SYSTEMS TO SUPPORT HIGH SCHOOLERS’ TRANSITIONS TO COLLEGE AND CAREER

Pathways to Adult Success Solution Forum
Everyone Graduates Center, Johns Hopkins University School of Education
November 15, 2022
Welcome and Agenda

• The Challenge of False Positives from Tight Labor Markets on Postsecondary Success

• PAS 2021-22 Design Challenge Teams:
  • College Access Toolkit: Building a Structured, Proactive Plan for High School Students
    • Bryan DeFoney, Director, College Access Program, The Philadelphia Education Fund
  • Addressing College Persistence and Income Inequity: Developing Innovators and Entrepreneurs in East Oakland
    • Rich Harrison, CEO, Lighthouse Community Charter Schools

• 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.).

• Please share ideas, resources, 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.

• After the session, we will send out all resources shared and add to the Solutions Forum webpage on the PAS website.
Building Pathways to Adult Success for and with all 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.
The Challenge of False Positives from Tight Labor Markets on Postsecondary Success

• The story of Nevada 2006-2009
• Agency gained by adolescents from working during the pandemic
• Cost concerns about college and a lack of transparency about them
College Access Toolkit: Building a Structured, Proactive Plan for High School Students

Bryan DeFoney, Director, College Access Program
Philadelphia Education Fund
The Philadelphia Education Fund

Systems to Support High Schoolers' Transitions to College and Career

College Access Toolkit: Building a Structured, Proactive Plan for High School Students

Bryan DeFoney
Director, College Access Program
The Philadelphia Education Fund’s Mission, Vision, Approach

**MISSION**
To create equitable access to opportunities for students by providing resources and expertise that build paths to college and career success.

**VISION**
All young people in Philadelphia have the skills and opportunities to succeed in college and career.

**APPROACH**
- Direct Service
- Systems Level
- Collective Impact
Project Design

The Problem of Practice

- 26% of Philadelphians live in poverty
- 92nd out of 100 cities in college attainment
- 69% high school graduation rate

Our Students

- We Serve: Over 1,700 Pell-eligible, first-generation-to-college Philadelphia youth in grades 9-12 attending one of six high-poverty, low-graduation rate neighborhood high schools
Our Design Project Strategy

➢ **Our Goal:** Is to guide our students in a timely manner through the college application process, and support with college matriculation through the utilization of our *College Access Toolkit*. The toolkit will focus students on *proactivity*, and we will help to facilitate preparation, structure and informed decision-making in the college match and fit process.

➢ **Our Approach:** We address the college attainment challenge by helping students make better, more informed decisions during high school, especially during their fall semester of senior year through a proactive guided 1:1 approach led by one of our imbedded College Access Program Coordinators in our high schools.

➢ **The Toolkit:** Our College Access Program students must draw upon their *social emotional skills* to achieve success during the admissions and financial aid process for college. Through this project, we wanted to create a *time-sensitive, structured interactive college access toolkit* to help our students make earlier and more informed decisions about their post-secondary next steps.
Desired Outcomes

As we distribute the tool to our rising seniors, the following outputs and outcomes are what we intend to measure:

(1.) Evidence, among students, of increased knowledge on the necessary skills needed for successful best fit college decision making - we will employ pre- and post-event surveys to assess the students' knowledge acquisition over the academic year.

(2) Demonstration of student effort to implement their PAS knowledge - we will gather from students a copy of their toolkit on which they will have been asked to detail what they will do, to realize their goal of college matriculation, and work with our school partners to survey students to see what actions they took to implement elements of their plan.
Supporting the larger community

The design of our solution, as well as the measurement tools we seek to use has the potential to inform the thinking and practice of the larger college access and success community. At the conclusion of this project, we aim to have the following:

(1) early findings, including program outcomes and feedback from the first cohort of students and our College Access Program Coordinators who used the PAS-informed toolkit

(2) a preliminary version of the toolkit

(3) general open-ended reflections from our students

(4) pilot the tool for all juniors at one of our partnering high schools with school counselors
Contact Information

Bryan DeFoney
Director, College Access Program
The Philadelphia Education Fund
Email: bdefoney@philaedfund.org

THANK YOU!
Addressing College Persistence and Income Inequity: Developing Innovators and Entrepreneurs in East Oakland

Rich Harrison, CEO, Lighthouse Community Charter Schools
"I’m a sibling of 7 children who have attended Lighthouse, the second youngest in fact. My little sister is in middle school at Lighthouse and all of my brothers and sisters graduated. Each one of them had the opportunity to develop their career interest through Lighthouse staff and their great support network, even me!"

- Abigail, Lighthouse Student
Who we are: We are K-12 community charter schools.

85% of our students are from East Oakland.

65% live within 2 miles of our schools.
Who we are: We are K-12 community charter schools.

Our student demographics have shifted during the pandemic, and LCPS serves a diverse and deserving community reflective of East Oakland's needs.
Who we are: We are K-12 community charter schools.

We are honoring our commitment to serve East Oakland’s unsheltered students at Lighthouse Community Public Schools.

This number is rising thanks to our student and family recruitment work and this preference.

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<th>20-21</th>
<th>21-22</th>
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<tr>
<td>students</td>
<td>15</td>
<td>52</td>
<td>22+</td>
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<tr>
<td>enrolled</td>
<td></td>
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<tr>
<td>applicants</td>
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4x

4.5%
A K-12 Community School Preparing Students for College

Success and Challenges: sustainable model in East Oakland

Students enrolled K-12 in our 3 LEAs -
Increased Enrollment over 3 year period

90% of our African American and
85% of our Latinx Seniors accepted to 4 yr
college last year; 50%+ with college credit

With OUSD school closures and
consolidation + demographic shift, our
new students are coming in further behind

Much like other urban school locally and
nationally, LCPS’ CAASPP state proficiency dropped in ELA and Math (since 18-19SY).

Lodestar High Opened in 2020 and builds on
the track record of Lighthouse High

-150 DFS

-12%
Economic Justice and Income Inequality

The Problem / Challenge:

- Historically, ~40% of Lighthouse graduates finish college; recent National Clearinghouse Data show that this will decline.

- Pandemic’s Economic impact in East Oakland.

- How can we prioritize college persistence and graduation over college readiness and acceptance.

- Leverage public assets, local businesses and sustainable funding to drive results!
Our Hypothesis and Solution

- Students must have a paradigm on how to build **multi-generational wealth** alongside their College and Career pathways
- Students must have an understanding on how the business world works
- Partner with our Community Colleges so that **our students are graduating with more college credits**.
- College coursework/certificate in Business will allow our graduates **better paying part-time jobs while in college**.
We braided our grants (~6M over the next 3 to 5 years), aligned to our strategic priorities, and launched our Business Academy at our High Schools!

- **Pathway to Adult Success, Strong Workforce Program, CTEIG, and Measure N (Oakland Parcel Tax):** Multi-year investment in creating community assets - our college and career ready graduates with our local Community College and area business partners.

- **CCSPP Grant:** 5 year Community Schools investment for integrated student support and family / community engagement.

- **CTC Classified Employee and Teacher Residency Grants:** Hiring people of color from the community and putting them on a path to becoming a teacher.
We aligned Business Academy at our High Schools to the Bay Area Regional Plan!

According to the Bay Area Regional Plan:

- Our Community College systems are the primary pathway to higher education.
- Marketable skills are essential to obtaining livable-wage employment in the Bay Area economy.
- The plan also states that high school students who engage in early college credit programs are more likely to graduate, enroll and persist in college, and earn a bachelor’s degree in a shorter time.
Core Components of our Business Academy
Addressing College Persistence, Economic Justice, and Income Inequity

"The dual enrollment program across both high schools means more students get a taste of college right now. We're not just adding classes to our school program — we're adding life-changing experiences."

Joshua Weintraub, Director of College and Career Success

Over 120 students enrolled in Dual Credit coursework this fall
Core Components of our Business Academy
Dual Credit Programming aligned to our CTE Pathways

What is included in this program?
Beginning in Spring 2022, 10th, 11th, and 12th graders have the opportunity to take college classes in Business Administration and Entrepreneurship through the community college system. These classes will complement their current CTE (Career and Technical Education) pathway courses — Media Arts and Design at Lodestar, and Product Design at Lighthouse.

A sample of the courses included in this new program include:

- Intro to Business (Business 10)
- Intro to Marketing (Business 70)
- Financial Accounting 1 and 2 (Business 1A, 1B)
- Small Business Management (Business 54)
- E-Commerce/Entrepreneurship (Business 76)
- Additional Liberal Arts Offerings:
  - Sociology
  - Psychology
  - Introduction to Engineering
  - English 10
Core Components of our Business Academy

Our Intended Impact:

What is the impact we seek?

The LCPS Dual Enrollment Program addresses economic justice in our community:

- Students will be equipped with the knowledge and skills to build generational wealth.
- They will have the power to build social and economic capital and financial security.
- Students can earn six to twenty college credits, which are fully transferable to the California University Systems.
- Our graduates participate in work-study programs and earning a certificate of completion allows students to access part-time job opportunities that pay $20 to $30+ per hour.
- With Internships, job-shadowing and work-based experiences, students can apply their coursework in real-world settings, and building their resumes for the future.
Core Components of our Business Academy
Intentional Work-Based Learning Opportunities: Partnership with SuitUp

Students collaborate with SuitUP, a nonprofit whose vision is to align the incentives of schools and corporations to ensure that all students have the access and awareness to pursue the college and career of their choosing.

SuitUp connects companies to create competitions for students where they collaborate with employees in creating a new business product/solution, pitch their new ideas to and receive feedback from business experts, and the winning team receives a prize.
Amazon Web Services (AWS) Startup Loft is a space dedicated to teaching entrepreneurs, start-ups, and students about using different services to create a successful business or product.

This was a great opportunity for high school students to get a true sense of what a real office environment is like. Students collaborated with AWS employees and their peers from both the Lighthouse and Lodestar campuses to design a product or business idea with an emphasis on social impact.
**PARTICIPATE IN A DAY OF PROGRAMMING**

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<thead>
<tr>
<th>Activity</th>
<th>Duration</th>
<th>Description</th>
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<tbody>
<tr>
<td>COACHES DEBRIEF &amp; STUDENT ARRIVAL</td>
<td>15 minutes</td>
<td>SuitUp team explains the day as students arrive.</td>
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<tr>
<td>INTRODUCTION TO SUITUP &amp; THE COMPANY</td>
<td>5 minutes</td>
<td>SuitUp team introduces the competition and the corporate partner to the students.</td>
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<tr>
<td>TEAM ICEBREAKER</td>
<td>10 minutes</td>
<td>Teams get to know each other with a fun icebreaker.</td>
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<tr>
<td>INTRODUCTION TO THE BUSINESS CASE</td>
<td>15 minutes</td>
<td>Teams dissect and further understand the challenge using SuitUp provided curriculum.</td>
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<tr>
<td>BRAINSTORMING SESSION</td>
<td>45 minutes</td>
<td>Students share their ideas and teams decide on what product they will be creating.</td>
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<tr>
<td>LUNCH</td>
<td>30 minutes</td>
<td>Everyone gets much needed brain food.</td>
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<tr>
<td>SOLUTION DEVELOPMENT</td>
<td>45 minutes</td>
<td>Coaches support students in building out their idea focusing on marketing, strategy, finance, and design.</td>
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<tr>
<td>PITCH PRACTICE</td>
<td>25 minutes</td>
<td>Students practice their final pitch and get ready for the judges.</td>
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<tr>
<td>FINAL PRESENTATION TO THE JUDGES</td>
<td>20 minutes</td>
<td>Students present their pitches to a panel of judges.</td>
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<tr>
<td>JUDGES’ DECISION &amp; DEPARTURE</td>
<td>30 minutes</td>
<td>Judges provide feedback and announce the winner!</td>
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Core Components of our Business Academy
Intentional Work-Based Learning Opportunities: Connecting Coursework

“It was a cool opportunity. SuitUp is a great organization — they had everything prepared for us, and the students were ready to jump right in.”

Stefan Brown
Dual Enrollment Coordinator
LCPS students have also begun internships in engineering, marketing accounting, and more at Bay Area businesses and institutions like the Exploratorium and Levi's Stadium this year. Our work-based learning bridges classroom academics and dual credit coursework to the real world.

"I want to help students connect the dots, so they know what they want to pursue and how to get there."

Sheree West, Work-Based Learning Coordinator
Key Learnings

- Make Public Commitments!
- Plan to secure funding for changing needs of our communities
- From an initial group of community partners that are invested in your work!
- Leverage local assets - Community College partners, Regional Plan and Workforce Development
- Center student experiences, economic justice, and income inequity
Thank you! Questions and Feedback

Contact:
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303.472.6123

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Open Discussion and Resource Sharing
2022-23 Design Challenge Recipients

- **Manzano High School, Albuquerque, NM**: Middle School and High School Vertical Articulation to Adult Success

- **Big Brothers Big Sisters of Eastern Missouri**: Engaging Young People in Pursuit of Successful Futures

- **Peer Power Foundation, Memphis, TN**: Peer Power Student Intern Tutor Program

- **Philadelphia Education Fund**: College Access and Success Ecosystem (CASE)

- **University of Maine System**: Research Learning Experiences
PAS Announcements

- Upcoming PAS Solutions Forum:
  - Dec. 13, 2022, 2:00pm ET
    - Register Here
- Collaborative Conversations
  - Seeking input, email cprygeski@jhu.edu

- Recent Designing Education Podcast episode available, featuring:
  - Sonja Robertson, Mississippi Department of Education
- Available on most streaming platforms (Apple, Spotify, Google, etc.)
GRAD Partnership Upcoming Events

• AASA Webinar: Re-Building Student Supports for Pandemic-Impacted Times
  • Nov. 17, 2022, 3:30pm ET
  • Register Here

• Community of Practices:
  • Topic: How a City Learned to Improve Graduation Rates
    • Nov. 30, 2022, 2:00 – 3:00pm ET
    • Register Here
  • Topic: Working with Postsecondary Readiness Indicators
    • Jan. 11, 2023, 2:00 – 3:00pm ET
    • Register Here
We will follow up with a recording of the session, slides, and a list of references and materials shared today.

Thank You, Be Well, & Onward!