Designing and Implementing a College Readiness Elective Course in HS

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Partners for Education at Berea College uses a place-based, student-focused approach to ensure that All Appalachian Kentucky Youth Succeed in School.
Improve education outcomes

- Academic performance Math and English
- High School Graduation Rate
- High School Graduation Rate at College and Career Readiness Level
- College Going Rate
- College Completion Rate
Rural Appalachian Kentucky

Partners for Education
BEREA COLLEGE

Partners for Education at Berea College utilizes a place-based, student-focused approach to ensure that All Appalachian Kentucky Youth Succeed in School.
Session Objectives

• Identify ways a 9th grade course would support student needs.
• Explore steps necessary for implementing a high school course for elective credit.
• Identify specific outcomes for a 9th grade course in their schools and/or GEAR UP project.
• Consider obstacles and potential solutions.
Goals SET/Goals MET

Take a post-it note and write on it one goal you have for this session.
Goals SET/Goals MET

Share your goal with folks near you.

Volunteers to share out?
Scale of CCR Course

• During academic year 2013-2014, Berea College GEAR UP Program served approximately 1000 students through the College and Career Readiness Course and approximately 1000 more this academic year.

• There are 25 teachers in our region teaching GEAR UP CCR in 24 schools.

• Important note that our schools vastly range in size
Work with State DOE

• Connect with appropriate office at your state department of education.
• Be clear about the course you would like to offer and how you see it improving educational outcomes for students.
• Find out how schools should “code” the course (learning opportunity for us).
• Find out if there are any particular requirements for teachers
Why would you have a class?

• What are some GEAR UP activities you are trying to do with your students for which you are having a difficult time gaining access to students?
Develop a Course Concept

• We started with what we needed to accomplish with our students – As you did in the brainstorming session.
Our Course Concept and Rubric

• GEAR UP Students in CCR course demonstrate academic improvement.
• GEAR UP Students develop educational resilience strategies.
• GEAR UP CCR courses prepare students to be college and career ready.
• CCR teachers and other GEAR UP staff (Academic Specialists and tutors) collaborate to ensure expectations for CFES Core Practices are met.
Sell the idea to your schools

- What are some things that determine how well districts respond?
- Know what you want from the class, what costs you can cover, etc. before your meeting. Be clear on what fits grant.
- If something comes up during the meeting that you need to think about, say you need to think about it – and then follow up.
Year One

• Many learning opportunities
  – Used a share site to post curriculum and ideas
  – Everyone trained in Why Try, Career Cruising ILP, Method Test Prep and WIN learning.
  – Gave schools and teachers a great deal of flexibility and many, many resources.
Year Two

• Had select group of teachers meet for one week and:
  – Develop Course Outcomes for GEAR UP CCR Class
  – Develop Standards based units
  – Develop and organize materials for units

• Saved all materials to one flash drive and one organized binder for each teacher.
Educational Resilience

• Students will demonstrate ability to set and monitor personal goals.
• Students will explain the impact that present decisions have on their future. Students will demonstrate good work ethic (desire, time, effort).
• Students will explain how self-discipline will impact their future.
Apple Activity

stuck-up
dull
ugly
College & Career Ready
College Pathways

• Students will investigate and compare career pathways available.
• Students will understand admission requirements and how High School achievement and involvement effect options.
• Students will understand financial resources available to help pay for college.
Individual Learning Plan

KY requires completion of ILP from 6th grade on. ILP is through Career Cruising (used in many places, KY’s name is ILP).
Explore Assessments

Matchmaker & My Skills
Answer questions about your likes and dislikes to find careers that match up with your interests.

► Start Matchmaker

Best Match:
Matchmaker2
Updated: Nov. 11, 2013

Ability Profiler
Learn more about your abilities and see how your abilities compare to those used in careers that interest you.

► About Ability Profiler

Learning Styles Inventory
Discover how you learn and retain information and find tips on how to improve your study habits to suit your learning style.

► Start Learning Styles
Explore Education

Search for Schools & Majors  Compare Schools  School Selector  Planning Timeline

Learn more about specific schools that interest you.

Keyword Search  School Name

School Selector

Use School Selector to find schools that match the criteria you choose. Start by selecting a type of school:

Undergraduate Schools
Career & Technical Schools
Graduate Schools

Compare Schools

Compare and view school profiles side-by-side. Start by selecting a type of school:

Undergraduate Schools
Career & Technical Schools
Graduate Schools
<table>
<thead>
<tr>
<th>School Name</th>
<th>School Type</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alice Lloyd College</td>
<td>4-Year</td>
<td>Pippa Passes, KY</td>
</tr>
<tr>
<td>Asbury University</td>
<td>4-Year/Graduate</td>
<td>Wilmore, KY</td>
</tr>
<tr>
<td>Ashland Community and Technical College</td>
<td>2-Year</td>
<td>Ashland, KY</td>
</tr>
<tr>
<td>ATA College</td>
<td>2-Year</td>
<td>Louisville, KY</td>
</tr>
<tr>
<td>Barrett and Company School of Hair Design</td>
<td>Career &amp; Technical</td>
<td>Nicholasville, KY</td>
</tr>
<tr>
<td>Beckfield College</td>
<td>2-Year</td>
<td>Florence, KY</td>
</tr>
<tr>
<td>Bellarmine University</td>
<td>4-Year/Graduate</td>
<td>Louisville, KY</td>
</tr>
<tr>
<td>Bellefonte Academy of Beauty</td>
<td>2-Year</td>
<td>Russell, KY</td>
</tr>
<tr>
<td>Berea College</td>
<td>4-Year</td>
<td>Berea, KY</td>
</tr>
<tr>
<td>Big Sandy Community and Technical College</td>
<td>2-Year</td>
<td>Prestonsburg, KY</td>
</tr>
<tr>
<td>Bluegrass Community and Technical College</td>
<td>2-Year</td>
<td>Lexington, KY</td>
</tr>
<tr>
<td>Bowling Green Technical College</td>
<td>2-Year</td>
<td>Bowling Green, KY</td>
</tr>
<tr>
<td>Brescia University</td>
<td>4-Year/Graduate</td>
<td>Owensboro, KY</td>
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<tr>
<td>Brighton Center's Center for Employment Training</td>
<td>Career &amp; Technical</td>
<td>Newport, KY</td>
</tr>
<tr>
<td>Brown Mackie College - Hopkinsville</td>
<td>2-Year</td>
<td>Hopkinsville, KY</td>
</tr>
</tbody>
</table>
Academic Information

Graduation Requirements

Course / Credit Requirements

- A minimum of 33 courses are required to graduate with a bachelor's degree.

Required Courses

- The school has a core academic curriculum that all students must complete.
- There is a math / science requirement for all students.

Special Requirements

- Some students must complete an internship program.
- Some students must complete a senior project.

Graduation and Retention Rates

Graduation Rate
(Full-time, first-time bachelor's degree-seeking undergraduate students who completed the program within 6 years)  62%

Retention Rate
(Full-time bachelor's degree-seeking students who entered the institution as freshmen in the previous academic year and returned for the fall term of the current academic year)  81.1%

Certification Offered
Explore Careers

Select a Career Cluster to learn more about the careers within it.

Agriculture, Food & Natural Resources
Architecture & Construction
Arts, A/V Technology & Communications
Business Management & Administration
Education & Training
Finance
Government & Public Administration
Hospitality & Tourism
Human Services
Information Technology
Law, Public Safety, Corrections & Security
Manufacturing
Marketing
Science, Technology, Engineering & Math

Career Selector
Search for careers based on a variety of criteria, like earnings, core tasks, and more.

Start Career Selector
Leadership Through Service

• Students will identify needs within their community.

• Students will construct and implement solutions to identified needs.

• Students analyze the impact of the project and revise on improvements.
# Passion Project

## List Your Talents

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Good listener</td>
</tr>
<tr>
<td>2.</td>
<td>Putting others first</td>
</tr>
<tr>
<td>3.</td>
<td>Telling the truth</td>
</tr>
<tr>
<td>4.</td>
<td>Tumbling</td>
</tr>
<tr>
<td>5.</td>
<td>Being sarcastic</td>
</tr>
<tr>
<td>6.</td>
<td>Hard working</td>
</tr>
<tr>
<td>7.</td>
<td>Playing piano</td>
</tr>
<tr>
<td>8.</td>
<td>Voicing my opinion</td>
</tr>
<tr>
<td>9.</td>
<td>Good with children</td>
</tr>
<tr>
<td>10.</td>
<td>Playing lacrosse</td>
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</tbody>
</table>

## List Your Interests/Things You Believe Strongly About

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>God</td>
</tr>
<tr>
<td>2.</td>
<td>Honesty</td>
</tr>
<tr>
<td>3.</td>
<td>Lacrosse</td>
</tr>
<tr>
<td>4.</td>
<td>Family</td>
</tr>
<tr>
<td>5.</td>
<td>Babysitting</td>
</tr>
<tr>
<td>6.</td>
<td>Gymnastics</td>
</tr>
<tr>
<td>7.</td>
<td>Being a friend to everyone</td>
</tr>
<tr>
<td>8.</td>
<td>Giving good advice</td>
</tr>
<tr>
<td>9.</td>
<td>Seeking the positive</td>
</tr>
<tr>
<td>10.</td>
<td>Getting good grades</td>
</tr>
</tbody>
</table>

Based on my talents and interests, what products or services can I produce to make my community better?

1. Working in church nursery
2. Cards for children hospital
3. Care packages for soldiers
4. Food drive
5. Teddy bears for children hospital
6. Mother’s in need
7. Toys for tots
8. Operation Santa
9. Visiting elderly/making cards
10. Visiting cancer kids

My Passion Project is:

working in church nursery
operation santa

Teacher Comments/Approval:
Academic Improvement

• Students will demonstrate Academic Behaviors:
  – Checking grades regularly
  – Turning in all assignments
  – Organizing self and materials
  – Note-taking
  – Study skills
  – Test taking strategies
Work Readiness

• Students will exhibit work readiness skills:
  – Attendance
  – Participation
  – Communication/presentation skills
  – Teamwork
  – Positive attitude
  – Growth mindset
  – Collaboration
  – Critical thinking
The No “F” Game Plan Contract

No “F” Game Plan Contract:

I __________________ starting today commit to do the following for this semester:

1. Attend every class:
   Sit up front (if possible), listen, be respectful, and ask questions. Most important: (This is the key for you to reach out and connect with your teacher(s). If you are you putting forth more effort and showing them respect, then that teacher gives you the help that you need to pass their class.)

2. Do all the homework:
   Make sure that you turn in your homework on time and receive full credit for it.

3. Ask about extra credit:
   If you are still failing after doing steps 1 and 2 above, then ask your teacher if you qualify for extra credit to make sure you pass their class. It’s good to be prepared with a couple of ideas that you would be willing to do for extra credit.

   (Remember, connecting with your teacher is your best resource when you need help!)

Signed: ____________________________ Date: ______
Teacher’s Signature: ____________________________
Standards Based Units

Include

- Essential Questions
- State academic standards
- GEAR UP CCR Outcomes
- links to literacy
- Linkages to 21st Century Skills
- Lesson activities
Lesson Example – Unit 1

CCR Unit 1 Link

Pre- and post-test (after all, we need data)
Game Plan Group Discussion

• Is this course something you could see being useful for your program?
• If not, has the discussion today sparked any creative ideas you would like to share?
• What are some obstacles you would face if implementing a course for your GEAR UP?
<table>
<thead>
<tr>
<th>Table Share and Whole Group Discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Favorite Idea</td>
</tr>
<tr>
<td>• Most challenging obstacle</td>
</tr>
<tr>
<td>• Ideas from the whole group to address obstacle</td>
</tr>
</tbody>
</table>
Questions?

• Goals Set/Goals Met