

The background of the slide features a large, faint, circular seal of the State of Illinois. The seal contains the text "THE STATE OF ILLINOIS" around the perimeter and a central emblem depicting a Native American figure holding a bow and arrow, with a star above his head.

# COVID-19 & Student Learning Loss

How can we ensure strong transitions during and after this pandemic?

Student Success and Completion Committee

December 8, 2020

Stephanie Sample, Associate Commissioner & Josh Garrison, Associate Commissioner

# OVERVIEW

Part One: How has COVID-19 affected student learning?

Part Two: What can we do to ensure strong transitions?



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# How has COVID-19 affected student learning?



# ESTIMATED LEARNING LOSS FOR INDIANA

Stanford University Center for Research on Education Outcomes (CREDO) 19-state study *Estimates of Learning Loss in the 2019 – 2020 School Year*.

## Indiana Findings

- ▶ The average student lost an estimated 209 days in math.
- ▶ For reading skills, the average student may have lost 130 days.

## How did CREDO estimate?

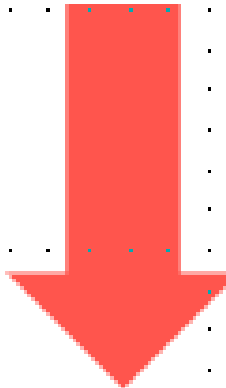
- ▶ Based on the most recent student test scores for all traditional public and charter schools, with adjustments for schools with high low-income, special needs and/or English second language populations.
- ▶ Estimates are necessary, because current academic data is not available. The U.S. Education Department granted waivers to all states in the spring for academic assessments due to the pandemic.

# NATIONWIDE IMPACT OF THE PANDEMIC



## Undergraduate Enrollment

16.1%

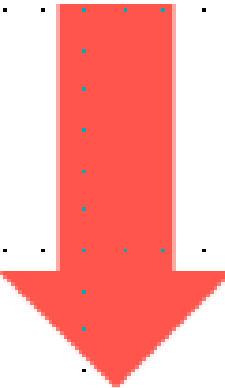


decline in undergraduate enrollment for first-time students

Source: National Student Clearinghouse (September 2020)

## FAFSA Completion

16.1%



decline in FAFSA completion rates for high school seniors

Source: National College Attainment Network (October 30, 2020)

## Postsecondary Plans

29.4%

percentage of students who cancelled their postsecondary plans this fall

Source: U.S. Census Household Pulse Survey (August 2020)



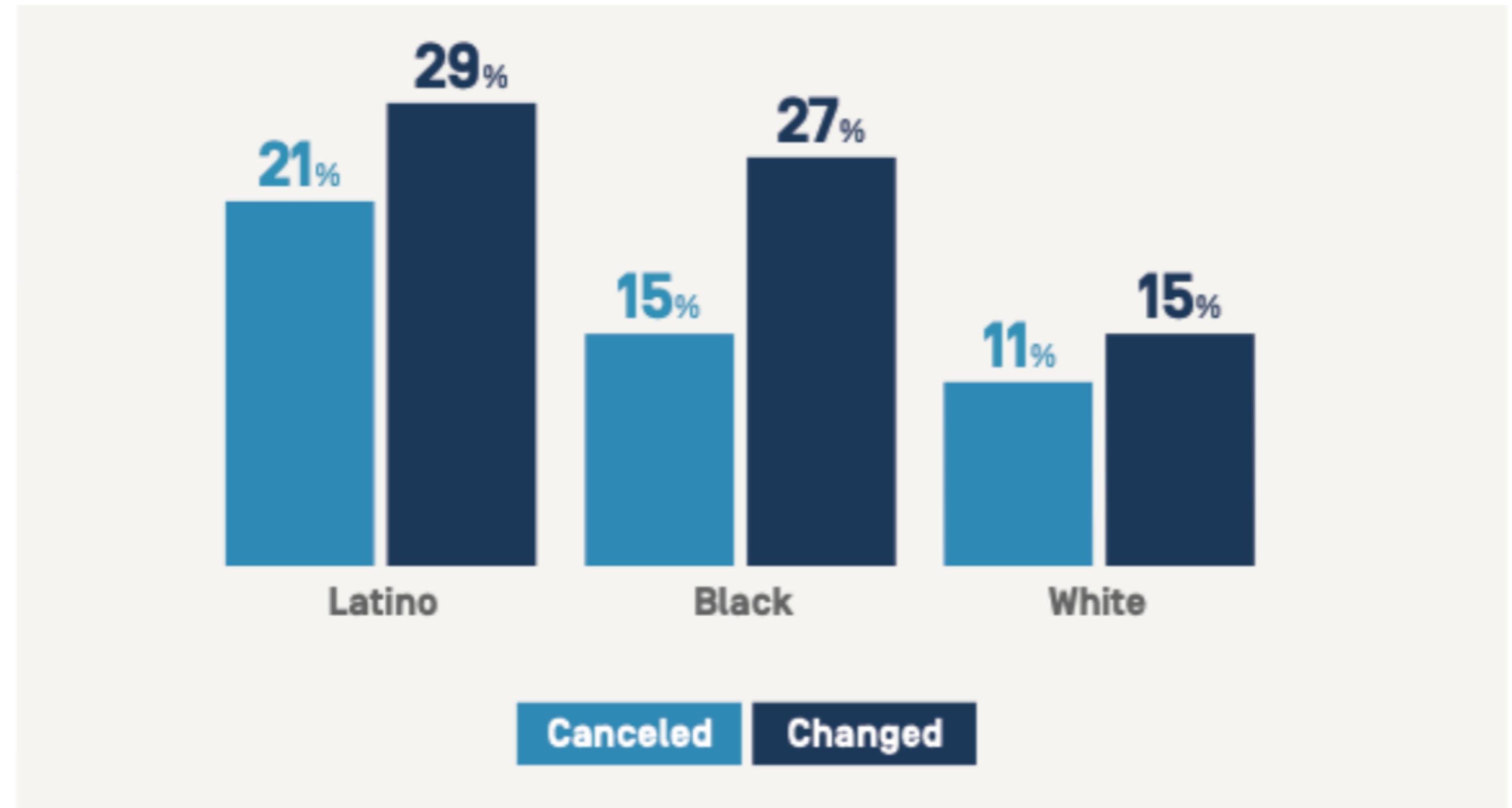
# THE DISPROPORTIONATE EFFECTS



Students of color are more likely to have **changed or canceled** their education plans.

This will likely lead to even more gaps in postsecondary enrollment and credential attainment.

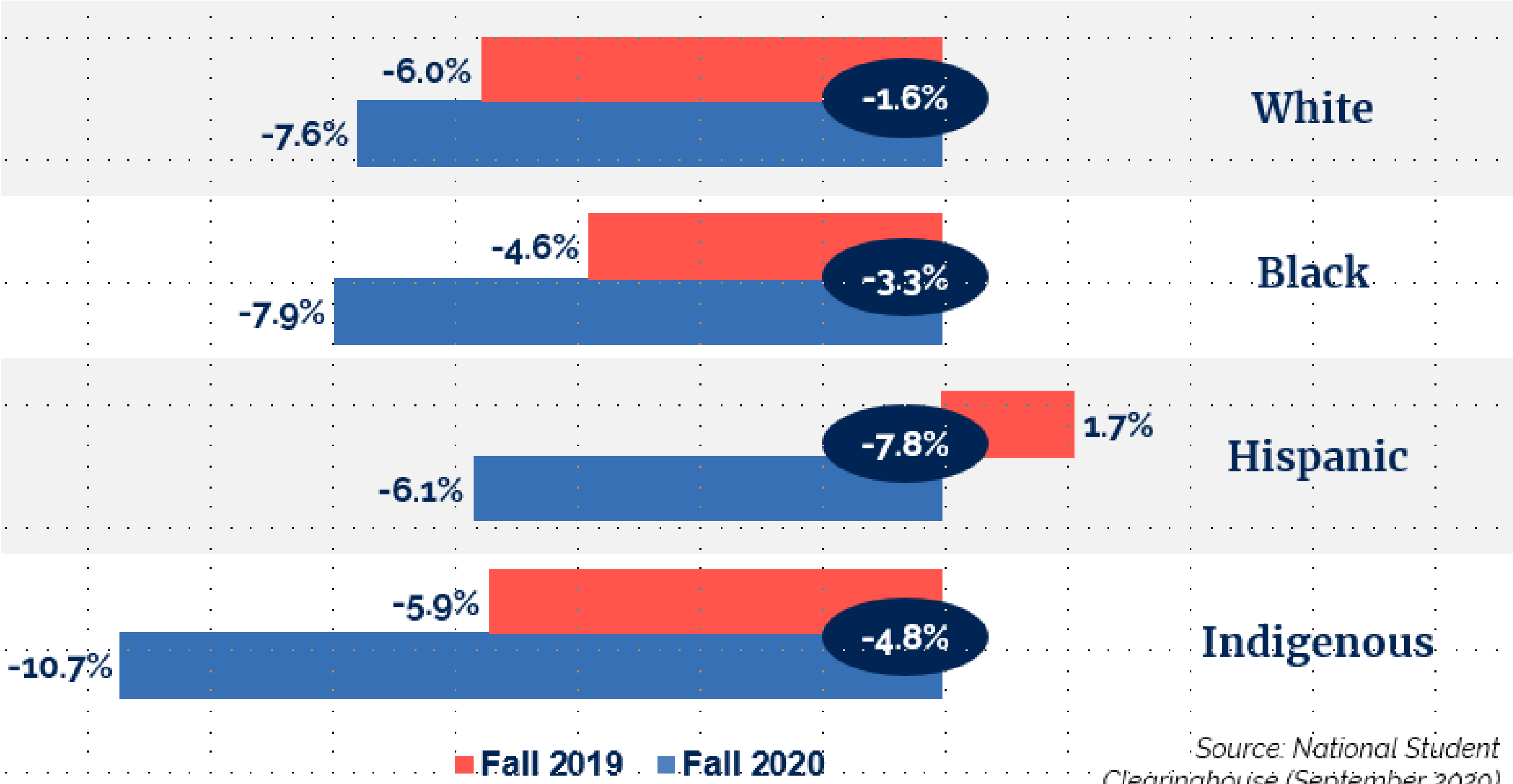
Source: Strada COVID-19 Work and Education Survey, 2020



# THE DISPROPORTIONATE EFFECTS



Year-to-Year Change in Undergraduate Enrollment



Compared to White students, the year-to-year decline in undergraduate enrollment this fall was **2x** as high for **Black** students, **3x** as high for **Indigenous** students, and nearly **5x** as high for **Hispanic** students.

Source: National Student Clearinghouse (September 2020)



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What have we already done to ensure strong transitions in this unprecedented time?





# 2020 HIGH SCHOOL SENIOR SURVEY

- ▶ Conducted in partnership with IDOE to gain information from Class of 2020 high school seniors.
- ▶ Gathered contact information and information about out post-graduation plans and areas of interest. (~15,000 students)
- ▶ Shared information back to students.

# SUMMER 2020 COVID-19 LEARNING SUPPORT GRANTS

- ▶ Awarded \$135,190 to 11 college, university and community partners to support the high school graduating students of 2020 as they transition to college.
- ▶ The grants supported stipends for current college-aged students to tutor graduating high school seniors as well as pre-college bootcamp and summer bridge activities.
- ▶ Examples: IU Kokomo, IU Northwest, Marian University

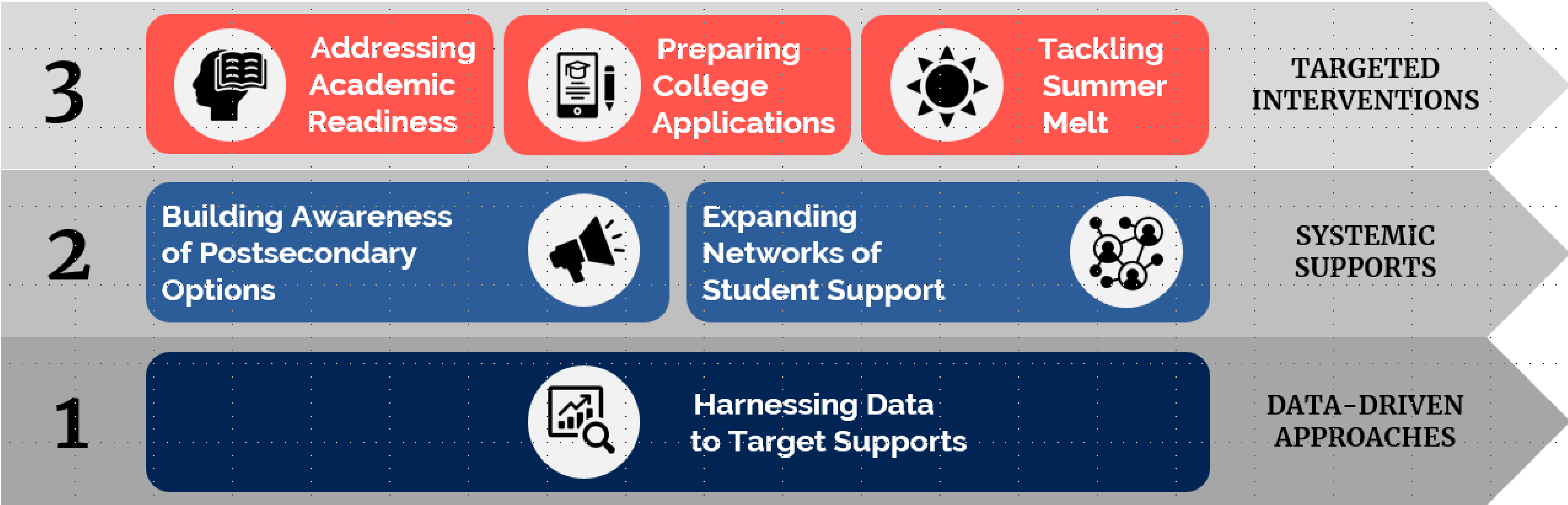
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What can we do moving forward?



# PARTNERSHIP WITH ESG & THE JOYCE FOUNDATION

## The Building Blocks of Support



# ESG/JOYCE PARTNERSHIP COMPONENTS

- Data analysis to identify specific students & communities for targeted support.
- Communications & support strategy for FAFSA completion & postsecondary options and resources
- Statewide Virtual Summer Bridge Program



**INDIANA COMMISSION *for***  
**HIGHER EDUCATION**