



College and Career Ready Summit: Moving Idaho Forward

During August 16-17, 2012, the Idaho Commission for Libraries (ICfL) hosted a summit in Boise, Idaho, to bring together community partners interested in ensuring that more Idaho students are college and career ready. The summit included representatives from libraries, state agencies, and post-secondary educational institutions from all areas of the state.

The summit sought to provide an opportunity for committed participants to share an expanded vision for:

- preparing Idaho students with 21st Century Information Communication Technologies skills, , and
- developing specific plans to leverage each agency's resources and roles through Idaho libraries and online access.

Summit Content Highlights

Knowledge Quest and Networking – During an informal evening gathering, participants:

- visited information tables from community and education partners with college and career ready resources,
- networked with each other prompted by questions about the desired future for their communities and their communities' children,
- shared, via flipcharts, their ideas to complete the following statements:
 - Idaho students don't graduate from high school or college because _____.
 - Education for Idaho residents is important because _____.
 - College and career ready students contribute to health Idaho communities by _____.
 - Broadband access benefits your community by _____.

Fundamentals of Foresight with Garry Golden – Futurist Garry Golden addressed the three mechanisms of change: learning culture and place-based experiences, innovation, and “Flipping the Learning Experience.”

Capturing Intriguing Ideas – Before ending the first evening of the summit, participants captured their thoughts and reactions to the ideas gathered to that point. Using a voting method to select the most intriguing ideas, participants identified the ideas listed below from among 3 broad topic areas for further discussion. In small groups, participants discussed the ideas further and thought about how to implement activities to help meet college and career ready goals.

- How will broadband access and library resources impact the lives of student (including librarians and staff?)
 - Levels the playing field
 - More opportunities for collaborative learning
 - Increased participation in information creation
- What ideas do you think will move Idaho forward?
 - Education outside of the classroom
 - Libraries as institutions that change people's behavior
 - Crowd sourcing
 - Engage state and regional legislative, education, and government leaders in conversation like this
- What sparked your interest today or tonight?



- Game mechanics and the possible use with information literacy and staff training
- Personalized learning; learning customized to the individual
- Concept of summative versus formative testing
- Maker culture

The Broken Pipeline – Idaho Department of Corrections director Brent D. Reinke discussed education from the perspective of the correctional system. He noted that an individual is five times more likely to go to jail if they have a parent in the prison system and the pivotal role of education for reentry and success for individuals released from prisons.

GEAR UP – Dawn Shatz, a library staff member and coordinator of the Clark Fork GEAR UP program discussed the role of the public library in working with students. The public library provides access to computer resources that can't be access at the school after school hours. The public library also provides programming outside of the school calendar, providing year-round education.

Remediation and Retention – Idaho State University's Kay Flowers, Director of Academic Programs, addressed the reality of remediation and the concept of "readiness" vs. "remediation." Students are enrolled in remedial classes that count toward a student's workload, but not towards their graduation needs. Financial impact is a factor in students moving on beyond remediation. Additionally, 40% of Idaho high school students need some form of remediation, partly because the decision to attend college was last-minute and the student hadn't prepared academically. Solutions like tutoring, focusing on planning for college in 8th grade, and the simple act of making sure students actually do their homework were discussed.

Idaho Education Initiatives – Participants heard from Alex Macdonald, Director of Instructional Technology at the Idaho State Department of Education, and Selena Grace, Chief Academic Director at the Office of the State Board of Education. They both shared information about existing programs to better preparing students for college and career success:

- Adoption of Common Core Standards for Curriculum
- SAT test preparation and free test administration for high school juniors
- Dual credit opportunities
- Complete College Idaho Plan

Taking Action in Idaho

After absorbing information from education partners in and around Idaho, participants were provided an opportunity to identify next steps that can be taken to help students be college and career ready.

On an individual, organizational, and state level, how can we increase the percentage of students who are college and career ready when they graduate from high school and increase the percentage of students who complete college or vocational training?

These next steps were identified by participants for anyone committed to student college and career readiness:

| On an individual level, I can: | | |
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| Volunteer as a tutor/literacy helper | Focus on the future | Mentor struggling students |
| Become a formative learner | Learn more | Give them a safe place to discover they need college |
| Continue learning about local and state resources available for college | Become T-Shaped: read about non-library industries, technology, etc... | Volunteer at career day events; tell my education story |
| Develop programs to support college & career ready & STEM (science, technology, engineering, and mathematics) | Give the young adults opportunities to get familiar with a person who can listen and make the library fun. Create sources they are drawn to. Give them the opportunity to “create” their own “department” with their ideas | Tutor children of prisoners |
| Be a proactive learner alert to travels/change opportunities to learn from youth | Lead by example. I have a high-achieving daughter in the public school & share her success story (this is how it’s done) | Help prepare librarians with the skills to use emerging technologies to have the confidence to promote professional development to classroom teachers. |
| Partner/network with business | Share resources at the library of others especially LILI database & library learning express | Learn more about neuro-economics and neuro-education relationship to game-based learning |
| Stay current in trends in education & libraries including technology travels | Read to our grandchildren, nieces, nephews, sons and daughters | Increase skills on Learning Express, Scout, etc. |
| Mentor students | Promote resources provided on LILI.org, i.e. Learning Express, Scout | Increase learning and glean more info from others |
| Disseminate research on interventions that work to improve college/career readiness | Connect learners with the right people | Schedule more training resources @ the library. Create partnerships be a resource for others, mentor staff |
| Work with high school counselors to see if they are aware of resources from library community & other agencies to help students | Volunteer at my daughter’s school; share my skills; help build their capacity to serve the children | Continue to support existing programs, create real programs to improve / increase literacy in early education and on |
| Market library resources for remedial math to five campus | Investigate if the math center can offer tutoring services in the library | Talk to teens about their future & identify potential obstacles |

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| Contribute to a scholarship fund | Get my two high school students to and through college | Read info on flash drive (provided at the summit) & follow up with partners |
| Be available as speaker on college topics, financial aid, study skills testing | Share info about why it is important for students to be career & college ready with friends & neighbors. If they don't know why it's important why will they support it? | Contact AAUW (American Association of University Women) Chapter for ideas/activities on increasing STEM readiness |
| Collaborate w/faculty to help students succeed | Ensure students know where & how to do research and find information | Write article for institutional newsletter regarding this whole initiative |
| Learn more about the concepts of crowd sourcing and maker culture to better decide how they could be used | Seize opportunities to counsel someone informally | Provide info to future teachers (college of ED students) about what libraries are doing or can do to support their efforts |
| Attend non-library conferences to help share/promote ideas | Share what I learned with staff, partners & community | Word of mouth, evangelism, about what is available in resources |

| On an organization level, we can: | | |
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| Support college students through academic library services. | Implement a "Book a Librarian" project where patrons can get one-on-help help from a professional librarian on a range of topics and areas. | Improve our web pages & other media to make them more patron-centered. |
| Provide homework/tutoring time. | Find out what patrons at my organization need. | Promote available resources. |
| All types of libraries should communicate and collaborate w/ one another actively. | Produce messaging on how state revenue is controlled. Work to ensure our kids are college/career ready. | Provide more tutor/homework support. |
| People are diversified, not specialists, but being open to cross training. Mentoring, homework help. Create a reader environment. | Be the glue; bring diverse groups together to work toward a common vision or goal. | Continue to be innovative; create new ways to reach underserved groups and increase literacy. |
| Offer programs to encourage career exploration. | Offer faculty professional development, encourage formative assessment. | Create learning games around math & English skills. Let computer science class do as project and share with state. |
| Build a sense of urgency. | Support & expand community | Participate in institutional |

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| | outreach to parents, teachers, and students of all ages. | retention efforts of college students, and assist transfer students w/navigating research resources. |
| Work w/other libraries to provide programs & additional sources outside of books. Exchange ideas. | Work with school & public libraries to develop and incorporate pertinent activities into teen programs. | Act as a catalyst and statewide clearinghouse for libraries. |
| Produce marketing materials on the vital role of librarians to share with decision-makers. | Share best practices in technology integration. | Exploit teens' narcissism (activities that highlight them). |
| Promote drop-out prevention resources & best practices. | Look at the whole student and their lifestyle to plan their goals. | Offer one-on-one tutoring for struggling math students. |
| Work with school librarians to increase students' information literacy skills. | Provide more information/exposure about possibilities. | Create policies that make it easier to collaborate @ the library. |
| Educate library staff, management, and trustees about their role as educators. | Build partnerships across other organizations to share resources and information. | Use game mechanics to encourage learning @ the library. |
| Partner with public library on programming for junior and senior high students. | Provide more support for elementary school libraries. | Dramatically increase access to books for young children. |
| Partner with new organizations that share common goals. | Embed librarians in the classroom. | Facilitate students being digital fluent. |
| Go back into the MS & HS and teach teachers how to use library e-resources. | Promote our library's willingness to provide peer tutoring and senior academic enrichment programs. | As a GU coordinator, continue advocacy for dual credit opportunities & collaboration through IEN (Idaho Education Network). |
| Provide opportunities to educate about options and services to facilitate advancement. | Increase college prep for kids. Increase personalized development. Advocate for funding. Educate parents. | Connect with H.S. principal and counselor on ways public library can help. |
| Encourage hiring from outside community/state. | Provide more public info about routes to online resources tied to college and career readiness LILI.org? Going to your library? | Support 24/7 availability of broadband internet access at public libraries. |
| Provide easy linkages (e.g. web landing pages, libguides) to existing online resources such as Kahn academy, PBS Staff, DOL/SDE/PTE (Department of Labor/State Department of | As a library team become more efficient on the LIL-Databases and then teach them. | We have the opportunity to prepare children to be ready to read and succeed in life. Teach parents the importance of reading. |

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| Education/Professional/-Technical Education, etc... | | |
| Pull people together and share info on children of prisoners with faith organizations. | | |

| As a state, we can: | | |
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| Provide free preschool. | Continue funding for all the great programs ICfL provides: Read to Me, First Books, & Learning Express. | Common core info & how we can help support it. |
| Create scholarships. | Get city council to see the value of the library. | Public relations blitz on the importance of libraries in schools & communities. |
| Advocate for more funding for scholarships & support more students. | Promote the success stories at conferences through the media; write our congressman/women. Share best practices w/others at state level in order to improve current policies. | Be bold. Reform is not the solution, outside the box thinking is. |
| Invite all stakeholders to the table to help shape our goals of education. | Talk with Gear Up students to see what helped, what needs to be added. | Model how to improve college readiness training. Advocate HS graduation in our community. Advocate foundations for funding/Legislation, partner w/ other agencies to meet our goals. |
| ICfL be a presence at school administrator state meetings. | Invite school administrators to ICfL mtgs. | Develop success stories about how library help has changed the direction of one person's life. |
| Piggyback on "Go On Idaho" emphasis weeks throughout the year. | Use in digital literacy sessions -- 3D copy machine or espresso book machine. | Create outlines and examples of library programs that we can use to develop programming that will help Idaho education. |
| Fund education better. | Pay teachers better. | Increase face time among Idaho agency staff who work with education/children/families. |
| Match college expectations with realistic goals. | Support students at each level by creating a learning culture. | Increasing funding for need based scholarships. |
| Increase funding to be realistic to goals. | Develop online phone apps, games. Get ready for life that walks students through steps to prepare for college | Integrate vocational training into K-12. |

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| | career. Use it in schools. | |
| Become better advocates for libraries as an essential education partner. | Offer more incentives and support. | Ensure that elementary and middle schools have credentialed librarians. |
| Increase expectations that parents will provide support and be invested in their child's education (time, money and through positive educational family experiences). | Create clearinghouse of resources, initiatives, progress updates. | Partner with Alex Macdonald's organization to make sure he is aware of resources available thru ICfL and encourage their use in K-12 courses. |
| Compare data across state lines (i.e. year-round school academic scores). | Continuation of services from elementary through high school. | School day model. |
| Promote interagency collaboration paired with more public "crowd sourcing" for problem solving. | Promote and market stories of success because of college or career training. | Facilitate connections between those who can help and those who need help. |
| Successfully implement the technology component of Students Come First. | Encourage funding for experimentation in education. | HS students take college math placement test before graduation and learn if/what remediation they need before college. Students take online courses and retake placement test before fall semester using broadband @ library. |
| At state level something needs to change in K-12 schools to significantly reduce the percentage of students entering college who require remedial classes. | Create an interactive checklist (game mentality) for college readiness for students to receive a score of how prepared they are. Provide links to ways to increase their scores. | |

Next Steps

The following steps were identified for the summit conveners:

- Advocate for the role of all libraries in education
- Share success stories
- Train library staff for leadership and advocacy roles
- Maintain credible connections
- Help parole officers understand the role of libraries in transition