

Nonacademic Supports for Rural Students' Successful Transitions

Rural College and Career Readiness Partnership:
Building Bridges to College and Career
Professional Learning Series





Your REL Appalachia (REL AP) presenters



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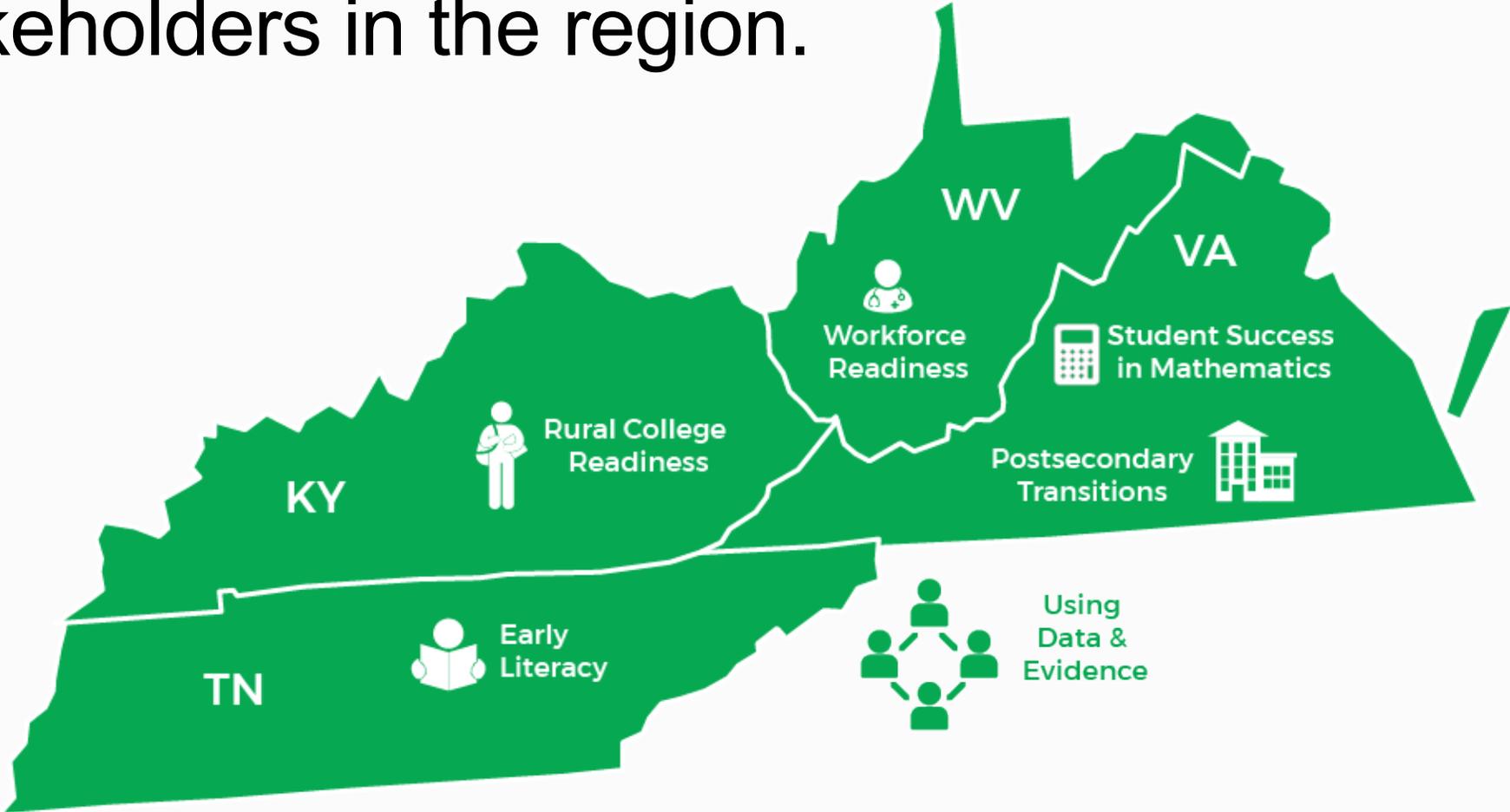


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Partnership liaison



Anne Fikes, REL AP
Partnership liaison

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
- Questions and answers (Q&A) panel and networking
- Break
- Student scenarios: Collaborate with colleagues
- Wrap-up and next steps



Poll Everywhere instructions

If you are connecting via computer, tablet, or smartphone,

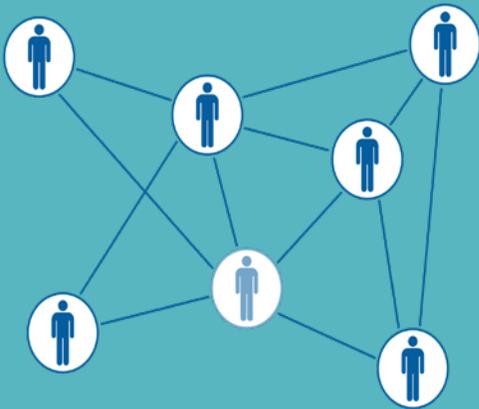
- Go to **PollEv.com/relap416**.
- Respond to the poll question presented there.

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.



Let's see who is here today!



Connect at:
Pollev.com/relap416 or
by texting your
response to 22333.

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 (e.g., TRIO, GEAR UP, Upward Bound)
- h. High school career coach
- i. Other



What is your role in the education system?



When poll is active, respond at **PollEv.com/relap416**  Text **RELAP416** to **22333** once to join

School or district administrator

CTE leader or teacher

Secondary educator (non-CTE)

Secondary school counselor

Career coach

Transition support provider
(e.g., TRIO, GEAR UP, Upward
Bound)

High school career coach

Other

Meet someone
new!



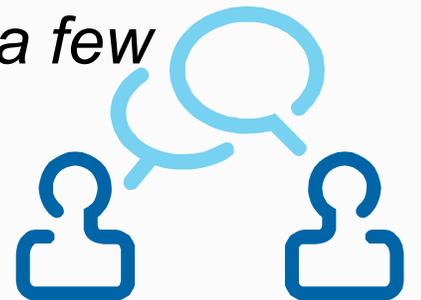
Connect at:
[PollEv.com/relap416](https://pollev.com/relap416) or
by texting your
response to 22333.

**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...**

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



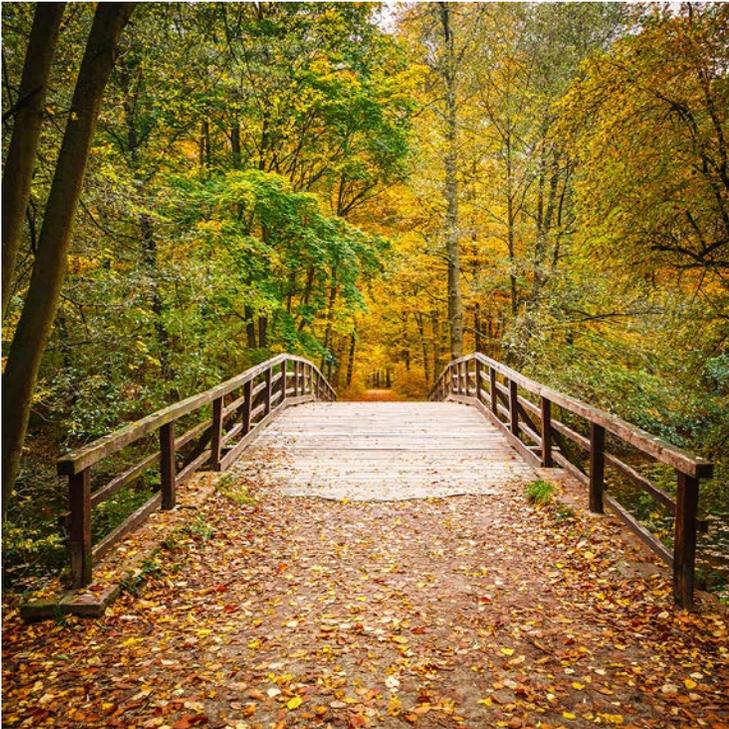
The most common question or need that I hear about students' access and success in postsecondary education is...

 Respond at **PollEv.com/relap416**  Text **RELAP416** to **22333** once to join, then text your message

 No responses received yet. They will appear here...

Focusing on Postsecondary Transitions

Rural College and Career Readiness partnership



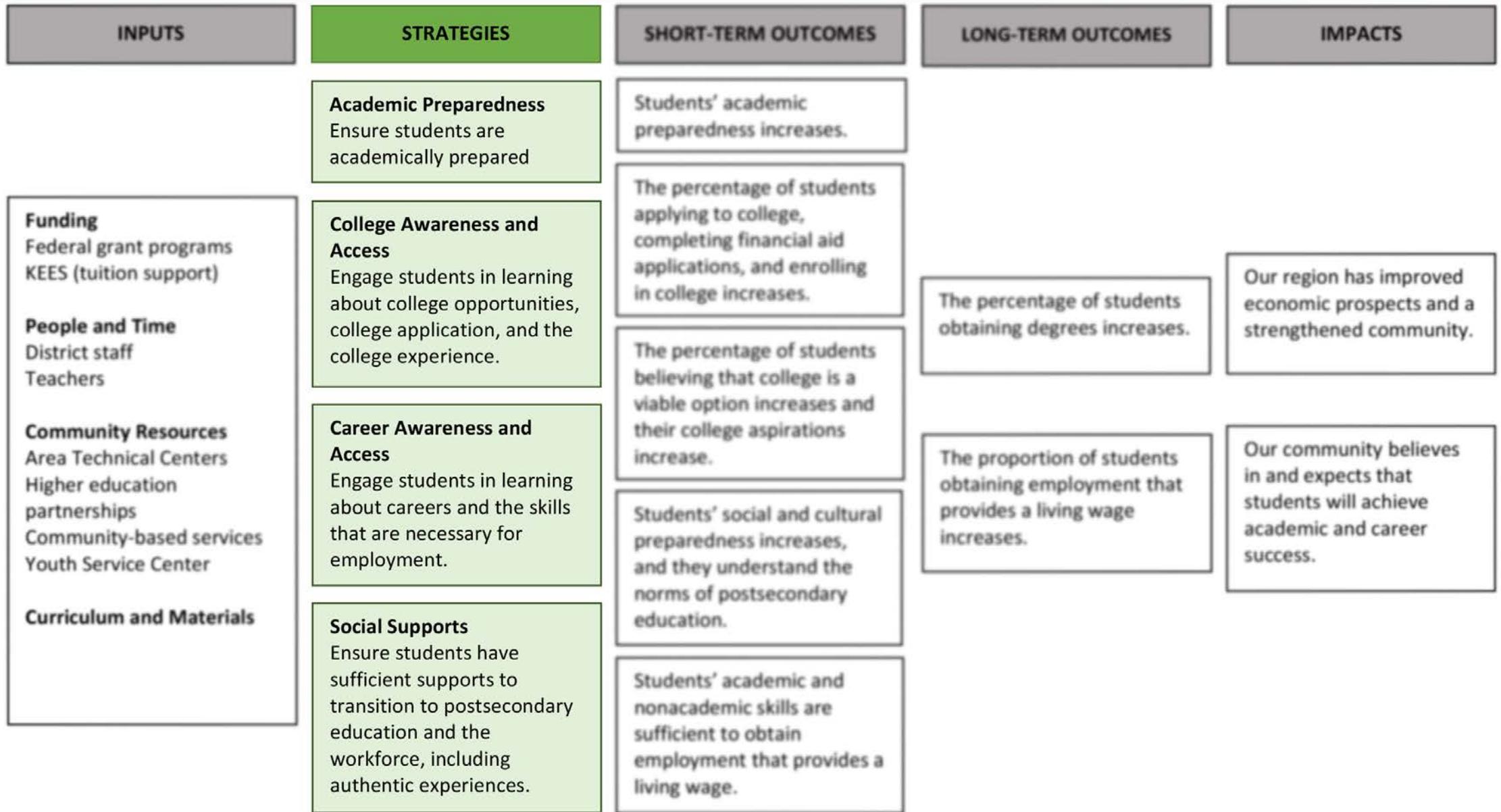
- Partners
 - Clay, Jackson, and Owsley Counties
 - Jackson Independent School District
- Ongoing meetings (2017–present)
- Collaboration
 - Common agenda for rural college and career readiness work in the region
 - Logic model

Problem Statement

Many students in rural eastern Kentucky lack exposure to models of college and career success, lack confidence to pursue opportunities for college and career success, and have low college graduation rates and problems obtaining gainful employment.

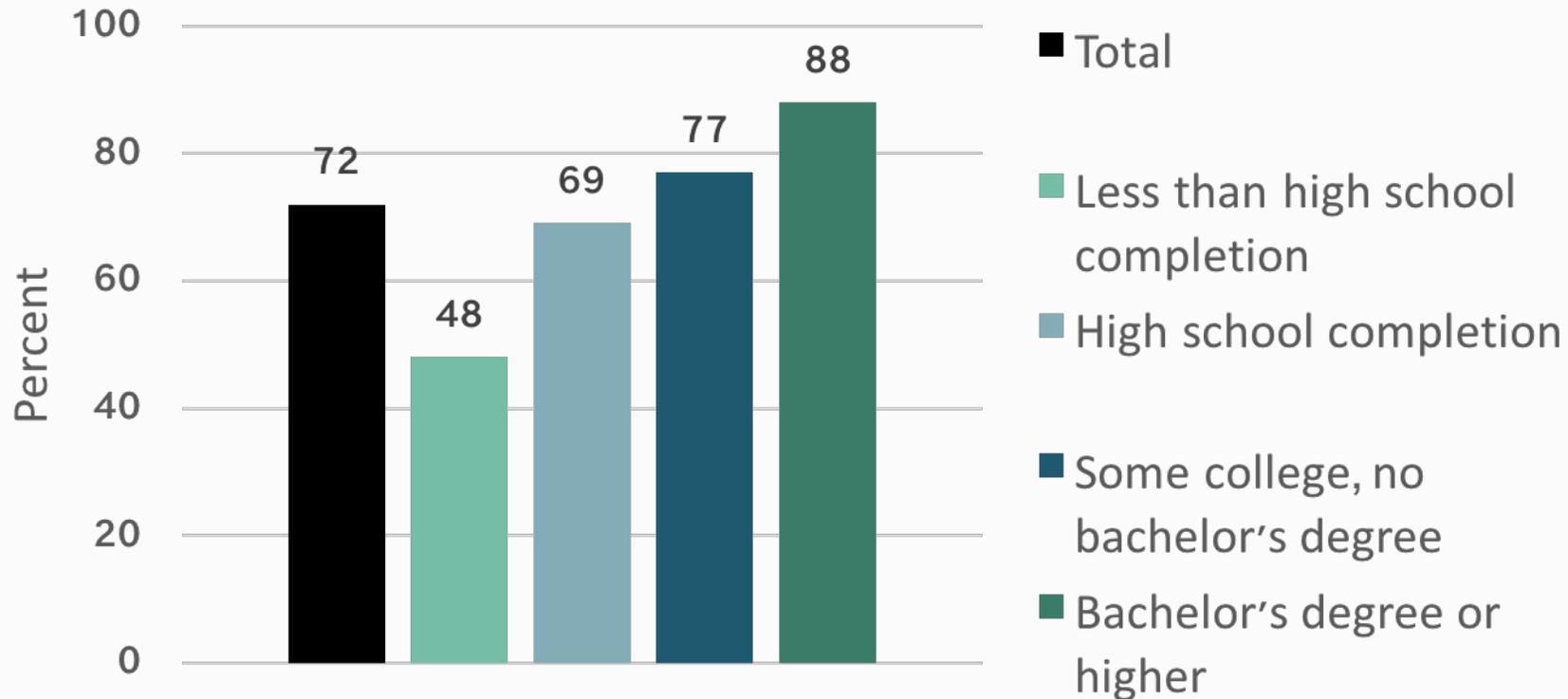
Theory of Action

If students have exposure and access to college and career opportunities and increase their academic and life preparedness, then their confidence and pursuit of college and career will increase, and this will lead to better life outcomes.



Education level is associated with employment rates.

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

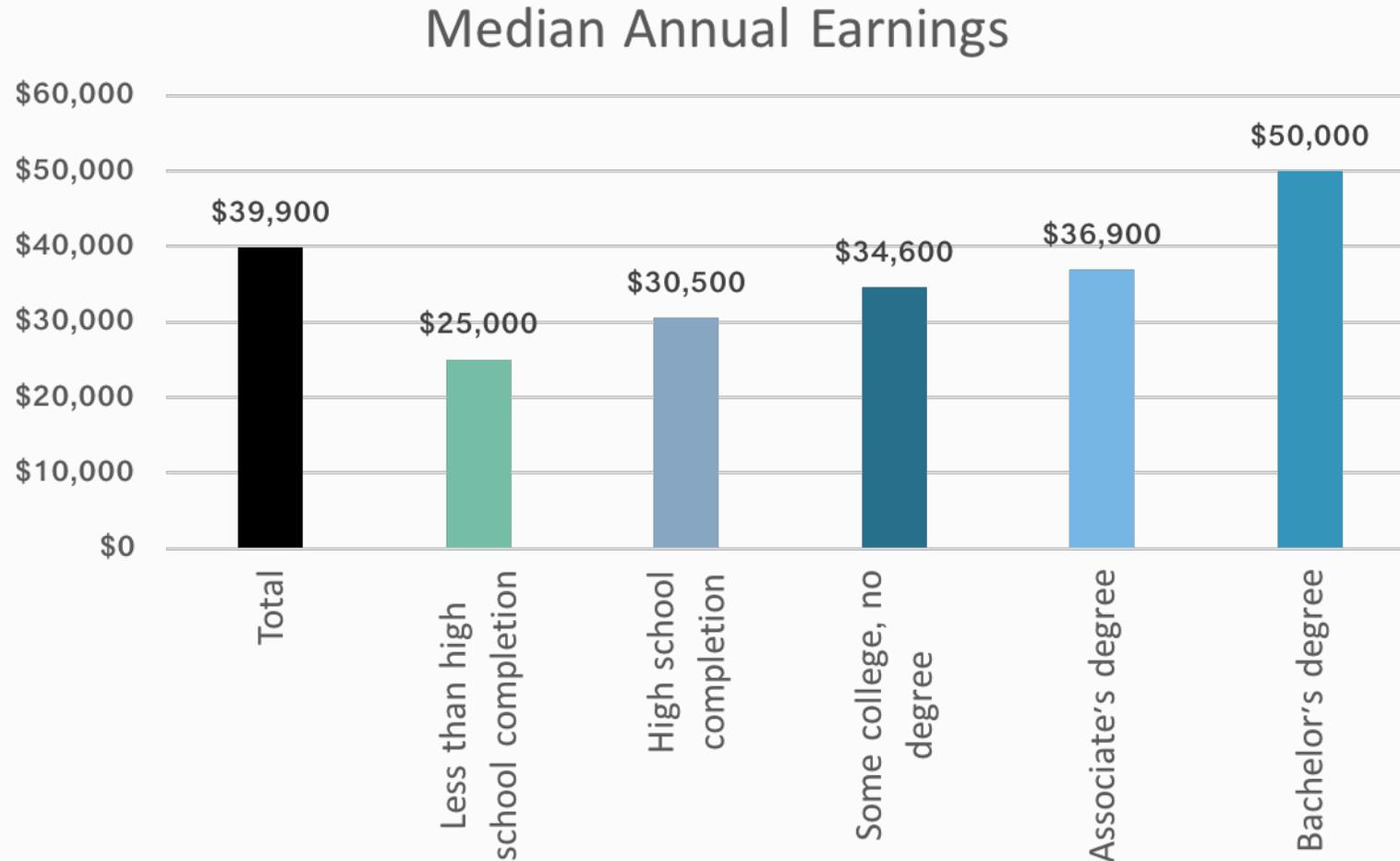


Your turn to consider the data.

- Review the graph.
- Discuss: What is the story of this graph?
- Come up with a “header” or title for the graph based on what the big takeaway or finding is.
- Write it at the top of your page.

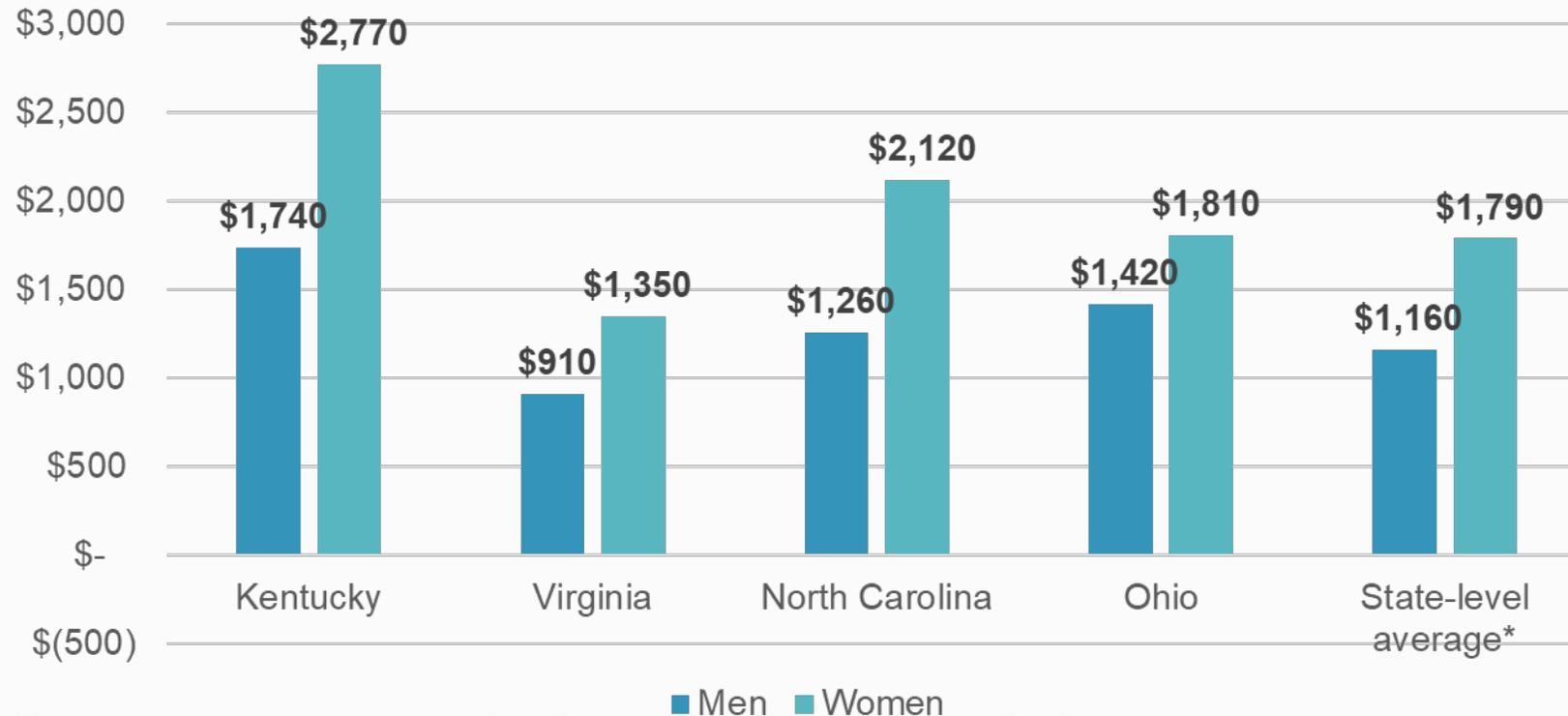


Higher education levels are associated with higher salaries.



Earning an associate degree is associated with higher earnings.

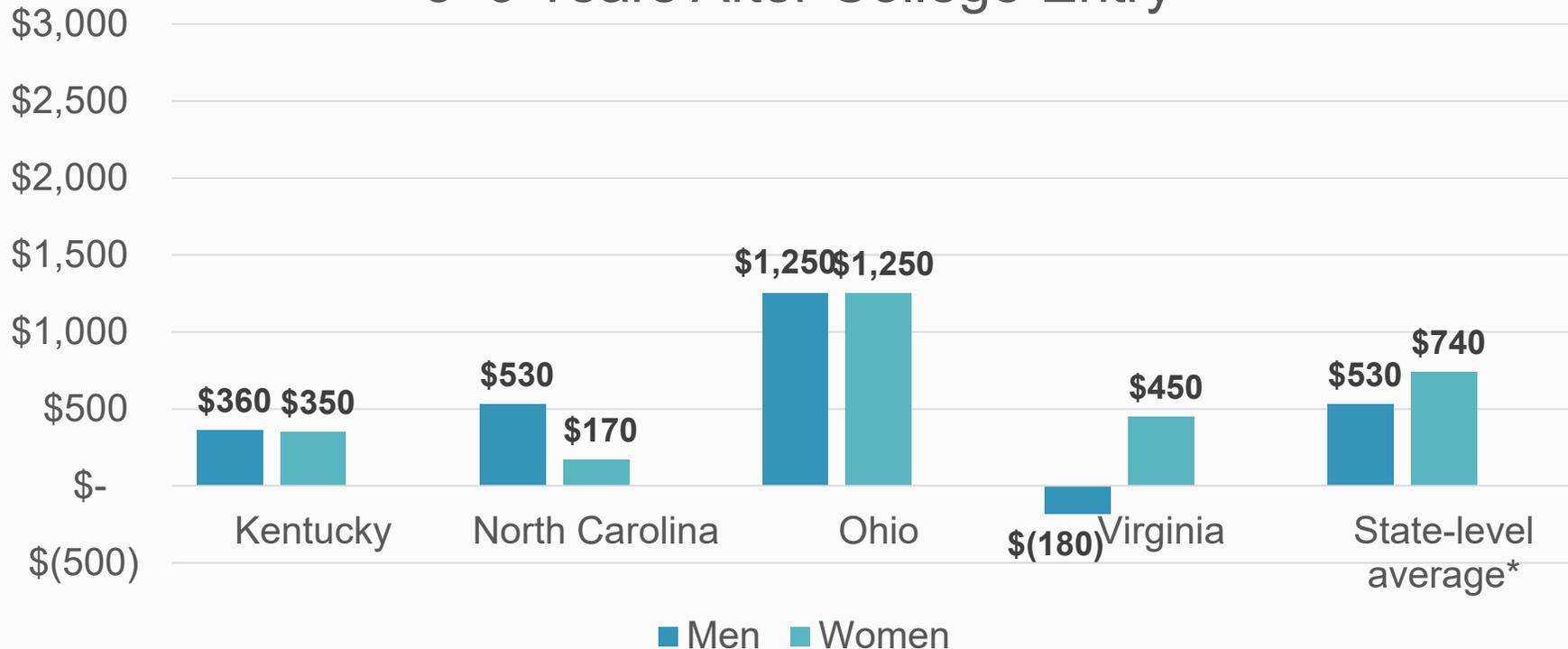
Quarterly Earnings Gain for Associate Degree Earners Over No College Award 5–9 Years After College Entry



*State-level average includes data from four additional states: Arkansas, California, Michigan, and Washington.

Earnings of certificate earners in Kentucky and nearby states vary.

Quarterly Earnings Gain for Community College Certificate Earners Over No College Award 5–9 Years After College Entry



*State-level average includes data from four additional states: Arkansas, California, Michigan, and Washington.

Rural Kentucky students can apply their postsecondary education and training to...

Take advantage of local opportunities

Top 5 projected openings for middle and high skill sets, 2017–2021

1. Registered nurses (\$60,518; associate or bachelor's degree)
2. Nursing assistants (\$25,492; postsecondary certificate)
3. General and operations managers (\$94,159; bachelor's degree)
4. Heavy and tractor-trailer truck drivers (\$41,770; postsecondary certificate)
5. First-line supervisors of office and administrative support workers (\$49,049; associate or bachelor's degree)



Quick poll!

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.

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

Less than
10%

10%

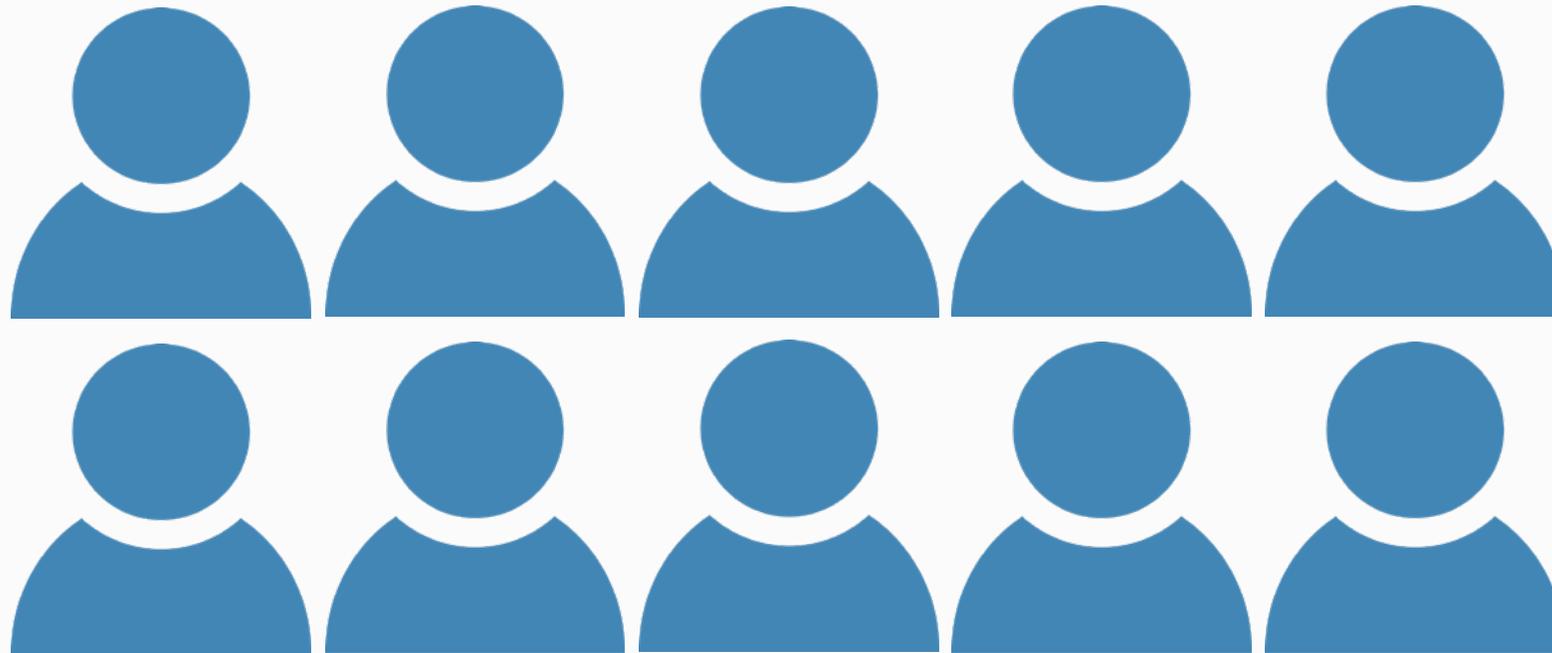
20%

40%

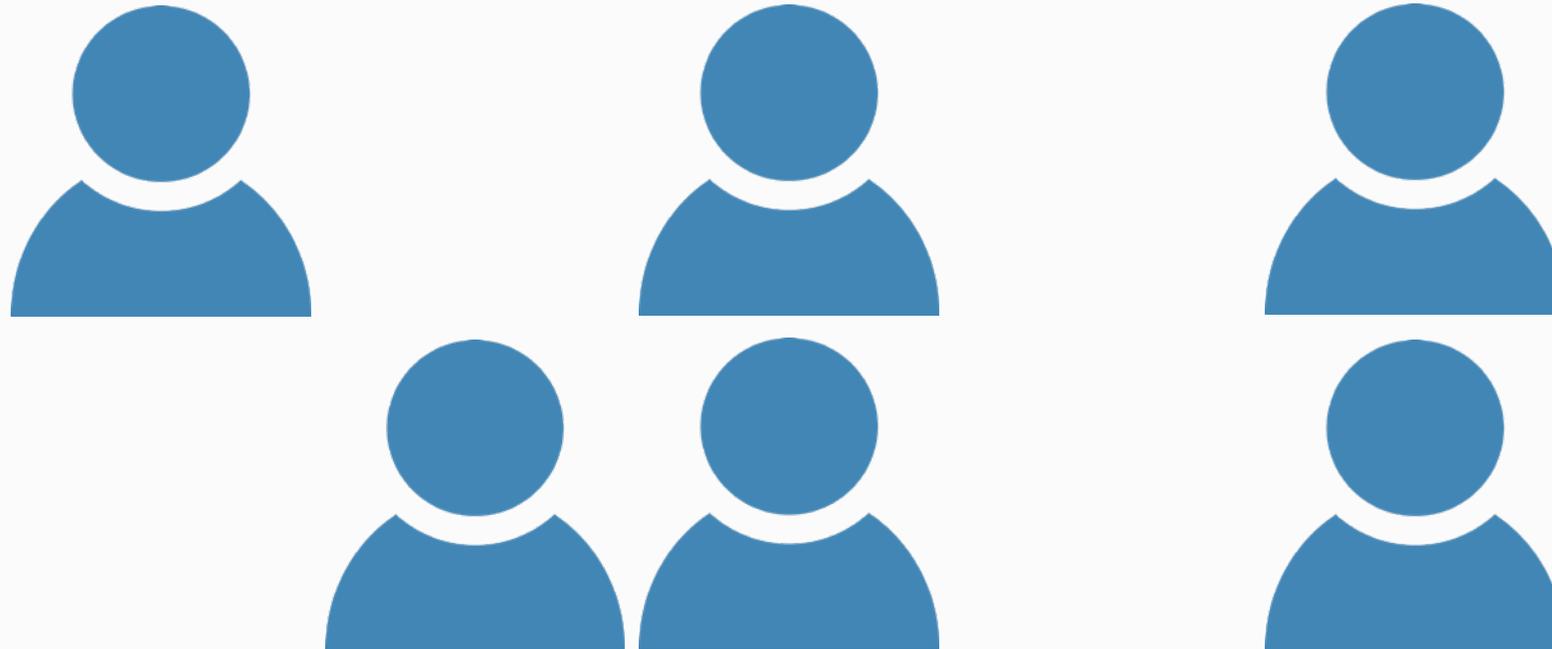
60%



Between 10 and 40% 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.





Quick poll!

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.**

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

Less than
10%

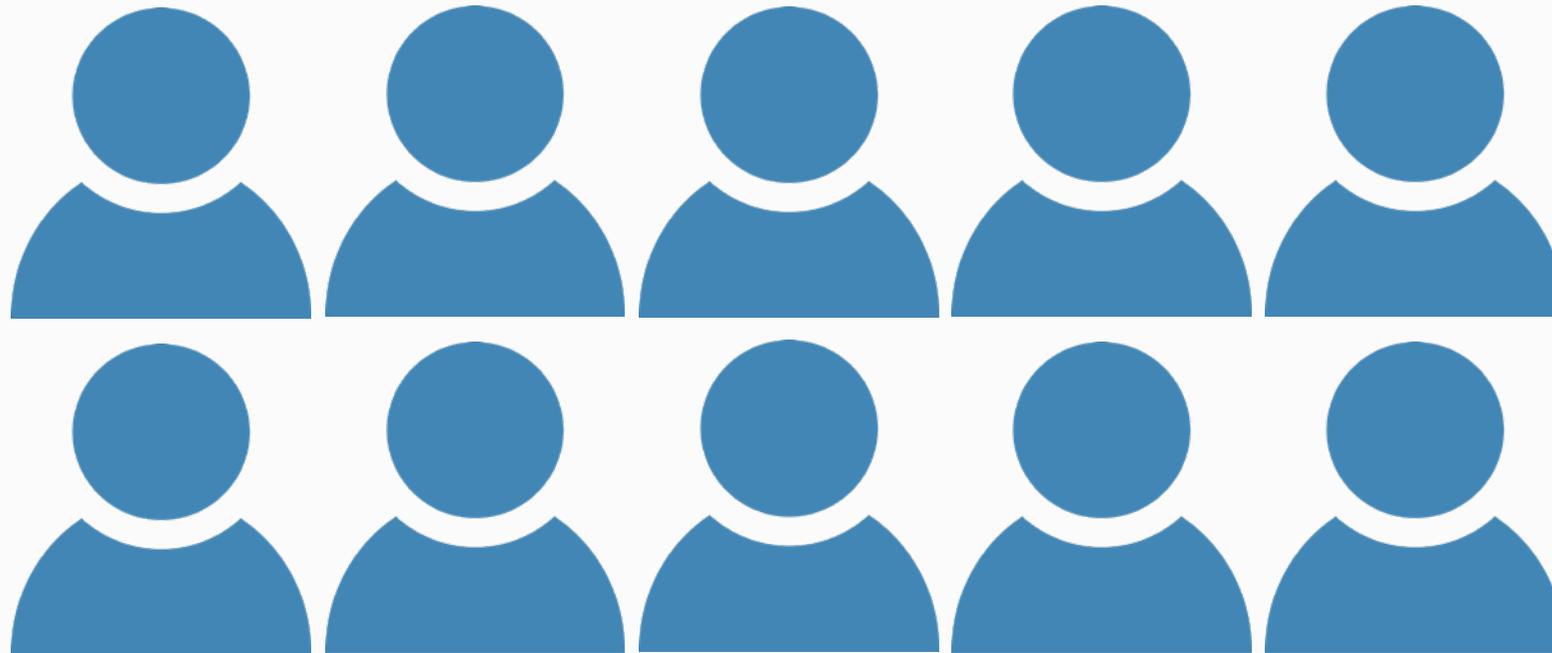
10%

30%

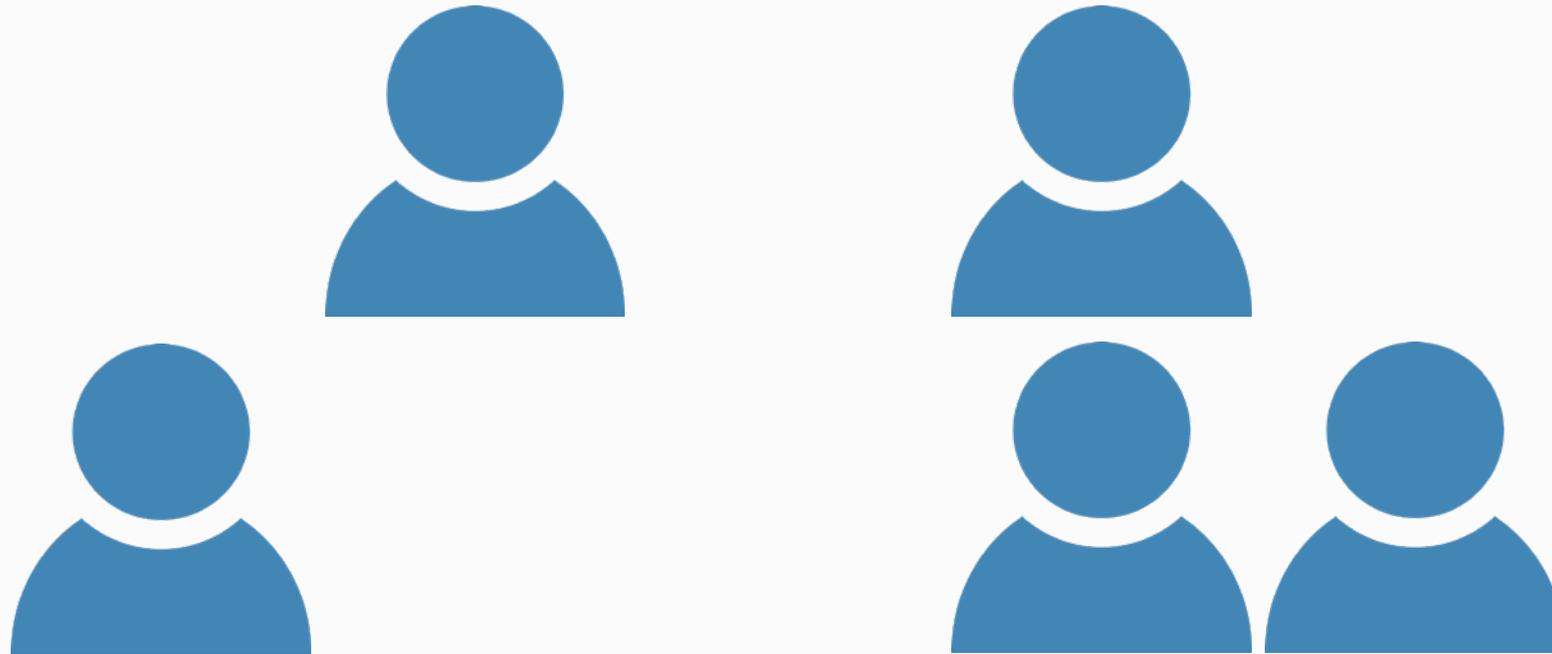
50%

75%

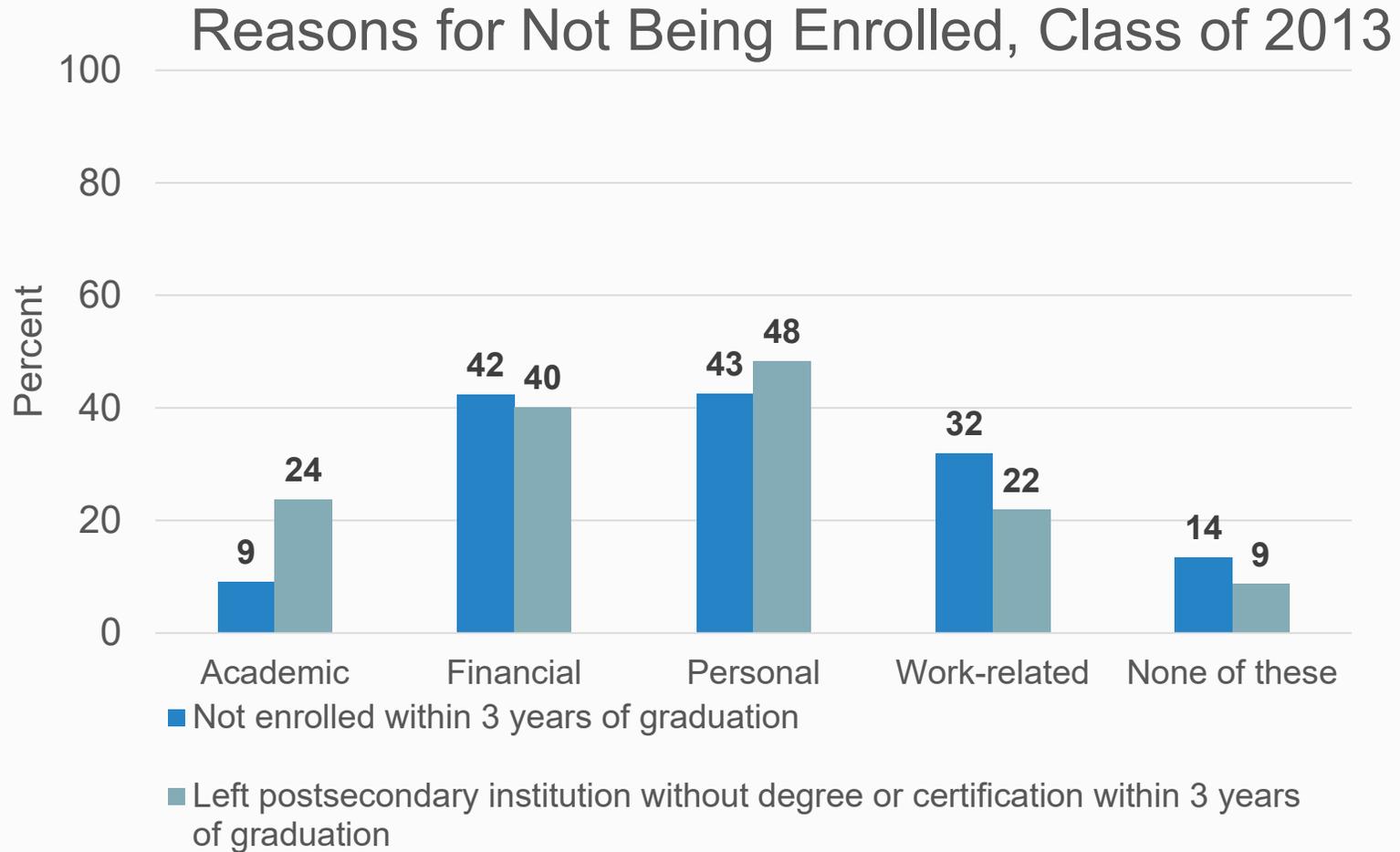
Only about half of students earn a degree within six years.



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



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 3.

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 3**.

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 3**.

College Knowledge Strategies

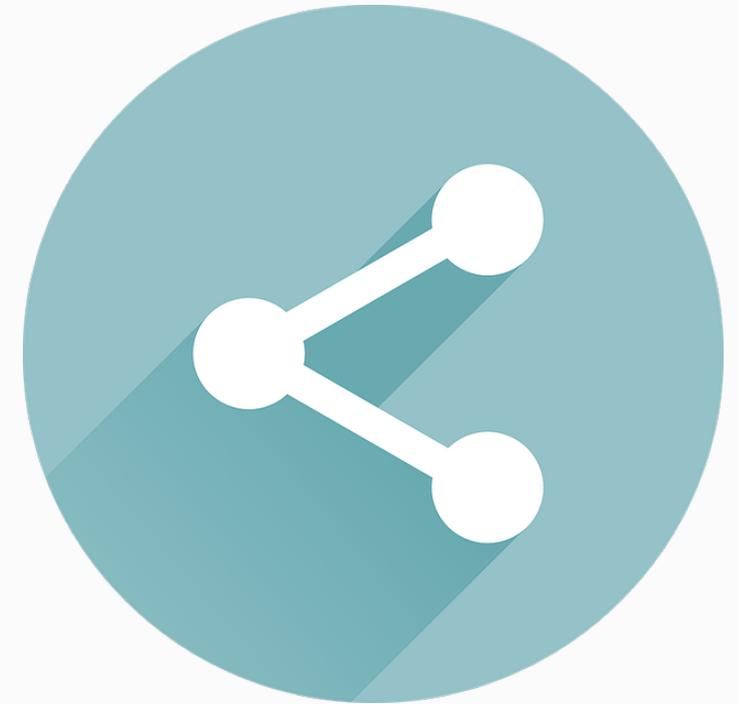
Equip students with college knowledge.

- 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**.



Expose students to college norms and expectations.

- Work with local and distant institutions to provide opportunities for your students to learn about what the institutions 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.



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.



Validate students' experiences.

- Provide professional development to help faculty learn to understand and value individual students' backgrounds.
- Ensure faculty demonstrate willingness to help students in and out of class.
- Ensure faculty encourage students to participate in class discussions to help them develop self-efficacy.

Ensure students complete college applications and the FAFSA.

Host school- or district-wide initiatives.

- Application essay units.
- Schoolwide admissions tests.
- Postsecondary research and application weeks.
- FAFSA information and completion days.

PAUSE: Rate your school/program in each **college knowledge** strategy on **handout 3**.



Additional Considerations

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.



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.



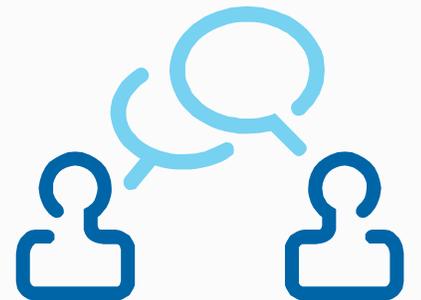
PAUSE: Rate your school in each **additional consideration** on **Handout 3**.

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.



Questions & Answers (Q&A) Panel and Networking

REGIONAL SUPPORTS FOR POSTSECONDARY
TRANSITIONS

Meet your panelists



Dessie Bowling,
Associate Director,
Safe Schools Program,
Kentucky Valley
Educational Cooperative



Brian Daniel,
Director of Residence Life,
Centre College

Questions from you

What clarifying questions do you have? (*What did you mean by...?*)

What practical questions do you have? (*How did you...?*)

What other questions do you have?



Time for a quick break!





Student Scenarios

COLLABORATE WITH COLLEAGUES

Applying our knowledge

Analyzing sample student scenarios

- Check your color code
- Introduce yourself to the team

● Table 1

● Table 2

● Table 3

● Table 4

● Table 5

● Table 6



Student scenario summary chart

Independent work

Student	Grade level	Potential strengths	Potential challenges	Recommended evidence-based practices
A				
B				
C				

Digging deep

Small-group discussion questions



1. What are this **student's strengths/challenges** that promote/impede the student's 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 **practices currently exist in the system** (school/district/community college) that might help a student like this 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 Kentucky** to education professionals (i.e., teachers, counselors, administrators) that help improve the implementation of evidence-based practices 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?

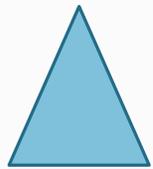


Bringing it all together

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.



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.).

For our
growth...





Thank you!

Contact REL Appalachia

Host:

Eastern Kentucky University,
Manchester Campus

Partners:

Education Development Center
(EDC)

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