

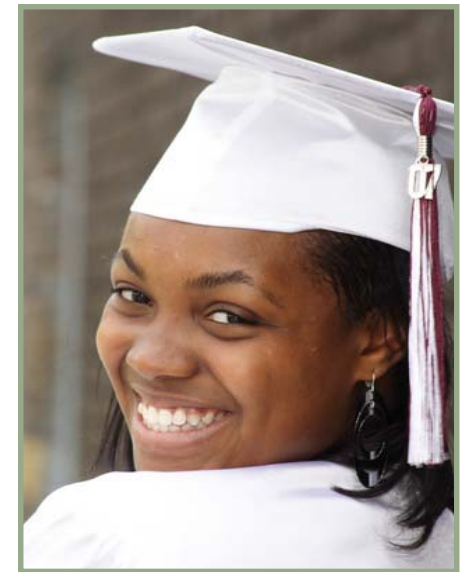


PRINCIPLE 3

Alignment and Transition

- Education and training providers, with input from business and industry, enhance alignment that facilitates student preparation and transition through the educational pipeline.

Programs of Study provide clear opportunities to strengthen the conversations and deliberate work of enhancing alignment with the distinct goal of improving student transition through the educational pipeline.





ESSENTIAL QUESTION



How will you utilize the tools and resources for Principle 3 and its design elements to implement and evaluate your Programs of Study (POS) efforts?

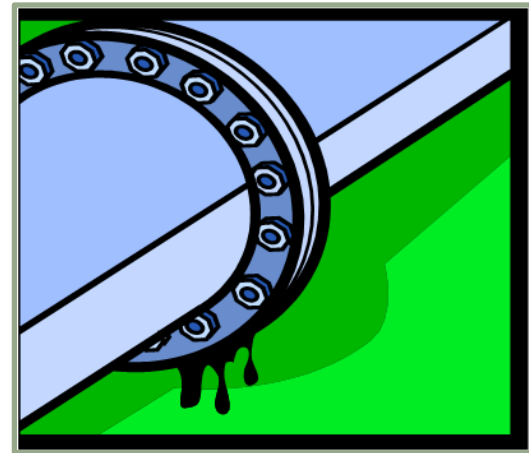


WHY ALIGNMENT AND TRANSITION ?



Loss of students at each transition point represents missed opportunities to:

- prepare students for further education and viable careers
- enhance the state's economic, social and cultural well-being

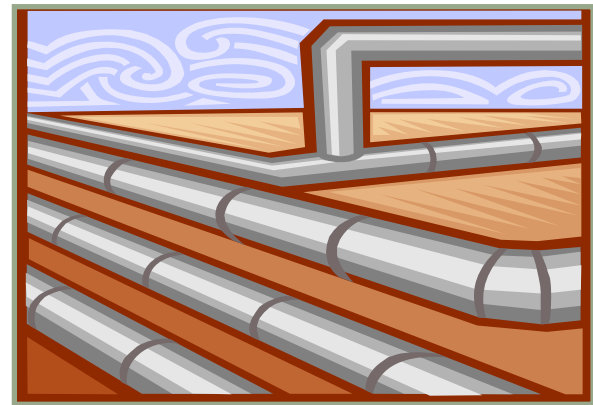




ALIGNMENT



One critical element of secondary and postsecondary alignment related to Principles Three and Four is the role of faculty involvement in the curriculum alignment process.

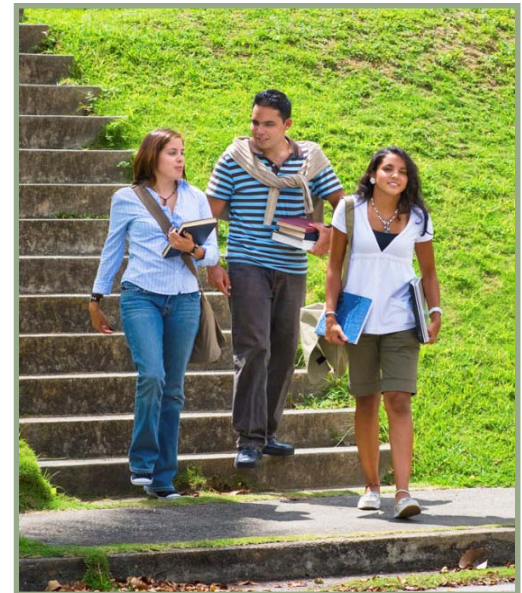




TRANSITION



Successful transitions to college require students to have access to “college knowledge” that includes contextual skills and awareness (Conley, 2005, p. 30).





IN PERKINS IV



In Perkins IV Title II, SEC. 203. TECH PREP PROGRAM.

development of programs for secondary education and postsecondary education that:

- (A) meet academic standards developed by the State;
- (B) link secondary schools and postsecondary institutions
 - nonduplicative sequences of courses in career fields
 - articulation agreements
 - enroll concurrently in secondary education and postsecondary education coursework



IN PRACTICE



Can you think of an example of Principle 3
being used:

In the state?

With your partnership?

Within your institution?

Among faculty?





DESIGN ELEMENTS



- Secondary and postsecondary collaboration is utilized
- Articulation agreements are developed and reviewed routinely
- Multiple entry and exit points are available
- Sequence of courses and programs are coherent
- Data-sharing agreements are developed and utilized
- “College knowledge” is taught



REFLECTION



- Why is improving alignment and transition important?
- What efforts can you build from to improve alignment and transition?
- Where can your efforts be strengthened?
- Who needs to be involved?
- How will your Partnership utilize Principle 3 and its design elements to implement and evaluate your POS efforts?