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EDUCATION FOR ECONOMIC OPPORTUNITY

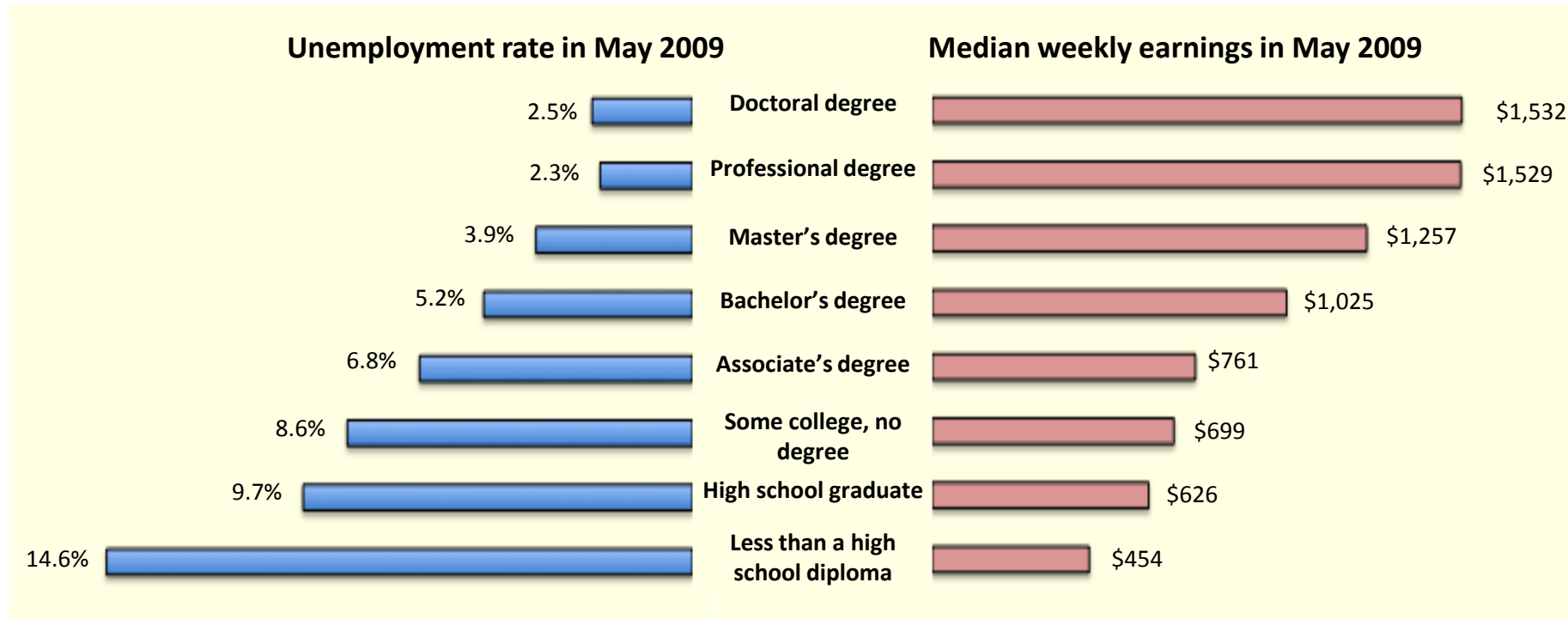
# **AYPF FORUM: BUILDING A COMPREHENSIVE SYSTEM TO SUPPORT ALL STUDENTS GETTING TO HIGH SCHOOL GRADUATION AND BEYOND**

**April 27, 2012  
Washington, D.C.**



**JOBS FOR THE FUTURE**

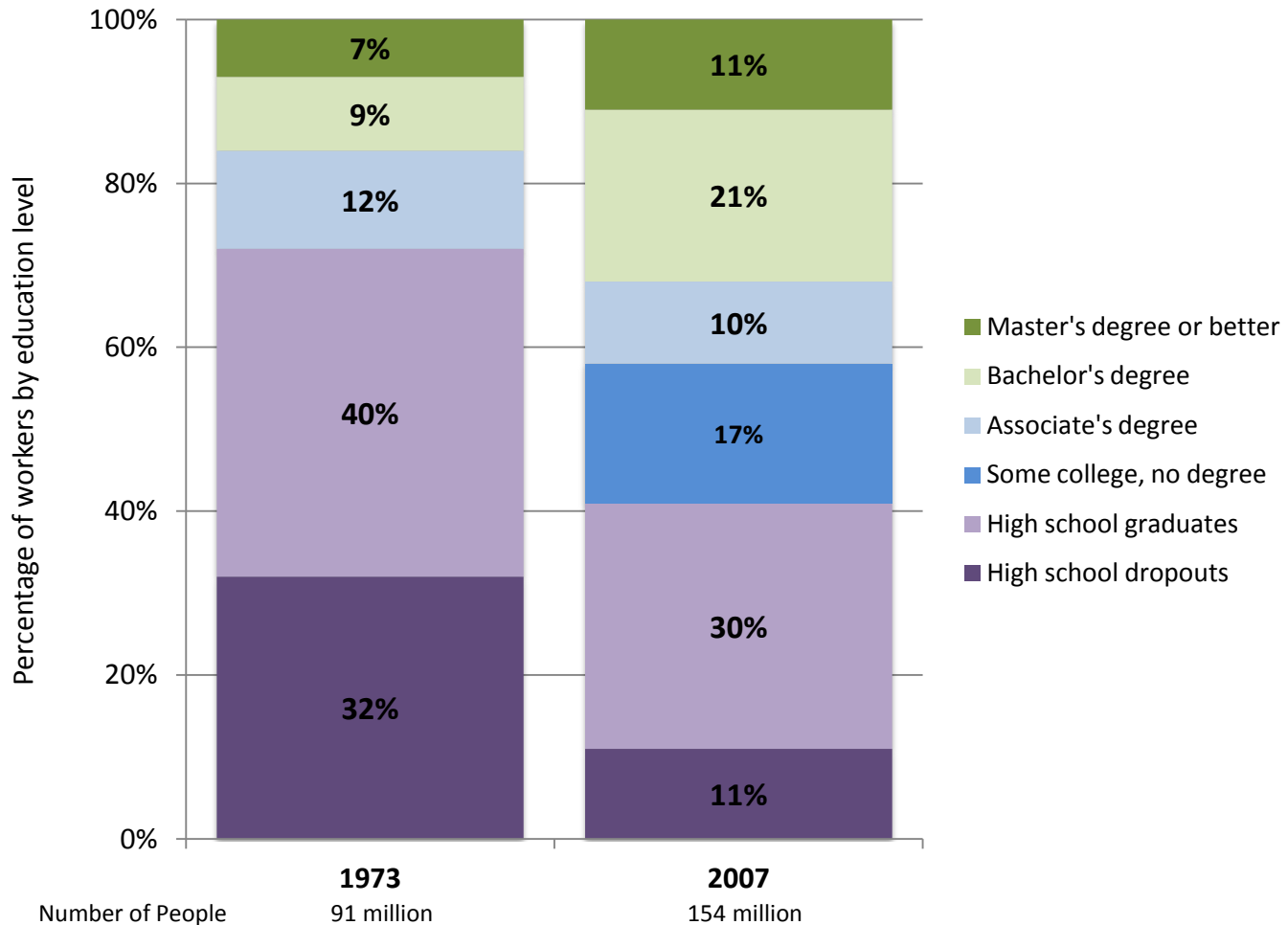
## Postsecondary credentials are critical to accessing family-sustaining careers.



**Among jobs with the most anticipated openings, those that require postsecondary training or an Associate's degree pay 65% more (or nearly \$15,000 annually) than those that require only work experience or on-the-job training.\***



There has been dramatic growth in middle skill jobs.



- The achievement gap between students from high- and low-income families has widened in relationship to growing income inequality.
  - The gap is roughly 30-40% larger among children born in 2001 than among those born 25 years earlier (Reardon 2011).
  
- Even in low-poverty schools, low-income and underrepresented students tend to lag behind their more affluent peers (Ferguson 2002).

# AN URGENT CHALLENGE...

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Of 1 million low-income young people,



**HALF A  
MILLION**

half a million leave high school without a diploma each year.

Of the half million who dropout of high school each year,



**45%**

about 45%, (approximately 225,000) end up obtaining a diploma or GED through various "second chance" systems.


Of the 45% obtaining a diploma or GED,



**3%**

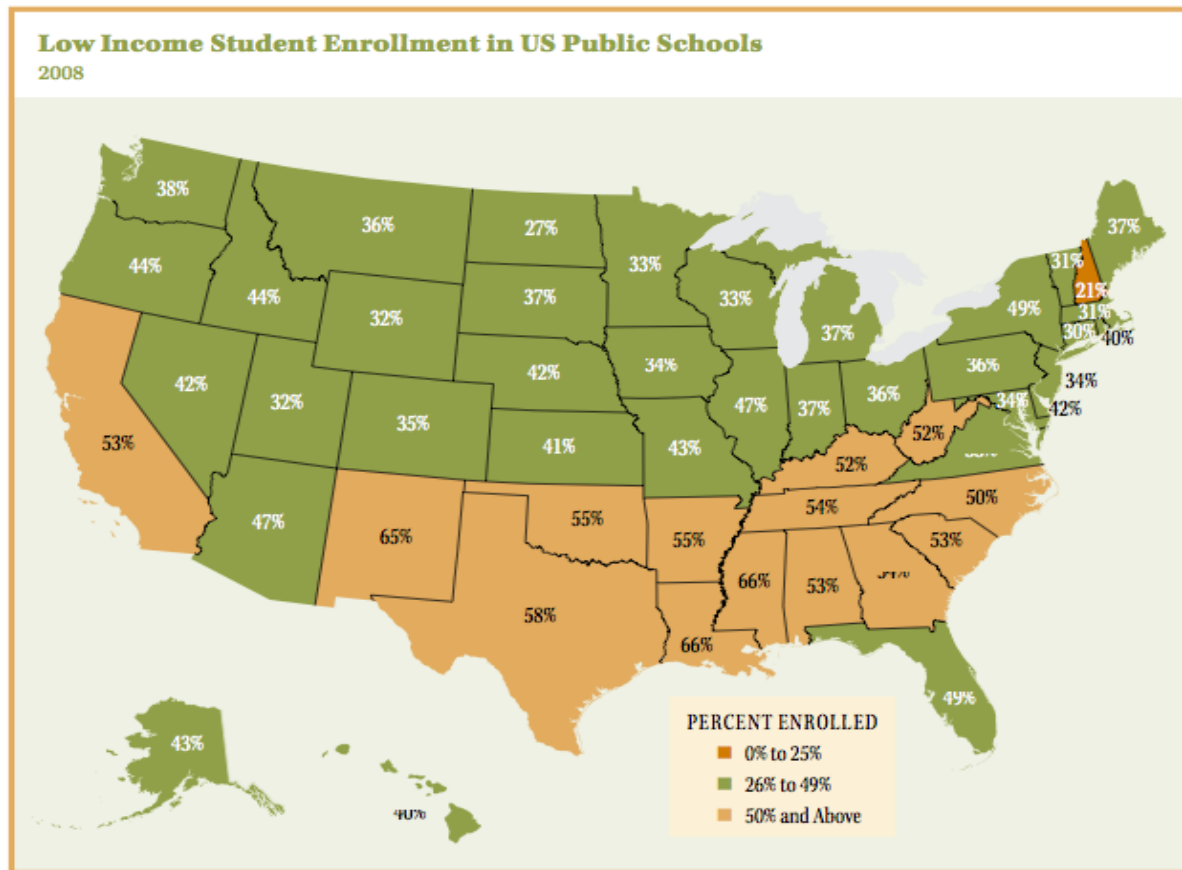
only 3%, (approximately 6,700) earn a postsecondary credential with labor market value.



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- A photograph of two young women sitting at a desk, looking down at a large sheet of paper with handwritten notes. The woman on the left is wearing a purple shirt and a headwrap, and the woman on the right is wearing a blue checkered shirt. They are both wearing glasses and have their hair pulled back. The background is blurred, showing a classroom or study environment.
- Raising the college and career readiness and success of low-income, Latino, black, and other underrepresented youth is crucial to ensuring the health of our economy and communities.
  - These young people must have the opportunity to get the skills, postsecondary credentials, and social capital they need to move ahead.

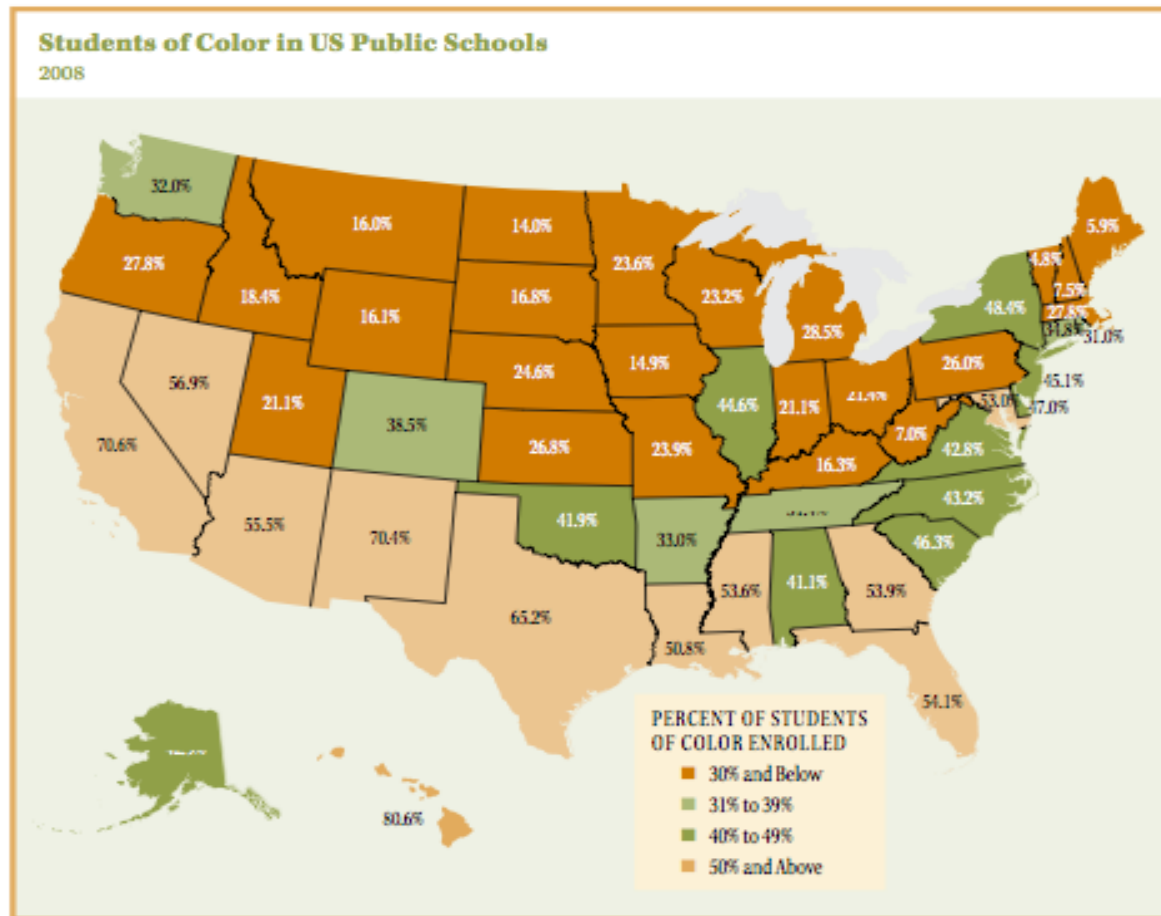


## Large And Growing Low-income Population: **Their Future is Our Future**



Source: Southern Education Foundation. 2010. *A New Diverse Majority: Students of Color in the South's Public Schools*. Atlanta, GA: Author.

## Large And Growing Student of Color Population: **Their Future is Our Future**





## **We know more than ever about:**

- **Data to help us pinpoint potential breaks in the pipeline.**
- **Strategies for helping all students, including low-income and underrepresented students obtain a postsecondary credential.**
- **This includes successful strategies for students who are far off-track from high school graduation and students who have dropped out.**

## **We are seeing strong results.**

- **College-Going Culture:** Relevance to future and postsecondary paths to careers are made clear and tangible.
- **Acceleration, not Remediation:** Accelerated learning is emphasized, not remediation or delay of more advanced learning.
- **Behaviors & Dispositions:** College/Career navigational skills, behaviors, and habits of mind are taught in addition to key content.
- **Push and Support to Succeed:** Students and families are supported towards milestones of college readiness and completion.

- **EARLY COLLEGE HIGH SCHOOLS → EARLY COLLEGE DESIGNS:**
  - High school and college blended in a rigorous, supportive, evidence-based program.
  - Low-income youth and youth underrepresented in higher education can simultaneously earn a high school diploma and one to two years of transferable college credit—tuition free.
  - Early College Designs scale this approach across entire school districts.
- **BACK ON TRACK THROUGH POSTSECONDARY:**
  - Reengages off-track and out-of-school youth by creating clear pathways into and through postsecondary credentials.
  - JFF develops and scales these designs with districts, states, national youth-serving networks, intermediaries and community colleges.

## EARLY COLLEGE STUDENTS ARE PREDOMINANTLY LOW-INCOME AND MINORITY STUDENTS.

### THEY GRADUATE AT A HIGHER RATE:

- The median four-year graduation rate for early colleges in 2010-11 was 93%, compared to 76% for their school districts.
- 93% of early college graduates earned at least some college credits. (2010-11).
- 56% of graduates earned two or more years of college credit (2010-11).
- 24% of graduates at early college schools open for four or more years earned an Associate's degree or college certificate (2010-11).

## THREE-PHASE BACK ON TRACK MODEL

### Enriched Preparation

Integrates college-going culture, challenging academics and necessary supports



### Postsecondary Bridging

Reinforces college readiness through opportunities to experience college-level work, and provides informed transition counseling



### First Year Supports

Combines overlapping support from sending program and PSE to ensure postsecondary persistence and completion

- **Supportive Federal and State policies are needed**
  - To scale promising and effective model pathways, state and federal policies must smooth the way.
  - Critical to increasing postsecondary credential attainment nationwide to meet our economic needs.
- **Continued innovation is needed**
  - Innovation & invention has allowed discovery and refinement of effective pathways.
  - But there is much more to be learned.
  - Need innovation & invention to continue if we are to move the needle on postsecondary credentials with value in the labor market.
  - Need to build state and district capacity.





## **JOBS FOR THE FUTURE**

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