

# Early Middle College Literature Review for Career and College Readiness<sup>1</sup>

This section of Michigan’s Early Middle College Toolkit offers practitioners a brief review of the literature surrounding career and college readiness. What follows is a compilation of scholarly articles that are organized into four categories including Key Cognitive Strategies, Key Content Knowledge, Key Self-Management Skills and Key Knowledge About Post-Secondary Education.

Early Middle College leaders in Michigan also recommend reading ***Differences That Make A Difference***, authored by Dr. Beverley Geltner, Dr. Chery Wagonlander and Kerry Moore. This single case study provides a foundational perspective for establishing the climate and culture of an Early Middle College. Collectively, these research publications provide both philosophical and practical contexts, that when strategically aligned, can yield high school success and college readiness. The expectation and hope is that educators continue to expand their knowledge beyond these articles to foster continuous improvement throughout the Early Middle College journey.

\*\*The following Articles are sorted by “The Big Four” Dimensions of College Readiness\*\*<sup>2</sup>

## I. Key Cognitive Strategies

Article: Conley, David. T. (2013). *College and Career Ready: Helping All Students Succeed Beyond High School*. San Francisco, CA: Jossey-Bass.

### Summary:

David Conley describes the struggle of preparing high school students for college. Feeling that secondary education is failing to provide the knowledge and support needed for students to succeed in whatever career path they choose. Conley dives into the definition and logic of what it means to be “college and career ready”, by in stating that students need to possess a key set of skills, that can be obtain through courses from a postsecondary institution. To achieve this goal of preparing students for their futures, there needs to be a process and policy change, to test and implement ideas, in

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<sup>1</sup> Compiled and Annotated by Sean Mueller, MDE Early Middle College Intern. Summer 2018.

<sup>2</sup> Dr. David Conley, Oct. 2008, *Educational Leadership*, Vol. 66, Number 2

creating a bond between the secondary and postsecondary institutions to collaborate and prepare a student's future.

Article: Webb, Michael., & Gerwin, Carol. (2014). Early College Expansion: Propelling Students to Postsecondary Success, At a School Near You. *Early College Design - Jobs for The Future*, 1-18.

Summary:

This article talks about the growing idea of the early college program for high school students. Talking the ongoing concept of "college for all", Webb and Gerwin see the impact and success the program has made in the United States. The idea of giving underserved high school students the opportunity of staying ahead and gaining college credit or a technical certificate to go into a desired workforce. Showing nation-wide statistics on the impact of the program and finding what school districts across the country are doing to have these programs in their communities.

Article: Marzano, R., & Toth, M. (2014). Teaching for Rigor: A Call for a Critical Instructional Shift. *A Learning Sciences Marzano Center Monograph*, 1-24.

Summary:

This article finds that based on standardized test scores, teachers are not preparing students enough for their postsecondary careers. By focusing on the Common Core model as well as other methods that can help teachers prepare lessons that meet with ideals of career and college readiness. Ways of teaching lessons by interacting with the new content and practicing it, having a deeper understanding, using cognitively complex tasks that generate and test hypotheses. Using these types of skills will help better students in preparing them for whatever future they may have, whether it be in a postsecondary institution or in the workforce.

Article: Barnett, E., Bucceri, K., Hindo, C., & Kim, J. (2013). Ten Key Decisions in Creating Early Colleges. *NATIONAL CENTER FOR RESTRUCTURING EDUCATION, SCHOOLS AND TEACHING*, 1-42.

Summary:

This article goes into the philosophy and steps into creating an early college. Focusing on the targeted pupil population, the curriculum, support, and partnering with postsecondary institutions. Creating a guide to have better understanding in what goes into an early college and how much of a difference it makes in a student's life.

## II. Key Content Knowledge

Article: Vargas, J. (2017). Building Early College Pathways to STEM Career. *Jobs for the Future*, 1-15.

### Summary:

Joel Vargas shows the success of programs in the United States that have built early college programs to develop pathways into STEM careers (Science, Technology, Engineering, and Math). These programs help students that do not want to go to a two or four-year college but are able to receive an associate degree or technical certificate in the fields of automotive or health. This article talks about the successes and struggles these early college programs have faced, while overall bringing to light the importance of success in the career field.

Article: David-Lang, J. (2016). *Getting Ready for College, Careers, and the Common Core: What Every Educator Needs to Know*. Retrieved from <http://s3.amazonaws.com/lisd/Getting-Ready-for-College-Career-and-Common-Core.pdf>

### Summary:

The article is a book summary on David Conley's *Getting Ready for College, Careers, and the Common Core* from The Main Idea, an education book summary organization. In the summary the author goes through each chapter in the book, summarizing the main points about how to prepare students for career and college readiness. With using the foundation of the Common Core standards, Conley suggests that when educating students, they need to focus more on applying what they are learning to life and career goals. He also talks about standardized testing and its importance for teachers, administrators, and government officials to use the data to better understand what they can do to apply overall thinking into the curriculum. Overall, the book summary gives ideas to educators on what to do in the classroom to apply the base-line theories of the Common Core method to Conley's dimensions of college readiness.

Article: Rivin, G. (2016). *Competency-Based Education: An Overview for Michigan's Superintendents*.

### Summary:

This report was made for The General Education Leadership Network of the Michigan Association of Intermediate School Administrators, on the thoughts of changing Michigan's school structures to Competency-Based Education. The research addresses important issues that are facing our

education system, i.e. dropout rates, test scores, lack of career and college readiness. Competency-Based Education (CBE) is where students are scored not by completion of work and assessments, but on understanding. Requiring students to master materials before advancing, allowing more time for teachers to have flexibility in teaching core subjects and having them integrated with each other. Pulling examples from schools in New Hampshire and Maine, the report provides advantages and disadvantages in restructuring school districts to follow CBE. Overall, this research is an outlook for both educators and state legislators to investigate CBE with the hopes of coming up with a solution that may help change the running of school districts in Michigan for the better.

### **III. Key Self-Management Skills**

Article: Dymnicki, A., Sambolt, M., & Kidron, Y. (2013). College & Career Readiness and Success Center: Improving College and Career Readiness by Incorporating Social and Emotional Learning. COLLEGE & CAREER READINESS & SUCCESS Center at American Institutes for Research, 1-23.

#### Summary:

This research article was done by the American Institutes for Research (AIR), on Social and Emotional Learning (SEL). The authors have found that with this theory of teaching students to learn how to have better social and emotional skills in everyday life they will be prepared for college or the workforce. The article goes in depth about the different ways in how to teach students about SEL and the different programs that focus on it. The overall idea the article brings is to understand the problems that are presented in today's high schools. But, by bringing in new ways for teachers to teach, learn, and understand their subjects, it will students to become well-rounded individuals.

Article: Lapan, R. T., Poynton, T., Marcotte, A., Marland, J., & Milam, C. M. (2017). College and Career Readiness Counseling Support Scales. *Journal of Counseling & Development, 95*(1), 77-86.  
doi:10.1002/jcad.12119

#### Summary:

This article is on how important it is for high school counselors to prepare students for career and college readiness. The study present data on what approaches counselors can take in ensuring every student is successful in graduating high school and moving towards their future goals.

Article: Hein, V. (2013). Predictors of Postsecondary Success. *COLLEGE & CAREER READINESS & SUCCESS Center*, 33(50), 1-16. Retrieved from [https://ccrscenter.org/sites/default/files/CCRS%20Center\\_Predictors%20of%20Postsecondary%20Success\\_final\\_0.pdf](https://ccrscenter.org/sites/default/files/CCRS%20Center_Predictors%20of%20Postsecondary%20Success_final_0.pdf)

Summary:

This article reviews research on what the best predictors for students to have postsecondary success. Going through the five types of education levels: early childhood, middle years, high school, postsecondary, and adult education. In each level they find that students should have a broad range of benchmarks students need to pass before going on. The categories that these benchmarks fall under are: indicators, predictors, and other potential factors. Each level has a set up table with these categories, to determine where a student should be when they are at a certain level. The benchmarks are important to a student's education to have a successful postsecondary career.

#### **IV. Key Knowledge About Post-Secondary Education**

Article: Adelman, C. (2006). THE TOOLBOX REVISITED: Paths to Degree Completion from School Through College. *U.S. Department of Education*, 55.

Summary:

This comprehensive research study examines college credits earned by the second calendar year of college as a predictor of completion. The study presents overwhelming evidence that suggests that students who never completed a bachelor's degree were already lagging by 25 credits when compared to their peers who completed a bachelor's degree. The article also points to factors such as attendance, full-time enrollment status, continuous enrollment, and earning a minimum of 20 credits during the first calendar year, as additional factors that impact college completion.

Article: Barnett, E. (2018). Differentiated Dual Enrollment and Other Collegiate Experiences. *National Center for Restructuring Education, Schools & Teaching*, 1-17.

Summary:

This article talks about how high schools are starting to partner with higher education to increase dual enrollment as well as other career fields with the STEM Early College Expansion Partnership (SECEP). With every student having their own interests and goals, they can learn valuable work-

related skills that are geared towards the student's personal skills. This introduces the idea that not all students need to be in an advanced class to get college or work experience, every student should have the opportunity to succeed in whatever they choose to do after high school.

Article: Vargas, J., & Miller, M. (2011). Early College Design: An Increasingly Popular College - Readiness strategy for School Districts to Reach More Traditionally Underserved Students. *American Association of School Administrators*.

Summary:

This gives an example of the success and impact of the early middle college model, from Texas. The story of a Superintendent's goal to increase the district's graduation rates, giving a chance for those students less fortunate to experience a postsecondary education and earn some college credits. This Administrators design for the program came with many successes and struggles, bringing a new type of structure to the schools, while receiving tons of support from families and the community. Showing the true work behind giving struggling students a chance to shine and instilling in them a bright and better future.