Challenge for Every Child

Parent Meeting
Project GEMS
If during the first five or six years of school, a child earns good grades and high praise without having to make much effort, what are all the things he doesn’t learn that most children learn by third grade?
Why not take the easy road?
There’s plenty of time to work hard later, right? WRONG!
Challenging, enriching courses in middle and high school make a prepared, committed, interested student in college.
Sixty percent of students going to college with KEES scholarships had the grades to keep the scholarship for year two.

KHEAA and The Student Loan People, 2007-2008 data
<table>
<thead>
<tr>
<th>High School</th>
<th>Awards Used</th>
<th>Retained Awards</th>
<th>Percent Retained</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greenwood</td>
<td>183</td>
<td>114</td>
<td>62.3</td>
</tr>
<tr>
<td>Warren Central</td>
<td>128</td>
<td>55</td>
<td>43.0</td>
</tr>
<tr>
<td>Warren East</td>
<td>87</td>
<td>47</td>
<td>54.0</td>
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</table>
Statistics show...

- College students who have not taken an Advanced Placement (AP) class have 33% chance of completing a Bachelor’s Degree

- College students who have completed one AP course have a 59% chance of completing a Bachelor’s Degree

- College students who have completed two or more AP courses increase to 76% their chances of attaining a Bachelor’s Degree

Answers in the Toolbox: Academic Intensity, Attendance Patterns, and Bachelor’s Degree Attainment http://www.ed.gov/pubs/Toolbox
Of all pre-college curricula, the highest level of mathematics one studies in secondary school has the strongest continuing influence on bachelor's degree completion. Finishing a course beyond the level of Algebra 2 (for example, trigonometry or pre-calculus) more than doubles the odds that a student who enters postsecondary education will complete a bachelor's degree. This is much more important than SES!

Answers in the Tool Box: Academic Intensity, Attendance Patterns, and Bachelor’s Degree Attainment  www.ed.gov/pubs/Toolbox
<table>
<thead>
<tr>
<th>Highest Math Studied in High School</th>
<th>Percentage of High School Graduates Earning Bachelors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calculus</td>
<td>79.8</td>
</tr>
<tr>
<td>Pre-Calc</td>
<td>74.3</td>
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<tr>
<td>Trig</td>
<td>62.2</td>
</tr>
<tr>
<td>Algebra 2</td>
<td>39.5</td>
</tr>
<tr>
<td>Geometry</td>
<td>23.1</td>
</tr>
<tr>
<td>Algebra I</td>
<td>7.8</td>
</tr>
<tr>
<td>Pre-algebra</td>
<td>2.3</td>
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</table>
ACT data show that fewer than two in ten eighth graders are on target to be ready for college-level work by the time they graduate from high school.

The Forgotten Middle, 2009
Only one in five ACT-tested 2008 high school graduates are prepared for entry-level college courses in English Composition, College Algebra, Social Science, and Biology.
The surest way to make it difficult for children is to make it easy for them.

Eleanor Roosevelt
What is academic success?
LEVELS OF ACADEMIC SUCCESS

Level 3
Learns with satisfaction and joy (student is on the way to becoming a lifelong learner)

Level 2
Earns high grades on assignments that challenge (completes assignments that require effort)

Level 1
Gets good grades with ease (completes assignments with little effort)
Level 1

Gets good grades with ease (completes assignments with little effort)
Level 2

Earns high grades on assignments that challenge (completes assignments that require effort)
Level 3

Learns with satisfaction and joy (student is on the way to becoming a lifelong learner)
Why would you want your child to move up to another level of academic success?

How do you facilitate your child moving from one level to the next?
How do you facilitate children moving to the next level of academic success?

1. Don’t rescue the child from a challenge. Instead support him/her.
How a person views the origin of talent is important!

If you see talent as something you have to be demonstrated...

If you see talent as something to be developed...
HARD WORK IS ESSENTIAL TO SUCCESS
CREATIVITY IS IMPORTANT.
WHY IS CREATIVITY IMPORTANT?
Most inventions and breakthroughs come from reassembling existing ideas in new ways.

Daniel Pink, A Whole New Mind
In a world in which more and more average work can be done by a computer, robot or talented foreigner, cheaper and just as well, vanilla doesn’t cut it any more. It’s all about what chocolate sauce, whipped cream and cherry you can put on top.

Daniel Pink
What can parents do to encourage challenge?
Parents should not shield or try to protect children from risks or hard work. Parents also need to allow children to experience the tensions and stress that rise from challenging ideas and expectations.

Paula Olszewski-Kubilius
Compare the number of young people from your local high school who went to college on athletic scholarships and academic scholarships.
Encourage your child to accept a challenge and to work hard to reach the goal.
Praise effort rather than being smart.
That message is so important.
Model what you want your child to do – reading, working hard to achieve a goal.
Know how important it is for your child to have peers – others who share his/her interests.
Encourage your children to be actively involved in their classes but also actively involved in other school or community activities that they enjoy.
Remember that challenge is a “must” if your child is going to be successful in college – a prelude to being successful in a career and in life.
State New & Global Economy Index Scores

In 1999, Kentucky ranked 39th in the nation in the overall adaptation to the New Economy.

In 2002, the state fell to 42nd.

In 2007, the state fell even more to 45th!

http://www.neweconomyindex.org/
<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Scientists &amp; Engineers</th>
<th>Number of Workforce Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999</td>
<td>47</td>
<td>49</td>
</tr>
<tr>
<td>2002</td>
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<td>2007</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>2007</td>
</tr>
<tr>
<td>Year</td>
<td>Number of Online Population</td>
<td>Number of Patents</td>
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<tr>
<td>------</td>
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<tr>
<td>1999</td>
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<tr>
<td>2007</td>
<td>36</td>
<td>48</td>
</tr>
</tbody>
</table>
It is not the strongest of the species that survive, nor the most intelligent, but the ones most responsive to change.

Charles Darwin