ENABLING UNDERSERVED STUDENTS TO PROGRESS THROUGH POSTSECONDARY SCHOOLING:
HIGHLIGHTING RECENT RESEARCH

Pathways to Adult Success COVID-19 & Social Justice Solution Forum
Everyone Graduates Center
Johns Hopkins University School of Education
June 22, 2021
WELCOME AND AGENDA

• Enabling Underserved Students to Progress Through Postsecondary Schooling
• Solution Sharing:
  – **Jenny Nagaoka**, Deputy Director University of Chicago Consortium on School Research:
    • “Navigating the Maze”
  – **Roneeta Guha**, Vice President for Strategy and Impact, Linked Learning Alliance:
    • “Pathways to Postsecondary—Stories of Linked Learning Alliance Alumni”
• Open Discussion and Resource Sharing
• Upcoming Events
ORGANIZING OUR DISCUSSION

• We have a large and diverse group of people and organizations participating in today’s session
  – K-12, Higher Ed, Non-Profits, State Dept. of Ed.
• So we can hear from as many as possible, we have muted everyone upon entry. Please share ideas and ask questions via the chat function.
  – One of the moderators will read each question or comment out loud, and then ask for responses via the chat function
  – The moderator may ask the participant to respond verbally for elaboration or clarification
  – If you are sharing a resource that can be reached via a web link, please share the link in the chat box
  – After the session, we will send out resources shared during the session and add to the COVID-19 resource webpage on the PAS website
BUILDING PATHWAYS TO ADULT SUCCESS FOR AND WITH ALL OUR STUDENTS HAS NEVER BEEN SO CRUCIAL

• The pandemic has disrupted existing student support and guidance systems.
• Uncertainty is the norm.
• Momentum to and through postsecondary is being impacted.
SOLUTION SHARING
Jenny Nagaoka
Deputy Director
University of Chicago Consortium on School Research
Navigating the Maze:
Understanding CPS Graduates’ Paths Through College

Jenny Nagaoka
June 22, 2021

https://consortium.uchicago.edu/publications/navigating-the-maze
Our understanding of college outcomes is largely based on knowing where students enroll and whether they earn a college credential.

What happens in between?
Movement Between Institutions Is Common

2-year college
12,562 students immediately enrolled

22% 
2-year to 4-year college transfer

4-year to 2-year college transfer 
29%

4-year college 
22,815 students immediately enrolled
Stopping out—taking a semester off, sometimes followed by re-enrollment—was very common.

83% of immediate 2-year enrollees stopped out at least once within 6 years.

51% of immediate 4-year enrollees stopped out at least once within 6 years.
Paths of Students Immediately Enrolled in a Four-Year College

First Transition Period

Immediately Enrolled in a 4-Year College
N=22,815
36% of the graduating classes of 2010-12

 Persisted in a 4-Year College
N=14,255
Persisted in a 4-year college for at least 2 years or earned a college credential within 2 years

 Transferred to a 2-Year College
N=3,039
Transferred to a 2-year college within 2 years without taking a leave of absence in between

 Stopped Out
N=5,521
Took a leave of absence within 2 years
**Key Findings**

- **Direct path:** The “traditional” path of continuously enrolling in one institution until completion is not common.

- **2-year to 4-year college transfer:** Only 1 in 5 immediate two-year enrollees transfer to a four-year college and only 7% complete a bachelor’s degree.

- **Taking time off:** Taking a leave is both common and consequential.

- **Taking a gap year:** 90% of students who did not immediately enroll in college did not complete a degree or certificate.
Pathways to Postsecondary: Linked Learning Research Highlights

Roneeta Guha
Vice President, Strategy and Impact
Linked Learning Alliance
The Linked Learning Approach

- Rigorous Academics
- Comprehensive Support Services
- Career Technical Training
- Work-Based Learning
High School Outcomes

Students in certified pathways in high school...

- Were more likely to **graduate** and less likely to drop out
- Earned more **credits**
- Completed more **college preparatory coursework**
- Reported improvements in **21st century skills**, including communication, collaboration, and self-management

Strongest effects for students who **entered high school with low achievement**

Postsecondary Outcomes: Enrollment & Persistence

Students in certified pathways in high school were...

- Equally likely to enroll in a postsecondary institution
- Equally likely to enroll in a 4-year college and persist to a second year, conditional on enrolling in any postsecondary institution

Linked Learning students with low prior achievement were...

- 5.7 percentage points more likely to enroll in college directly after high school
- 4.1 percentage points more likely to enroll in a 4-year as opposed to a 2-year college

African American Linked Learning students were...

- 11.6 percentage points more likely to enroll in a 4-year college

Linked Learning Experiences

- Engaged students in learning and built skills that helped in high school and postsecondary
- Provided students an opportunity to explore a range of careers
- Provided a supportive space for students to develop positive academic identities
- Allowed for the building of meaningful relationships with caring adults
<table>
<thead>
<tr>
<th>Key Considerations</th>
<th>Key Influencers</th>
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<tbody>
<tr>
<td>Financial costs</td>
<td>Caring adults (teachers, counselors, mentors, family members)</td>
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<td>Legal status</td>
<td>High expectations of school and pathway staff</td>
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<td>Familial obligations</td>
<td>Sense of readiness</td>
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<td>Career interests and goals</td>
<td>But...postsecondary options felt limited for some</td>
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<table>
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<th>Postsecondary Advantages</th>
<th>Challenges in Postsecondary</th>
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<td>Valued public speaking, research, and writing skills developed through projects and presentations of learning</td>
<td>A culture of competitiveness</td>
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<tr>
<td>Confidence in demonstrating professionalism and 21st century skills</td>
<td>A sense of disconnectedness</td>
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Recommendations

1. Bridge and align secondary and postsecondary experiences, e.g., through dual enrollment and college-level courses

2. Arm young people with detailed information about postsecondary options and implications

3. Improve postsecondary services and resources for students experiencing hardships

4. Create continuity in learning experiences in postsecondary that encourage creativity, agency, exploration of interests, and meaningful and deep learning

5. Create relevancy and engagement by connecting postsecondary coursework to students’ career aspirations

6. Allow students in postsecondary to continue to identify their strengths and contribute to their communities

7. Address resource disparities that disproportionately impact low-income students in postsecondary

8. Continue to learn from the experiences of young people

OPEN DISCUSSION AND RESOURCE SHARING
UPCOMING EVENTS

• **How Can We Address Educational Disparities Exacerbated by COVID-19?**
  – June 23, 12 – 1:00pm ET

• **Youth Perspectives on the High School Experience During the Pandemic**
  – June 23, 3 – 4:30pm ET

• **SAVE THE DATE**
  – PAS Solutions Forum
  – Sept. 14, 2 – 3:30pm ET
THANK YOU, BE WELL, & ONWARD!

We will follow up with:

a recording of the session, slides, and a list of references and materials shared today