportunities to your students to learn about what they offer.
- Invite college representatives to visit your school(s).
- Organize visits to the institutions.
- Invite past students who are enrolled in college or postsecondary education to come back to your school.

Equip students with college knowledge: Norms and expectations of postsecondary institutions

Share common process expectations

- Common deadlines
- Completing admissions tests
- Completing financial aid applications including the FAFSA

 Equip students with college knowledge: Norms and expectations of postsecondary institutions

Host school or divisionwide initiatives

- Application essays units
- School-wide admissions tests
- Postsecondary research and application weeks
- FAFSA information and completion days
Expose students to careers and postsecondary majors

Students who begin college with a major in mind are more likely to persist and graduate.

- Light-touch exposure strategies
  - Career inventories
  - College visits
  - Guidance counseling

- More intensive exposure strategies
  - Career pathway programs like career academies
  - Job experiences through internships, service learning, and apprenticeships
  - Career-focused dual enrollment

Incorporate social and emotional skills into school experiences

• **Conscientiousness**: the degree to which a person is efficient and organized.
  - Associated with higher GPAs among university students
  - Associated with one’s ability to maintain focus and surmount challenges

• **Self-regulation**: being aware of one’s self including his/her learning processes; monitoring and reflecting; knowing when to seek out resources and help.
  - Associated with better academic performance
  - Includes self-awareness, self-management, and self-regulated learning
Establish summer and first year supports
Getting and keeping students on campus

• Use technology to connect and share reminders
  o Social media posts
  o Text messages

• Create intensive learning communities
  o Social gatherings
  o Mentoring
  o Academic guidance

• Use community encouragement
  o Engage community leaders for support

Questions & Answer (Q&A) Panel and Networking

REGIONAL SUPPORTS FOR POSTSECONDARY TRANSITIONS
Dyan Lester
Dean of Student Success, SWCC

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- Contact information
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Upward Bound Director, SWCC

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Dr. Jennifer Roark
Great Expectations Director, SWCC

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• Contact information
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  • (276) 964-7653
Donna Price
Financial Aid Coordinator, SWCC

- Short description of program/services
- Contact information
  - donna.price@sw.edu
  - (276) 964-7287
Panel Guest #5 Name
Title, Organization

- Short description of program/services
- Contact information
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Time for a Quick Break!
Student Scenarios

COLLABORATE WITH COLLEAGUES
Applying Our Knowledge
Analyzing sample student scenarios

- Check your color code
- Transition to your table group
- Introduce yourself to the team
# Student Scenario Summary Chart

## Independent work

<table>
<thead>
<tr>
<th>Student</th>
<th>Grade level</th>
<th>Potential strengths</th>
<th>Potential challenges</th>
<th>Recommended evidence-based practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student A</td>
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<td></td>
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<td>Student B</td>
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<td>Student C</td>
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</tbody>
</table>
Digging Deep
Table discussion questions

1. What are this student’s strengths/challenges that promote/impede his/her pursuit of postsecondary education? Are there key pieces of information you would flag for future teachers or counselors?

2. What evidence-based practices would you recommend as next steps for this student? How might you help the student’s teachers become aware of these practices?

3. What evidence-based practices currently exist in the system (school/district/community college) that might help a student like this to make a successful transition to postsecondary education? Are there other evidence-based practices that should be considered for implementation across the system?

4. Are there key pieces of information missing from the scenario that would affect your advising approach? How would you obtain the missing information?
A Gallery Walk
Sharing our ideas

1. What resources are available in Virginia to education professionals (i.e. teachers, counselors, administrators) that help to improve the implementation of evidence-based practice and strategies related to students’ transition to postsecondary education?

2. What supports, resources, or programs are currently available in your school, district, or community to promote students’ transition to postsecondary education?

3. What additional supports, resources, or programs are needed to improve students’ transition to postsecondary education in your community?
Bringing It All Together

Thinking about the student scenario activity…

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?
Wrap-up and Next Steps

REFLECT AND SHARE YOUR FEEDBACK ON TODAY’S ACTIVITIES
The power of one

What is ONE…

• **Support** I had not considered before.
• **Idea** that challenged my thinking.
• **Activity** I am excited to pursue moving forward.
• **Area** of preparation I am committed to focusing on more in the future.

Connect at:
PollEv.com/relappalachi771 or by texting your response to 22333.
Continuing this journey together
How can REL Appalachia support your path to success?

Join a virtual discussion and problem-solving group
Quarterly group calls to learn about specific evidence-based programs, to discuss the feasibility of applying such programs in your work and best practices for implementation, and to hear from your peers about their approaches.

Develop and carry out an action plan
Intensive support for schools or school divisions interested in implementing a particular strategy or program.

If either of these options sounds interesting, or if you have other ideas about partnering with REL Appalachia, we want to hear from you!
Leave feedback on the day (content, instruction, supports, technology tools, etc.).
Thank You!

Host:
Southwest Virginia Community College

Partners:

Contact REL Appalachia

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