

# College and Career Readiness for ALL

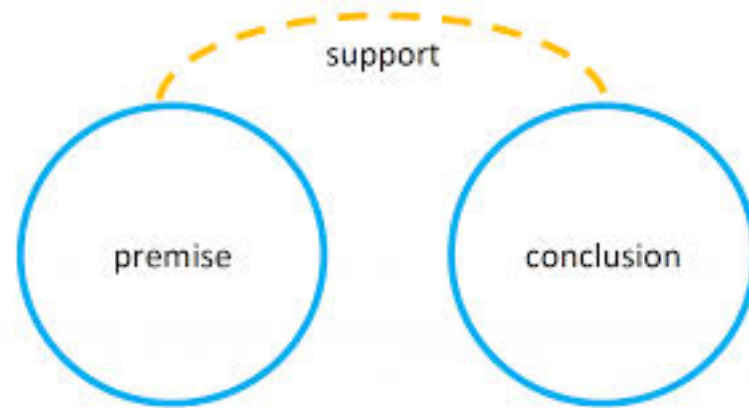
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UNIVERSITY OF MINNESOTA

**Driven to Discover**<sup>SM</sup>

Premise: College is becoming a necessity for students.



**Problem:** In order for more students to be able to earn a college degree, schools will need to disrupt the narrative of what college is and who ought to attend.



Question: How might we create the conditions in secondary schools so that all students will have the necessary knowledge, skills, and attitudes to be able to earn a college degree?



The U of M's College Readiness Consortium is studying how to create those conditions.



COLLEGE

**GQLI FGE**

# When I say the word *college* it includes:

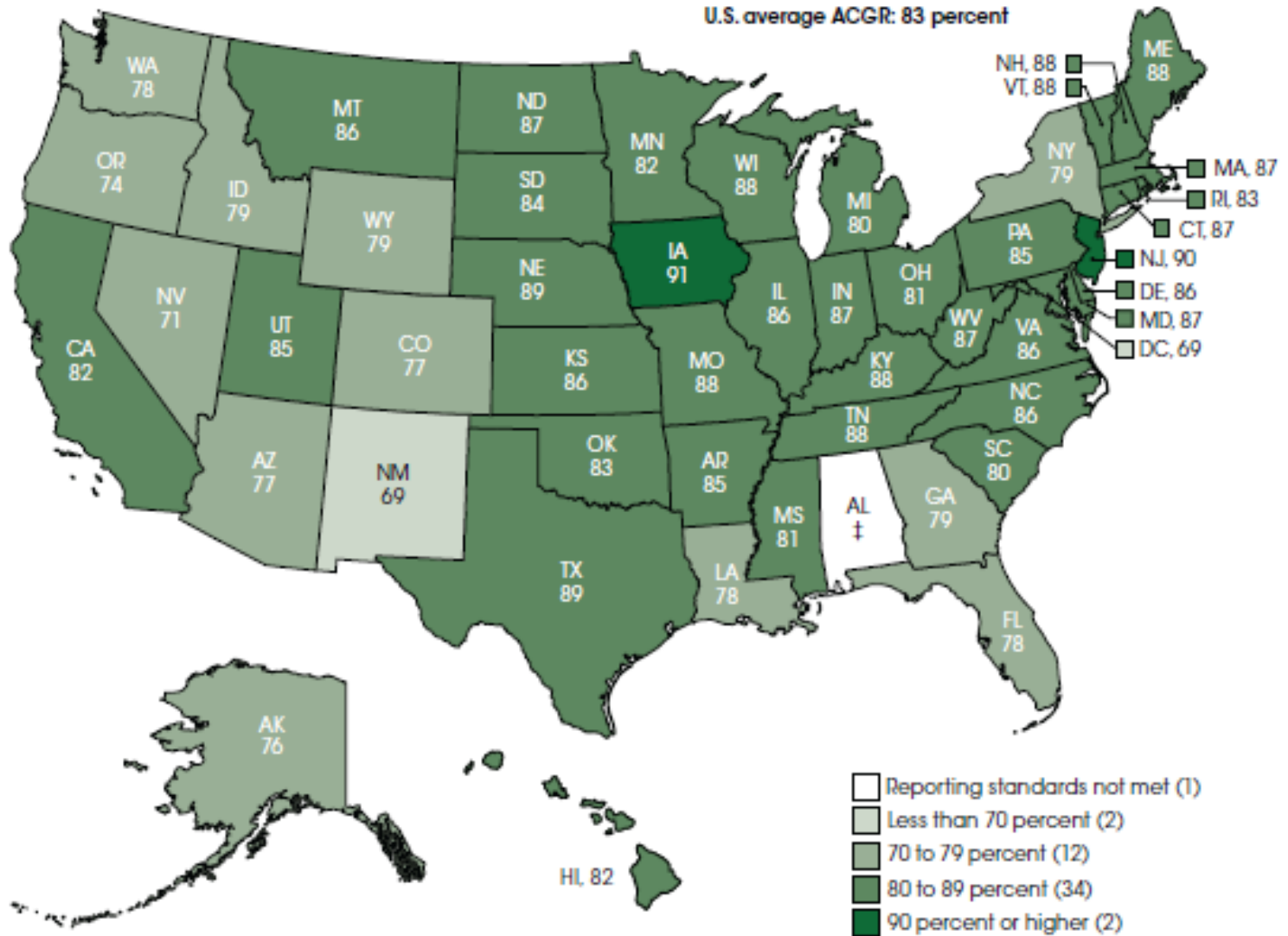




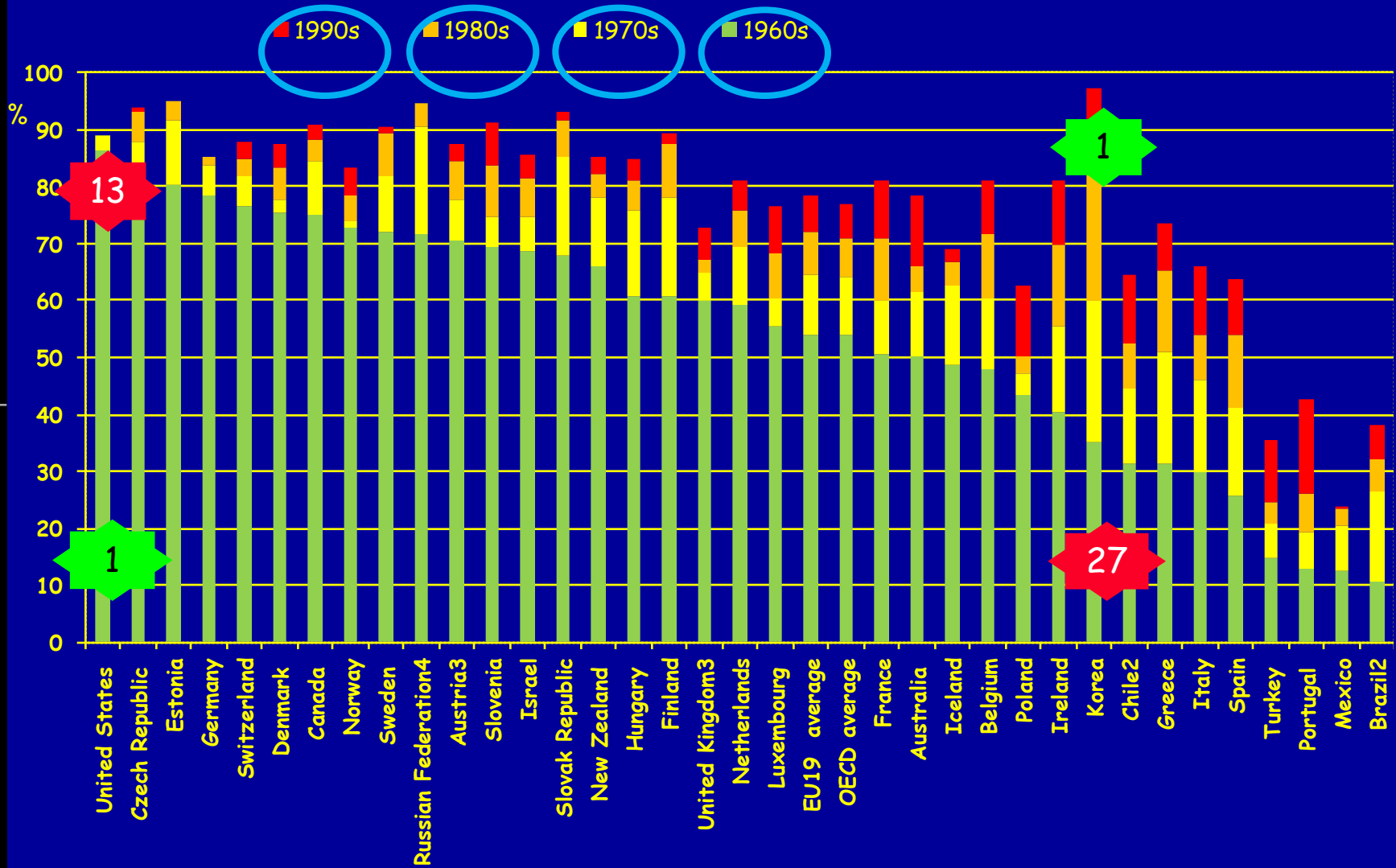
Why make a case for college and  
career readiness *for all*?

# 2015 U.S. High School Grad 83%

Figure 1. Adjusted cohort graduation rate (ACGR) for public high school students, by state: 2014-15



# The 20th Century Education Race: High School Completion Rates



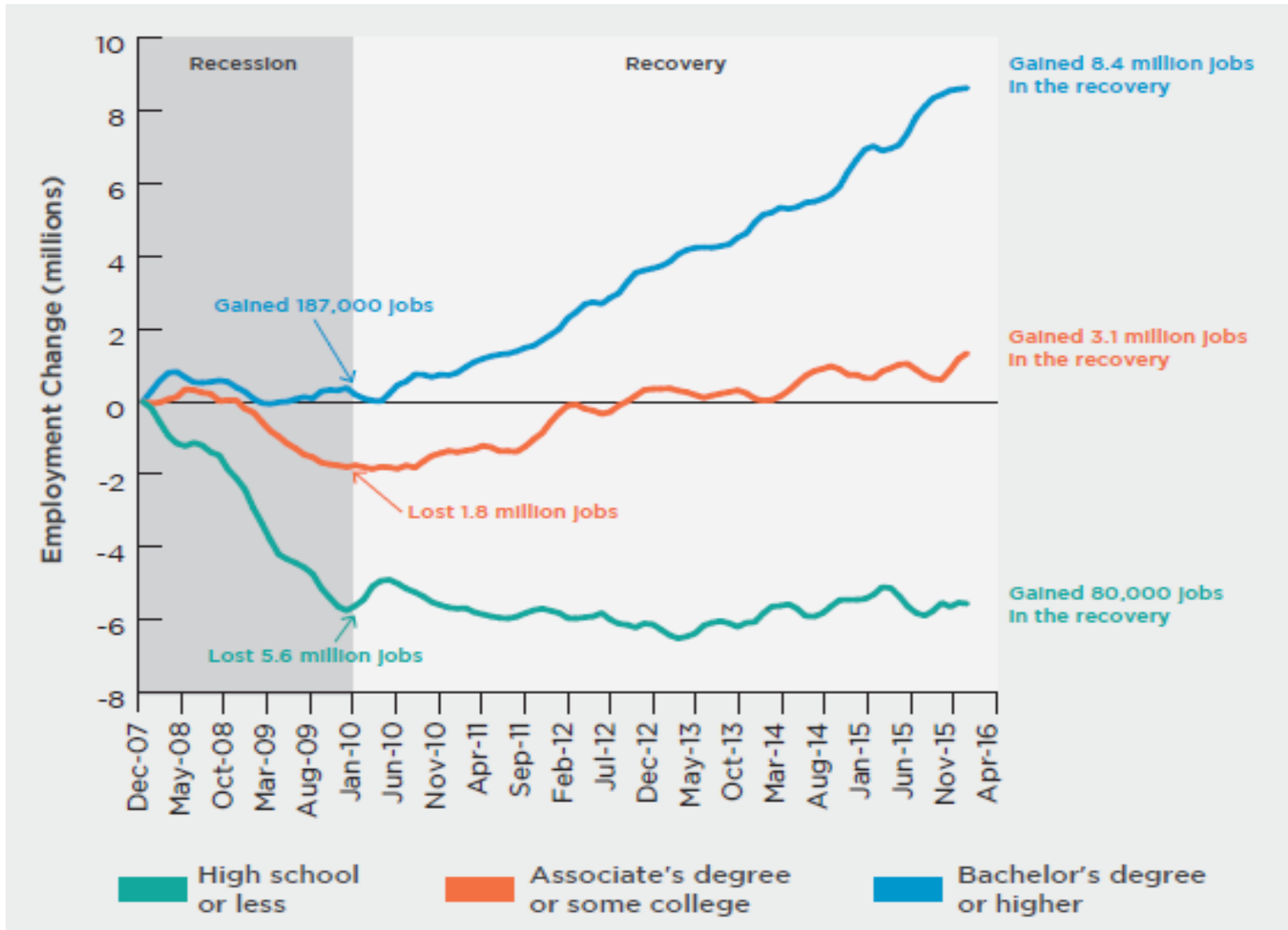
Approximated by % of persons with high school diploma in age groups 55-64, 45-55, 45-44 and 25-34 years

Source: Prof. Andreas Schleicher, OECD Directorate for Education

Anthony Carnevale,  
Georgetown Center on  
Education and the Workforce:

*"[The U.S.] has maxed out on the benefits it can get from its 80-percent high-school-graduation rate. All the returns to the economy are coming from higher education now. Our ability to expand that is key."*

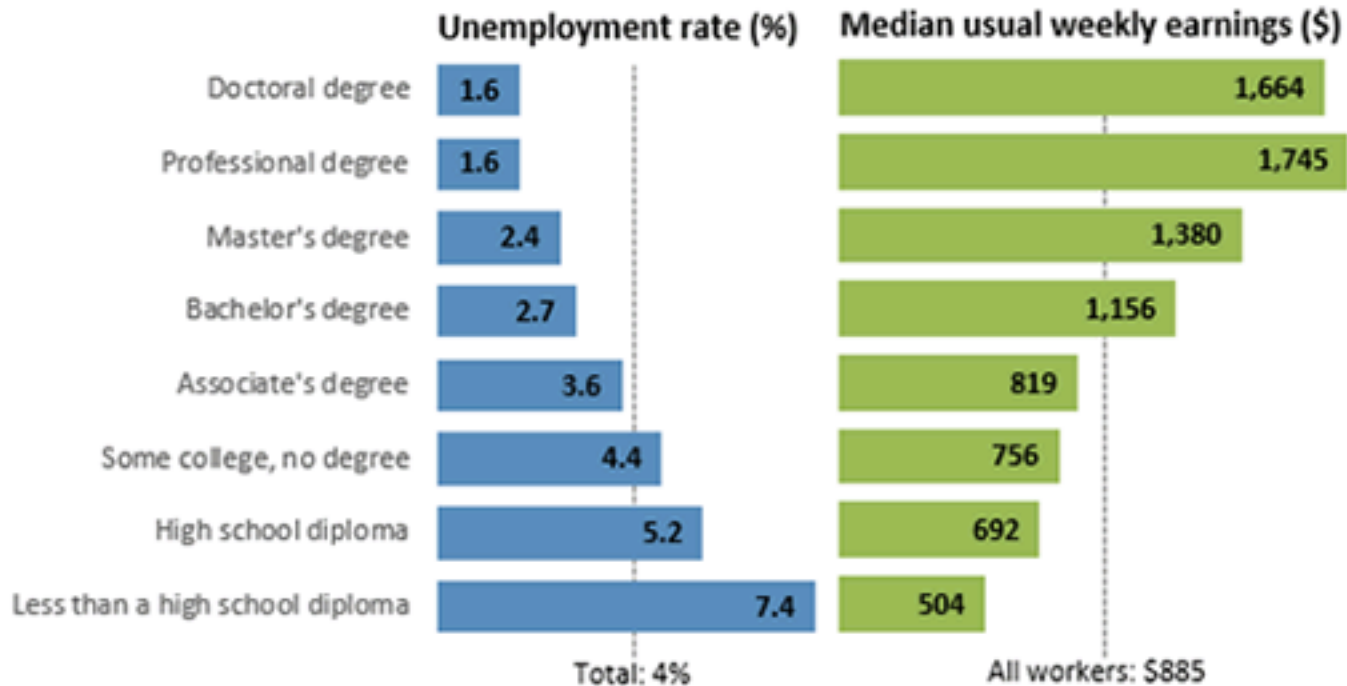
# Education, Jobs and The Great Recession



Georgetown University Center on Education and the Workforce analysis of *Current Population Survey* (CPS) data, 2007-2016.

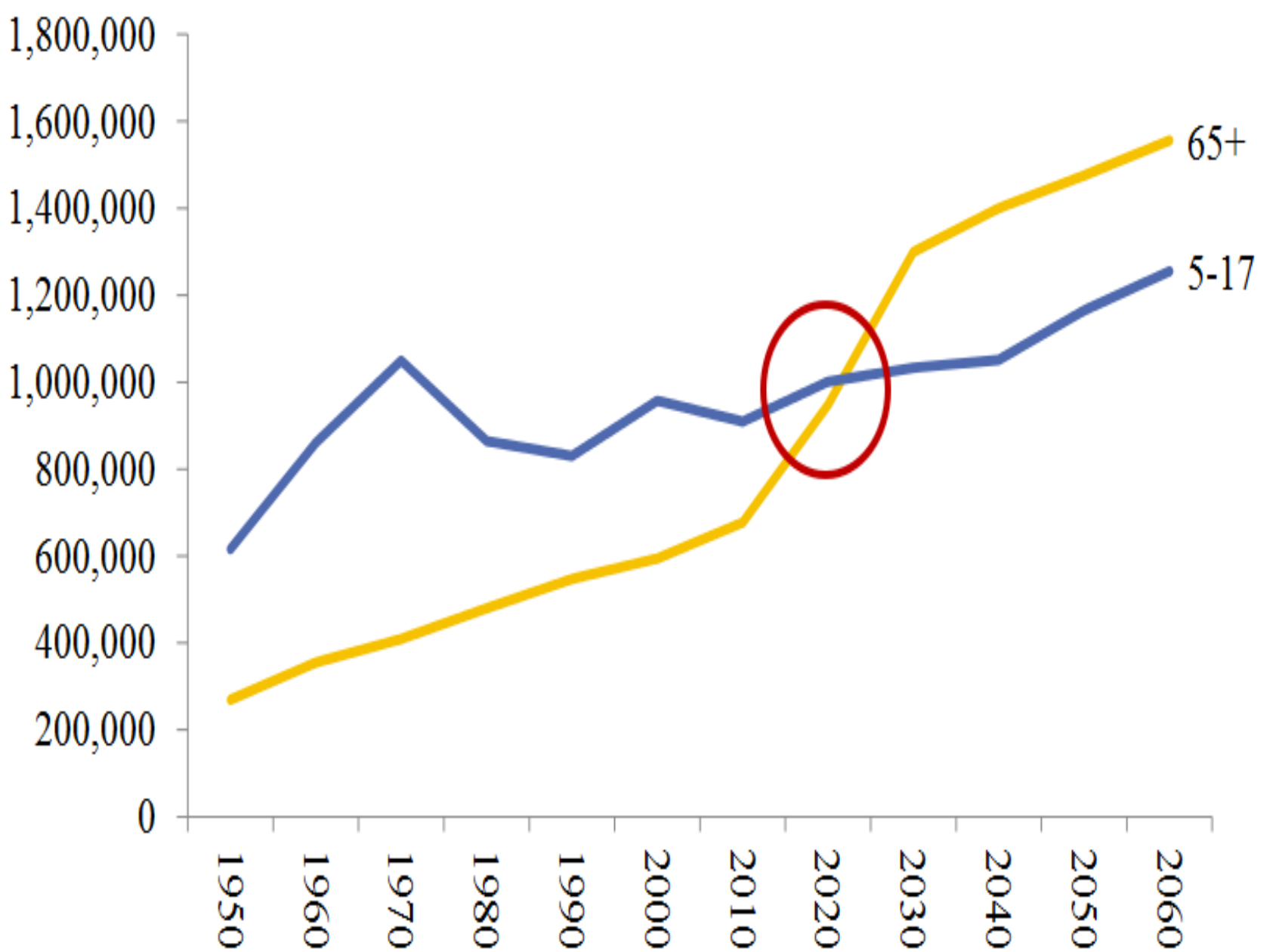
# The Connection Between Education and Earnings

Unemployment rates and earnings by educational attainment, 2016

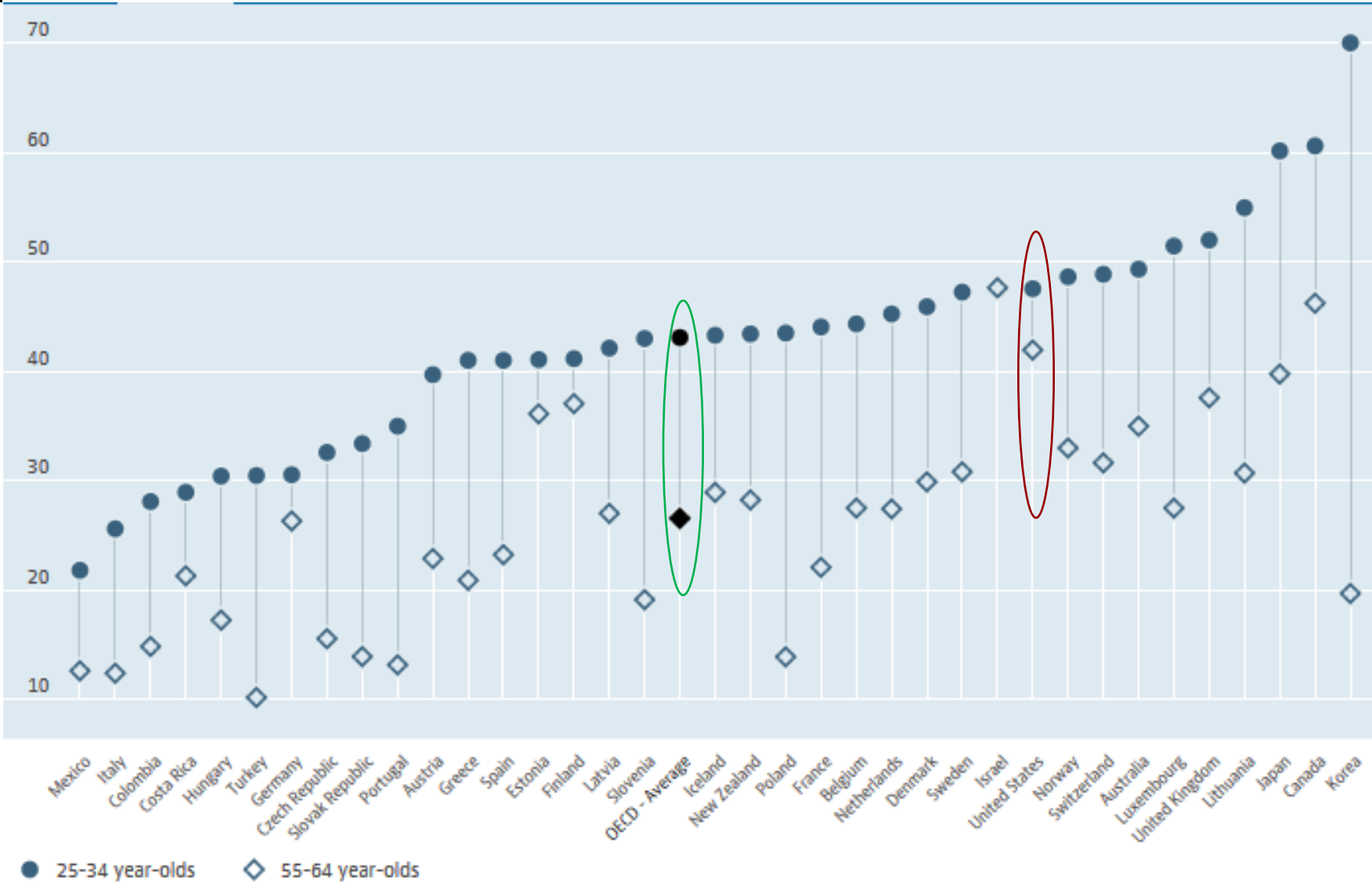


Note: Data are for persons age 25 and over. Earnings are for full-time wage and salary workers.

Source: U.S. Bureau of Labor Statistics, Current Population Survey.



Source: U.S. Census Counts and State Demographer Projection



Source: OECD Education at a glance: Educational attainment and labour-force status. 2016



# What is a ‘college ready’ student?

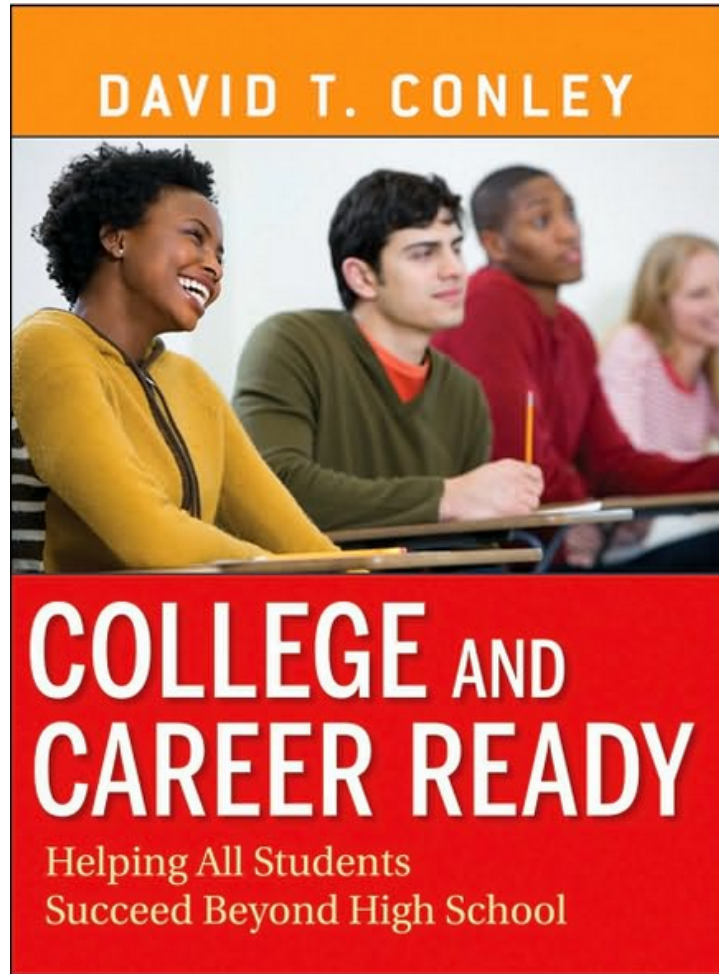
ACT’s Definition: “...acquisition of the knowledge and skills a student needs to enroll and succeed in credit-bearing first-year courses at a postsecondary institution without the need for remediation.”

ACT’s Empirical Determination: “ACT’s College Readiness Benchmarks are the minimum scores needed on the ACT subject area tests to indicate 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.”

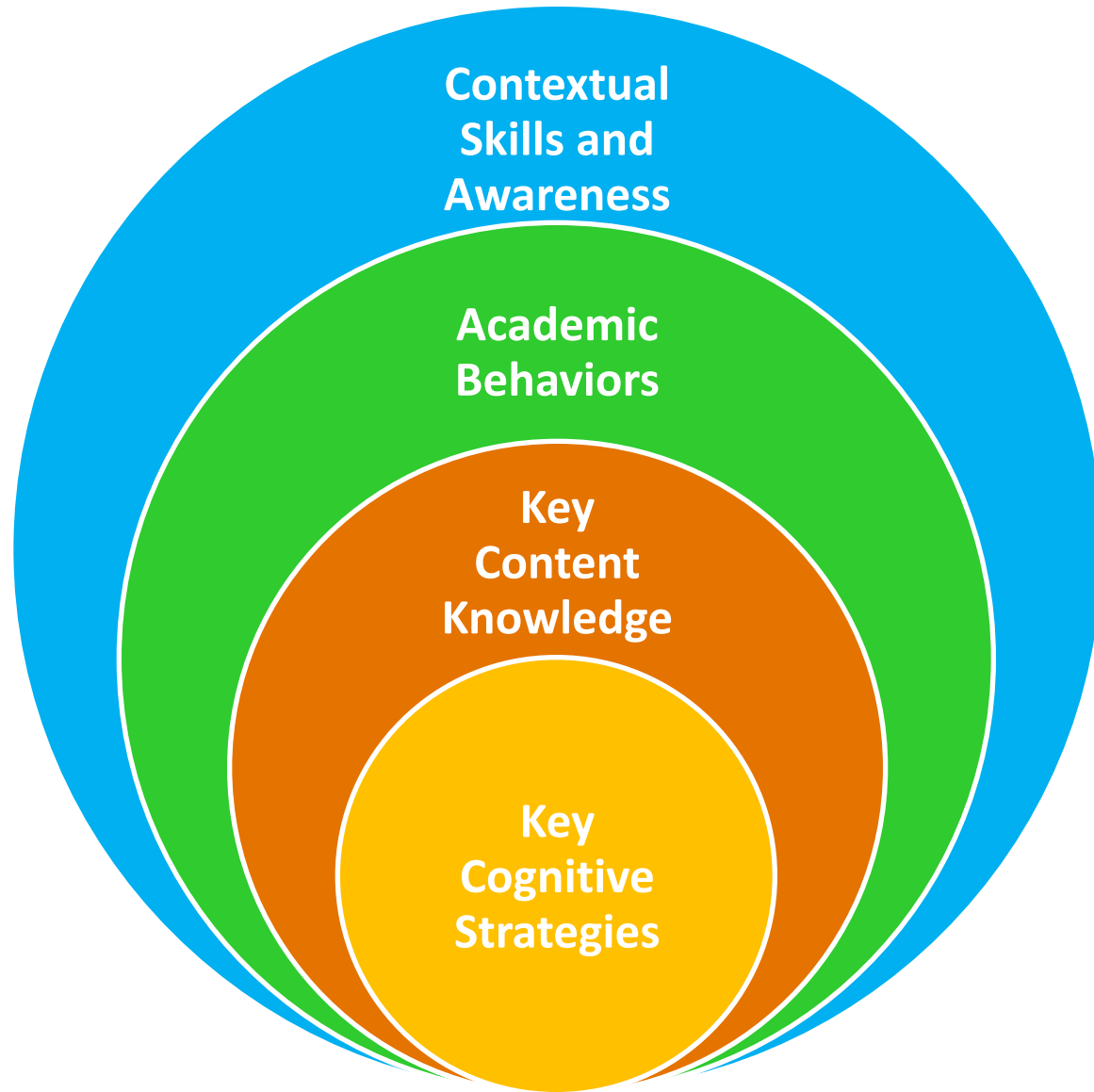
# ACTs College Readiness Benchmarks

College Course	ACT Subject-Area Test	ACT Explore® Benchmark Grade 8	ACT Explore® Benchmark Grade 9	ACT Plan® Benchmark	The ACT® Benchmark
English Composition	English	13	14	15	18
College Algebra	Mathematics	17	18	19	22
Social Sciences	Reading	16	17	18	22
Biology	Science	18	19	20	23

# What is a 'college ready' student beyond test scores?



# Conley's 4 Key Dimensions



Source: *College and Career Ready, Helping All Students Succeed Beyond High School*, Conley, 2010.

# Conley from the Student Perspective



# A Minnesota college ready student

..."career and college ready" means a high school graduate has the **knowledge, skills, and competencies to successfully pursue a career pathway, including postsecondary** credit leading to a degree, diploma, certificate, or industry-recognized credential and employment. Students who are career and college ready are able to **successfully complete credit-bearing coursework** at a two- or four-year college or university or other credit-bearing postsecondary program without need for remediation.

# The University of Minnesota's College Readiness Consortium has Devised a Strategy for Motivation and Direction:



# Theory of Action





# Academic Readiness



# Admissions Readiness





# Career Readiness



# Financial Readiness



# Social Emotional Readiness





# A Parent's Guide to College and Career Readiness:

**A GUIDE TO HELP YOU SUPPORT YOUR  
CHILD'S DREAMS**

College Readiness Consortium

UNIVERSITY OF MINNESOTA

# All means all....



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*College options  
for people with  
intellectual  
disability*



What makes this approach difficult?



If you always do  
what you've always done,  
you will always get  
what you always got.

The easy things to change include:

- Missions
- Structures
- Use of time
- Roles

The hard things to change include:

- Commitments
- Beliefs

Systems have to change.

This might be tempting . . .

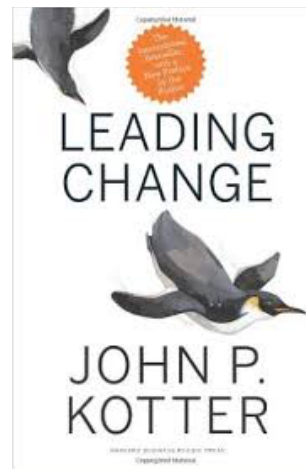


"What if we don't change at all ...  
and something magical just happens?"

Leaders have to change.

# Change experts offer advice:

John Kotter, a leading theorist in managing change, defines change management as *an approach to transitioning individuals, teams, and organizations to a desired future state.*



# Change experts offer advice:

The main focus of the change management processes is to *address the people and organizational factors* that provide a catalyst to change in the organization.



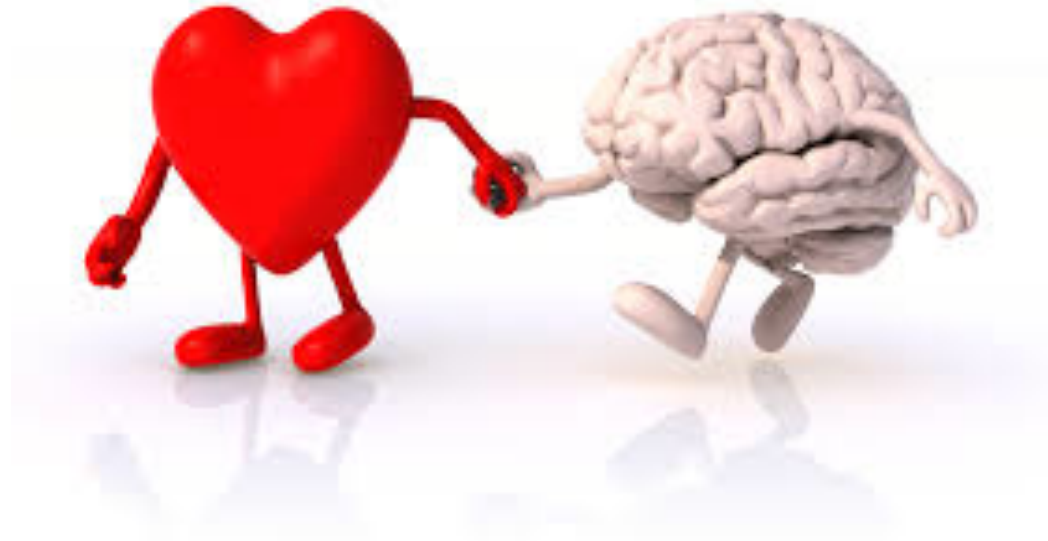


# Change experts offer advice:

The ultimate aim of a change management initiative is to *ensure that every individual in the organization is ready and willing to transition to a new role* in the proposed environment.



**Dr. John Kotter says to focus on  
influencing hearts & minds when  
instituting change . . .**



# Kotter's 8 Steps for Change Management

## Kotter's Eight-Step Model

According to John Kotter, 70 percent of all major change efforts in organizations fail because organizations do not take the holistic approach required to effect that change. Organizations can increase their chances of success in transformational change by following the Eight-Step Model.



Figure 2: Kotter's 8-Step Model

Kotter, J. (1995, March-April). Leading Change: Why Transformation Efforts Fail. *Harvard Business Review*, pp. 59-67.

Followers (teachers) have to  
engage



Pedagogy that engages students--  
meaning one that makes them think  
at high levels--must be used:

- Higher order thinking
- Deep knowledge about key  
concepts
- Substantive conversation
- Connections to the world outside of  
the classroom

College readiness is not an easy  
fix.

“There is not a curriculum out there that will make up for a lack of relationships and lack of implementation.”

--District administrator

Teachers need to believe all students can go to college.



Teachers need to establish positive, trusting relationships with their students.

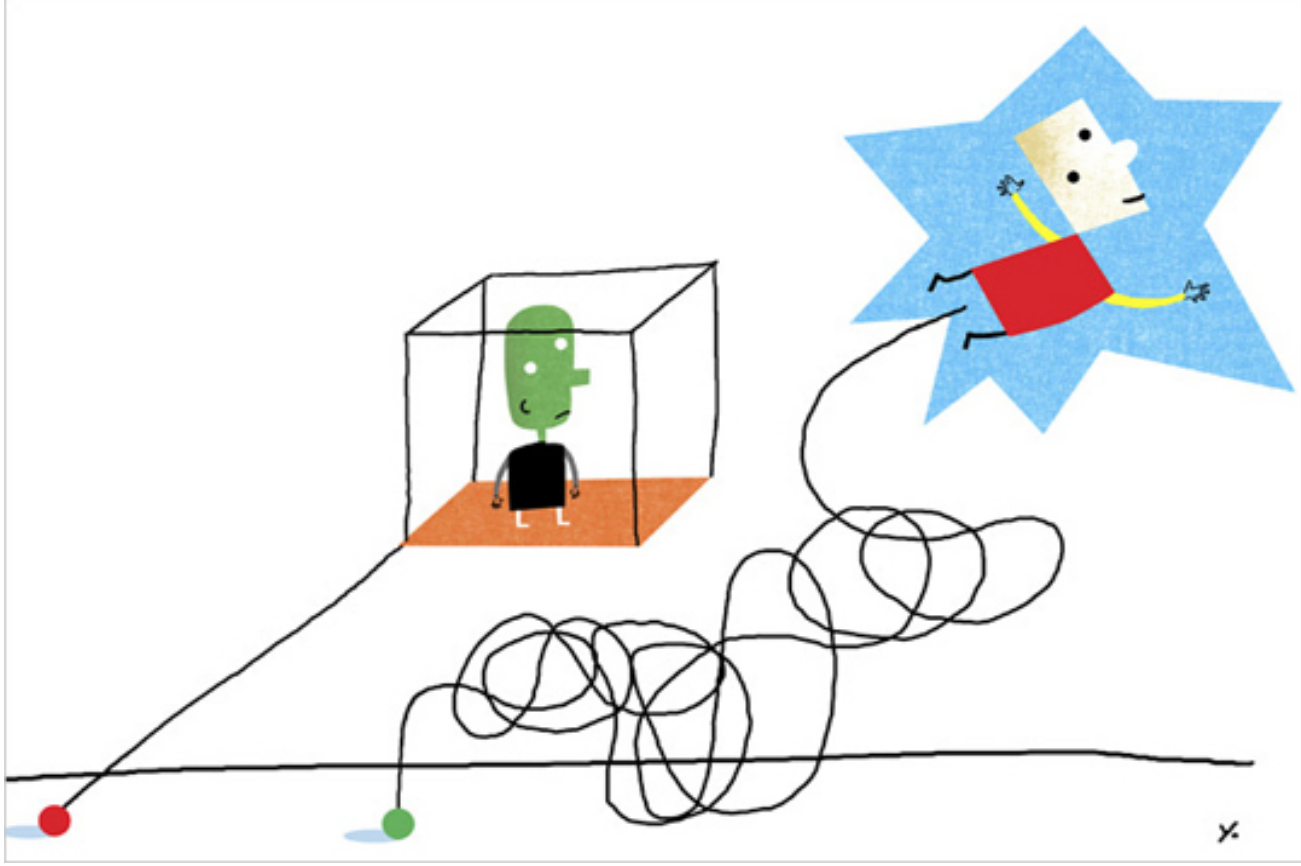


# Families have to engage:

- Start early
- Demonstrate belief
- Model lifelong learning
- Make financial plans
- Offer pressure + support

Leaders, followers, students & families have to work in concert.





What are the results of  
the Ramp-Up program  
and its narrative  
disruption?



# Implementation results thus far . . .





# Midwest REL Quasi-Experimental Study: First Year Implementation

- Ramp-Up school staff perceived more college-oriented activity
- Students in those schools perceived more emphasis on admissions and financial readiness than did their counterparts in comparison schools

# CAREI Study of Principals

- The biggest thing is now having a common vocabulary on planning—planning for the future in general. Before, when you would ask students what they plan to do, they just gave you a blank look. Now they have plans in place.
- At a recent parent meeting, many of those parents had not been to college, but they were very positive about the program. They have seen drastic changes in their students' attitude towards school and post-secondary plans. I have never received a negative comment from parents over all of the years we have been in the Ramp Up program.

# What can Ramp-Up do?

“It puts college as a possibility.”

“It gives us a common language.”

--District administrator

# What can Ramp-Up do?

"It's improved [our college-going culture]. I think there have been tons of more conversations because college and career readiness is in our district vision and mission. It's also in our strategic goals and they are spelled out strategically . . . Our Board and superintendent support it. The alignment is starting to show. We are definitely on a growth process with that, with our teachers and our students and families."

--District administrator

# Student results thus far . . .



# What can Ramp-Up do?

“There is definitely more awareness. We do have the students thinking ahead. Thinking, “Hey, this could be in my plans. One thing I’ve really liked is that there was a lot of talk about financially students can go—economics shouldn't be an obstacle. There are plenty of ways to go to college, just on my personal experience. You can make a go of it. I don’t want that to be an obstacle.”

--6<sup>th</sup> grade teacher

# What can Ramp-Up do?

“Some have learned that—bubble kids, the ones who are maybe college-bound kids—there are direct things they can do to influence that. That it’s just not like, ‘This is where I am and that distinguishes me as either college-bound or not college-bound.’”

--8<sup>th</sup> gr. teacher

# What can Ramp-Up do?

There are kids “who started the school year in all general classes who don’t view themselves as college-bound and so I think Ramp-Up helps show that more kids are college-bound than they think.”

--8<sup>th</sup> grade teacher



# What can Ramp-Up do?

“We have used student survey data as well to capture some of the feedback and 60 – 70% of students understood where we are trying to go with talking about college and being ready for college and I think that will continue to grow as we hone our craft.”

--District administrator

# When will we achieve college & career readiness?



*The stakes are too high to not try . . .*

**Questions? Comments?**

**For more information:**

**[www.collegeready.umn.edu](http://www.collegeready.umn.edu)**

**[www.rampuptoreadiness.org](http://www.rampuptoreadiness.org)**