AGENDA OVERVIEW– MAY 1, 2019

8:00 a.m.  Registration & Breakfast
8:30 a.m.  Welcome
9:00 a.m.  PAS EWS 2.0
10:15 a.m. Break
10:30 a.m. PAS Navigation System – A Mindset Shift
12:00 p.m. Networking Lunch
12:45 p.m. Continuing the Journey
1:15 p.m.  PAS Collaborations, K12, and Beyond
3:00 p.m.  Break
3:15 p.m.  Developing Collaborations and Networks to Support Student Success
4:15 p.m.  Closing
5:00 p.m.  Reception/Gallery Walk
WELCOME

ROBERT BALFANZ AND JOANNA H. FOX
EVERYONE GRADUATES CENTER,
JOHNS HOPKINS UNIVERSITY SCHOOL OF EDUCATION
OUR JOURNEY, GOALS, AND NEXT STEPS

- Continue to learn with each other how to continuously improve Pathways to Adult Success, with equity for all
- Examine how to create/strengthen K12-postsecondary collaborations and networks in support of Pathways to Adult Success
- Consider and make recommendation how best to communicate key ideas of Pathways to Adult Success to new and different audiences
ESTABLISHING THE VALUE OF NETWORKS OF NETWORKS

PAS began in response to an expressed need to create a means for early adopters of early warning systems at K-12 and University levels to work together to extend the K-12 focus of early warning systems from high school graduation to post-secondary success.
PAS VISION

- For schools, districts, and communities to enable all youth, regardless of need, circumstances, place of residence, and prior experience to obtain the competencies necessary to persist in and complete secondary schooling prepared for postsecondary success and a postsecondary pathway that leads to a family-supporting wage and adult success.
SHARED FRAMEWORK FOR PAS

EWS 2.0
DATA
INDICATOR
ANALYSIS
ACTIONS
TEAMS
LEADERSHIP

NAVIGATION SYSTEM
COMMUNITY COLLABORATIONS
EMPLOYER COLLABORATIONS
HIGHER EDUCATION COLLABORATIONS

DATA

PATHWAYS to
ADULT SUCCESS
PAS IN ACTION

PAS PILOTS
BEADS ON A CHAIN
PAS IN ACTION

- PAS Framework
- Snapshots
- Pilots/Case Studies
- How To’s
- Website and Resources
PAS NEXT STEPS

- **Dissemination:**
  - October 2019 Conference - How Do We Communicate, Teach, and Share PAS with Others?

- **Building Key Links in the Chain:**
  - K-12 and Higher Ed Building PAS Together and Forming Local and Regional Networks and Collaborations
EWS 2.0

ROBERT BALFANZ
EVERYONE GRADUATES CENTER,
JOHNS HOPKINS UNIVERSITY SCHOOL OF EDUCATION
EWS 2.0

- Extending EWS to college and career readiness and persistence
- Over 18 months PAS workgroups defined EWS 2.0 Indicators, Analysis, and Actions.
  - [www.pathwaystoadultsuccess.org/ews-2-0](http://www.pathwaystoadultsuccess.org/ews-2-0)
WHY PROGRESS MONITOR/DEVELOP COLLEGE AND CAREER READINESS AND PERSISTENCE OF ALL?

- **Georgetown Analysis of Good Jobs**
  - Minimum of $35,000 for 25 - 44 year old

- **24% require a HS Diploma**
  - 1 or 3 jobs held by those with HS Diploma are good jobs

- **24% require Middle Skills** - AA degree, Industry Certificate, etc.
  - 1 of 2 jobs held by those with Middle Skills are good jobs

- **52% require a BA**
  - 2 of 3 jobs held by those with BA are good jobs
FOCUS FOR TODAY

- Question – what will it take for the use of EWS 2.0 to become common place?
- Look at recent application of EWS 2.0 Indicators by Boston Opportunity Agenda
POSTSECONDARY SUCCESS INDICATORS IN BOSTON

- **AIR** – identifies potential indicators
- **EGC** – validates them using Boston Public Schools Class of 2010 high school grads and following them 7 years post-graduation
- Resulted in strong set of indicators
WHAT PREDICTS POSTSECONDARY OUTCOMES OF BPS GRADUATES?

- For four-year institutions – the Boston Opportunity Indicators worked very well
  - Attendance of 94% or more
  - GPA of 2.7 or greater
  - Taking the MassCore and enrolling in at least one AP course
- All are strongly predictive of postsecondary enrollment and success in four-year institutions
FOUR-YEAR DEGREE OUTCOMES BY INDICATOR COMBINATION

- High Attendance; High GPA; High MassCore/AP (N=324) - 93% completed 4-Year Degree
- Low Attendance; High GPA; High MassCore/AP (N=69) - 87% completed 4-Year Degree
- High Attendance; High GPA; No MassCore/AP (N=472) - 79% completed 4-Year Degree
- Low Attendance; High GPA; No MassCore/AP (N=265) - 69% completed 4-Year Degree
- High Attendance; Low GPA; No MassCore/AP (N=332) - 38% completed 4-Year Degree
- Low Attendance; Low GPA; No MassCore/AP (N=996) - 11% completed 4-Year Degree

Graph showing the percentages of students who completed their 4-Year Degree and those who are enrolled in the 4-Year Program for each combination of indicators.
WHAT IS THE STORY WITH TWO-YEAR INSTITUTIONS

- Boston Opportunity Indicators are not good predictors of enrollment and attainment in two-year institutions.
- 40% of BPS HS grads from class of 2010 enrolled in two-year institution, but only 6% earned a degree.
- Only 16% of the BPS HS grads who enrolled in two-year institutions earned a two-year degree within 7 years of graduation.
PANELISTS

- Dan Challener, President
  Public Education Foundation, Chattanooga, TN
- Dave Calhoun, Senior Associate
  CORE Districts, CA
- Brigitte Blom Ramsey, Executive Director
  Prichard Committee for Academic Excellence, KY
GUIDING QUESTIONS, TEAM WORK, AND REPORT OUT

- In your experience and learnings what successes and challenges have you seen in extending EWS to college and career readiness and persistence?
- What are the implications of the EWS 2.0 finding that to increase college and career readiness and persistence more students need to achieve decent grades in challenging courses?
- What have you learned about predicting success in two year institutions or with industry certificates?
Who needs to be convinced of what for EWS 2.0 to be used widely?
BREAK

10:15 a.m.
PAS NAVIGATION– A MINDSET SHIFT

NAVIGATION FOR ALL STUDENTS, STARTING EARLY, AND BUILDING CONNECTIONS TO POSTSECONDARY ACCESS, ENROLLMENT AND PERSISTENCE

JOANNA H. FOX
PANELISTS

- Jenny Nagaoka, Deputy Director
  UChicago Consortium on School Research
- Richard Harrison, CAO
  Uplift Education, Dallas, TX
- Remy Washington, CAO
  Uplift Education, Dallas, TX
- Donna Dickson, 9th grade Promotion Coach
  AL
GUIDING QUESTIONS, TEAM WORK, AND REPORT OUT

- How does data inform what you undertake?
- What are the concrete steps you have undertaken, and what have you learned?
- What challenges do you perceive that others will need to negotiate?
- What lessons have you learned?
NETWORKING LUNCH
12:00 p.m.
CONTINUING THE JOURNEY

Sahar Mohammadzadeh, Freshman, Harvard University
CONTINUING THE JOURNEY

- Year one of college represents a major transition, just like ninth grade, and can be a challenge while opening horizons.
- We heard last year from a young woman who when in Kentucky high school was a chief student editor and analyst of the diverse Student Voice Team of the Prichard Committee for Academic Excellence’s, behind the publication: “Ready or Not.”
- What has she learned in the first year of college?
PAS COLLABORATIONS, K12, AND BEYOND—ANOTHER MINDSET SHIFT

JOANNA H. FOX
PAS COLLABORATIONS, K12, AND BEYOND

- Schools and districts on their own often can’t engineer success for all students.
- Collaborations, collaborators, time, and will are the keys that enable data exchange across boundaries; navigation support for students at all levels; and development of community will to sustain and deepen work.
A mentoring collaboration that has evolved over 14 years:

- Shelby County Public Schools (Memphis),
- Peer Power: Tom Nenon, Provost, University of Memphis;
- Joris Ray, Superintendent, Shelby County Public Schools, TN, introduced by
- Dennis Ring, Development Director, Peer Power Institute;
- with Q and A
WHO WE ARE

Innovating the public education system
Inspiring and empowering youth
Katherine Kaelin, Chair
Jim Barton, Jr.
Bo Braswell
Doug Carpenter
Tyree Daniels
Dr. Jerre & Anne Freeman

Rajiv Grover, Phd.
Josh Lackie
Dow McVean
Susan Plunkett
Dynisha Woods
Philip Wunderlich
WHO WE ARE

FOUNDED IN 2004

One-Room Schoolhouse: Peer to peer support
Ten years of learning shaped a new model
THE MEMPHIS MODEL

SCHOLARS
Improves grades, standardized test scores, and college and job readiness

SUCCESS COACHES
Provides an opportunity to gain job experience and financial means to stay in school

TEACHERS
Reduces adult-to-student ratio, improves job satisfaction and retention
• Have received over 1,100,000 hours of tutoring since 2005
• Have on average seen a 3.2 point increase in ACT scores
• Graduation rates have increased
  • Whitehaven's graduation rate has risen from 84.7% to 91.7%
• Have earned millions of dollars in scholarships

All of these improvements have enabled many scholars to be the first in their families to attend college.
Currently (‘18-‘19), Peer Power supports 60 teachers across 4 schools in SCS.

Peer Power reduces the adult to student ratio from 1:30 to 1:10.

Teachers experience higher retention, focus and job satisfaction.
Peer Power is the largest external employer of U of M students. 41 graduate students & 200 undergraduate students have been hired as success coaches. 57 success coaches have obtained a job in the education sector. 27 success coaches have achieved a teaching position.

Success Coaches have increased their graduation rate to 83% in 5 years, compared to U of M’s average rate of 53% in 6 years.
THE MEMPHIS MODEL
Peer Power also operates ACT Prep University

- Served students from Shelby County Schools in 2018
- Goal is to get test scores to a 21
  - An ACT score of 21 is the minimum score for Tennessee state-funded scholarship eligibility
AVERAGE ACT SCORE*

*Information for 2012-2017 was obtained from the Tennessee Department of Education and 2017-2018 ACT scores were provided directly from Shelby County Schools.
GRADUATION RATES
• Shelby County Schools graduation rates are down across the board.

• However, schools that implement Peer Power have experienced tremendous growth in graduation rates.

• Once graduation rates stabilize, schools with Peer Power sustain these graduation rates.
The opportunities to help high school and college students graduate is one that few non-profits are investing into at this time and Peer Power stands out for this innovative and successful model.
The county, state and federal government gives approximately $12,000 for each student.

For just an additional $750 per student, we are able to place Success Coaches into the classroom.

Peer Power wants to be in every Shelby County classroom in English, math and science that are tested by the state of Tennessee's Department of Education.
THE DATA SHOWS PEER POWER WORKS.

We need you to continue to make it a reality.
THE MEMPHIS MODEL

U of M + SCS + SCS Teacher + YOU = PEER POWER
Developing collaborations: institutional responsiveness, ingenuity, and community will:

- Dave Thomas, Associate Vice President, Strategic Initiatives and Dean, Division of Access and Community Engagement, Community College of Philadelphia;
- Scott Rule, President, Technical College of West Georgia;
- John Green, Executive Director, Regional Collaborations, University of West Georgia;
- with Q and A
What have we learned, and what do we recommend to “new adopters” to:

- Identify needs that are feasible to address?
- Develop relationships and buy-in needed for collaborations, data exchange, and productive strategies benefiting youth?
- Identify and address challenges and opportunities?
- Set realistic timetables and expectations?
- Ask for and use data well?
BREAK

3:00 p.m.

*** After break, please regroup/reseat into affinity groups – higher education, K12, non-profits, intermediaries, and community ***
COLLABORATIVE REGIONAL WORK

DEVELOPING COLLABORATIONS AND NETWORKS TO SUPPORT STUDENT SUCCESS, FROM AN AFFINITY GROUP PERSPECTIVE OR LOCAL/REGIONAL PERSPECTIVE, WORK TIME AND REPORT OUT

JOANNA H. FOX
TABLE WORK

- What three next steps will we take?
- What are the key lessons we urge the October, 2019 conference to address regarding building collaborations and networks from our affinity group perspective?
CLOSING

PULLING IT ALL TOGETHER

ROBERT BALFANZ AND JOANNA H. FOX
RECEPTION/GALLERY WALK

HARBORVIEW
RECEPTION/GALLERY WALK

Understanding data is the foundation of PAS’ strategies and actions. In this session, PAS participants share various ways in which data can be visualized and displayed for use by those in different roles in the improvement continuum.

- **Mike Barney**, Executive Director, Riverside County Office of Education, CA
- **Dave Calhoun**, Senior Associate, CORE Districts, CA
- **Robin DeLoach**, Program Director, Willamette Education Service District, OR
- **Jeremy Greenfield**, Deputy Director, College and Career Success, and **Angel Zheng**, New Visions for New Schools, NYC
- **Eric Meredith**, Business Data Analyst, Higher Education Commission, MT
- **Jenny Nagaoka**, Deputy Director, UChicago Consortium for School Research, IL
- **Heather Nolan**, Director of Performance Management, and **Rachel Pfeifer**, Director, College and Career Readiness, Baltimore City Public Schools, MD
- **Jessica Cunningham**, Interim Executive Director, KY Stats
- **Kate Sandel** and **Jennifer Appleyard**, Department of Elementary and Secondary Education, MA
- **Keith White**, Director of Research, and **Dan Challener**, President, Chattanooga Public Education Foundation, TN
HAVE A GREAT NIGHT
PATHWAYS TO ADULT SUCCESS
LEARNING TO TEACHING

May 1 & 2, 2019
Baltimore, MD
For schools, districts, and communities to enable all youth, regardless of need, circumstances, place of residence, and prior experience to obtain the competencies necessary to persist in and complete secondary schooling prepared for postsecondary success and a postsecondary pathway that leads to a family-supporting wage and adult success.
AGENDA—MAY 2, 2019

8:00 a.m.  Breakfast
8:30 a.m.  Opening
8:45 a.m.  Reflections on the Data Gallery Walk and other Data Considerations
9:45 a.m.  Strategizing for the October 2019 PAS National Dissemination Meeting and Beyond: Table Work and Discussion
12:00 p.m. Closure, Box Lunch, and Adjournment
1:00 p.m.  Data Workgroup Session
3:30 p.m.  Second shuttle leaves for train station and airport
OPENING

ROBERT BALFANZ AND JOANNA H. FOX
REFLECTIONS ON THE DATA GALLERY WALK AND OTHER DATA CONSIDERATIONS

SARAH FRAZELLE
First turn and talk:

- What most excited you about the Data Gallery Walk and why?
- How did the examples differ from what you currently use?
Second turn and talk, report out:

- How would using these approaches help you better support students?
- What would be most important to you in a next generation of data systems?
FERPA – FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

Why is it important?

- Privacy
- Legal ramifications

- Failure to comply with FERPA may cause an educational institution to forfeit its federal funding. Additionally, some states allow for monetary damages for the disclosure of private information.
SALIENT CONCERNS

Tracking students

Marketing
APPLICABLE EXCEPTIONS TO FERPA

- The disclosure is to other school officials, including teachers, within the agency or institution whom the agency or institution has determined to have legitimate educational interests.
- 2008 revisions state that a contractor, consultant, volunteer, or other party to whom an agency or institution has outsourced institutional services or functions may be considered a school official.
- 2011 revisions further clarify that schools may disclose information to third parties to audit or evaluate their programs.
SCHOOL OFFICIALS’ EXCEPTION

FERPA allows "school officials" within a school to obtain access to PII, provided the school has determined that they have "legitimate educational interest" in the information.

Although the term "school official" is not defined, the Dept. of Ed generally interprets to include parties such as:

- Professors, instructors, administrators
- Health staff, counselors, clerical staff
- Attorneys, trustees, members of committees and disciplinary boards
- A contractor, volunteer or other party to whom the school has outsourced institutional services or functions
2008 revisions state that a contractor, consultant, volunteer, or other party to whom an agency or institution has outsourced institutional services or functions may be considered a school official under this paragraph provided that the outside party —

1. Performs an institutional service or function for which the agency or institution would otherwise use employees;

2. Is under the direct control of the agency or institution with respect to the use and maintenance of education records; and

3. Is subject to the requirements of § 99.33(a) governing the use and redisclosure of personally identifiable information from education records.

This exception can be used for partnerships between the district and outside organizations.
CROSS-INSTITUTION EXCEPTION

FERPA allows a school to disclose PII from an eligible student's education records to another school in which the student seeks or intends to enroll.

- The sending school may disclose if it has included in its annual notification of rights a statement that it forwards education records in such circumstances.
  - Otherwise, the sending school must make a reasonable attempt to notify the student in advance of making the disclosure, unless the student has initiated the disclosure.

- The school must also provide an eligible student with a copy of the records that were released if requested by the student.

This exception can be used for partnerships between the district and other educational institutions the student attends.
DATA SHARING AGREEMENTS

Key Aspects
- Purpose of agreement
- Proposed analysis/use
- Description of requested data
- Statements of data security and confidentiality
- Data transfer and storage
- Period of agreement
- Termination

Additional Considerations
- Obligations of the school district and the requesting organizations
This hedgehog is cheering for you because you can do anything.
ACTION PLANNING

○ Turn and talk
  ▫ What is needed to move forward locally?
  ▫ Obstacles and opportunities?

○ Got a minute? Write it down!

○ Consider exchanging emails with a table partner for mutual accountability.
STRATEGIZING FOR THE OCTOBER 2019 PAS NATIONAL DISSEMINATION MEETING AND BEYOND: TABLE WORK AND DISCUSSION

ROBERT BALFANZ AND JOANNA H. FOX
What are the key PAS ideas (content) that new adopters should learn?
  (Please consult the attached draft October Conference Objectives and Underlying Questions.)

Who should be invited to the PAS national dissemination meeting and what networks and collaborations should be tapped (with written recommendations)?
  Who will you recruit from your network? And how?
  What information do you need from PAS central to assist you?

What is the RFP process for October 2019 presentations and facilitation?

Looking to the future, what do you recommend as the optimal balance among national, regional and local collaborations?
CLOSURE

REMEMBER YOUR EVALUATION
BOX LUNCH/DEPARTURE

12:15 p.m.
Data Workgroup Session moves to Pratt/Calvert Room
DATA WORKGROUP SESSION
An underlying stream of ever-improving knowledge about student destinations and needed support is what will optimize success at many levels. As we have reviewed and learned from each others’ work over the last day and a half, in many dimensions:

- What are similarities that we could share with others?
- Where are there gaps still in the systems that need additional research or support? Both in usage and technology?
- How do we wish to move forward? Are there others we should bring into the conversation?
- Next steps?
DEPARTURE

3:30 p.m.
Shuttle departs from front of hotel