

College Readiness Annotated Bibliography



Camara, W., O'Connor, R., Mattern, K., and Hanson, M. (2015). [*Beyond Academics: A Holistic Framework for Enhancing Education and Workplace Success*](#). ACT Research Report Series 2015 (4), ACT, Inc.

ACT compiles its research indicating that success in college and career requires skills and competencies in multiple domains, not just academics. The report defines four domains: core academic skills, cross-cutting capabilities, behavioral skills, and education and career navigation skills.

Carnevale, A. P., Smith, N., & Strohl, J. (2013). *Recovery, Job Growth and Education Requirements Through 2020*. Washington DC: Georgetown University Public Policy Institute Center on Education and the Workforce. cew.georgetown.edu/recovery2020

The Center on Education and the Workforce at Georgetown University's Public Policy Institute publishes many helpful reports about the connections between education and earnings. This report specifically looks at the effects of the recession and recovery on employment and job loss relative to level of education, and predicts where the jobs will be in 2020. The executive summary provides highlights and graphics. The main take away are that those with a college education have not only fared better during the recession and have led job growth in the recovery, and that a postsecondary credential is increasingly required for employment.

Carnevale, A. P., Jayasundera, T., & Hanson, A. R. (2012). *Career and Technical Education Five Ways That Pay Along The Way to the B.A., Executive Summary*. Washington DC: Georgetown University Public Policy Institute Center on Education and the Workforce.

While this executive summary looks at more than just associate's degrees and certificates, it has information about why high skilled training leads to high skilled careers. The point that not everyone needs to attain a Bachelor's degree is made well by the authors' findings. One of the most compelling points is that, "There are 29 million jobs in the United States that pay \$35,000 or more on average and don't require a Bachelor's degree" (Carnevale, Jayasundera, & Hanson, 2012, p. 2).

Consortium on Chicago School Research (2008). *From High School to the Future: Potholes in the Road to College*. Chicago: Chicago Public Schools.

www.ccsr.uchicago.edu/downloads/1835ccsr_potholes_summary.pdf

This study identifies obstacles that prevent students – especially low-income students and students of color – from successfully navigating the college search and application process, and recommends strategies that schools and systems can use to help students overcome those barriers.

Conley, D. T. (2011). [*Redefining College Readiness*](#) Volume 5. Eugene: Educational Policy Improvement Center.

David Conley is a researcher at the University of Oregon who has written seminal pieces on the topic of college and career readiness including *College Knowledge* (2008) and *College and Career Ready* (2012). He is also the CEO of EPIC, Educational Policy Improvement Center. This comprehensive paper begins with many of the current means used to determine college readiness followed by a comprehensive definition of college readiness and its components. Helpful to practitioners are the sections on ways to measure each of the dimensions of his definition, implications of that definition, what schools can do to foster college readiness through support of students and teachers and what students can do to develop their own college readiness.

Conley, D. T., & McGaughy, C. (2012, April). *College and Career Readiness: Same or Different? Educational Leadership*, pp. 28-34.

Conley and McGaughy provide a brief description of how college and career readiness has been defined. They go on to synthesize the outcomes of the many studies Conley and others have done regarding the necessary skills students need to possess and opportunities they need to have to be successful in college. In addition, they outline four key steps that schools can take to help students in getting ready.

Duckworth, A., Peterson, C. (2007). Grit: Perseverance and Passion for Long-Term Goals. *Journal of Personality and Social Psychology*, vol. 92, no. 6, p. 1087-1101.

The noncognitive trait of grit, defined as perseverance and passion for long-term goals, is highly correlated with numerous success outcomes. It indicates that success is not just based on talent, but the application of talent over time.

Dweck, C. S. (2010, January). Mind-Sets and Equitable Education. *Principal Leadership*, pp. 26-29.

A professor of Psychology at Stanford University, Carol S. Dweck wrote the highly popularized *Mindset: The New Psychology of Success* (2007). In this article, she takes the principles of her research and findings about fixed mind-set, the belief that intelligence is static, and growth mind-set, the belief that intelligence can be developed, and applies them to students and teachers with the focus of equity in education. She outlines her famous study of struggling seventh grade math students in New York City to first illustrate the two mind-sets and goes on to describe the role teachers have in forming those beliefs in students. She concludes with the premise that if teachers and administrators communicate to students that intelligence is not fixed and can be developed, that stereotypes may be changed and achievement gaps could be closed.

Kirst, M. W. (2004, November). The High School/College Disconnect. *Educational Leadership*, pp. 51-55.

A professor at Stanford University, Michael Kirst has served as the president of the California State Board of Education and in many positions within the federal government. In his article, Kirst highlights the positive outlook of students' aspirations of attending college though that it is often dampened by the disconnect that exists between secondary and postsecondary education. He discusses the mixed signals that are sent to students. He illustrates the gaps for students of low-income backgrounds and students of color as far as getting information and being groomed for college. He ends the article with strategies that make sense for policymakers and practitioners.

Kotter, J. (March-April 1995). *Leading Change: Why Transformation Efforts Fail*. Harvard Business Review.

Kotter explores change initiatives that have failed and identifies eight common errors, related to his eight step change model.

Savitz-Romer, M., & Bouffard, S. M. (2012). *Ready, Willing, and Able: A Developmental Approach to College Access and Success*. Cambridge: Harvard Education Press.

In this easy to understand book, Savitz-Romer and Bouffard break the work into two parts: Changing the Conversation and Changing the Approach. The power of their book lies in an in-depth look at applying developmental theory to college readiness. Their chapters read like a "how to" on preparing students to be college ready, and marry theory and practice with practical ideas for the adults who work with students. One of the key insights in *Ready, Willing and Able* is that this is not the work of only schools. The authors continually reference the role of out of school time adults who are also important in supporting students in the developmental process.

Tierney, W. G., Bailey, T., Constantine, J., Finkelstein, N., & Hurd, N. F. (2009). *Helping students navigate the path to college: What high schools can do: A practice guide* (NCEE #2009-4066). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wvc/publications/practiceguides/>

A panel of experts review research evidence as a guide for schools who want to increase access to higher education. It identifies five strategies with the strongest evidence of effectiveness. They are: 1. Offer courses that prepare students, 2. Utilize assessment measures so student aware of how prepared they are, and address deficiencies, 3. Surround students with adults and peers who build college-going aspirations, 4. Engage students in completing college entry steps, and 5. Increase families' financial awareness and assist students in applying for aid.