GEAR UP Weekly Widgets 6/8/15

*NCSM North West Regional Conference

Attached is a flyer for the NCSM North West regional conference; this year it is going to be in Billings, Crowne Plaza, July 13-15. The conference is all about math leadership and social justice.

*Inspire Literacy Leadership Institute

June 15-18, MSU-Bozeman; “Developing Teacher Leaders to Support Implementation of the Montana common Core Standards for English Language Arts and Literacy.” Flyer attached.

*College Application Week

Save the date! College Application Week is scheduled for November 2-6, 2015. High school seniors will have an opportunity to have their application fee waived or deferred to one college or university in the Montana University System or tribal college. Much more information to follow.

For more information, contact Terry Kendrick, 406-444-3449

*Summer Program for Dual Enrollment Courses

There are still spots available in MSUB’s summer graduate offering for teachers who want to qualify to teach College Writing (one of the most transferable and in demand college courses). There are a limited number of scholarships available.

Click here for details! [http://www.msubillings.edu/extendedcampus/Teaching-Writing.htm](http://www.msubillings.edu/extendedcampus/Teaching-Writing.htm)

Find other summer courses in math, computer science, and more at… [http://mus.edu/DualCredit/ProfessionalDevelopment.asp](http://mus.edu/DualCredit/ProfessionalDevelopment.asp)

For more information, contact Kevin, 406-896-5861

*Working together to prepare students for college success

Commentary

By Ellie Ashford, Published June 4, 2015
Creating a seamless approach for students moving through high school right into college. To read more click on the link below:

http://www.ccdaily.com/Pages/Campus-Issues/Partnerships-promote-college-going-among-high-school-students-.aspx

**REL Study Finds that College Enrollment Patterns for Indiana High School Graduates Differ for Graduates of Rural and Nonrural High Schools**

Regional Educational Laboratory Midwest examined differences in presumptive college eligibility, college enrollment rates, and differences in the types of state colleges attended by rural and nonrural Indiana 2010 high school graduates. "Presumptive eligibility" refers to the highest level of college selectivity for which a student is presumed eligible for admission, as determined by academic qualifications.

The study found that rural and nonrural graduates entered college at similar rates, had similar academic preparation, and had similar levels of presumptive eligibility for colleges of various selectivity levels according to their academic qualifications. Yet rural graduates were more likely to enroll in two-year than four-year colleges and in colleges that were "undermatched" with their level of presumptive eligibility. Even after accounting for student and school characteristics, this finding held true. About a third of rural graduates and a quarter of nonrural graduates enrolled in colleges that were less selective than colleges for which they were presumptively eligible. Distance may have been a factor: rural graduates traveled farther than nonrural graduates to attend both two-year and less selective four-year colleges, but the farther rural graduates' high schools were from colleges, the more likely they were to enroll in a two-year college or to undermatch with a college.

Indiana data differed from national data in some areas, emphasizing the importance of considering state data when making education policy decisions.

Read the report at: [http://ies.ed.gov/ncee/edlabs/projects/project.asp?projectId=382](http://ies.ed.gov/ncee/edlabs/projects/project.asp?projectId=382)

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The Regional Educational Laboratories (RELS) build the capacity of educators to use data and research to improve student outcomes. Each REL responds to needs identified in its region and makes learning opportunities and other resources available to educators throughout the United States. To receive regular updates on REL work, including more reports like this, follow NCEE on Twitter: @IES_NCEE. To provide feedback on this or other REL work, email NCEE.Feedback@ed.gov.