

Assessment of the Florida College and Career Readiness Initiative:

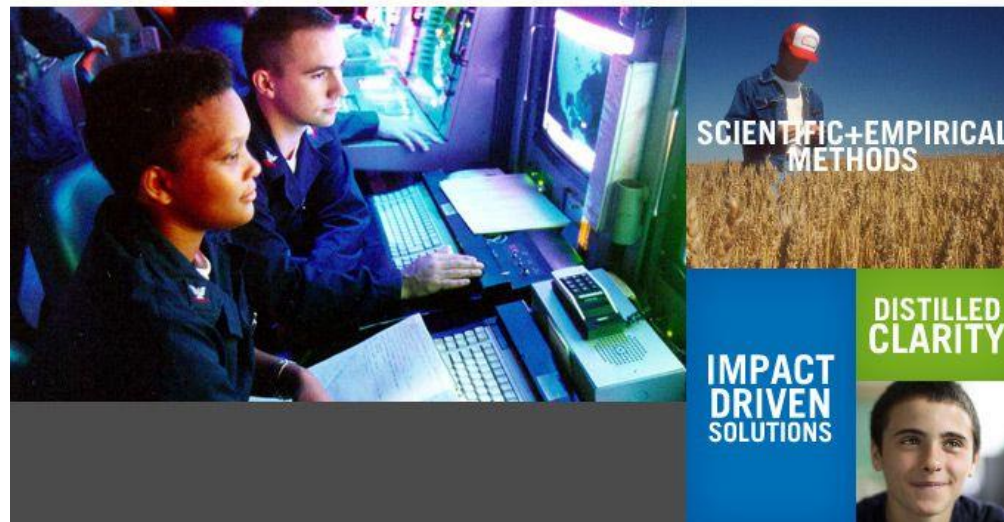
Christine Mokher, CNA Education
Lou Jacobson, New Horizons Economic Research
Julie Harris, CNA Education

FSU Center for Postsecondary Success
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Introduction

- Who we are
 - CNA is a nonprofit research organization founded in 1942.
 - Over 400 researchers in a broad range of academic disciplines
 - Headquartered in Arlington, VA
 - Additional staff in other locations including Miami, FL
 - We provide:
 - Applied research
 - Program evaluation
 - Policy analysis
 - Technical assistance

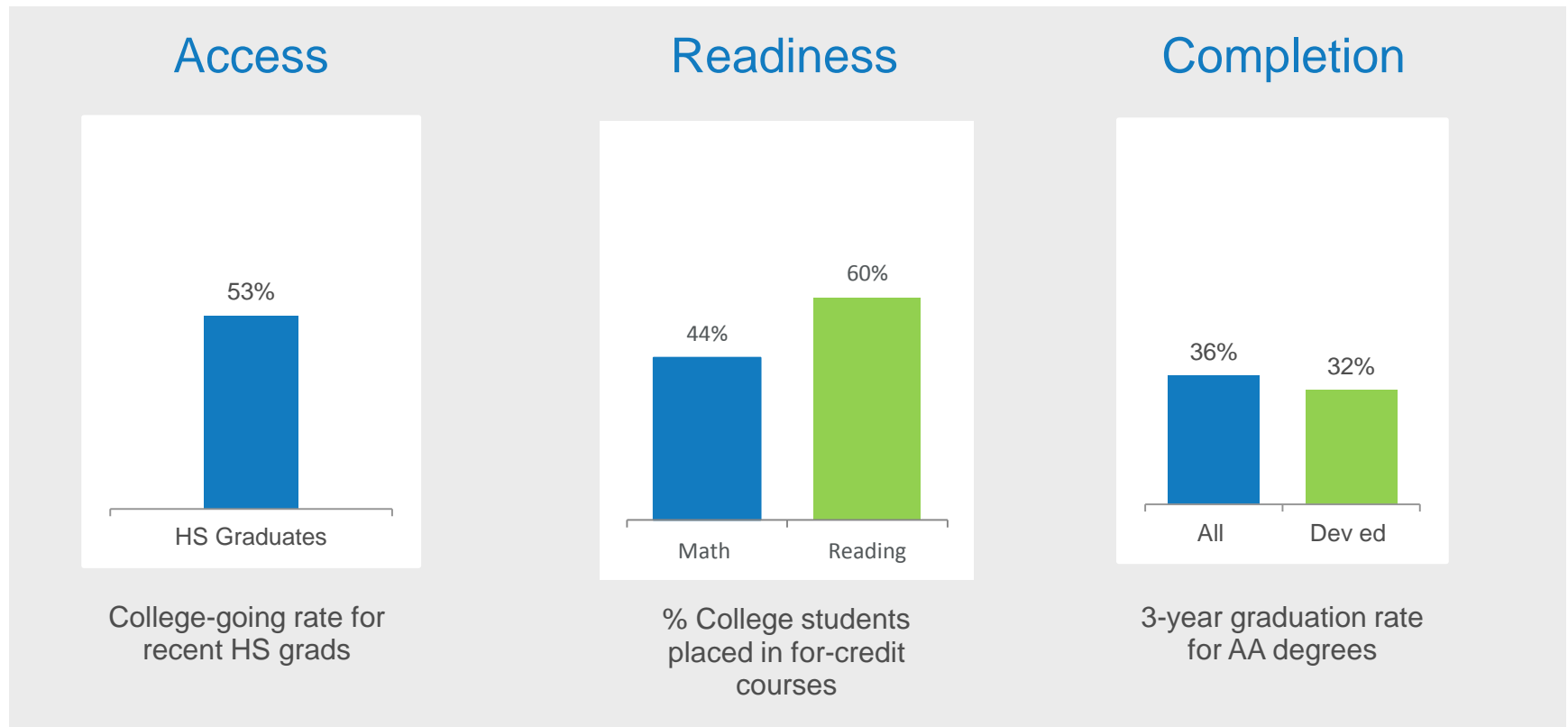


Today's presentation

- FCCRI policy and changes over time
- The CNA evaluation of the FCCRI
- Findings from CNA's feedback analysis of the FCCRI
- Quantitative analysis of the impact of the FCCRI
- Next steps
- Questions and discussion

The goals of the FCCRI

- Increase...

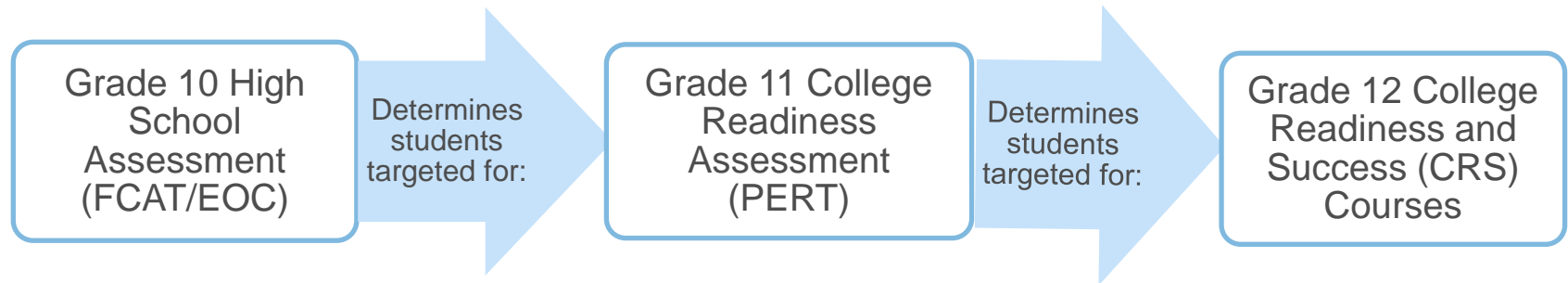


- Decrease...costs of remediation

- **\$168 million** was spent on remediation in Florida in 2011.

Means to achieve the goals through FCCRI

- The Florida College and Career Readiness Initiative (FCCRI) is a statewide policy that consists of:
 - College readiness testing in 11th grade for targeted students
 - Participation in college readiness and success courses in 12th grade for students who do not test college-ready



Before the FCCRI...

- Students take FCAT in grade 10
- No assessment of college readiness
- Students unprepared for college take traditional high school courses

During high school



- Students take the CPT upon enrollment
 - Scores used to determine placement in math and English courses

Upon college enrollment



- Students who are not college-ready enroll in 1 to 2 semester of developmental education
- Students who are college-ready enroll in gateway courses

During college



Timeline

Apr. 2008 - Go Higher Florida! Task Force

SY 2008/09 - First cohort under voluntary FCCRI

Jan. 2010 - McCann Associates awarded contract to develop new assessment (PERT)

Oct. 2010 - Florida colleges begin transition to PERT



July 2011 - House Bill 1255 Mandatory FCCRI

Feb. 2015 - FLDOE "Assessment Investigation" report led by Commissioner Stewart



April 2015 - House Bill 7069 FCCRI becomes voluntary again



Jul. 2008 - Senate Bill 1908 Voluntary FCCRI

SY 2011/12 - First cohort under mandatory FCCRI



July 2013 - Senate Bill 1720 End of dev ed for recent HS grads at Florida Colleges

Today...

- Students take FCAT in grade 10
- No assessment of college readiness
- Students unprepared for college take traditional high school courses, but some may still have the option to take CRS courses

During high school



- No assessment required for course placement

Upon college enrollment



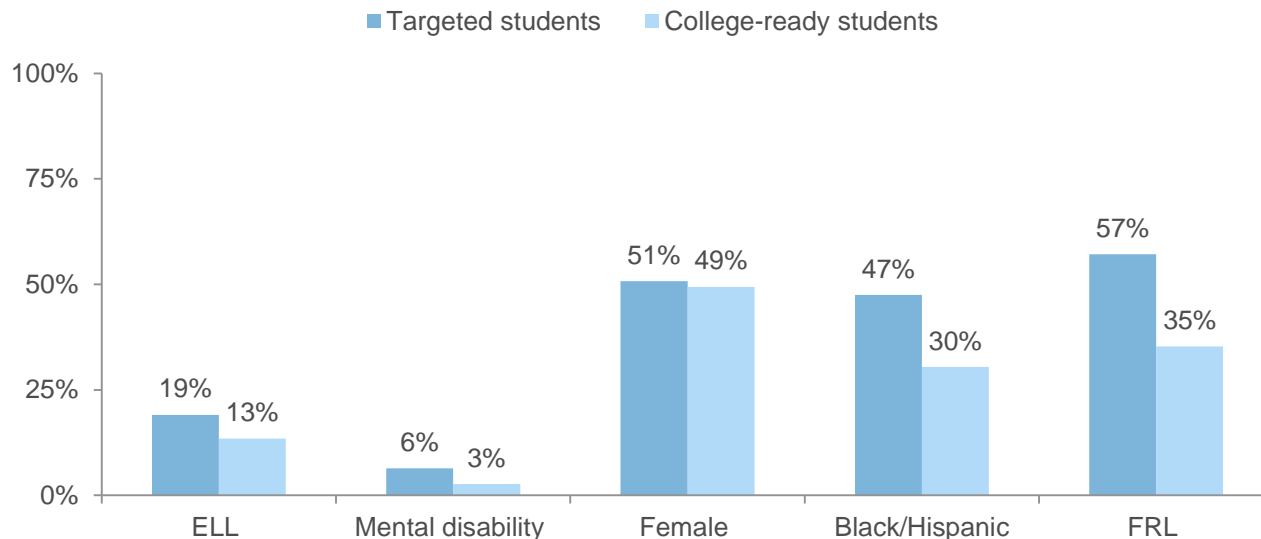
- All recent high school graduates can enroll in gateway courses, regardless of college-readiness

During college



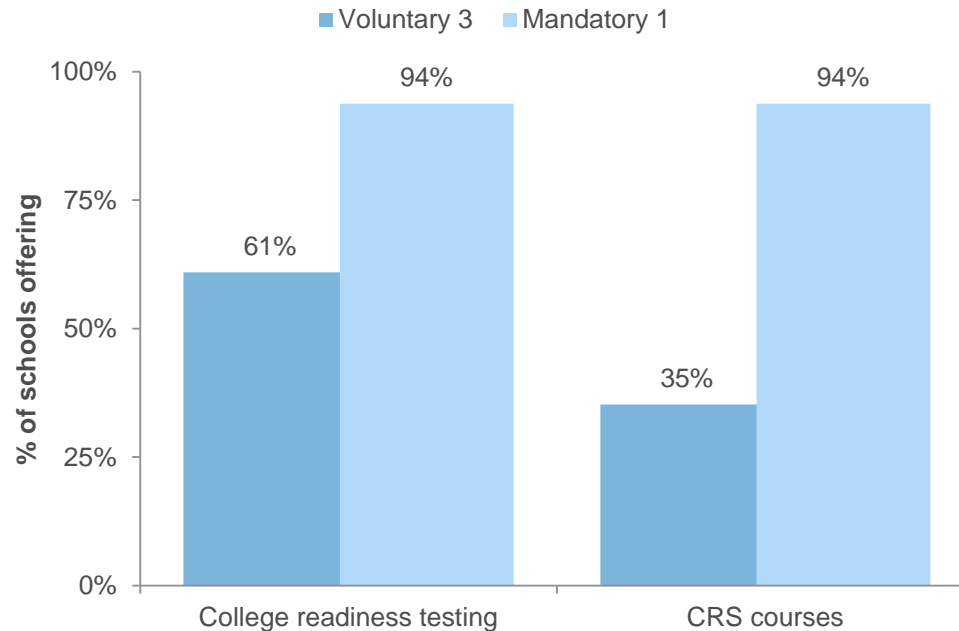
Components of the FCCRI in practice

- Students scoring in the mid-range of the FCAT are identified to take PERT in grade 11.
 - Levels 2-4 in math and 2-3 in reading
- Each year approximately 84% of students are targeted in math and 57% are targeted in reading.
- How do targeted students compare to college-ready students?



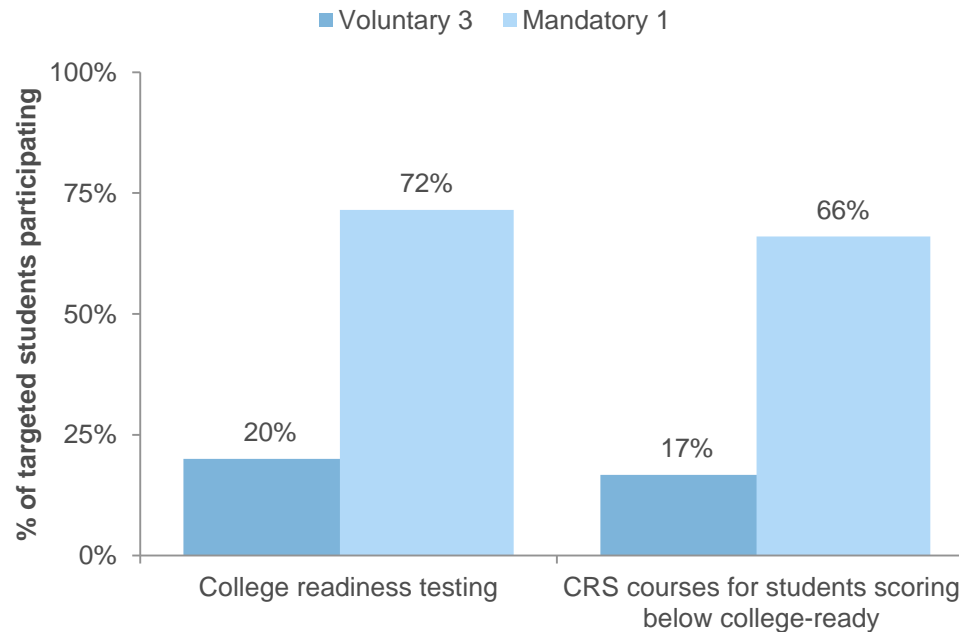
School participation in the FCCRI

- All schools were supposed to offer college readiness testing and CRS courses beginning in 2008/09, but many did not.



Student participation in the FCCRI

- Not all targeted students participate in the FCCRI, even during the mandatory period.



CNA's Evaluation of the FCCRI

- In 2012 CNA received a 5-year, \$4.6M grant from IES.
 - FCCRI as a policy model for college readiness

Phase I – Feedback analysis

- Gather feedback from administrators, educators and students to:
 - Assess the strengths and weaknesses of the FCCRI implementation.
 - Work with Florida educators to improve the FCCRI's effectiveness.

Phase II – Impact analysis

- Evaluate the effectiveness of the FCCRI using Florida's extensive Education Data Warehouse.

Challenges to the evaluation due to policy changes

- Analysis includes the 3 voluntary and 2 mandatory FCCRI cohorts
 - All enrolled in high school before the FCCRI was eliminated by HB 1769
 - SB 1708 changes to dev-ed start in the spring semester of the first year in college for mandatory cohort I
 - First math class was taken in the fall for 84% of students in V3 vs. 89% in M1
- Can't combine years due to changes over time
 - Dev-ed requirements for college students
 - Assessments used to target students
 - Cut scores for college readiness
- But...we can use some changes over time to our advantage as “natural experiments.”
- Policy implications of our study become much less relevant now that the FCCRI has ended.

Phase 1: Feedback Analysis

Methods

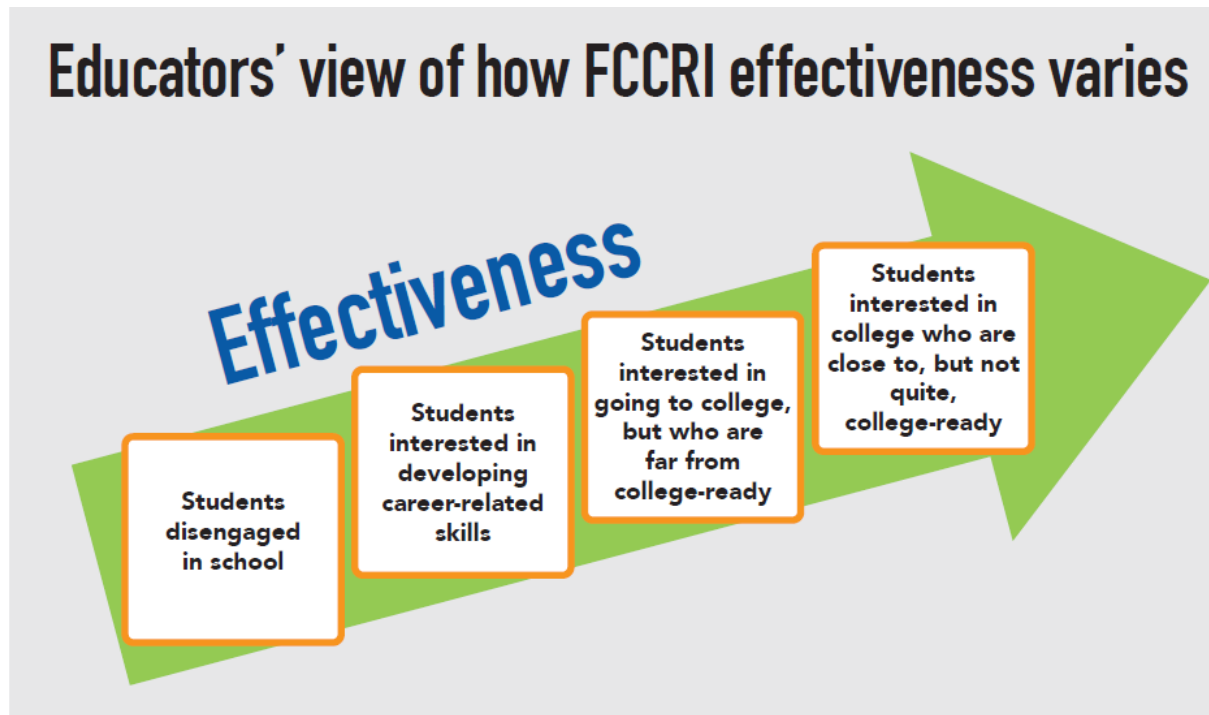
- Year 1 data collection:
 - Statewide survey of college readiness & success (CRS) course teachers using a stratified sample (n=225)
 - Small group discussions with CRS teachers in 8 cities (n=60+)
- Year 2 data collection:
 - Re-surveyed CRS teachers who participated in year 1 survey (n=109)
 - Conducted site visits at high schools, district offices, and state colleges in 6 counties (n=80 interviews)
 - Reviewed essays from students in CRS courses (n=311)

How Do Teachers Implement the Initiative?

- CRS teachers were largely left to develop course materials on their own and they often lacked information about what students needed to know to test college-ready, especially in math.
- CRS teachers benefited from having access to information about developmental education programs at community colleges and from collaboration.
- Content of CRS courses:
 - English courses seem to be similar in nature to a traditional English IV course but with added emphasis on ACT prep and study skills.
 - Math courses emphasize material from Algebra II.

How Do Teachers Perceive the FCCRI's Effectiveness?

- CRS teachers were enthusiastic about the goals and design of the program as they felt too little attention was being given to preparing lower performing students for college.



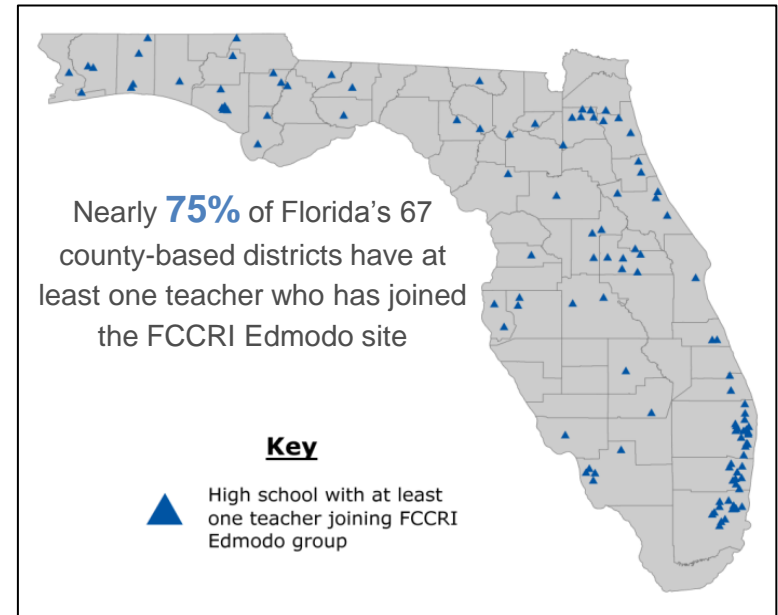
What Do Teachers Report as Impediments to Implementation?

Teachers identified four main impediments:

1. Lack of information about skills tested on the PERT
2. Lack of preparation materials for CRS courses
3. Difficulty in meeting the needs of students whose skill levels vary
4. Difficulty in engaging students who do not plan on attending college

What CNA did to increase teacher effectiveness

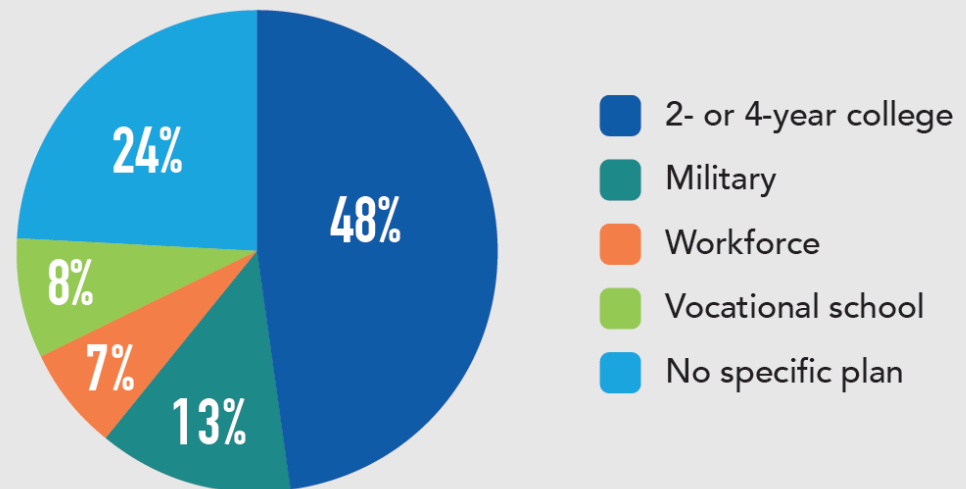
- Created an FCCRI Edmodo website that included:
 - Information from FLDOE about the skills needed to test college ready
 - Materials from state colleges used in their developmental education courses.
- Publicized the existence of the Edmodo website.
 - Within a month of launch, 321 educators joined the group



What are students' post-high school plans?

- Most seniors were concerned about their future. Many felt that, in retrospect, they should have done more to prepare themselves for college and careers.
- Roughly one-quarter of students reported having no plans, indicating a lot of students in CRS courses could benefit from additional planning about college and careers.

Only about half of CRS students have specific plans to attend a two- or four-year college after high school

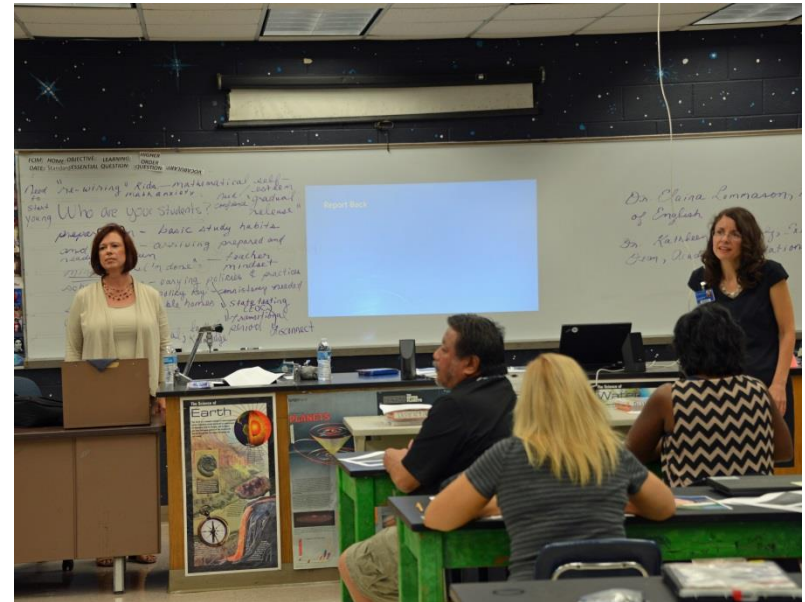


What do students think could be done to produce better post-HS plans?

- Three main factors shape students' plans:
 1. Input from friends and relatives who attended college
 2. Teachers and counselors who care about the students as individuals
 3. Information from college faculty, staff, and students.
- Students think college campus visits, visits from college recruiters and counselors, and college outreach programs would be beneficial.
- Overall, seniors felt that their high schools were giving too much attention to testing and not enough attention to developing sound plans that were tailored to their individual interests and skills.

What CNA did to increase student engagement and improve planning

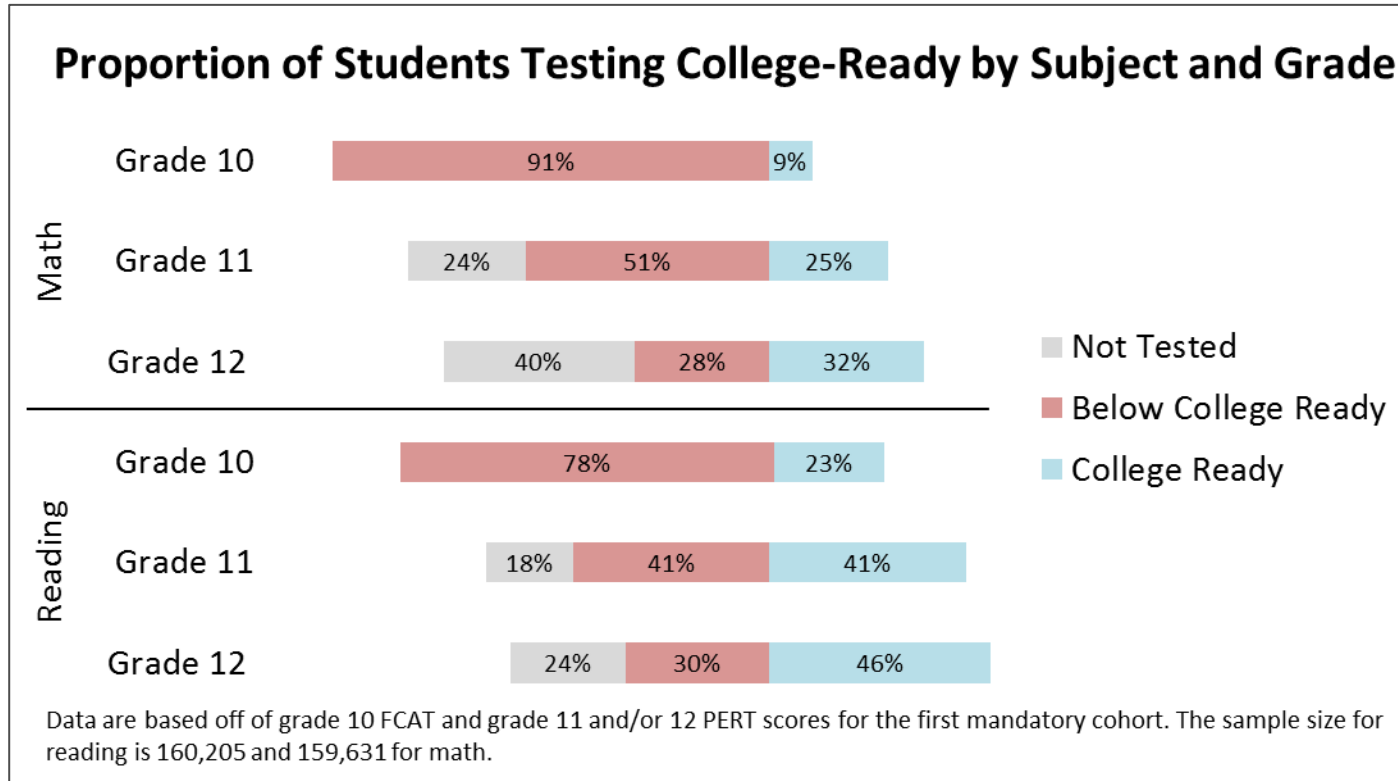
- CNA designed and implemented professional development forums
 - Held in 3 counties in the summer of 2015
 - Researchers collaborated with educators in each district to individualize forum topics
 - Over 150 secondary and postsecondary educators attended



- Presenting Results to Policymakers:
 - CNA had discussions with the Florida Department of Education officials about ways to help lower-performing high school students:
 - Develop sound plans for college and careers; and
 - Learn more about college opportunities.

Phase 2: Impact Analysis

How do college readiness rates changes as students progress through high school?



What happens when students retake PERT?

- About half of students who score below college-ready in grade 11 take the PERT again in grade 12.
- While the improvement rate for retakes is high, most students still do not score college-ready.

Reading

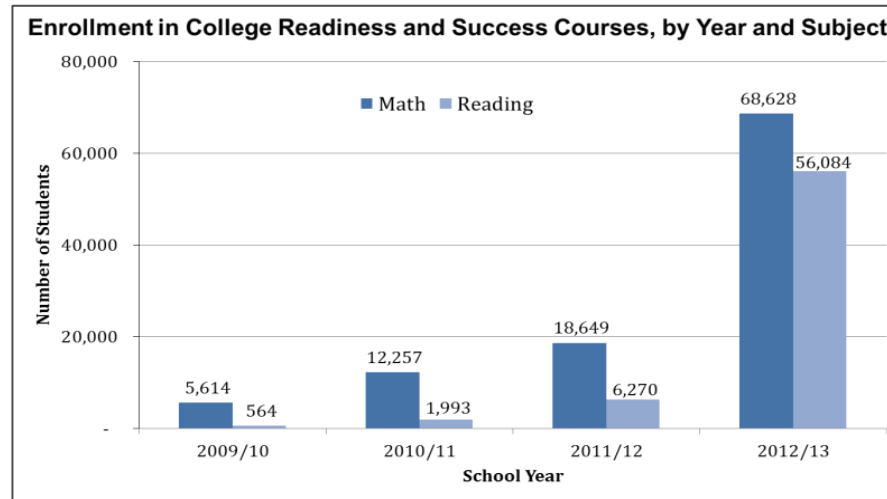


Math



What Does Participation in CRS Courses Look Like?

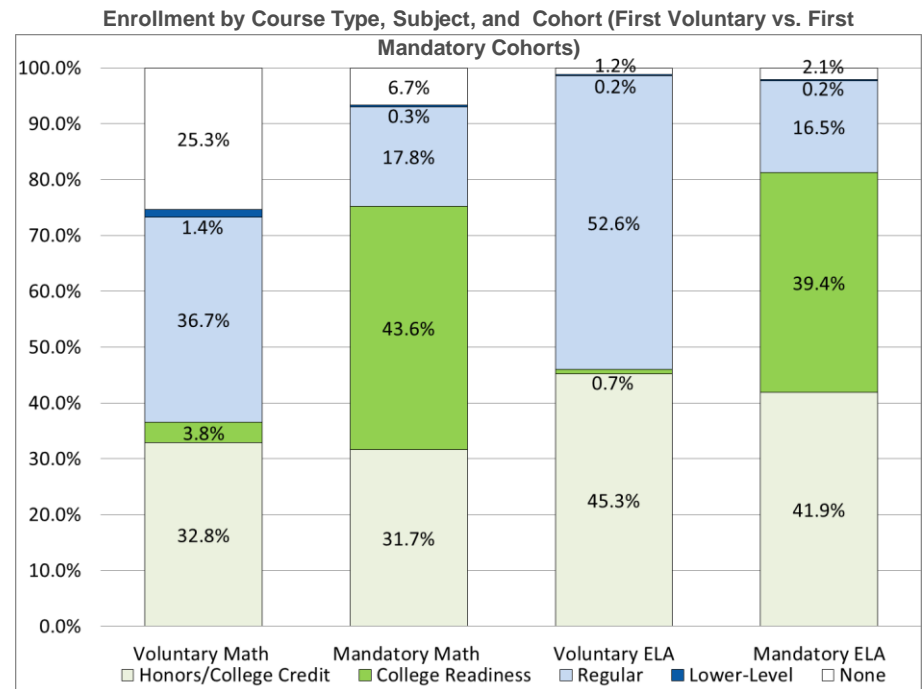
- Enrollments grew over the voluntary period, and dramatically increased once the courses became mandatory in 2012/13.



- For both math and reading, the percent of targeted students taking CRS courses is approximately:
 - 12% in the voluntary FCCRI period
 - Over 60% when CRS course taking became mandatory

How does HS course taking change?

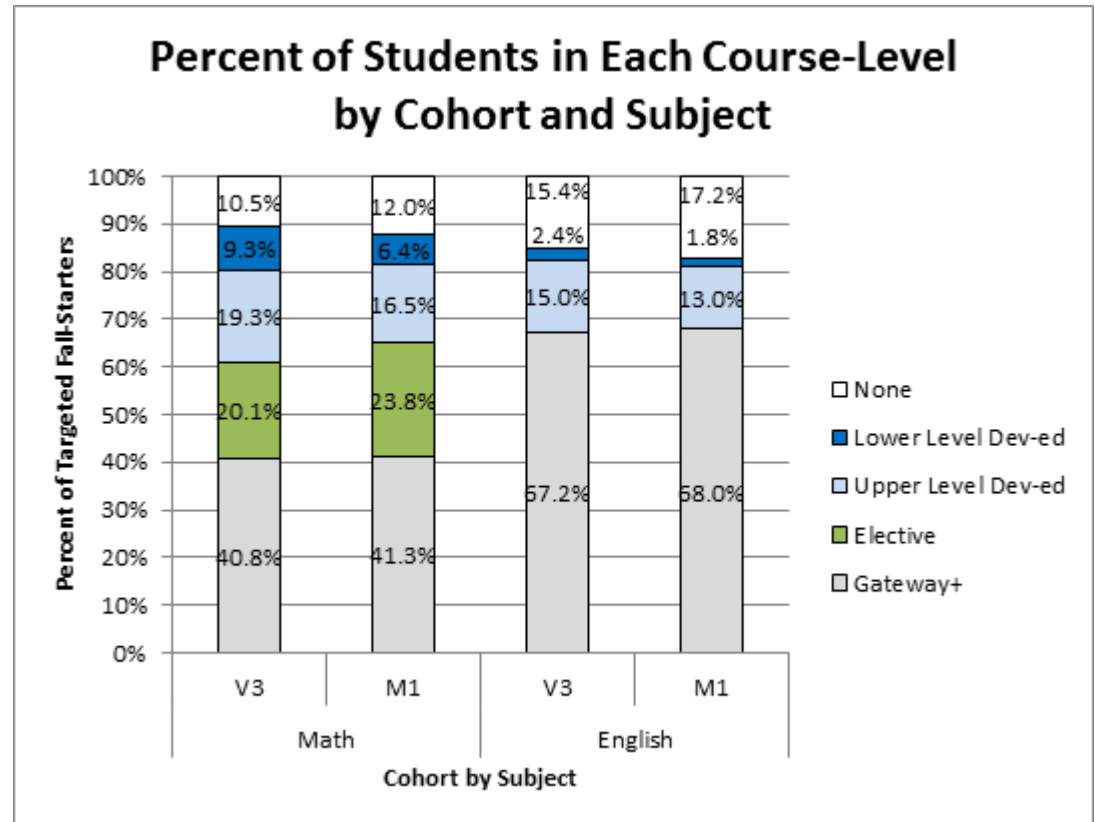
- Targeted students took more college readiness courses and fewer regular courses in both math and English after the FCCRI became mandatory.
- Dramatic increase in the proportion of students taking a math course during 12th grade when the CRS courses became mandatory.



How does postsecondary course taking change?

After the mandatory cohort:

- Slight increase in students taking no math or English in the first year.
 - May be due to SB 1720 going into effect in the spring semester.
- Dev-ed course taking declines about 6 percentage points in math and 3 percentage points in reading.



Continuing Research on FCCRI

- Cost Analysis:
 - CNA is also working on understanding what inputs go into implementing the FCCRI and what their associated costs are.
- Impact Analysis:
 - Beyond a descriptive analysis of changes in college outcomes from the FCCRI, quasi-experimental techniques will be used to estimate the impact of the initiative.
 - Regression discontinuity and propensity score matching techniques will help understand the changes in outcomes including:
 - High school graduation rates,
 - College-going rates,
 - Likelihood of students completing a gateway course

Discussion – Implementation

- The FCCRI was well conceived as a means to ameliorate a major problem
 - But there were challenges to implementation, esp. in the voluntary program



State

- Resources were too limited to monitor implementation
- Ended FCCRI without evidence of its effectiveness



Districts

- Variation in ability to implement – small districts lacked resources



Schools

- Large burden on teachers to develop CRS courses
- Required unprecedented school-college collaboration

Discussion - Feedback

- Effectiveness of FCCRI differed by student groups:
 - Most effective - students who were well-motivated and close to college-ready
 - Least effective – students disengaged because they don't see the connections between school, college, and careers
- Too much emphasis on testing, and not enough emphasis on helping students develop plans
- Areas where educators need support:
 - How can educators improve student engagement?
 - What program options are available at state colleges?
 - What does it mean to be college-ready?
 - What resources are available at state colleges to help students succeed?
 - How can high schools and colleges work together to improve college readiness?

For more information & our FCCRI reports

<https://www.cna.org/centers/ipr/education/college>