RISING TO THE CHALLENGE: COLLEGE AND CAREER READINESS FOR ALL!

CICU NYGEAR UP WEBINAR SERIES
JULY 14, 2016
CAROL DAHIR, ED.D., COUNSELOR EDUCATION OF NEW YORK INSTITUTE OF TECHNOLOGY
CAROLDAHIR@AOL.COM, CDAHIR@NYIT.EDU
President Obama’s North Star Goal: BY 2020, U.S WILL ONCE AGAIN LEAD THE WORLD IN TERMS OF COLLEGE GRADUATES.

- Expose students to College and Career opportunities
- Support High School Counselors and mentors, enabling force multipliers
- Make Financial Aid and college affordability a reality
- Inspire and support Academic & Summer Planning

#REACH HIGHER
WE USED TO BE #1. WE ARE NOW #12.
EFFORTS TO CREATE A COLLEGE AND CAREER GOING CULTURE

The Federal Department of Education mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.

The Common Core Standard define the knowledge and skills students should have within their K-12 education careers so that they will graduate high school able to succeed in entry-level, credit-bearing academic college courses and in workforce training programs.
TODAY WE WILL

• Discuss school indicators for college and career readiness data
• Identify strategies to develop a college going culture
• Develop a shared understanding of college and career readiness
• Identify resources
The FLOTUS’s Priority!

REACH HIGHER
Complete your education. Own your future.
EXPOSE STUDENTS TO COLLEGE

Find a College Partner

First Lady Michelle Obama with students at Howard University during the Escape to Mecca College Tour.
FINANCIAL AID ACCESSIBILITY

$150 Billion in Federal Student Aid (www.studentaid.gov)

FAFSA Completion Commencement Challenge: Increase the rate of FAFSA completion in schools, districts, and cities. High schools that apply will have the opportunity for the First Lady to speak at their commencement ceremony. (only 2 days left until March 16, 2015!)

#REACHHIGHER
REALITY CHECK
ONLY 14 PERCENT OF LOW-INCOME STUDENTS COMPLETE COLLEGE.
DISPARITIES IN ADVANCED COURSEWORK

- Black:
  - % of total population: 14%
  - % of test takers: 18%
  - % of test passers: 16%

- Hispanic:
  - % of total population: 18%
  - % of test takers: 18%
  - % of test passers: 16%

- White:
  - % of total population: 58%
  - % of test takers: 56%
  - % of test passers: 62%

- Asian:
  - % of total population: 9%
  - % of test takers: 11%
  - % of test passers: 12%

#REACHHIGHER
Too many recent high school graduates report gaps in their preparedness for college and work after high school.
ABOUT HALF REPORT GAPS IN PREPARATION FOR LIFE AFTER HIGH SCHOOL

How well did your high school education prepare you for college/the working world?

- **Extremely well**: Prepared for everything I face
- **Very well**: Generally able to do what is expected
- **Somewhat well**: Some gaps in my preparation
- **Not well**: Large gaps/struggle to keep up

<table>
<thead>
<tr>
<th></th>
<th>2004</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>College students</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extremely well</td>
<td>15%</td>
<td>16%</td>
</tr>
<tr>
<td>Very well</td>
<td>32%</td>
<td>34%</td>
</tr>
<tr>
<td>Somewhat well</td>
<td>39%</td>
<td>47%</td>
</tr>
<tr>
<td>Not well</td>
<td>46%</td>
<td>43%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>2004</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Non-students</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extremely well</td>
<td>15%</td>
<td>16%</td>
</tr>
<tr>
<td>Very well</td>
<td>36%</td>
<td>34%</td>
</tr>
<tr>
<td>Somewhat well</td>
<td>42%</td>
<td>46%</td>
</tr>
<tr>
<td>Not well</td>
<td>36%</td>
<td>34%</td>
</tr>
</tbody>
</table>
LOWER INCOME GRADUATES ARE LEAST LIKELY TO REPORT THEIR HIGH SCHOOLS EXCELLED AT COMMUNICATING/ENCOURAGING

*My high school did a very good/good job in* in each of these areas

<table>
<thead>
<tr>
<th>Area</th>
<th>HS grads from below average income family</th>
<th>HS grads from average income family</th>
<th>HS grads from above average income family</th>
</tr>
</thead>
<tbody>
<tr>
<td>Encouraging you to explore various professional/career opportunities</td>
<td>52%</td>
<td>61%</td>
<td>62%</td>
</tr>
<tr>
<td>Giving you clear understanding of expectations/knowledge/skills needed for future</td>
<td>57%</td>
<td>66%</td>
<td>68%</td>
</tr>
<tr>
<td>Encouraging you to take the most advanced courses</td>
<td>57%</td>
<td>64%</td>
<td>73%</td>
</tr>
<tr>
<td>Communicating about classes/grades needed to get into college</td>
<td>64%</td>
<td>67%</td>
<td>74%</td>
</tr>
<tr>
<td>Communicating once a year/more on whether you were on track for college</td>
<td>63%</td>
<td>65%</td>
<td>77%</td>
</tr>
<tr>
<td>Communicating about classes/grades needed to graduate from high school</td>
<td>74%</td>
<td>77%</td>
<td>80%</td>
</tr>
</tbody>
</table>
OUR CHALLENGE

The proportion of students going on to postsecondary education has steadily increased over the past 100 years and is likely to continue to increase.

Getting more students ready for college means succeeding with an increasingly challenging student population, but one that needs the opportunity.

National, state, and local (NYC) education policy emphasize college and career readiness.

Today’s young people will need to be better educated and prepared as the US continues to move to a knowledge/information economic model.
**BROAD AGREEMENT ON PROPOSALS**

*What impact would this have in encouraging high school students to work harder and be better prepared for life after high school?*

<table>
<thead>
<tr>
<th>Proposal</th>
<th>Would improve things a great deal</th>
<th>Would improve things somewhat</th>
<th>Total would improve</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opportunities for real-world learning</td>
<td>63%</td>
<td>27%</td>
<td>90%</td>
</tr>
<tr>
<td>Communication early in high school about courses needed for college/careers</td>
<td>56%</td>
<td>31%</td>
<td>87%</td>
</tr>
<tr>
<td>Opportunities to take challenging courses</td>
<td>50%</td>
<td>36%</td>
<td>86%</td>
</tr>
<tr>
<td>More help for those who need extra tutoring</td>
<td>45%</td>
<td>38%</td>
<td>83%</td>
</tr>
<tr>
<td>Assessments late in HS so students can find out what they need for college</td>
<td>40%</td>
<td>37%</td>
<td>77%</td>
</tr>
<tr>
<td>Require all to take four years math and biology, chemistry, and physics</td>
<td>38%</td>
<td>34%</td>
<td>72%</td>
</tr>
<tr>
<td>Require students to pass exams in math and writing to graduate</td>
<td>36%</td>
<td>35%</td>
<td>71%</td>
</tr>
</tbody>
</table>

*All high school graduates*
What Can We Do?
THE BOTTOM LINE: FINDINGS

Nearly half of recent high school graduates report they were not fully prepared for their next steps.

They see clear gaps in their preparation, and this has real consequences:

▪ Only one quarter feel their high school set high expectations.
▪ Over one quarter wish their high school had done a better job in key areas: study habits, communications, and math.
▪ Four in ten current students find college more difficult than expected.
Recent grads tell us they would have worked harder if they had fully understood the challenges that lay ahead.

Both college students AND non-college students report not having as much academic preparation as they needed.

Recent Grads—whether they are in college or working—feel better prepared if they took more advanced courses in high school.
The research suggests that providing real academic challenge for high school students and communicating with them about what is needed for future success helps to better prepare grads for the road ahead.
Providing consistent and regular signals to ALL high school students about what academics are needed to be ready for college and careers is key:

- Set rigorous expectations, students will rise to the challenge
- Have graduation requirements that ensure academic preparation for all
- Encourage all students to take the most advanced classes
- Ensure the rigor of classes offered; reliance on course titles can lead to watered down courses
- Communicate with students early in high school (if not before) about the expectations and skills (including courses) needed for future success—including college admissions and career interests
- Regularly tell students whether they are “on track”
- Tie learning in high school to life outside the classroom by providing real-world learning opportunities
○ Provide support/help for students who need it (e.g. tutoring)
○ All means ALL. Be sure all students understand and know the benefit of academic preparation for college and careers; everyone needs to be prepared for their next steps.
SCHOOL CULTURE

My school discusses college and career readiness issues on a regular basis

A. Very True—We frequently discuss college and career readiness issues
B. Moderately True—We occasionally discuss college and career readiness issues
C. Partially true—We only discuss college readiness issues
D. Partially True—We only discuss career readiness issues
E. Not True—We do not explicitly discuss college or career readiness
Defining College AND CAREER READINESS
COLLEGE AND CAREER READINESS IS....

..........success—without remediation—in credit-bearing general education courses or a two-year certificate program

“Succeed” is defined as being able to progress successfully in the chosen program

College readiness and career readiness are similar but not the same
Reflection Questions

What activities are going on in your school that contribute to creating/improving the College Career Ready culture?
Reflection Questions

Which of your CCR activities have strong key leadership or involvement from your principal, AP, PTA, etc.?
Reflection Questions

Which CCR activities are tied to your CEP or school report card data?
KNOW YOUR MS DATA

What percentage of your students finished MS without repeating a year?

What percentage of your students were involved in career activities to help them decide how to select a high school?

What percentage of your students received one of their 12 high school choices?

Where did your students enroll in high school?

What percentage of your graduates completed the first year of high school successfully?
KNOW YOUR HS DATA

What percentage of your students graduated on time?
Where did your students enroll after high school?
What percentage of your students required remedial math course, English reading/writing course?
What percentage of your graduates completed the first year of college successfully?
Returned to the same university for the 2\textsuperscript{nd} year?
Transferred?
Finished the bachelor’s degree in 4 years?
- Make college and career readiness a key school-wide goal
- Help students establish career goals aligned with academic goals
- Remind students that that school is about preparing students for postsecondary success, not just admission
- Set expectations for all students to be college and career ready
- Ensure every student has a career/educational plan
- Send the message that the goal of high school is college and career readiness in numerous symbolic and substantive ways
- Encourage students to set a goal of going on to college or postsecondary training in some form

Create and Maintain a College Going Culture
1. Adolescence play an especially important role in college-going process and are the focus of many college programs and policies.

2. Young people should be active agents in the process.

3. College-going is an interconnected process that is shaped by and in turn shapes young people’s social, emotional and cognitive development as well as their social contexts, including families, peers, schools and communities.

(Savitz-Romer, Bouffard, 2012)
Some of our students are not as motivated and lack self esteem, self-efficacy and confidence. Some excel in certain area’s or subjects but fail in others. Sometime it’s fear that holds one back or lack of resources and materials.

Adults play an important role in helping youth draw those connections. Doing so many prompts youth to take healthy risk, move beyond their comfort zone, or challenge themselves in an unfamiliar arena.

Promoting Self-appraisal, are ways to motivate students to find that inner strength and build upon their goals.

Use career motivation to encourage students to be resilient in the pursuit of their goals.
• understand our students and the population that we service, including culture, religion, community, likes and dislikes.
• create a greater level of trust between faculty, students, and families
• motivate, motivate, motivate
• connect school to life
• connect school to the future
• work on strengths not deficits
• identify former students who have gone on to 1, 2, and 4 years post-secondary programs and college and beyond and that have become successful to serve as role models

CHALLENGE BELIEFS AND CHANGING MINDSETS OF OUR COLLEAGUES!
Plan: school counselors, principal, APs, staff, PTA
Meet on the school site
Develop a calendar
Take students on college visits (not just tours)
Find $$ for food and incentives
Role models, mentors, tutors
INSPIRE AND SUPPORT ACADEMIC SUMMER PLANNING

Preparing students for the SAT/ACT and increasing AP class enrollment

School districts partnering with institutions of higher learning and other nonprofits

Offering rigorous coursework, counseling, and meaningful work experience during the summer

Summer Learning Loss

Summer Melt
MAY 1ST SIGNING DAY

• Make it **bigger and better** every year
• What can you do to help?

First Lady Michelle Obama speaks to students at the 4th Annual: Destination College Signing Day at the University of Texas at San Antonio.
HELP STUDENTS SEE THE “POSSIBLE ME”
Kids2College® curriculum brings early college awareness and a college-going culture to middle school students.

The Sallie Mae Fund provides the curriculum free of charge to schools.

For more information, contact Susan Nesbitt-Perez, Commission on Independent College and Universities.
You have brains in your head. You have feet in your shoes. You can steer yourself, any direction you choose. — Dr. Seuss
RESOURCES

www.whitehouse.gov/reach-higher
Twitter: @ReachHigher
Instagram: @ReachHigher2020
College Board.org
Check out: ASCA Weekly Webinars in April
NACAC.net
NYCDOE Office of Post Secondary Readiness
Read: Ready, Willing, and Able  Mandy Savitz-Romer