Improving Postsecondary Transitions for Rural Students

2019 Niswonger Foundation School Success Symposium June 20, 2019







Your REL Appalachia (REL AP) presenters



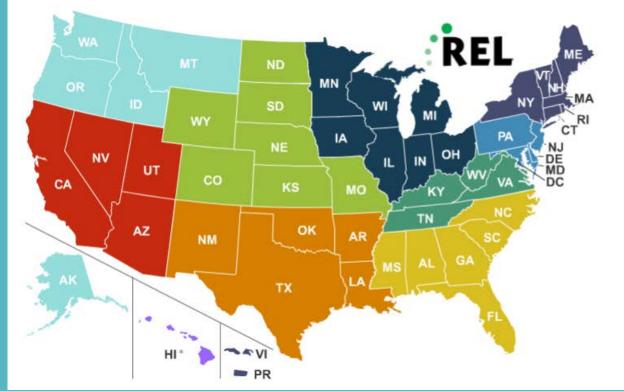
Deborah Jonas, REL AP Director



Victoria Schaefer, REL AP Lead, Training, Coaching, and Technical Support



The Regional Educational Laboratories





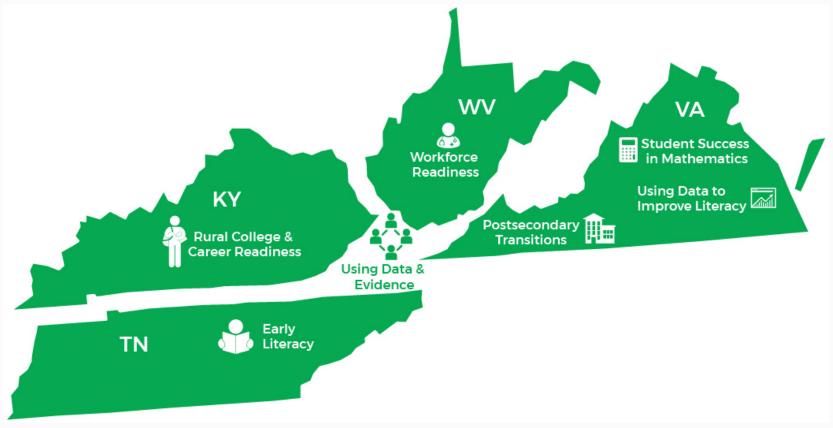
* The Pacific Region contains Hawaii pictured on the map and American Samoa, the Commonwealth of the Northern Mariana Islands, the Federated States of Micronesia (Chuuk, Kosrae, Pohnpei, & Yap), Guam, the Republic of the Marshall Islands, & the Republic of Palau not pictured on the map

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/



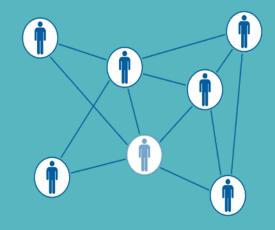
Meeting agenda

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





Let's see who is here today!



What is your role in the education system?

- 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...

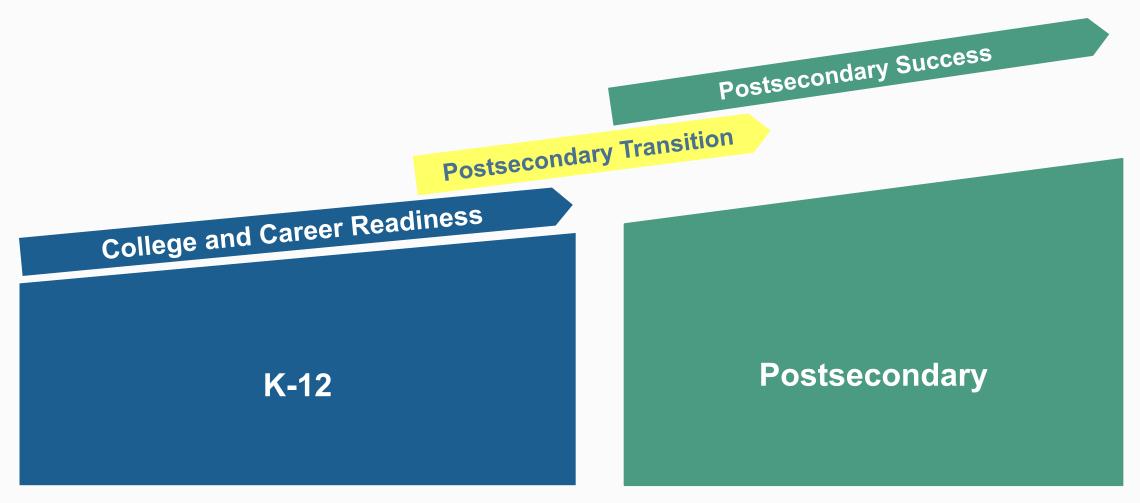




Focusing on Postsecondary Transitions



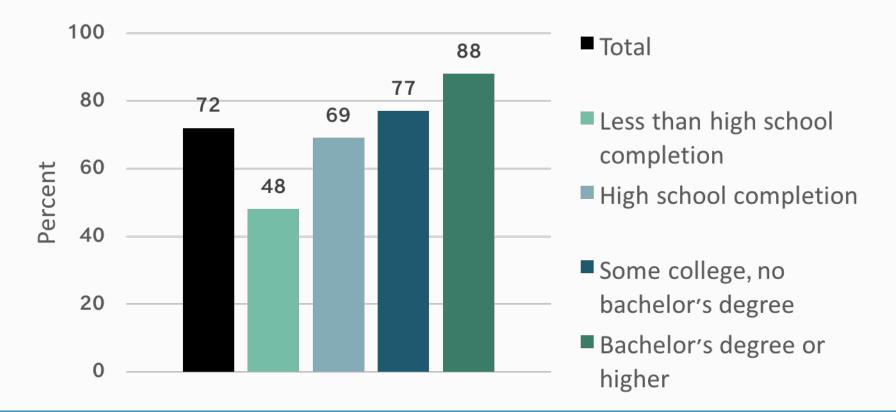
What do we mean by "postsecondary transitions"?





Education level is associated with employment rates.

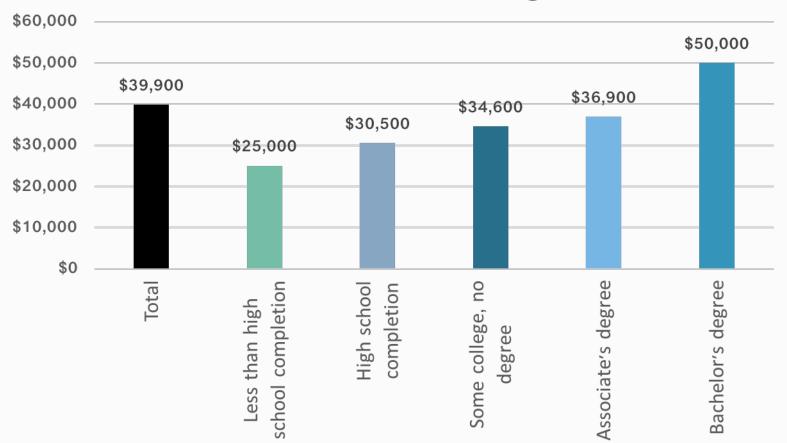
Employment rates of 20- to 24-year-olds, by educational attainment (2016)





Source: McFarland, J., Hussar, B., de Brey, C., Snyder, T., Wang, X., Wilkinson Flicker, S., . . . Hinz, S. (2017). *The condition of education 2017* (NCES 2017 144). U.S. Department of Education. Washington, DC: National Center for Education Statistics. Retrieved from https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2017144

Higher education levels are associated with higher salaries.



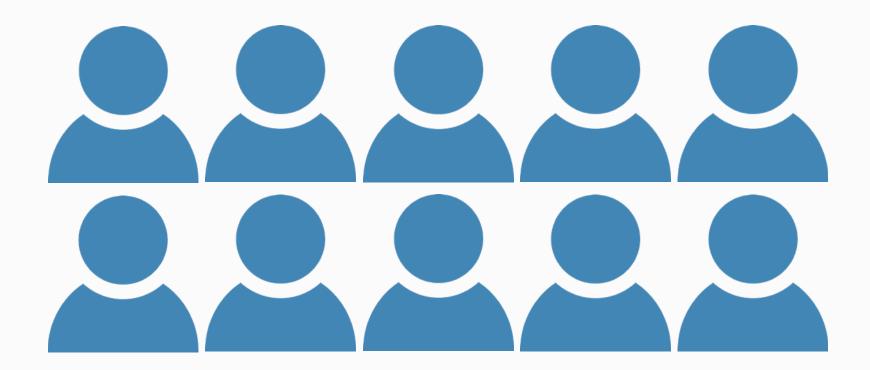
Median Annual Earnings



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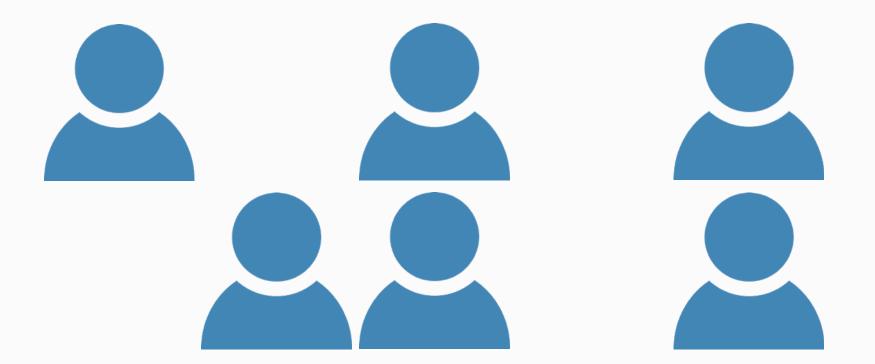
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Between 10 and 40% of accepted students <u>do not</u> show up to campus in the fall.





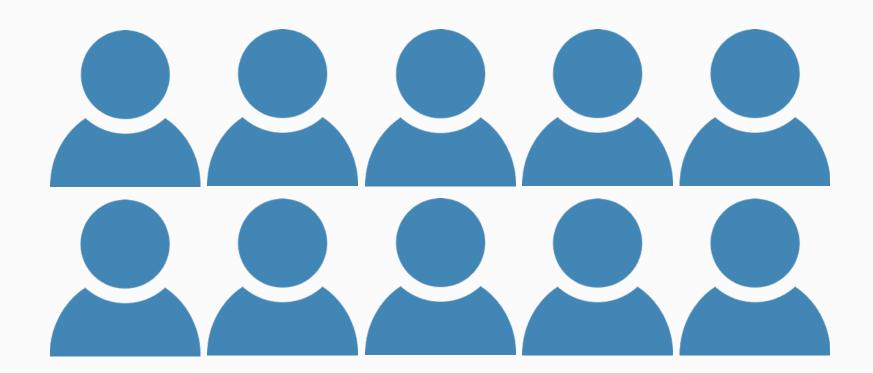
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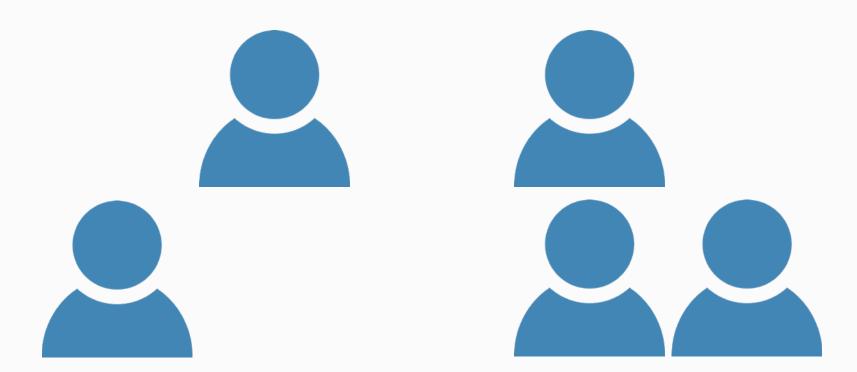
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Only about half of students <u>earn a degree within</u> <u>six years</u>.



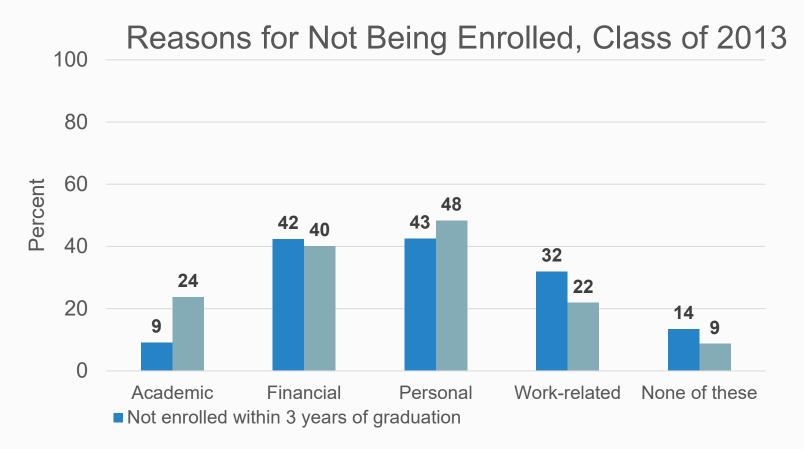


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Why do high school students not enroll in or drop out of postsecondary institutions?



Left postsecondary institution without degree or certification within 3 years of graduation



National Center for Education Statistics, Institute of Education Sciences. *High School Longitudinal Study of 2009 (HSLS:09) Second Follow Up: A first look at fall 2009 ninth graders in 2016.* Retrieved from https://nces.ed.gov/pubs2018/2018139.pdf

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	Life skills	College knowledge
Students' critical thinking, technical, and writing skills, among others	Students' communication, interpersonal, social- emotional skills, and goal setting/attainment	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.





Academic knowledge and skills

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.





Life skills

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.



Bailey, T., Bashford, J., Boatman, A., Squires, J., Weiss, M., Doyle, W., ...Young, S. H. (2016). Strategies for postsecondary students in developmental education A practice guide for college and subtrask 3.2 university administrators, advisors, and faculty. Washington, DC: Institute of Education Sciences, What Works Clearinghouse. Retrieved from https://eric.ed.gov/?id=ED570881 Page, L. C., & Scott Clayton, J. (2016). Improving college access in the United States: Barriers and policy responses. *Economics of Education Review, 51*, 4–22. Retrieved from https://doi.org/10.1016/j.econedurev.2016.02.009

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?



For our growth...

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







Thank you!

Contact REL Appalachia

General Inquiries

Host:

Niswonger Foundation

WWW.

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

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