BUILDING STUDENT AGENCY TO BOOST SUCCESS IN SCHOOL & LIFE

Pathways to Adult Success Solution Forum
Everyone Graduates Center, Johns Hopkins University School of Education
November 16, 2021
Welcome and Agenda

• Building Student Agency for a post-pandemic world with:
  • **College Advancement Mentors (CAMs): Supporting, Guiding, and Empowering Students to and through Postsecondary School**
    Keith White, Director of Student Success, and Dr. Michelle Caldwell, College Advancement Mentor (CAM) network, Public Education Foundation (PEF) Chattanooga
  • **Innovative Career Preparation Model to Drive Equity in Student Employment Outcomes**
    Abiodun Durojaye, Executive Director of the Career Bridge, National Louis University
  • **Activating Student Voice through the PSESD Attendance & Engagement Network**
    Sarah Frazelle, Puget Sound ESD, and Eric Meredith, Data Dashboard Consultant

• 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 Depts. 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 Solutions Forum 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.
College Advancement Mentors (CAMs): Supporting, Guiding, and Empowering Students to and through Postsecondary School

Public Education Foundation – Chattanooga

Dr. Michelle Caldwell, Director of College & Career Success

Kristin Labs, Gateway Scholars Program Manager

Dr. Keith White, Director of Research and Effectiveness
College Advancement Mentors (CAMs): Supporting, Guiding, and Empowering Students to and through Postsecondary School

Public Education Foundation – Chattanooga

Dr. Michelle Caldwell, Director of College & Career Success
Kristin Labs, Gateway Scholars Program Manager
Dr. Keith White, Director of Research and Effectiveness
Number of Students Who Entered Grade 9 in 2017: 1414
Projected Number of High School Graduates Spring 2021: 945
Projected Number of those Enrolling in a Postsecondary Setting Fall 2021: 623
Projected Number of those returning for their sophomore year of postsecondary education: 320
Projected Degrees Within Six Years by Spring 2027: 250

Local Context
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**COLLEGE ADVANCEMENT MENTORS (CAMs)**
CAMs

- Postsecondary Process Guidance
- Financial Aid and Emergency Fund Support
- Social/Emotional and Mental Health Support
- Academic Support and Advocacy
- Self-Efficacy and Personal Empowerment Promotion and Modeling
Early Results

Increase in Fall to Spring Freshman Year in the Six Target High Schools

- Chattanooga State
- UTC
- Total

<table>
<thead>
<tr>
<th>School</th>
<th>2018 to 2019</th>
<th>2019 to 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chattanooga State</td>
<td>62%</td>
<td>66%</td>
</tr>
<tr>
<td>Lane</td>
<td>50%</td>
<td>73%</td>
</tr>
<tr>
<td>UTC</td>
<td>85%</td>
<td>91%</td>
</tr>
<tr>
<td>Total</td>
<td>68%</td>
<td>71%</td>
</tr>
</tbody>
</table>
Mitigating the Impact of COVID: Retention Rates for Sophomores

- Chattanooga State
  - Class of 2018: 41%
  - Class of 2019: 48%

- UTC
  - Class of 2018: 63%
  - Class of 2019: 66%
Next Steps

• Expansion of Postsecondary Network
• Exploration of Creative and Symbiotic Funding Solutions
• Continued Focus on Tracking Outcomes and Determining Ways to Increase Program Efficacy
College Advancement Mentor (CAM) Miracle Miller, fielding student questions during a campus orientation.
Innovative Career Preparation Model to Drive Equity in Student Employment Outcomes
Abiodun Durojaye, Executive Director of the Career Bridge
National Louis University
Innovative Career Preparation Model to Drive Equity in Student Employment Outcomes

PAS Solutions Forum
November 2021
**EMBEDDED CAREER PREPARATION**

**Ultimate Outcome: Student Career Readiness and Employment**

**Career Development Curriculum**
- Required career readiness coursework
- Option to participate in Braven or NLU Career courses in Sophomore year
- Junior year internship prep and Senior year internship courses

**Employer Engagement & Work-Based Learning**
- Employer engagement for work-based learning and employment
- Required internship
- Internship stipends and suit scholarships

**Career Coaching**
- Career-Advisor 1-on-1s and in-class support
- Career Bridge resources and technology
- Holistic Career Success Team support/placement model
Design Challenge Focus: Employer Engagement & Work-Based Learning

• Employer engagement team works hands-on with employers to develop partnerships for internships and employment opportunities for students

• Career Advisors work with a caseload of students to connect with internships and meet career readiness milestones

• Career Success Teams (Employer Relations Manager, Career Advisor, Major Chair, Internship Manager and Student Success Coach) meet regularly to review student career preparation progress

• Internship program helps facilitate placement, evaluates experience, and connects students with stipends in order to take unpaid opportunities
Learnings

• What are we learning?
  • It takes a village.
  • Collaboration and communication are key.
  • Internship stipends are a critical level (~75% of internships are unpaid).
  • The pandemic has allowed us to see a greater need for virtual internships and how we prepare our students for the world of work-virtual style.
  • The pandemic has resulted in loss of a lot of internship opportunities previously held at employer sites.

• Building Student Agency
  • Career Pledge
  • Career Action Plan (CAP)
  • Career Milestones
  • 1-1 meeting with Career Advisor
Activating Student Voice through the PSESD Attendance & Engagement Network

Sarah Frazelle, PSESD
Eric Meredith, Data Dashboard Consultant
Our (working) Purpose

Through each of our unique perspectives:

- Build guiding principles of a regional attendance network (King and Pierce Co) grounded in diverse abilities and a vision of racially equitable and just school systems
- Identify 2-3 overarching problems of practice that will center students, families, and communities who have been historically marginalized from education opportunity
- Offer strategies to develop authentic partnerships that center student, family, and community voice in all of our decision making and operational processes
We believe

IF we as a network support improvement in

- Relationships between educators and students
- Relevance and connection to learning
- Safe and secure student environments
- Effective communication & collaboration between schools & resources

then

School systems will be better prepared to support student attendance & engagement

so that

Students in our region will experience more racially just and equitable school systems
Context on participating schools

• School level support at 12 participating schools
  • 5 elementary schools
  • 4 middle school/junior high schools
  • 2 high school
  • 1 alternative school (middle and high school)

• District level support in 1 district
  • Broad geographic spread of schools around Pierce and King Counties
  • Schools had positive and supportive approach to attendance
  • Currently in exploration or early implementation phase
Incorporating student voice into data cycles to create relevant change

6 week PDSA cycles

• Teams were formed & regular meetings were established

• Looking at data, reports, & intervention mapping

• Data highlighted trends in student outcomes that teams wanted to address through their PDSA cycles

Data Dashboard

• Attendance
• Current Grades
• Cumulative Grades
• State Test scores
Inside-Outside Fishbowl

• Engages students and educators in a dialogue about school-related topics or problems

• Students respond to a set of school-related questions by sharing their perceptions, opinions, beliefs, attitudes, and experiences about the topic or problem while educators listen. Then, roles are reversed: Educators become the speakers, reflecting on what the students said, and students become the listeners.

Sample activity from Speak Out, Listen Up!
Framing questions

Avoid framing that can be triggering or retraumatizing

Include asset-based reflections

Admit we've failed and we're looking to students to help us improve

Sample student questions
- What has gone right this last year? What ways have you grown (such as life lessons and personal, not just school and academics)?
- How do you define success for yourself?
- How can we support you in that definition of success?

Sample adult questions
- What is something you heard that you could use to create change?
- What is your commitment to this change?
Recruiting educators

Recruit educators who can be vulnerable and HEAR the feedback from students with open minds. Look for educators who display these characteristics:

• View students as legitimate, crucial contributors to school improvement
• Ask students what they think, feel, and experience
• Provide students opportunities to take responsibility for addressing school improvement issues, through such activities as planning and decision-making
• Involve students as valued partners to effect positive school change.
Recruiting students

- Invite students most affected
- Admit where our system has failed and share that we're looking to students to help us improve
- Avoid framing participation through a negative lens
Don't stop after the activity

• Be transparent about how the school is going to use the information

• Communicate the specific initiatives and actions taken based on student voice

• Keep it going! Build opportunities throughout the year to gather additional feedback – are these working? Should they be adjusted?
Reflections from adult participants

- We were surprised how much some of the students talked, especially those who are normally so shy.

- The students came up to me afterwards and asked if we would do it again. They said they felt heard for the first time!

- This year we’re going to flip how we choose available electives. We’ve always asked teachers what they wanted to teach, but this year we’re asking the students first.

- All of the students said they preferred this over another survey. We’re planning to keep this activity up this year.

- This year we’re going to have a pre-session to help the kids get to know each other before we ask them to be vulnerable with their peers.

- Communicate the purpose multiple times – we told the kids, but some still thought they were in trouble.
Open Discussion and Resource Sharing
Announcements / Upcoming Events

• Upcoming PAS Solutions Forum:
  • Meeting the High School Graduation & Postsecondary Success Challenge for Students with Disabilities
    • Dec. 14 at 2:00pm 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.