

? Why is College and Career Readiness and Success (CCRS) important?

90% of new jobs in growing industries with high wages will require some form of postsecondary education.¹

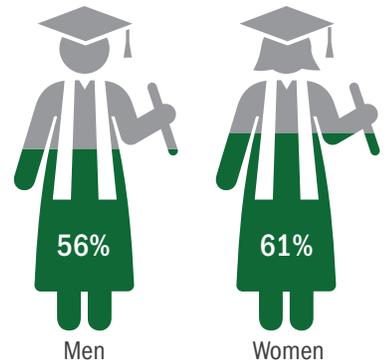


Close to **20%** of high school students do not graduate in four years.²



A high school dropout earns approximately **\$7,840** less per year on average than someone with a high school diploma.³

Only **56%** of men and **61%** of women graduate from college within six years.⁴



Why are these college graduation rates so low?



97% of high school students say they plan to pursue postsecondary education.⁵

BENCHMARKS:

- English
- Reading
- Mathematics
- Science

Only **26%** of high school graduates in 2013 met all four ACT college readiness benchmarks.⁶



Worse, only **11%** of low-income graduates met all four benchmarks.⁷

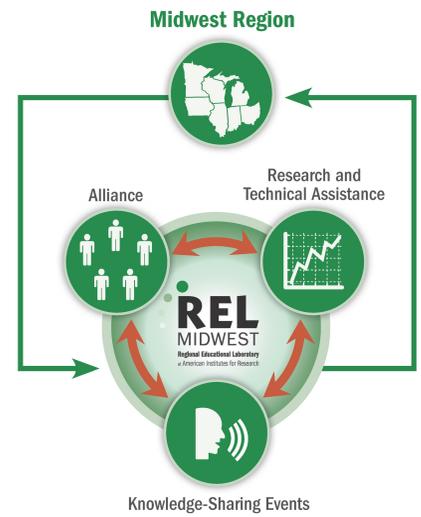


Students who are not ready for college are less likely to graduate on time, if at all.



How is REL Midwest supporting CCRS?

REL Midwest aims to increase graduation rates and help build regional capacity to design and implement evidence-based policies and programs that support college access, college completion, and workforce success through the Dropout Prevention Research Alliance and CCRS Research Alliance. Through our college and career readiness and dropout prevention research, technical assistance, and knowledge-sharing events, REL Midwest is helping regional decision makers identify students at risk of dropout and increase students' college and career readiness and success. Contact Matt Soldner (msoldner@air.org) for more information on the CCRS Research Alliance and Emily Loney (eloney@air.org) for more information on the Dropout Prevention Research Alliance.



Early Warning Systems

Early Warning Systems (EWS) can help schools and districts identify students at risk of dropout early enough to provide them with extra support toward graduation.



Implementing EWS. REL Midwest assisted three Ohio schools use a research-based early warning tool, and created a comprehensive and locally contextualized implementation guide.



Analyzing Early Implementation of EWS in Minnesota and Wisconsin. REL Midwest is developing surveys to better understand school use of state-provided EWS.



Validating EWS Indicators. Using historical student-level data, REL Midwest is working with three Ohio schools to identify the most appropriate early warning indicators and cut points to predict students who were at risk of not graduating.



Examining the Impact of EWS. REL Midwest is conducting a study that examines the impact of access to an EWS on student and school outcomes in schools across the region.

Dropout Prevention

Research has produced numerous evidence-based recommendations for dropout prevention on which practitioners can draw.



Creating a System of Supports.⁸ In partnership with the Great Lakes Comprehensive Center, the Michigan Department of Education, and Voices for Michigan's Children, REL Midwest hosted a one-day conference focusing on dropout prevention interventions that practitioners can implement in districts and schools.



Identifying Dropout Prevention Strategies.⁹ REL Midwest hosted a public television broadcast in Wisconsin. Presenters provided school administrators, teachers, and parents with research-based strategies as well as dropout prevention initiatives established at the Wisconsin Department of Public Instruction.

Supporting College Readiness and Success

College readiness and success efforts focus on improving the quality of education and support for students, starting in K-12 and following them through their transition to and completion of postsecondary education programs.



Identified Measures of College Quality for State Policymakers. REL Midwest reviewed 72 research articles and policy documents and helped develop a series of measures of college quality for regional policymakers' consideration.



Explored Landscape of Adult Learners and Postsecondary Education. REL Midwest provided information to the College and Career Success Alliance on policies and programs for supporting adult learners across all states in the region.



Studied Early College Outcomes.¹⁰ REL Midwest examined the first-year college success of recent high school graduates who enrolled in two- and four-year public colleges in Indiana.



Impact Study of Ramp-Up Readiness.¹¹ REL Midwest is conducting a study in Minnesota that explores how school implementation of Ramp-Up Readiness, a schoolwide guidance program focused on college enrollment and completion, is affecting student outcomes, such as completing college applications and the FAFSA.



Pathways and Supports for College Readiness.¹² REL Midwest partnered with the Indiana University School Administrators Association to host a half-day event where practitioners discussed research-based strategies for preparing students for college.



Role of Noncognitive Factors.¹³ REL Midwest hosted a webinar designed to highlight emerging research on how noncognitive factors shape school performance of adolescents.



Examined Pathways of Students Who Participate in Acceleration Programs. REL Midwest studied a recent cohort of high school graduates to better understand who participates in acceleration programs and what kinds of outcomes those students achieve.



Increasing Rural College Access.¹⁴ REL Midwest hosted a public television broadcast in Wisconsin designed to inform Midwest states on how to improve rural students' postsecondary education opportunities using findings from IES Practice Guide Helping Students Navigate the Path to College.



Integrating STEM Education.¹⁵ REL Midwest hosted a public television broadcast in Minnesota designed to inform viewers on how to integrate STEM curriculum into career and technical education programs.



Using Data for College and Career Readiness.¹⁶ REL Midwest hosted a webinar that provided stakeholders strategies on how to use data to determine if high school interventions are working to prepare students for college and careers.

Endnotes

- ¹ Carnevale, A. P., Smith, N., & Strohl, J. (2010). *Help wanted: Projections of jobs and education requirements through 2018*. Washington, DC: Georgetown Center on Education and the Workforce.
- ² Stetser, M., & Stillwell, R. (2014). *Public high school four-year on-time graduation rates and event dropout rates: School years 2010–11 and 2011–12: First look* (NCES 2014–391). Washington, DC: U.S. Department of Education, National Center for Education Statistics. Retrieved from <http://nces.ed.gov/pubs2014/2014391.pdf>
- ³ Snyder, T. D., & Dillow, S. A. (2011). *Digest of education statistics 2010* ((NCES No. 2011-015), Washington, DC: U.S. Department of Education, National Center for Education Statistics, Institute of Education Sciences.
- ⁴ Aud, S., Wilkinson-Flicker, S., Kristapovich, P., Rathbun, A., Wang, X., and Zhang, J. (2013). *The condition of education 2013* (NCES 2013-037). U.S. Department of Education, National Center for Education Statistics. Washington, DC. Retrieved August 15, 2013, from <http://nces.ed.gov/pubsearch>
- ⁵ Berkner, L., & Chavez, L. (1997). *Access to postsecondary education for the 1992 high school graduates*. Washington DC: U.S. Department of Education: National Center for Education Statistics.
- ⁶ According to ACT (2014), the ACT college readiness benchmarks are ACT subject area test scores that ‘represent the level of achievement required for students to have 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’ (p. 4).
- ⁷ ACT (2014). *The condition of college and career readiness 2013: Students from low-income families*.
- ⁸ **Link:** <http://www.relmidwest.org/events/increasing-graduation-rates-creating-system-supports>
- ⁹ **Link:** <http://www.relmidwest.org/events/dropout-prevention-strategies>
- ¹⁰ **Link:** <https://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=354>
- ¹¹ **Link:** <https://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=1461>
- ¹² **Link:** <http://www.relmidwest.org/events/pathways-and-supports-college-readiness>
- ¹³ **Link:** <http://www.relmidwest.org/events/noncognitive-factors-shaping-school-performance-adolescents>
- ¹⁴ **Link:** <http://www.relmidwest.org/events/support-systems-increasing-rural-college-access>
- ¹⁵ **Link:** <http://www.relmidwest.org/events/career-and-technical-education-pathways-stem-disciplines-minnesota-public-television>
- ¹⁶ **Link:** <http://www.relmidwest.org/events/using-data-prepare-students-college-and-careers>

Additional information

For more information about this infographic, contact REL Midwest by e-mail (relmidwest@air.org) or by phone (866-730-6735).