Indiana CELL Conference 2013

Two Districts’ Approach to College and Career Readiness

MSD of Wayne Township - Wendy M. Skibinski
Westfield Washington Schools – Carroll Easterday
College and Career Readiness

College-Eligible vs. College Ready
Why now?

- The difference between being college eligible and college ready
- Shifting expectations of students, parents, educators
- Expansion of AP, Dual Credit, Adoption of Common Core
- Increased rigor across all grades
- Focus on gearing more students to be successful in rigor
- Jobs that don’t require a bachelor’s degree require the same math and reading skills for success
- Programs that empower students and families to plan and prepare for post-secondary success.
What we know!

- US is ranked 15th out of 20 industrialized countries in the percentage of adults ages 25–34 with bachelor’s degrees
  Rothman, 2012

- The US will need an additional 20 million postsecondary workers to keep pace with future economic requirements by 2025.
  - 15 million bachelor’s degrees
  - 4 million non-degree postsecondary credentials
  - 1 million associate’s degrees
  Carnevale & Rose, 2012

- College costs up 400% in the last 25 years
  Average debt $23,000

- College enrollment up 38% in the last decade, but graduation rates have plateaued

- By 2018, 63% of all jobs will require some postsecondary education
  (Carnevale, Smith, & Strohl, 2010)
The Target

For every 100 ninth-graders

- 69 graduate from high school
- 42 enter college
- 28 return to college for their sophomore year
- 20 earn a bachelor’s degree within six years

Source: The National Center for Higher Education Management Systems Progress & Completion data
Ask yourself

How does Indiana define college and career readiness?

How is career and college readiness assessed in Indiana?

What other issues does Indiana face related to assessing students for CCR?
What is College and Career Readiness?
The level of preparation a student needs in order to enroll and succeed—without remediation—in a credit bearing course at a postsecondary institution that offers a baccalaureate degree or transfer to a baccalaureate program, or in a high-quality certificate program that enables students to enter a career pathway with potential future advancement.

Succeed is defined as completing the entry-level courses or core certificate courses at a level of understanding and proficiency that makes it possible for the student to consider taking the next course in the sequence or the next level of course in the subject area or of completing the certificate.

Source: 2007, 2010 Educational Policy Improvement Center, Conley (EPIC)
<table>
<thead>
<tr>
<th>Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work ready</td>
<td>Meets basic expectations regarding workplace behavior and demeanor</td>
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<tr>
<td>Job ready</td>
<td>Possesses specific training necessary to begin an entry-level position</td>
</tr>
<tr>
<td>Career ready</td>
<td>Possesses key content knowledge and key learning skills and techniques sufficient to begin studies in a career pathway</td>
</tr>
<tr>
<td>College ready</td>
<td>Is prepared in the four keys to college and career readiness necessary to succeed in entry level general education courses</td>
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Key College and Career Readiness Terms and Concepts

**Postsecondary:** Any formal setting in which an individual pursues additional instruction beyond high school. These

Are College and Career Readiness the Same?

Every distinct career pathway and college degree requires knowledge, skills, and abilities that are unique to that field of study. For example, EPIC's analysis of nursing and
“Preparedness focuses on academic qualifications, which are measured by NAEP. Readiness includes behavioral aspects of student performance—time management, persistence, and interpersonal skills, for example—which are not measured by NAEP.”

Technical Panel on 12th Grade Preparedness Research Final Report, 2009
NAEP Preparedness Cut Scores

Figure 3: Mathematics Preparedness Reference Points

- Advanced (216)
- Proficient (176)
- Basic (141)

175—Likely to be Successful in College
155— Likely to Need Remediation

Figure 4: Reading Preparedness Reference Points

- Advanced (346)
- Proficient (302)
- Basic (265)

302—Likely to be Successful in College
280—Likely to Need Remediation

Source:
http://www.nagb.org/content/nagb/assets/documents/what-we-do/quarterly-board-meeting-materials/201205/Tab%209%20Preparedness%20Reporting.pdf
CCR – Career Technical

A career-ready person effectively navigates pathways that connect education and employment to achieve a fulfilling, financially-secure and successful career. A career is more than just a job.

Career readiness has no defined endpoint. To be career ready in our ever-changing global economy requires adaptability and a commitment to lifelong learning, along with mastery of key knowledge, skills and dispositions that vary from one career to another and change over time as a person progresses along a developmental continuum. Knowledge, skills and dispositions that are interdependent and mutually reinforcing.

<table>
<thead>
<tr>
<th>Academic and Technical Knowledge and Skills</th>
<th>Employability Knowledge Skills and Dispositions</th>
</tr>
</thead>
<tbody>
<tr>
<td>A career-ready person is proficient in the core academic subjects, as well as in technical topics. Many careers also require deeper learning and mastery in specific academic or technical subjects.</td>
<td>A career-ready person has a good understanding of their interests, talents and weaknesses and a solid grasp of the skills and dispositions necessary for engaging in today’s fast-paced, global economy.</td>
</tr>
</tbody>
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MSD of Wayne Township

Minority/Majority
74 spoken languages
76 Countries
76% Free and Reduced Lunch

We are Wayne
Our lens

- Desire to Improve Senior Experience
- Increased Emphasis On College & Career Readiness
- Career Pathway Exploration
- Articulated 7-12 Programming
Research Says

- According to Psychologist, Laurence Steinberg, students spend 15-20 hours per week at work, 20-25 hours/week spent socializing, 15 hours in extra-curricular activities, and 15 hours of watching television, leaving very little time left to study.

- National life and the economy are changing much faster than our schools. Schools and communities need to respond by serving our students better. Our nation faces a deeply troubling future unless we transform the lost opportunity of the senior year into an integral part of students’ preparation for life, citizenship, work, and further education. National Commision On the High School Senior

- Remedial education also has significant costs to students, taxpayers and institutions, with estimated annual costs exceeding $35 million at Indiana’s community college alone.*

- One in four Indiana college students enrolled in remediation will earn a degree within six years. Commission for Higher Education
Wasted 8th Semester

- Students are accepted early to the post secondary institutions, then they chose to “blow off” their senior year.

- Students who are not college bound may exhibit “party time.”

- Graduation exams are often required and passed in grades 9 or 10, resulting in a loss of motivation.

- Many seniors only need to take and pass 2-3 courses to earn a diploma.

- Senioritis
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Guaranteed and Viable Curriculum
Horizontal & Vertical Alignment
Literacy
Summer Bridge
  Self Selection Push
  Acceleration
  Double Loop Learning
Full Service Support - “Non-cognitive”
Quantitative/qualitative
  Academic, Social, Awakening Moment (Exposure)
MSD of Wayne Township

Next Steps:
Developing Talent to open up the GATE(s)
Hybrid ELA
Early College Career Center
  Pharmacy Technician
  Culinary Arts
  Precision Machining
  Aviation Maintenance
Naviance grades 7-12
Secondary Redesign
COLLEGE AND CAREER READINESS BENCHMARKS
The benchmarks are scores on the ACT subject-area tests that represent the level of achievement required for students to have a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in corresponding credit-bearing first-year college courses.

<table>
<thead>
<tr>
<th>College Course</th>
<th>ACT Subject-Area Test</th>
<th>EXPLORE Benchmark Grade 8</th>
<th>EXPLORE Benchmark Grade 9</th>
<th>PLAN Benchmark</th>
<th>ACT Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition</td>
<td>English</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>18</td>
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<tr>
<td>College Algebra</td>
<td>Mathematics</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>22</td>
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<tr>
<td>Social Sciences</td>
<td>Reading</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>21</td>
</tr>
<tr>
<td>Biology</td>
<td>Science</td>
<td>20</td>
<td>20</td>
<td>21</td>
<td>24</td>
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</table>
The College Board Benchmark is based on a 65% probability of a student earning a B- or higher first year grade point average in the first year of college.

ReadiStep benchmark is the score associated with a 50 percent likelihood of achieving the 10th grade PSAT/NMSQT benchmark.
What determines success?

* Intelligence
  * Talent
  * IQ / High standardized test scores

* Character
  * Non-Cognitive Skills
Does this look familiar?
FIXED AND GROWTH MINDSET: CAROL DWECK
Intelligence is not fixed

People who hold the **Growth Mindset** believe that intelligence can be developed, that the brain is like a muscle that can be trained. This leads to the desire to improve and persevere.

**Improvement = Engagement in CR behaviors**
Mindsets & Praise

- Dr. Dweck Study:
  - 400 5th graders given an easy puzzle
  - **Group 1**: Praised for intelligence, “Wow you did really well, you must be really smart.”
  - **Group 2**: Praised for effort, “Wow you did really well, you must have tried really hard.”
  - Choice: Easy puzzle or Hard puzzle??

- Outcomes:
  - Intelligence Group: only a little over half chose the harder puzzle
  - Effort Group: 90% chose to try to solve the more difficult puzzle
    - They wanted a challenge because their belief was in their effort, not on whether or not they were “smart enough.”
Character Hypothesis

Supports intentional focus on non-cognitive skills is linked to academic performance:

- Persistence
- Self-Control
- Curiosity
- Conscientiousness
- Grit
- Self-Confidence

*How Children Succeed: Grit, Curiosity, and the Hidden Power of Character*  
(Paul Tough  
(Houghton Mifflin Harcourt)
GRIT
8-Item Grit Scale

Directions for taking the Grit Scale: Please respond to the following 8 items. Be honest – there are no right or wrong answers!

1. New ideas and projects sometimes distract me from previous ones.*
   - Very much like me
   - Mostly like me
   - Somewhat like me
   - Not much like me
   - Not like me at all

2. Setbacks (delays and obstacles) don’t discourage me. I bounce back from disappointments faster than most people.
   - Very much like me
   - Mostly like me
   - Somewhat like me
   - Not much like me
   - Not like me at all

3. I have been obsessed with a certain idea or project for a short time but later lost interest.*
   - Very much like me
   - Mostly like me
   - Somewhat like me
   - Not much like me
   - Not like me at all
Four Features of Deliberate Practice
1) specific action or concept that is trying to be improved;
2) challenge must exceed skill;
3) immediate feedback is required;
4) repetition, repetition, repetition!

http://www.youtube.com/watch?v=BrkwrHSfsMY
DISTRICT CCR STRUCTURE SUPPORTING ACCESS AND SUCCESS FOR ALL
Five Components of College Readiness in a School District

Component #1
District Infrastructure

Component #2
Curriculum Coherence across buildings

Component #3
College Readiness Assessments that Inform

Component #4
Student Academic Support – success in rigor

Component #5
Student and Family Support – Counselors as educators
Academic advising and planning aligned to College and Career Readiness

Advocating for all students in postsecondary education pathways

Development of college and career education model by grade level

Ongoing professional development

Leader of counseling education for key constituencies

Developmental college and career assessment and outcomes data

Identify as a lead for ongoing dialogue around College and Career Readiness

Understand and act upon CCR assessment and outcomes data

Advocating for all students in postsecondary education pathways

Development of college and career base modeled from a national effective practice standards – NOSCA, NACAC, ASCA

Ongoing professional development

Leader of counseling education for key constituencies

Understanding and act upon CCR assessment and outcomes data

Identify as a lead for ongoing dialogue around College and Career Readiness

Development of college and career education model by grade level

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Development of college and career base modeled from a national effective practice standards – NOSCA, NACAC, ASCA
DEVELOPMENTAL CCR HIGH SCHOOL EXAMPLE
Naviance Family Connection
constant core support

- Grade 9 College Night
- PSAT
- PSAT Scores Back Session
- Academic planning sessions & individual consult
- Financial aid education session

Grade 9

Grade 10

- Grade 10 College Night
- Chyten ACT/SAT Practice
  - PSAT
  - PSAT Scores Back Session
  - Academic planning sessions & individual consult
  - Financial aid education session

Grade 12

Grade 11

- Grade 11 College Night
- The College Application Book
  - College Presentations
    - PSAT/NMSQT
  - PSAT Scores Back Session
  - Chyten ACT/SAT Practice
  - Academic planning sessions & individual consult
  - Financial aid education session
  - Individual college advising
  - College campus visitation allowance
SEVEN KEYS TO COLLEGE READINESS

A pathway for students to follow that will increase their chances of being ready for and successful in college.

Learn More >

Pick a key
Learn how to help your child prepare for college

KEY 1: Advanced reading in Grades K-2
KEY 2: Advanced reading MSA in Grades 3-8
KEY 3: Advanced math in Grade 5
KEY 4: Algebra 1 by Grade 8, 'C' or higher
KEY 5: Algebra 2 by Grade 11, 'C' or higher
KEY 6: 3 on AP exam, 4 on IB exam
KEY 7: 1650 SAT, 24 ACT
LINKING COUNSELORS AND COLLEGE AND CAREER READINESS
Using the Transformative Process to Implement NOSCA’s Eight Components of College and Career Readiness Counseling
School Counseling Across the K–12 Pipeline

- Elementary school counselors create early awareness, knowledge and skills that lay the foundation for the academic rigor and social development necessary for college and career readiness. (Components 1–6)

- Middle school counselors create opportunities to explore and deepen college and career knowledge and skills necessary for academic planning and goal setting. (Components 1–6)

- High school counselors create access to college and career pathways that promote full implementation of personal goals that ensure the widest range of future life options. (Components 1–8)

Carnevale, A.P., Smith, N., and Strohl, J. Help wanted: Projections of jobs and education requirements through 2018
Effective Practice: Eight Components of College and Career Readiness
Counseling should be applied in elementary, middle and high schools

<table>
<thead>
<tr>
<th>Component</th>
<th>Elementary</th>
<th>Middle</th>
<th>High</th>
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<tbody>
<tr>
<td>College Aspirations</td>
<td>*</td>
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<td>Academic Planning for College and Career Readiness</td>
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<td>Enrichment and Extracurricular Engagement</td>
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<td>College and Career Exploration and Selection Processes</td>
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<td>College and Career Assessments</td>
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<td>College Affordability Planning</td>
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<tr>
<td>College and Career Admission Processes</td>
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<td>Transition from High School to College Enrollment</td>
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EARLY GRADES CCR
EXAMPLE: WHOLE STUDENT OUTREACH
Early Grades College and Career Night

- **Main session** – “Planning, Preparing, Paying: Advice for Parents”
  Presenters - Pam Horne, Associate Vice Provost for Enrollment Management and Dean of Admissions, Purdue University and Carroll Easterday, Director for College Readiness, Westfield Washington Schools

- **Featured Breakout sessions** –
  - “Coaching the Core: Ways Parents Can Support Student Success in the Skills of Common Core”
    - Presenters – Tom Hundley, Academic Instructional Coach, Nicole Newman, School Counselor, Amber Van Den Berg, Academic Instructional Coach and Teacher
  - “Helping your Child Succeed: Character and Non cognitive Skill Development”
    - Presenters – Kyle Miller, Brian Sawa, Betsy Smith, School Counselors

- Parents will learn more about the nuts and bolts of college and career readiness with emphasis on age appropriate context. Information provided will assist families of early and intermediate level students to navigate the pathway to post-secondary readiness.
EARLY GRADES NON COGNITIVE SKILL WORK IN WESTFIELD: PROFESSIONAL CONVERSATIONS
Early Grades College and Career Readiness: Non Cognitive Skill Project - Phase I

- Concept Development
- Conversations with core group
- Engagement with early grades counselors to assess valid need
- Study and gathering of current practice
- Document review
Why is Westfield Intermediate School talking about this?

- Frustration around 4 basic skills
  - Grit / Perseverance
  - Self-Control (Organization, interpersonal)
  - Empathy
  - Resiliency

College and Career Readiness

- 26% of college students finish in 4 years
  - (National Center for Higher Education Management Systems Progress & Completion Data)

Research

- Dr. James Heckman, Dr. Angela Duckworth, Dr. David Conley, Dr. Carol Dweck, Paul Tough, and others…

- Westfield contact: Kyle Miller, counselor, millerk@wws.k12.in.us
What have we done @ WIS?

- **Book Study**
  - “How Children Succeed” – Paul Tough
  - Basic understanding of the significance of NCS supported by research

- **“Rock Time”**
  - Enrichment / Remediation
  - Non-cognitive skill development
  - RTI – Organizational Skills

- **Freedom to try new things:**
  - Book studies with a class “Wonder” R.J. Palacio
  - Character counts evaluation or “Growth Evaluations”
  - “Leader In Me” activities
BERM: DO YOU HAVE THAT PERMISSION SLIP I'M SUPPOSED TO SIGN?

LOOK IN MY BACKPACK.

GOT IT!

DO YOU HAVE A PEN?

LOOK IN MY JUNK DRAWER.
Contact information:

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Wendy M. Skibinski
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Questions and discussion