

NLC-YEF Institute, Municipal Leadership for High School Options & Alternatives

Toward Multiple Pathways to Graduation in Michigan – With Cities as a Partner

House Committee on Education
June 11, 2009 * * * Andrew O. Moore

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NLC Institute for Youth, Education, and Families

- Helps municipal leaders take action on behalf of children, youth, and families in their communities.
- Provides tools, publications, and technical assistance
- www.nlc.org/iyef
- Maintain peer learning networks
- Resource for Michigan Municipal League + 48 more
- Supporting Mayor's Action Challenge for Children and Families – more than 100 Mayors have signed on, naming specific goals

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YEF Institute Education & Afterschool Expertise

- Extensive experience documenting municipal leadership in education
- Focus area: Expanding options and alternatives for high school
- Policy lead for national Alternative High School Initiative
- Support state afterschool networks, including Michigan's

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Viewpoint: Municipal Leadership in Education

Municipal leaders can play key roles in contributing to policies and programs for K-12 education and afterschool initiatives, even if the leaders have no formal or direct authority over local school districts and service providers.

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Examples: How municipal leaders can promote high school completion

- Use the *bully pulpit* to highlight dropout rates, engage public
- Use *leadership roles* to highlight school & student success
- *Convene* school, college and university leaders
- *Implement or update* city policies and programs – zoning, building space, etc.
- *Promote and ensure resources* to support options – especially wraparound services

Source: Setting the Stage for New High Schools: Municipal Leadership in Supporting High School Alternatives. YEF Institute, 2007.

Context: Scope and scale of dropout and disconnection issues

- 3.8 million youth age 16-24 neither working, nor in school
- 52% of youth graduate from high school in main school systems of 50 largest cities – “coin toss”
- Stark graduation gap between cities and suburbs
- 1 million plus fail to graduate on time each year
- Concentrations in cities – short and long-term fiscal and citizenship impact

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National context: dropout crisis, ongoing high school reform

<u>Need</u>	<u>Responses</u>
<ul style="list-style-type: none"> • Old, industrial model • High dropout rates • Lack of real world relevance • Weak preparation for postsecondary • Earnings differences 	<ul style="list-style-type: none"> • Rigor, relevance, relationships • Similar skills needed for college or work • Community schools • Broader portfolio of choices

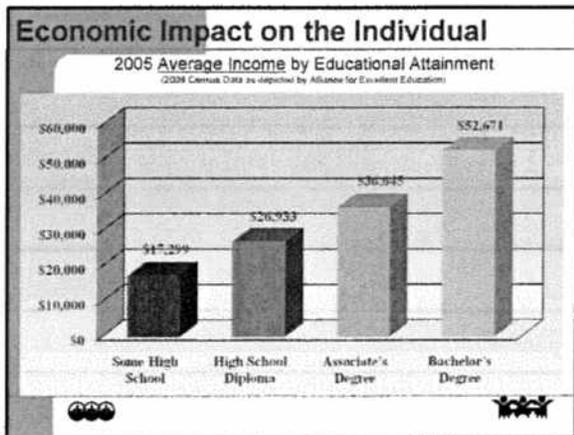
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The Challenge for Michigan and the Nation



Three out of every ten students do not graduate from high school.
About a third who graduate are not college- and work-ready.

Source: Edison for Excellent Education



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Long term impact of those lower average earnings - example

Lifetime earnings of 18-65 year olds for high school graduates and dropouts in the state of Massachusetts (in \$1,000)

	All	Men	Women
No diploma or GED	\$729	\$954	\$490
High school graduate or GED holder	\$1,075	\$1,398	\$755
Difference in lifetime earnings	\$346	\$444	\$265

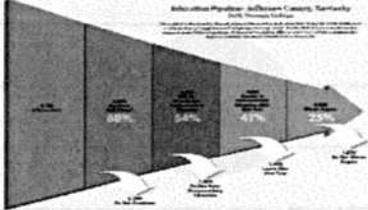
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To tackle the dropout issue fully, every city needs to put in place...

- Understanding of issue as a community problem
- Early warning systems
- Efforts to transform struggling high schools
- Integration of education & other data systems
- Means to reflect, re-tool, innovate across systems
- Means to engage parents and stakeholders, to set high common aspirations – prepared for college, career, life
- *Flexible portfolio of quality options offering rigor, relevance, relationships, and future focus*

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Louisville pipeline illustration



SPECIAL REPORT

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Early Warning Systems: Long before they drop out, students show academic distress signals

Failing course grades Low GPA Low achievement test scores Grade repetition Under-credited	Engagement factors Over-age Low attendance Disciplinary problems
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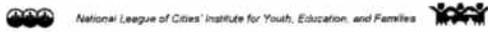
Schools and community partners can use signals to:

- Predict future drop outs
- Direct interventions
- Improve student outcomes

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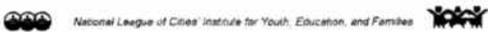
Transforming schools

Community schools <ul style="list-style-type: none">• Co-location and integration of services<ul style="list-style-type: none">- Health, afterschool, family supports• Schools as hubs for strengthening neighborhoods	Goals of schools <ul style="list-style-type: none">• Graduation within six years• Postsecondary access• Postsecondary success – degree or credential
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Flexible portfolio = Multiple pathways to graduation

<ul style="list-style-type: none">• A range of choices to meet the needs and learning styles of a range of students• Analogous to comprehensive afterschool offerings	<ul style="list-style-type: none">• Overage/undercredited• CTE and Tech Prep• Dual enrollment• Dropout recovery• Career pathways and academies• Work-learning
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California's Multiple Pathways

- Preparation for postsecondary education and a career, simultaneously
- Tied to 15 high-growth industry sectors
- In Partnership Academies, Career Academies, regional occupational programs
- Expanding to high schools in 10 districts
- Supportive statewide intermediary

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From a school district perspective: Multiple Pathways to Graduation

- Complements college readiness
- Re-frames the dropout crisis – "on track and off track"
- Based on analysis of local dynamics, statistics
- Responds to student disengagement
- Strategically manages portfolio of schools and options
 - Transition & recuperative power
 - Possible CTE connection

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What districts and partners can do: Reframe, analyze local dynamics

- > Academic proficiency not the whole story
- > Young people are persistent
- > School indicators better predictors than socio-economic
- > Even getting GED requires fundamental literacy and numeracy
- > Analyze for:
 - Leaks in the pipeline
 - Sizing the problem
 - Predictive and comprehensive measures
 - Policy conditions
- > Information Systems
 - Indicators along the continuum
 - Design so students do not slip through the cracks

Source: Stroup/YEF, 2008

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Analyzing policy conditions using Alternative High School Initiative Policy Framework

7 Conditions for Large-Scale Success

1. Increased college access
2. Need-based, adequacy approach to funding
3. Rigorous, reasonable academic standards and assessments
4. Strong accountability
5. Expanded options for parents and students
6. Open sector, readiness to open alternative high schools
7. Coordination with city and other public agencies and community organizations

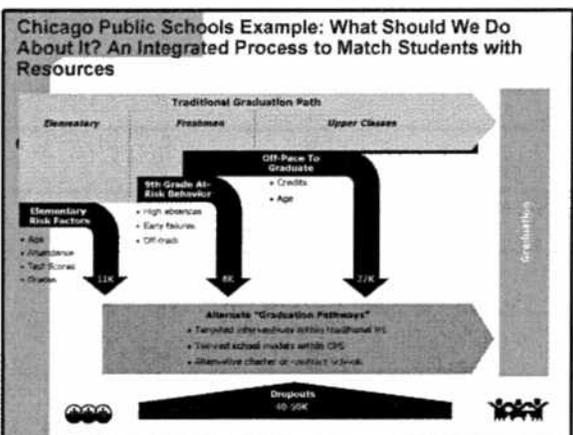
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NYEC 2008 Analysis of Michigan Alternative H.S. Policy and Funding

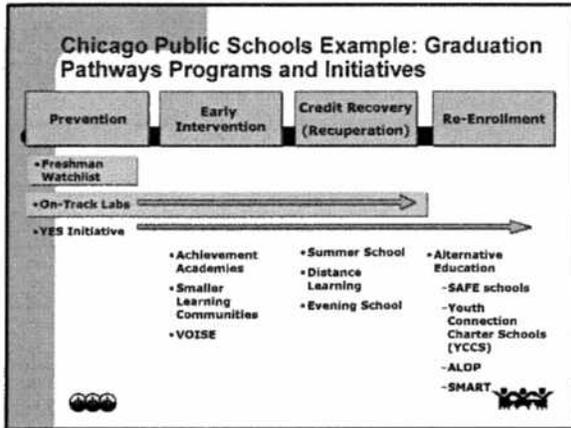
Sample Recommendations

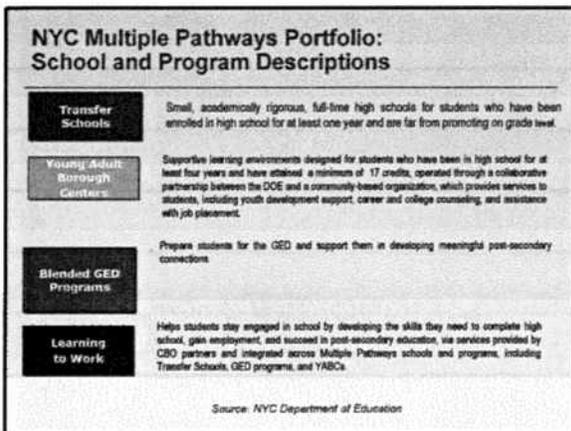
- Facilitate "funds following the student" including CBOs working with districts
- Provide per-pupil funding to age 21
- Expand dropout prevention & recovery efforts
- Consider weighted funding formula
- Support development of education options

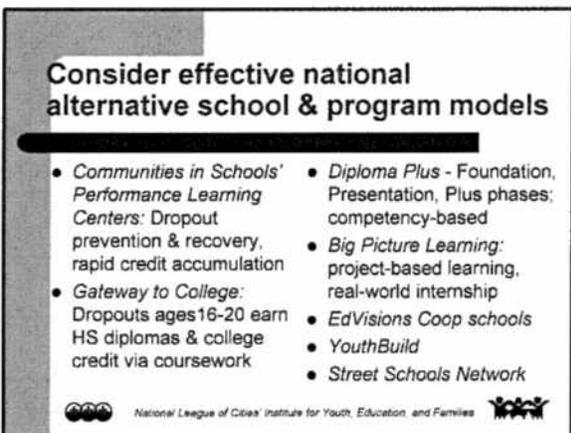
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Emphasize essential elements of effective (alternative) high schools

- AHSI Distinguisher Categories:
 - Authentic Learning, Teaching and Performance Assessment
 - Personalized School Culture
 - Shared Leadership and Responsibility
 - Supportive Partnerships
 - Future Focus

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Build out a citywide analysis and plan

<p>Boston</p> <ul style="list-style-type: none"> > Youth Transitions Task Force > "Too Big To Be Seen" report > Social and fiscal consequences > Spurred additional research, legislation 	<p>Philadelphia</p> <ul style="list-style-type: none"> > "Unfulfilled Promise" report & Project U-Turn > District multiple pathways office, strategy, Reengagement Center > RFP to ID new providers, models
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Multiple pathways effort tailored to local situation = 3 pilot sites for AHSI Place-Based Partnership

- Minimum necessary partners: City government, school district, local intermediary, postsecondary institution(s)
 - Also: counties, intermediate units, state social service agencies
- Explore, identify new school models that match with struggling student and dropout statistics, trends
- Set ambitious start dates and assign staff to manage
- Identify funds for professional development, staffing
- With city/county/state help, build stronger relationships with wraparound services providers

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Implications for state policy

- Encouragement to collaborate
 - Districts and cities
 - Focus on expanding options, replacing what doesn't work
 - Incentives and relief
 - State agencies, too
- Replication
 - Broad approaches – collaboratives
 - Specific approaches – reengagement centers, high-quality alternatives
- Barrier removal
 - Seat time, age eligibility for funding, facilities \$

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Recent state policy examples

- Pennsylvania Regional Career Education Partnerships and Youth In Transition program
 - Eight regional partnerships for out-of-school youth
- Washington State "Building Bridges"
 - Grant program for partnerships of schools, families, and communities to build a comprehensive dropout prevention, intervention and retrieval system
- Texas Collaborative Dropout Reduction Pilot

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Stimulus funding opportunities for Multiple Pathways

- \$1.2 billion School Improvement Grants
- \$650 million "Investing in What Works and Innovation" Fund – district-nonprofit partners
- \$25.2 billion in bonding authority for states and districts to issue facility renovation bonds
- \$50 million in additional YouthBuild grants
- \$1.2 billion in Workforce Investment Act funding for youth

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