



Postsecondary Network

November 8, 2022

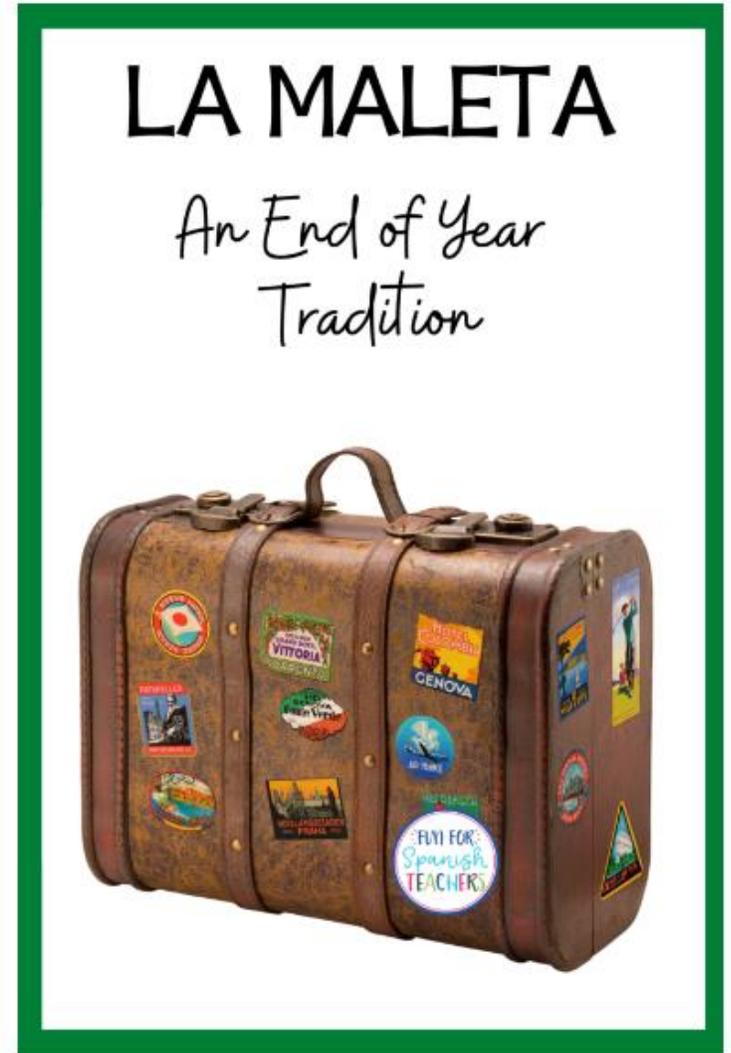
Say hello in the chat box...

- Share your name, organization, and role

Welcome!

According to Colombian tradition, if one wants to travel in the upcoming year, they should pack a *maleta* (suitcase) with some of the things they might need and walk around the block at midnight. Supposedly, if one takes part in this tradition, they'll go on many trips next year.

In your small groups, share your favorite holiday tradition



Welcome to L4L's Change Action Network!

Christopher Harden



Lead Hospital Teacher/
Educational Advocate, Family
Services Department



Jada Mitchell



Director of Center for
Academic Success



Sherwin James



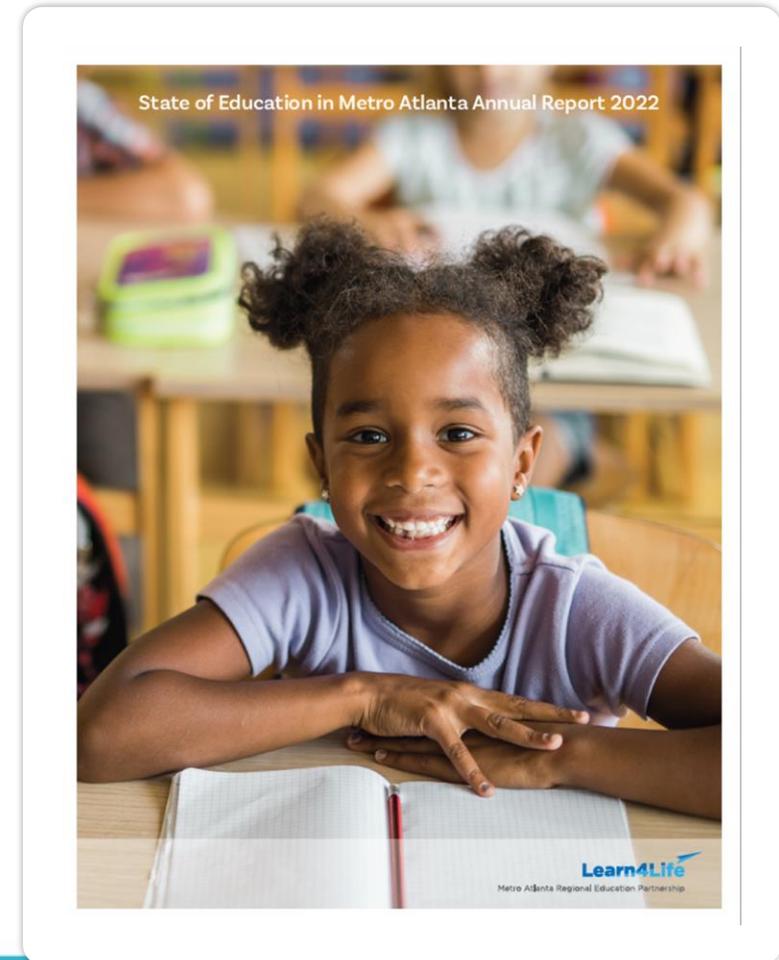
Director of Center for Advising
& Retention



The State Of Education is In-Person!



- Thursday, Dec 1 at the Metro Chamber at 8 am
- Hear from district leaders:
 - Dr. Beasley, Clayton County Schools Superintendent
 - Dr. Fehrman, City Schools of Decatur Superintendent
 - Dr. Herring, APS Superintendent
- Review State of Education Annual Report





We're hiring!

Learn4Life

Metro Atlanta Regional Education Partnership

Learn4Life

Development Manager: <https://l4lmetroatlanta.org/wp-content/uploads/L4L-Dev-Mgr-Job-Posting-2022-DRAFT.pdf>

Agenda

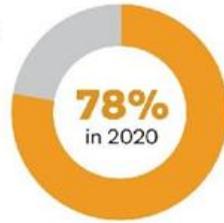
- L4L Overview & Theory of Action
- 8th Grade Math Progress
- Postsecondary Success
 - College Bound Update
 - Bright Spot Identification Discussion
- Next Steps

Our Region is Diverse and Growing

Five Core Counties & School Districts



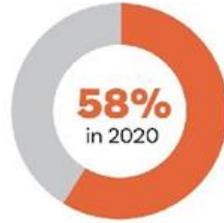
Students of Color



Change in Eight Years,
2012-2020

53,000+

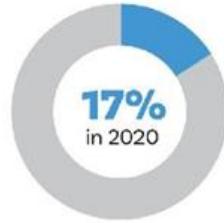
Low-Income



Change in Eight Years,
2012-2020

18,000+

English Learners



Change in Eight Years,
2012-2020

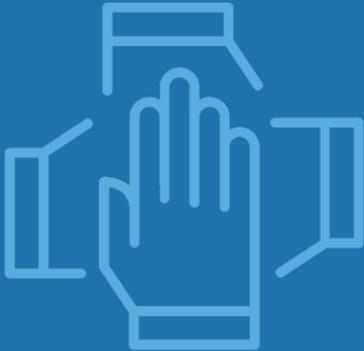
54,000+

L4L's Theory of Action

Mission: To ensure that every child in our region becomes a thriving citizen who achieves success in school, career, and life

What we do:

Engage partners



Create shared understanding (of data)



Amplify bright spots



L4L Change Action Networks

Early Literacy



Kindergarten
Readiness



3rd Grade Reading
Proficiency



8th Grade Math
Proficiency



High School
Graduation

8th Grade Math

Postsecondary Success



Post-Secondary
Enrollment



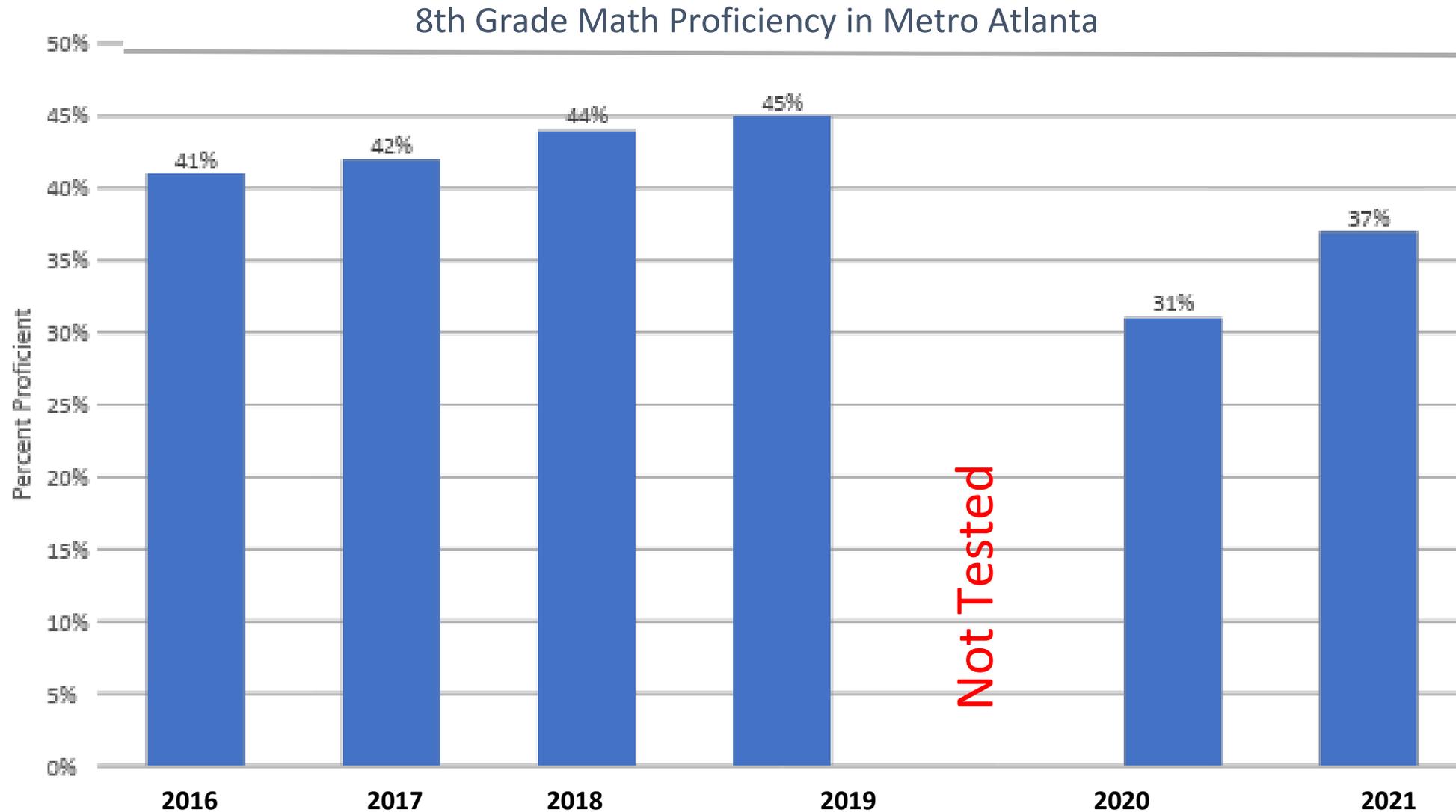
Post-Secondary
Completion



8th Grade Math



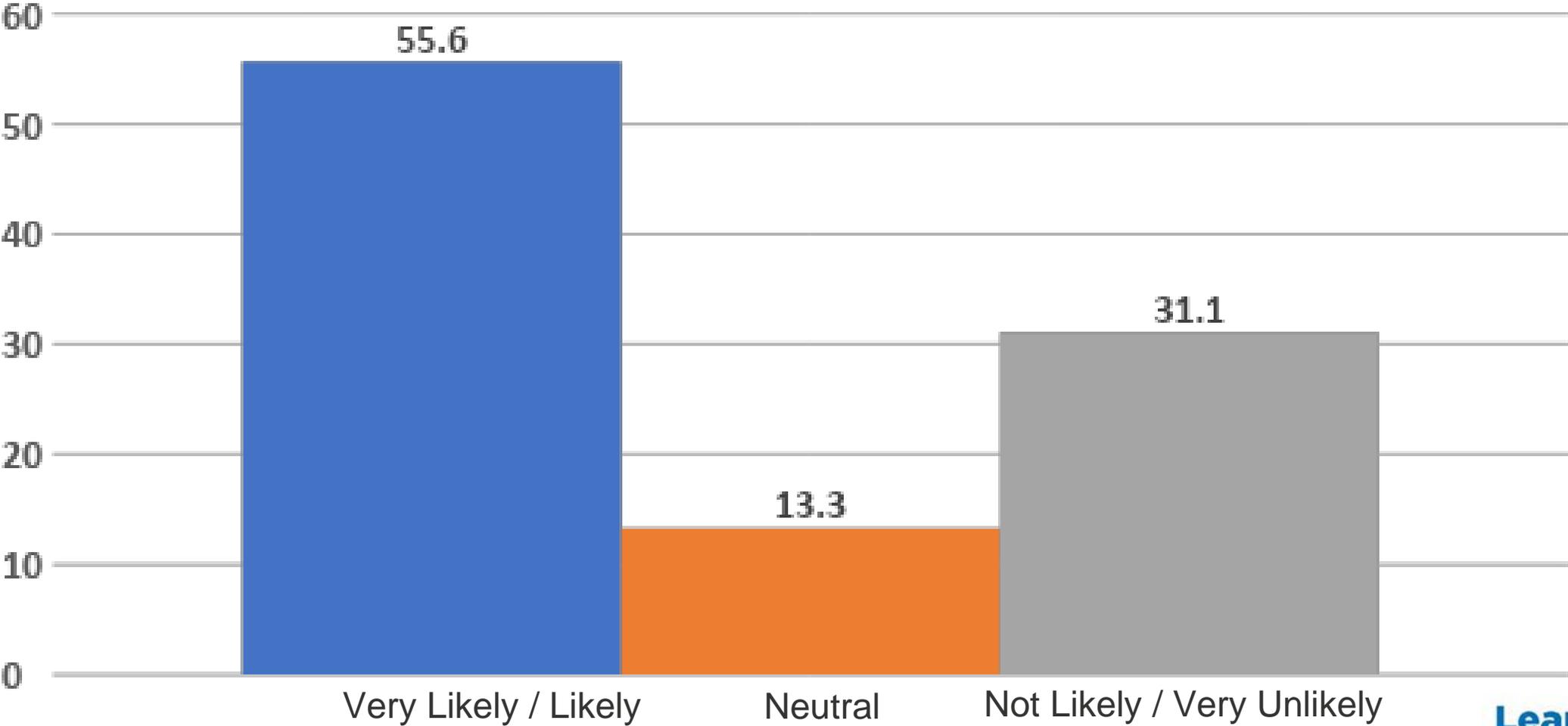
8th grade math experienced steepest decline



2022

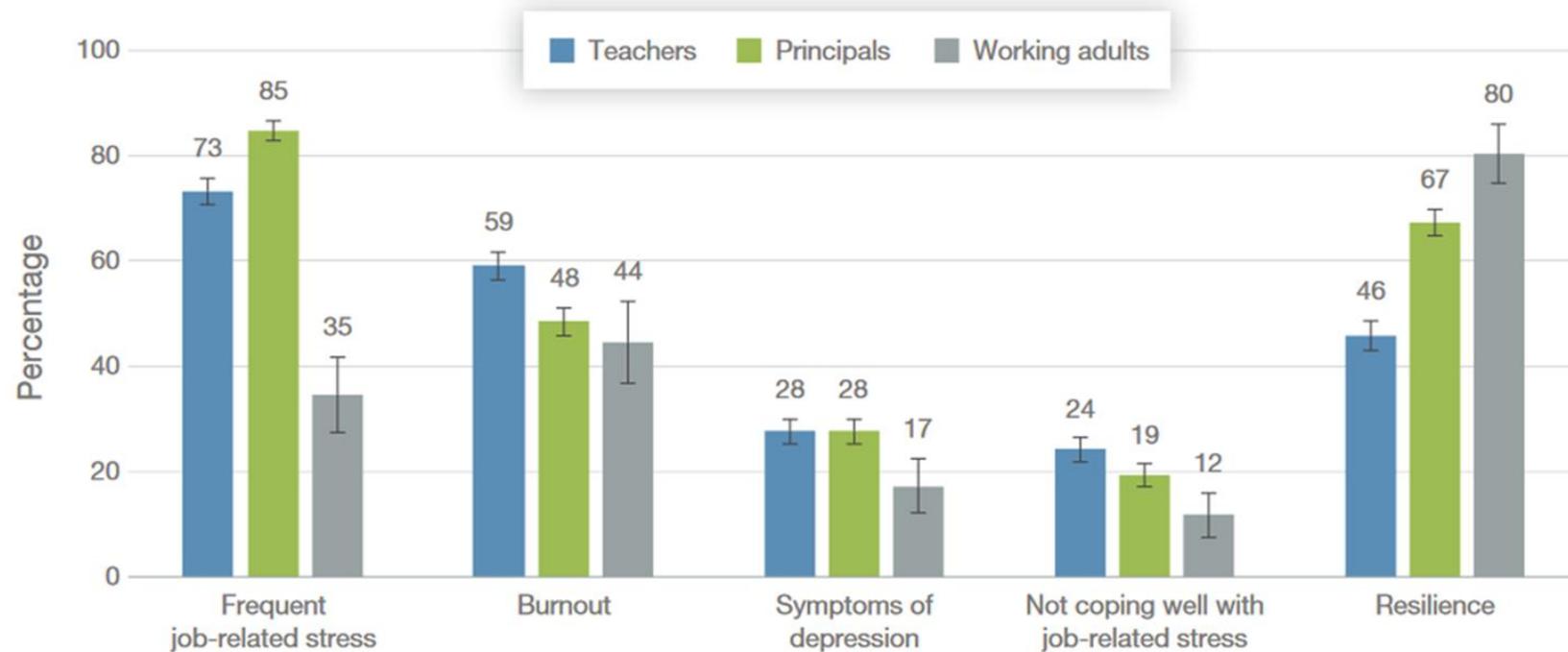
About half of GA teachers plan to teach for 5 more years

Likelihood of Educators Remaining in Education for Five Years



Source: https://www.pagelegislative.org/_files/ugd/bd220f_576fe65bf49e4e13abf4a623117f6cff.pdf

Teacher stress is 2x other fields



Key Findings

- Supporting students' academic learning was a top-ranked source of job-related stress for teachers
- Well-being was especially poor among Hispanic/Latinx teachers, mid-career teachers, female teachers, and principals.

Math Bright Spot identification process

The Challenge: 37% average regional 8th grade math proficiency

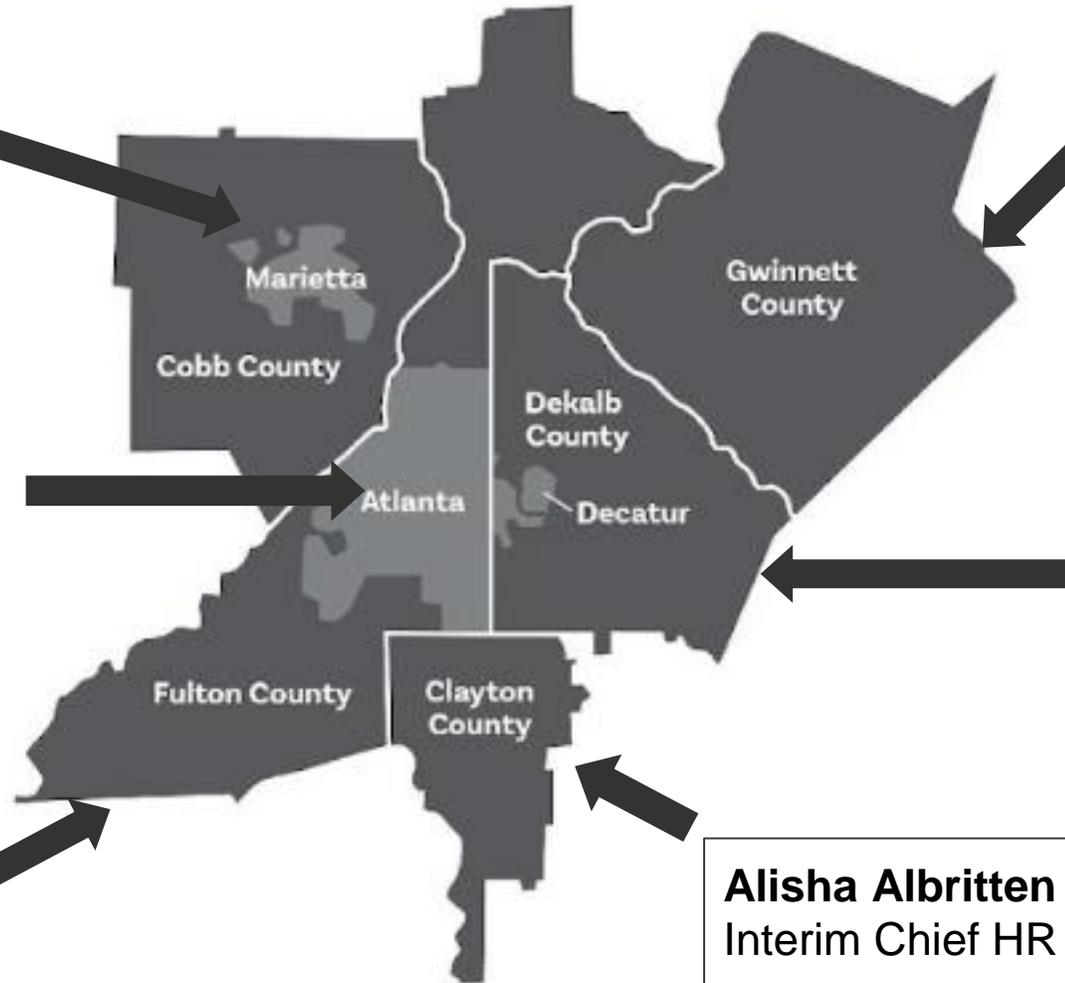
Predictive Factor	Focus areas selected by L4L Math Network and Leadership Council
Teacher Effectiveness	<ol style="list-style-type: none">1. Improve teacher recruitment2. Increase teacher retention3. Create more representative teacher workforce

Partnering HR leaders and school districts

Dr. Dayton Hibbs
Dir, Recruitment & Retention

Dr. Felecia Lester
Executive Dir, Talent Mgmt
Matthew Rogers
Talent Acquisition
Nikki Stroud
Teacher Induction Prog Admin

Dr. Gonzalo La Cava
Chief Talent Officer
Liz Young
Director of Recruitment



Dr. JW Mozley
Executive Dir, Talent Mgmt

Dr. Tekshia Ward-Smith
Interim Chief of HR
Bridgette Allen
Regional HR Manager
Arthur Reese
Regional HR Manager
Charles Oggs
Recruitment Specialist

Alisha Albritten
Interim Chief HR Officer



Postsecondary Success: College Bound Update



College Bound FAFSA Initiative

Goal: To increase postsecondary success by improving FAFSA completion in Title I schools across metro Atlanta

Strategy: Add capacity to counseling teams at partner schools by:

- Training volunteers to work directly with students to complete FAFSA
- Hosting completion events and office hours
- Providing marketing materials and incentives



College Bound FAFSA Initiative: school year 22-23



Highlights

Notable Changes:

- 9 schools, 3 districts
- **Two-Day Events:**
 - **Day 1:** Cost of College
 - **Day 2:** FAFSA + Food
- Weekly on-campus support

Progress (so far):

- 5 two-day events
- **500+** students engaged





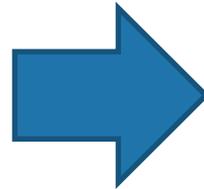
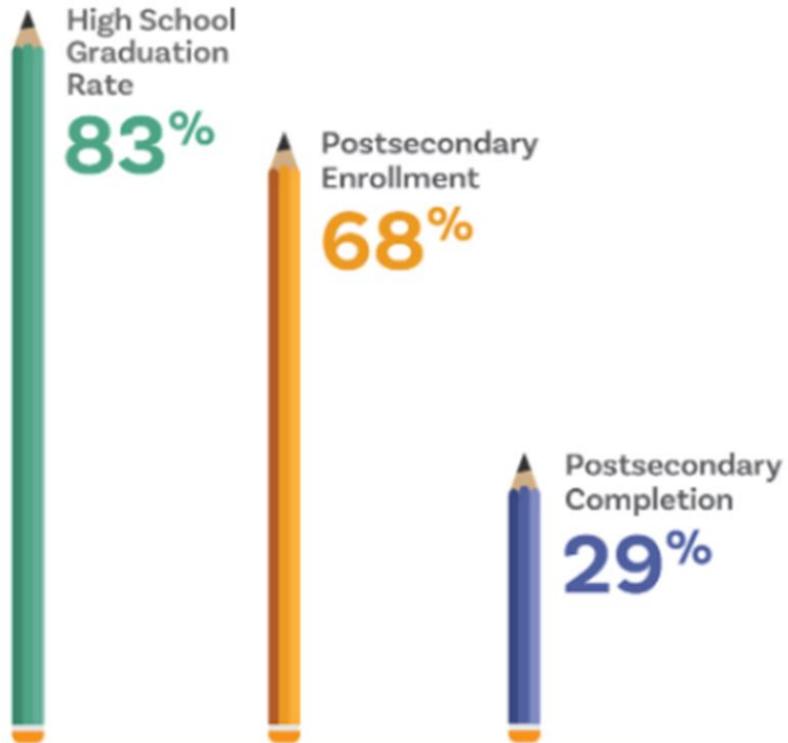
Postsecondary Success

Bright Spot Identification
for College Completion



Postsec completion is tragically low Bright Spots needed to increase grad rates

Metro Atlanta Indicators, 2021



L4L is working to better understand completion

OneGoal shared data



Source: Internal analysis of root causes of OneGoal Fellows who do not complete degrees.

Completion study underway

- **Partnered with UGA Researcher**– Leading structured, qualitative analysis of student completion
- **Investigating metro Atlanta experience** – Interviews of Pell-eligible, 1st gen, metro area students who have matriculated to and persisted in college during pandemic (Class of 2020 & 2021)
- **Practical application to network** – This insight, combined with our network’s experience, will guide bright spot identification in postsec completion



We are looking for study participants

- Pell-eligible, 1st gen
- Class of 2020 & 2021
- \$25 for 30-60 minutes of their time

If you know of any candidates, please email
dramsey@l4lmetroatlanta.org

CAN engaged Higher Ed leaders to learn about effective completion strategies

Dr. Lori Lowder



Interim Associate Vice
Provost for Student
Success



Hannah Stocks



Executive Director for
Academic Advising and
Student Retention



Dr. Tim Renick



Senior Vice President for
Student Success



Dr. Carolyn Duven



Executive Director, Student
Support Services

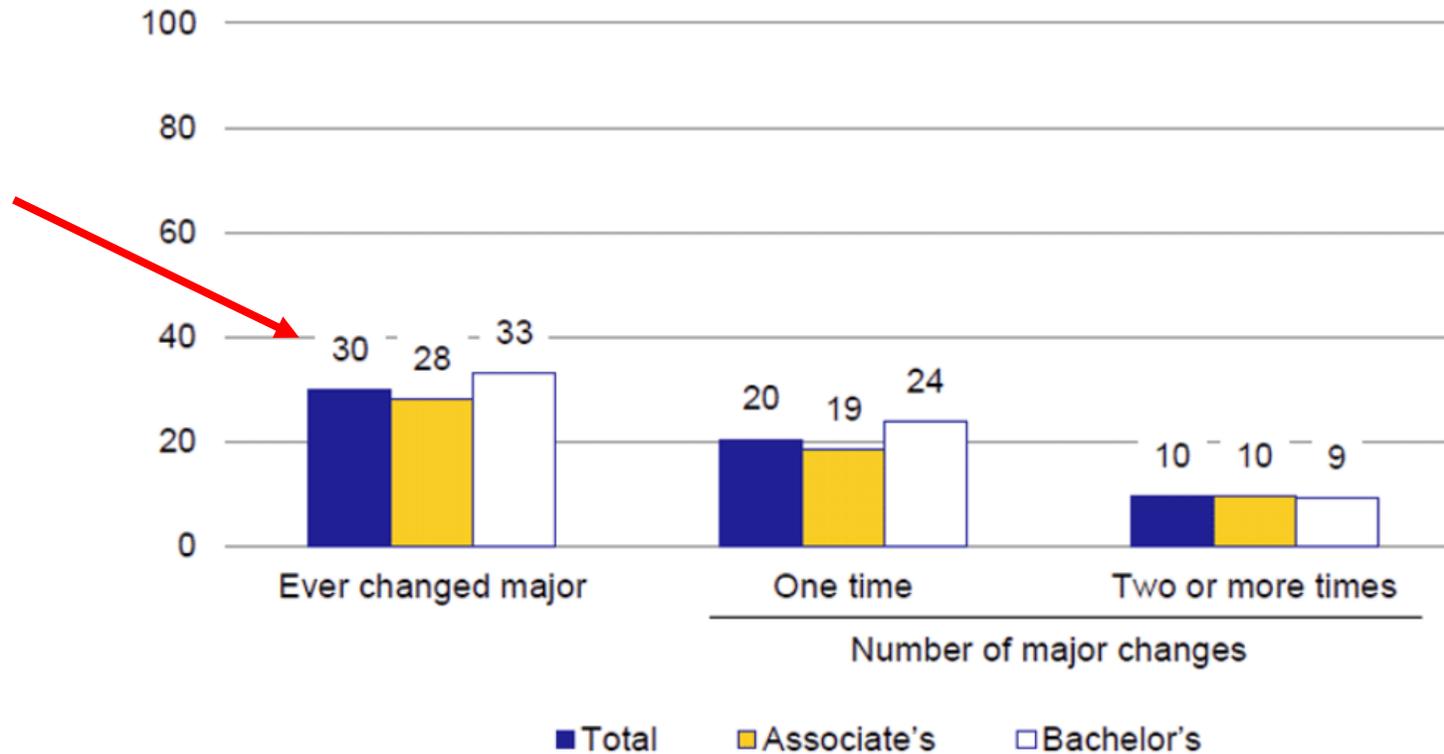


Common strategies to improve completion

1. Career coaching
2. Targeted support for students in “murky middle” GPA
3. Student success efforts to reduce changing of majors after sophomore year

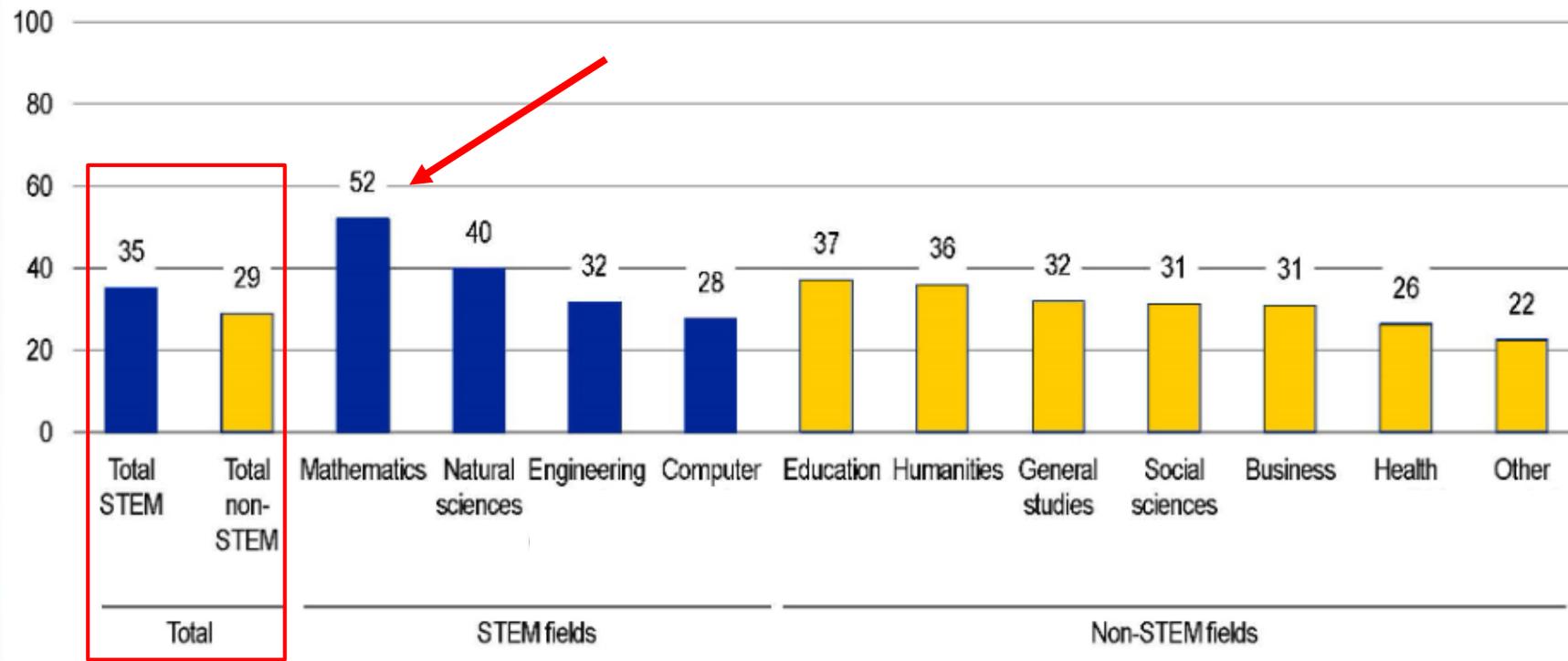
Nationally, 30% of students who entered college in 2011-12, changed their major at least 1x by 2014

Percentage of 2011-12 beginning students who ever changed majors, and number of times students change majors by undergrad degree program: 2014



STEM students who entered college in 2011-12 were more likely than non-STEM students (35% vs. 29%) to change majors

Percentage of 2011-12 beginning students who ever changed majors, by original declared field of study: 2014



Other Findings

- In 2015, 48% of students initially in STEM, switched to non-STEM majors; the other half dropped out entirely
- Scholarship recipients (i.e., HOPE) have switched from STEM courses to maintain eligibility (3.0 GPA)

Changing majors after sophomore year lowers graduation rates and increases time-to-completion

Major Change Behavior Classifications After Two Years		
Behavior	Graduation Rate	Time-to-Completion (Years)
No Change	72.8%	4.44
One Change	71.1% ←	4.45
Multiple Changes	70.0% ←	4.57
Still Undeclared	62.6%	4.76

Key Findings

When compared to students that did not switch their major:

- **A single major switch** was associated with **an extra half semester** (2.25 months) to graduate
- **Multiple major switches** were associated with **an extra whole semester** (4.37 months) to graduate

Extra time in college is expensive

- Graduating late can increase a student's debt by nearly 70%
- Graduating late increases cost of attendance and results in lost wages due to delayed careers

COST / XTRA YEAR: PUBLIC 2-YR

\$15,933	in cost of attendance
+\$35,000	in lost wages
<hr/>	
\$50,933	total per student seeking associates

COST / XTRA YEAR: PUBLIC 4-YR

\$22,826	in cost of attendance
+\$45,327	in lost wages
<hr/>	
\$68,153	total per student seeking bachelors

Key Finding

“ A student’s choice of major, the timing of this decision, and changes in this decision can have a significant impact on the probability of graduation, time of degree completion, and, ultimately, the cost of college” (Foraker, 2012)

Common reasons students change majors

- **Parent influence** - Major determined by family/peers rather than personal goals and values
- **Earnings awareness** - Major chosen based on projected future earnings, job prospects, etc.
- **Self-discovery** - Student discovered new majors, learned new or updated information about a major, or realized something about themselves
- **Academic challenges** - Inability to do coursework (i.e., STEM) at a high enough level

Today's Discussion: Impact of changing majors on postsec completion

- **Our Goals Today:**
 - Identify leading factors contributing to changing of majors (after sophomore year)
 - Discuss strategies we could pursue to reduce changing of majors and improve postsec completion

Guidance for Discussion Groups

- Engage! Even if you're not an expert in the topic, you bring valuable perspectives from your life and work
- Bring process and content learnings back to your organization - this is the value of collective impact

Challenge: Changing majors after sophomore year lowers grad rates, increases time-to-completion, and adds debt

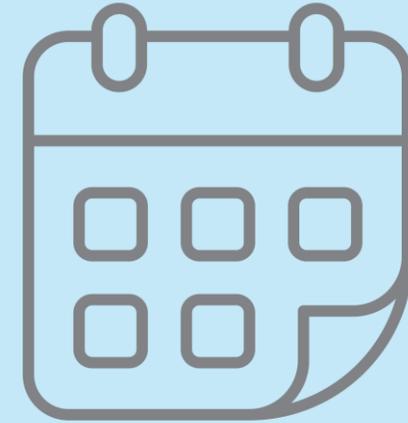
Factors driving changing of majors?	How do we address these factors?	Existing higher ed strategies to reduce changing of majors?
Parent Influence	Awareness/Education	<ul style="list-style-type: none"> ● Offer a Live and Learning Community (CSU) for students- builds awareness for specific program ● Meta-majors: choice architecture ● 1st Year experience - career oriented ● Proactive advising: focused more on careers, include incentives for faculty to participate ● Onboarding: survey, area of interest, match with nuanced view, build learning, efficient use of their credit time ● Getting data to students about career options, earnings - embedded options. Maybe Stepping Blocks? https://www.stepsblocks.com/ ● Robust academic support process (tutoring, executive function, test taking, guidance support)
Earnings Awareness	Mentorship	
Self-Discovery	Systematic, mandatory experiences - not optional	
Academic Challenges (rigor requirements)	Embedded	
Peer influence		

Challenge: Changing majors after sophomore year lowers grad rates, increases time-to-completion, and adds debt

Factors driving changing of majors?	Existing higher ed strategies to reduce changing of majors?	What role could school districts and non-profits play?		
Parent Influence (incl. “over-influence” i.e., filling out forms and selecting majors for their children)	<ul style="list-style-type: none"> - Explicit education about scholarships, academic supports (tutoring), and counseling/advising services on campus - Reverse transfer opportunities – making sure credits count for the new major - Peer student advising around major choices - Internships and apprenticeships – for both exploration and credit/certification. (Bright Spots: partnerships with 3DE and Junior Achievement) - Interest/Aptitude Assessments - maybe YouScience? Include in 1st yr experience class - Q: how to build agency in students to ask for opportunities? 	<ul style="list-style-type: none"> - Utilize results from YouScience reports to match interest and aptitude to major choice (intersection of interest and aptitude) - Mentor matching to people in selected career field - “Near-peer” support – Upperclassmen mentor freshmen/sophomores for emotional support and/or tutoring. Emphasizes same majors, same HS, etc. - Major-specific college tours – meet with dept chairs about what the major is like. Deep academic dive, not just student life. Provide exposure to broad options (Bright spots: Gear Up, Georgia Piedmont, Middle GA, CSU) - K-12 schools can provide more exposure to career options (NextGen) - District partnerships with industry to provide internships/exposure - Writing instruction/preparation 		
Earnings Awareness				
Self-Discovery (incl interests)				
Academic Challenges (mismatch between HS and college rigor, remedial courses, opting for quicker completion)				
Peer and faculty influence (+ and -)				

Network Next Steps

- Save the date: L4L's State of the Region on Dec 1 ~ 8am-10am at the Metro Atlanta Chamber
- Share L4L's open job position
- Email dramsey@l4lmetroatlanta.org if you have Pell-eligible, 1st gen students in Class of 2020 or 2021



Mark calendars for next meeting:

Tuesday, 1/10/23