

# Laying the Foundation for Postsecondary Success

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Paving the Pathway to College and Careers Virtual Training Series



# Your presenters



Kori Hamilton Biagas,  
**REL Appalachia**  
*SRI International*



Deborah Jonas,  
**REL Appalachia**  
*SRI International*



Joy Pugh  
**Virginia College Advising Corps**

# Your presenters



Jasmine Holliday,  
**Virginia College  
Advising Corps**



Brandon Shields,  
**Virginia College  
Advising Corps**



Lia Slaton  
**Virginia College  
Advising Corps**



Haden Parrish,  
**Virginia College  
Advising Corps**

# Behind the scenes...



Daniela Saucedo  
**REL Appalachia**  
*SRI International*



Kerry Friedman,  
**REL Appalachia**  
*SRI International*



CJ Park  
**REL Appalachia**  
*SRI International*



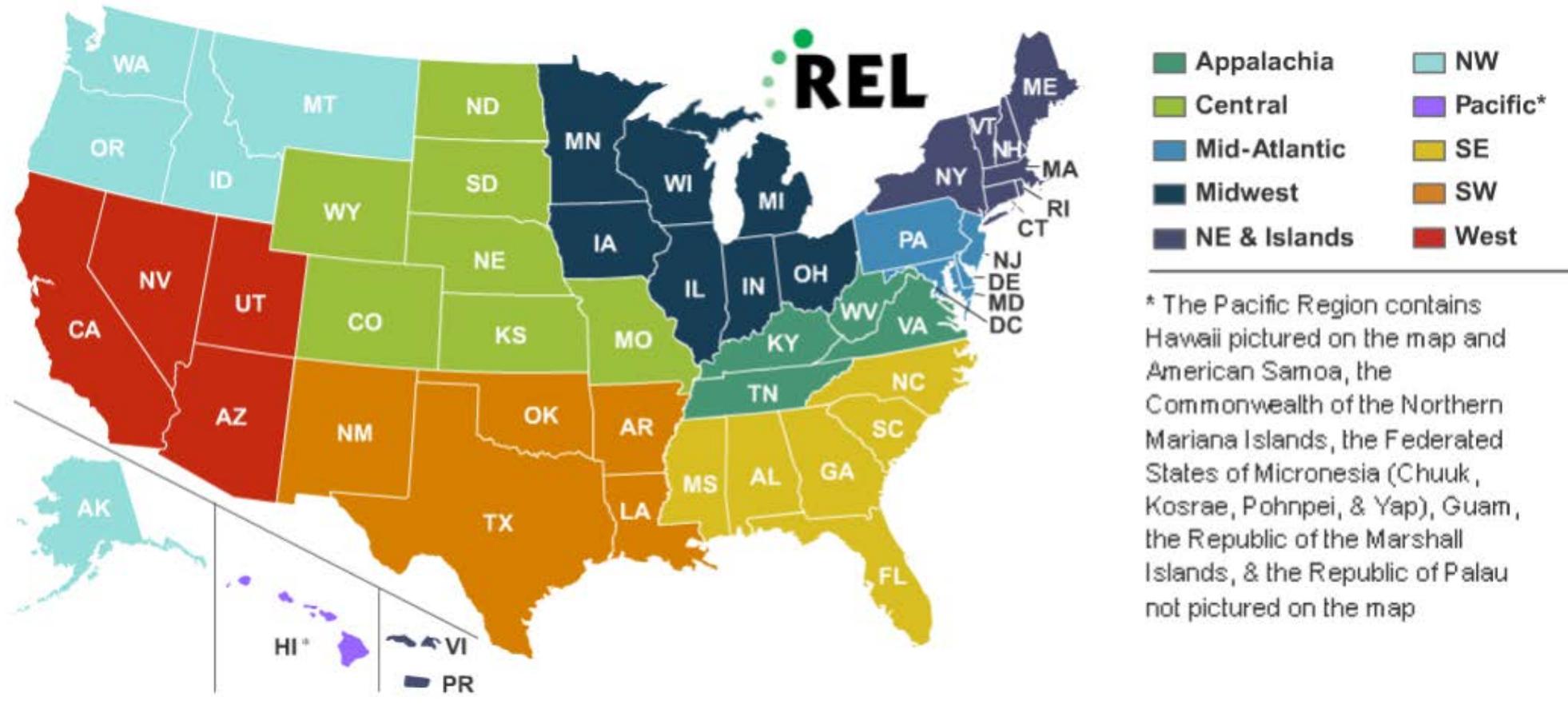
Ashley Campbell  
**REL Appalachia**  
*SRI International*

# Plan for the hour

- Welcome and overview.
- Drawing on the research: Research-based strategies to build postsecondary knowledge.
- Bringing the strategies to life: Spotlight on the Virginia College Advising Corps.
- Wrap-up and next steps.



# The Regional Educational Laboratories



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.

# Applied Research

# Training, Coaching, and Technical Support

# Dissemination

June 2016

What's Happening

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

Chad R. Lochmiller  
Thomas J. Sugimoto  
Patricia A. Muller  
Gina C. 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

**REL** APPALACHIA  
Regional Educational Laboratory



## 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.<sup>1</sup>

Success in elementary school math predicts future achievement in middle and high school math and other subjects.<sup>2,4</sup>

Students who complete higher level math in high school earn higher incomes in the future.<sup>3</sup>

The number of STEM science, technology, engineering, and mathematical 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.<sup>5</sup>

### Families can support children in developing math skills for the future by<sup>6</sup>:

Great problem solving!

Let's try a different method.

$a^2 + bc + c = 0$

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.

**REL** APPALACHIA

<sup>1</sup>Boaler, J. (2016). Mathematical mindsets: Unleashing students' potential through creative math, inspiring messages and innovative teaching. San Francisco, CA: John Wiley & Sons.

<sup>2</sup>Clayton, A., & Engel, M. (2013). How important is when you start? Early mathematical knowledge and later school success. *Teachers College Record*, 115(6), 1-29. <http://www.tcrecord.org/Default.asp?id=115177>

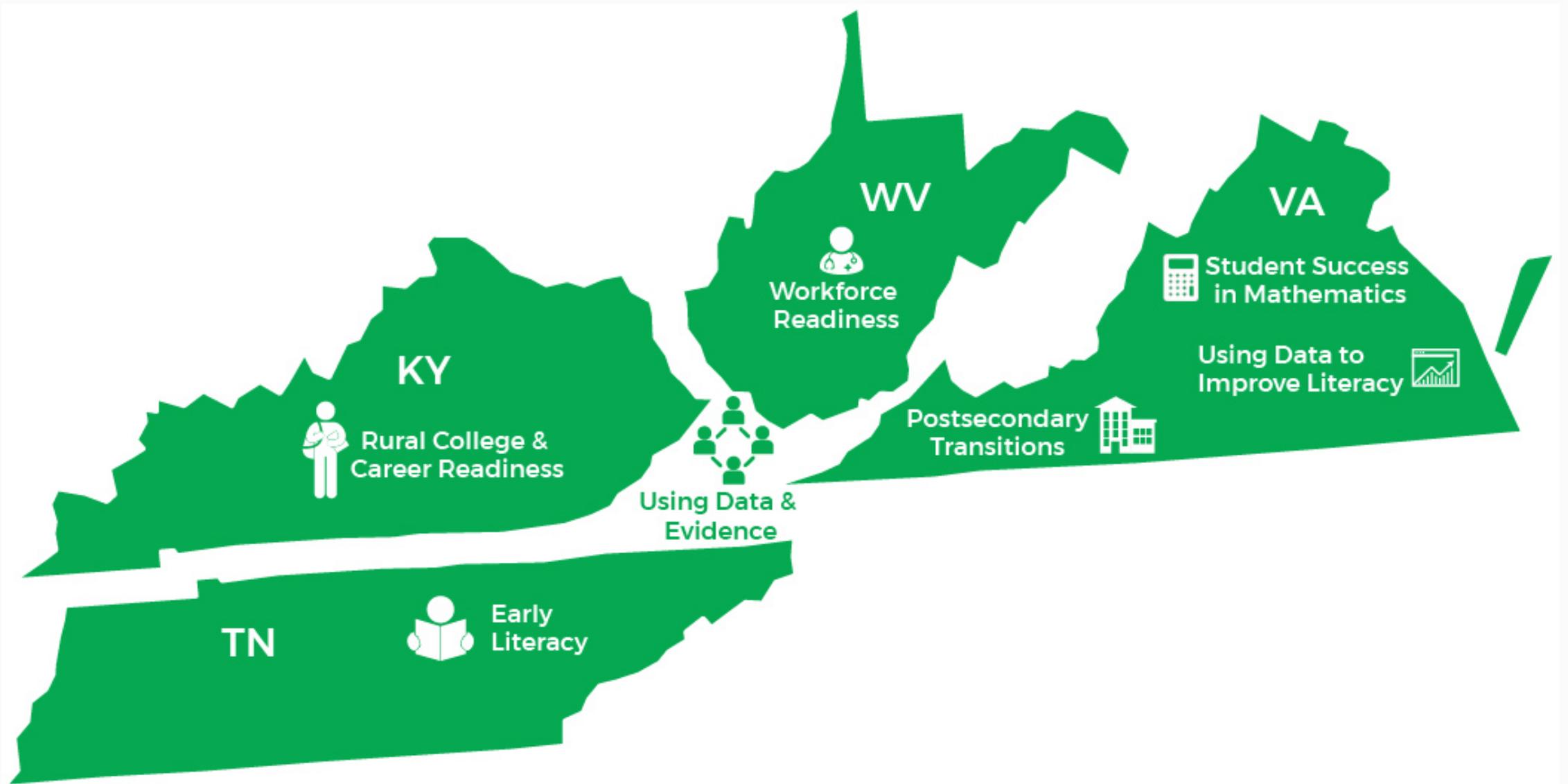
<sup>3</sup>Carper, K. S., Dunne, G. J., Davis-Kean, J. E., Duckworth, K., Claessens, A., Engel, M., ... & Chen, M. (2012). Early predictors of high school mathematics achievement. *Psychological Science*, 23(7), 691-697.

<sup>4</sup>Achieve, Inc. (2004). 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.

<sup>5</sup>Rothwell, J. (2013). The Hidden STEM Economy. Brookings Institution: Washington, DC.

<sup>6</sup>Epstein, J. L. (2003). School, family, and community partnerships that work. Boulder, CO: Westview Press.

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



**TODAY!**

Laying the Foundation for Postsecondary Success

**February 2020**

The Nuts and Bolts of Postsecondary Transition

**April 2020**

Building a Postsecondary Mindset

## Paving the Pathway to College and Careers



# Today's Goal

**Share evidence-based strategies for improving students' knowledge of the structure, expectations, and norms of postsecondary education and training.**

# Drawing on the Research: Research-based strategies to build postsecondary knowledge

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DEBORAH JONAS



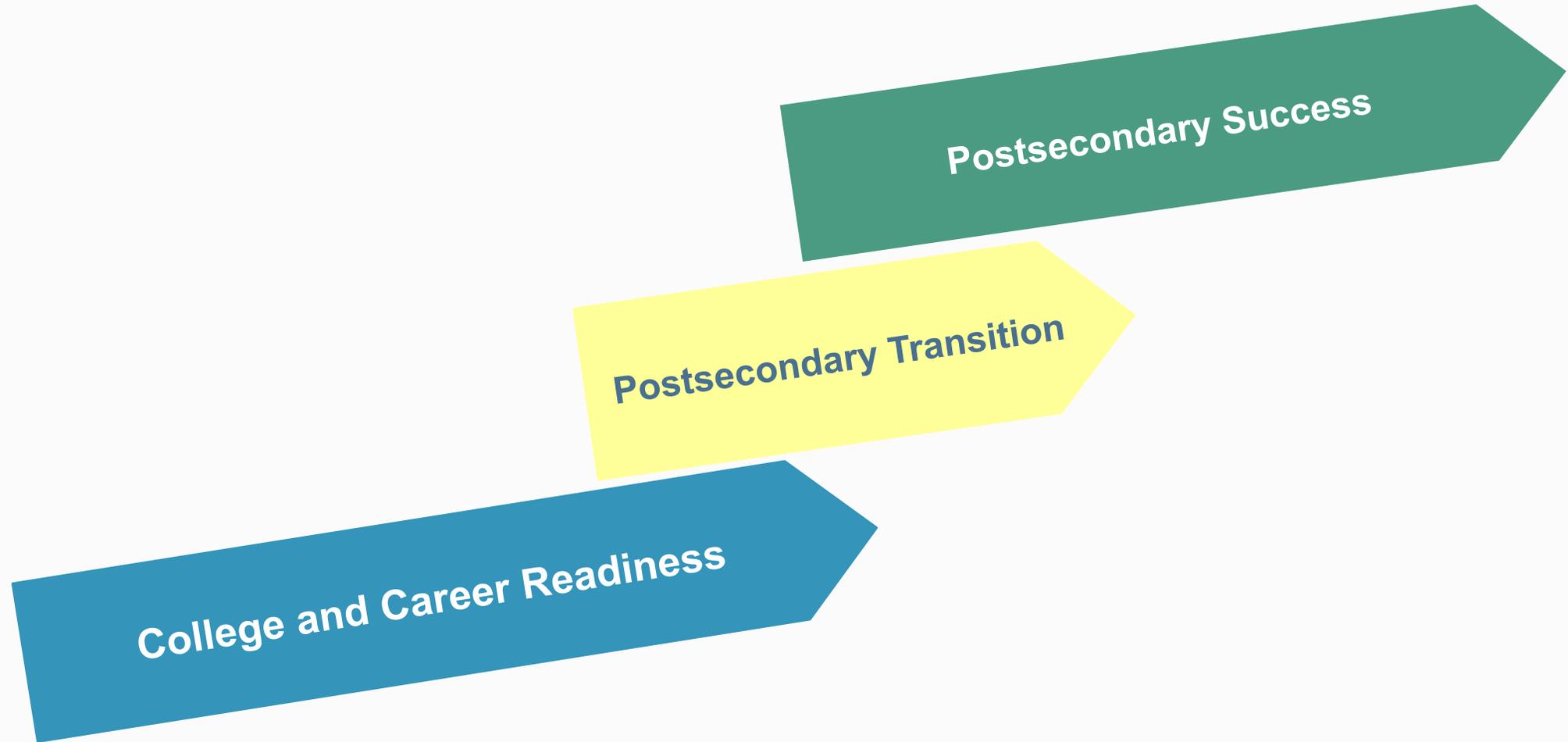
# What strategies to build postsecondary knowledge does your school or program implement?



# Research-based strategies: Activity

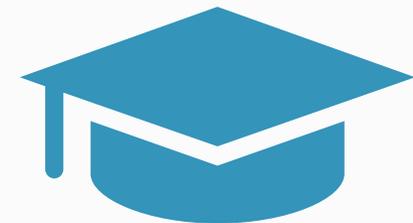
Area	Strategies	Rating (1-3)	Notes
Expose students to college norms and expectations.	Partner with local and distant institutions to provide opportunities for your students to learn about what the institutions offer.		
	Invite past students who are enrolled in postsecondary education to come back to your school.		

# Terminology



# Equip students with postsecondary knowledge

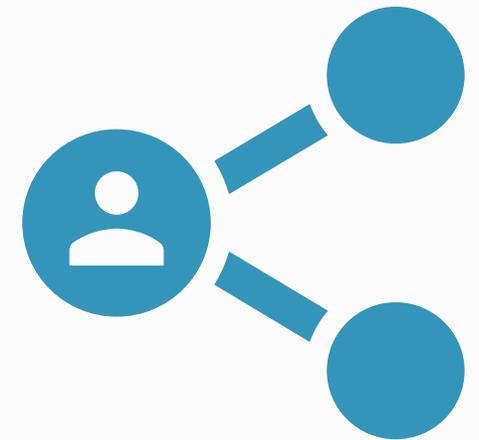
- Expose students to **college norms** and **expectations**.
- Expose students to **careers** and postsecondary **majors**.



# Expose students to college norms and expectations

Work with local and distant institutions to provide opportunities for students to learn about what they offer.

- Invite college representatives to visit your school(s).
- Organize visits to the institutions (or virtual visits!).
- Invite past students who are enrolled in postsecondary education back to your school.



# Expose students to college norms and expectations

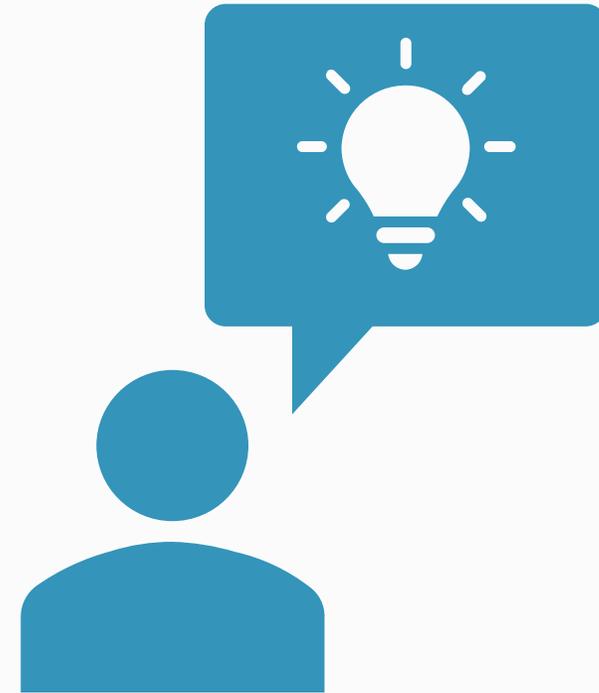
In advance of visits and speakers:

- Prepare students.
- Set learning goals.
- Give assignments.
- Share information with colleges/speakers so they can tailor their presentation.



# Expose students to career and postsecondary majors

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



# Expose students to to career and postsecondary majors: Light-touch strategies

## Career inventories

- Map personality and interests onto careers.



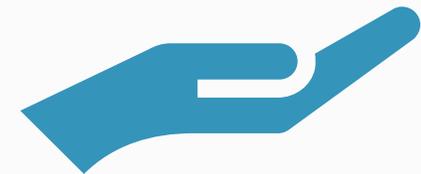
## College visits

- Department visits.
- Conversations with students or engagement with virtual resources.



## School counseling

- Developing student individualized learning plans tied to career goals.
- Guiding student course-taking.



# Expose students to career and postsecondary majors: Light-touch strategies

## Career fairs and job talks

- Aim for diversity of fields.
- Reflect students' interests.

## Integration into classwork

- Career exploration assignments in academic classes.
- Career inventory during homeroom.

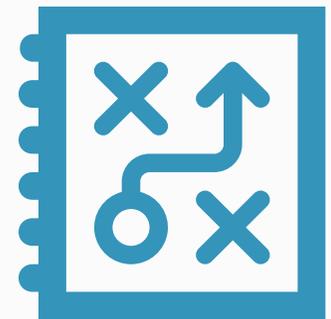
### *Example from the field: Career Café*

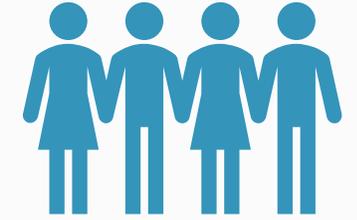
- Targeted students, small group
- Held during lunch hour



# Expose students to career and postsecondary majors: More intensive strategies

- Career pathway programs like career academies.
- Job experiences through internships, service learning, and apprenticeships.
- Career-focused dual enrollment.
- [Work-based learning resource](#).





# Growing families' expectations

- Even after controlling for student and family background, students had higher educational aspirations when they thought their parents expected them to attend college and talked about college with their parents.

*Byun, Meece, Irvin, & Hutchins 2012*

- Parental expectations that a student can reach high achievement have nearly twice the impact on student achievement than being a supportive parent has.

*See Jeynes 2007 meta analysis*

# Growing family expectations

## Invite parents to

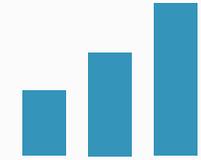
- Volunteer in the school or at events.
- Chaperone college visits.
- Parent-teacher conferences.

## Create parent-friendly spaces and events

- College application kickoff, not just for seniors.
- Create a family space in your school.



# Monitoring and evaluation



## Implementation

- Are you implementing the strategies and activities as you intended?
- Are all the pieces in place and going as planned?

## Outcomes

- What are your goals or desired outcomes?
- How will you know if you are achieving them?  
What data are you collecting so you can answer these questions?

# Bringing the strategies to life Spotlight on the Virginia College Advising Corps

JOY PUGH, LIA SLATON, HADEN PARRISH, BRANDON SHIELDS,  
AND JASMINE HOLLIDAY





# Virginia College Advising Corps



# In the 2018-19 year, UVA CAC advisers:

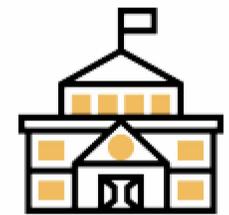
advised **6,615** seniors



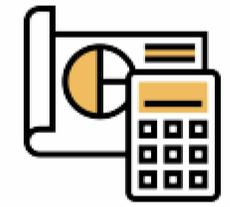
led  
**23,026**  
one-on-one  
advising sessions



supported  
**3,499**  
senior ACT/SAT  
registrations



assisted with  
**14,177**  
college application  
submissions

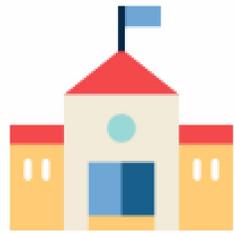


ensured  
**4,571**  
FAFSA  
submissions



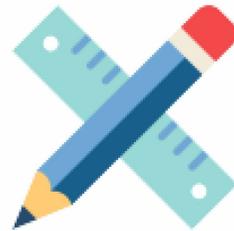
secured access to  
**\$105M+**  
financial aid  
dollars

# Seniors who meet with a UVA CAC adviser are:



14%

more likely to  
have at least one  
college acceptance



20%

more likely to  
take the SAT



22%

more likely to  
submit at least one  
college application



26%

more likely to  
submit the FAFSA



32%

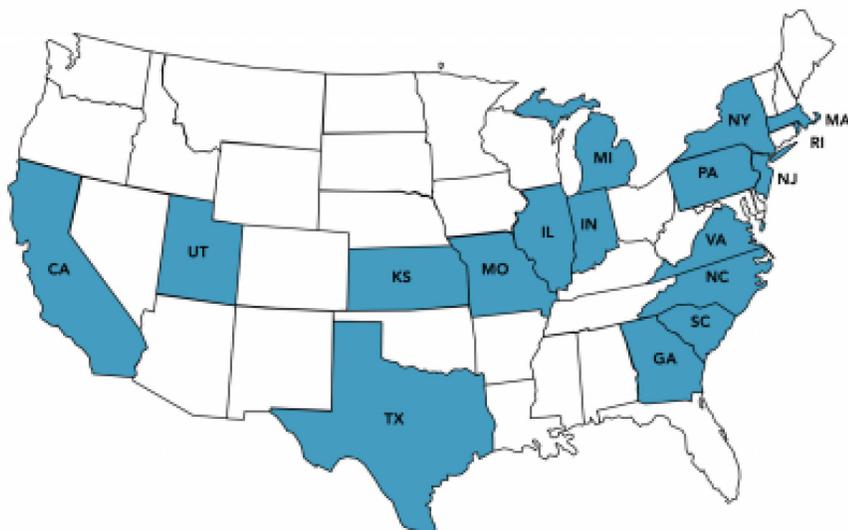
more likely to  
apply for a  
scholarship

# 2019-20 College Advising Corps

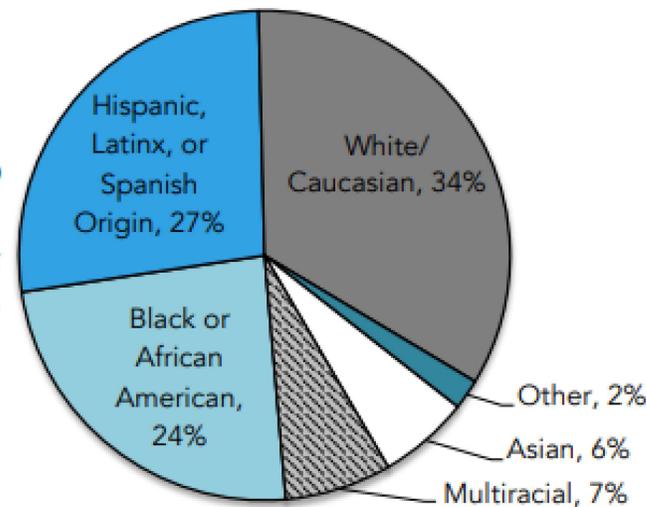
College Advising Corps works to increase the number of low-income, first-generation college and underrepresented high school students who enter and complete higher education. We do this through two innovative models, both connecting near-peer advisers with underrepresented students. Through our in-school model we partner with 31 higher education institutions to place advisers in underserved schools, and through our virtual model we leverage technology to connect advisers with students across the nation.

In 2019-20, **829** near-peer advisers are serving **240,000** students in **782** schools.

Our in-school advisers are serving in **17** states:



**66%**  
of advisers are  
people of  
color



Number of advisers who were former advisees:

**109**

Advisers who were Pell-eligible in college:

**63%**

Advisers who were first-generation college graduates:

**55%**



**8 in 10 advisers** are people of color, were first-generation college graduates or were Pell-eligible in college.



# MINI COLLEGE FAIR AND HBCU FESTIVAL

## Mini-College Fair

- Held in cafeteria
- Tables for admissions representatives to set up
- Went around to students to encourage talking to the representatives

## HBCU Festival

- Held in Washington, DC
- Coordinated group visit with conference around November/December
- Provided packets to guide students
- Available to juniors and seniors
- On-site admissions opportunities for seniors to apply





## COLLEGE REP VISITS AND CAMPUS VISITS

- Ideal times for Rep Visits
- How to promote questions from students & ideal questions for you to ask
- Onsite Admissions
- How to determine which campuses to visit
- How to maximize the campus visit experience





## COLLEGE MAJOR EXPLORATION AND CAREER INVENTORIES

- College Board  
[www.collegeboard.org](http://www.collegeboard.org)  
BigFuture Major/School Searches  
RoadTrip Nation (career inventory)
- Major searches through individual college/university websites





## ENGAGING PARENTS AND FAMILIES

- Large events
  - Examples: College Awareness Nights, FAFSA completion events, Decision Day/Signing Day events
- Event tips:
  - Postcards: Allows families to have non-electronic information about the event.
  - Social Media Flyers: Provides avenues for students and families to be periodically updated through platforms that they usually use. This also allows for them to repost and share the event.
  - Classroom Visits: Telling students face to face will lend credibility to the importance of the event, and gives them a chance to ask questions.
  - Weekly Announcements and Blast Emails: Beneficial ways to spread the word about large events.
  - At events: Have free food and free childcare whenever possible



# Wrap-up and next steps

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KORI HAMILTON BIAGAS



# Continuing this journey

How can you use what we discussed today?

## Action plan

- In which area do you want to improve?
- What specific strategies or considerations from today's webinar do you want to employ?
- What's your plan?

Give us feedback!

For our  
growth...



# Resources:

- Youvisit: <https://www.youvisit.com/collegesearch/>
- Work-based learning resource:  
[http://www.cteresource.org/attachments/wbl/WBL-Comparison-Chart\\_2019.pdf](http://www.cteresource.org/attachments/wbl/WBL-Comparison-Chart_2019.pdf)
- CTE student profiles:  
[http://www.doe.virginia.gov/instruction/career\\_technical/career\\_clusters/profiles/index.shtml](http://www.doe.virginia.gov/instruction/career_technical/career_clusters/profiles/index.shtml)



# Thank You!

## REL Appalachia



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