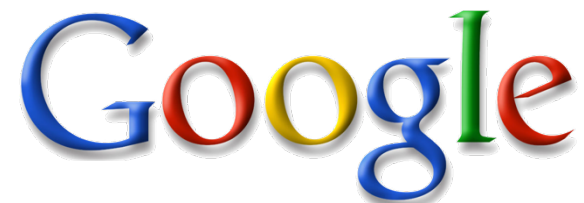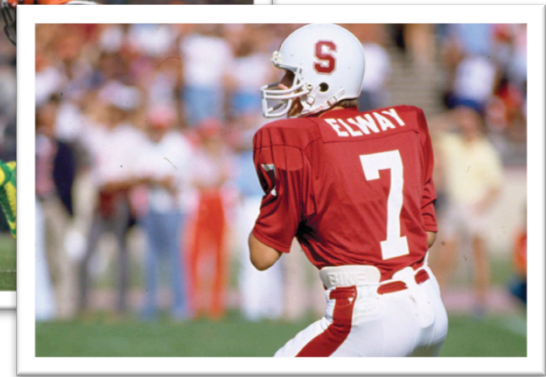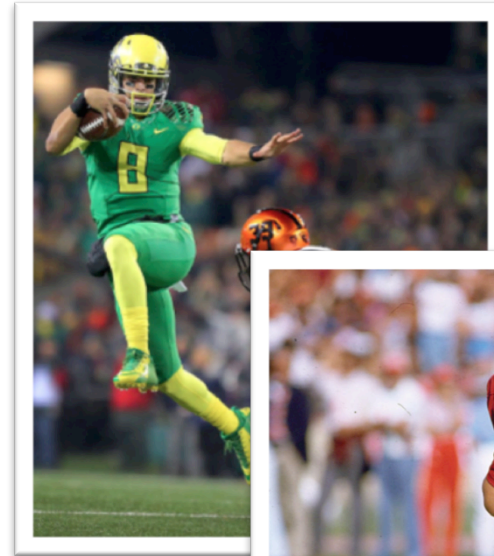# Moving the Finish Line: Empowering Community, Career, and College Readiness

AVID Conference
July 27, 2015

Matt Coleman, Educational Policy Improvement Center

Who am I?

OAKLAND UNIFIED SCHOOL DISTRICT
expect **Success**

BEAVERTON SCHOOL DISTRICT
THRIVE • CONTRIBUTE • EXCEL

Springfield Public Schools

Martin Marietta

Google

Focus for today

Recognize

your personal and professional potential to influence

Celebrate

the collective success of your work to date

Encourage

acknowledge the need and the work ahead
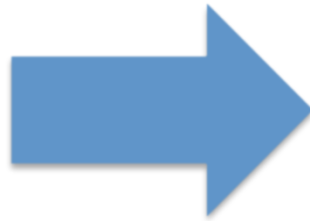focus on a broader application of CCR
embrace T24

Commit

to moving toward the power of WE
to exerting leadership (influence) for change
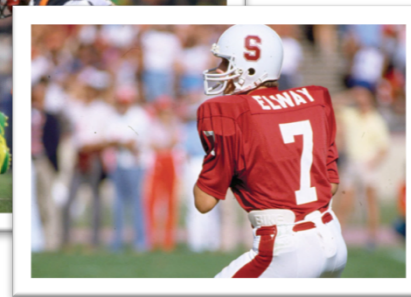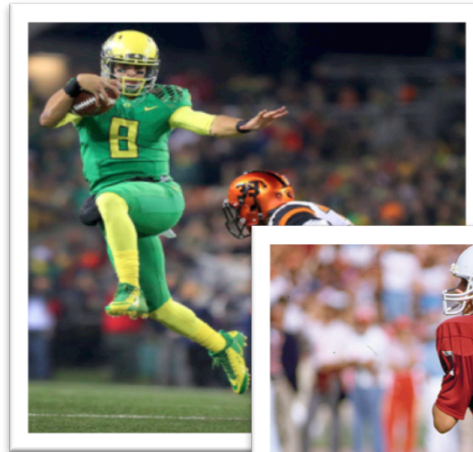to achieving readiness for all

We = Community x Family x School **The**

and not →

Me **Power**

of **One**

Celebrate

Technical, 2-Year, or 4-Year (T24)

Ensuring our students are **ready**, that they get **in**, and then make it **through** their choice of higher education.

Strength-based Focus on **Equity Aspirational Belief** in the Potential of Every Child
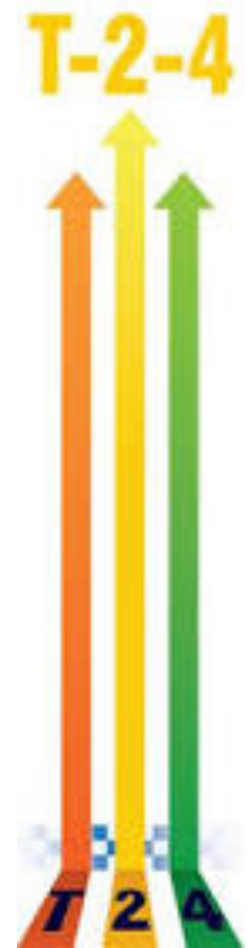
Celebrate

95% of 5th/6th graders have been on a **college campus**.

40% of students take **dual enrollment** courses.
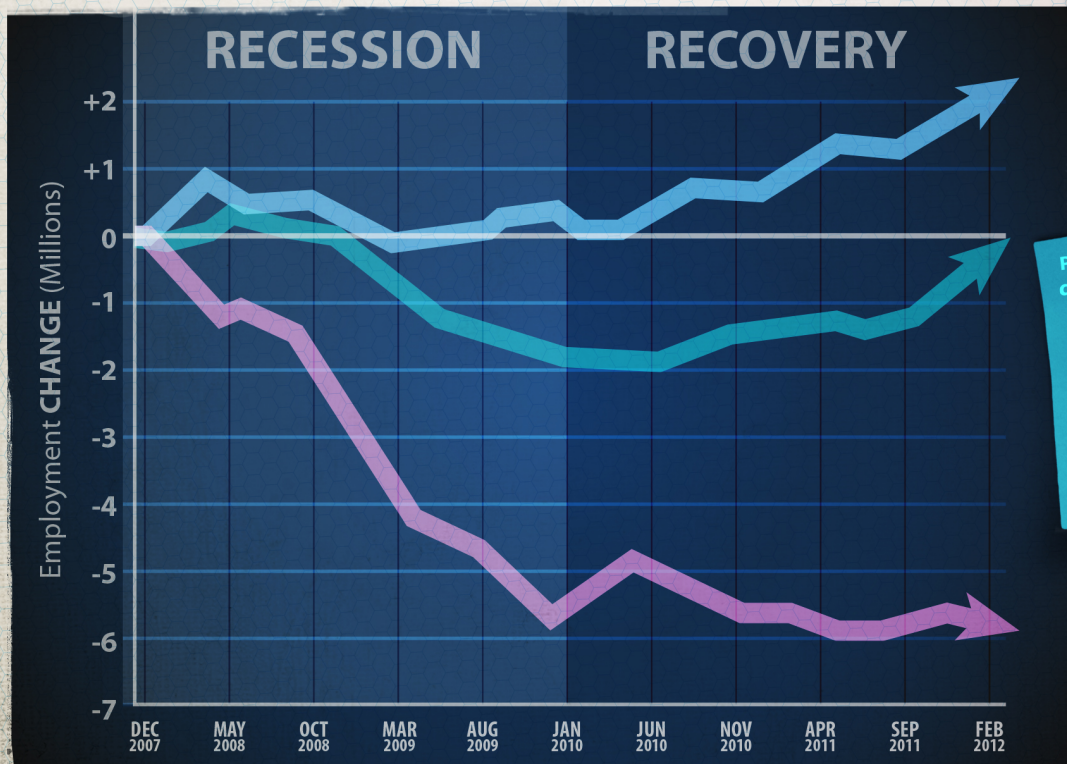
83% on-time **graduation rate**.

65% FAFSA completion

100% of students have the opportunity to take the **PSAT** and the **SAT** during the school day.

T-2-4

"Nearly 4 out of 5 jobs destroyed by the recession were held by workers with a high school diploma or less."

RECESSION   RECOVERY

Employment **CHANGE** (Millions)

+2
+1
0
-1
-2
-3
-4
-5
-6
-7

DEC 2007 | MAY 2008 | OCT 2008 | MAR 2009 | AUG 2009 | JAN 2010 | JUN 2010 | NOV 2010 | APR 2011 | SEP 2011 | FEB 2012

People with a bachelor's degree or better…
GAINED 187,000 jobs in recession and **GAINED 2 million jobs** in recovery

People with an associates's degree or some college…
LOST 1.75 million jobs in recession but **GAINED 1.6 million jobs** in recovery

People with a high school degree or less…
LOST 5.7 million jobs in recession and **LOST 23,000 jobs** in recovery

T-2-4

Source: Carnevale, Anthony, Tamara Jayasundera, Ben Cheah (August 2012) "The College Advantage" (Figure 1, pg. 5) Authors' estimate of the Current Population Survey data (2007-2012). Employment includes all workers aged 18 and older.

T-2-4

What **percentage** of **students** will **enroll** in some form of **post-secondary education** (T24) by the **age of 26**?

T-2-4

What **percentage** of **students** will **enroll** in some form of **post-secondary education** (T24) by the **age of 26**?

84%

T 2 4
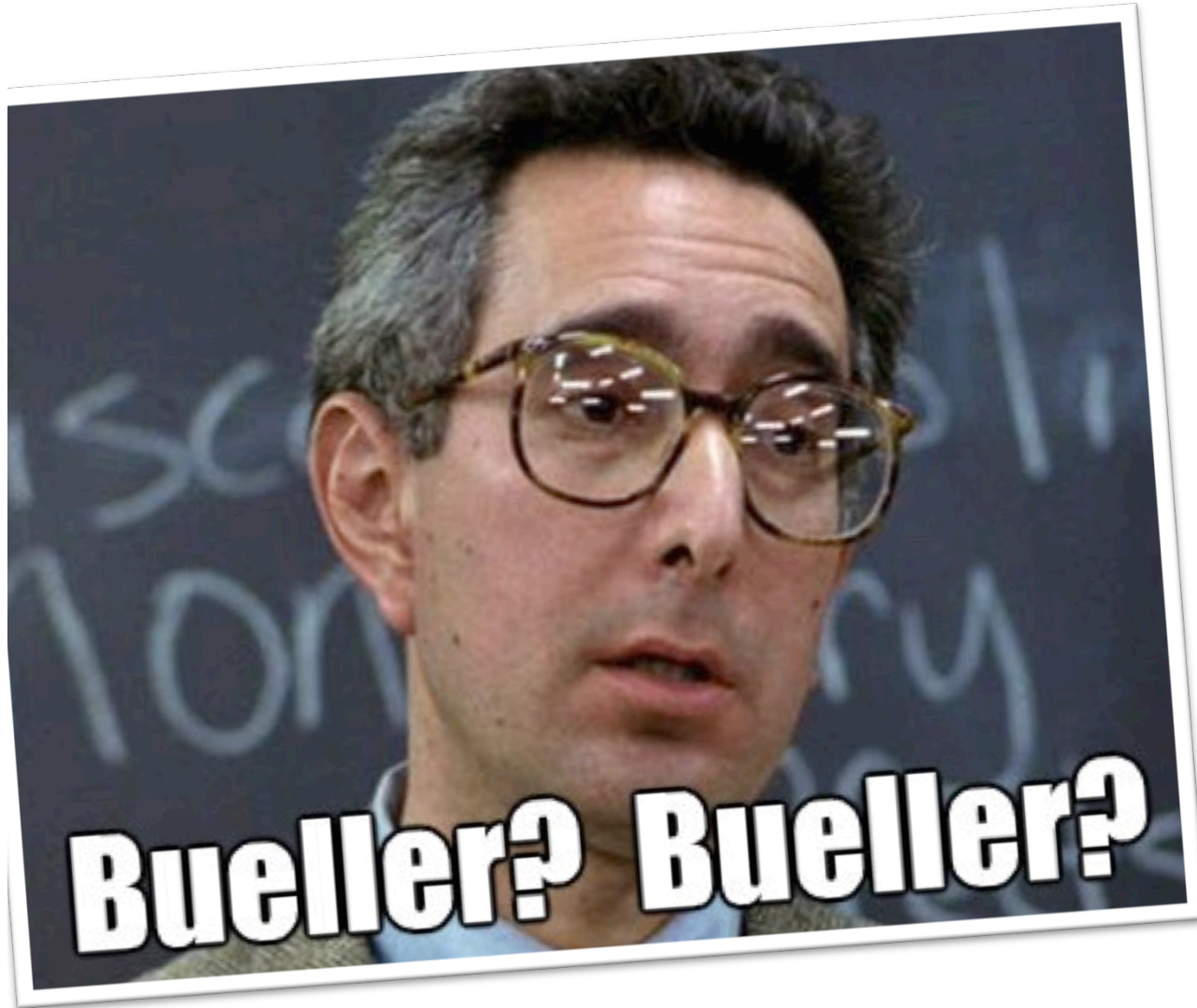
I was 15 in 1985.

My 15 year old son
will be 45
in 2044.

59 year
difference.

Our Approach

Validates student interests and goals as useful reference points for individual student readiness.

Encompasses a wide range of postsecondary options.

Focuses on success more than lack of remediation.

Acknowledges that different programs of study can require different knowledge and skills at entry level.

Puts the student at the center

knowing without context

THINK KNOW

ACT GO

Preparing lifelong learners

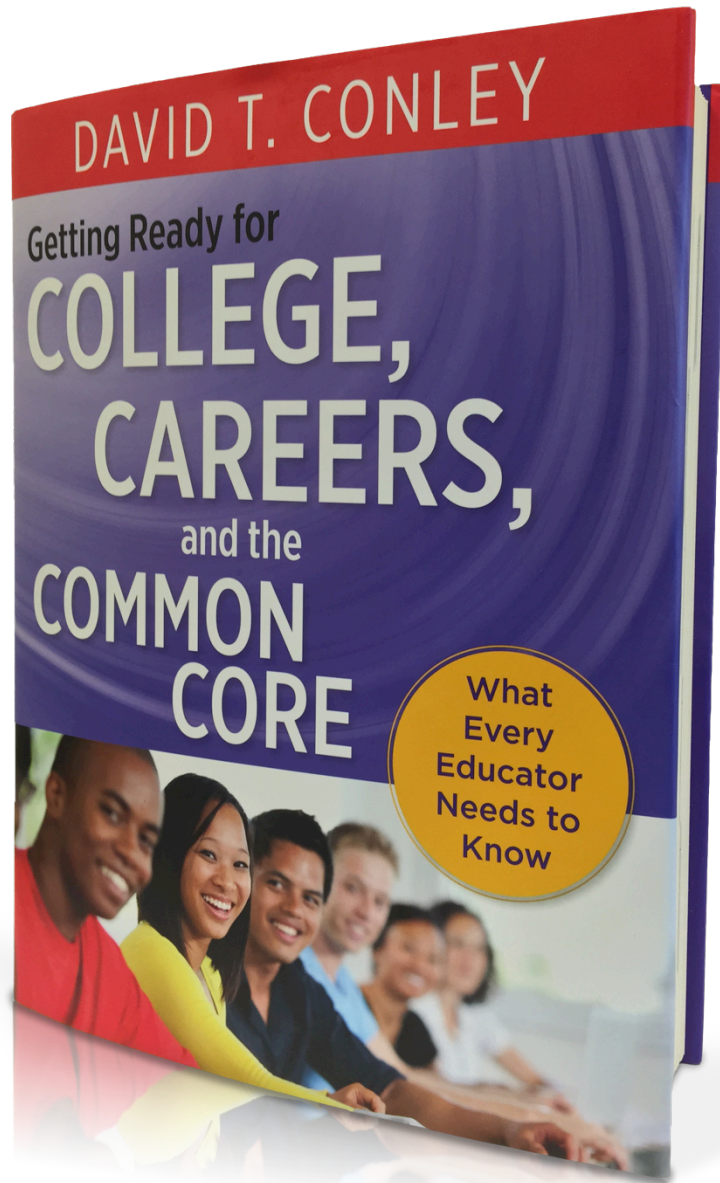At Epic, we partner with educators to empower all students to succeed in college and careers.

Prepared students will...

think deeply about what they are doing

know contextually why they learn

act purposefully to achieve their goals

go successfully through life's transitions

DAVID T. CONLEY

Getting Ready for
COLLEGE,
CAREERS,
and the
COMMON
CORE

What Every Educator Needs to Know

"The new measure of a sufficiently prepared student is one who has knowledge and skills to keep learning beyond secondary school, first in formal settings and then in the workplace throughout their careers, so that they are capable of adapting to unpredictable changes and new economic conditions and opportunities."

– Dr. David T. Conley

Problem Formulation (Hypothesize & Strategize)

- Students develop hypothesis independently, solve problems with more than one right response, and select strategies to solve a problem from among multiple possibilities.

Research (Identify& Collect)

- Students collect information from multiple sources and evaluate the quality of the sources.

Interpretation (Analyze & Evaluate)

- Students organize, analyze, and evaluate information adeptly.

Communication (Organize & Construct)

- Students develop products through a variety of media, with audience in mind.

Precision and Accuracy (Monitor & Confirm)

- Students complete multiple drafts and review work for high quality.

- Students apply subject-specific rules for precision and accuracy.

THINK

ACT

Key Cognitive Strategies

Teachers in my school

- require a research project that includes collecting evidence, constructing an argument, and rewriting at least one draft.

- emphasize multiple modes of communication, including speaking and listening.

- intentionally discuss or assign problems in class that have more than one right answer.

- expect students to use evidence to support opinions.

- link course content with problems or issues in other subjects or beyond the classroom.

Does your school have a shared (student friendly) language for key cognitive skills?

If someone were to ask a student or a staff member, what does it mean to think critically? Would there be a shared response?

Is there consistency within and across a grade level or within a department?

Is there consistency in language between levels (elementary to mid, mid to high?)

THINK

Structures of Knowledge

- Students develop ways of knowing that help them retain information and generate ideas.

- Students apply foundational knowledge in novel and non-routine ways.

Attitudes toward Learning

- Student approach learning content knowledge with an effort-based mindset.

Technical Knowledge & Skills

- Students can apply foundational knowledge in other disciplines.

KNOW

GO

Key Content Knowledge

Classes in my school

- have a curriculum that emphasizes the structure of knowledge in each subject area.

- emphasize the value of academic achievement.

- have real world applications of content knowledge.

- have syllabi that identify explicitly prerequisite knowledge and skills necessary for success in each course.

- emphasize multiple modes of writing including expository, descriptive, and analytic, in addition to narrative writing.

- emphasize individual effort over aptitude.

Ownership of Learning

- They take ownership of their learning.
- They connect assignments to their interests.
- They set and pursue goals effectively
- They think about the learning strategies they are using.
- They accurately assess their own learning.
- They persist when given challenging tasks.

Learning Techniques

- Students manage their time.
- Students prepare and study efficiently for tests, alone and in groups.
- Students take notes using a variety of formats.
- Students consciously monitor their learning effectiveness.
- Students use a variety of strategies to memorize key material.
- Students use technology effectively.
- Students read strategically.
- Students work collaboratively with diverse partners.
- Students consciously monitor their learning effectiveness.

Key Learning Skills and Techniques

Students in my school

- are aware of how they learn successfully.

- seek help when they need it.

- identify possible strategies for solving problems rather than expecting teachers to give them the strategy or answer.

- know the expectations in each course for tests, assessments, and assignments.

- learn specific strategies for memorizing and retaining key facts, dates, vocabulary, and terminology.

- set goals for themselves and create plans for how they are going to achieve them.

Is the language of organization
and collaboration applied in
every classroom throughout
the school?

How do students "own their learning"
in your classroom and in the school as
a whole?

Are students in your school compliant,
engaged, or owning their own
learning?

GO

Contextual

- Students engage in planning for the future by aligning college and career choices to their own interests and aspirations.

Procedural

- Students know about college and career options and have the knowledge necessary to apply successfully to programs that align with their aspirations

Financial

- Students are familiar with the admission process for college and financial aid options, and the costs differences of community colleges, state universities, and private institutions.

Cultural

- Students are aware of the benefits they will gain (including economic) from their college and career pathways.

Personal

- Students know how to advocate for themselves proactively and strategically within organizations – both in colleges and their careers.

Key Transition Knowledge and Skills

Counselors in my school

- have a publicly stated vision or goal to promote college and career readiness for all students.

- see that all students complete a practice college application by tenth grade.

- begin providing college financial information to all students and parents immediately upon enrollment and yearly thereafter.

- encourage teachers to invite speakers who help students learn about careers and workplace expectations.

- publicize college acceptances and career choices of seniors.

- emphasize going to college by encouraging staff to decorate public spaces in ways that support college-going.

Students who are ready to transition

KNOW THEMSELVES
Become self-aware by exploring interests, passions, skills, and ambitions

SET GOALS
Know what they need to achieve goals based on self-awareness

ARE MOTIVATED
Have the mindset to achieve goals

DEMONSTRATE SELF-EFFICACY
Learn how to control the things they can control, then, control them

MONITOR THEIR PERFORMANCE
Know how well they are really doing and are able to gauge skill level

PERSIST
Don't give up, especially when something does not come easily.

ASK FOR HELP
Use available resources when stuck and do not view this as a weakness

THINK

KNOW

Encourage you to think (and use) a broader definition of CCR.

ACT

GO

THINK

KNOW

Encourage you to use
T24 as a lens to
focus your individual efforts
and as a bridge to realize
the power of WE

ACT

GO

THINK

KNOW

ACT

GO

CTE*

AP Courses

Academic Planning

College Aspirations

College & Career Admissions Process

T24

Grade-Level Reading

College & Career Assessments

Dual Credit

AP Courses

Transition from HS Graduation to College Enrollment

College Affordability Planning

Financial Literacy

College & Career Exploration and Selection Process

College Fairs

Student-Led Conferences

Enrichment & Extracurricular Engagement

THINK

KNOW

ACT

GO

Writing, Inquiry, Reading

Adolescent Literacy Framework

Collaboration, Organization

AVID

Not so Random Thoughts

Take time to celebrate

Lead from where you are at

Remember, you are preparing 100% for community and career readiness

The potential to realize <u>all</u> depends on ability to focus and nurture the cultural identity of every child

We and Me

The Power of One is Real

Good Luck with the 2015-16 School Year!

Presentation materials available soon on our blog at: www.epiconline.org

Matt Coleman, Educational Policy Improvement Center