

***Pathways to Adult Success (PAS)
A Next Generation of Indicator
and Response Systems***

**Robert Balfanz and Joanna Fox
Everyone Graduates Center
Johns Hopkins University
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Lead Partners in PAS

BILL & MELINDA
GATES *foundation*

UCHICAGO Consortium
ON SCHOOL RESEARCH

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Introductions

Welcome to Baltimore!

Who is in the Room?

State Agencies

Districts

Regional Education Agencies

Non-profit Organizations

Colleges and Universities

Data consultants

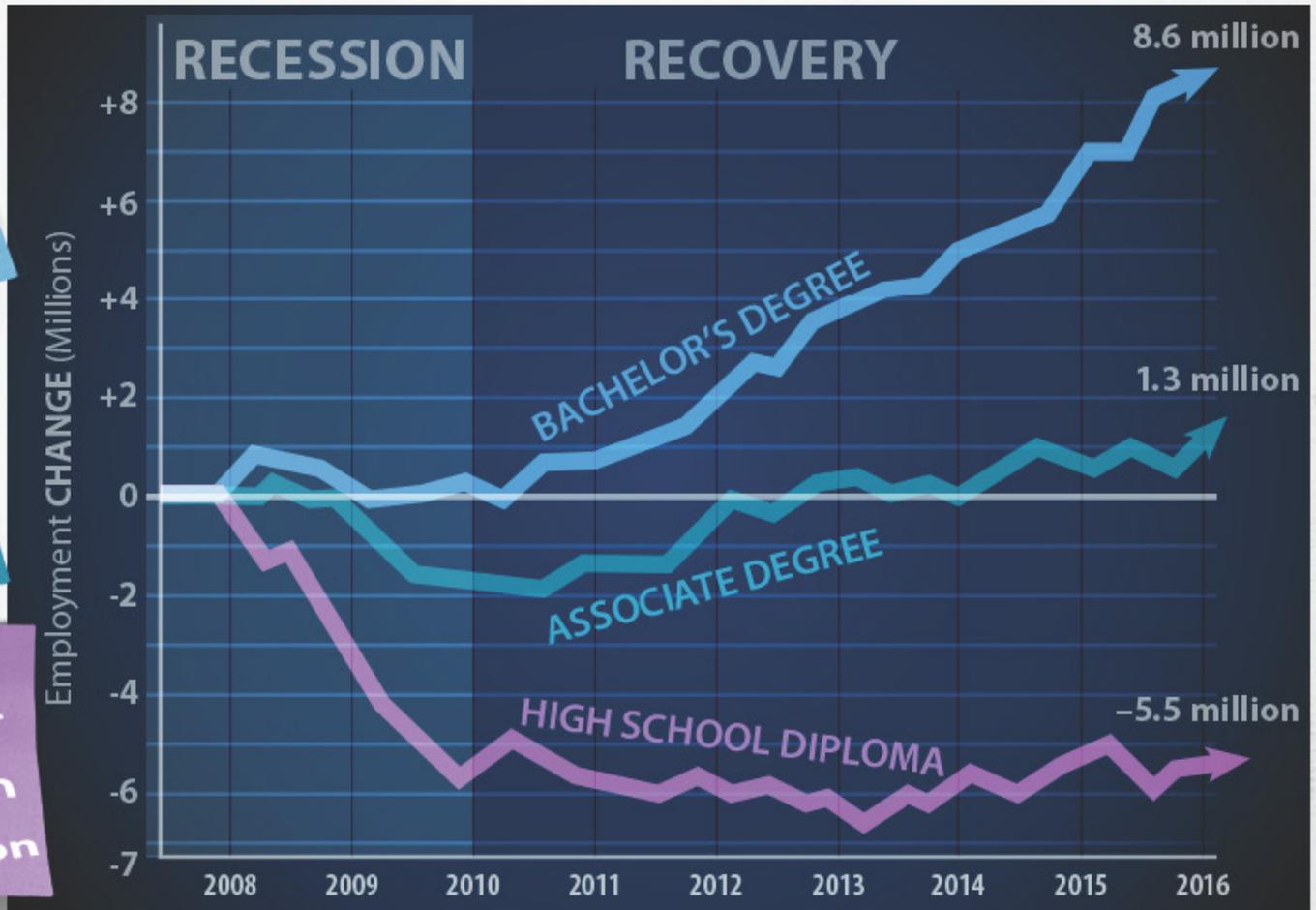


“Nearly 4 out of 5 jobs destroyed by the recession were held by workers with a high school diploma or less.”

People with a bachelor's degree or better...
GAINED 187,000 jobs in recession

People with an associate degree or some college...
LOST 1.75 million jobs in recession

People with a high school degree or less...
LOST 5.7 million jobs in recession



Source: Carnevale, Anthony, Tamara Jayasundera, Ben Cheah (August 2012) "The College Advantage" (Figure 1, pg. 5)
Authors' estimate of the Current Population Survey data (2007-2012). Employment includes all workers aged 18 and older.

Quick Preview of the Agenda

Day 1

- Welcomes
- PAS Vision and Goals
- Multiple Perspectives Framing the Work: EGC, Angela Romans and George Kuh
- Steps Forward: EGC, Tim Renick (GSU); Vincent Harris (FUSD); Fred Corey and Beatriz Rendon (ASU) and Pamela Carroll and colleagues (UCF, Valencia College and OCPS)
- Next generation of indicators
- Next generation of response systems/interventions

Day 2

- Indicator and Response Systems – Reflections and Action Generation
- Future Organizing; Resource Guide
- Building a Joint Framework for Networks for the Future



Welcome Words from Johns Hopkins University

- **Mariale Hardiman**, Interim Dean and Professor, School of Education

A WORD FROM THE BILL & MELINDA GATES' FOUNDATION



Goals for PAS: Key Questions

- What are the top priority human and technical challenges and opportunities for improving youth's transition into successful adulthood?
- What can be accomplished through wise use of indicator and response systems?
- Is it time to augment the ABCs (attendance, behavior, course-passing/credit accrual) that have been frequently used within grades 6-12? If so, how?
- How shall we develop response systems, beyond programs?

What We Arrived at in 2016: The Vision for PAS

“To enable all youth, regardless of their needs, circumstances, place of residence and prior experiences to reach their full potential (or to obtain the competencies needed to graduate from high school with a standards’ based diploma) and enroll and persist for at least two years in a post-secondary pathway that leads to a family-supporting wage and adult success.”

Anticipated Meeting Outcomes

Advancing the Work

- Refined vision statement
- New commitments to Workgroup participation (and possible new Workgroups)
- Revised Workgroup Framing Questions, as needed
- Suggestions for Resource Guide/curation through Workgroups
- Concrete plan for working together in the future

Advance Planning and Workgroups

- Workgroups are the engine of PAS design.
- Workgroups will meet every 6 weeks virtually, for an hour to hour and a half.
- Currently, three workgroups: a) data systems and representation (ED NW and EGC); b) next generation indicator systems (Consortium and EGC); and c) next generation response systems (EGC). More possible depending on group interest.
- Next meeting of data workgroup and first meetings of indicator and response systems workgroups being scheduled now, for the time period May 8-22, 2017: talk with ED NW, Consortium and EGC and indicate availability
- One face to face workgroup meeting -- first week of November, 2017
- Next annual PAS meeting - first week of May, 2018

Looking Forward – Deliverables and Actionables

- Complete draft recommendations by mid-2018 as outcomes of Workgroup work, finalized at May, 2018 annual meeting
- Continue building the Resource Guide
- Hold regional Learning Galleries at exemplary sites, late 2018 and early 2019
- Hold national dissemination conference for new groups, mid to late 2019
- Plan for extended dissemination

Steps Forward: Key Questions

- *What and how can higher education and K-12 learn from each other and work with each other in developing the next generation of indicators and response systems?*
- *What translates easily between these systems? What does not?*
- *What would it take for more of the partnerships we have learned about this morning to develop and prosper?*