

Pipeline to higher education
What happens along the pipeline?

Required elements	PK-7	8	9	10	11	12
PK-16 Policy	PK-16 system articulation (20)					
Recommended:	Early Outreach,	Curriculum and Assessment Systems	Define College Readiness; Define Curricula needed to graduate HS as college-ready (ref Quality Counts 2007)			Early estimate of gift aid to be awarded (FAFSA Forecaster)
	Career exploration and planning		Establish State goals for Increasing postsecondary attainment (ref Jobs for the Future, 2006)			
Research Shows:	Access to high-quality pre-K offers a wide range of short-term and long-term positive outcomes with high ROI (NIEER, 2005) 44% of Class of 2005 report first getting career information sometime before entering high school. (6)	Proportionally fewer free/reduced lunch eligible students meet/exceed proficiency standards (VT DOE) 34% of Class of 2005 report first getting postsecondary education information sometime before entering high school. (6)				Highly qualified, low-income students and their families perceive college costs as too high (sticker price) and may not enroll or enroll part-time, work off campus, etc.
K-20 Policy (21)	Adopt "Cycles of Education" as the new paradigm: Education as a cycle with many loops or options present for various types of learners across the lifespan					
Recommended across the K-20 experience (summary of key points)	1. Individualized Instruction "competency-based"		2. Flexibility in content, location, time of the learning experience "student: prisoner v. explorer"	3. Effective Assessment to tailor learning options	4. Student-centered system, not serving institutions or bureaucracies	5. Technology not as an after-thought, but as a critical tool for transformation "for students, technology is a way of life--- k-20 transformation must leverage that reality"
Recommended short-term	1. Universal Dual-enrollment: HS & Community Colleges, CC and 4-yr schools; online & blended (online/face-to-face) experiences; not remedial; articulation agreements the norm 2. Change the paradigm: education reform must match new vision of k-20 education. 3. Public campaign to change the education conversation at all levels: "local, state and federal"					
Parent Aspiration/Action						
Recommended:	Families should start talking about going to college. (1) Help children adopt good learning habits and effective study skills. (11)	Monitor courses child is taking. (1) Create a 4-year academic course plan.	Access to college preparation information		Go on College Tours, attend "College Pathways"-type events	Provide activities that involve parents throughout the college preparation and application process; Apply to Colleges
Research shows:	Vermont high school graduates who enroll in college are more likely to report having talked to parents about post-high-school plans before the 6th grade (20%) than those students who do not continue their education (14%). (2)		Distribution of college preparation information is inequitable: lower percentage of economically disadvantaged parents (42-47%) get information than do economically well-off parents (66-74%). (7)			Among parents whose students attend college, involvement in college planning varies by activity from 91% discussing interests to 56% helping decide which school to attend. (12)
Academic Preparation						
Recommended:	Begin planning for high school course schedule. (1)	Take Algebra, Geometry. (1)	Take Core Curriculum: English, Math, Science, History, Geography, Foreign Language, Computer Science, and the Arts. (1)		Take Advanced Placement course. (1) Dual-Enrollment (ref)	
			Take PLAN (prep for SAT)	Take PSAT	Take SAT (ACT)	
Research Shows:		About 12% of 8th graders who studied algebra do not pursue postsecondary education; 47% obtain a BA or higher. (3)	59% of Class of 2005 HS graduates report completing recommended ACT College Entrance Courses	866 out of 8,218 sophomores (VT pub hs) took PSAT in 03-04. (8,9)	4,456 out of 7,837 juniors (VT pub hs only) took PSAT in 03-04. (8,9)	5,484 out of 7,614 seniors (VT pub hs only) took SAT in 03-04. (8,9)
College Aspiration/Continuation						
Recommended:	<i>"Expect that all students are capable of being prepared to enroll and succeed in college" (Pathways to College Network (2004), A shared agenda)</i>					

Research Shows:	75% of college-bound Class of 2005 seniors report making decision to continue their education before the 8th grade. (6)	88% of 8th graders say they intend to go to college. (7)	Nationally, nearly one third of 9th graders will not graduate from HS within 4 yrs. (4) Dropout rates vary by SES with low income students having 6x the dropout rate that high income students have. (16)	91% of 10th graders say they plan to pursue some form of post-HS education (including voc/tech). (5)		Over 73% of Class of 2005 high school graduates planned to pursue some form of postsecondary education. (6) Aspiration varies by county. Females have a higher aspiration rate than males, 79% v 68%. (6) 53.4% of Class of 2003 high school graduates who attended one of the regional technical centers planned to pursue some form of postsecondary training immediately after graduation. (6)	VASC Oct 2010
High School Graduates/Not planning to go to college							
Research Shows:	12% of Class of 2005 seniors who are not planning to pursue their education report making that decision before the 8th grade. (6)	6% of Class of 2005 seniors who are not planning to pursue their education report making that decision in the 8th grade. (6)	12% of Class of 2005 seniors who are not planning to pursue their education report making that decision in the 9th grade. (6)	11% of Class of 2005 seniors who are not planning to pursue their education report making that decision in the 10th grade. (6)	19% of Class of 2005 seniors who are not planning to pursue their education report making that decision in the 11th grade. (6)	40% of Class of 2005 seniors who are not planning to pursue their education report making that decision in the 12th grade. (6) Among those not going on to college: most important reason for not continuing "Need a break from school" (24%) and "I want or need to support myself" (22%). (6)	

Financial Literacy and Financial Assistance						Oct 2010
Recommended:	Encourage saving for college	Financial Literacy for parents and children			Attend "Paying for College" workshops	Apply for financial aid
Research Shows:	Just over one third of parents report having saved for college. (12) Among parents who saved for college, 41% began saving before middle school, average savings \$11,373. (12) 18% of surveyed adults with children not in college have a 529 account. (13)	26% of 13- to 21-yr olds report their parents actively taught them how to manage money. (10)	Only 26% of parents of 9th-10th graders estimate tuition within 25% of actual cost; nearly 47% of parents could not estimate. (17)		Low income and first generation parents benefits from having access to information and assistance in completing financial aid forms (ref)	Parents differ in how involved they are in the financial planning process; involvement varies by activity and by SES factors. (12)

Sources:

- (1) www.ed.gov/pubs/gettingreadycollegeearly/step2.html
- (2) VSAC, Class of 2005 Senior Survey I & II
- (3) Condition of Education, 2003; Indicator 22
- (4) NCHEMS News (May 2003)
- (5) Condition of Education, 2004; Indicator 15
- (6) VSAC, Class of 2005 Senior Survey I
- (7) Kirst and Venezia (2003) National Crosstalk (Spring issue)
- (8) Integrated State Summary, The College Board (2004)
- (9) VT Student Enrollment Survey (Statewide Summary for School Year 2003)
- (10) Jump\$tart Coalition Survey, Dr. Lewis Mandell

- (11) www.ed.gov/pubs/parents/hyc_archive.html
- (12) VSAC (2003) Financing First Year survey
- (13) Survey of Public Opinion on Higher Education, Chronicle of Higher Education (May 7, 2004)
- (14) Condition of Education 2004, Indicator 31
- (15) VSAC (2004) Cumulative Debt
- (16) Condition of Education, 2004; Indicator 16
- (17) Condition of Education, 2001; Indicator 25
- (18) NCES (2002) 95-96 BPS survey
- (19) ACE (2002), Access and Persistence Study

(20)

(21)

1st yr college	2nd yr college	college grad
Increase Need-based Student Financial Assistance		
Merit-aid policies have not been shown to increase access for under-represented or low-income groups (ref?)		
6. Transformed teacher preparation programs; incentives at all levels for meeting transformation expectations 7. Cooperation b/t Silos & Stakeholders; communication of needs, successes across silos		
More than 28% entering first-year students required to take remedial courses. Rates vary by sector and course (14)		
		Graduate within 150% of time

<p>70% of Class of 2005 high school graduates enrolled in some form of postsecondary education. (2)</p>	<p>About 50% of first-year students at community colleges do not continue to second year. (7) Between 16-25% first-year students at 4-yr colleges do not continue to second year. (19,7)</p>	<p>63% of students graduate within 6 yrs. (18)</p>
<p>A higher proportion of Class of 2005 students (60%) plan to attend a 4-yr institution than did in the Class of 1994 (53%). (6)</p>		
<p>60% of all Class of 2005 non-continuers surveyed report that they plan to pursue some form of postsecondary training in the future. (6)</p>		
<p>Non-continuers who plan to attend either a 2- or 4-yr school are more likely to actually enroll than undecided students. (2)</p>		

		<p>Needy Vermonters Graduate with high family debt: \$38,671 (includes PLUS). (15)</p> <p>Private loan volume growing dramatically (VSAC Loan Reports)</p>

Student Success: Statewide P-16 Systems (SHEEO, 2003)
 (ref Quality Counts 2007)

(ref National Institute for Early Education Research, 2005)
 (ref Jobs for the Future, 2006)

From an Education Pipeline to Cycles of Learning: Is the tipping point for Education in Sight?
 (Blackboard Institute, 2009)