



TRANSITION POINTS

The Education Strategy Group Newsletter

Launching New Networks to Catalyze Postsecondary Transitions

Last year, ESG released [From Tails to Heads: Building Momentum for Postsecondary Success](#), an in-depth report that offered a new set of metrics - “the Momentum Metrics” - for states and communities to prioritize to help more students successfully move to and through higher education.



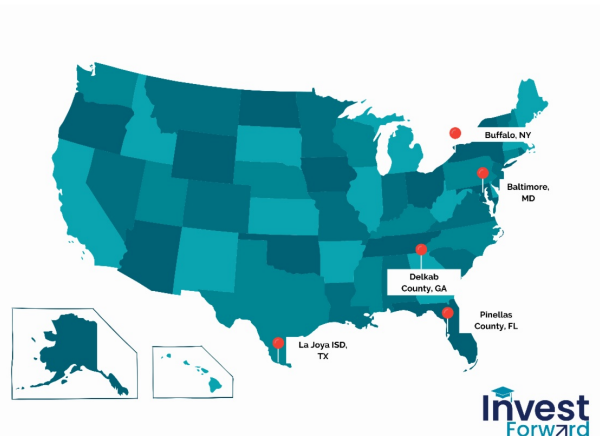
With support from the Bill & Melinda Gates Foundation, ESG is excited to launch the Momentum Metrics Networks to support a cohort of five districts each in Texas and Tennessee in developing action plans for improving student outcomes on a prioritized set of the Momentum Metrics - with a focus on targeting supports for students of color and students from low-income backgrounds. In partnership with the [Texas Impact Network](#), [Education Equals Economics Alliance \(E3\)](#), [RGV Focus](#), [Tarrant To & Through Partnership \(T3\)](#), and [TN SCORE](#), ESG will provide individualized coaching and support to participating districts over the coming year to analyze their data, assess their internal and external capacity, and align their district strategy for college and career readiness. To learn more, see our [Featured Work](#) page or contact Michael Deuser at mdeuser@edstrategy.org.

[READ TAILS TO HEADS REPORT](#)

[READ THE MOMENTUM METRIC FEATURED WORK PAGE](#)

Leveraging Stimulus Funds to Invest Forward

Most states and districts have now submitted their initial stimulus spending plans. With our collaborators in the Invest Forward coalition, we are excited by the investments in communities across the country to expand and strengthen pathways to postsecondary and career success. To learn more about the coalition, please watch this 2-minute [video](#) and visit our [site](#), which details a number of high-quality investment examples, including:



[Baltimore City Public Schools \(MD\)](#) is embedding college and career advising support throughout middle and high schools which will include college visits, job shadows, and College and Career Readiness Leads in high schools. And they are expanding their Navigator Center to help students once they graduate from high school to connect to their postsecondary and career goals.

[Buffalo Public Schools \(NY\)](#) is expanding access to advanced courses by training additional teachers, covering the cost of students' exam fees, and establishing a new position to oversee dual credit offerings. The district also partnered with local higher education institutions to create a college transition course and is implementing a postsecondary data tracking system.

[La Joya ISD \(TX\)](#) is partnering with Advise Texas to bring near-peer college advisors to the district. La Joya is also providing pre-AP materials to prepare students to succeed at college-level work and incentivizing students to take and pass AP exams through stipends for students and teachers.

[Pinellas County \(FL\)](#) is aligning spending to strategic goals of student achievement and college- and career readiness, including accelerating the expansion of College and Career Centers, implementing Level UP, a virtual learning platform that includes ACT and SAT preparation courses, and creating a summer bridge program that prepares incoming 9th graders for high school.

[DeKalb County School District \(GA\)](#) began a 9th Grade Success Program for students who are deficient of the credits to be classified as a freshman. They also began an Advanced Placement Bridge program over the summer for students in grades 9-10 who will be enrolling in AP courses.

[VISIT THE INVEST FORWARD WEBSITE](#)
[WATCH THE OVERVIEW VIDEO](#)

Expanding Equitable Access to Dual Enrollment to Los Angeles County



Dual enrollment, along with other forms of early postsecondary opportunities, promotes [academic momentum and college success](#) for students of color and students from low-income communities.

Unfortunately, far too often students experience inequitable access to these opportunities. ESG, in partnership with the Greater LA Education

Foundation (GLAEF) and Los Angeles County Office of Education (LACOE), recently helped launch the Los Angeles College Accelerator Network ([LA-CAN](#)), a regional effort to strengthen district and community college partnerships to expand equitable access and success in high-quality dual enrollment programs.

ESG is proud to support the LA-CAN by creating a professional learning community for districts to build stronger relationships with community colleges, advising and advocacy organizations, and interact with their data to develop equity-focused action plans to enhance their dual enrollment offerings and supports. Over the 9-month network, LA-CAN teams will establish dual enrollment equity goals and an action plan aligned with at least one critical category of the [Unlocking Potential](#) framework, a roadmap for states and communities to enhance equity and quality in dual enrollment programs. To learn more, see our [LA-CAN Featured Work](#) page.

[READ THE GLAEF PRESS RELEASE](#)

Launching a Policy Academy with National Skills Coalition to Promote Economic Success

Over the past few years, ESG has supported states and local communities in prioritizing a robust non-degree credential agenda to help more learners, especially those from historically marginalized communities, find a path to economic and career success that begins with a shorter-term credential with clear labor market currency. We've leveraged the strategies included in our [Credential Currency report](#) and the resources within our [Building Credential Currency](#) toolkit to develop targeted assistance to policy makers and practitioners across the country who have invested in this work.



As we turn into the next iteration of our planned supports, we are pleased to be collaborating with the National Skills Coalition to offer their [Quality Postsecondary Credential Policy Academy](#). Six states - Minnesota, Missouri, Nevada, New Jersey, Ohio, and Tennessee - will develop a cross-sector consensus definition of high-value non-degree credentials along with a corresponding policy agenda to increase the number of learners who earn those credentials. Importantly, the work will include centering racial equity to ensure that adult workers of color have access to and can successfully earn these credentials that lead to good jobs. ESG will provide technical assistance to each state, focusing especially on helping them develop and implement a data-driven approach to identifying non-degree credentials that meet rigorous bars of quality and value.

[READ CREDENTIAL CURRENCY REPORT](#)
[ACCESS BUILDING CREDENTIAL CURRENCY TOOLKIT](#)
[LEARN MORE ABOUT NSC'S QUALITY POSTSECONDARY CREDENTIAL POLICY ACADEMY](#)

Expanding Equitable Attainment Strategies in Four States



Education Strategy Group (ESG) and the [State Higher Education Executive Officers Association \(SHEEO\)](#) are bringing together a second cohort of the [Attainment Academy](#) to support four states—Hawaii, Kentucky, Missouri, and Montana—in their efforts to put equitable attainment at the center of their COVID-19 recovery strategy. This

new cohort of states will have meaningful spaces to learn and receive support from their peers and national experts to identify and adopt a discrete set of bold and actionable recovery strategies. In addition, states will explore and maximize the use of new federal resources, disaggregate attainment goals to identify and set specific targets to improve equity, and broaden and deepen support for attainment efforts among key stakeholders across the state.

California Invests to Promote Equitable Recovery

As California works to recover from the pandemic, the role of education is taking center stage. Based in part on the work of [California's Recovery with Equity Taskforce](#), California's recently enacted [budget](#) builds on the state's use of federal resources to prioritize several postsecondary attainment and economic recovery strategies:

- Student Basic Needs (\$100M one-time, \$60M ongoing): Addresses basic needs, including food and housing insecurity and mental health and supports the creation and staffing of Basic Needs Centers at colleges. This represents capacity building for colleges and could have a significant impact on retention in credential programs.
- Emergency Financial Assistance Grants (\$250M one-time ARP): Provides emergency aid directly to students. This complements the Basic Needs Centers and represents a best practice for supporting adult learners.
- Retention and Enrollment Strategies (\$120M one-time): Among the evidence-based strategies that could be supported with this funding are enrollment incentives for noncredit to credit transition and/or term to term retention, adjusting course schedules to address adult student availability, and comprehensive credit for prior learning strategies.
- Education and Training Grants for Displaced Workers (\$472.5M one-time ARP and \$27.5M one-time state): Displaced workers are eligible for state aid. This includes dedicated funding for parenting students. Colleges (2- and 4-year) are encouraged to match the funds. These resources could be leveraged to increase enrollment and support credit and non-degree credential programs.
- Expanded Eligibility for Cal Grants (\$235.1M ongoing): California removed the age and time-out-of-school requirements tied to these grants. This greatly increases access to these funds for adult learners.

Taken together, these budget priorities have tremendous potential impact on scaling and sustaining system and institution policies and practices that address equity gaps, improve access, and support adult learners of color. We are excited about these investments and they directly align with ESG's Lumina-funded [REACH Collaborative](#) work, including adult learners, credential pathways, and learner supports.

ESG Highlights: Meet Our Newest Team Member



Michael Deuser, Director

Dr. Michael Deuser joined the ESG team to lead the Momentum Metrics work in Texas and Tennessee. As lead, he manages district teams and provides strategic guidance to district coaches. Dr. Deuser is a seasoned leader dedicated to building educational systems that drive increased postsecondary success and upward economic mobility for young people. Prior to joining ESG, Dr. Deuser served as the Chief of College and Career Success for

Chicago Public Schools (CPS), where he oversaw school counseling and postsecondary advising, early college, career and technical education (CTE), work-based learning, community schools and out-of-school time, social-emotional learning, and competency-based education for America's third-largest school district. Dr. Deuser leads based on core

values of learning, evidence, and impact, and he believes deeply in the transformative power of education. [Learn more about Michael](#)



Education Strategy Group (ESG) works with America's education, business, and civic leaders to expand economic opportunity and mobility by increasing educational attainment. We are driven by the conviction that a robust education system aligned with workforce demands leads to a stronger, more equitable society.

[Contact us](#) to learn more and work together