Welcome!
The webinar will begin in a few minutes

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Housekeeping

- Webinar is being recorded
- Use Questions panel
- Q&A follows presentation

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Evening the Odds for College-Bound Students: Applying a Holistic Approach to Career and College Readiness Curricula

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Presenters

Joseph Booth  
Alex Casillas  
Eva Luc
Agenda

• Introduction to GEAR UP and Career & College Clubs
• Introduction to the ACT Holistic Framework
• Redesign of CCC Curriculum
  • Guided by theory of action
  • Content grounded in research, developmentally appropriate, engaging
  • Sample objectives and activities
• Case Study: Alliance College-Ready Public Schools
  • Why using CCC?
  • Implementation reactions
  • Lessons learned
• Summary and Q&A
About GEAR UP, NCCEP, and Career & College Clubs
GEAR UP

- Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP).

- Competitive grant program of the U.S. Department of Education that increases the number of low-income students who are prepared to enter and succeed in postsecondary education.

- Six year grants serving a cohort of students starting no later than 7th grade.
NCCEP

- National Council for Community and Education Partnerships.
- A national non-profit, non-partisan organization working to increase access to higher education for economically disadvantaged students.
- Leader in the GEAR UP movement.

EXCEL • PROVE • MOBILIZE
Career & College Clubs

• Academic enrichment program for grades 7 through 12.

• Offered by NCCEP for GEAR UP programs, and any school or organization serving students.

• Employs peer-to-peer learning model to increase individual proficiency and schoolwide impact.
Career & College Clubs
Context for the Holistic Framework

Individuals and organizations value a broad range of outcomes:

- Outcomes important for individuals’ goals (e.g., HS diploma, college education, get a good job, be happy)
- Outcomes important to educators (e.g., grades, engaged students, reaching proficiency, on-time graduation)
- Outcomes important for organizational success (qualified workforce, engaged workers, satisfied & productive workers)
Success is Multidimensional

Since success is multidimensional, shouldn’t readiness for school and work focus on a diverse set of knowledge and skills?

- Enrollment
- Course Grades
- GPA
- Retention
- Satisfaction
- Graduation

Education Success

- Employment
- Job Performance
- Teamwork
- Tenure
- Job Satisfaction
- Promotion

Work Success
ACT’s Holistic Framework
ACT’s Holistic Framework

Core Academic Skills: knowledge and skills necessary to perform essential tasks in core academic content.

- English Language Arts
- Mathematics
- Science
Cross-Cutting Capabilities: general knowledge and skills necessary to perform essential tasks across academic content areas.

Collaborative Problem Solving

Learning Skills

Technology and Info Literacy

Thinking and Metacognition
Behavioral/SEL Skills: interpersonal, self-regulatory, and task-related behaviors important for adaptation to and successful performance in education and workplace settings.

- Acting Honestly
- Getting Along with Others
- Keeping an Open Mind
- Maintaining Composure
- Socializing with Others
- Sustaining Effort
ACT’s Holistic Framework

Education & Career Navigation Skills: what individuals know about themselves and their environments, how they use this information to make choices, plan actions, and move along their education and career paths.

- Self-Knowledge
- Environmental Factors
- Integration
- Managing Career & Education Actions
ACT’s Holistic Model of Education and Work Success

- Core Academic Skills
- Cross-Cutting Capabilities
- Behavioral/SEL Skills
- Education & Career Navigation
CCC Findings (previous research)

- CCC students are considered underserved learners (USLs).
  - 91% of CCC students are racial/ethnic minorities
  - 99% of CCC students parents’ do not have a college degree
- 80% of CCC students plan to attend college (compared to 64% of USLs).
- CCC students are 24% to 29% more likely to plan on taking core curriculum in high school.
- In a study conducted in 2014-15, 62% of CCC students had enrolled in college (compared to only 46% of non-CCC students).
- However, implementation issues made it challenging to study.
How do we get there?
Theory of Action

• Tool borrowed from program evaluation (a.k.a. Theory of Change) and used to integrate purpose into design and development decisions.

• Makes explicit the underlying assumptions about what we want to change or do.

• It starts with the end in mind: *What is the ultimate goal of CCC?*
Theory of Action for Career & College Clubs

Ultimate goal

- Successful completion of a PS degree

Moderate and short-term outcomes

- Progress toward PS degree
- Successful transition to college
- Graduation from HS
Theoretical of Action for Career & College Clubs (continued)

Graduation from HS

 CCC Curriculum (grades 7 – 12)

Entry

Tenets of CCC

- Research based
- Aligned to Holistic Framework
- Five content domains

- Peer to peer
- Implementation maps

Academic Prep.

College & Career Know.

Leader Dev.

SEL Skills

Prof. Etiquette

Tenets of CCC

- Research based
- Aligned to Holistic Framework
- Five content domains

- Peer to peer
- Implementation maps
Career & College Clubs – Five Domains

Each grade level contains sequenced lessons and activities that prepare students for postsecondary success by developing their knowledge and skills in five, research-supported domains.
Career & College Clubs – Example of Learning Progression

<table>
<thead>
<tr>
<th>Grade</th>
<th># Standards</th>
<th># Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
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<td>12</td>
<td>12</td>
<td>29</td>
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</tbody>
</table>
## Career & College Clubs – Number of Activities per Grade/Domain

<table>
<thead>
<tr>
<th>Grade</th>
<th>College and Career Preparation and Readiness</th>
<th>Academic Preparation</th>
<th>Leadership Development</th>
<th>Social and Emotional Learning</th>
<th>Professional Etiquette</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>22</td>
<td>14</td>
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<td>20</td>
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</tbody>
</table>
## Grade Level Standards

<table>
<thead>
<tr>
<th>Domain</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.01</td>
<td>Explain the knowledge and skills assessed through college entrance exams and identify strategies to successfully complete those exams.</td>
</tr>
<tr>
<td>11.02</td>
<td>Explain the Free Application for Federal Student Aid (FAFSA) process and the various financial aid options.</td>
</tr>
<tr>
<td>11.03</td>
<td>Identify colleges and universities that suit career and personal goals; explain each school’s profile including costs and available financial aid resources.</td>
</tr>
<tr>
<td>11.04</td>
<td>Explain the daily responsibilities and duties of the careers of interest.</td>
</tr>
<tr>
<td>11.13</td>
<td>Create/update and implement a personal, academic, and professional plan.</td>
</tr>
<tr>
<td>11.14</td>
<td>Identify the financial aid and scholarship opportunities that are available.</td>
</tr>
<tr>
<td>11.15</td>
<td>Identify and take appropriate Advanced Placement courses and/or participate in dual enrollment programs.</td>
</tr>
<tr>
<td>11.16</td>
<td>Take the PSAT/NMSQT test to qualify for scholarships and programs associated with the National Merit Scholarship Program.</td>
</tr>
<tr>
<td>11.17</td>
<td>Take the ACT and/or SAT college entrance tests.</td>
</tr>
<tr>
<td>11.18</td>
<td>Create an FSA ID to access government financial aid information and documents.</td>
</tr>
<tr>
<td>11.19</td>
<td>Contact college and universities of interest to request information and applications for admission.</td>
</tr>
</tbody>
</table>
| 11.20  | Explain the college application process, including the components of college
# Scope and Sequence / Standards Alignment

<table>
<thead>
<tr>
<th>Scope</th>
<th>Activity</th>
<th>Primary Standard</th>
</tr>
</thead>
</table>
| **Obstacles and Challenges** | Mentors identify common barriers to higher education, and strategies for overcoming them. In addition, they will identify academic and extracurricular strategies for increasing their odds of being accepted to their preferred college. | - Barriers To Higher Education  
- Plan Ahead Part 1  
- Plan Ahead Part 2  
- Who’s Accepted?  
- Class Options  
- Keep Standing | 11.20  
11.13  
11.07, 11.25  
11.20  
11.15  
11.06 |
Case Study: Alliance College-Ready Public Schools
## About Alliance College-Ready Public Schools

- **13,000**
  - # of low-income students served across 25 middle and high schools in Los Angeles

- **98%**
  - Percent of students are Latino or African-American

- **92%**
  - Percent of students who qualify for a free or reduced lunch

- **17%**
  - Percent of students are English Language Learners

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![Image](image-url)
Alliance’s Aspiration

To lead and manage a network of schools that delivers a world-class educational experience for all Alliance scholars and is a great place to work, with the ultimate goal of achieving at least 75% graduation from a four-year university or another rigorous post-secondary option.
What is Alliance GEAR UP?

Alliance GEAR UP prepares students for college success through early awareness and long-term support in academics, college/career prep, social emotional learning, and family engagement.

✓ Cohort model - 1,000 current 8th grade students
✓ 7 middle schools and 7 high schools
✓ 7-year federal grant program from U.S. Department of Education
✓ Gaining Early Awareness and Readiness for Undergraduate Programs
Why did we adopt CCC?

- Turnkey curriculum that was easy for teachers to use
- Scaffolded by grade level
- Incorporates social emotional learning as key strand
- Student-led, interactive, and engaging
- Flexible implementation
- Research and evidence based
Implementation Reactions

+ Student led
+ Different, engaging activities and group work
+ Personal interest and conflict resolution lessons
+ Builds leadership skills in extroverted and shy students

❖ Teachers need to coach students on presenting, lesson plans
❖ May need more scaffolding for lower reading levels
❖ Materials geared towards print, not digital
❖ Wide variance in delivery
❖ Need way to track lesson completion, implementation fidelity, & assess student growth
Lessons Learned

• Buy-in from teachers and admin critical
• Lead teacher/admin makes easier to implement
• Recommend starting w/ 7th grade for foundation building
• Establish feedback loops and teacher learning community so they can share what’s going well or not
Summary

- The ACT Holistic Framework serves as robust foundation for research-based curricula.
- The heart of Career & College Clubs is a sequenced, standards-based curriculum focused on five content domains.
- CCC uses a peer learning model; students in each Club are responsible for “teaching” the curriculum to each other, and working together to share knowledge with their peers.
- CCC can be implemented during in-school or out-of-school time; curriculum maps help customize the program to fit a site’s needs.
- Research opportunities are available for early adopters to examine features, implementation fidelity, and help improve the curriculum.
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