

# **School-University Partnerships: A College-Readiness Program**

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# Schema activator

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- ❑ How can we prepare students of color for college success?
- ❑ Offering remedial courses in college may be too late.
- ❑ High school drop out rates:
  - 21% Latino (15% born in the US)
  - 12% black
  - 8% white

(Pew Hispanic Center, 2009)

# A Challenge

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Many students of color are the first in their families to consider going to college, which means their adult family members may not fully understand how to navigate the college pathway.

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# High School Graduates Attending College in Fall 2008 and CAPT Results

(1 = NAEP, 2007; 2 = CT Academic Performance Test, 2007)

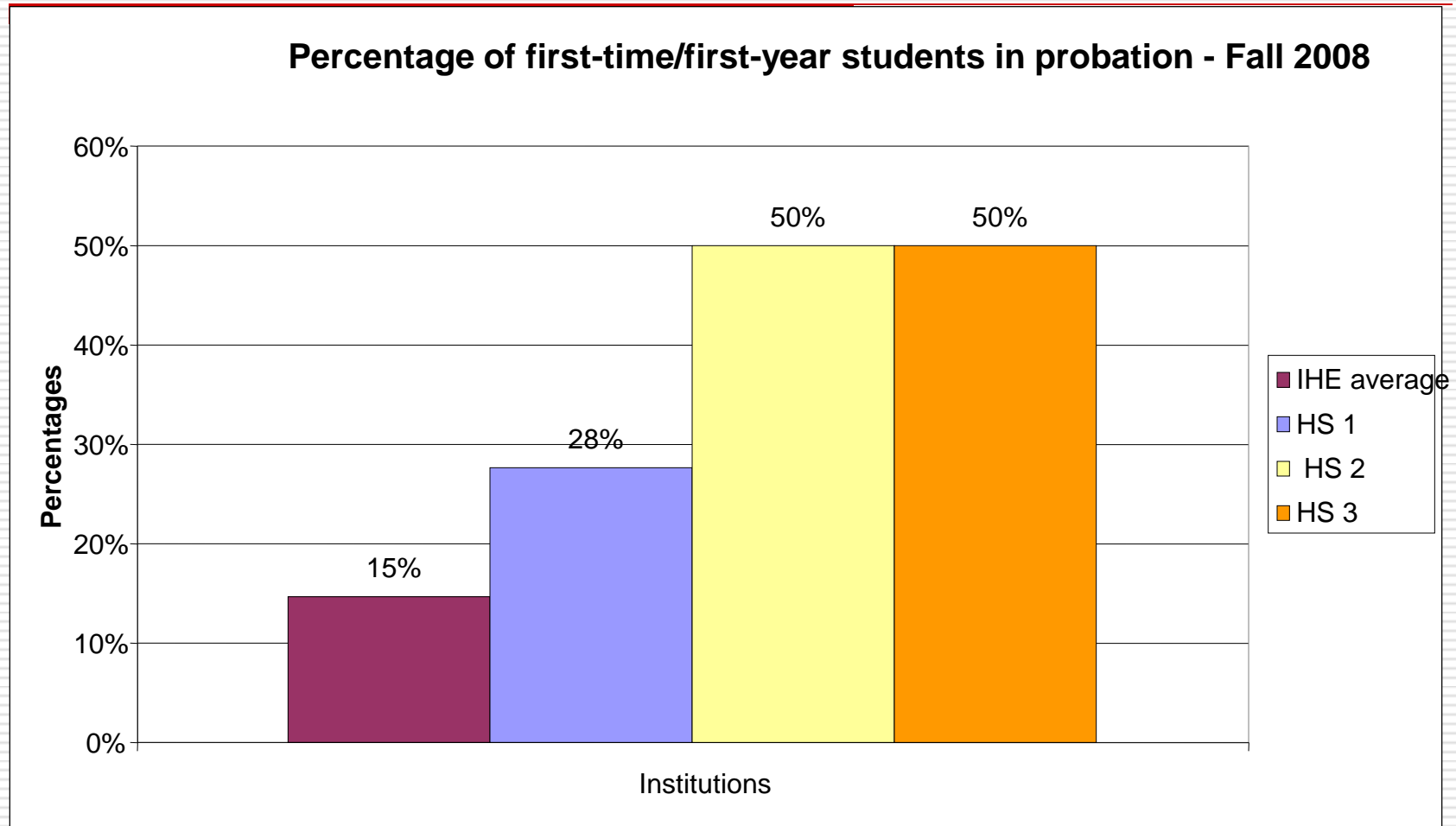
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	HS	HS 1	HS 2	HS 3
% attending 2 or 4 yr. colleges <sup>1</sup>	85%	72%	68%	72%
% white <sup>1</sup>	53%	49%	48%	2%
across the curriculum <sup>2</sup>	41%	29%	32%	9%
Writing across the curriculum <sup>2</sup>	46%	32%	36%	9%
Mathematics <sup>2</sup>	39%	24%	23%	3%
Science <sup>2</sup>	32%	25%	23%	3%

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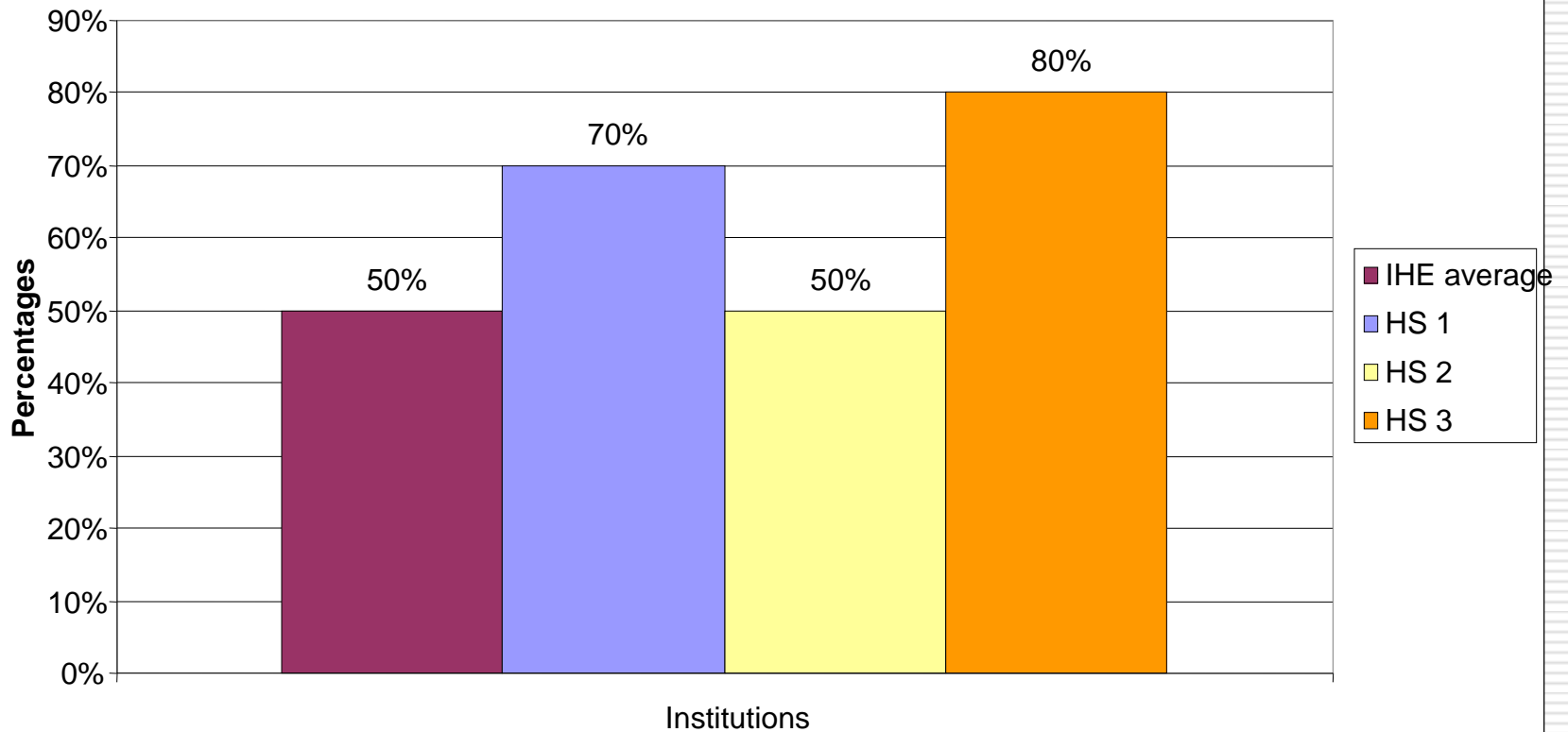
# 2008-09 Student Placement

(1 of 2)



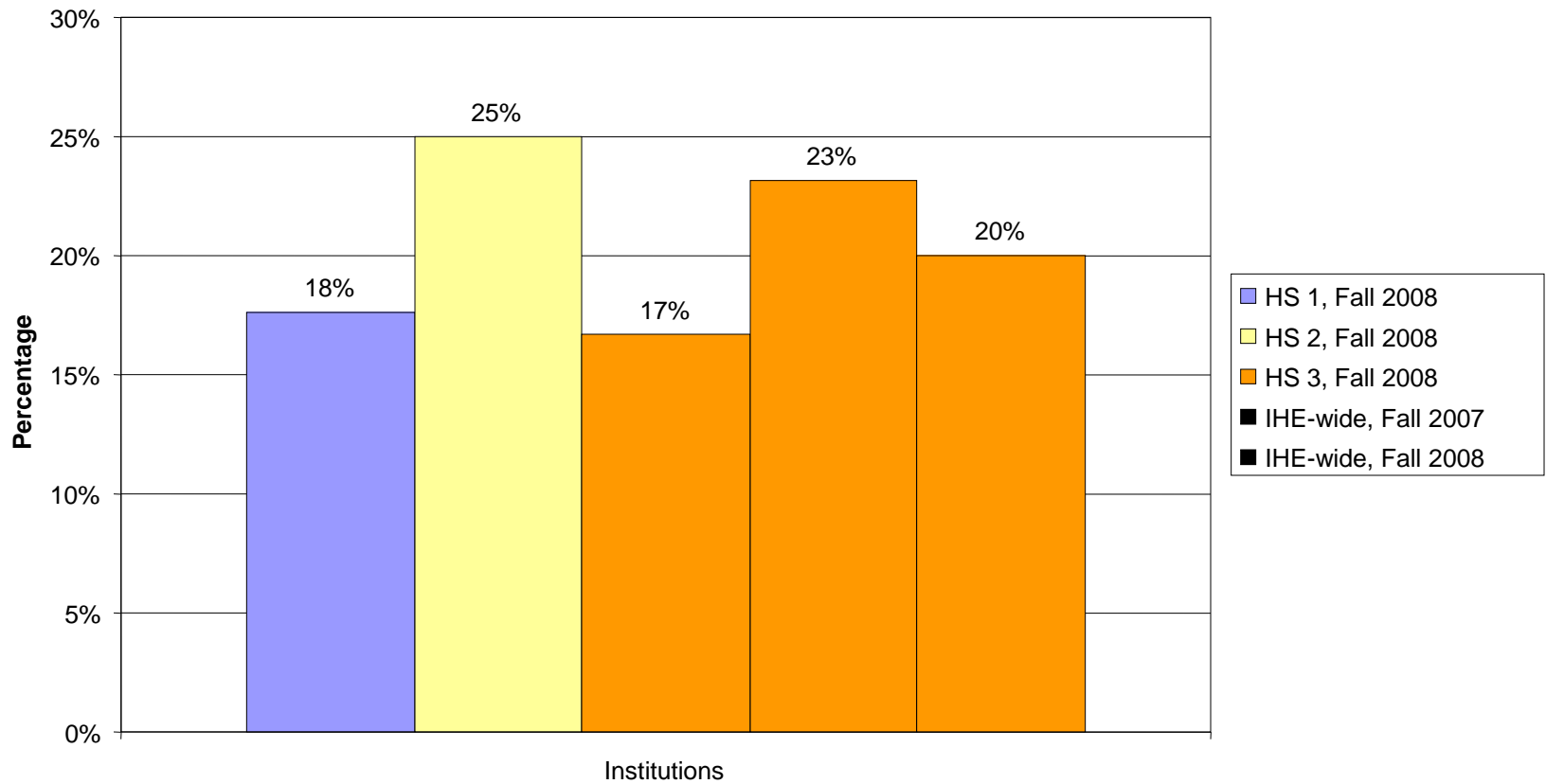
# 2008-09 Student Placement (2 of 2)

Percentages of first-time/first-year students placed into MAT 095 - Fall 2008



# 2008-09 MAT 095 Results

Percentage of first-time/first-year students that failed MAT095 in Fall 2008



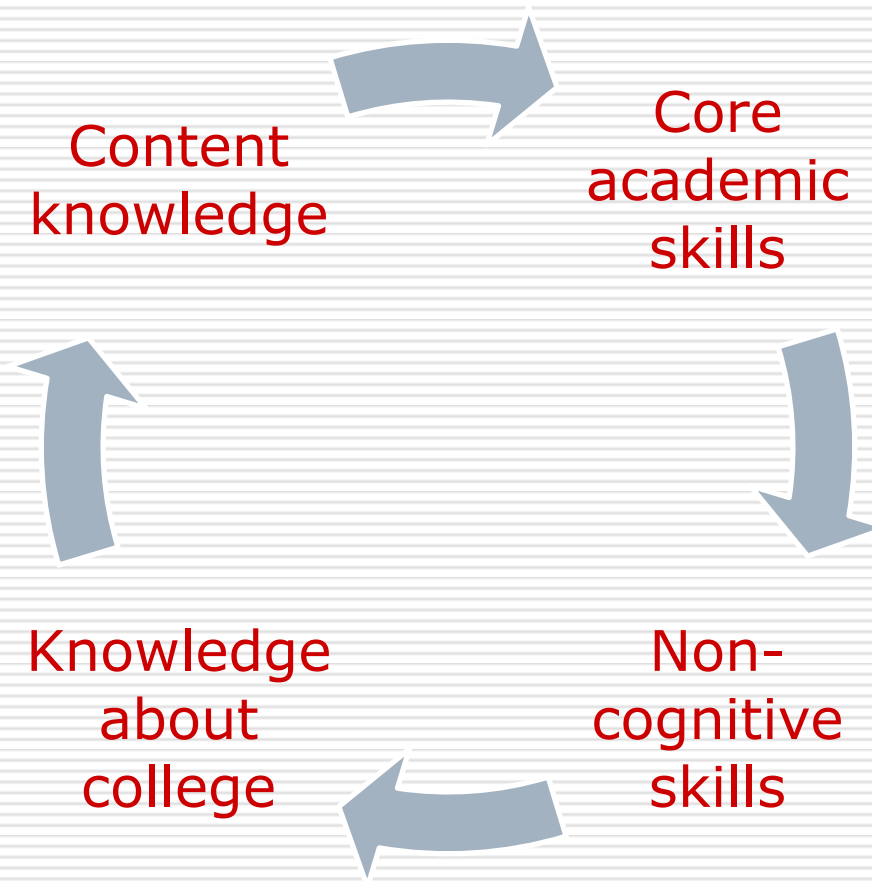
# Project Goal

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- ❑ Decrease number of high school students in need of remediation
  - ❑ Look for areas of mismatch in the English and Math curricular
  - ❑ Build relationships among the faculty at the high and university level
  - ❑ Increase first year retention
  - ❑ Increase 4 year graduation rate at the university
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# What do students need to succeed in college?

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# Building a Bridge to Improve Student Success

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- ❑ A college-readiness program to close the aspirations-attainment gap
  - ❑ A collaborative project between the Connecticut State University System SCSU, SCSU, WCSU, ECSU and area school districts
  - ❑ Funding through the CT Department of Higher Education
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# What is working for us (1 of 2)

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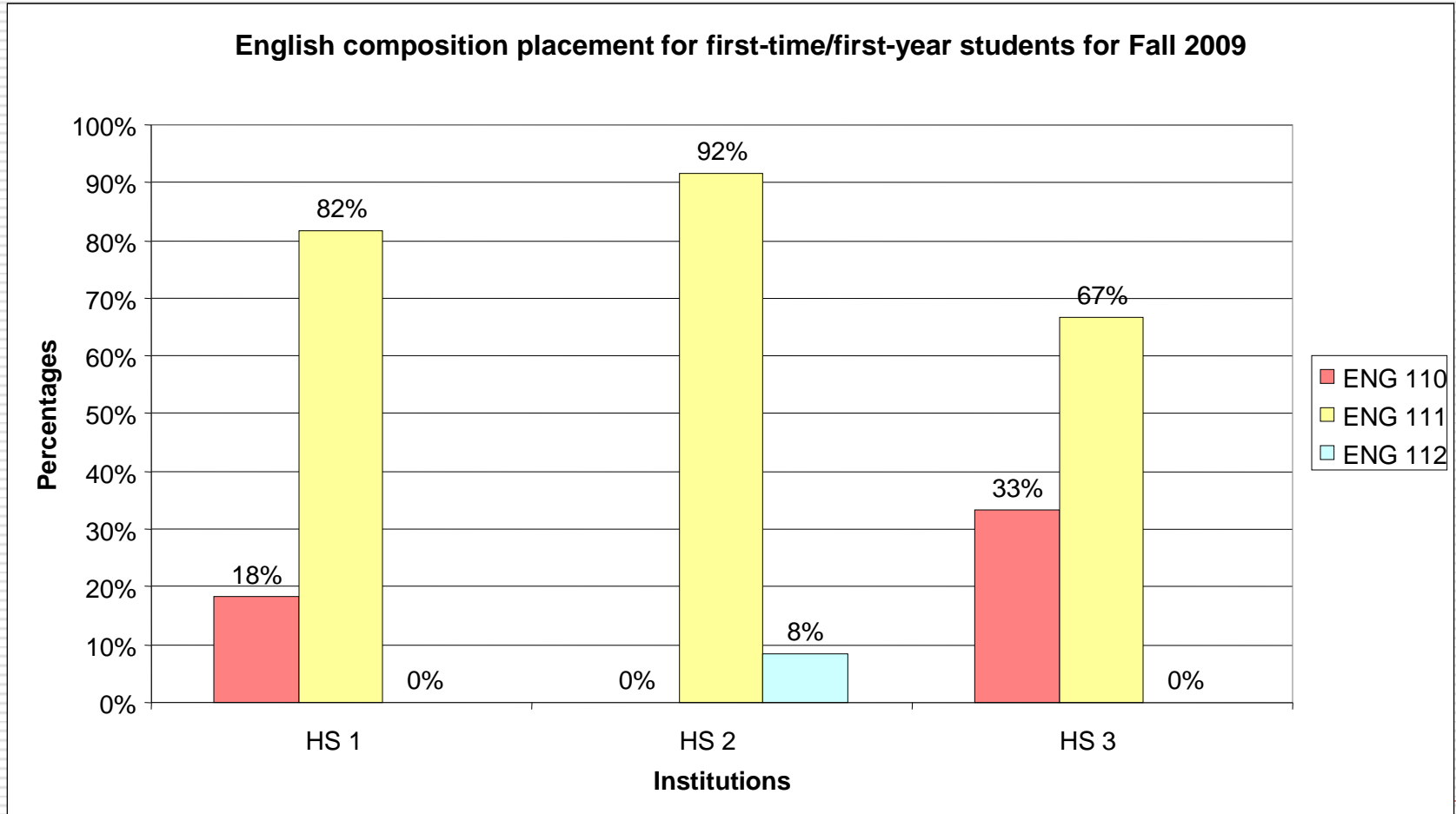
- ❑ Bridging the university faculty culture and the high school teacher culture
  - ❑ Alignment of learning outcomes at the high school level with the curriculum, instruction and assessment of the university
  - ❑ Evidence-based focus on student development and on the learning process
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# What is working for us (2 of 2)

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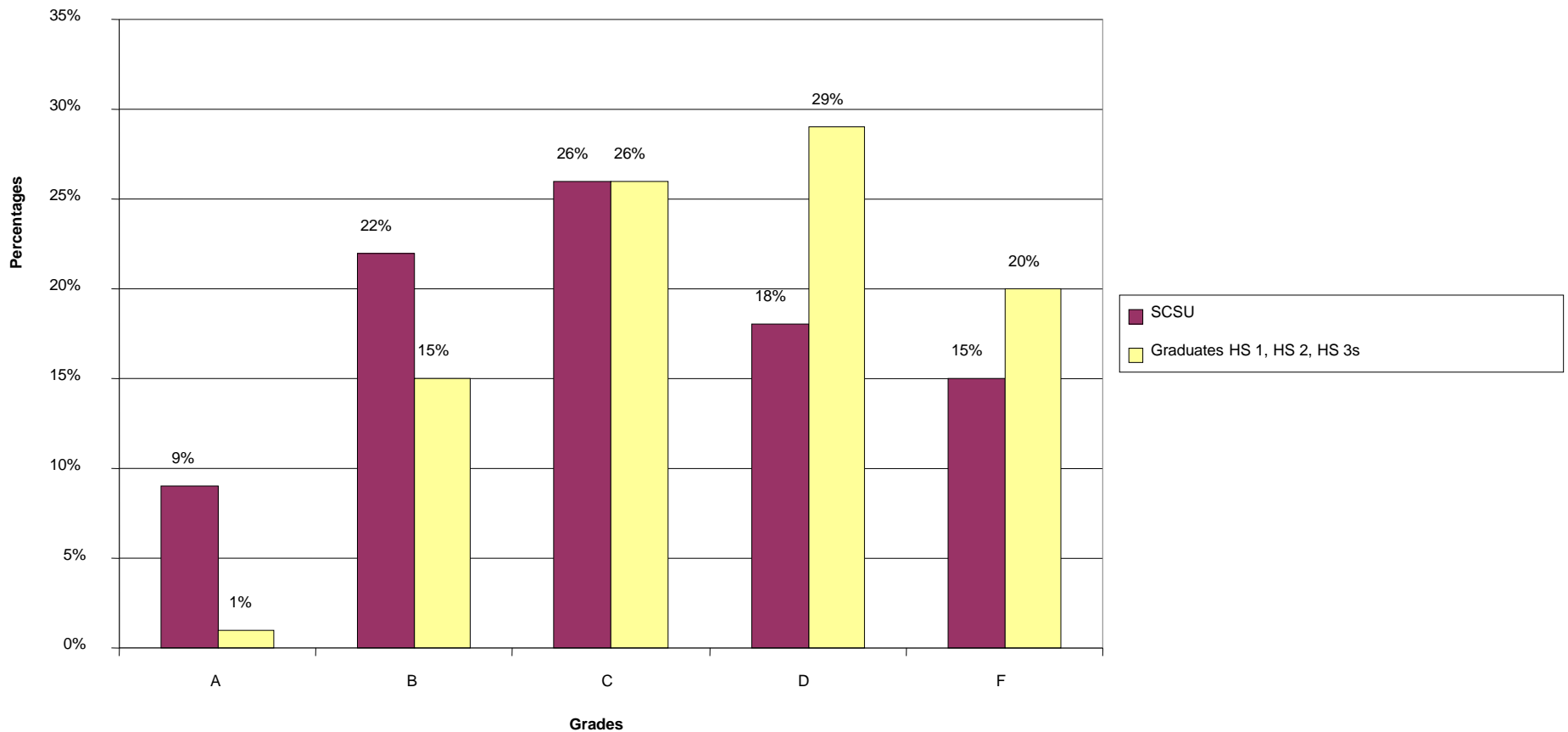
- ❑ Continuous improvement mindset
  - ❑ Students must see themselves and experience in full the pathway to college
  - ❑ Focus on the development of the whole student and their schools
  - ❑ Collaboration between leadership at the universities and the school districts
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# 2009-10 Student Placement



# MAT Grade Comparison

Grade comparison for MAT 095 (Fall 2007, Spring and Fall 2008)



# Procedures (1 of 3)

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- ❑ Intervention, not remediation
  - ❑ Align HS and IHE curriculum
  - ❑ HS and IHE faculty create instructional settings that promote intellectual vitality and habits of mind within high school juniors and seniors.
  - ❑ IHE and HS faculty pair up to conduct structured “walk-through” observations.
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# Procedures (2 of 3)

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- HS teachers observe freshman math and English classes at the university.
  - IHE teacher education faculty with expertise in literacy and language development function as consultants to project faculty regarding the link between adolescent reading and writing.
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# Procedures (3 of 3)

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- ❑ Pre-service IHE teacher candidates work alongside HS teachers.
  - ❑ Summer Institute on instructional practices link HS and IHE curriculum by bringing together HS faculty with IHE Math, English and HS teacher education faculty.
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# Preliminary Results

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- ❑ Students learn how to succeed in the IHE environment academically, socially, and culturally.
- ❑ Converge equity and access to IHE with high academic learning.
- ❑ IHE and HS partnership has moderately impacted HS student readiness for IHE.
- ❑ HS and IHE capacity to decrease the number of HS students that required remedial coursework upon entering IHE.