

EdReady Statewide Rollout

Summary Report

November 3, 2014

Project Workflow Update:

Funded by a \$2.4 million dollar gift from the Dennis and Phyllis Washington Foundation, the scaling of EdReady across Montana from the initial UM pilot in 2013 has grown to include 1,502 participants at eight postsecondary institutions in Montana. In addition, 12 high schools have implemented EdReady with 921 students enrolled during fall 2014. The program is also being implemented this fall by an Adult Education provider as well as Montana's only CTE high school, the Billings Career Center, for a total of 2,541 secondary and postsecondary participants.

10/31/2014	
<u>Higher Ed</u>	
Highlands College at MT Tech	375
Gallatin College MSU	151
The University of Montana- Missoula	752
Flathead Valley Community College	76
Helena College UM	2
University of Montana Western	124
Dawson CC	16
Miles CC	6
<i>Total Higher Ed</i>	<u>1502</u>
<u>Individual Enrollments</u>	
<u>62</u>	
<u>Secondary Ed</u>	
Glacier HS	12
Anaconda	65
Florence Carlton High School	31
Cutbank	43
Washington MS	8
Bozeman HS	163
Brockton HS	32

Bainville HS	34
Dawson County High School	12
Jefferson High School	93
Forsyth High School	41
Billings West HS	376
Castle Rock MS	2
Columbus HS	1
Hobson HS	1
Park City HS	7
<u>Total Secondary Ed</u>	<u>921</u>
<u>Misc. Statewide and Regional Groups</u>	
Lifelong Learning Center MCPS	29
Billings Career Center	21
Great Falls Adult Ed.	6
<u>Total Misc. Statewide and Regional Groups</u>	<u>56</u>
<u>GRAND TOTAL</u>	<u>2541</u>

Tribal Colleges

Between October 20 and October 30, Deputy Commissioners John Cech (7 visits) and Neil Moisey (4 visits) accompanied the Lt. Governor (with the Governor participating in two visits) on site visits to each of the tribal community colleges including Fort Peck Community College, Blackfeet Community College, Little Bighorn College, Chief Dull Knife College, Aaniiih Nakoda College, Stone Child College, and Salish Kootenai College. Each visit included the respective tribal college president, chief academic officer, and key staff members. Dr. Cech discussed with each tribal college their interest in participating in the EdReady statewide roll out project. Each of the seven tribal colleges indicated they would like to be involved. Mr. Robert Currie from the Montana Digital Academy is in the process of following up with each of the seven colleges.

EdReady Ambassadors – Higher Education and Secondary

Recruitment is under way and the role description for the higher education ambassadors is attached.

- There will be four higher education ambassadors deployed regionally across the state.
- Once the ambassadors are in place they will begin visiting public, tribal and private colleges.
- There will also be nine secondary regional ambassadors using the established SAM regions.

Secondary

- Twelve high schools are using EdReady with numerous implementations in various planning stages taking place at several others. These will be added to our information as they are finalized.

Additional Information

- Presentation made to the Governor, Lieutenant Governor, State Superintendent and many other representatives of education organizations July 2014.
- Presentation made to the Board of Public Education September 2014.

Test Results: What have We Learned Thus Far?

The field testing and launch of EdReady Montana has been progressing quite well this fall. As of November 3, 2014 over 2,500 higher education, secondary, and adult learners have established user accounts in EdReady Montana. The field testing continues to reveal that the flexibility of EdReady Montana is generating new possibilities and use cases when placed in educators' hands, especially at the higher education level. The use case that is consistently being requested is to utilize EdReady Montana as a co-requisite tool in a concurrent manner within a college level mathematics course essentially as a teaching tool. While this certainly makes sense and is an effective use, it is much different than the initial developmental intent of EdReady Montana as an assessment and skill strengthening tool to be used in preparation for a placement assessment. We have also learned that EdReady Montana is quickly being embraced by the adult basic literacy educators and the learners that they serve. This population consists of post high school age learners who are attempting to re-engage in the educational system to prepare or re-train for employment and in general improve their quality of life. We are just beginning to work with several of the sixteen regional delivery sites across the state.

Gaps and Modifications: What are the Ongoing Knowledge Gaps? How do We Plan to Address Them?

As the use of EdReady Montana continues to expand in colleges, secondary schools, and adult learning centers we are getting excellent field testing feedback regarding improvements and modifications to the tool. Most of these are due to the newly emerging use cases that are taking

EdReady Montana into the classroom and finding ways to use the tool as a companion to ongoing instruction. This has led to an increase in communication between the MTDA EdReady Montana team and the NROC development and technology team. We are continually visiting higher education institutions and schools to meet with their staff to gather on the ground information that we in turn are sharing directly with NROC on a weekly or even more frequent basis. By using this process, our users are feeling an increasing sense of ownership in making EdReady Montana their own.

This is not a gap or modification, but it is worthy of mention that by design we are now rolling out our EdReady Montana ambassador program which will deploy higher education and secondary ambassadors across Montana on a regional basis. Beginning in the next two weeks they will be visiting the respective colleges, universities and secondary schools in their regions. Their role will be to help local staff assess their needs and coordinate the creation of the local version of EdReady designed to meet those needs. This will ensure that all educational institutions with students from seventh grade through higher education are aware of the power of EdReady Montana and will very likely lead to a significant increase in users in the coming weeks and months.

Metrics: Measuring Our Success

Working with the University of Montana Department of Educational Leadership in the Dennis and Phyllis Washington College of Education, we are preparing to collect and analyze both quantitative and qualitative data that will allow OCHE to measure the impact EdReady has on lowering the number and percentage of students being placed in developmental education mathematics courses on the campuses of the Montana University System. The Department will provide a report in early winter 2015 detailing the results of the following three parts of the study:

Phase I – Summer 2013 Cohort:

- I. Survey students who completed 2013/2014 UM cohorts of EdReady. Goal is to determine if student participation in a treatment such as EdReady will help them develop greater self-efficacy that is enhancing the student's beliefs about personal abilities to complete their math schoolwork successfully. A significant body of research exists demonstrating that self-efficacious students have improved confidence and a greater likelihood of persisting through difficult material. The survey for phase I will also gather basic demographic material and general attitudinal information about student experiences in developmental education courses using EdReady. The comparison group will include developmental education students (not receiving the EdReady treatment) enrolled in M090 and M095.
- II. Quantitative data – analysis of the students enrolled in the UM 2013 EdReady cohort – grades in the first college math course compared between those who went through EdReady treatment and those who went through developmental math.

- III. Qualitative – interviews with selected summer 2013 EdReady cohort participants to explore student experiences. Specifically, sample will include: 1) started EdReady but did not finish; 2) increased by 1 level on ALEKS; and 3) increased by 2 levels on ALEKS.

In addition, we would like to engage in a Phase II study of the EdReady project. Phase II would be expanded to include summer 2014 and fall 2014 cohorts (approximately 2,500 participants). This expanded research would include:

- A. Analysis of EdReady usage as a standalone treatment or co-requisite treatment (2-year college, 4-year college, and high school);
- B. A qualitative section involving teachers, which would help us learn more about their experiences and help with the advancement of professional development opportunities for other teachers interested in integrating EdReady into their developmental education curricula.

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