

# Launch Years Update

## CBMS Meeting

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The University of Texas at Austin  
Charles A. Dana Center

**CCRC** COMMUNITY COLLEGE  
RESEARCH CENTER  
TEACHERS COLLEGE, COLUMBIA UNIVERSITY



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## Outcomes

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- Deepen understanding of Launch Years strategy, particularly the overall architecture, main goals, and key activities
- Understand what we are learning from the field—nationally and locally—through our early efforts and those of others
- Learn more about key next steps for the Launch Years Partners—and supporting actions you can take

# What's Launch Years, again?!

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# The Launch Years Approach

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## Multilayered Strategy

In the first years of the multiyear initiative, we are working in several states to modernize the high school mathematics students can access every day in the classroom. This state work also seeks to bring K–12 and higher education institutions together at a regional level to ensure students have clear paths for success. What we learn working with states will inform development of resources for schools and districts across the U.S.



### **STRATEGY 1: AGREEMENT**

Create consensus around a common understanding of mathematics pathways that extend from high school into post-secondary education and prepare students for success.

### **STRATEGY 2: OUTREACH**

Mobilize a wide range of constituencies to advance the new paradigm for college and career readiness in mathematics and reduce persistent equity gaps.

### **STRATEGY 3: TOOLS**

Create new pathways for math instruction in the third and fourth years of high school and initiate the implementation of transition math courses.

# State-Based Implementation

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## Inaugural States

- Georgia
- Texas
- Washington



## Why Is This Necessary?

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### The Moral Imperative

- A college degree or postsecondary certificate of value is increasingly seen as a key that can unlock opportunities and level the playing field for low-income students and students of color—too many of whom face systemic barriers on their paths to success.
- There is a moral imperative to ensure that all students, regardless of their circumstances, background, or zip code, have access to the high-quality, relevant math education they need for any future they choose to pursue—whether it's a STEM or non-STEM career.

### The Academic Imperative

- Many students today dream of graduating high school and going on to earn a two- or four-year degree that will open doors for them throughout their lives. Eight out of ten parents also expect their children to attend and complete college. But too few students achieve this goal.
- Misaligned and outdated math requirements and policies—such as varying math requirements across states and misuse of math in college admissions criteria—block too many students from advancing.

### The Economic Imperative

- Jobs today—especially well-paying jobs in areas ranging from business to healthcare that will set students on a path to success—require a range of math skills, including analyzing data, interpreting statistics, and making predictions based on mathematical models.
- There is an economic imperative to ensure that our country has a diverse workforce equipped with the specific math skills that the 21st century economy demands.

## Barriers

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Three major barriers block students during the crucial transition from their junior and senior years of high school mathematics through their first year of college:

- inequitable opportunities to learn,
- misuse of mathematics in college admission criteria, and
- inconsistent and misaligned mathematics college readiness policies.

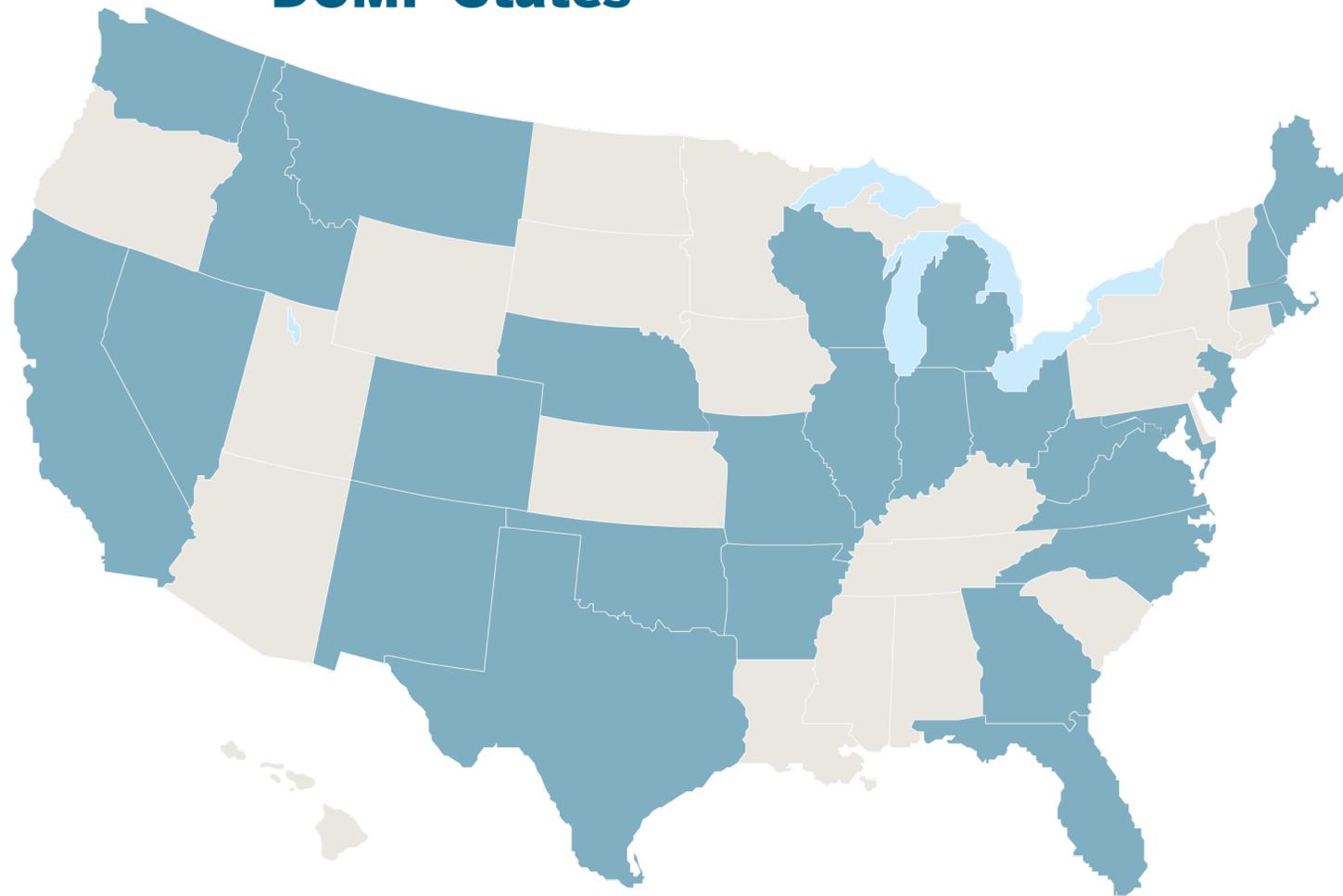
## Opportunities

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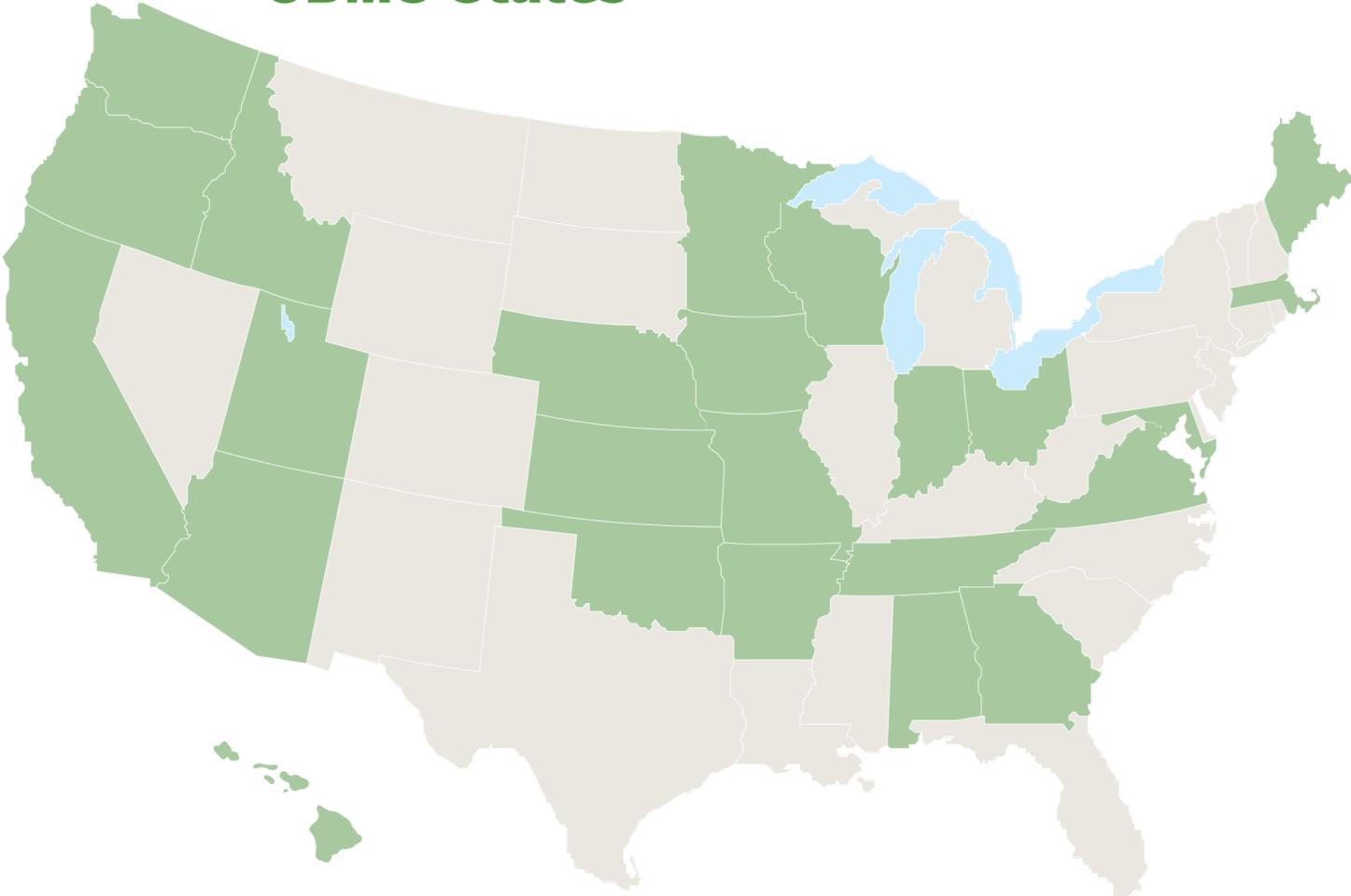
Four particular opportunities hold promise for helping us help our students launch forward to success in college and career.

- Demand for advanced quantitative literacy skills is increasing.
- Mathematics leaders are calling for modernizing math pathways.
- Higher education innovations are increasing success and equity.
- Shifts in the K–12 sector are opening new avenues for innovation.

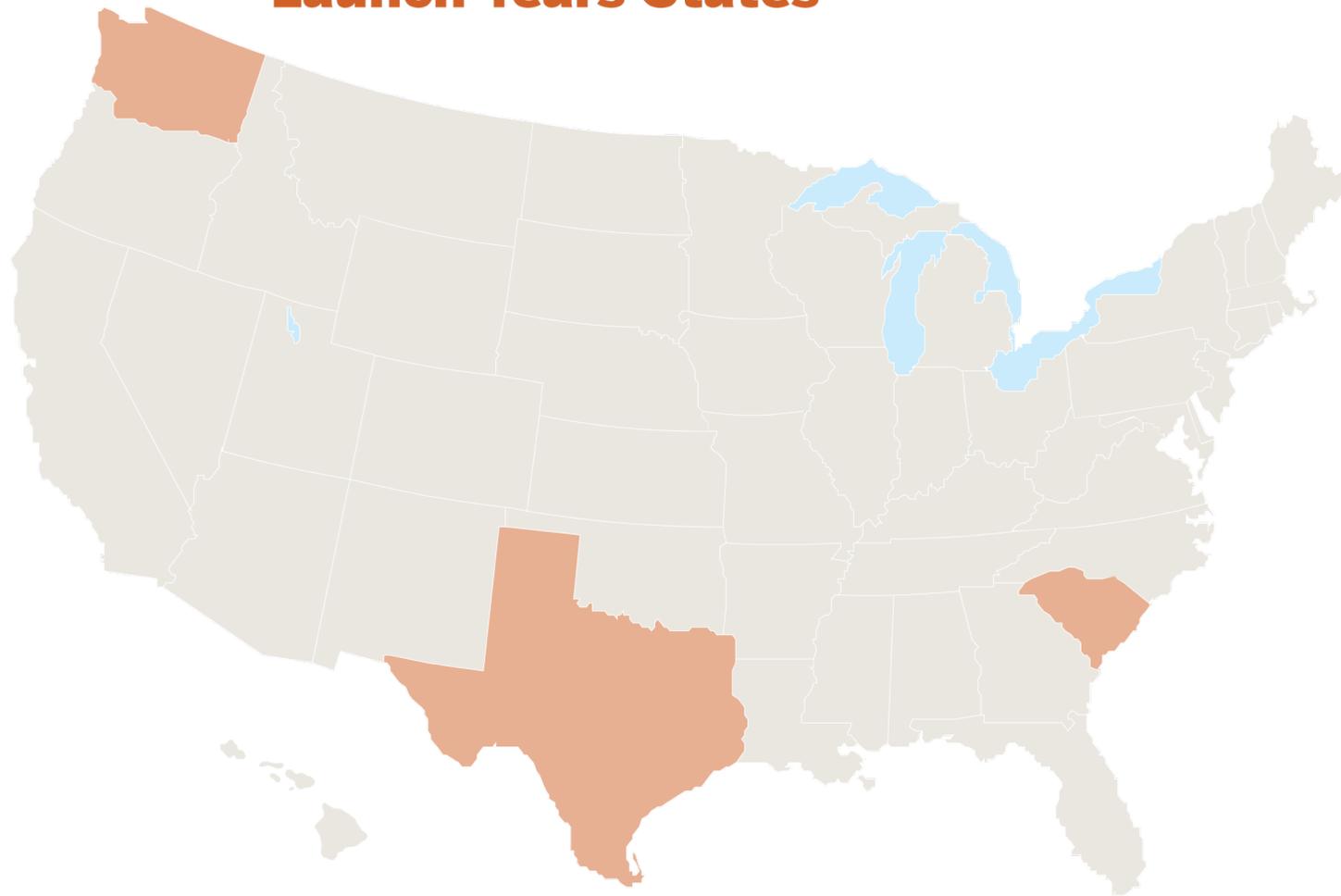
**DCMP States**



**CBMS States**



**Launch Years States**



# What We've Learned So Far

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## General Trends

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- **Widespread demand**: Recognition of transition work as opportunity to transform K–12 mathematics education to address learning gaps, placement practices, and narrow focus/relevance of mathematics content/courses
- **Algebra 2 challenges**: Recognition of need for an alternative pathway for those not pursuing algebraically intensive mathematics, as well as need to improve existing calculus pathway to improve outcomes for those who are
- **Threats to equity**: Recognition of potential for racial and economic disparities being perpetuated in both design and implementation of pathways
- **Teacher workforce**: Recognition of need to address teacher capacity, quality, supply, and diversity to ensure that schools and districts are equipped to support changes in transition year pathways

## In-State Trends

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- **Cross sector teams**: Recognition that transition work crosses K–12, higher education, and workforce, and that preparation and implementation requires leadership and action from each
- **Alignment opportunities and tensions**: Recognition that significant change will require new and deeper collaboration between K–12 and higher education
- **Focus on graduation/college readiness**: Recognition that improvements to the transition year experiences are another lever to pull in comprehensive efforts to improve high school graduation and college-going rates
- **Expand innovation**: Recognition that connecting transition years to existing priority innovations and high-profile initiatives can provide momentum, support, and resources
- **Optics of alternatives**: Recognition that for new pathways to work, they must gain acceptance and recognition by diverse groups, and systems must have capacity to deliver with quality

# What's Coming Up

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## What's Next

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### **Mobilization:**

#### Launch Years statement

**Purpose:** Communicate the breadth and depth of the challenges and signal optimism about opportunities for change.

**Timeline:** Statement available for citation purposes. Publication as part of a larger report in early 2020.

## What's Next

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### **Mobilization:**

### Launch Years recommendations

- Provide a concrete picture of the Launch Years vision
- Provide stakeholders with guidance about specific actions
- Provide information that stakeholders can use to guide their advocacy and resource allocation

## What's Next

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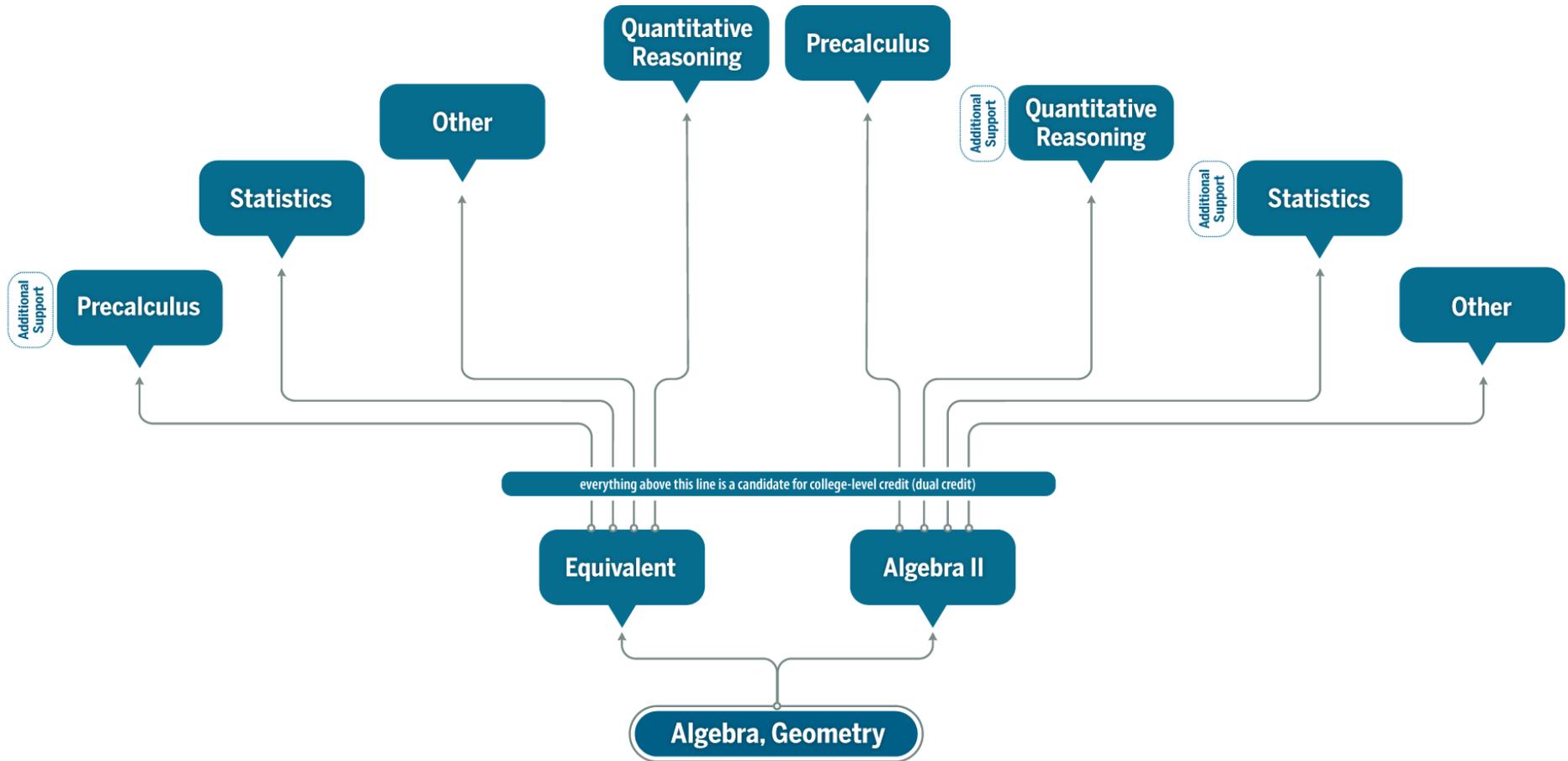
### State-based Work and Course Designs: State Steering Committees

- Meeting to define problem and approaches in their context; organizing to “get work done”

### Design Teams

- Developing design principles and learning outcomes for A2 Equivalent course and TCM (Transition to College Mathematics) Course
- Preparing to implement TCM courses in fall 2020
- Analyzing the Data Science “space” for follow-on course development.

# Current Vision for Pathways



# Your Turn!

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## What's Next: Mobilization

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### Launch Years recommendations

#### What we need to change:

1. Secondary and postsecondary institutions offer multiple effective, aligned pathways
2. Pre-service and in-services teachers are prepared to teach multiple mathematics pathways
3. Robust supports help students navigate mathematics pathways and maximize learning
4. Business and industry are active partners in designing educational opportunities that support students' goals

## What's Next: Mobilization

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### Launch Years recommendations

#### Bringing Change to Scale:

5. Policies enable smooth transitions from secondary to postsecondary mathematics
6. State agencies, schools and institutions build a strong shared understanding of and commitment to goals among stakeholders

#### Measuring Impact and Improving:

7. Leaders use data and research to measure impact and inform continuous improvement of mathematics pathways

## Recommendations Discussion

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- Which recommendation aligns most closely to your organization's work?
- What cautions and counsel can you offer?
- How might your organization be able to support this work?
- What would you like to know more about and/or see in the recommendations to be able to publicly support them?

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<http://bit.ly/lyrecs>

Thank you

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Project website:

<https://www.utdanacenter.org/our-work/k-12-education/launch-years>