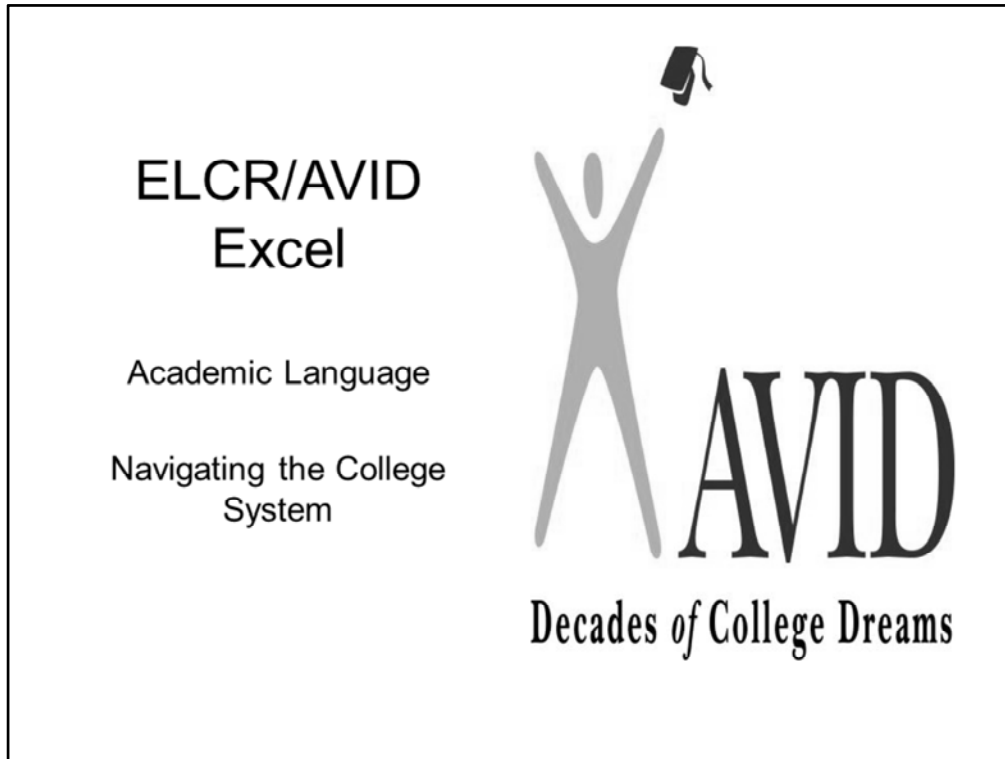


The Many Faces of College Readiness

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Roadmap for Success

- AVID
- Developmental/Transitional Education
- College-Going Comfort Zone and Culture

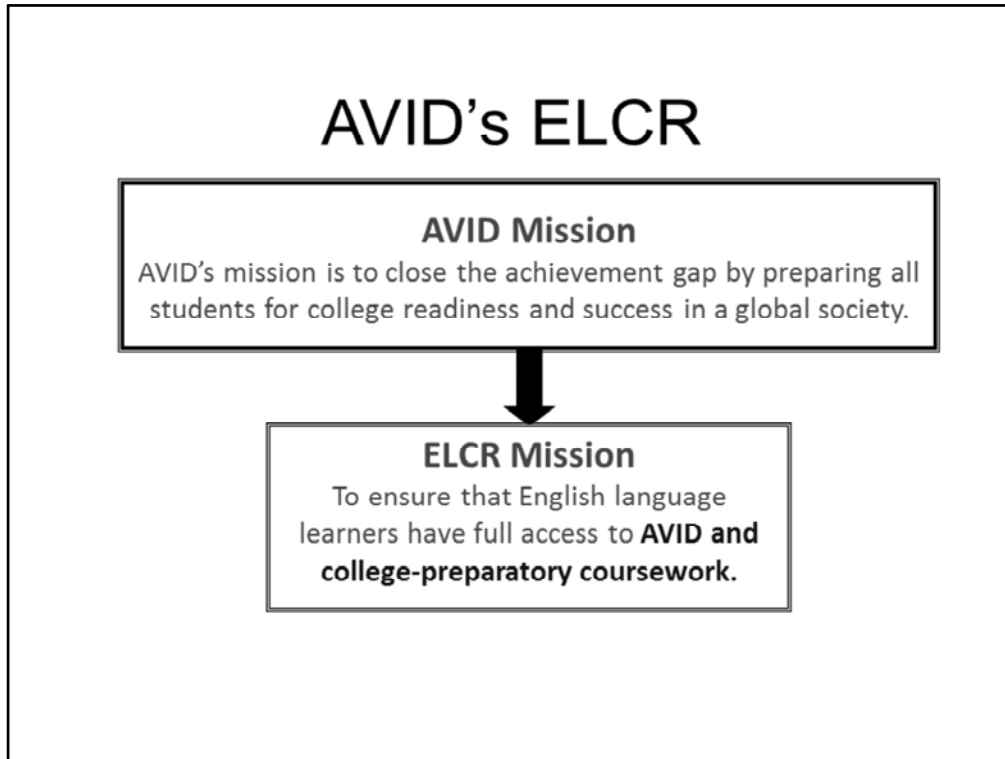


AVID is an elective class at the middle and high school levels. Students in AVID are first generation and not typically “A” students, but have high motivation to attend PSE.

The AVID curriculum, is driven by the WICOR method, which stands for writing, inquiry, collaboration, and reading.

Students encouraged to participate in honors, AP, DE courses.

Tutors are hired for AVID classrooms to assist students with homework and classwork during the school day.



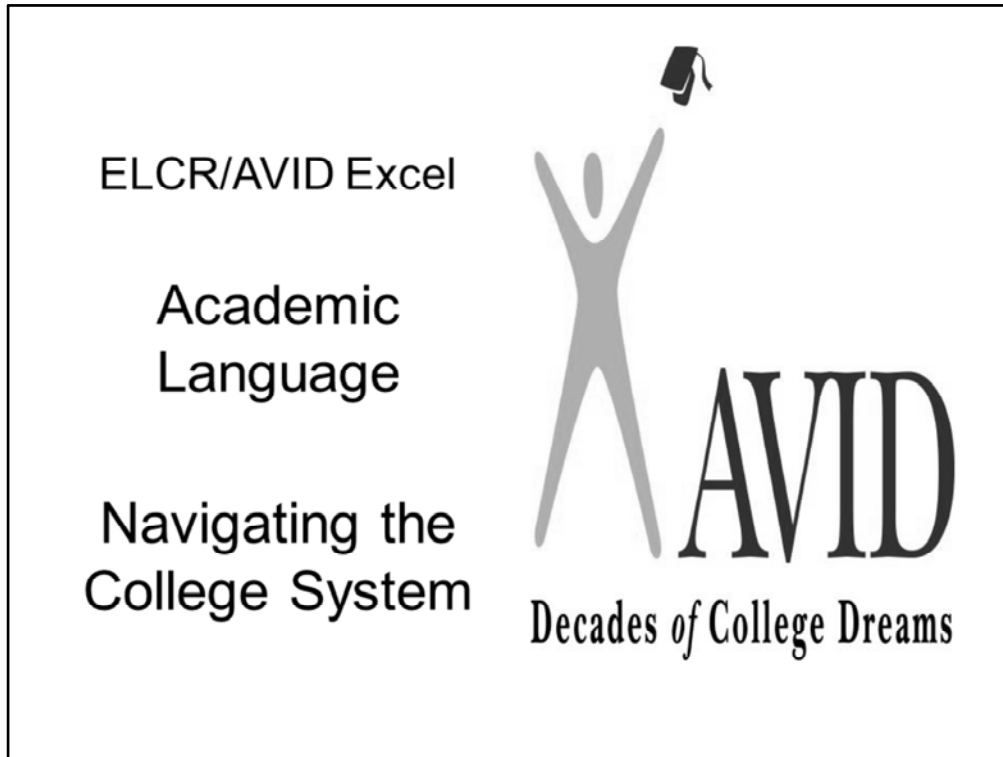
MVSD Pilot Site for ELCR in 2012 Most pilot sites are in California and Washington. None in Colorado

2014 – 15 First school year for student entering HS AVID after two years of ELCR, Avid Excel.

Avid Excel is not: an “AVID for ELL class, because it is not officially part of AVID and the primary focus is Academic Language development”.

Appropriate Districts for AVID Excel

- Underachieving long-term ELL subgroup
- Strong AVID reputation & feeder pattern (middle level to high school)
- Commitment to college readiness for ELL students
- Financial resources for curriculum, professional learning, summer courses, tutors (Title I, III, EIA funds, & grants, GEAR UP)
- AVID Excel District Leader designated (for coaching & program oversight)



Academic language essential for students to become proficient with the English necessary to access higher level courses in HS and later in PSE.

Tier II words – describe, explain, analyze, narrative, expository

Not content specific words, but words required to “do the work” of school in the context of school tasks.

Students are encouraged to prepare college entrance paperwork for 4 year universities. They are taught study skills (Cornell Notes, Socratic seminar), and especially taught perseverance.

FAFSA is explained to students and sometimes also the parents.

Need to include family in discussions of college entrance and applications. Majority of our AVID students enter community college with the hope of transfer. Cost of tuition, even with reductions is a limitation to college enrollment.

AVID, starting as early as elementary school, can create a culture of college going in the school district. Can be very expensive. Training for staff is required every year, as well as site visits from AVID central or regional directors. Principals and District office staff need to ensure a dependable funding source for AVID activities.

Developmental Education

- Higher Education estimates cost at over \$1Billion, with uncertain results*
- 70% graduation rate for students without remedial classes**
- 48% graduation rate for students taking at least one remedial class**

* K.Hughes, 2011, Community College Research Center

** C. Adleman, 2006, "The Toolbox Revisited", p.50.

In 2007 -2008, more than 36% of 1st year students at 2 and 4 year colleges took at least one remedial class

40% of Math and Education Majors took at least one remedial class.

Costs of Remedial course participation are high to the society – in lost tuition dollars, in lost time to graduation, in attrition from higher education, delay in entering the workforce = loss of income and tax dollars.

Rethinking Developmental Education

- Preparation in the High Schools – pre 100 level classes
- Benefits to Students
 - No Cost
 - Engage in 4th year of Math, Accessible English Class
 - Develop Readiness for Credit Bearing Classes
 - Value Added Alternatives

Encourage positive “college going “ habits: work ethic, responsibility, placement exam (College Knowledge) College-type Pacing, Expectations, Remediation of Skill Deficits

The classes help build the students’ confidence in their skills and knowledge –Many of the same benefits as Dual Enrollment courses: Exposure to College pacing, Time management; Writing, editing and research skills (Composition Class), Goal Setting; Persistence; Effort over Luck; Study Skills; Self-Reflection; Active Participation

Regressed directly (16%, $p < .001$) and controlling for demographic variables (18%, $p < .05$), Developmental Math participation suggests a statistically significant and greater likelihood of post-secondary participation as compared to non-participants.

Controlling for demographic and high school variables, Developmental Math participation increases likelihood of PSE by 22% ($p < .05$) if students also scored at 100+ on the Compass exam.

Challenges to Implementation

- Personnel
- Course Sequence
- Placement Exam Access OR Exemption
- Counseling/Parents/Student Interest

In order to successfully implement developmental education classes in the high school setting, the teachers assigned to these courses must be interested in and willing to work with a population of non-traditional students who may not have ever seen themselves as “college or PSE bound”. A sincere desire for these students to find their niche is required

HS Counselors must be knowledgeable about the course sequence options in mathematics and be consistent in the message that a 4th year of math is critical for nearly all students in the high school – even if it is not a graduation requirement.

Identifying students who may be heading for English failure. Developmental English classes utilize practical applications for English that are not self-evident in traditional American or World Literature courses. Align high school and college developmental education course objectives.

High schools and local community colleges may work together to implement the COMPASS exam in the high school’s computer lab. Students and teachers (including counselors) receive immediate results.

Work with College to create pathway for students successfully completing pre-100 without COMPASS. Studies now showing that alignment of COMPASS and skills needed to pass 100 level classes are not congruent.

HS Counselors must share information with students and parents about the benefits of these developmental level courses in terms of preparation for post-secondary training of all types – military, community college, apprenticeships, work training programs. English and math skills are primary areas where new employees fail to gain access to training programs that will progress them towards entry level positions.

Parents and students must be aware that receiving a high school diploma does not ensure access to 100 level credit bearing courses. Success in the developmental ed program courses may show students how close they are to being ready to enter post-secondary school prepared for credit classes.

A Culture of PSE

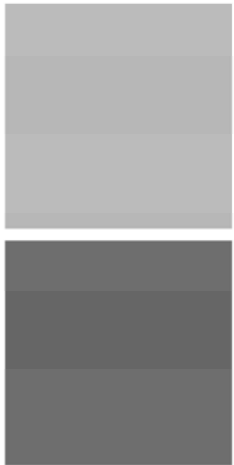
- Recruiting Washington Teachers
- *Maestros Para el Pueblo*
- NCTA Skills Center
- Spanish for Heritage Speakers, CIHS
- Purposeful Transitions to Campus

Western Washington University, Skagit Valley College (WWU classes to SVC campus), RWT program at HS students to pre-education program at SVC. HS Classes (Child Development, Careers in Education) Tech Prep/Articulated Credit with SVC. Aligned to WWU Education program.

NCTA programs – use listing

Transitions program and Spanish for Heritage Speakers II/Spanish 221; Spring

Orientation, Counseling, Campus Tours, and Compass Testing;
English 101 without COMPASS testing



Can I Do This?

I Can Do This?

I Can Do This!!!

⁺ Educational Anticipations

All three readiness strategies – AVID, Developmental Ed and CEP opportunities provide Educational Anticipations of Post Secondary Education

Robert Merton's Theory of Anticipatory Socialization

Research suggests a 12% ($p < .01$) greater likelihood of earning a BA if student expected less upon entry to the class

Socialization factors greater in persistence in college – especially in the first two years (Tinto)- than academic factors

Qualitative change in self-belief about post-secondary possibilities

