

# **College or Career For All NEU**

**THE STATISTICS**

How do we get kids to continue  
this type of enthusiasm?



# How do we give kids a dream?



# What ideas are marketed now?

- \* Discuss with your neighbor things that are directly marketed to kids





- Think back through your life. What caused you to go to college? Why did you decide to take that path?
- Share with a partner.
- When should we start kids thinking about college or their futures?
- Share your thoughts with a partner.



If **poverty** is the illness

and **college** is the cure,

then our behavior should match that.

College readiness is *not* the idea that *every* student will go to college. It is the idea that *every* student deserves the *opportunity* to be prepared to enroll in college *if* they so *choose* to attend upon high school graduation.



# Points to Ponder...

- The potential of an individual student is limited only by the desire for an adult to draw upon it.
- Teams that truly collaborate focus on new, better, data-driven ways to impact student learning.
- The most commonly spoken language at our school is data!
- College readiness begins the moment students step foot in kindergarten.



# Why is it so important?

- \* First we had an agriculture-based society
- \* Next we had a society based on industrialization.
- \* Now, our society requires workers to perform much more complex work.

# **Our world's economy has changed....**

- **Not all kids are going to college – cost, location, sheer numbers....**
- **Well paying, low-skilled jobs are disappearing**
- **Employers report difficulty finding skilled workers**
- **Increasingly business is moving jobs to other countries (exported jobs)**
- **We import H1b visas at increasing levels (Imported workers)**
- **Employers and employees often do not have long-term commitment to employment arrangements**
- **The high school graduate who goes to a Tech School, then to Toyota Master Tech School will read more pages, at a more difficult reading level, than the student attending UC Davis to become a doctor**

International Center for Leadership in Education and National Chamber of Commerce

# Personal Prosperity:

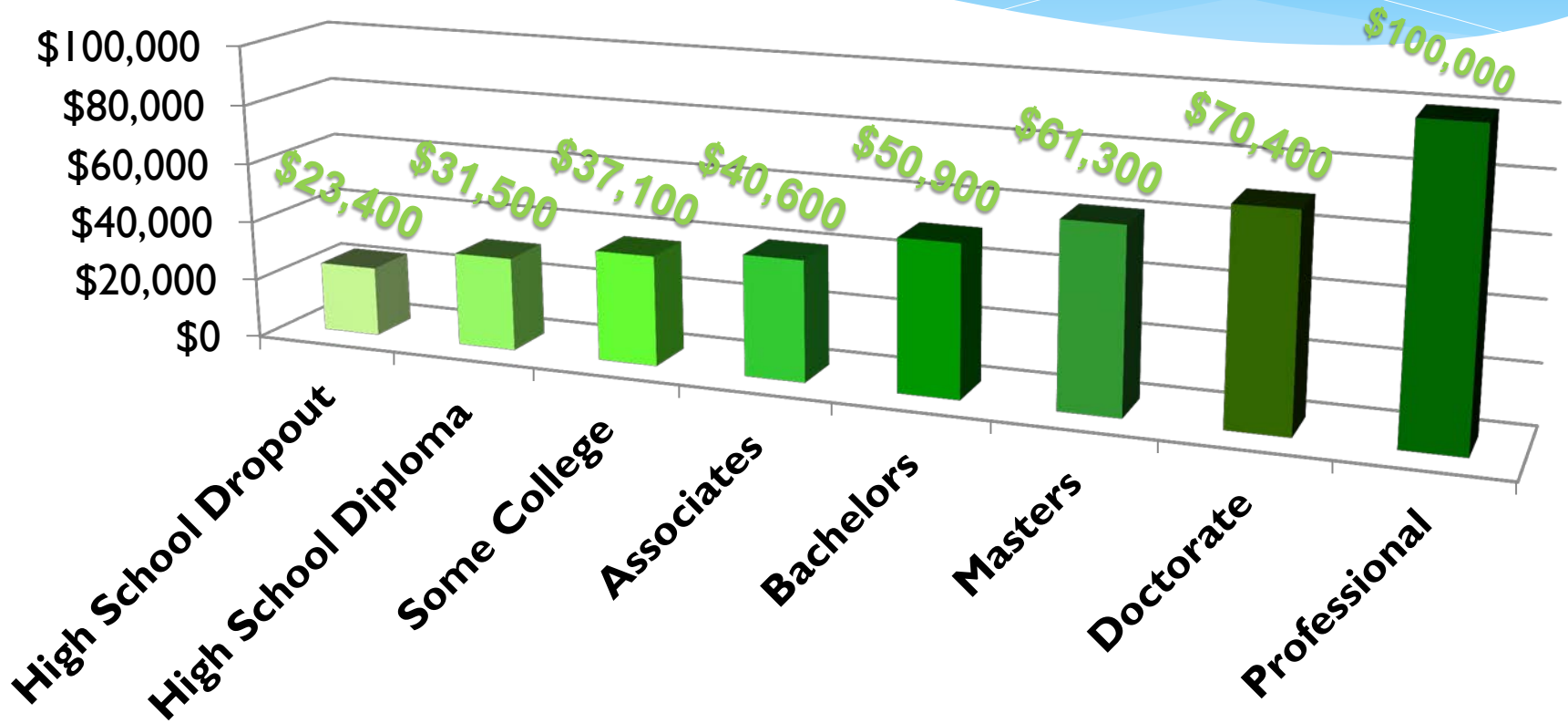
*A 25 year-old working to age 62 with a bachelor's degree will earn \$800,000 more than a high school graduate.*

- “The study projects that an individual with
  - a masters degree earns 93% more
  - a bachelor's degree earns 61% more
  - some college or associates degree earns 19-28% more over a lifetime than a high school graduate

- 2006 Census Bureau; 2007 College Board study “Education Pays.”



# Yearly Earnings by Education Level





High School graduates generate income just above the federal poverty level, and most jobs list college as the ticket to more income opportunities.



p o v e r t y

High School dropouts generate average income below the federal poverty level.

If our children who live in generational poverty ever hope to enjoy a *middle-class lifestyle*, it will only happen because we figured out ways to help them get the education they need to be competitive in today's world.

jobs

pay for basic necessities

**careers**

ALLOW OPPORTUNITIES FOR

**quality of life improvements**

(INCREASED INCOME,  
RETIREMENT PLANS, MORE  
DESIRABLE ITEMS FOR  
COMFORT, BETTER HEALTH  
CARE....

## **HIGHLY EDUCATED**

(some college or higher)

- Lived 7 years longer (average)
- Decline in deaths in individuals with 16 years of education but not for those with high school diploma or lower
- Experience rising life expectancy
- Have better access to preventative health care

## **LOW EDUCATED**

(high school diploma or lower)

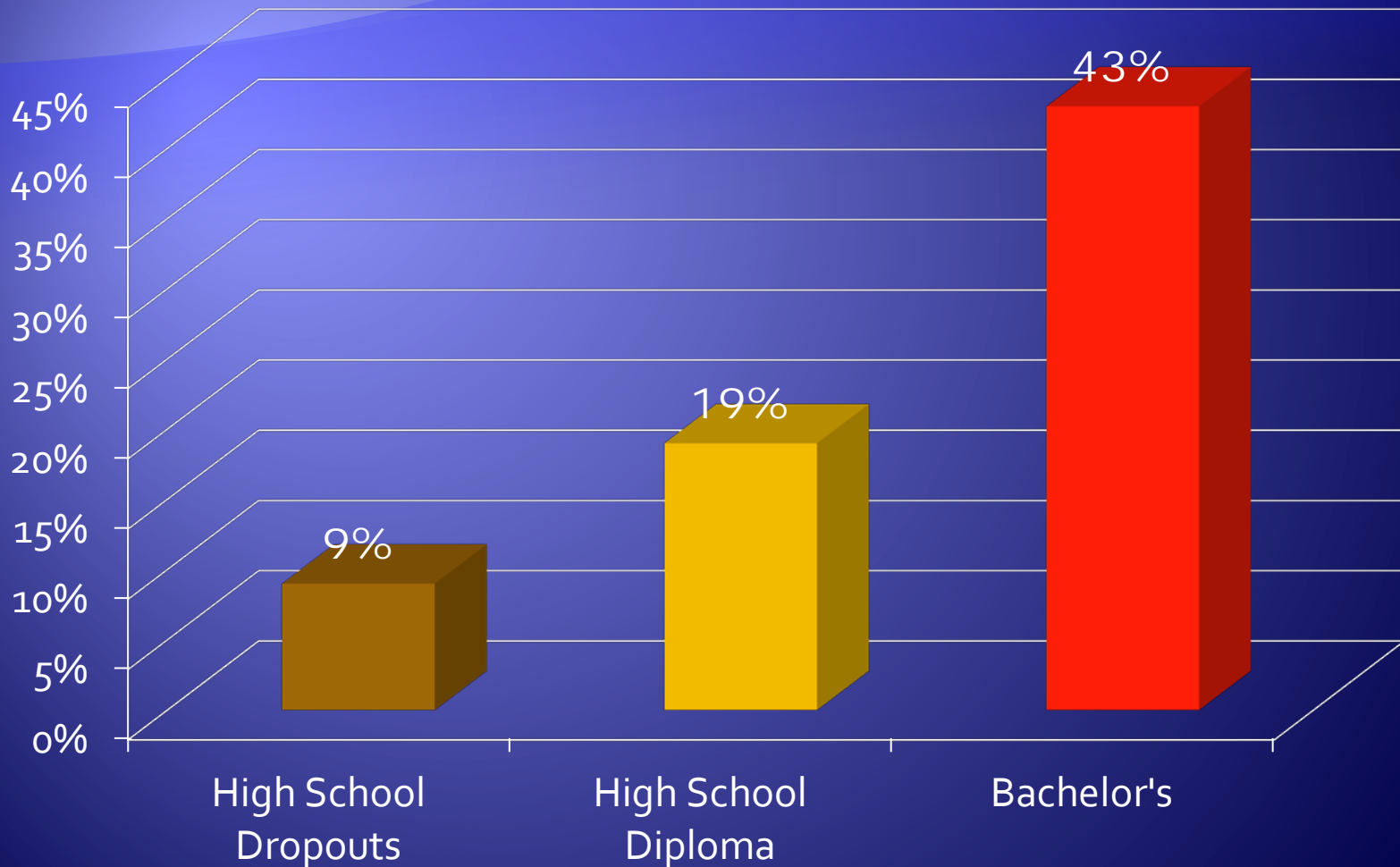
- Declining life expectancy
- Have more risk factors for cancer (smoking, obesity)
- Have less access to preventative care

Health Affairs 2008 Study “The Gap Gets Bigger: Changes in Mortality and Life Expectancy by Education”

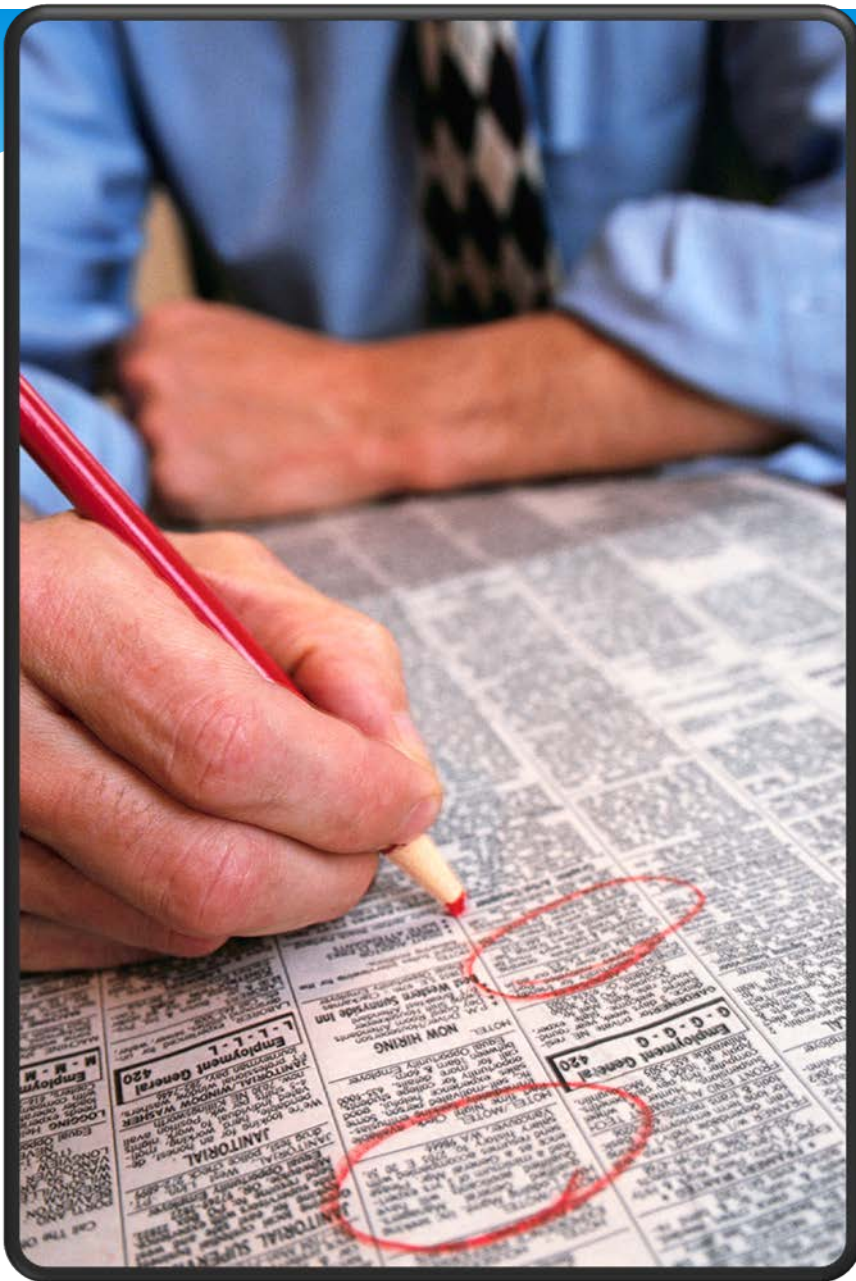


Society as a  
whole  
benefits from  
education.

# 2006 Volunteer Rates



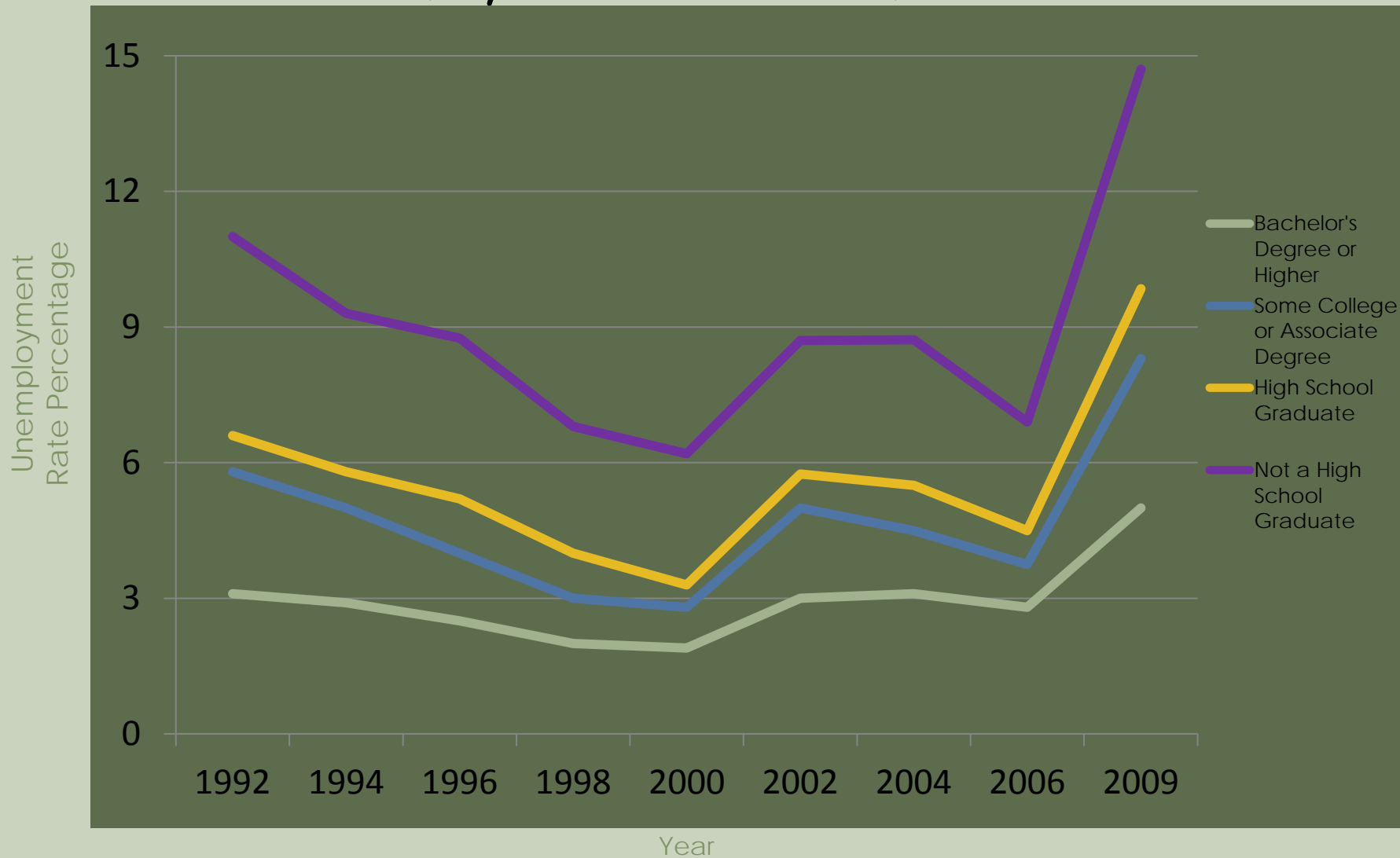




# workforce statistics

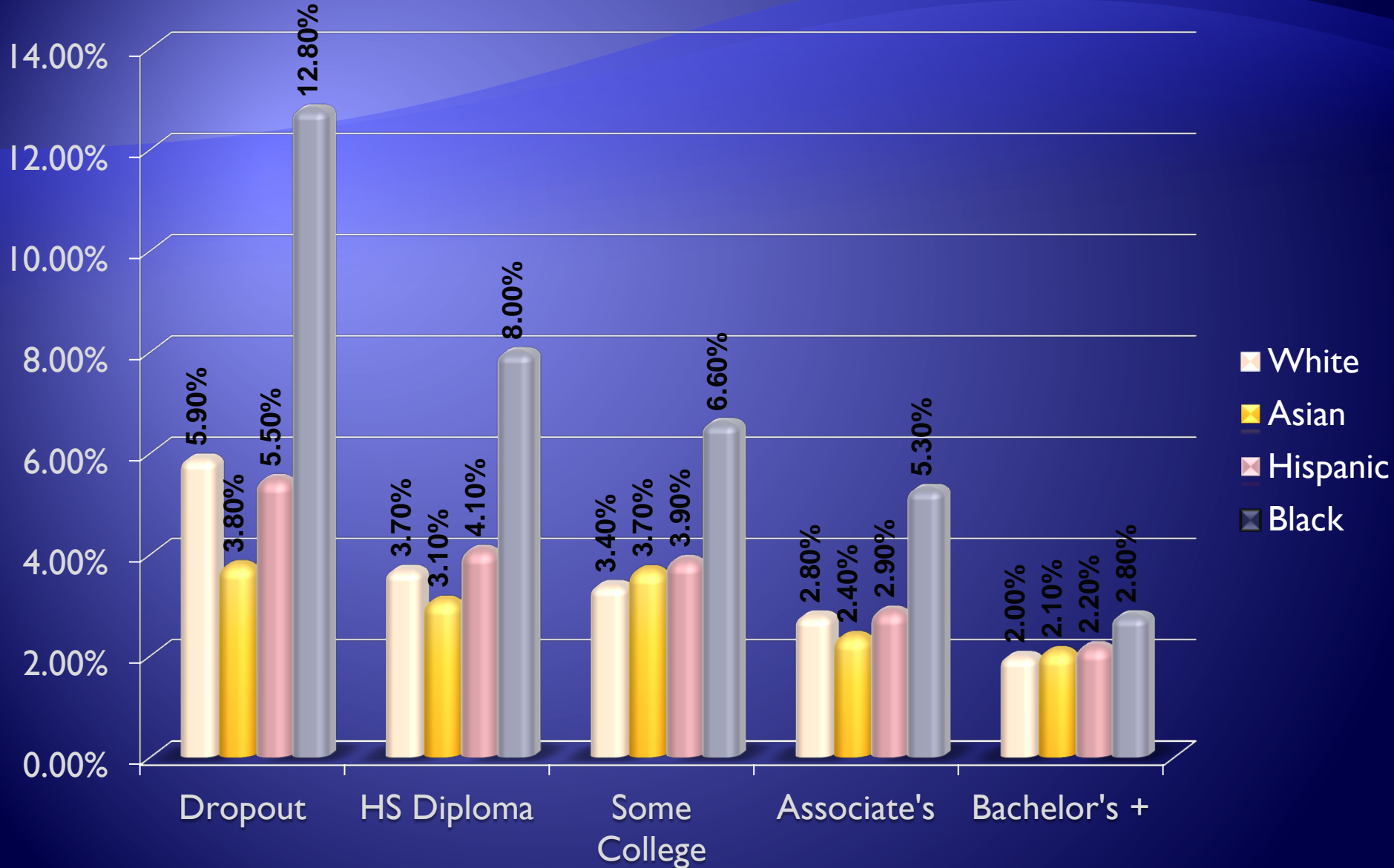


# Unemployment Rates Among Individuals Ages 25 and Older, by Education Level, 1992-2009





# UNEMPLOYMENT BY ETHNICITY

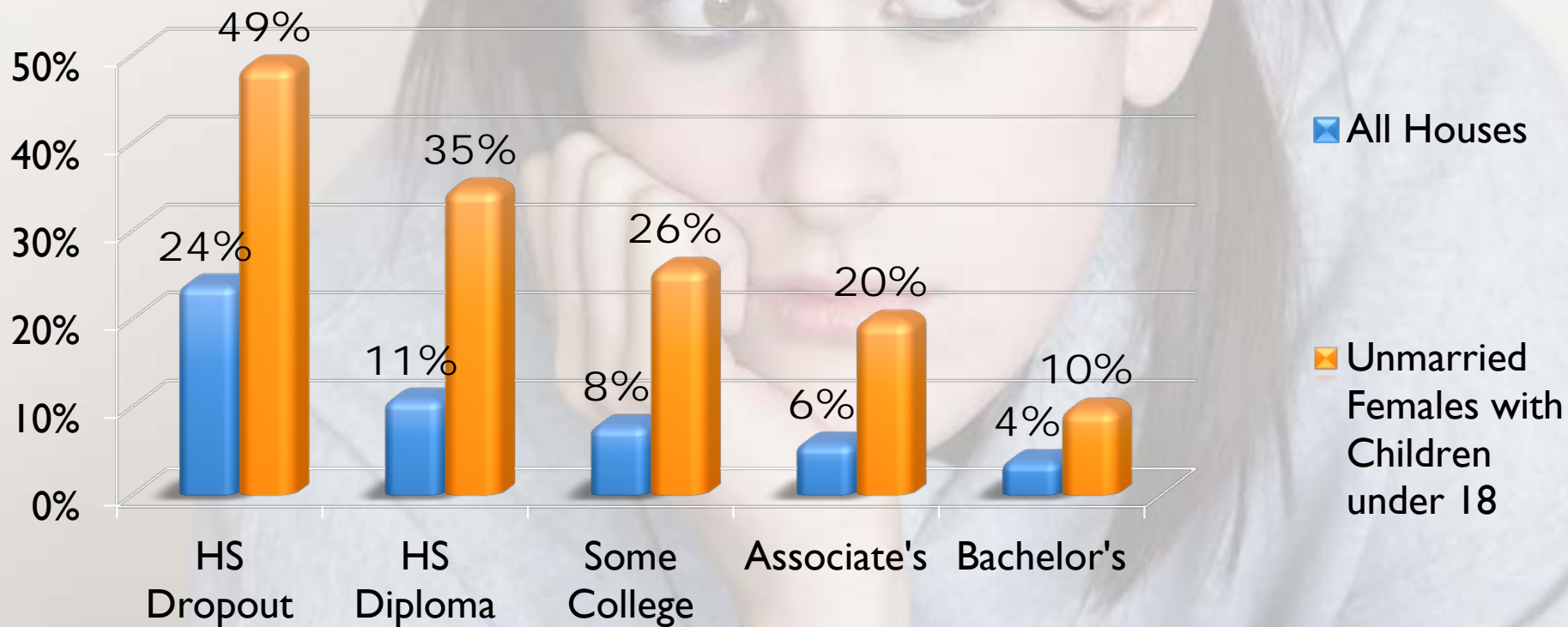


US Dept of Labor, 2007 "Education Pays" 2007

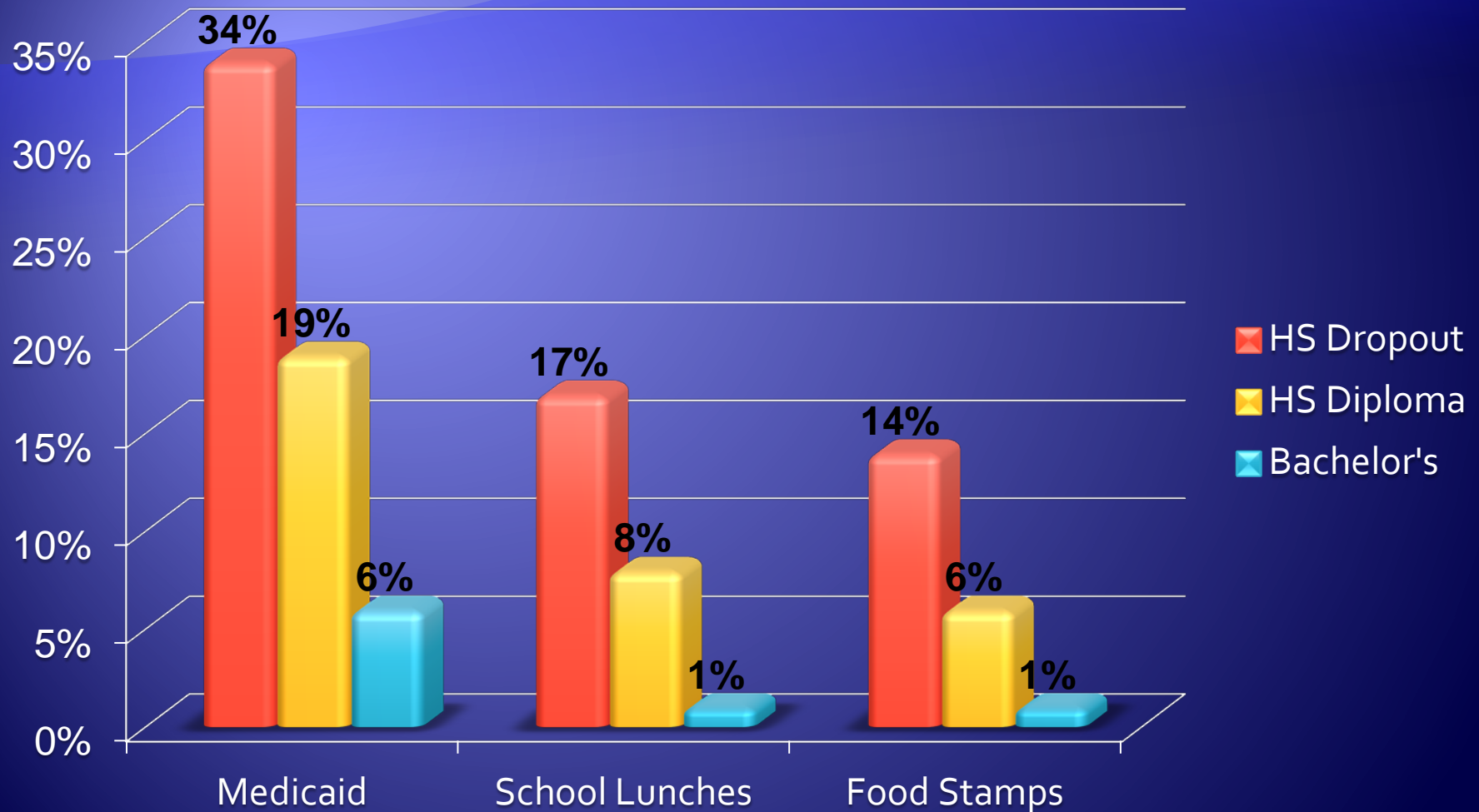


poverty  
poverty  
poverty  
poverty  
poverty  
poverty

Single mothers who have dropped out of school are nearly **5 times** as likely to live in **poverty** as those with a bachelor's degree.



# Percentage of Adults Living in Households Participating in Public Assistance Programs





A large, thick black circular arrow with a break in the top and bottom, forming a circle. The word "BREAKING" is written in the center of the circle in a bold, red, 3D-style font. Below the word, the text "the cycle of poverty" is written in a smaller, white font. The background is a dark blue gradient.

**BREAKING**

the cycle  
of **poverty**



**STARTS WITH EDUCATION**



**COLLEGE FOR ALL**



# We have

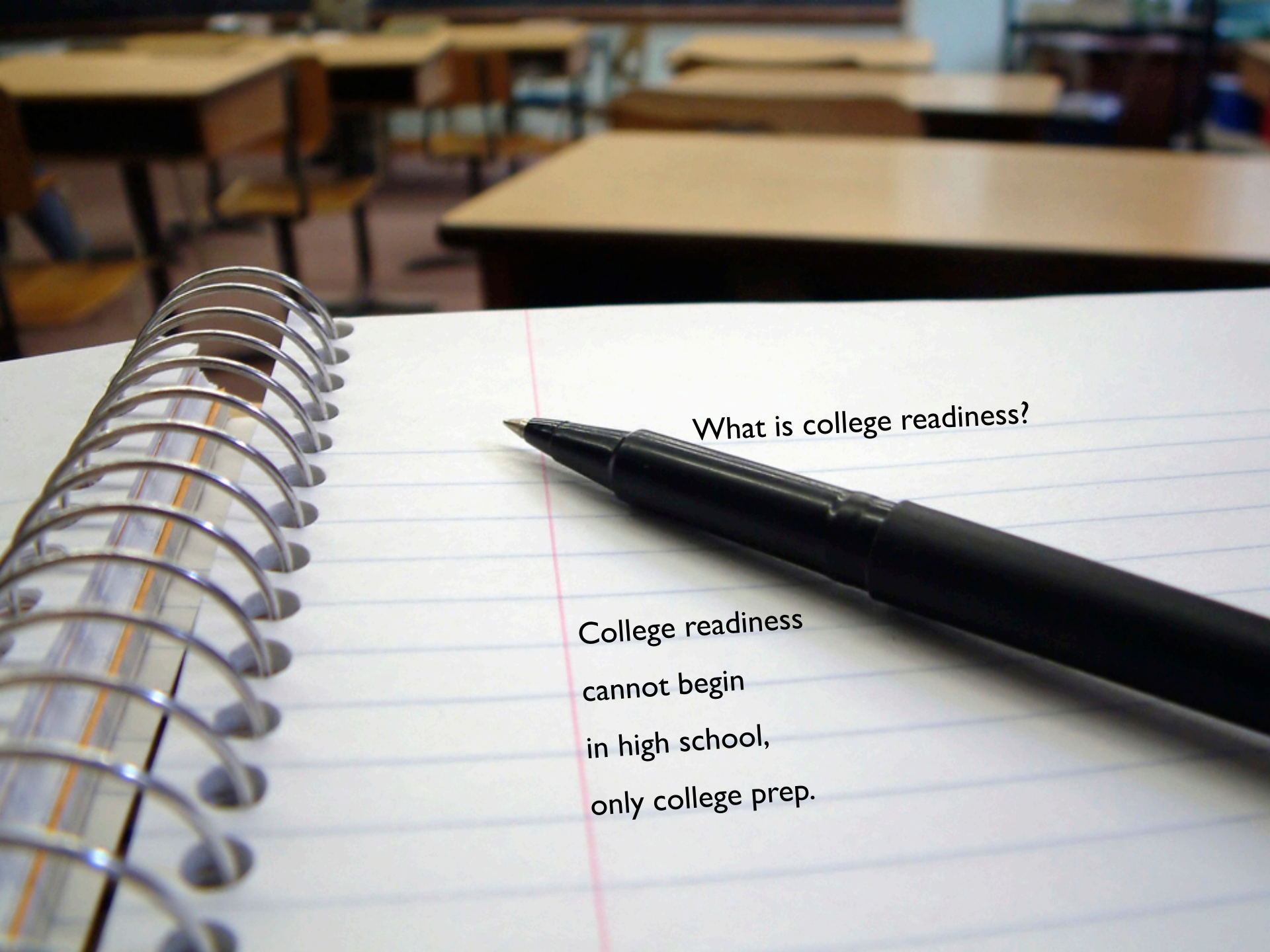
ME USA

**greater access to strategies and ideas  
proven to make a difference...**

**...but we wait too long to act. We  
throw blame at lack of funding,  
massive educational  
bureaucracies,  
etc.**





A black pen lies diagonally across a spiral-bound notebook. The notebook is open to a page with horizontal blue lines and a vertical red margin line. The background shows a classroom with several wooden desks and chairs, slightly out of focus.

What is college readiness?

College readiness  
cannot begin  
in high school,  
only college prep.





**HOW?**

# The No Excuses University Network

No Excuses University is a network of elementary, middle, and junior high schools across the United States. These schools actively promote a comprehensive model of college readiness to all students the moment they begin elementary school.

Characteristics

Join the Network

Upcoming Training

NEU News

Every No Excuses University has a well-defined process for identifying and creating the following exceptional systems:

1. Culture of Universal Achievement
2. Collaboration
3. Standards Alignment
4. Assessment
5. Data Analysis
6. Interventions

In addition, every No Excuses University campus works diligently to expose students to powerful college symbolism.

This symbolism is seen in the college flags and banners hung on every door, felt through the close partnerships forged between classrooms and universities, and heard in the college chants that exist at each grade level.

For more information about the systems that support a No Excuses University, read the book [TurnAround Schools, Creating Cultures of Universal Achievement](#).



# **What do great schools do?**

**They create cultures of universal achievement**

**They develop exceptional systems**



# Ok, sooooo, what does that mean?

- \* **Continue to build exceptional systems of alignment, support, and instruction that empowers this belief within our staff:**
- \* *....that each child is capable of meeting academic standards in reading, language arts, and math, AND that the school has the power to make that opportunity a reality.*



Marketing inspires people and it creates symbolism.

It stands for something that prompts a specific thought.

**Powerful** symbolism is the **VISIBLE** marketing of the school's

**#1 GOAL.**



University Adoptions:

Every class adopts a different university. Must ensure an exposure to many different universities/colleges across the country.

Office, cafeteria, custodian, everyone adopts.

Hang banners outside doors once selections are made.

Students set personal goals.

Promote scholarliness!





**Promote by grade levels.**



# Elementary grades – promote 4-year universities







Middle School –  
Add community  
colleges to the mix.



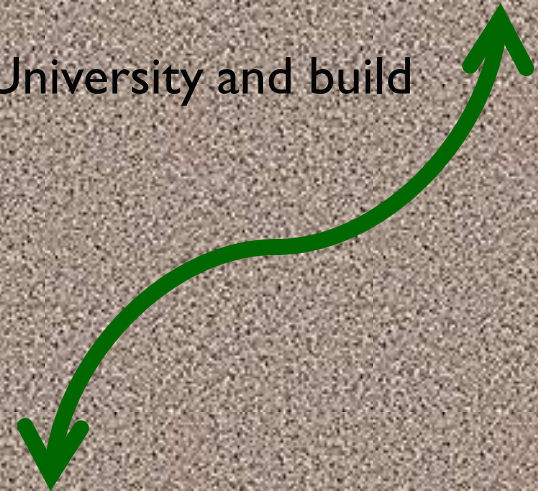


High School –  
Add trade/tech  
schools.

# Classroom Bulletin Boards



Teachers, parents, and students find facts about their University and build boards that can change as more information is found.



# College-Bound Bulletin Boards

Parent pictures with push pins, string, and label identifying where people attended college.

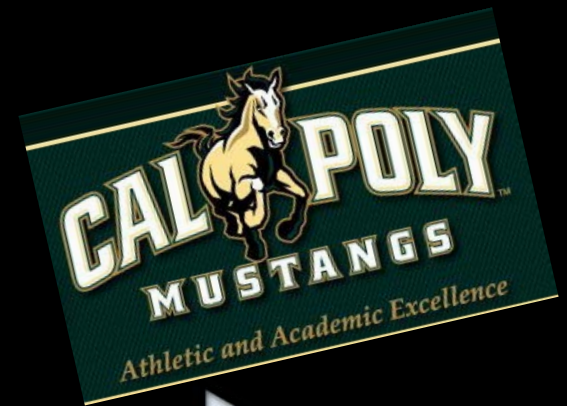






# Monday Spirit Wear

Create shirts with college readiness focus that markets your message.



# Friday University Gear

College shirts or class art project or college colors.



# CHARACTER TRAITS

Character Counts!  
Make character a main focus  
of how to get to college  
as well.



# Murals

Paint reminders of connection between college bound ideas and character traits chosen or do a grade level promotional gift from exiting 5<sup>th</sup> or 8<sup>th</sup> graders.





Well-placed signage can change the atmosphere of a school.



These books tell the story of a university through the eyes of the mascot.

Good to have in your library!







## College-Themed Incentive Programs

- Reading programs turned into “read your way to college”
- Rewards labeled (*i.e.*, bachelor’s, master’s, Ph.D., etc.)

# NO EXCUSES

# NO EXCUSES

## **Begins with the staff!**

- **Not a single school turned around until “individuals” made the decision to cast aside beliefs of “what should be” and focus on “WHAT IS”**



**STEP ONE: Staff openness to promotion of college readiness.**



**STEP ONE: Staff buy-in.**

**STEP TWO: Define language to promote college.  
Develop lists of words that are infused in  
conversations with kids.**

STEP TWO: Define language to promote college.

STEP ONE: Staff buy-in.

**STEP THREE: Seek ways to integrate college in existing content.**

**STEP THREE:** Integrate college in existing content.

**STEP TWO:** Define language to promote college.

**STEP ONE:** Staff buy-in.

**STEP FOUR: Explicitly model college readiness behavior and expectations to students.**

STEP FOUR: Model college readiness.

STEP THREE: Integrate college in existing content.

STEP TWO: Define language to promote college.

STEP ONE: Staff buy-in.

*College or*

*Career for*

*All!*

