



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.



Principle Overview

The third Guiding Principle is Alignment and Transition.

Essential Concepts:

This Principle addresses many of the structural components of Programs of Study.

The implementation of Programs of Study under Perkins IV:

- advances concepts and practices related to alignment and transition developed within Tech Prep programs under Perkins III
- provide clear opportunities to strengthen the conversations and deliberate work of enhancing alignment among secondary, postsecondary, business and industry, and communities
- 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?

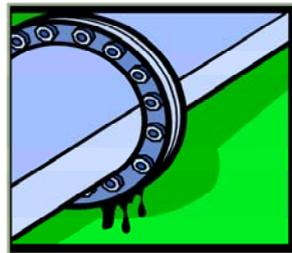


Use this essential question to lead thinking and discussion of Principle 3 and its design elements.

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



Some Supporting Data:

Reflective of national trends, Illinois' student pipeline data from 2004 (Illinois Board of Higher Education, 2008), based on a sample of 100 9th graders, show the declining rates of student outcomes at key transition points:

- 75.5% graduate from high school
- 41.7% enter college directly
- 28.4% enroll in the second year of college
- 19.9% graduate from college within 150% of the program time

Each transition point in the pipeline can be *disaggregated to better understand* student transitions.

A *key indicator of student success* is found at the transition point between high school and college:

→ need for remedial/developmental education

State and local *activities to improve alignment and student transition* include:

- collaborative partnerships inclusive of multiple stakeholders
- memorandums of understanding (MOUs) among partners
- articulation agreements between educational entities
- a commitment to secondary and postsecondary faculty engagement and communication
- dual credit and dual enrollment
- incorporation of valid and reliable standards.

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.



At the state level, existing initiatives are underway to address the misalignment of educational standards across systems.

Some examples:

- Common Core State Standards Initiative (CCSSI)
- American Diploma Project (ADP)
- College and Career Readiness Act

These initiatives, along with Perkins IV Programs of Study, seek to bridge the gap between secondary and postsecondary education to ensure the alignment of standards and curriculum, easing student transition.

One strategy strongly connected to Principles Three and Four is the curriculum mapping process.

Curriculum Mapping is a:

- tool that is utilized in a long-term process
- tool that can be completed at multiple levels
- hub that can connect learning standards, essential CTE concepts, assessment, instruction, professionals development, and evaluation efforts

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Curriculum Mapping is a: (cont.)

- tool that begins with use at the teacher level with diary mapping
 - intimate process because teachers share what they are doing
 - data generated at this level...these data are utilized to build consensus mapping

To address potential barriers...

Curriculum Mapping requires:

- a plan for laying the foundation
- stakeholder buy-in and input
- a plan for how data will be used
- electronic means of recording and sharing information in real-time

Another strategy - *Paired Course Alignment Process* is designed to align a high school exit course with an entry-level college course to ensure students are college ready.

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.



The Educational Policy Improvement Center's *Paired Course Alignment Process* consists of six steps:

1. High school and college faculty submit syllabi and course documents through an online tool.
2. Faculty raters view submitted documents, rate the presence or absence of college readiness standards within each curriculum document, and determine where the alignment exists or is absent.
3. Results are integrated into a detailed discrepancy report containing an analysis of redundancies and gaps in the curriculum as measured by the degree of alignment with the college readiness standards.
4. Steering committees, curriculum experts, and design committees are established to guide pilot course development.
5. Faculty pilot paired courses in secondary and public institutions of higher education.
6. Moderation panels are developed to provide feedback to the course design teams, identifying any areas of concern regarding consistency and accuracy of college readiness preparation as presented by the developed course materials (Educational Improvement Center, 2009, p. 2).



TRANSITION



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



“College Knowledge” -

Just as alignment has connections to Principle Four, transition has similar connections to Principle Two: Access, Equity and Opportunity. Some design elements associated with Principle Two address support services and the people who implement them not only to ensure equity, but also to help prepare students for college and careers.

College knowledge includes “all the information – both formal and informal, stated and unstated – necessary to:

- be eligible for admission
- select an appropriate postsecondary institution
- gain admission to a college
- obtain financial aid” (Conley, 2009, p. 25).

Guidance counselors have a critical role in assisting students and their families with “college knowledge”.

An example of a federal program designed to provide support services for students from disadvantaged backgrounds is the TRIO Program. Part of the *TRIO Program*, Student Support Services which addresses college knowledge and college counseling, among other things, by providing non-academic (as well as academic) services such as admissions, financial aid counseling, and career guidance (Office of Postsecondary Education, 2009).



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 Perkins IV

Title II, SEC. 203. TECH PREP PROGRAM.

(c) CONTENTS OF TECH PREP PROGRAM.—Each tech prep program shall—

(1) be carried out under an articulation agreement between the participants in the consortium;

(2) consist of a program of study that—

(A) combines—

(i) a minimum of 2 years of secondary education (as determined under State law); with

(ii)(I) a minimum of 2 years of postsecondary education in a nonduplicative, sequential course of study; or

(II) an apprenticeship program of not less than 2 years following secondary education instruction; and

(E) leads to technical skill proficiency, an industry recognized credential, a certificate, or a degree, in a specific career field;

(F) leads to placement in high skill or high wage employment, or to further education;



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In Perkins IV

Title II, SEC. 203. TECH PREP PROGRAM. (cont.)

(3) include the development of tech prep programs for secondary education and postsecondary education that—

(A) meet academic standards developed by the State;

(B) link secondary schools and 2-year postsecondary institutions, and if possible and practicable, 4-year institutions of higher education, through—

(i) nonduplicative sequences of courses in career fields;

(ii) the use of articulation agreements; and

(iii) the investigation of opportunities for tech prep secondary education students to 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?



An In Practice Example -

BEST (Business and Education for Successful Transitions) Partnership Dual Credit Articulation at Joliet Junior College

Beginning Fall 2006, Dan Kreidler, former Tech Prep director at Joliet Junior College (JJC), collaborating with representatives from the 22 district high schools and two career centers developed a four-tier articulation system that has resulted in 182 articulation agreements for dual credit in CTE areas. The four levels of articulation are associated with the amount of alignment that exists or is required between high school and college courses. A description of the levels within this system follows.

Level 1: For programs that are offered only at the community college (e.g., Veterinary Technician), JJC has developed a prescriptive plan of study for student to take in high school that would best prepare them for the postsecondary program. High school counselors can use this tool to advise students, helping them see the necessity to take the selected math and science courses that prepare them for the postsecondary coursework that leads to their chosen occupation.



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An In Practice Example -

BEST (Business and Education for Successful Transitions) Partnership Dual Credit Articulation at Joliet Junior College (cont.)

Level 2: When courses or programs exist at both secondary and postsecondary levels, but there is a difference in course content between education levels, JJC coordinates an articulation meeting where faculty and department administrators from both levels review existing curriculum, identify gaps and implement a year-long effort to enhance high school curriculum to meet college level work.

Level 3: When at least 80% of secondary and postsecondary course content is aligned, an articulation agreement is signed by both entities. Upon successful completion of the course (success means students earn a “B” or better) credit is held in escrow and awarded to students after their transition to JJC and completion of the next advanced course in the sequence. If the student completes the postsecondary course with a grade of C or better, the college credit held in escrow for the introductory course is then transcribed. The college is moving away from this model, replacing it with the dual credit model.



IN PRACTICE



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An In Practice Example -

BEST (Business and Education for Successful Transitions) Partnership Dual Credit Articulation at Joliet Junior College (cont.)

Level 4: For all dual credit courses offered in the district, the same content, texts, syllabus, expected outcomes and assessment instruments are required at both levels. Upon successful completion of the course, students' earn high school credit and postsecondary credit, recorded on a JJC transcript.

In order to develop any of the four articulation agreements described above, teachers and administrators from the high schools and JJC attend a "Dual Credit Roundtable Meeting" where all content is reviewed by JJC faculty and articulation agreements are developed. All articulation agreements are revisited at least every two years and select agreements are revisited annually. The partnerships formed among JJC and surrounding secondary entities resulted in roughly 5,200 students participating in CTE dual credit courses. While the average transition rate from high schools to JJC is graduates is between 13% - 17%, nearly 30% of dual credit students transition directly to JJC after high school graduation in selected programs. According to Dan Kreidler, this has been a tremendously effective approach to increase CTE students transition to the College.



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

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There are 7 design elements for Principle 3. For each of the design elements, tools and resources are provided to guide partnerships in the implementation. Also, an appendix is included, Appendix C which is an overview of the *South Carolina Course Alignment Project Design Process for Paired Courses* developed by the Educational Policy Improvement Center. Please take a moment to review the design elements tools and resources and the appendix for Principle 3.

Principle 3

Design Elements at a Glance

1. Non-duplicative curriculum is ensured through **secondary and postsecondary collaboration** for greater efficiency and alignment.
2. Course content and credit are aligned through **articulation agreements** which lead to industry recognized credentials and/or certification.
3. Curriculum is aligned with relevant **educational, state, and industry standards and certifications**.
4. Programs are designed with **multiple entry and exit points** to high-skill, high-wage, or high-demand occupations and encourage stackable credentials.
5. Programs include development of a **coherent sequence of courses and programs** that may lead to the baccalaureate degree.
6. **Data-sharing agreements** are developed for program improvement, program reporting, and the evaluation of student transition across educational levels to provide necessary support services and ensure student success.
7. Programs provide students with multiple opportunities to build and/or increase their **“college knowledge”** in order to make informed decisions about educational and occupational options.



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?

Use these reflective questions to lead thinking and discussion about next steps for implementation and evaluation of Programs of Study efforts.