

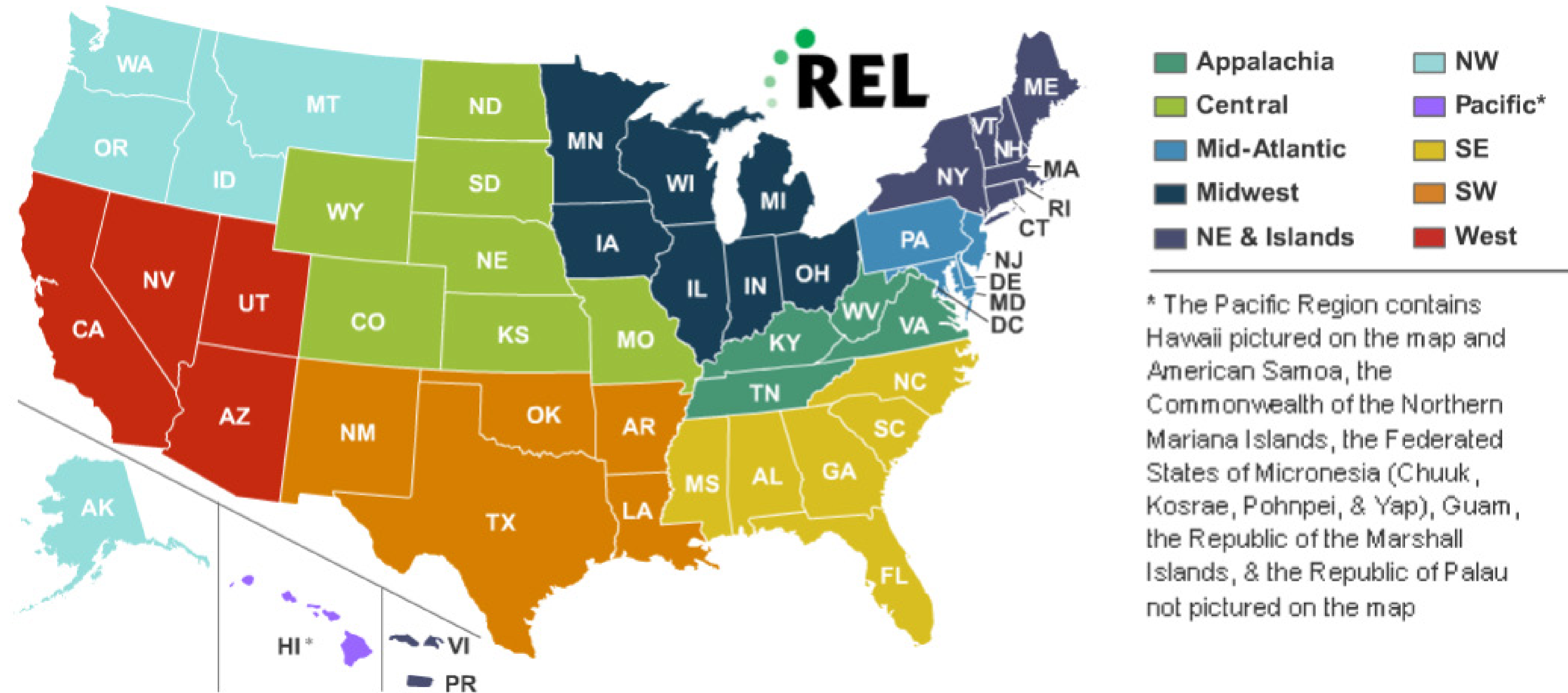
Supporting Postsecondary Transitions During COVID-19

Ashley Campbell
Partnership co-lead

Jill Marcus
Facilitator

Stephanie Suarez
Partnership liaison


The Regional Educational Laboratories



Applied Research

Training, Coaching, and Technical Support

Dissemination



What's Happening


June 2016

Dual enrollment courses In Kentucky: High school students' participation and completion rates


Chad R. Lochmiller
Thomas J. Sugimoto
Patricia A. Muller
Gina G. Mosier
Steven E. Williamson
Indiana University

Key findings

- Approximately one in five Kentucky students in grades 11 and 12 participated in dual enrollment courses between 2009/10 and 2012/13.
- Participation rates were higher for female students, White students, students not eligible for the school lunch program, and students attending high school in Appalachian counties and rural areas.
- Students completed 83–86 percent of dual enrollment courses attempted each year between 2009/10 and 2012/13.
- Completion rates were lower in courses that were attempted by Black students, students eligible for the school lunch program, and students attending school in Appalachian counties.
- About 22 percent of students who completed dual enrollment courses earned at least the equivalent of a full semester's worth of college coursework.



ies NATIONAL CENTER FOR
EDUCATION EVALUATION
AND REGIONAL ASSISTANCE
Institute of Education Sciences
U.S. Department of Education




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Supporting Your Child in Developing Math Skills For Future Success

Math success opens doors to college and careers.
The technical and professional jobs of the future demand more mathematical knowledge and problem solving skills.



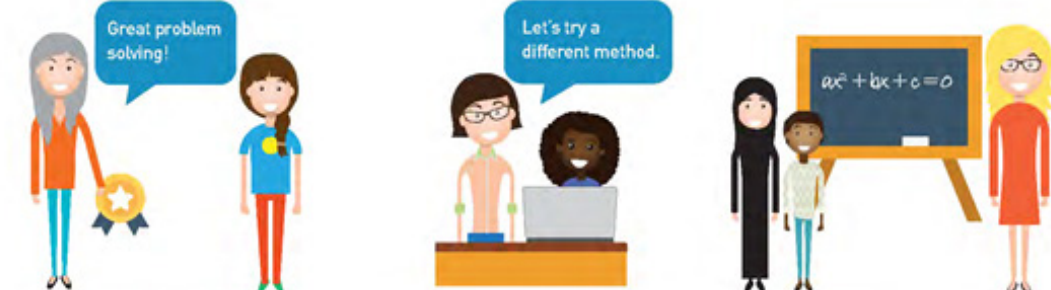
Children who believe they can be successful in math are more willing to put in effort, even when they struggle, and this results in better performance.ⁱ

Success in elementary school math predicts future achievement in middle and high school math and other subjects.^{ii,iii}

Students who complete higher level math in high school earn higher incomes in the future.^{iv}

The number of STEM (science, technology, engineering, and mathematics) jobs is growing and half of all STEM jobs are available to workers without a four-year college degree. STEM jobs pay 10% more than other jobs available to these workers.^v


Families can support children in developing math skills for the future by^{iv}:



praising effort and modeling positive math attitudes.

encouraging children to seek help and try new strategies when they are stuck.

confronting stereotypes about who is good at math.



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ⁱ Boaler, J. (2015). Mathematical mindsets: Unleashing students' potential through creative math, inspiring messages and innovative teaching. San Francisco, CA: John Wiley & Sons.

ⁱⁱ Claessens, A., & Engel, M. (2013). How important is where you start? Early mathematics knowledge and later school success. *Teachers College Record*, 115(6), 1-29. <http://eric.ed.gov/?id=EJ1020177>

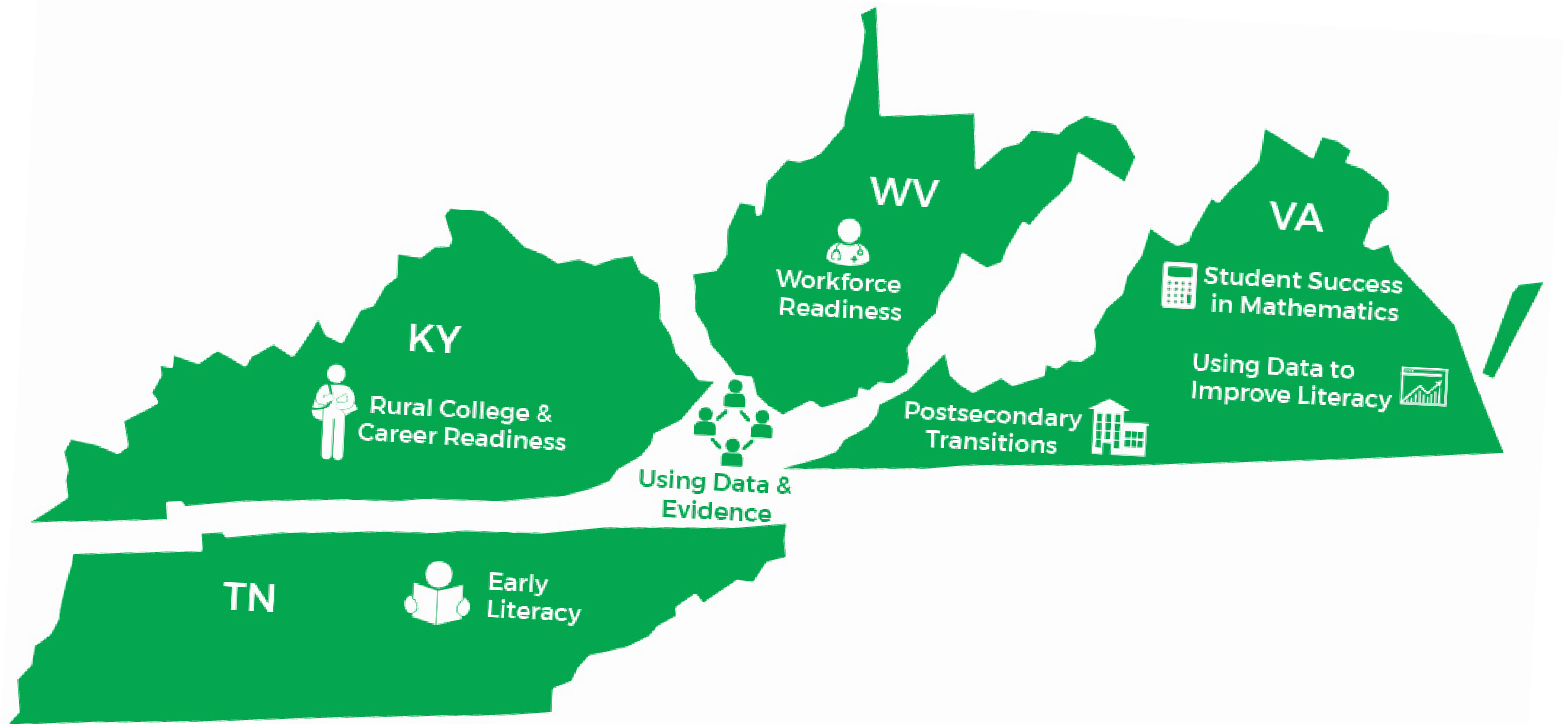
ⁱⁱⁱ Siegler, R. S., Duncan, G. J., Davis-Kean, P. E., Duckworth, K., Claessens, A., Engel, M., ... & Chen, M. (2012). Early predictors of high school mathematics achievement. *Psychological Science*, 23(7), 691-697.

^{iv} Achieve, Inc. (2006). Closing the expectations gap: An annual 50-state progress report on the alignment of high school policies with the demands of college and work. Washington, DC: Author.

^v Rothwell, J. (2013). The Hidden STEM Economy. Brookings Institution, Washington, DC.

^{vi} Epstein, J.L. (2001). School, family, and community partnerships [1st ed.]. Boulder, CO: Westview Press.

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

COVID-19: Evidence-Based Resources

The U.S. Department of Education's Institute of Education Sciences funds a network of 10 Regional Educational Laboratories (RELs). Each REL serves a designated region of the country and works with educators and policymakers to support a more evidence-based education system. In response to COVID-19, the RELs have collaborated to produce this series of evidence-based resources and guidance about teaching and learning in a remote environment, as well as other considerations brought by the pandemic.

UPCOMING WEBINARS

APR 21

[Overcoming Challenges in K-12 Virtual Learning: Research Findings and Lessons from the Field](#)

Online learning is still relatively new to many schools, teachers, and students, and there is much to learn about how to use it effectively. This REL Northeast & Islands webinar will highlight some findings from research, while also providing examples of how practitioners have approached teaching in a virtual environment.

APR 24

[Refining Your Distance Learning Strategies Using a Data-Driven Approach: The Evidence to Insights Coach](#)

This REL Mid-Atlantic webinar will discuss a free tool that districts and schools can use to test and identify—in real time—which online learning approaches work best for their own students. Presenters will discuss what you'll need to make the tool work for you and how you can be strategic about using existing data.

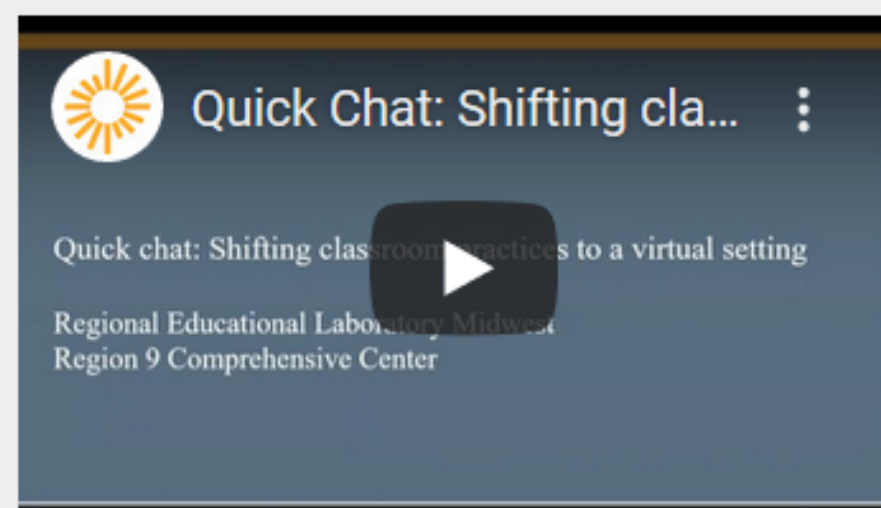
APR 29

[Strategies for Districts to Support Self-Care for Educators During the COVID-19 Pandemic](#)

Join REL West for a webinar that will offer practical information and guidance backed by research to help school staff cope with the stresses of school closures, service provision, and quarantine due to the COVID-19 pandemic.

RESOURCES BY TOPIC

SPOTLIGHT: SHIFTING CLASSROOM PRACTICES TO A VIRTUAL ENVIRONMENT



This 30-minute REL Midwest "quick chat" webinar for teachers, instructional coaches, and school leaders highlights strategies for effectively teaching K-12 students in a virtual setting, featuring an e-learning expert and two K-12 educators. [More information is available here.](#)

RESOURCES FROM OUR PARTNERS

The U.S. Department of Education and many of the programs that make up the federal network of support are curating resources to support educators across the country as they respond to COVID-19. Here are a few collections to bookmark:

- Comprehensive Center Network: [Resources for Continuity of Learning](#)
- What Works Clearinghouse: [Studies of Distance Learning](#)
- U.S. Department of Education: [COVID-19 Information and Resources for Schools and School Personnel](#)

REL program COVID-19 resource page

<https://ies.ed.gov/ncee/edlabs/projects/covid-19/>

Meet our team



Ashley Campbell
REL AP partnership co-lead
SRI International



Jill Marcus
REL AP facilitator
Education Development Center



Stephanie Suarez
REL AP partnership liaison
SRI International

Tell us about yourself

- Share your name, location, role, and workspace.
- Tell us what you are working on this week:
 - Supporting students with financial aid
 - Helping students make decisions about where to enroll
 - Helping students complete enrollment paperwork
 - Encouraging students to visit campuses
 - Answering questions from students
 - Answering questions from parents
 - Planning for fall enrollment supports
 - Helping students who have not yet graduated prepare for the application process



Norms for today

- Be ready to be engaged!
- Turn off all distractions.
- Use this opportunity to ask questions and get concrete answers.
- Take the time to let us know what worked and what we could do better.



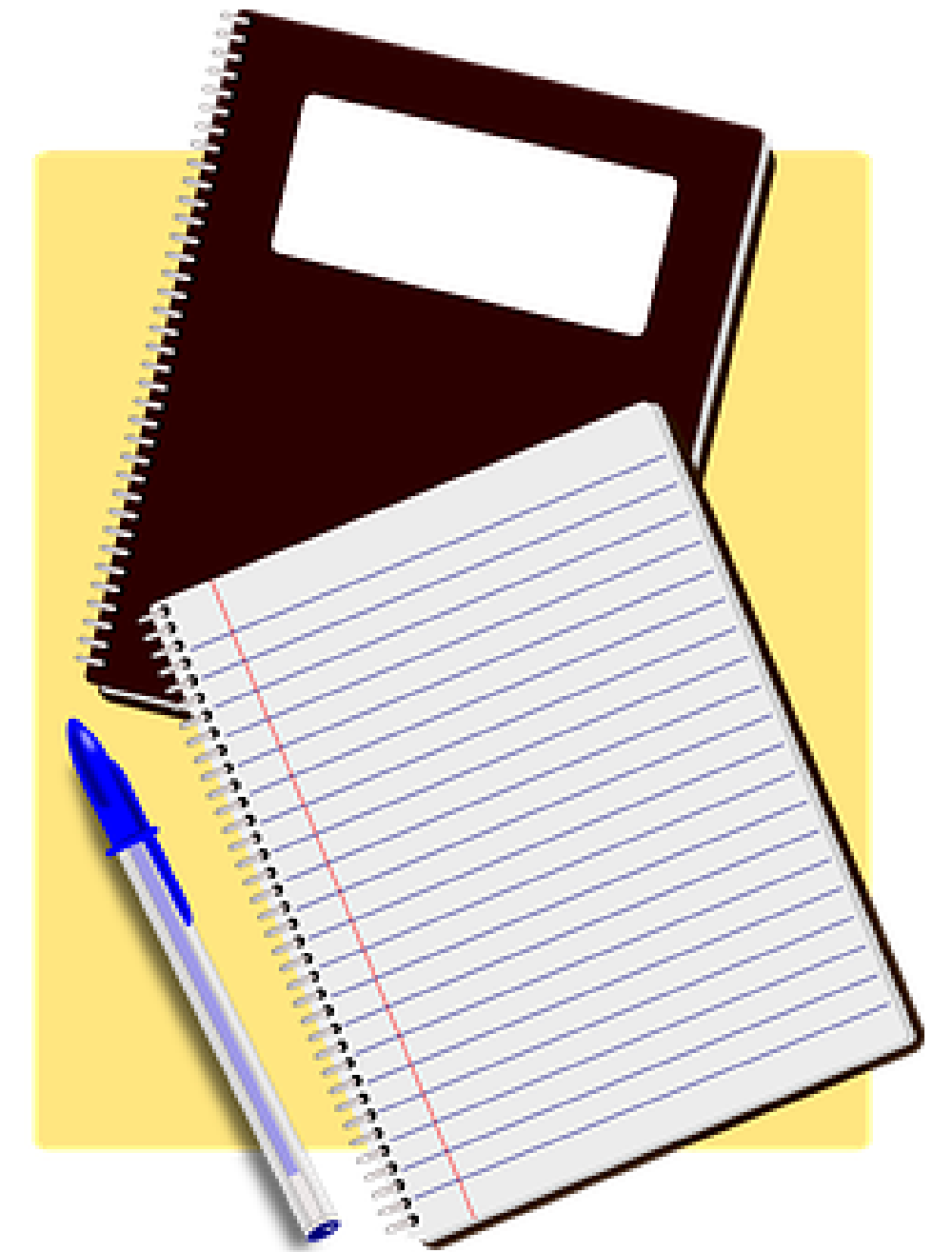
Today's objectives

- Discuss strategies for reaching and supporting students in their postsecondary transition during the COVID-19 crisis.
- Offer a forum for practitioners to ask questions of experts in the field.



Agenda

- 3:00 Welcome and introductions
- 3:05 Strategies for supporting students in postsecondary transition
 - FAFSA: completion and challenges
 - Completing enrollment paperwork
 - Emotional supports
 - Effective practices for communication and engagement
- 3:35 Question and answer
- 3:55 Wrap-up



What is your greatest interest today?

- Completing or revising FAFSA applications
- Selecting a postsecondary pathway
- Completing enrollment processes
- Reaching students and families virtually
- Emotional supports for students and families
- Supporting first generation, low-income, or underrepresented students
- Preparing for fall 2020 as current seniors arrive at postsecondary institutions



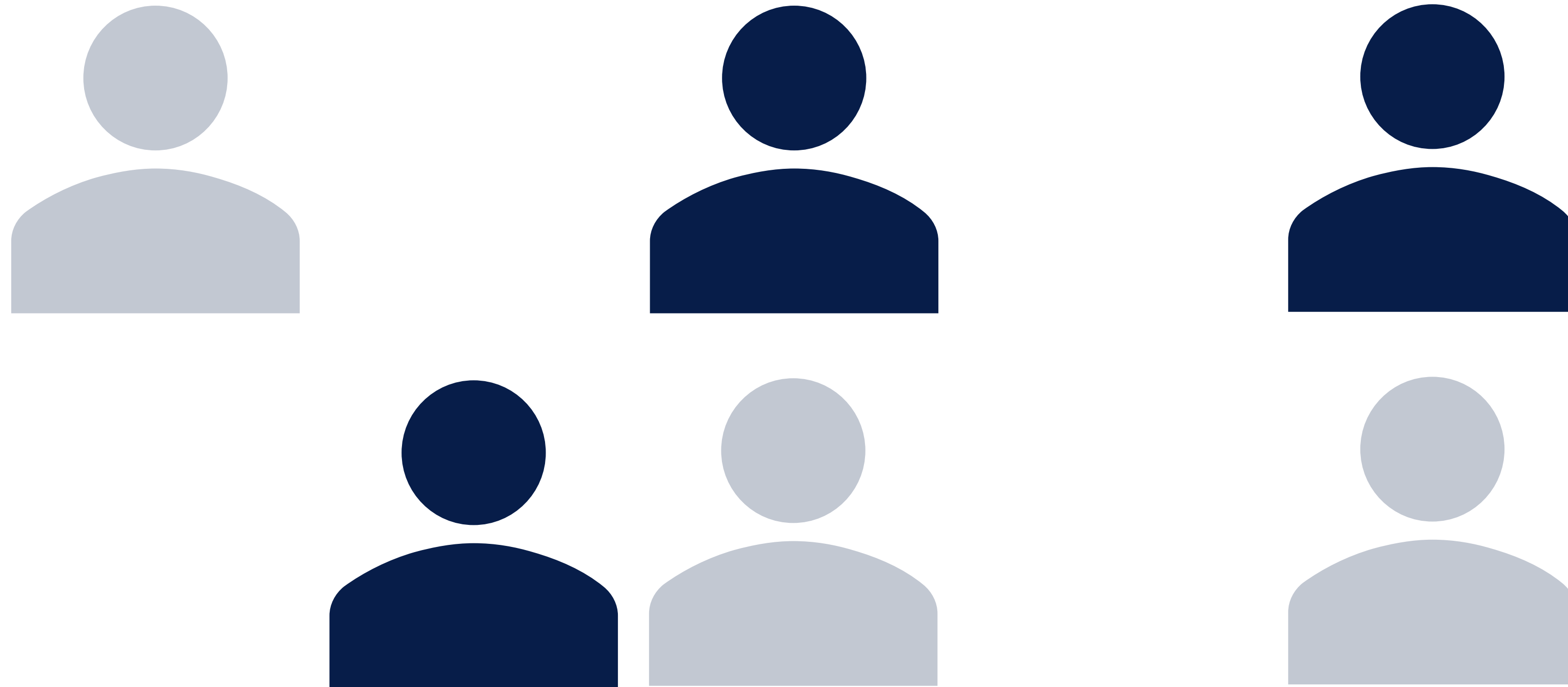
What proportion of accepted students do not show up to campus in the fall?



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



Given the impacts of COVID-19, how many more students won't begin their postsecondary pathway in the fall?





Learning From the Field

Your presenters



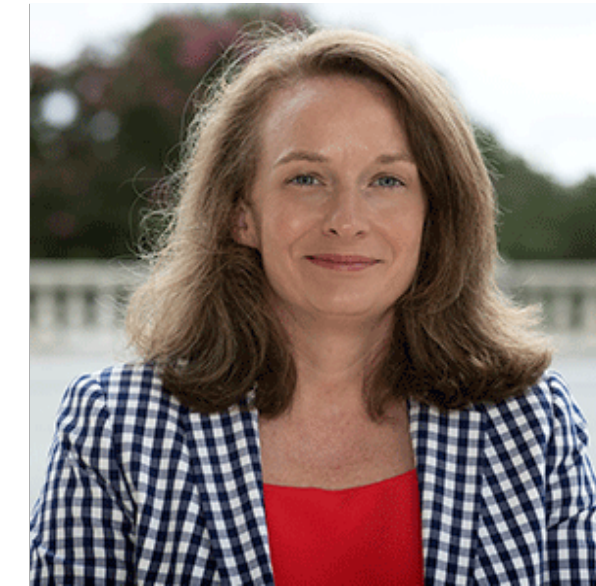
MorraLee Keller
National College
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Joy Pugh
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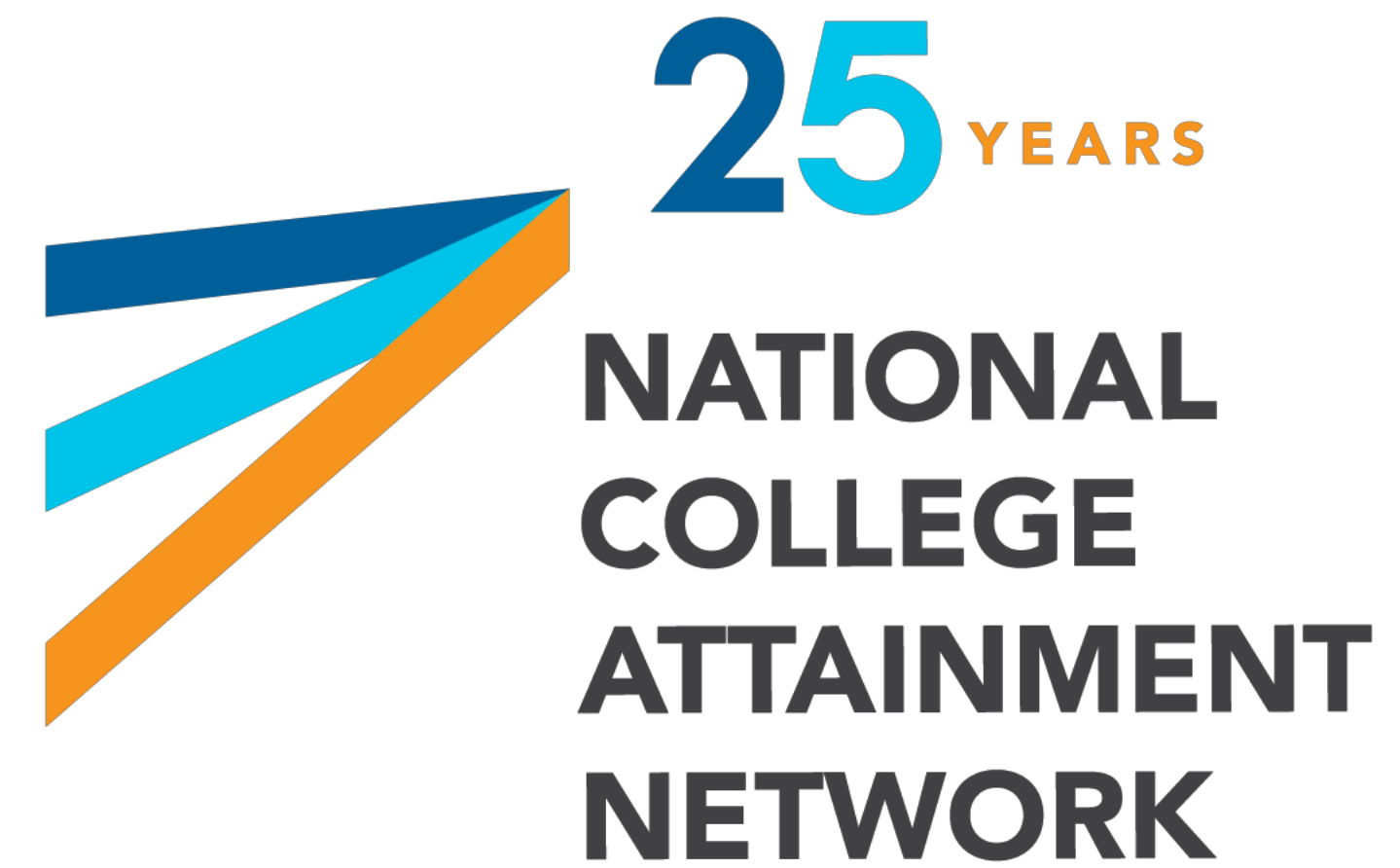
National College Attainment Network



MorraLee Keller
National College Attainment
Network



Bill DeBaun
National College Attainment
Network



<https://www.ncan.org/>

WHO IS NCAN?

WHAT NCAN BELIEVES AND DOES

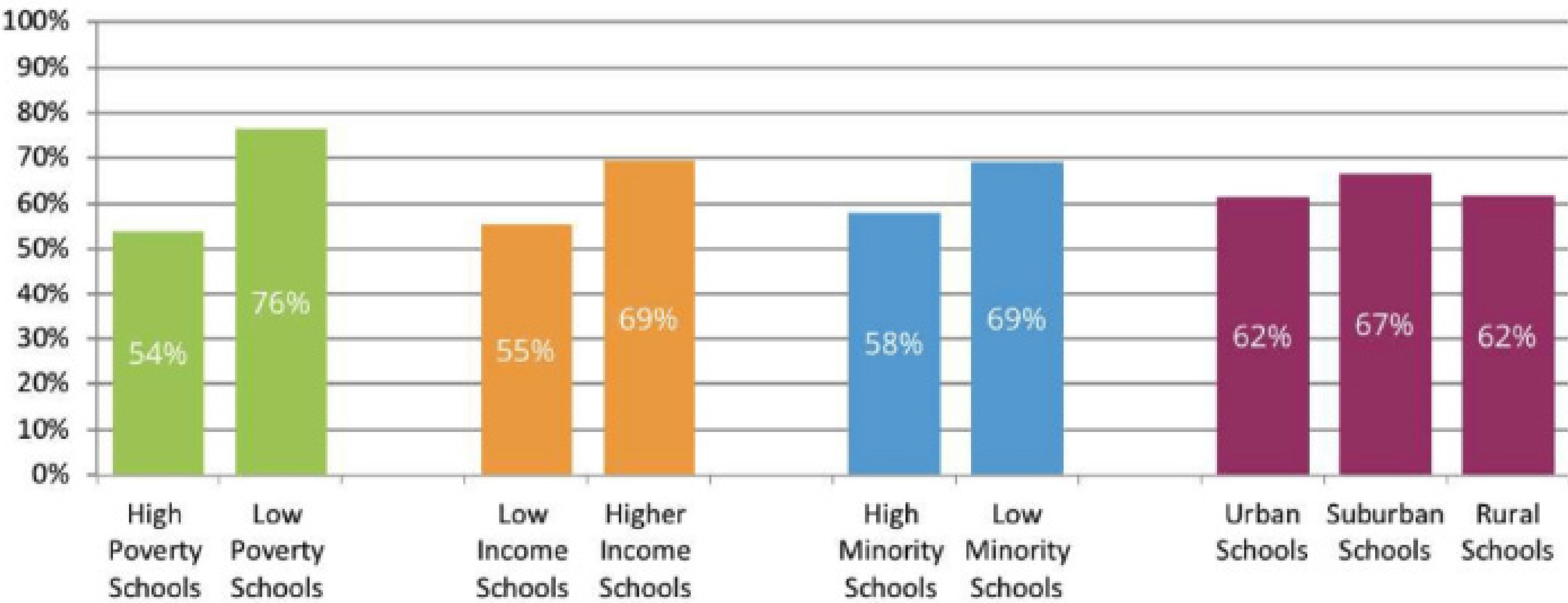
NCAN's Vision: *All students have an equitable opportunity to achieve social and economic mobility through higher education.*

NCAN's Mission: *To build, strengthen, and empower communities and stakeholders to close equity gaps in postsecondary attainment for all students.*

NCAN's Strategies: **Build network capacity, advocate for policy solutions, and support systems change.**

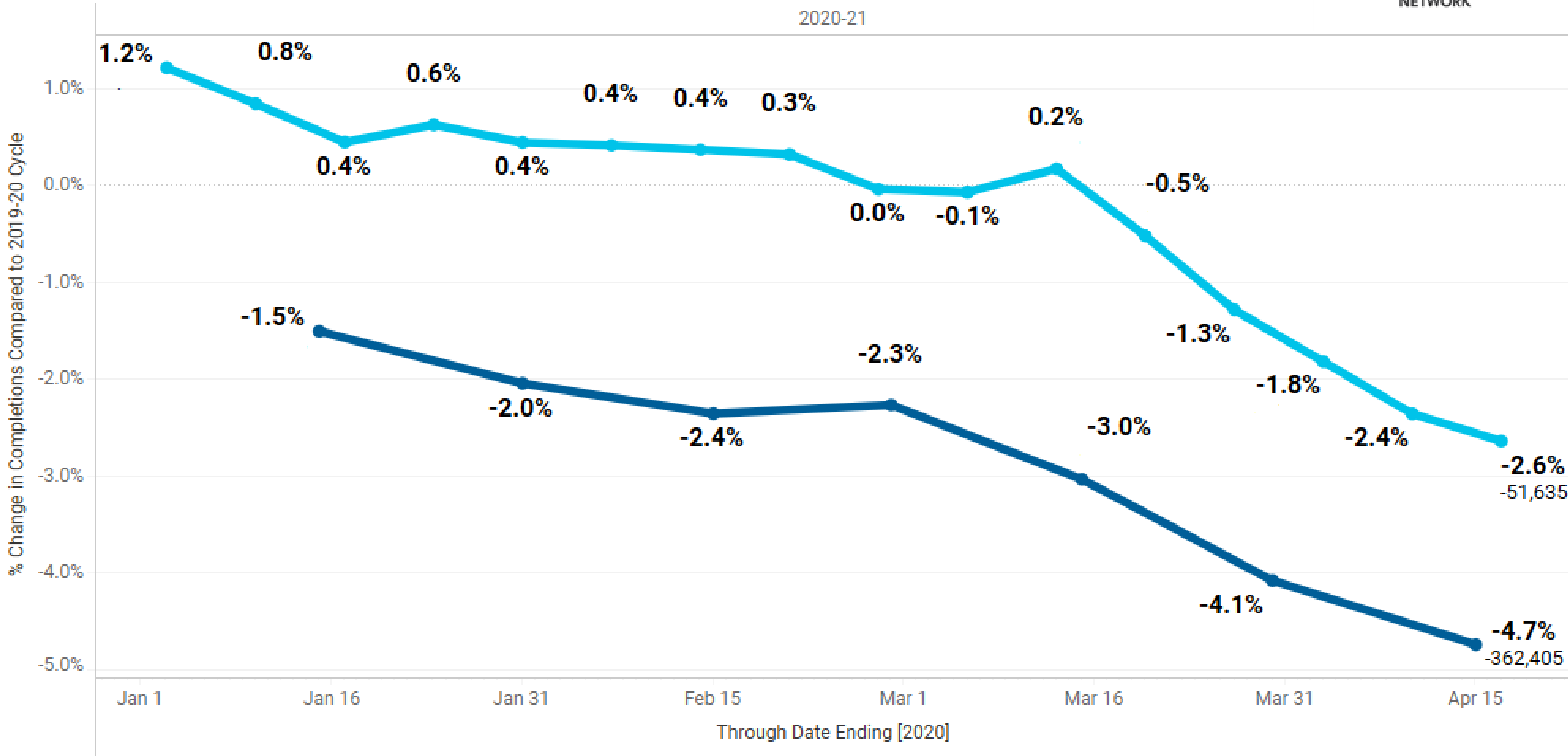
TALENT IS EVERYWHERE, BUT OPPORTUNITY IS NOT.

Figure A. College Enrollment Rates in the First Fall after High School Graduation, Class of 2018, Public Non-Charter Schools

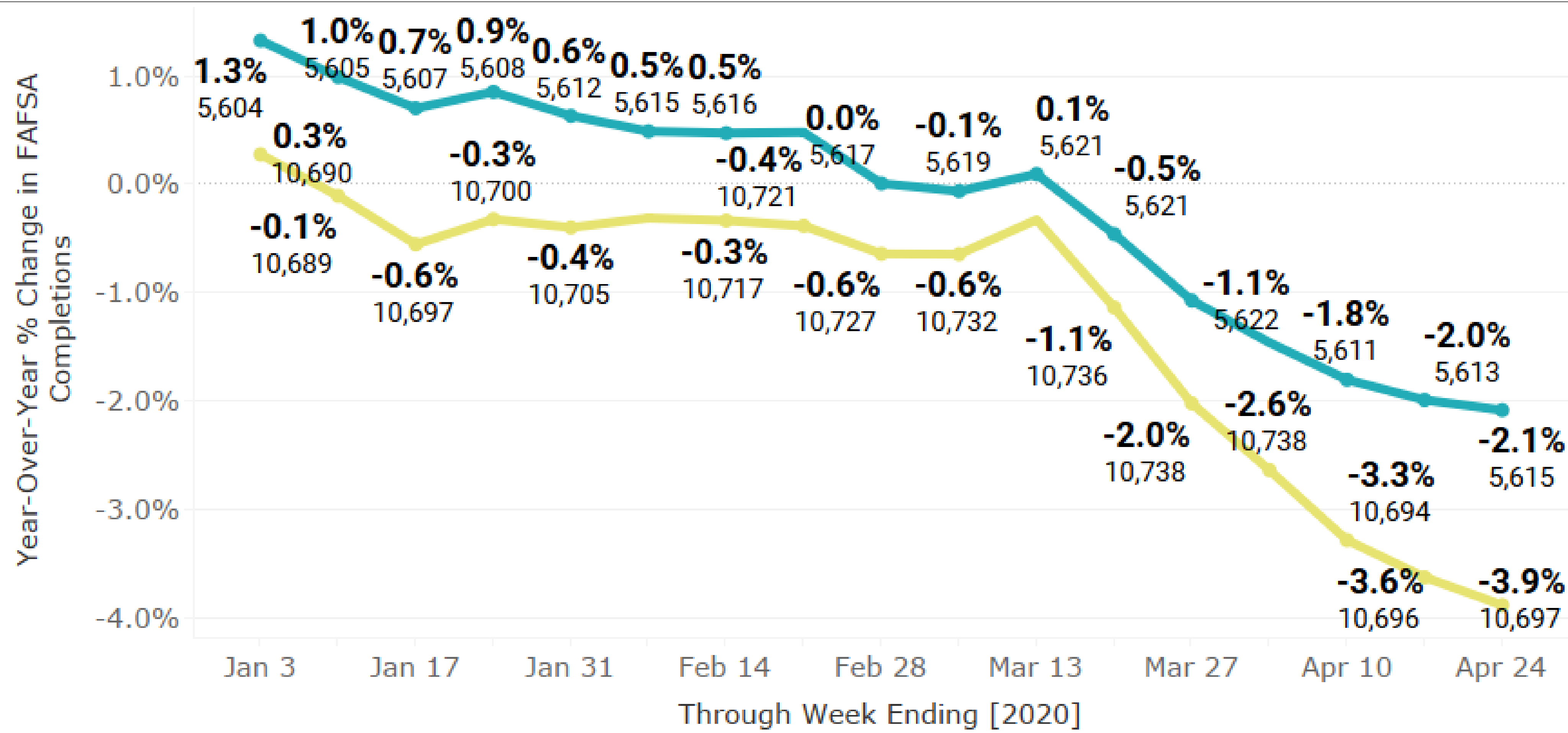


FAFSA DATA/ISSUES/CHALLENGES

Year-over-year FAFSA completions for both **high school seniors** and **renewing applicants** declined significantly in March and April.

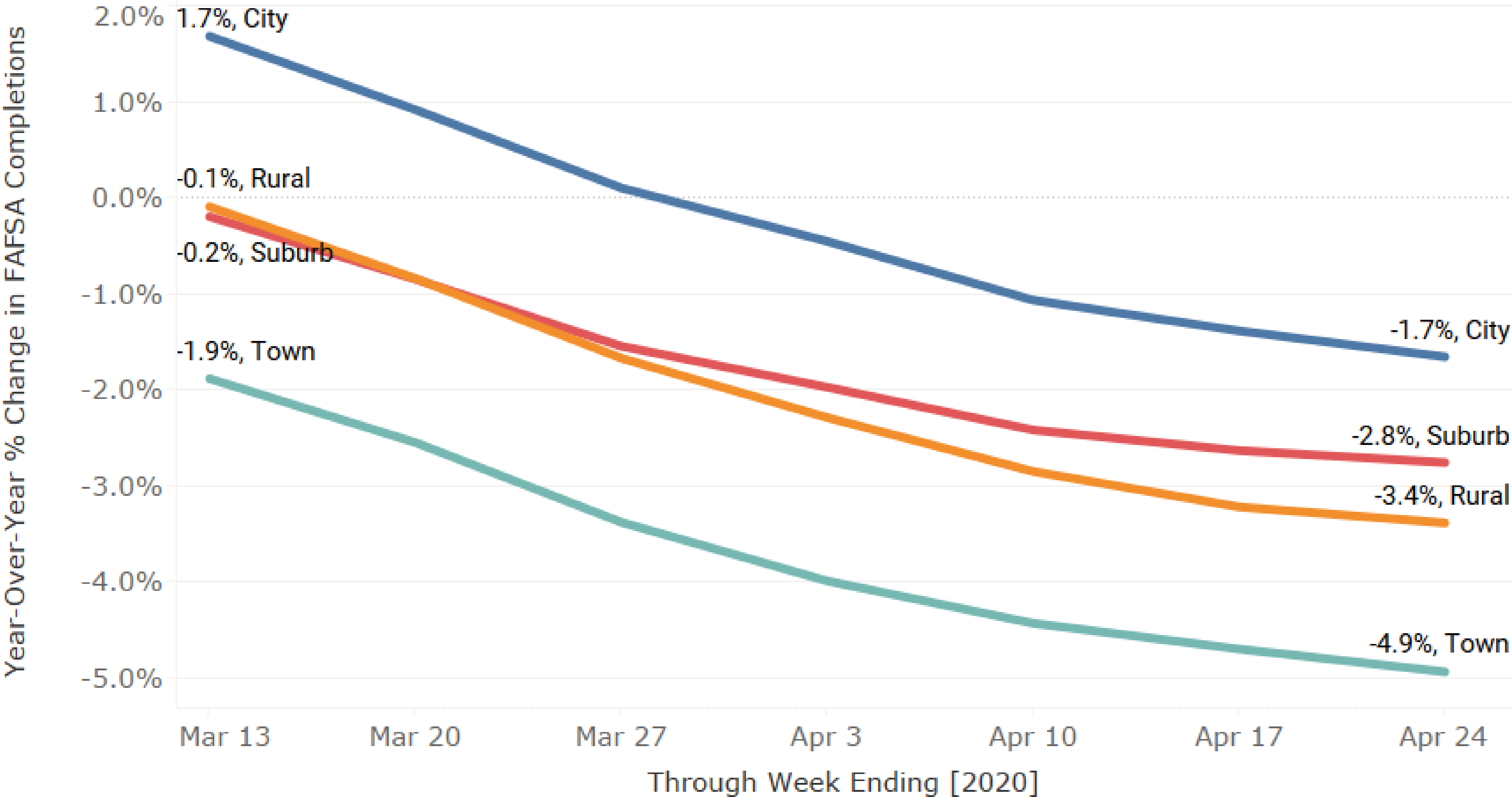


THROUGH APRIL 24, TITLE I-ELIGIBLE PUBLIC HIGH SCHOOLS HAD A COMPLETION DEFICIT 86% LARGER THAN NON-TITLE I-ELIGIBLE HIGH SCHOOLS COMPARED TO LAST ACADEMIC YEAR.

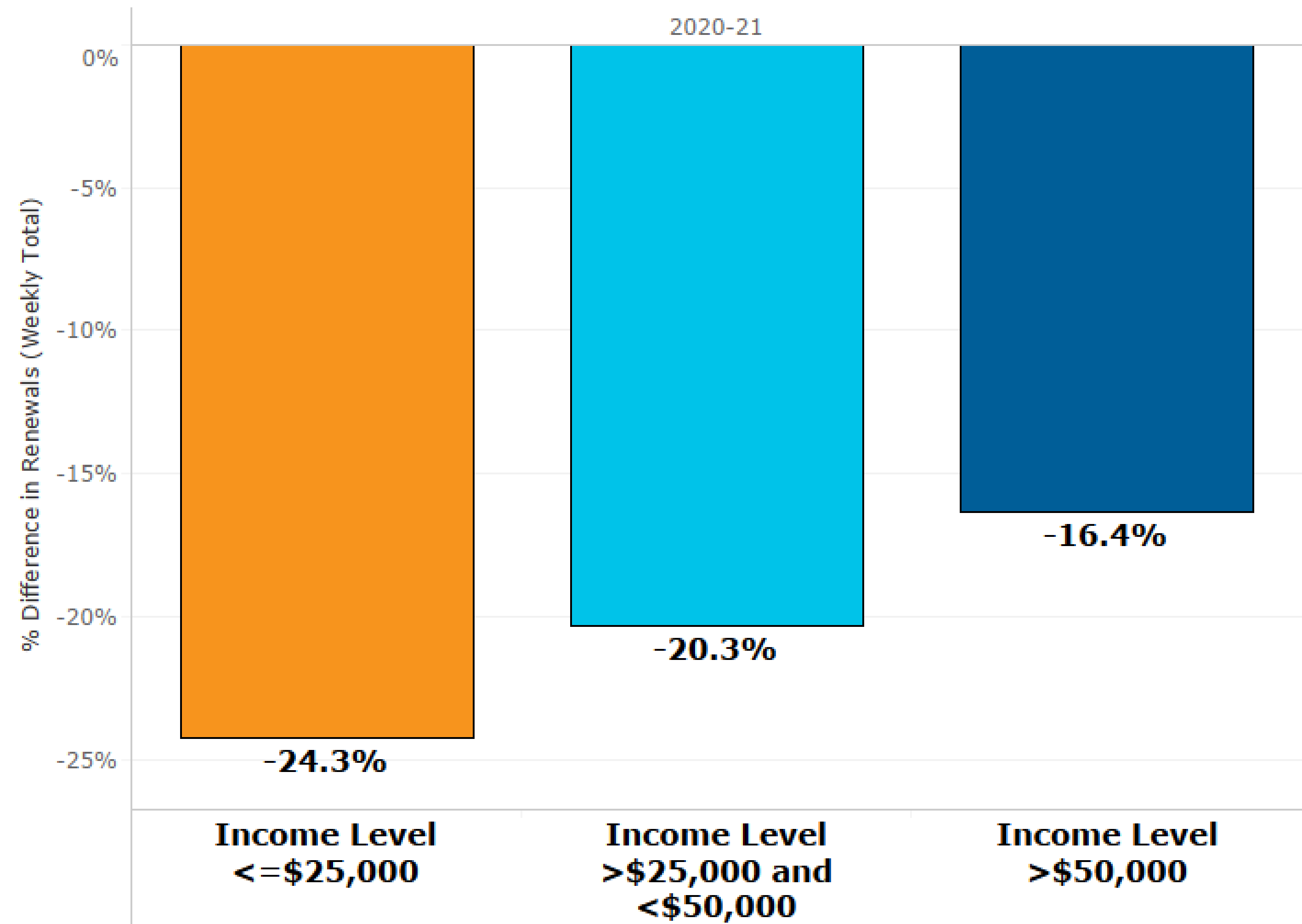


Title I Eligible School
■ Title I Eligible
■ Title I Ineligible

SINCE MARCH 13, FAFSA COMPLETIONS HAVE DECLINED THE MOST NATIONALLY IN **SMALL TOWNS** AND **RURAL COMMUNITIES** COMPARED TO LAST ACADEMIC YEAR. *SOURCE: NCES ELSI, PUBLIC HIGH SCHOOLS ONLY*



% CHANGE IN 2020-21 FAFSA RENEWAL APPLICATIONS BETWEEN MARCH 15 AND APRIL 15 COMPARED TO 2019-20, BY APPLICANT INCOME LEVEL (PELL-ELIGIBLE APPLICANTS ONLY)



STUDENTS WHO STILL NEED TO FILE A FAFSA

- Individual support to student/family is most effective
- Broadband access can be an issue
- Printing signature pages can be an issue
- Various supports may be available-school counselors, access advisors, financial aid officers or other online platforms



STUDENTS WHO STILL NEED TO FILE A FAFSA

- Online resources from NCAN:
<https://www.ncan.org/news/493855/How-the-Education-Field-is-Responding-A-Roundup-of-COVID-19-Resources.htm>
- College Board's Chatbot Penny will become available in May
- Local and/or state resources may be available
- Adding colleges if altering enrollment plans



FAFSA FILER ISSUES & CHALLENGES

- Students selected for verification-submitting paperwork through various methods, IRS tax transcripts only available through online process, signatures on verification worksheets
- Asking colleges if they will accept signed tax forms and non-filer statements
- Receiving and interpreting financial aid award letters
- Understanding out-of-pocket costs versus sticker price



Verification

FAFSA FILER ISSUES & CHALLENGES

- May 1 versus later dates for commitment
- Uncertainty about what the college experience will be this fall
- Changes in family/student income may alter enrollment plans
- Filing financial aid appeals for lost wages
- Knowing if, when and how to appeal



College Transition Collaborative



Sara Woodruff
College Transition
Collaborative

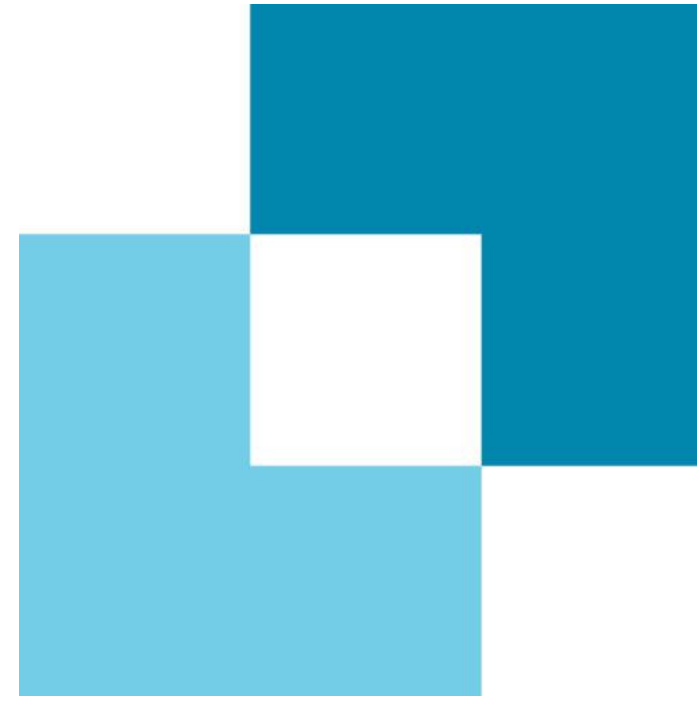


COLLEGE
TRANSITION
COLLABORATIVE



Stanford
University

<https://collegetransitioncollaborative.org/>

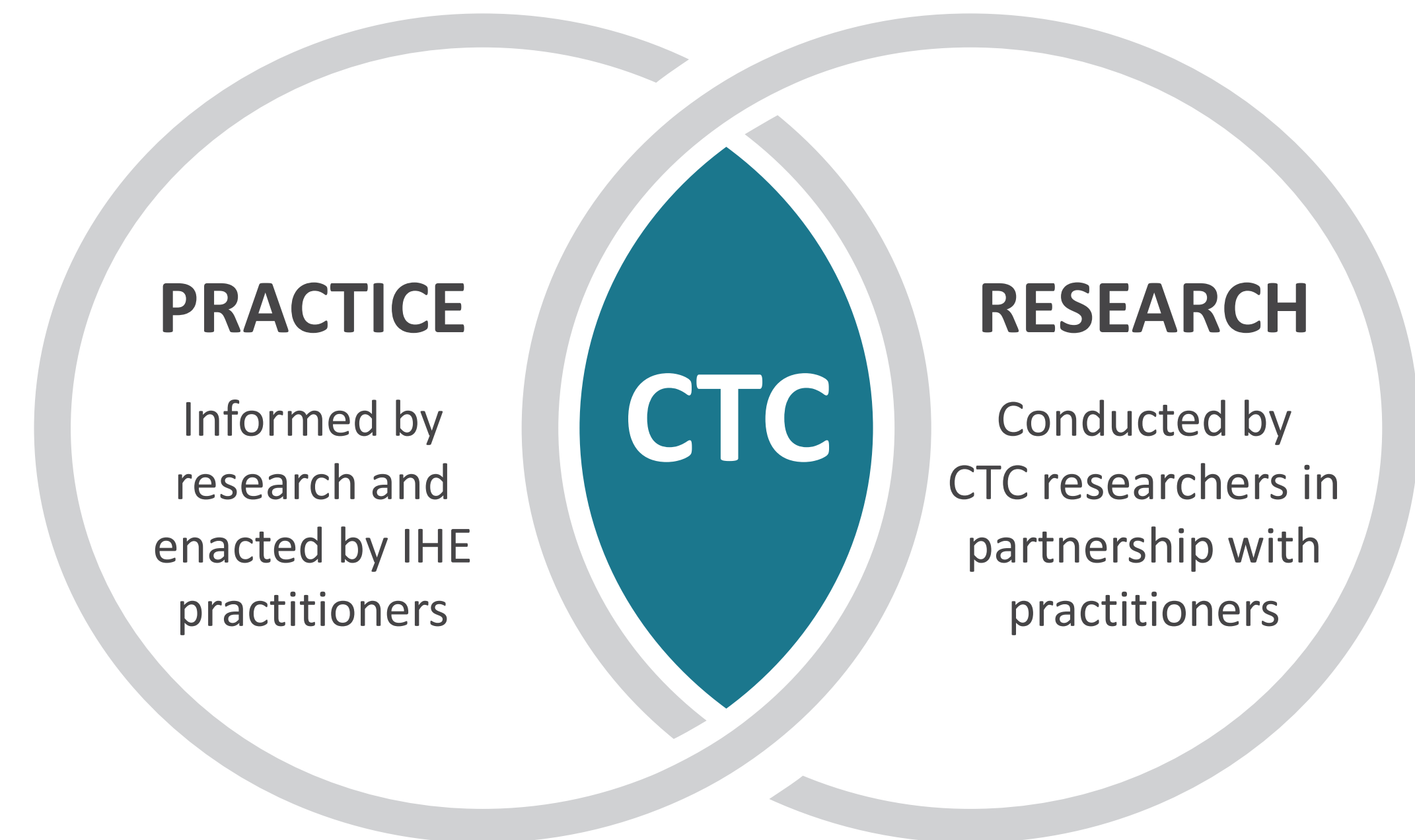


The College Transition Collaborative

Bridging Research and Practice to Improve
Higher Education Outcomes

Mission and Overview

- “North Star Goal” - CTC applies social psychology knowledge and methods to contribute to systemic equity in college completion outcomes, particularly for students of color, first-generation college students, and women in male-dominated fields in higher education across the US and Canada
- Rigorous research that is informed by practitioners
- Research designed to impact how practitioners support students
- Translation of insights and strategic dissemination are critical to scaling impact



Strategies for reducing “summer melt”

- Increase supports for navigating “bureaucratic hassles”

Ex. FAFSA paperwork, course selection, financial aid requests, enrollment paperwork, managing deadlines

- Help students feel seen

Personal contact from counselors, current university students, alumni

- Address social emotional concerns in the college transition

Normalize concerns and challenges, impress a growth mindset

Complete belonging intervention towards end of summer



Social emotional support

1. Check in
2. Show that you see them as a whole person
3. Convey that overwhelming emotions are common
4. Update them on available resources
5. Encourage social connectedness (virtually)
6. Assure them that concrete information on administrative processes is coming



COVID-19 Response: Supporting Students In Times of Crisis Guidance for Administrators

It is in times of challenge and stress that the words and actions of front-line staff -- such as academic advisers, student success practitioners, and administrators -- can have their biggest impact on students' outcomes, including on their well-being and academic success. In focus groups, student surveys, and countless conversations with staff, students, and instructors at dozens of universities, we at the College Transition Collaborative have observed that **it is when students are going through transitions and/or adversity that their interactions with the staff have the biggest impact on their well-being and academic success** - whether negative, or positive.



Social emotional support

- **Normalize** the experience of finding the current situation difficult and upsetting
- Convey **compassion and understanding** for students' concerns and challenges
- Reassure them that these are highly unusual times and college leadership, staff, instructors, and students are **learning how to handle it, together**
- **Validate and address** their concerns or questions as well as you are able given the information available to you, and your own capacity
- **Acknowledge** that the situation is changing quickly, and that solutions are changing as circumstances change
- **Connect them** to places where they can get updated information as plans continue to unfold



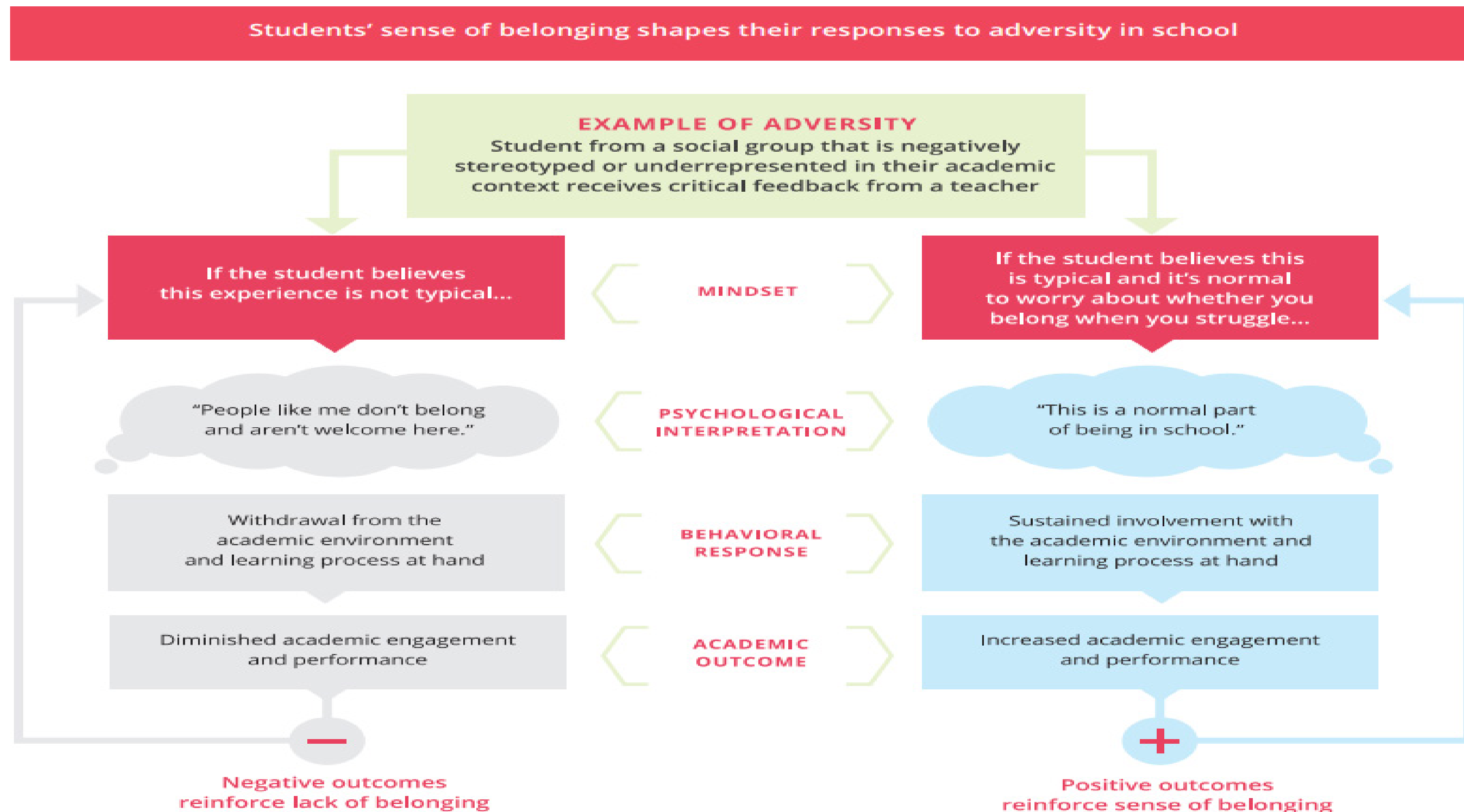
COVID-19 Response: Communicating in Times of Uncertainty

The emergence of the novel coronavirus as a world-wide pandemic and public health emergency has already impacted higher education in unprecedented ways, and will continue to alter the ways that we teach, serve, and support our students in the days, weeks, and months ahead.

At the request of several of our school partners, the College Transition Collaborative has put together some practical suggestions for how to communicate with students about the challenges they are facing related to COVID-19. Building on our experience as educators and researchers, as well as insights from our work with dozens of colleges around North America, we've developed example language and talking points for responding to concerns we know many students are currently facing -- on our own campuses and around the world.



Looking forward to fall: Social Belonging Intervention



Connect with us and access resources

collegetransitioncollaborative.org



Virginia College Advising Corps



Joy Pugh

Virginia College Advising Corps
Virginia College Access Network



Haden Parrish

Virginia College Advising Corps



Virginia College
Advising Corps

<https://vcac.virginia.edu/>

<https://www.virginiacan.org/>

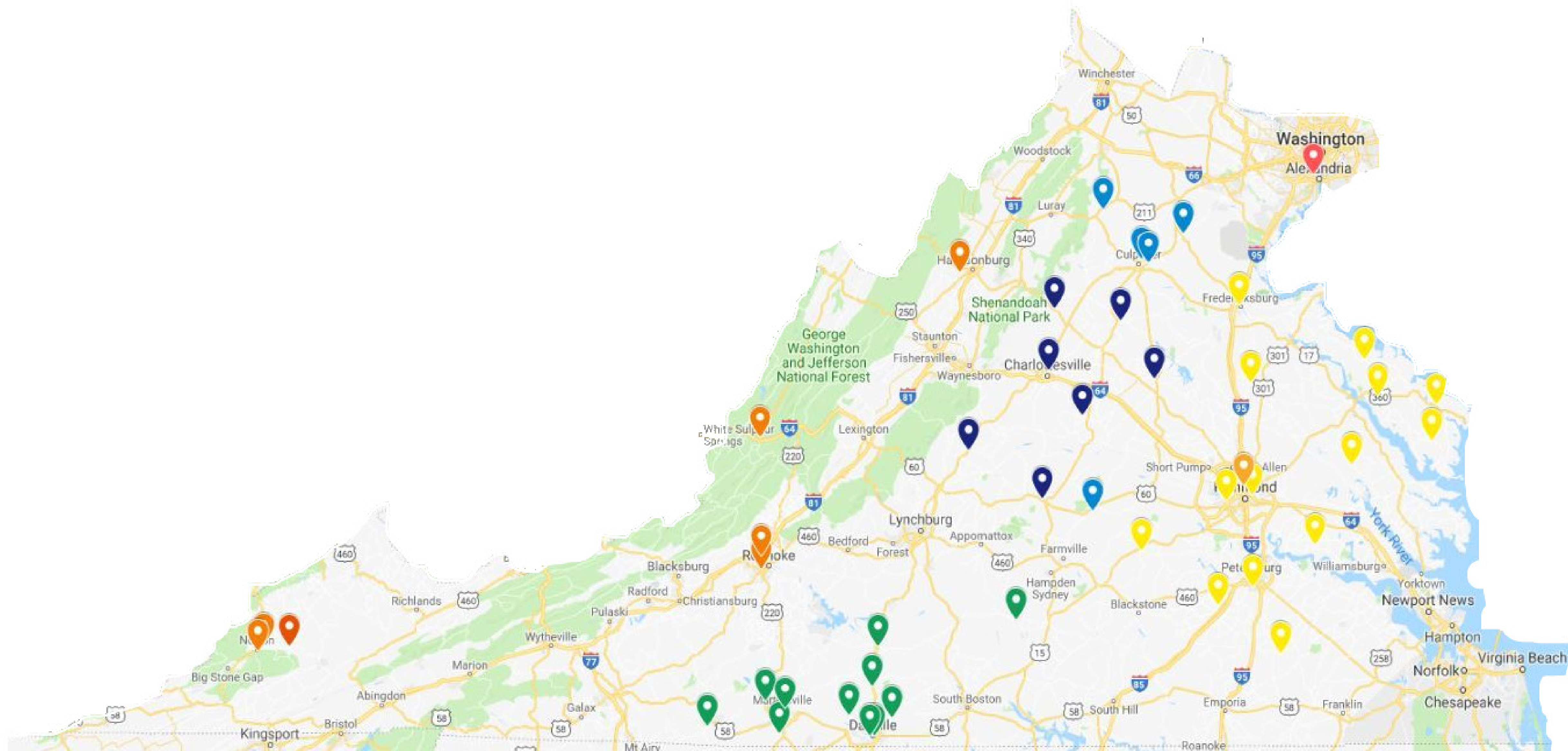


UNIVERSITY
of VIRGINIA

Virginia College
Advising Corps



- Target student demographic: low-income, underrepresented, and first-generation
- Near peer advising: recent college graduates in high school sites
- Serve full-time and serve the whole school, not a cohort
- Caseloads range from 40 – 700 seniors with an average of 230
- Serve all geographic regions of Virginia, rural and urban districts
- Advisers assist with:
 - college aspiration and searches
 - SAT and ACT prep
 - campus visits
 - parent/family engagement
 - applications and essays
 - FAFSA completion
 - scholarship searches
 - postsecondary transitions
 - summer melt



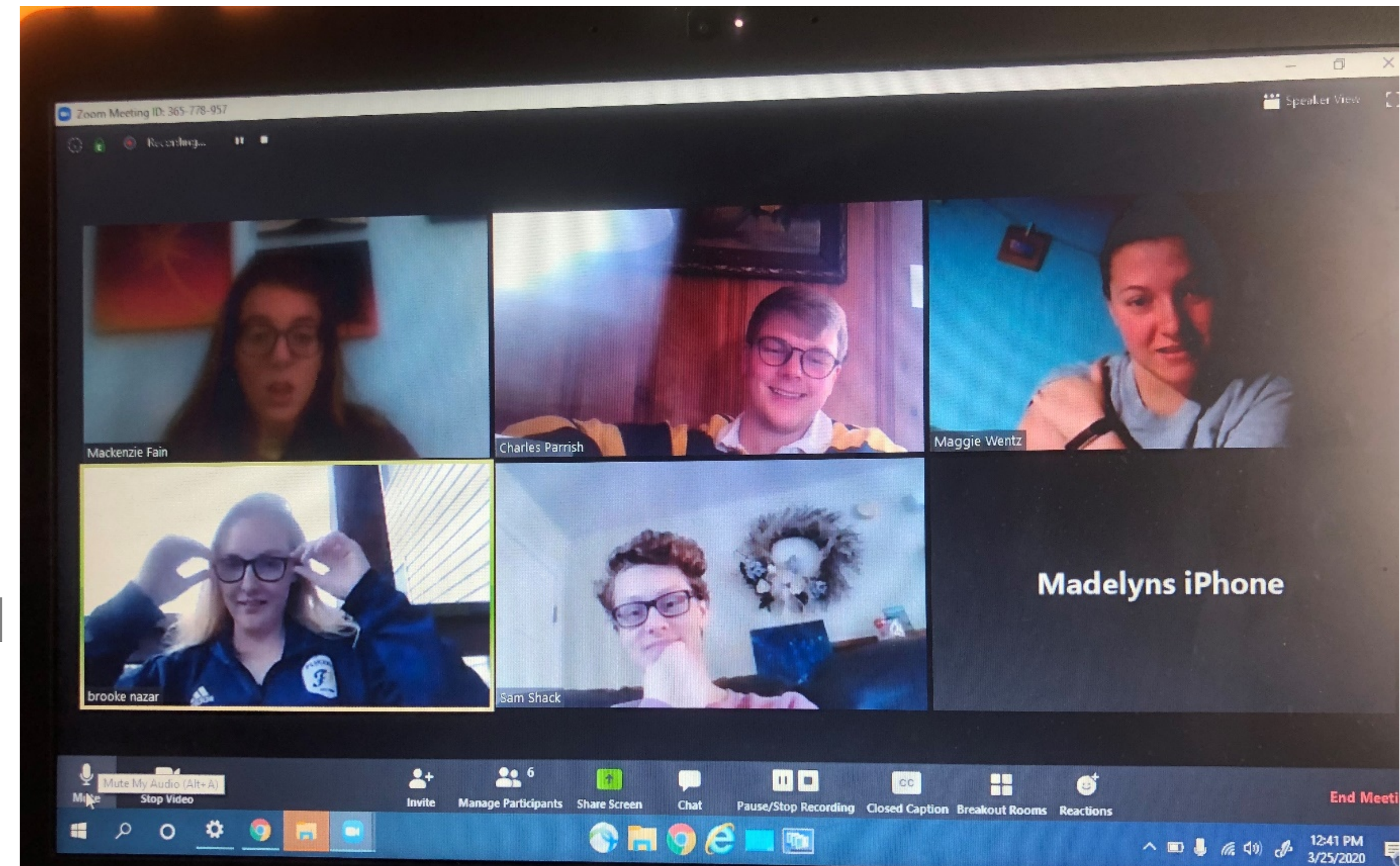
COMMUNICATING WITH STUDENTS AND FAMILIES DURING THE PANDEMIC

Text Messaging

- Texting 1:1 with students has great response rates, but all participants must be comfortable.
- Remind messages are great for announcements and maintains professional distance.

Emails / E-Newsletters

- Emailing announcements is an equitable form of communication - all students have a school email account and the communication doesn't expire if students don't immediately have internet access - no algorithm like on social media.
- Emails are easily ignored by students, so although they receive them, it's necessary to have creative alternatives that will get student's attention.



COMMUNICATING WITH STUDENTS AND FAMILIES DURING THE PANDEMIC

Social Media

- If you haven't had the time to set up a professional social media account or the time to make it effective, quarantine is the time to do it!
- Facebook is great for parents and faculty, Instagram is ideal for students and admissions reps, and TikTok will catch your student's eye.

Phone Calls

- Calling home may be more successful than ever - though keep in mind many students and families are still essential workers.
- If your district allows Robocalls, they are still just as helpful as before, if not more. Families are waiting for announcements for grades and graduation plans, so they will listen.



KEY LEARNINGS FROM VIRTUAL ADVISING

- Importance of data collection and use
- Specificity / personalization of messages
- Creativity with online outreach
 - Ex. Zoom call with recent grads who are now in nursing school and already working in the field
 - Decision Day posts/campaigns
 - YouTube channel so students can watch recorded video

sample.png

Financial Aid Offer: [REDACTED]

Estimated cost of attendance for full-time enrollment

BILLED COSTS	
Tuition	\$44,970
A Fees	\$696
Housing and meals	\$13,656
Total Billed Costs	\$59,322
NON-BILLED COSTS	
Books and Supplies	\$816
B Transportation	\$820
Other educational costs (Other education costs include estimated personal expenses and loan fees)	\$2,058
C Estimated Total Costs	\$63,016
Grant and Scholarships	
MAJOR GIFT AID	
[REDACTED] Scholarship	\$18,000 GIFT
[REDACTED] Grant	\$15,600 GIFT
D FEDERAL/STATE AID	
Federal Pell Grant	\$6,195 FELL
Federal Sup Ed Op Grant	\$500
Total Gift Aid (Gift aid is aid that does not need to be repaid.)	\$40,295
E Net Billed Cost	\$19,027
Net Cost	\$33,731

Log in [REDACTED] to accept this offer. Please refer to the Award Information Guide for more details.

Messages

****Award is tentative pending completion of federal verification.****

user
This tuition-specific grant requires full-time enrollment. The amount offered is subject to change if the [REDACTED] combination with other tuition-specific aid exceeds your total tuition cost. To renew this grant for future years, you must continue to demonstrate need, and your FAFSA must be processed and received by [REDACTED] by February 1 prior to the start of the academic year. The [REDACTED] Grant amount offered is determined upon admission, and does not increase in future years.

PELL
Your final Federal Pell Grant award will be based upon your enrollment at the close of late registration each semester.

PLUS
Optional loan amount listed is the maximum amount your parent may borrow through the Federal Parent Loan (PLUS) or you may borrow through a Private Alternative Loan (you may borrow less). To apply for a PLUS Loan, a parent must complete the Federal Direct PLUS Loan Request Form. Download this from the [REDACTED] financial aid website at [REDACTED]. For PLUS loans first disbursed between 7/1/2019 and 6/30/2020, the interest rate is fixed at 7.08 percent. A 4.236 percent

Breona Walker





Question and Answer

Questions from you

- What strategies would you recommend for . . .
- What resources are available for learning more about . . .
- Do you have an example of how to . . .

If your question is for a specific presenter, please note





Wrap-Up

We're posting a blog!

- Includes all the resources presented today.
- Additional resources to answer questions not addressed in our webinar.
- You'll receive a link when it's ready.



For our growth...

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



Thank you!



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



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