



The Cognitive Age: Dilemmas in Educating Low Income Youth

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December 4, 2008 Boston



JOBS FOR THE FUTURE

ASPECTS OF THE CHALLENGE

- Skills employers say they will need
- Some data snap shots
- Assessment's imperfect contribution
- Some news on progress



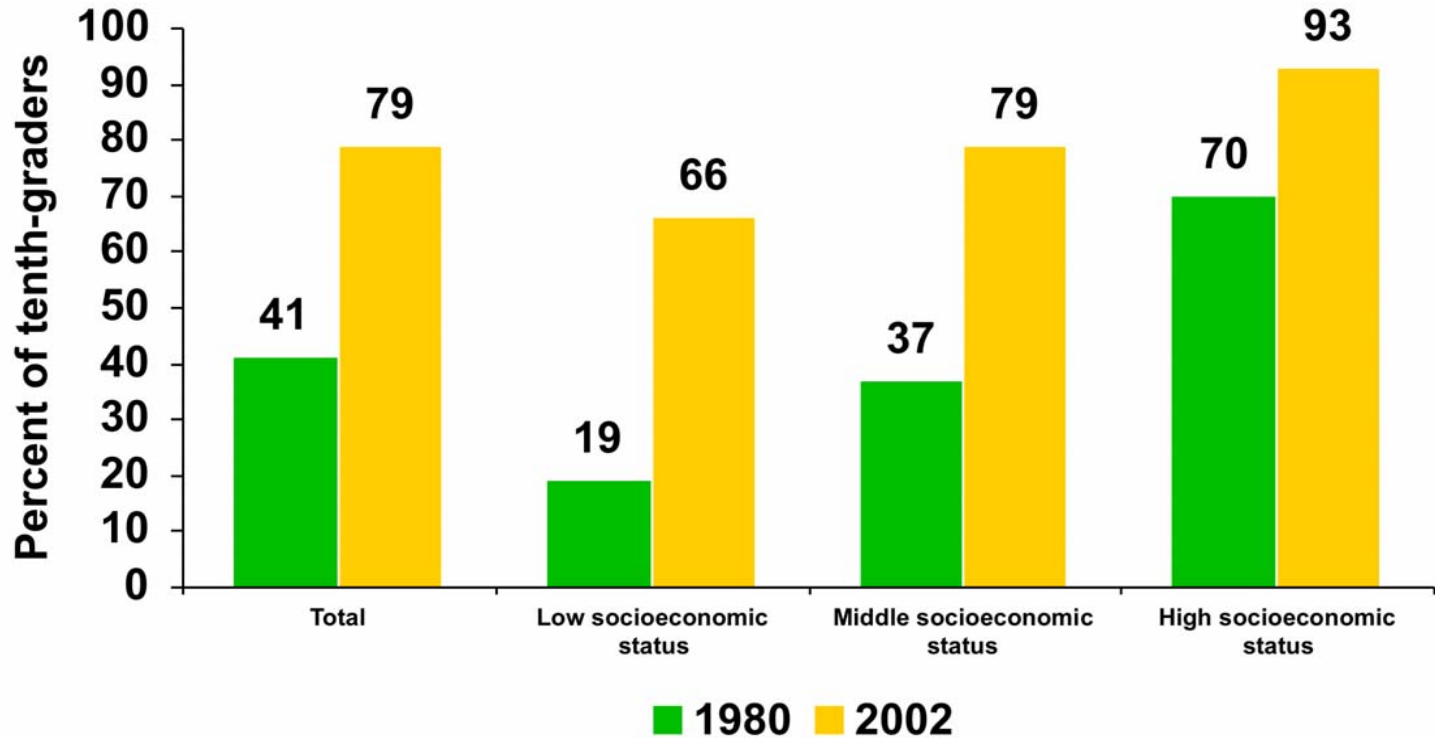
Skills Employers Say They Will Want in 2020

Looking ahead to 2020, what will be the most important skills, knowledge and behaviors for students to acquire to provide Ohio with competitive advantages in the new global economy?

Skills, Knowledge, Behaviors	Number of Responses
Analytic/creative thinking/problem solving	53
Technology skills	50
Communications skills	47
Multicultural/foreign language skills	40
Work ethic/reliable/dependable/good character	37
Reading/writing/literacy skills	28
Teamwork/works well with others	28
Math skills	21



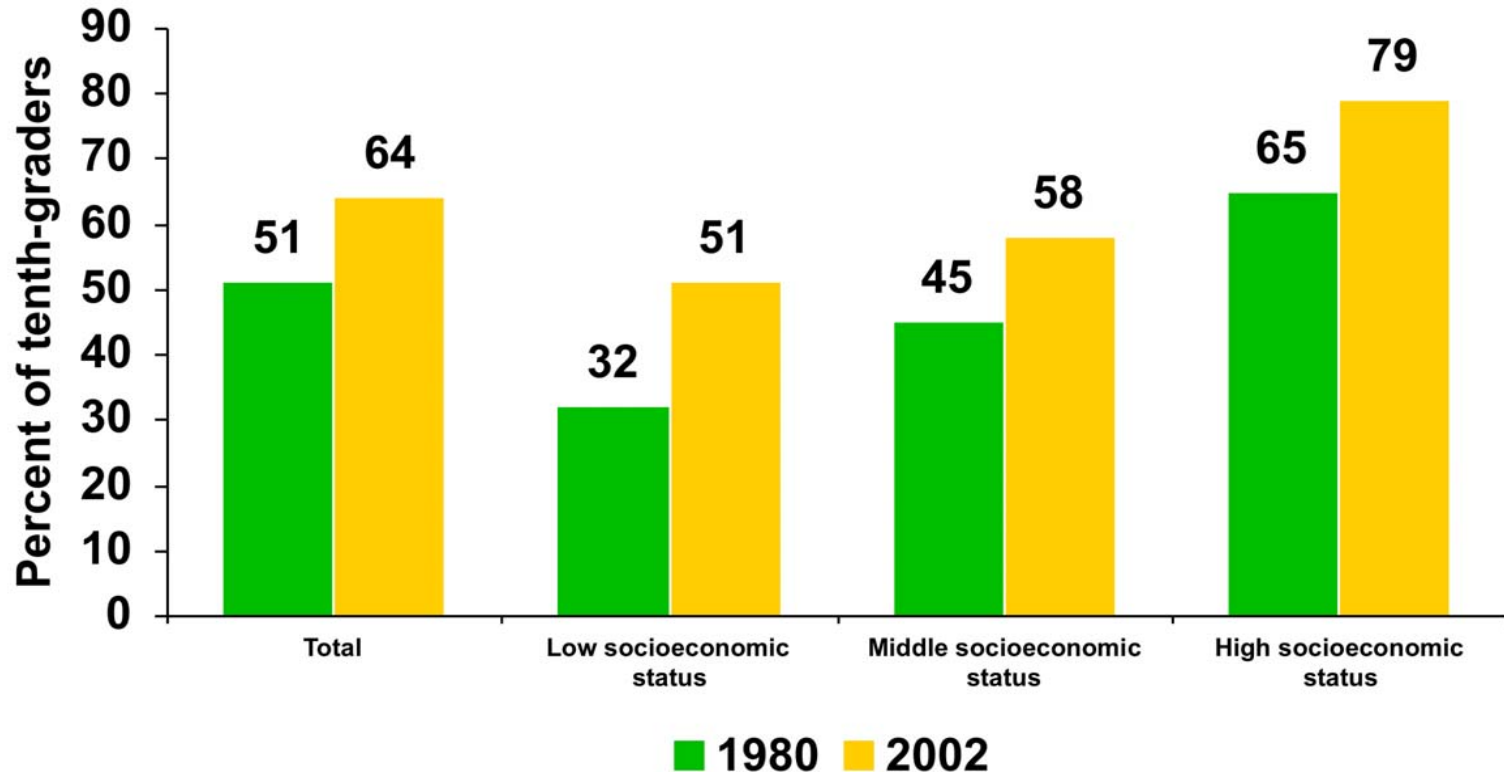
Percentage of U.S. tenth graders who expect to obtain a bachelor's degree or higher



- **Note:** Low socioeconomic status represents the bottom 20 percent of family income, high socioeconomic status is the top 20 percent of family income. The socioeconomic status was determined using parents' and students' reports of parental educational attainment, occupation, and family income.
- Source: U.S. Department of Education, National Center for Education Statistics 2004a. *The Condition of Education, 2004*, NCES 2004-077. John Wirt, Patrick Rooney, Susan Choy, Stephen Provasnik, Anindita Sen, and Richard Tobin. Washington, D.C.: U.S. Government Printing Office. Supplemental Table 15-1.



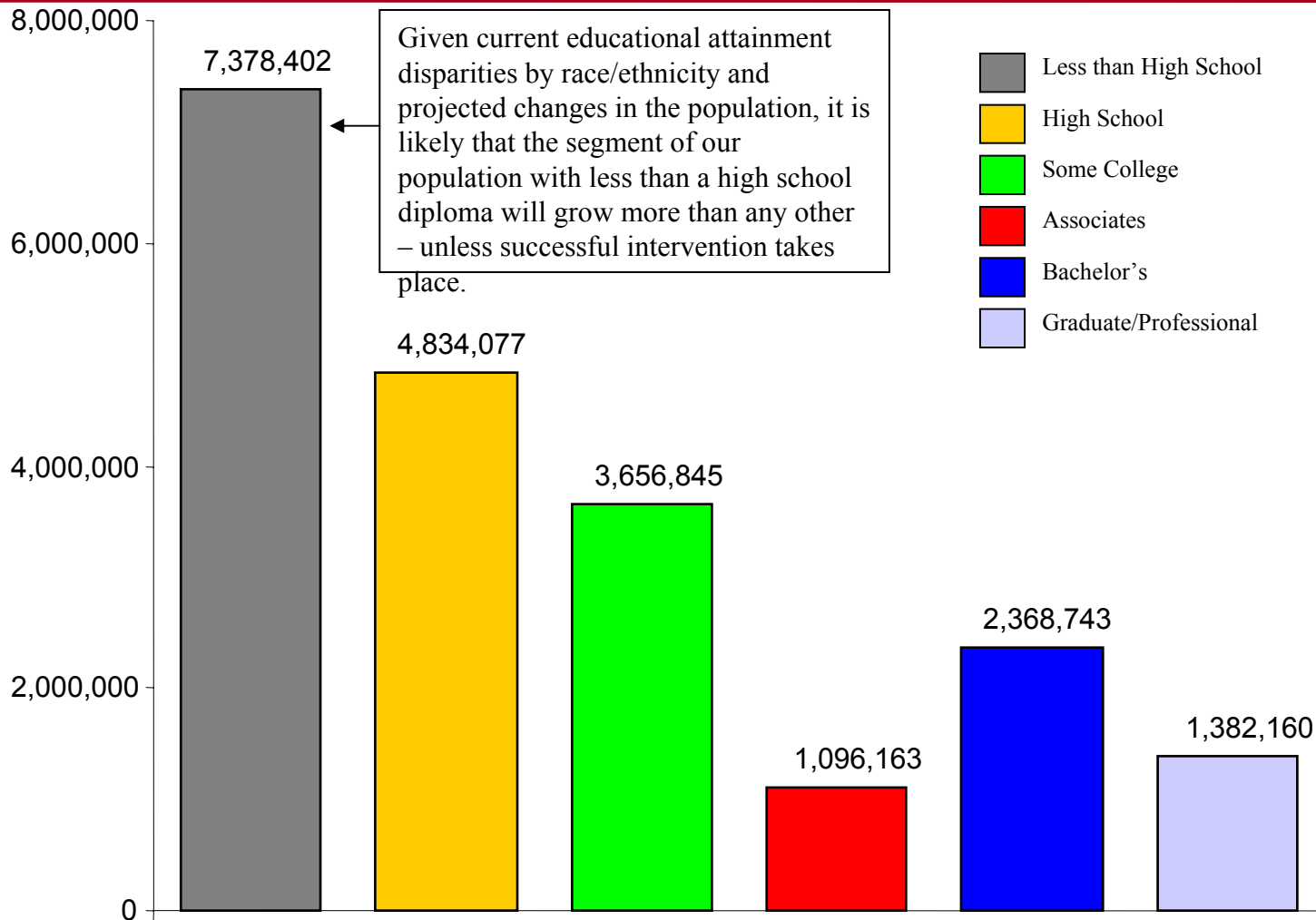
Percentage of recent U.S. high school graduates who were enrolled in college the October following graduation



Source: U.S. Department of Education, National Center for Education Statistics 2004a. *The Condition of Education, 2004*, NCES 2004-077. John Wirt, Patrick Rooney, Susan Choy, Stephen Provasnik, Anindita Sen, and Richard Tobin. Washington, D.C.: U.S. Government Printing Office. Supplemental Table 15-1.



Number Changes in Educational Attainment from 2000 to 2020 as a Result of the Projected Changes in Race/Ethnicity (25 to 64 Year Olds)

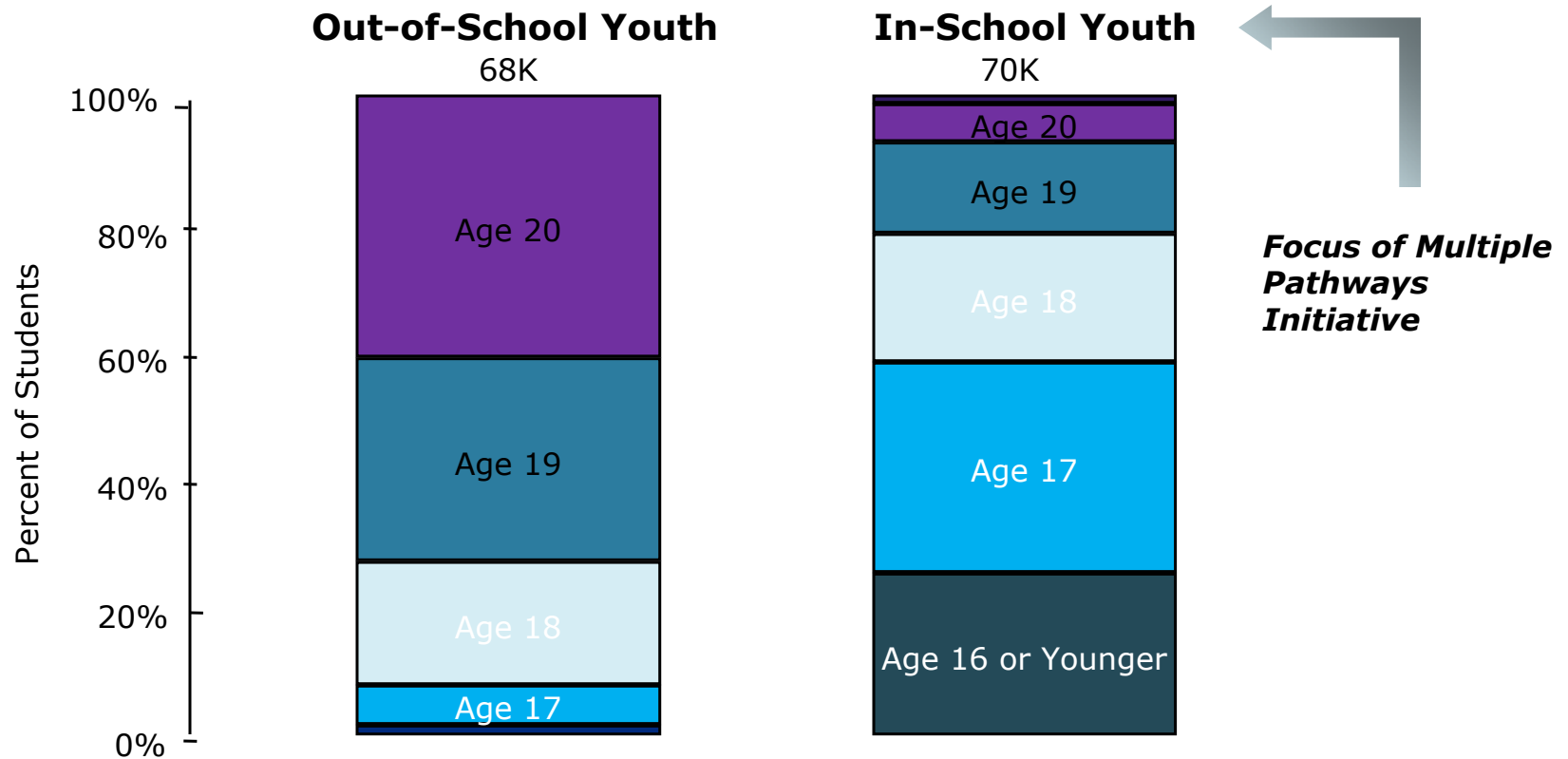


Source: NCHEMS, *As America Becomes More Diverse: The Impact of State Higher Education Inequality*



Snap Shot: New York City High School Population

Of the nearly 140K overage and under-credited youth in New York City, half are currently in school.

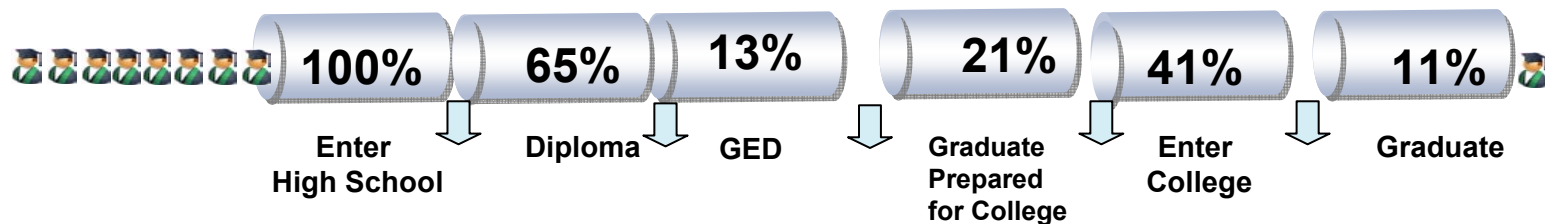


IN- AND OUT-OF-SCHOOL OVERAGE AND UNDER-CREDITED YOUTH, JUNE 2005

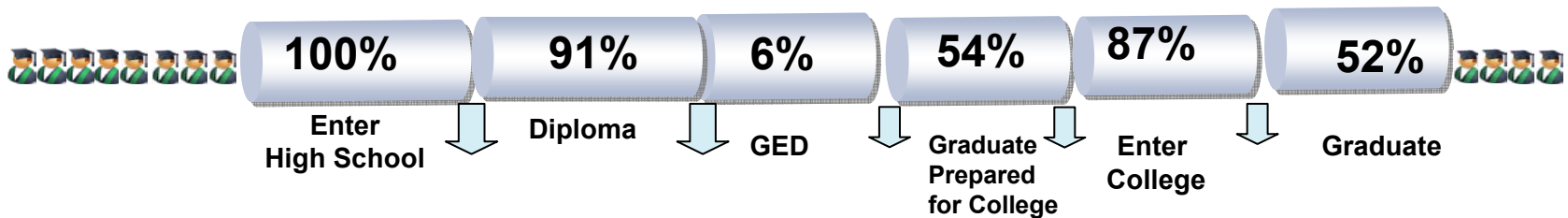
Note: Includes District 75 students. Students are counted as out-of-school youth only if they are dropouts (as opposed to other discharges) Source: ATS Data, Parthenon analysis

We Lose Students at Every Step in the Educational Pipeline

Low-Income Pipeline



Middle- and Upper-Income Pipeline



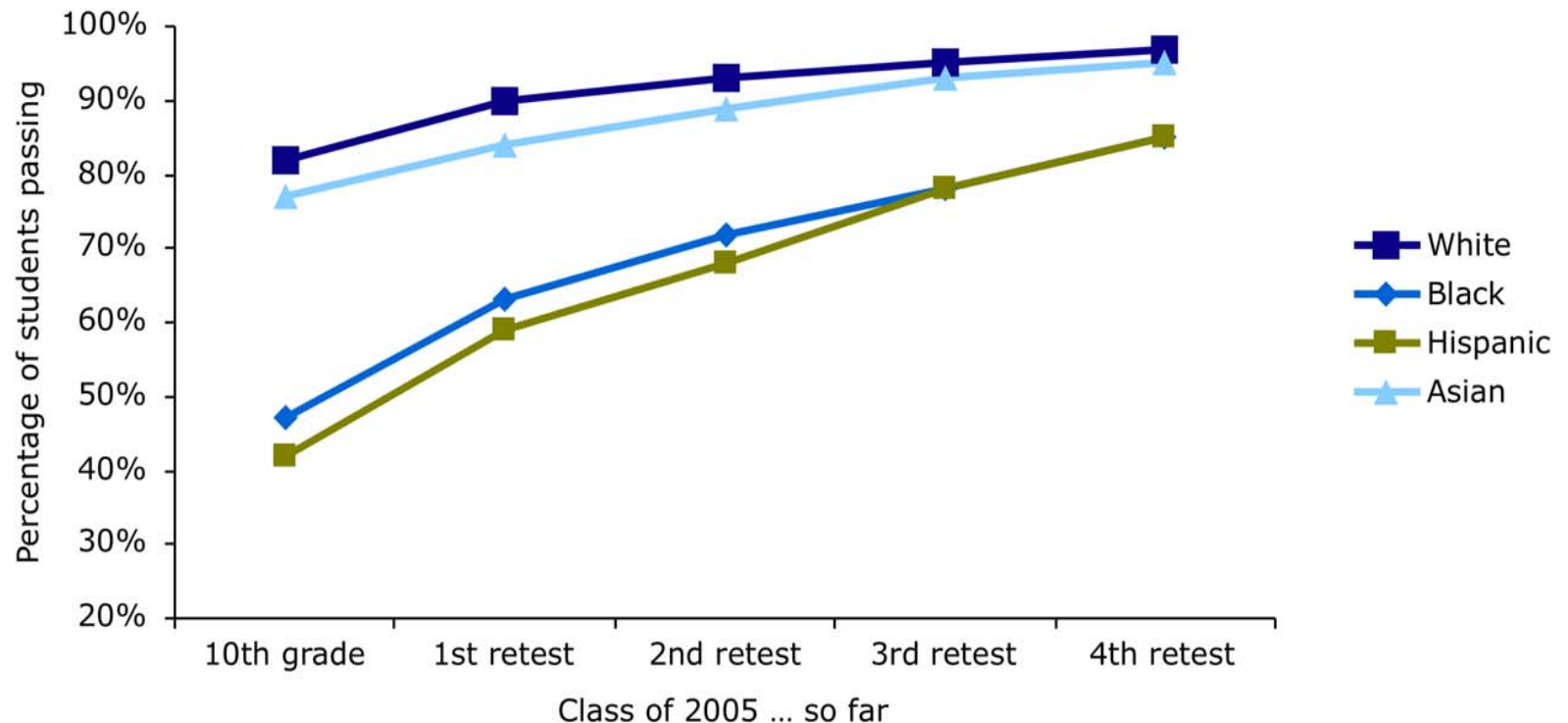
Source: Calculated using statistics from the National Education Longitudinal Study (NELS).

Characteristics of Many Current High School Exit Assessments

- High school exit exams test at 8th to 10th grade levels
- Cut scores do not indicate “true” student scores (65 is scaled to 54) so people are deluded by what the standards are
- Basic skills assessments trump measuring complex thinking skills
- Most questions are multiple choice
 - But students can do more....



Gaps in Massachusetts MCAS passing rates are closing



Source: Massachusetts Department of Education.



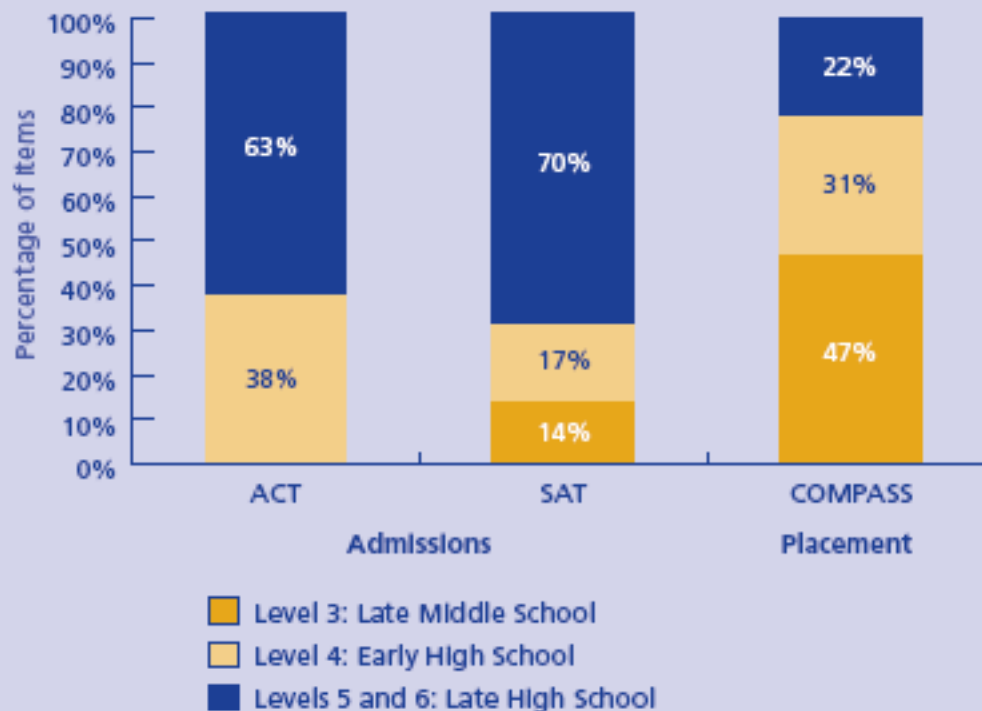
And tests are changing...

College Admission & Placement Exams are being used for new purposes:

- States using SAT and ACT as high school exit exams
- States giving ACCUPLACER AND COMPASS in 11th grade to judge college preparation
- Some states developing end of course tests aligned with college content



Complexity of Passages on Reading Tests



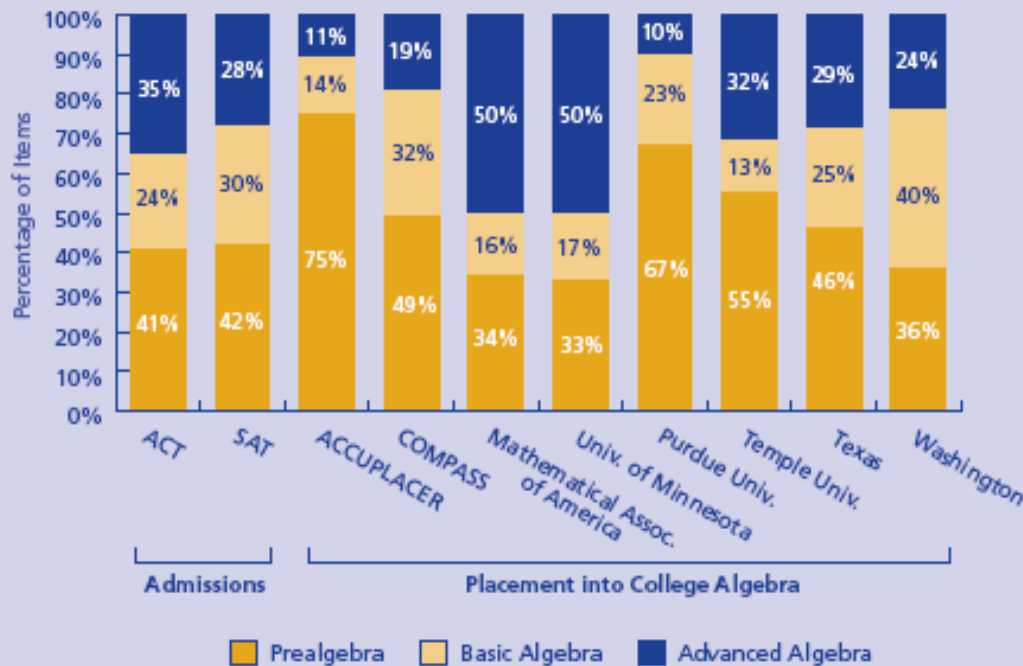
Note: The ACCUPLACER items were not included in these data because the test presents only sentences or short paragraphs that were not given a reading level on the Achieve scale.

Totals may not equal 100 percent due to rounding.



Algebra Content on Math Tests

Algebra Content on Math Tests



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Positive Steps Underway

- States recognize that they need more innovative and demanding schools
- States requiring higher standards and more complexity & cognitive challenge in instruction
- Small movement to create assessments that really track 21st century skills
 - CWLA (based on CLA)
 - Portfolio system in Rhode Island



Implications for Open Access 2 & 4-year Institutions

- Align admissions and placement tests with new “college ready” hs exit assessments
- If using ACCUPLACER and COMPASS, set cut scores to test in the higher ranges
- Teach basic skills simultaneously with complex skills and knowledge
- Teach to cognitive strengths of value in 21st century work place– no matter who enrolls



And so, here's a final thought...

- The modern struggle isn't finding information but making sense of it, navigating what the late David Foster Wallace called "Total Noise, the seething static of every particular thing and experience, and one's total freedom of infinite choice about what to choose to attend to and represent and connect, and how and why."

