

Clear Pathways to Postsecondary Success

Issue Definition

An important goal of the public education system is to help students plan for their next steps in life and prepare them for college and careers. It is important for school systems to provide them with clear pathways for post-secondary success. Over time, the needs of the workforce change, and the education system must stay abreast of these changes to provide students with their best chance for success. To ensure that Georgia continues to have a prepared workforce and economic opportunities for all, the state must have policies that support career education, college preparation and innovative programs that support and ensure postsecondary achievement. Georgia must also consciously work to remove institutional and systematic access and completion barriers that currently exist for students of color and students from low-income families

Elements of an Effective System

Top-performing systems and best practice research point to key elements to ensure that every student completes a post-secondary option. These elements include clear pathways, innovative policies to increase completion rates, and financial resources for all students. High-performing systems create clear gateways for students throughout the educational system.

- Top-performing countries focus on qualifications that show what high school courses the holder has taken and the grades earned in those courses, instead of high school diplomas.
- Countries with well-developed qualification systems arrange them into pathways such that an individual can always go back later and pick up a qualification that he or she missed earlier.
- Within these pathways are robust career and technical education training pathways.
- These systems have no dead ends; all paths can be linked to others so that individuals can always go further in their education without having to start at the beginning.

Georgia Data

College and Career Ready

80% of high school graduates in 2019 completed a CTAE pathway, an advanced academic pathway, IB Career-related Programme, fine arts or world language pathway

36,177 high school students earned an industry credential in FY 2018

Postsecondary Progress - High School Graduating Class of 2016

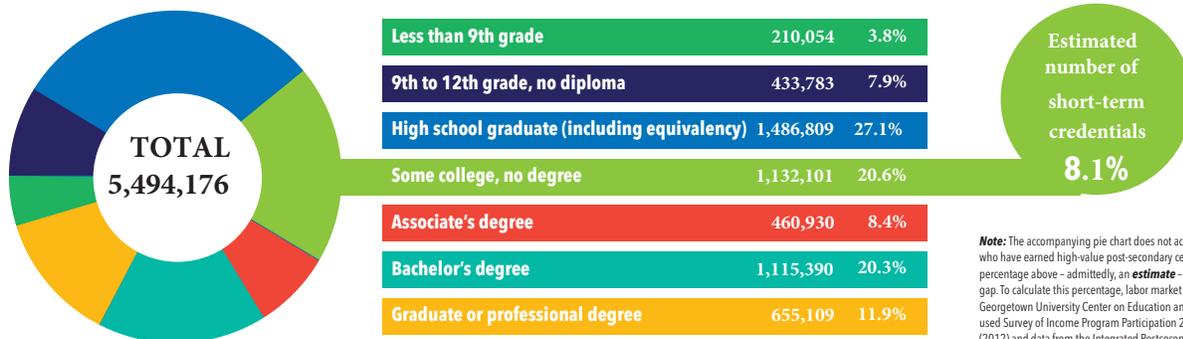
63% enrolled in a **post-secondary** institution

10% required remediation in English

19% required remediation in math

59% were still enrolled or earned a **post-secondary** credential in 2018 (2 years after graduation)

LEVELS OF EDUCATION FOR GEORGIA RESIDENTS, AGES 25-64



Note: The accompanying pie chart does not account for residents who have earned high-value post-secondary certificates. The percentage above - admittedly, an *estimate* - aims to fill that gap. To calculate this percentage, labor market experts at the Georgetown University Center on Education and the Workforce used Survey of Income Program Participation 2008 Wave 12 data (2012) and data from the Integrated Postsecondary Education Data System (IPEDS) 2014.

Source: Lumina Foundation, A Stronger Nation

For more information about Clear Pathways to Postsecondary Success see: EdQuestGa.org, an initiative of the Georgia Partnership for Excellence in Education. Updated August, 2020.

Opportunities

Best practice research indicates that clear pathways through the educational system are linked to employability and economic growth. These best practices also focus on removing barriers to post-secondary education completion, especially by providing needed resources and a clear understanding of expectations. Georgia has multiple opportunities to excel in these areas.

ALERT!
POLICY
MISSING OR
NEEDS
IMMEDIATE
ACTION

Equalize institutional resources and accessibility across the state.

- Study post-secondary funding models that meet the demands for changing post-secondary needs, such as remote learning, sharing of faculty and resources across institutions, and the development of professional programs.

Address funding, affordability, and equal access issues for students.

- Expand financial aid options through the establishment of a statewide needs-based funding program, as well as efforts to support universal FAFSA completion and last-mile funding grants.
- Address connectivity through increased broadband and devices.
- Provide flexibility in financial aid policy for non-traditional students and the ability to respond to disruptions in enrollment.
- Streamline the Pell verification process and make financial aid process more efficient for applicants, such as making Pell-eligible students automatically eligible for other needs-based aid programs in Georgia and state institutions, and support of re-extending Pell to incarcerated persons, and allowing Pell to cover less-than two-year in-demand certificates.

YIELD!
PROCEED
WITH
CAUTION,
MORE WORK
TO BE DONE

Increase role and value of associates degrees and certifications.

- Implement efforts for broader understanding of regional and state labor market values of these credentials.
- Realign certificates, 2-year, and potential 4-year degrees with in-demand certifications and degrees (e.g., stackable credentials, and Nexus degrees).
- Address completion rates and related barriers to completion for associate degree programs.

Provide flexibility for post-secondary institutions.

- Expand the Technical College System of Georgia's (TCSG) adult education programs i.e. adult literacy or GED programs.
- Implement and expand programs and policies that allow for disruptions in learning as well as part-time and adult learners (i.e., flexible scheduling, and virtual learning options).

Ensure more supports for K-12 students transitioning to post-secondary.

- Encourage student enrollment in postsecondary through such approaches as offering college enrollment exams (i.e., SAT/ACT) during the school day, and improved partnerships with postsecondary schools.
- Support students in the financial aid process and match/fit selection by lowering student to counselor ratio.
- Increase number of high school counselors to provide strategic college and career counseling.

Update articulation agreements between K-12, TCSG, USG non-research institutions and USG research institutions across core courses relative to dual enrollment and Advanced Placement (AP).

Support Georgia's Career, Technical and Agricultural education (CTAE) programs.

- Increase business and industry involvement with the CTAE pathways throughout Georgia.
- Increase the visibility of CTAE pathway options and opportunities among parents and students.
- Continually realign industry demands with CTAE and other career pathway programs, per the CONNECT Act.

Support Dual Enrollment

- Provide measures of effectiveness and program evaluation for enrolled students relative to K-12 completion and gained efficiencies in post-secondary, (e.g., elimination of coursework and earlier/ on-time post-secondary completion).
- Expand professional development for both high school and postsecondary teachers.

GO!
KEEP MOVING
FORWARD:
STRONG
POLICIES IN
PLACE