PANDEMIC INNOVATIONS

Pathways to Adult Success Solution Forum
Everyone Graduates Center, Johns Hopkins University School of Education
January 19, 2023
Welcome and Agenda

• Pandemic Innovations
• Breakouts: Sharing Your Innovations
• 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.
Innovating During a Pandemic
Pathways to Adult Success Learning Community: Pandemic Innovations

• Highlights innovations of PAS learning community members which occurred during the first two years of the pandemic
• Organized into four key areas: Student Success Systems, Collaborations, Post-Secondary Navigation Supports, and Data
• Released today
Creating Student Success Systems or EWS 3.0
Students will guide us

April 6, 2021

“As long as any adult thinks that he, like the parents and teachers of old, can become introspective, invoking his own youth to understand the youth before him, he is lost.”

- Margaret Mead
Habits of Successful 9th Grade Success Teams

- Plan to meet students where they are
- Anchor plans in what students say about how they experience school
- Use developmental relationships data as one way to welcome students into the planning process
The Secret Sauce: Elevating Student Voice

If... we elevate and center student voice and create space for adults to reflect on and improve their practice

Then... we will improve the learning conditions for young people and create classroom experiences that are more equitable

Which will increase...

- Social and emotional outcomes (86% report feeling a higher sense of belonging)
- Student engagement (2x more likely to report having “tried their best”)
- Student outcomes (30% more likely to earn an A or B)
- Motivation and energy for teachers (self-reported)

Classrooms are a huge key lever; it’s where all the magic happens!
Breakthrough Success Community (BTSC)

Network For School Improvement

Measuring Student-Adult Developmental Relationships
Developmental Relationships

Close connections through which young people **discover who they are**, gain abilities to **shape their own lives**, and learn how to interact with and **contribute to the world** around them.

- **Express Care**
  “Show me that I matter to you.”

- **Challenge Growth**
  “Push me to keep getting better.”

- **Provide Support**
  “Help me complete tasks and achieve goals.”

- **Share Power**
  “Treat me with respect and give me a say.”

- **Expand Possibilities**
  “Connect me with people that broaden my world.”
Relationships Survey Report

Breakthrough Success Community

Developmental Relationships Trends Over Time
October 2020 - January 2021

Select School:  
Select Race/Ethnicity:  
Select Gender:  
Select English Learner Status:  
Select Participation Group:

Students by Overall Relationship Strength

**OCT '20**
- 48% of students have **STRONG** developmental relationships
- 44% of students have **MODERATE** developmental relationships
- 8% of students have **WEAK** developmental relationships
- 0% of students have N/A developmental relationships

**JAN '21**
- 47% of students have **STRONG** developmental relationships
- 43% of students have **MODERATE** developmental relationships
- 10% of students have **WEAK** developmental relationships
- 0% of students have N/A developmental relationships

Overall Relationship Strength

- 48% of students: 3,846 total students
- 47% of students: 5,346 total students

Responses by Element:

**Express Care**
- OCT '20: 67%
- JAN '21: 67%
- # of Responses: 19,112
  - # of Items on Survey: 5

**Challenge Growth**
- OCT '20: 74%
- JAN '21: 73%
- # of Responses: 19,260
  - # of Items on Survey: 4

**Provide Support**
- OCT '20: 71%
- JAN '21: 70%
- # of Responses: 15,251
  - # of Items on Survey: 4

**Share Power**
- OCT '20: 65%
- JAN '21: 64%
- # of Responses: 15,246
  - # of Items on Survey: 4

**Expand Possibilities**
- OCT '20: 58%
- JAN '21: 58%
- # of Responses: 15,872
  - # of Items on Survey: 3

Click Here for Report Guide
The GRAD Partnership: Advancing Student Success Systems

1 WHAT
Partnering with communities to use high-quality student success systems so that schools are empowered to graduate all students ready for the future.

2 WHO
- American Institute for Research
- BARR Center
- Carnegie Foundation for Advancement of Teaching
- Everyone Graduates Center at Johns Hopkins University
- National Center for Learning Disabilities
- Network for College Success at University of Chicago
- Rural Schools Collaborative
- Schott Foundation
- Talent Development Secondary

3 HOW
- Working to support widespread adoption of student success systems (next generation early warning/on-track systems)
- Multiple types of technical assistance to schools, districts, and states
- Capacity-building supports for local intermediaries
- Self-Assessments
- Community of Practice
Student Success Systems

Student success systems are a way of organizing a school community to better support the academic progress and well-being of all students.

They

- combine a focus on building strong relationships
- with real-time, actionable data,
- are guided by improvement science, and
- shaped by student-centered mindsets.

By integrating these four elements, they help educators address school-wide achievement patterns and school culture issues, increase school connectedness and a sense of belonging among students, and meet individual student needs.
How Student Success Systems Work

- Takes action at school, grade, classroom, small group and individual level
- Work with students, parents, teachers in designing solutions
- Goal is to create conditions under which students thrive, not wait to react until the challenge is severe
- Key predictive indicators include attendance, course grades, school connectedness (belonging), well-being

Student Success Teams

Progress Monitors All Students with Key Indicators

Monitors Impact of Actions Modifies Until Work

Gathers Insights and Co-Creates Improvement Actions

School Community Effort—school leaders, teachers, counselors
- Meets regularly
- Empowered to take action

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Team Reflection Tool

This tool is designed to help schools...

- examine their existing student support systems to see where improvements will have the most impact in operating and continually improving their student success system
- spark courageous conversations
- be adaptable to the unique contexts of their communities
Student success coaches (SSC) can provide adaptable, integrated capacity required to enhance educational equity.

Student Success Coaches are…

Young people—often AmeriCorps members—who serve full time on diverse teams in systemically under-resourced schools, forming developmental relationships and partnering with educators to provide near-peer, evidence-based social, emotional and academic supports to students and supplemental capacity in classrooms to personalize learning and create positive learning communities.

What it looks like in practice:

- **Whole school support**
  - Offer whole school activities to help create welcoming environments, build belonging and engage families
  - Support extended day activities including afterschool programming, homework assistance and enrichment projects

- **Classroom support**
  - Support classroom routines and build community
  - Provide additional flexible capacity to teachers to enable greater personalization of instruction

- **Individual student support**
  - Provide 1:1 and small group instruction that weaves together academic tutoring and skill building with social and emotional skill development
  - Support student attendance and engagement by using strategies that honor student identities, voices, and cultures

Focus on relationships and data-driven support across all levels.
Student Success Coaches can help create the conditions for equitable, personalized, holistic student development

Student Success Coaches

serve full time on diverse teams integrated into systemically under-resourced schools to support...

- **Positive developmental relationships**: Unique role as near-peers enable SSCs to form positive developmental relationships with students

- **Environments that foster feelings of safety and belonging**: SSCs connect with families and create connective tissue between students’ lives and school experience

- **Rich learning experiences and knowledge development**: Use asset-based, collaborative, and culturally affirming approaches that can support and enable students’ identity development and agency

- **Development of skills, habits, and mindsets**: SSCs provide integrated, evidence-based academic, social and emotional supports

- **Integrated support systems**: SSCs use holistic data to inform supports, elevate student voice, and provide critical, adaptable capacity
Student Success Coaches’ whole-child focus enables positive outcomes in systemically under-resourced schools

- **Academic Achievement**: Studies show that schools that partner with Student Success Coaches (SSCs) are up to two to three times more likely to improve in English and math assessments. The more time students spend with SSCs, the better students’ social, emotional, academic, and attendance outcomes, with students who are furthest behind benefitting most; greatest gains occur when social-emotional skill building is combined with an academic activity.

- **Holistic Growth**: Evidence indicates that SSCs, in partnership with other multi-tiered support providers, have an impact on reducing the number of students who are off track to high school graduation.

- **On-Track Indicators**: 95% of partner principals and partner teachers say SSCs have supported the engagement and participation of students in school during the pandemic and help students feel a sense of belonging.

- **Educator Support**: A 2021 student survey found that 84% of students feel that their SSC teaches them how to self-advocate and ask for help when they need it, which are critical skills for life and workforce success.

- **Student Voice**: A 2017 analysis by Deloitte showed partnering with teams of SSCs is 78% more cost effective than contracting with individual providers to deliver the same set of services.
National Partnership for Student Success (NPSS)

The NPSS is a public private partnership led by the U.S. Department of Education, AmeriCorps, and the Johns Hopkins Everyone Graduates Center supported by six Lead Technical Assistance Organizations and over 120 youth serving organization that seeks to provide the leadership, organizational structures, and connective tissue to bring additional evidence-based person-powered student supports to schools and districts based on locally determined needs.

Local determination of student needs and collaboration

- Districts
- Schools
- Community-Based Organizing Partner(s)
- Evidence-Based, Relationship-Driven People Powered Supports

Menu of evidence-based supports to meet student needs

- Academic Tutors
- Student Success Coaches
- Wraparound/Integrated Student Supports
- Post Secondary Transition Coaches
- Mentors

Getting the right support to the right students at the right scale and intensity
K-12, Non-Profit, and Higher Education Collaborations; or, “It Takes a Community”
College-in-High School at Scale
An Equity Driver
During and After Covid-19

Leslie Cornfeld, Founder/CEO
A NEW PATHWAY TO COLLEGE AND BEYOND

College-in-High School at Scale

Delivering online college credit-bearing courses into Title 1 High School classrooms across the nation at a time when schools and students need it most!

- Advance and demonstrate college readiness
- Increase college access and affordability
- Help colleges identify talent
- Increase college focus during COVID
1. Rigorous & Engaging College Credit-Bearing Courses

Cornell University
Arizona State University
HARVARD Extension School
Howard University

2. Classroom Co-Teachers

3. University Teaching Fellows

4. Access to Personal Technology

5. Supports

common app
1-on-1 college coaches
STRIVE for COLLEGE
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
CAMs

- Postsecondary Process Guidance
- Financial Aid and Emergency Fund Support
- Social/Emotional and Mental Health Support
- Self-Efficacy and Personal Empowerment Promotion and Modeling
- Academic Support and Advocacy
Boys and Girls Club of the Peninsula (BGCP)

Future Grads

Program
Future Grads supports students to and *through* college graduation

Future Grads is open to *any* student at our partner high schools

Serve students at both 4-year *and* 2-year institutions
### Future Grads Program Model

<table>
<thead>
<tr>
<th>Grade</th>
<th>Components</th>
</tr>
</thead>
<tbody>
<tr>
<td>10th Grade</td>
<td>• <strong>Summer Academy</strong>&lt;br&gt;• Academic &amp; Life Skills&lt;br&gt;• Relationship-Building</td>
</tr>
<tr>
<td>11th Grade</td>
<td>• College Tours&lt;br&gt;• Personal Statements&lt;br&gt;• College List</td>
</tr>
<tr>
<td>12th Grade</td>
<td>• College Applications&lt;br&gt;• Financial Aid&lt;br&gt;• Post-Application Support</td>
</tr>
<tr>
<td>Postsecondary</td>
<td>• <strong>Postsecondary Retreat</strong>&lt;br&gt;• Academic Advising&lt;br&gt;• SE Support&lt;br&gt;• Career Readiness</td>
</tr>
</tbody>
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Postsecondary Navigation Supports, or Crossing Institutional Boundaries
• Effort in New Mexico and Louisiana.
• Partnering with high schools to figure out what it takes to provide ALL students with series of grade-level career exposures, applications, and experiences in grades 9 - 11, culminating with industry certification or apprenticeships in 12th grade and then structured pathways to postsecondary schooling or training, alongside similar college prep sequence.
• Goal is to build cross-sector collaborations to develop and sustain it.
How might we better support students to reach future life success through a set of grade-by-grade milestones that address academics, social and emotional learning, college preparation, and career readiness?
A K-12 Continuum for Postsecondary Success

3rd through 5th Grade
- Career Exposure
- College Exposure
- “Pro-Career” Mindset

6th-8th/9th Grade
- Career Exploration
- Opportunities to simulate and reflect
- Essential Skill Awareness

9th & 10th Grade
- Postsecondary Planning
- Development of postsecondary portfolio
- Essential Skills Practice

11th and 12th Grade
- Attain MVA
- Demonstration of essential skills
- Completion & Exhibition of postsecondary portfolio

K-12
Academic and Essential Skills Foundation
Market Value Assets

- Industry-Recognized Credential
- 9 or more College Credits
- Internship or Client Project
- KC Scholars and HOPE Scholarship
A Mental Model for Scaling MVAs

MVA “Supply”

Strategies related to creating the number of seats in MVA opportunities to accommodate all students:

• **Creating** new programs (Pathways to Design)
• **Scaling** existing MVA opportunities to more students (Expanding enrollment in early college coursework)
• **Upgrading** programs with MVA potential (Adding client projects to Project Lead the Way courses)

MVA “Demand”

Strategies related to ensuring that students are aware of, excited about, and prepared to successfully attain MVAs:

• College and worksite visits, hands-on activities and **interaction with industry professionals** in grades 3-9.
• **Integration of academics and “Real World Learning”** through the Connector and Career Pathways.
• Career-themed elective courses and summer opportunities focused on preparing students for MVAs.
Innovative Credit Options in Ohio

• **Credit Flexibility** - [Ohio law](#) requires each school district and community school to adopt policy which complies with the state plan to award units of high school credit based upon a demonstration of subject area competency or learning expectations.

• **Simultaneous Credit** - [Ohio law](#) also allows districts, schools, community schools and chartered nonpublic schools to integrate content standards from multiple subject areas into a single course for which students can earn simultaneous credit.
Extended Learning Opportunities: Learning Everywhere in New Hampshire

Kerrie Alley-Violette, Sanborn Regional High School
Sean Peschel, Oyster River High School
What are ELOs according to NHDOE?

Minimum Standards for Public School Approval ED306.02(i)

- Any Time
- Any Place
- Any Pace
- Any Method

New Hampshire Department of Education
Common Learning Components

An ELO is based on unique content area competencies which students explore through common learning components:

- Reflection
- Research
- Product
- Presentation
Thinking About Data in New Ways
The ABC’s of Student Engagement

- Agency
- Belonging
- Connectedness
School Connectedness is Essential to School Success

Students are connected to school when they -

• Believe there is an adult at school who knows and cares about them as a person
• Have a supportive peer group
• Engage in pro-social activities, where their actions help others
• Feel welcome in school for who they are

All of these are knowable, in non-burdensome ways.
Teachers, Student and Parent Insights Are Data

• In-depth conversations between teachers, students, and parents regarding a sample of the school population can identify classroom and school-wide challenges and the co-creation of solutions.
Breakouts: Sharing Your Innovations
Open Discussion and Resource Sharing
PAS Announcements

• Season 2 **Designing Education** podcast episodes available,
  • Available on most streaming platforms (Apple, Spotify, Google, etc.)
  • Episode #1: Tim Wills, *Chief Impact Officer* for **MENTOR**, shares how quality relationships increase student attendance, participation, and achievement.
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.