

College and Career Readiness:

Are Your Students Prepared?

*Back-to-School
Superintendents' Conference
August 4, 2010*



Will Things Ever Again Be the Way They Were?

“Up until the '70s, you could come to the city (Detroit) without education, without speaking English, and get a job in the auto industry and instantly be in the middle class, economically. A lot of folks in the city depended on these jobs for generations — they don't exist anymore...”

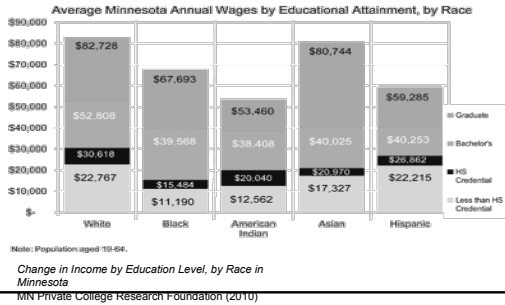
(Mike Stewart- Director of Wayne State's Walter P. Reuther Library and an expert on the auto industry)

Why Postsecondary Readiness for All is Critical for the 21st Century New Economy

- In the new economy, retraining means being able to adapt to an entirely new career track, not just a new job
- Adaptability requires both foundational content knowledge and the ability to learn
- Today's learners need to develop a range of cognitive strategies that enable them to continue learning beyond high school
- A high school diploma is not enough!

(David Conley- 2009)

Link between Education and Income in Minnesota



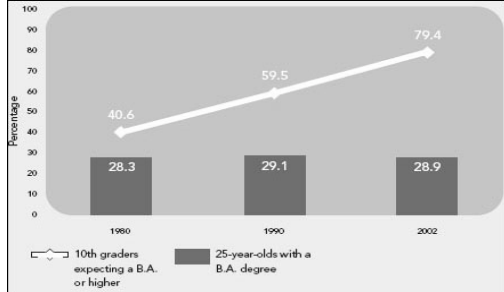
Are We Preparing Our Students for College Eligibility or for College Success?

- Nearly 7 of 10 MN high school graduates enrolled directly in college following graduation; 9th highest rate in the nation (Minnesota Measures- 2009)
- Large numbers who meet all entrance requirements end up in remedial courses (38%) or fail to persist beyond the first year (Getting Prepared- 2008)
- High schools focus on students meeting course requirements for college admission, not on readiness for postsecondary success

What's Going Well...What Are the Challenges in Minnesota?

- 68% MN graduates voluntarily took the ACT in 2009 (the highest rate in the nation)
- 32% of MN 2009 graduates were actually college ready to take credit-bearing courses (ACT)
- 78% of 2009 ACT-tested MN graduates met college readiness benchmark in English; 39% of African American test takers met this benchmark
- 57% of 2009 ACT-tested MN graduates met college readiness benchmark in Math; 19% of African American test takers met this benchmark

Students Are Aware of the Economics...
But Outcomes Aren't Improving



Source: Education Week

The Definition of College-Ready

College and Career Readiness includes the knowledge and skills that high school graduates need in order to do credit-bearing coursework at a two- or four-year college or university and/or embark successfully on a career-track employment position (that pays a living wage, provides benefits, and offers clear pathways for advancement through further education and training).

(Achieve-2004; recommended for adoption by MN P-20 Partnership, Postsecondary and Workforce Readiness Working Group)

The Definition of College-Ready

High schools have a *clear target*:

- How does *each and every* high school course develop knowledge and *skills* needed for success in first-year college courses and certificate programs and in subsequent college courses?
- What do faculty know about what is in these courses?

Key Principles of College Readiness

- ✓ **Principle 1:** Create and maintain a college-going culture in the school
- ✓ **Principle 2:** Create a core academic program that is aligned with and leads to college readiness by the end of 12th grade
- ✓ **Principle 3:** Teach key self-management skills, require students to use them, and provide students with feedback on how well they are developing these skills
- ✓ **Principle 4:** Make college real by preparing students for the complexity of applying to college and enrolling in an entry-level course

Key Principles of College Readiness

- ✓ **Principle 5:** Create assignments and grading policies in high school that more closely approximate college expectations as students progress
- ✓ **Principle 6:** Make the senior year meaningful and challenging
- ✓ **Principle 7:** Build partnerships with and connections to postsecondary programs and institutions

David Conley- *College Knowledge (2005)* and *College and Career Ready (2010)*

Principle 1: Create and maintain a college-going culture in the school

- Examples of Effective Strategies in Minnesota Schools:
- **Advanced Placement (AP)**- <http://apcentral.collegeboard.com/apc/Controller.jspf>

AP is a College Board program involving a cooperative endeavor between secondary schools and colleges and universities. Thirty-three AP courses and professional development, as well as Pre-AP teacher professional development resources that reflect topics, concepts, and skills found in AP courses, are available.

- **Ramp-Up to Readiness** - <http://www.rampuptoreadiness.org/>

Ramp-Up to Readiness™ is a program that guides junior and senior high school students through a research-derived sequence of courses, projects, activities and experiences that prepare them for college success.

Principle 2: Create a core academic program that is aligned with and leads to college readiness by the end of 12th grade

Examples of Effective Strategies in Minnesota Schools:

- **International Baccalaureate** – www.ibo.org
The International Baccalaureate Organization's (IBO) Diploma Program (DP) is a demanding pre-university course of study with a comprehensive two-year international curriculum that may lead to examinations in various subjects.
- **High School Redesign** - http://education.state.mn.us/MDE/Academic_Excellence/High_School_Initiatives/index.html
See the Systemic High School Redesign: Building a Minnesota Model Framework for resources and strategies.

Principle 3: Teach key self-management skills, require students to use them, and provide students with feedback on how well they are developing these skills

Example of an Effective Strategy in Minnesota Schools:

- **AVID** - <http://www.avid.org/>
AVID is a fourth- through twelfth-grade system to prepare students in the academic middle for four-year college eligibility. It has a proven track record in bringing out the best in students, and in closing the achievement gap. AVID stands for Advancement Via Individual Determination.

Principle 4: Make college real by preparing students for the complexity of applying to college and enrolling in an entry-level course

Examples of Effective Strategies in Minnesota Schools:

- **Admission Possible** - <http://www.admissionpossible.org/>
Admission Possible is a nonprofit organization that helps promising, low-income young people prepare for and earn admission to college. They provide four critical services (1) ACT and SAT test preparation; (2) Intensive guidance in preparing college applications; (3) Help in obtaining financial aid; and (4) Guidance in transition to college.
- **Get Ready** - <http://www.getreadyforcollege.org/>
The Get Ready program is an early intervention and college awareness program. The program helps prepare fourth through tenth grade students from low-income families and those from groups traditionally under-represented in college with college planning information, academic tutoring and information on career and higher education options.

Principle 4: Make college real by preparing students for the complexity of applying to college and enrolling in an entry-level course

- **Postsecondary Enrollment Option (PSEO)**
Since 1985, allows and supports eleventh and twelfth graders to enroll in postsecondary courses for high school and college credit.
- **Concurrent Enrollment-**
a course offered at a secondary school or another location according to an agreement between a public school and an eligible postsecondary institution

Principle 5: Create assignments and grading policies in high school that more closely approximate college expectations as students progress

Examples of Effective Strategies in Minnesota Schools:

- **Rochester Area Math Science Partnership** and Rochester Community and Technical College Networking Group Goal: *High school math faculty working collaboratively with RCTC intend to raise student performance in math and increase the number of students choosing to take math courses and pursue math related career paths.*
- **Ready or Not Writing-**
High school students submit final drafts of their written work to college English instructors for assessment and feedback- <https://www.centerforcollegereadiness.org/>

Principle 6: Make the senior year meaningful and challenging

Effective Strategies in Minnesota Schools:

- Senior Seminar
- Dual Credit Opportunities
http://education.state.mn.us/MDE/Academic_Excellence/College_Career_Readiness/index.html
 - PSEO
 - Concurrent Enrollment
 - IB
 - AP
 - CTE pathways

Principle 7: Build partnerships with and connections to postsecondary programs and institutions

Example of an Effective Strategy in Minnesota Schools:

• Programs of Study

<http://www.mnpos.com/consortiums.php>

A Program of Study is sequence of courses both required and elective; they begin in middle/high school and progress through college/university.

First-Generation College Attendees

- May need more scaffolding and support for their transition to college
- Not as prepared to make choices in high school and upon entry to college that help them succeed
- May not have been fully challenged in high school and are therefore less aware of their full capabilities and their current strengths and areas in need of improvement
- Less confident and therefore more vulnerable to self-perception that they do not belong in college
- Need clear, structured pathways and supports that help them to succeed, such as: progress monitoring, tutoring tied to courses, skill labs in key academic areas, carefully designed induction courses, help developing study skills and strategies, mentors and peer supports

First-Generation College Attendees

Example of an Effective Strategy in Minnesota Schools:

• Jumpstart to College Program

<http://k12.minneapolis.edu/jump-start-to-college>

Jump Start to College is a **tuition-free** program to provide Minneapolis public and charter school students the opportunity to take pre-college classes that will count towards high school graduation requirements and help them be eligible for PSEO and concurrent courses.

The Bottom Line....

- College readiness is complex and multi-dimensional
- It is more difficult for groups without access to privileged knowledge to compete equally and equitably
- High schools with large proportions of students first in their family to attend college must provide access through a systematic, structured program of preparation
- High schools and colleges can align their programs better by working locally
- More high school students can benefit from being offered access to college-like experiences (dual enrollment, AP, IB, campus visitations, college mentors, early college high schools)

Career and Technical Programs of Study In Minnesota:

- Must span at least grades 11 through 14
- Must identify a nonduplicative sequence of academic and technical courses leading to a credential, degree or certificate
- As of August 2009, **443** Programs of Study have been approved for Minnesota Perkins consortia, with more than **800** more in progress.

What Can the State Do to Improve Readiness?

- Develop data systems that track student progress from high school to college and compare performance at both levels
- Ensure that state standards align with postsecondary readiness
- Develop a comprehensive assessment system that measures student performance in relation to as many dimensions of college readiness as possible
- Review college placement tests for alignment with college readiness standards
- Include measures of college readiness in state high school accountability systems
- Include measures of student success in postsecondary accountability systems

David Conley- *College Ready* (2010)

What is Minnesota Doing Now?

- P-16 Road Map to College Readiness
<http://mnp16.org>
- College and Career Readiness Policy Institute (CCRPI)
- Legislative support- EPAS; PSEO; Concurrent Enrollment; AP and IB
- Minnesota Model of High School Redesign
- Minnesota Model of Middle School redesign
- APIP grant; College Access Challenge grant; Dropout Prevention grant

What is Minnesota Doing Now?

- Longitudinal Data System
Cathy.wagner@state.mn.us
- MN Common Course catalogue
cheryll.ostrom@state.mn.us
- College and Career Readiness Indicator Support System task force
- Midwest ACT Achievement Gap Project
- Core AND More communications campaign

College and Career Readiness Survey

We are seeking feedback from middle- and high school-age students, AND parents of middle- and high school-age students. This feedback will help us discover additional ways to encourage students to make the best possible choices when registering for academic courses required for graduation.

- http://education.state.mn.us/MDE/Academic_Excellence/College_Career_Readiness/index.html

MDE Resources

- Websites
[http://education.state.mn.us/MDE/Academic Excellence/High School Initiatives/index.html](http://education.state.mn.us/MDE/Academic%20Excellence/High%20School%20Initiatives/index.html)
[http://education.state.mn.us/MDE/Academic Excellence/College Career Readiness/index.html](http://education.state.mn.us/MDE/Academic%20Excellence/College%20Career%20Ready/index.html)
- Sharepoint sites (principals, counselors, AP coordinators)
- Blueprints
- High School Redesign Framework

Blueprints

Blueprints
 Building High Schools for the 21st Century
 Access, Equity, and Pathways for the Underrepresented Majority
 The Minnesota Department of Education (MDE) is committed to providing opportunities for all students to succeed in high school and college. This blueprint outlines the state's vision for high school redesign and the role of the Department of Education in supporting these efforts.

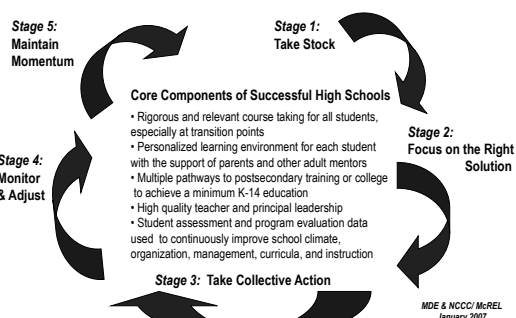
High School Toolbox
 High School Redesign Framework
 High School Redesign Framework
 High School Redesign Framework

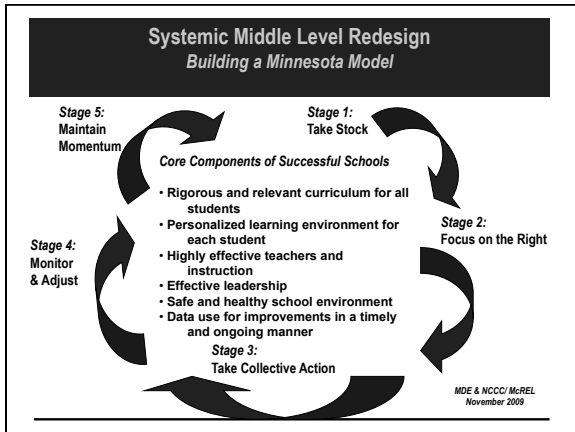
Designing Student Learning Experiences
 Designing Student Learning Experiences
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Measuring Up

Measure	2007	2008	2009	2010
Graduation Rate	82%	83%	84%	85%
College-Ready Rate	12%	13%	14%	15%
AP Participation Rate	10%	11%	12%	13%
ACT Score	20	21	22	23

Systemic High School Redesign Building a Minnesota Model





Minnesota
Department of Education

Pilot Site Requirements

Selected sites will address targeted core components of the initiative over the two-year period, including the following required features:

- 1) an advisory structure to support personalized learning;
- 2) an academic/ career plan for all students;
- 3) a site leadership team;
- 4) a data-driven improvement planning process;
- 5) staff trained and utilizing assessment for learning;
- 6) school leaders monitoring and providing feedback on classroom practice;
- 7) administration of the EXPLORE test and use of the results, and,
- 8) a plan to communicate progress to the broader community.

ACT's Educational Planning and Assessment System

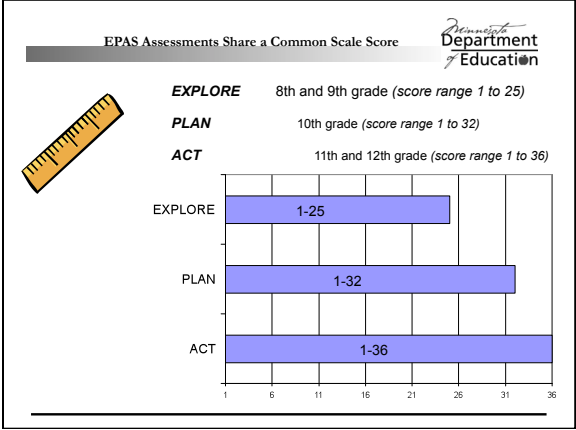
Minnesota
Department of Education

Consists of three aligned assessment programs


- EXPLORE (Score Range 1-25)
 - 8th/9th grade assessment
 - Provides baseline information on the academic prep of students
 - Used to plan high school coursework
- PLAN (Score Range 1-32)
 - 10th grade assessment
 - Midpoint review of students' progress toward educational/ career goals
 - Take time to make necessary interventions
- ACT Assessment (Score Range 1-36)
 - 11th/12th grade assessment
 - Measure students' academic readiness for postsecondary success

College admission and placement tool






EXPLORE
PLAN



School Reports

- Student Score Reports
- Student Roster (Individual Scores)
- Profile Summary Report (Group Scores)
- Item Analysis Reports
- Early Intervention Roster
 - Low Scores
 - Reported Needs
- Presentation Packet

Student Score Reports



- Your Scores
- Your Estimated PLAN Composite Score Range
- Your Plans
- Your Reported Needs
- College Readiness: English, Mathematics, Reading, Science
- Your Plans for After High School
- Your Career Possibilities
- Your Skills

School Profile Summary Report

Overview:

- Compare student scores to national norms
- Compare student scores to College Readiness Standards
- Disaggregate score differences by ethnicity and gender
- Highlight career and educational plans

Your Questions?



MDE Contact information

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