

MDE'S APPROACH TO POSTSECONDARY TRANSITIONS

Presentation to the State Board of Education
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Michigan Department of Education and
the Michigan College Access Network

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A VISION FOR POSTSECONDARY TRANSITIONS

- MDE supports college and career *readiness* through K-12 education
- We also specifically support the *transition* to:
 - College
 - Careers
 - Community
- Goal: Any child in Michigan can have *access* to postsecondary credit options while in high school.
- Current work and specific new partnerships

COLLEGE

- Definition: College is used interchangeably with “postsecondary education” and “higher education”. Postsecondary education refers to all education that occurs after high school or high school equivalent, including:
 - Certificate and Credential-Bearing Vocational Education
 - Associate’s Degree
 - Bachelor’s Degree

TODAY'S PRESENTATION

- ◉ Outline MDE's current and planned work regarding postsecondary transitions
- ◉ Present an overview of MCAN and their work
- ◉ Describe how MDE and MCAN are partnering to support the transition to college

MCAN's Goal

Increase the percentage of Michigan residents with high-quality degrees or credentials to:

60% by 2025



Meeting Labor Market Needs

According to the Georgetown Center on Education and the Workforce....

By the year 2018

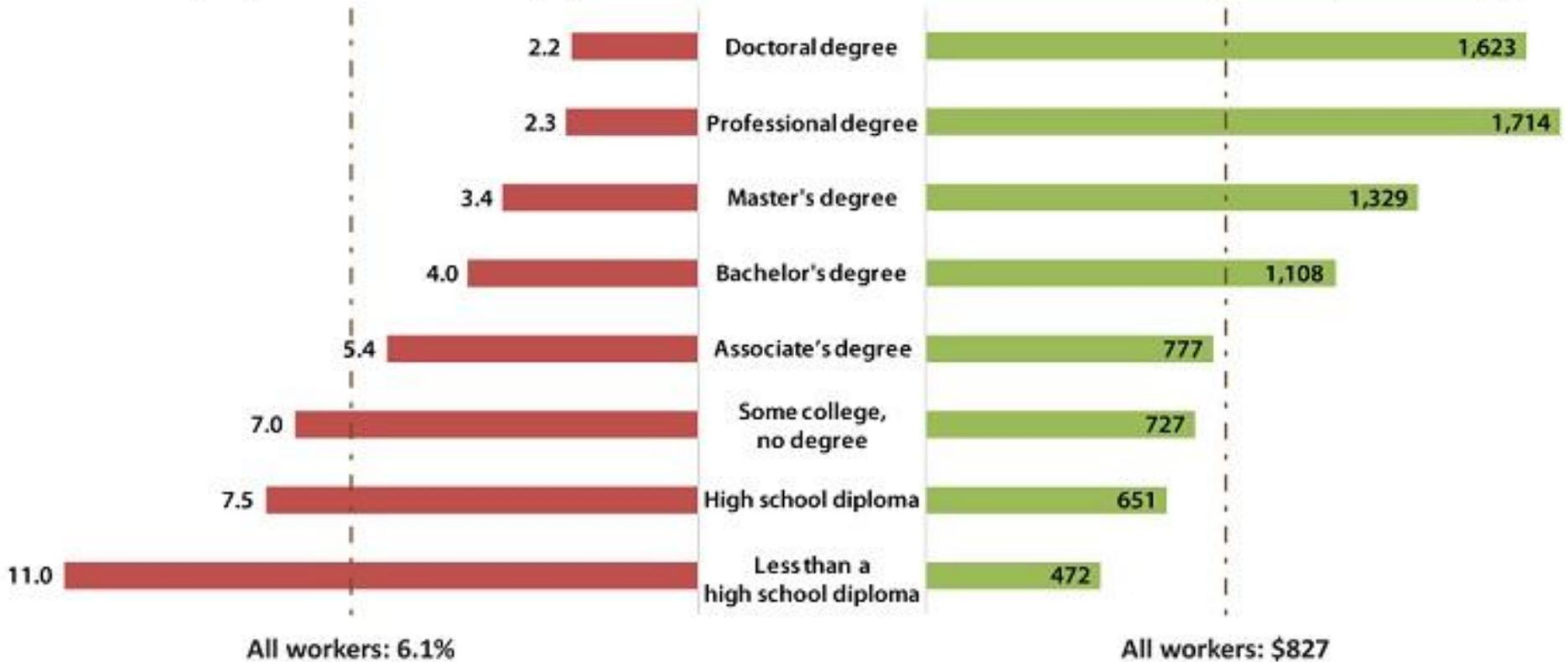
62%

of the jobs in Michigan
will require
postsecondary education

Earnings and unemployment rates by educational attainment

Unemployment rate in 2013 (%)

Median weekly earnings in 2013 (\$)



Note: Data are for persons age 25 and over. Earnings are for full-time wage and salary workers.
 Source: Current Population Survey, U.S. Bureau of Labor Statistics, U.S. Department of Labor

Almost 2x Earning Power

Median earnings in the past 12 months (in 2012 inflation-adjusted dollars)



\$25,128

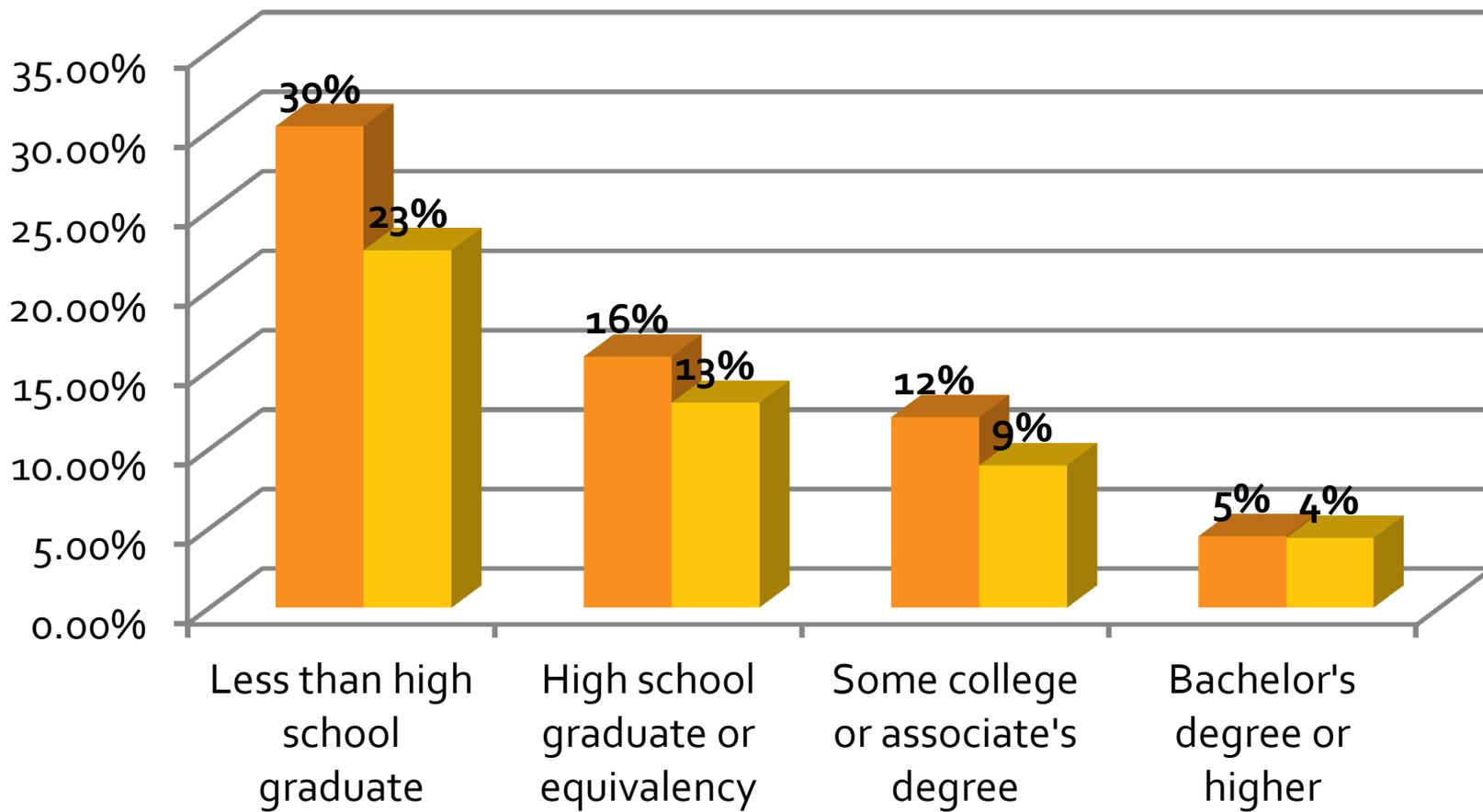
High School Graduate



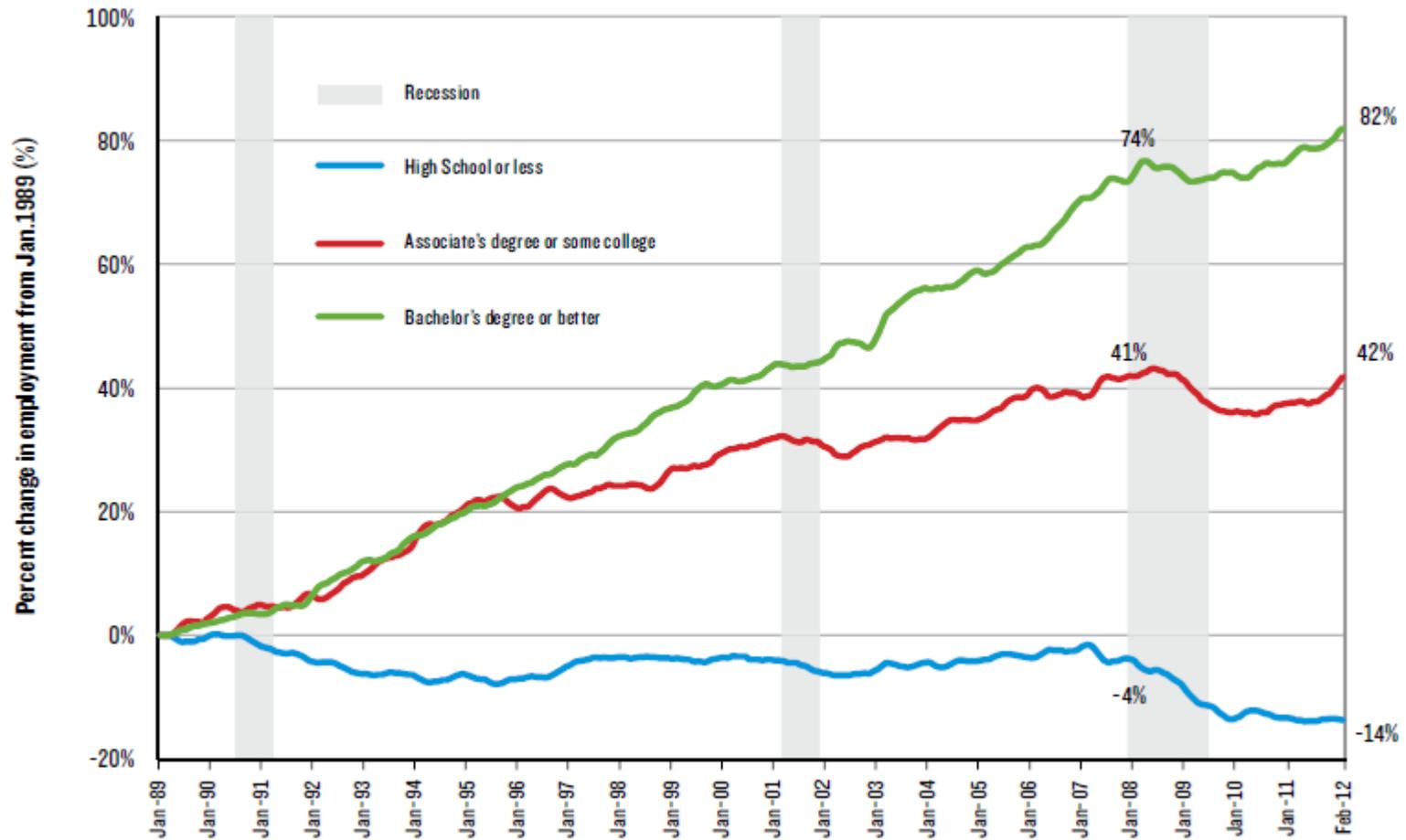
\$46,688

Four-Year Degree Holder

2012 Michigan Poverty & Unemployment Rates

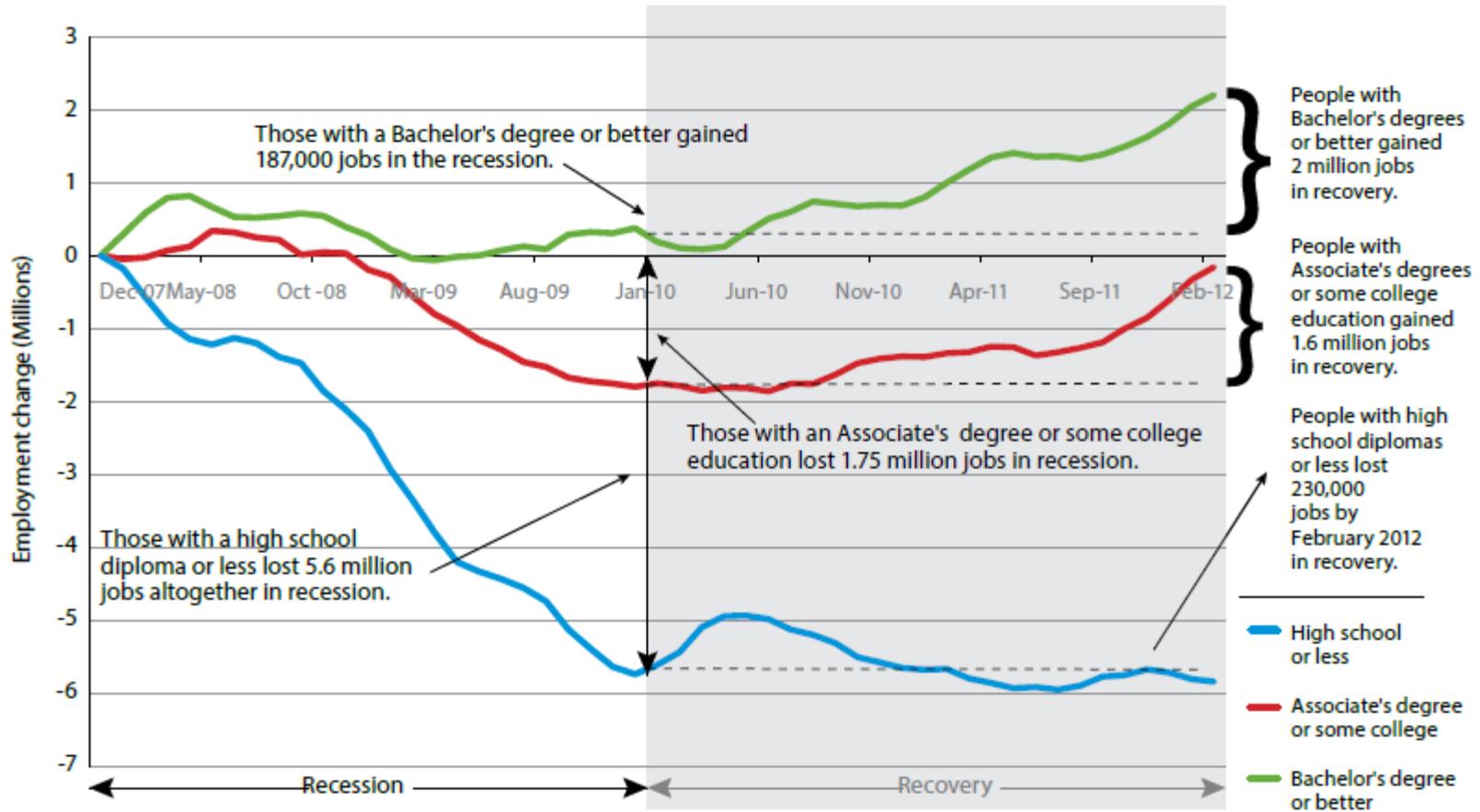


Employment 1989-2012



Source: Georgetown University – Center on Education and the Workforce. *The College Advantage: Weathering the economic storm.*

Job Loss and Gain



Source: Georgetown University – Center on Education and the Workforce. *The College Advantage: Weathering the economic storm.*

Education Pays

- Increased tax revenues for governments
- Governments spend less on income support programs
- More likely to receive health insurance and pension benefits from their employers
- More active citizenry – volunteerism/voting
- Live healthier lifestyles, reducing health care costs – smoking/obesity
- Mothers spend more time with children
- Increased social *mobility*

Barriers

Increase college completion by lowering barriers that prevent students from getting to and through college

- Social Capital
- Academic Preparation
- College Knowledge – Navigating the Process
- Affordability

Barriers

Increase college completion by lowering barriers that prevent students from getting to and through college

- Social Capital
- **Academic Preparation (MDE's primary focus)**
- **College Knowledge – Navigating the Process (MCAN's primary focus)**
- Affordability

MCAN's Strategies

- Local College Access Network Development
- Coordination and Partnerships
- Advocacy and Leadership
- Professional Development
- Implement Statewide Initiatives

What is an LCAN?

- Community-based college access coordinating body for college access strategy
- Committed to increasing college readiness, enrollment, and completion
- Highly structured collaborative effort, as opposed to isolated efforts of individual organizations
- Supported by an alliance of cross-sector leaders representing K-12, higher ed, nonprofit sector, government, business, and philanthropy

What Do LCANs Do?

- Commit to building a college-going culture in community
- Agree on a vision
- Establish clear college readiness/access/success goals – and track progress transparently
- Align/coordinate existing organizations to shared goals to fill differentiated roles
- Implement collaborative action plan based on data driven community priorities
- Hold partners accountable for results

Measuring LCAN Success

- Use a common set of measures to monitor progress and learn what is and is not working
- Small but comprehensive set of indicators establishes a common language that supports the action framework and aligns with goals
- Create a Dashboard or Community Report Card with key metrics - for example:
 - College Aspirations
 - ACT College Ready Benchmark
 - College Enrollment
 - FAFSA Completion
 - College Retention/Persistence
 - College Completion
 - Community Postsecondary Educational Attainment

Professional Development

- Train college access professionals, such as high school counselors and other community- and campus-based professionals, to be highly qualified and effective college advisors
- Course in Postsecondary Planning for HS Counselors

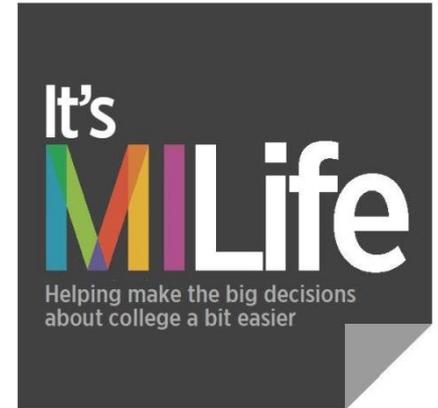
Statewide Initiatives

MICHIGAN
College Application Week

(November)



(February)



MICHIGAN
College Decision Day

(May)

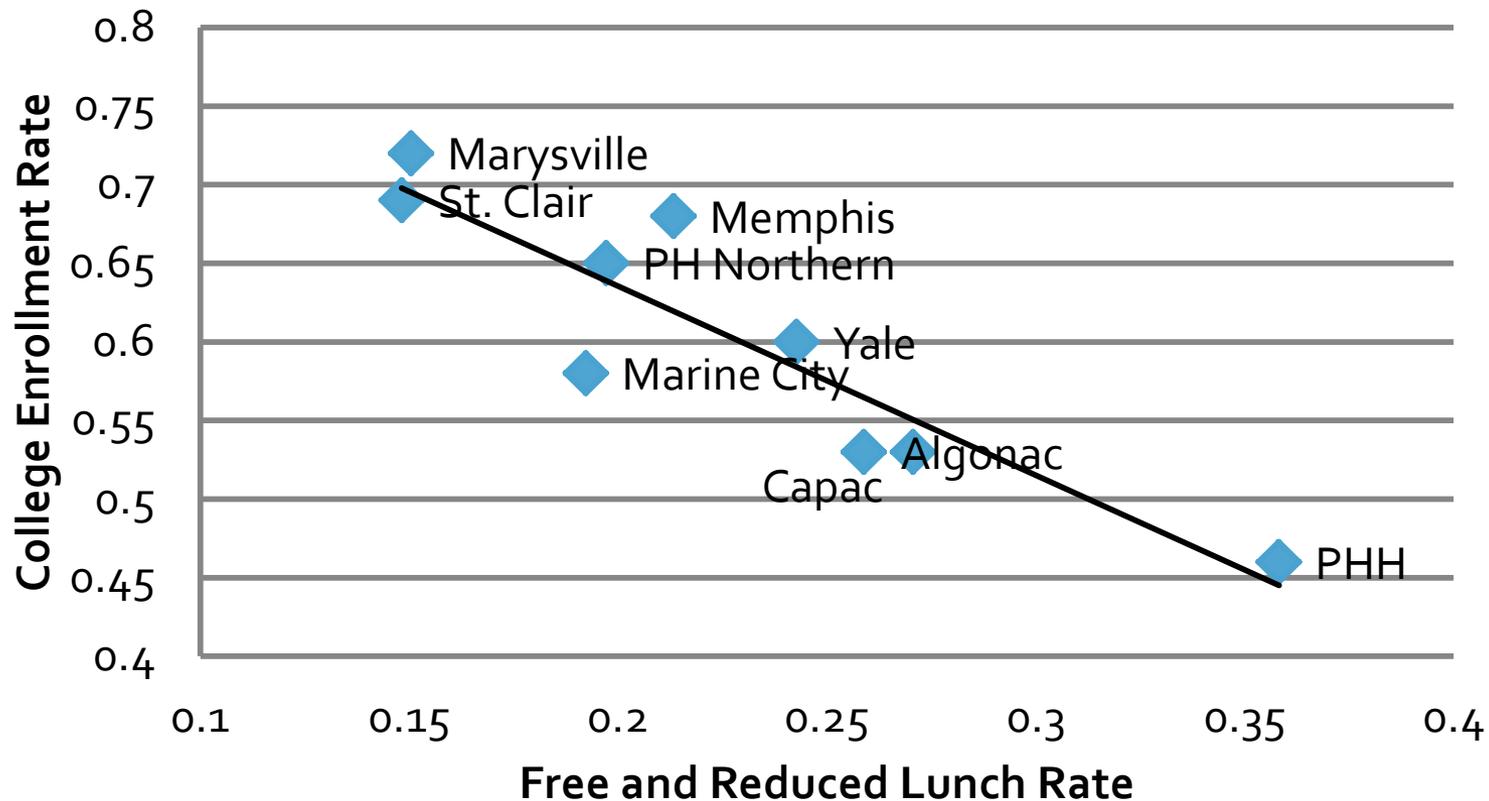
MICHIGAN
COLLEGE ACCESS NETWORK

Case Study: St. Clair County



St. Clair County Class of 2008

College Enrollment Rates by FRL Rates = 56%



KnowHow2GO

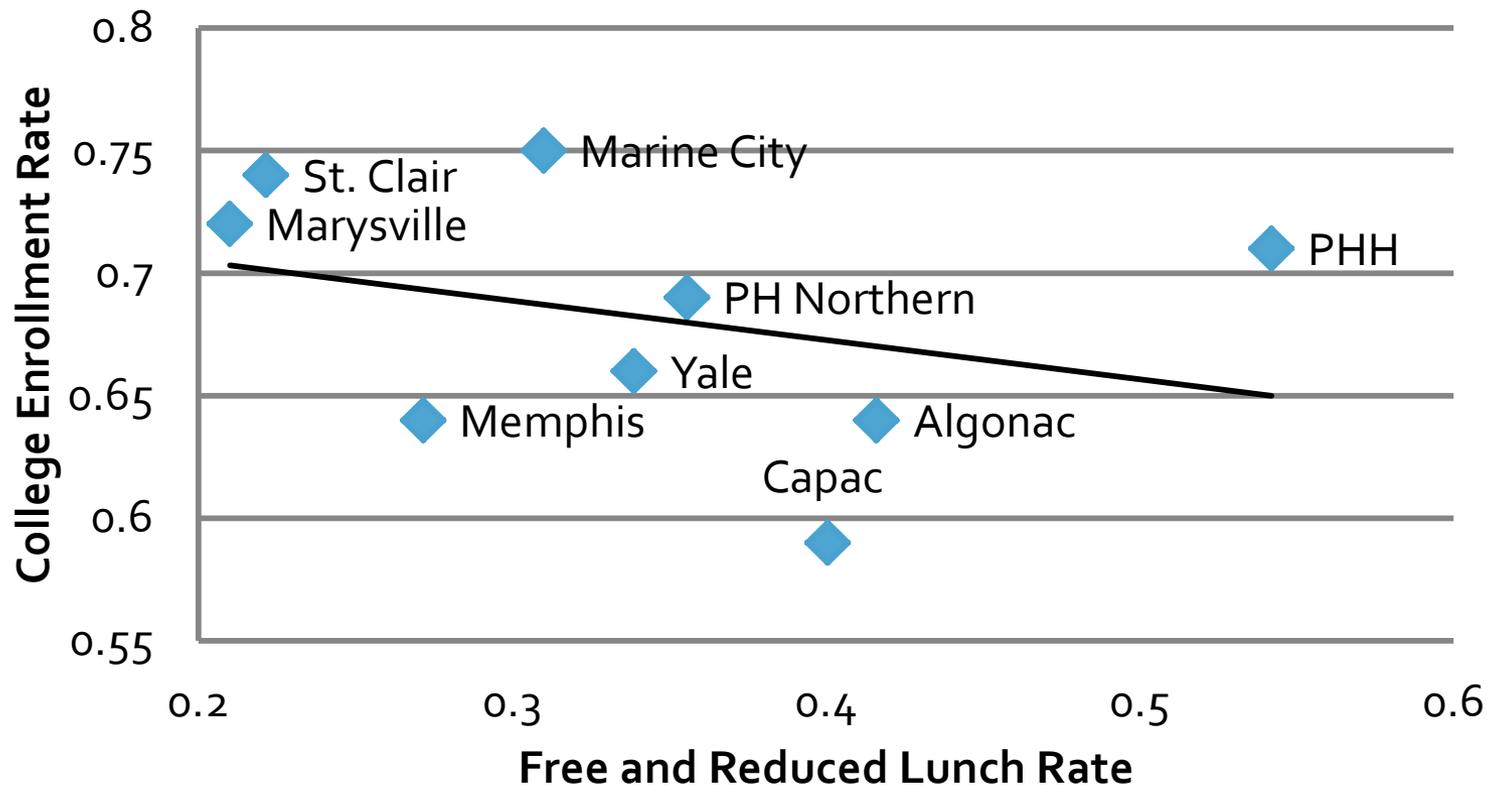
Creating a college-going culture in St. Clair County 

The KnowHow2GO team

- Set ambitious goals
- Used data to drive decision-making
- Shifted focus to the highest priorities
- Built new partnerships
- Dedicated resources to college access activities

St. Clair County Class of 2013

College Enrollment Rates by FRL Rates = 66%



HOW DOES MDE SUPPORT THE TRANSITION TO COLLEGE?

○ Current Work

- Ensuring readiness
- Career technical education focus on transitions
 - Articulation agreements, direct credit agreements, rigorous programs of study
- Intervention pilot to increase college application and college going

POSTSECONDARY CREDIT OPTIONS IN HIGH SCHOOL

- Any Michigan student who wants the opportunity to earn an associate's degree while still in high school should have that opportunity
- Any Michigan student who wants to earn postsecondary credits while in high school should be able to earn those credits
- Range of methods for this:
 - AP/IB courses
 - Dual/concurrent enrollment
 - Enhanced dual enrollment systems
 - Early middle college programs and schools

EARLY/MIDDLE COLLEGES IN MICHIGAN: NOW AND IN THE FUTURE

- ◉ Of the 28 community colleges in the state, 23 are involved
- ◉ 4 public universities and 3 private colleges are involved
- ◉ 14 ISDs offer schools/programs
- ◉ 25 districts offer schools/programs

We want to expand these numbers!

EARLY/MIDDLE COLLEGES: OUTREACH PLAN

- Increase the number of community colleges participating in EMCs - all 28 participating by 2015-2016
- Increase the number of universities participating
Goal = 2 additional each year
- Increase the number of ISDs and districts participating by 25% each year (6 more districts, 3 more ISDs)
- Target based on geographical representation
- Increased awareness around the 8 different options for earning college credit while in high school
 - Postsecondary credit options referent group— understanding barriers, developing solutions
 - Increased presentations

TRANSITION TO COLLEGE

◉ Emerging Work/New Work

- MCAN partnership
 - Increase our direct programming around transitions, including college applications, financial aid, and a college-going culture
 - Work with Priority and Focus high schools, as well as high schools in deficit districts, to enact the MCAN suite of programming
- Increased focus on counselors
 - Training and professional development through MCAN
 - Initiate a study to determine:
 - Counselor ratios and distribution in Michigan
 - How counselors spend their time
 - What are the barriers to counselors providing more supports for postsecondary transition
- Increased partnership with AP/IB
 - Recognition events
 - Increased use of AP/IB data to hold us accountable on access and opportunity gap
 - Supporting training for teachers to teach these courses
- Evaluation of the Education Development Plan

TRANSITION TO CAREER

○ Current Work

- Career technical education based initiatives
 - Work-based learning, internships, apprenticeships, CTE instructional programs, CTE Career Ready Practices, CTE grants
- MEDC partnerships/collaboration
 - Career jumpstart
 - Career liaisons
- Cross-agency collaborations and board memberships
 - Governor's Talent Investment Board
 - SEMCOG

TRANSITION TO CAREER

◎ Emerging Work/New Work

- Partnership with the Workforce Development Agency and Department of Human Services to support Jobs for America's Graduates
 - Direct toward deficit districts and/or Priority schools - areas of high need
- Explore how seat time waivers could be used to support/facilitate internships and apprenticeships
 - Models/guidance

TRANSITION TO COMMUNITY

○ Current Work

- Special education transitions
- Support JROTC as a state-approved CTE Program
- Dropout prevention
 - Superintendent's Dropout Challenge

○ Emerging/New Work

- Dropout prevention
 - Early warning indicator system
 - Partnership with WDA and DHS on Jobs for America's Graduates, which supports dropout prevention

USE OF DATA TO SUPPORT TRANSITIONS

- ◉ We need to understand who is transitioning successfully and who is not—to inform our work, to hold ourselves accountable, and to provide information to parents, districts, and schools.
- ◉ All data work is conducted in partnership with the Center for Educational Performance and Information

USE OF DATA TO SUPPORT TRANSITIONS

○ Current Work

- Postsecondary education data
 - Enrollment, persistence, remediation—collected through National Student Clearinghouse and Student Transcript Academic Record Repository collections
 - eTranscript initiative
 - Dual enrollment and AP/IB course taking
- CTE and special education postsecondary surveys
- Data currently used for:
 - Legislative and federal reporting, program improvement, metrics to track achievement gap closure, research on effectiveness of various programs and policies

USE OF DATA TO SUPPORT TRANSITIONS

○ Emerging/New Work:

- Expanding data collection into employment/wage information and certification data
- Developing and utilizing new metrics to hold ourselves accountable on the success of student transitions
- Continued and expanded research
 - Summer interns: focusing on understanding transitions as demonstrated in the NSC and STARR data