

# *Leader's Guide*

## *Facilitating Successful Student Transitions*



# Welcome!



The **Program of Study Implementation Toolkit** offers four, self-paced modules that provide information about the essential elements for beginning the process required under the Carl D. Perkins Act. Each module is designed to provide awareness of the specific topic while reinforcing the interrelation of all four topics and their connection to successful development of programs of study.

Module topics include:

- Facilitating Successful Student Transitions
- Understanding the Career Clusters Framework
- Infusing Rigor, Relevance and Relationships in Academic and Career Education
- Integrating Career and Academic Education

## What's in Your Toolkit

Downloadable and reproducible materials include the Leader's Guide and Participant Workbook. It is important to access these materials in preparation for a workshop presentation.

The **Leaders' Guide** materials include a copy of the script for each of the PowerPoint slides in the module. The script provides information that goes beyond the text printed on the slide. Close study of the script (reading and rereading multiple times to become familiar with the content) will allow extemporaneous delivery, which is more effective than reading to a workshop audience. At specific points in the presentation, participants may be asked to complete an exercise designed to reinforce the content of the topic. These exercises offer an excellent opportunity for small-group interaction and discussion—both vital elements to powerful learning. Each of the exercises can be completed by participants individually or in teams.

In planning for a workshop presentation, it is important to consider the length of time to allow for completing these exercises. For example, when using a team exercise approach, allow time for groups to present their results and group discussion of those results to occur.

For Exercise 3, three options are provided. The Leader's Guide shows these three options as 3a, 3b, and 3c; however, the Participant Workbook materials remain the same for each. Option 3a is appropriate for a workshop delivered in a computer lab where all participants have access to an Internet-connected computer. Option 3b adapts the activity by providing printed screen shots of the States' Career Clusters Initiative website. Option 3c is designed as a small-group activity that requires the leader to prepare additional materials in advance. Each small group would receive sample materials listed under the Resources tab on the States' Career Clusters website.

# Welcome, Continued



Examples include the plans of study, career cluster brochures, career cluster models, knowledge and skill charts. It is best to have at least one group review a knowledge and skill chart or career cluster booklet.

Preplanning for Exercise 4 includes the reproduction of the appropriate CCTI rubric (secondary or postsecondary) as a handout for participants.

The **Participant Workbook** materials supplement the PowerPoint slides for each module. This downloadable resource may be reprinted to produce paper copies for participants in a workshop setting. Participants will need to refer to their workbooks throughout the module. The workbook includes note pages for the PowerPoint slides and the exercises to be completed as well as handouts related to the exercises and for further reading. Plan to photocopy a workbook for each person attending the workshop.

Please ask workshop participants to complete the **Participant Evaluation** that is included. In addition, please complete the **Leader Evaluation**, which consists of two parts:

- Your evaluation of the module materials (quality, usability)
- A summary of the participant evaluations and comments

You can download a PDF version of the participant evaluation along with the workbook to print and distribute at the end of the workshop. Additionally, you can complete the leader evaluation online at [www.mcce.org](http://www.mcce.org). Your feedback assists the Missouri Center for Career Education in future development of materials for educators.

**Appendices** included in the workbook provide an overall **glossary** of terms used in all four modules as well as a list of **resource links** with brief explanations as to what information each offers.

## Where to Find Additional Assistance

For additional assistance, contact MCCE at 660-543-8768 or [www.mcce.org](http://www.mcce.org). MCCE Career Education Coordinators and/or Missouri Tech Prep Coordinators may be available (as their schedules permit) to present Career Clusters Framework Toolkit modules.

Other professional development services, ranging from two-hour presentations to full-day workshops to year-long residency programs, are available through MCCE for an affordable fee.

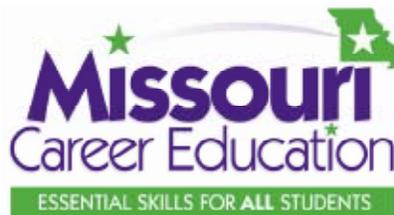
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# Module Script



# Module Script



## Slide 1

Welcome to this module on facilitating successful student transitions. This module is the one of several modules found within MCCE's Program of Study Implementation Toolkit.

This module is designed to provide you with the global implications of career clusters as the organizing tool for programs of study and how those programs of study help students make successful transitions to further education or the workplace.

We hope this module will help you understand the importance of facilitating successful student transitions.

## Slide 2

This module will help you to accomplish the following objectives with your institution and colleagues.

## Slide 3

Looking at transitions from the perspective of how an individual student is affected helps to clarify the issues and their importance.

Later in the module, we will ask you to relate that to your experiences and institution.

## Slide 4

So let's begin with how transitions affect our students, our schools, and our communities.

## Slide 5

It's important to note that some of our current labor shortages maybe the direct result of poor student transitions. That is why each student having a personal plan of study organized around the career clusters has larger implications for our communities. If students transition well, the upside down pyramid should become a square. Evidence of this happening would include higher graduation rates, lower unemployment rates, and less instability in high-demand occupations.

Note that the Career Clusters Framework supports successful transitions because it:

- Yields a program of study that integrates the Career Cluster Framework with the school district's educational programs
- Requires development of a personal plan of study for each student, which is reviewed and updated annually

## Slide 6

Before starting a journey of improvement, it helps to know where you're starting from and where you're going.

# Module Script



In this exercise, you will read about a fictional student’s transition experience and reflect on what went wrong.

You’ll also be asked to compare the fictional situation with your own school’s transition process.

## Slide 7

What institutional biases did you find? They could be such things as how:

- Male success in school and higher-level education are not expectations of some institutions.
- Students with IEPs are subject to the soft bigotry of lower expectations.
- Teacher expectations vary with subjects taught and their student’s future plans.
- Often it is not unusual for most educational institutions to operate as cottage industries, not communicating very well about share students.
- Did you find others?

## Slide 8

While 52 percent of the students reported they had several important conversations about their future with an adult, it is important to note that 30 percent had very limited discussions. Consider how that lack of communication impacts the future for those students.

In an average suburban Missouri high school of 1500 students, that means that 450 young people had at least one conversation a year about their future; 120 had no conversations at all. I think you will agree that this represents a lot of kids with little career guidance!

## Slide 9

These seemingly individual issues that Devin, his parents, and educators will have to deal with have much larger implications.

How often have you heard or read about these problems? Did you ever stop to think that they are only symptoms of the larger transition picture?

Lets move on to thinking about how to change Devin’s story.

## Slide 10

Now that you’ve assessed your current transition process, it’s time to envision “successful” transitions.

This section introduces you to findings from the Missouri Department of Elementary and Secondary Education and others who advocate the Career Clusters Framework as a comprehensive way of integrating academic and career education and transition students from school to work.

This section will prepare you to explore improvement opportunities at your school.

# Module Script



## Slide 11

Remember those numbers on inconsistent counseling? They indicated that 48 percent of students had either no communication or as much as only one conversation about their four-year plan per semester.

Here is the vision for consistent counseling throughout the state of Missouri.

As you can see, it will be important for all Missouri educators to understand the relationship between career clusters, programs of study, and most importantly each student's personal plan of study.

## Slide 12

The issue is further reinforced by the Student Pathways to Success white paper.

## Slide 13

Think about Devin's predicament. How have the schools he attends met this vision?

Think about your students?

## Slide 14

A wealth of information and tools are available to assist educators in implementing the Career Clusters Framework in their schools. This section describes some of the online resources. You are encouraged to visit these sites, browse around, and familiarize yourself with tools you can use.

## Slide 15

A key resource is the League for Innovation in the Community College (<http://www.league.org>), an international organization serving community colleges.

Among the League's projects is the Career and College Transition Initiative (CCTI), which is a federally funded project in cooperation with several nationally recognized partner organizations.

You will be introduced to a couple of CCTI tools - the toolkits and the rubric - later in this section.

# Module Script



## Slide 16

CCTI offers vast resources for easing transitions. Be sure to visit the CCTI site and familiarize yourself with the resources available. You will have the opportunity in just a few minutes to work with the CCTI tool kits.

## Slide 17

Later in the module, you will also be working with the CCTI rubrics (downloadable at [www.missouricareereducation.org/project/pos/](http://www.missouricareereducation.org/project/pos/)).

## Slide 18

The CCTI Toolkit, a deliverable of the College and Career Transitions Initiative (CCTI), was created by the 15 CCTI exemplar sites —postsecondary institutions working with secondary schools and employers to further the development of academically rigorous programs of study organized around broad occupational areas.

The purpose of this toolkit is to share information that has been generated by each of the sites in their CCTI work. Users can view each site’s toolkit information online by clicking on the site name listed at the link indicated here. The toolkit includes:

- A brief summary of the project underway at each site
- Project documents, such as the site’s case study report, their project improvement plan, a listing of their primary strategies, and their Career Pathways template
- A listing of the secondary and business partners
- Contact information

## Slide 19

In this exercise, you will practice using one of the resources available on the CCTI site.

## Slide 20

Other transition resources of note include:

- Missouri Connections ([www.missouriconnections.org](http://www.missouriconnections.org)) is a Web-based education and career planning system available at no charge to all public middle and secondary schools, which allows students to explore career options and develop personal plans of study as well as electronic portfolios
- Career Clusters ([www.careerclusters.org](http://www.careerclusters.org)) is the Web site for the States’ Career Clus-

# Module Script



ters Initiative (SCCI), features research, products, and services

- Missouri Center for Career Education ([www.mcce.org](http://www.mcce.org)) offers curriculum, professional training, and other resources for schools, teachers, and staff
- College Access ([www.going2college.org](http://www.going2college.org)) is a Web site where students may find state-specific information about planning for college and careers; supported by the Missouri Department of Higher Education
- Career One Stop ([www.careeronestop.org](http://www.careeronestop.org)), is a site sponsored by the US Department of Labor, which offers career resources and workforce information for students and job seekers.
- Department of Elementary and Secondary Education ([www.dese.mo.gov](http://www.dese.mo.gov)) offers downloadable booklets and other information about career clusters and career pathways
- Edutopia ([www.edutopia.org](http://www.edutopia.org)), sponsored by the George Lucas Foundation, provides inspiring articles about innovative teaching in K-12 schools
- Missouri Economic Research and Information Center ([www.missourieconomy.org](http://www.missourieconomy.org)) provides a student edition of the Missouri Career Guide, along with information and projections about in-demand occupations
- The Futures Channel ([www.thefutureschannel.com](http://www.thefutureschannel.com)), which connects learning with the real world through stories and short movies about people who are innovating in various fields of work

## Slide 21

The purpose of this exercise is to personalize the process to one's institution and situation. Each person's issues are probably slightly different based on whether that person hails from an urban or rural area and whether they are from a more or less financially secure background. Everyone's use and choices of resources will vary.

## Slide 22

Now that you've envisioned successful transitions using career clusters, and you know some of the resources available to you, it's time to take a closer look at the transition process in your school or district. In this section, you'll use the CCTI rubric to assess your school system's alignment with the principles and practices of the Career Clusters Framework.

Collaboration frequently requires a culture change. As Louis V. Gerstner wrote in *Who Says Elephants Can't Dance?* (a Harper Audio), "In the end, my biggest culture change goal was

# Module Script



to induce IBM'ers to believe in themselves again, to believe that they had the ability to determine their own fate, and that they already knew what they needed to know. It was to shake them out of their depressed stupor, remind them of who they were ... and get them thinking and acting collaboratively as hungry, curious, self-starters.”

Achieving successful student transitions requires a collaborative effort throughout a school system. Nevertheless, there is much that individual schools, counselors, and teachers can do to make a difference. That's what we'll explore next.

## Slide 23

Transitioning students between schools and to careers is a shared responsibility. It's a combination of systems, resources, organizational focus, and personal accountability. How would you rate your district, your school, and yourself today?

## Slide 24

Here is where you will be able to identify and personalize transitions issues for your institution. An accurate and honest assessment will help you target those areas in need of improvement. Additionally your strengths can be shared with other institutions to avoid reinventing the wheel.

## Slide 25

Now that you've assessed where your organization is today as well as the vision and goals for seamless, successful transitions, what are your ideas for closing the gap between your current situation and your vision of success? This section encourages creative thinking about improvement opportunities! You may want to set this module aside for a while and take some time to discuss improvement opportunities with your colleagues.

## Slide 26

In a presentation entitled, “Career Pathways: The Convergence of Transformations,” by Dr. Keith W. Bird, Chancellor of the Kentucky Community and Technical College System, he targeted the need for institutional transformation to support student transitions through both high-leverage policy areas and alignment and integration strategies. Dr. Bird cited Kentucky-based programs that align and connect company training requirements with college courses, such as A+ and Cisco's IT curriculum alignment with industry-based certifications or Gateway's extensive survey of employer skill needs that was integrated into a new associate degree in manufacturing with embedded certificates.

What institutional transformation has occurred in your area? In other areas you know of? How has that eased student transition?

# Module Script



## Slide 27

These are the key issues that the Career Clusters Framework targets for improved guidance counseling: the elements that would have prevented some of the frustrations seen in Devin’s story. Next, you will have an opportunity to work through three exercises that will help you development ideas for transition improvement, create a personal action plan to implement one of your ideas, and finally, to apply the knowledge and skills you’ve attained from this module to Devin’s situation.

## Slide 28

In this exercise, you will utilize brainstorming to imagine how you could begin to impact the transition processes in your district/institution.

## Slide 29

Successful transitions will not occur unless we cause change. Share your plans at a faculty meeting. If professional learning communities are in place at your school, suggest “Transitions” as a “problem” topic that your team can address.

## Slide 30

Coming full circle, let’s reexamine what could be done to change Devin’s story and how to use the experience of imagining that change to communicate the importance of facilitating successful student transitions to others.

## Slide 31

Take a few minutes to review these key points from this module.

## Slide 32

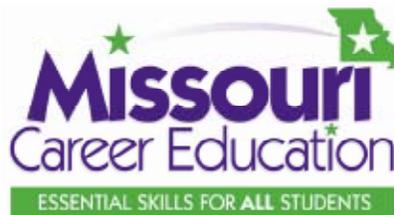
The CCTI Web site is an important resource for everyone working to ease student transitions at any level.

## Slide 33

Thank you for your participation in Facilitating Successful Student Transitions. We hope the exercises and next-step activities provided will help you to work within your institution/district to enhance career opportunities for all students.



# Module Exercises



# Exercise 1: Identifying Barriers to Successful Transitions



## Objective:

Identify student transition issues

## Instructions:

Read Devin’s story (on pages 30-31), and answer these questions in the space provided below:

1. What are Devin’s concerns?

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2. What are Devin’s parents’ concerns?

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3. What are the principal’s concerns?

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4. How is Devin’s story similar or different from a typical transition scenario at your school?

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## Next-Step Activity:

Share this story with students and/or staff with whom you interact in the next two weeks, helping them identify barriers they see to successful transitions. Discuss what might be the implications for students when these transition processes are unsuccessful.

Discussed With	Barriers Identified	Implications for Students

# Exercise 2: Applying CCTI Toolkit Lessons Learned



## Objective:

Use a CCTI resource to find applicable solutions to transition issues.

## Instructions:

Review some of the lessons learned section of the CCTI Toolkit created at Anne Arundel Community College at right and at:

[www.league.org/league/projects/ctti/projects/summary.cfm?key=AACC](http://www.league.org/league/projects/ctti/projects/summary.cfm?key=AACC)

Highlight the “**Knowledge Gained/New Strategies for Future**” below that might be helpful for Devin’s situation.




### LESSONS LEARNED

**Site Partnership:** **Anne Arundel Community College** Updated: 4/5/07

As the CCTI project moves forward, it is important to document lessons learned so that those following will be better equipped to develop successful Career Pathways. This “Lessons Learned” section should focus on the knowledge you have gained by this experience and what new strategies could be taken into the future. These lessons should reflect on:

- what was done right
- what could have been done differently
- how the processes and interactions could be improved

... to be more effective in the future.

	LESSONS LEARNED	KNOWLEDGE GAINED NEW STRATEGIES FOR FUTURE
<b>1</b>	Importance of utilizing a myriad of communication/information strategies to reach all the constituency groups.	Identify and involve all constituency groups Continued best practices will include: Staffing Strategies – reaching secondary and postsecondary education/training students Work Teams – working within and between secondary and postsecondary educational systems Parents Involvement – activities need to connect on a ‘personal’ or individual level (i.e.; continue to connect activity with the parent’s child) Send out informational mailer to parents of rising 10th graders highlighting opportunities for early college enrollment/program articulation
<b>2</b>	Large educational systems are complicated and at times difficult to negotiate. Identifying and promoting individual ‘point people’ help demystify the system(s) and facilitate a smoother transition when seeking services or movement from one level to the next	Continued strategies include: Part-time secondary CCTI liaison who is responsible for classroom presentations around transition strategies Full-time Advisement Coordinator who meets with all education students at AACC Part-time AACC Transition Advisor who maintains an on-site presence at participating high schools Parent Information Night
<b>3</b>	Partnerships and systemic change take lots of time, energy, and on-going support from identified change agent(s) The classroom teacher is a key to the success of outreach efforts.	Continue using ‘champions’ both internally and externally to promote expanded partnerships (both instructional and student support services)

## Next-Step Activity:

Review several of the other CCTI Toolkits and create a master list of strategies that would be effective in your community/district. Share your list with others involved in solving transition challenges in your area.

# Exercise 3a: Identifying Other Transition Resources



**Objective:**

Use the Internet to create a tailored resource list for a specific district.

**Instructions:**

Visit [www.careerclusters.org](http://www.careerclusters.org) and click on the “resources” link. Make a list below of the resources from this site that you may want to use now or in the future.

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**Next-Step Activity:**

Explore each of the other Web sites in this list. Highlight those below that you want to add to the resources you identified in this exercise and add any others you find on these sites.

- Missouri Connections — [www.missouriconnections.org](http://www.missouriconnections.org)
- Career Clusters — [www.careerclusters.org](http://www.careerclusters.org)
- Missouri Center for Career Education — [www.MCCE.org](http://www.MCCE.org)
- College Access — [www.going2college.org](http://www.going2college.org)
- Career One Stop — [www.careeronestop.org](http://www.careeronestop.org)
- Department of Elementary and Secondary Education — [www.DESE.mo.gov](http://www.DESE.mo.gov)
- Edutopia — [www.edutopia.org](http://www.edutopia.org)
- Missouri Economic Research and Information Center — [www.missourieconomy.org](http://www.missourieconomy.org)
- The Futures Channel — [www.thefutureschannel.com](http://www.thefutureschannel.com)
- Other \_\_\_\_\_
- Other \_\_\_\_\_
- Other \_\_\_\_\_
- Other \_\_\_\_\_

Determine the best way to share this “master list of resources” with others involved in easing transitions within your district.



# Exercise 3b: Identifying Other Transition Resources



## Objective:

Use printed screen shots of the States' Career Clusters Initiative website to create a tailored resource list for a specific district.

## Instructions:

Review the handouts provided by the workshop leader ([www.missouricareereducation.org/project/pos/](http://www.missouricareereducation.org/project/pos/)) representing the States' Career Clusters Initiative website. Make a list below of the resources from this site that you may want to use now or in the future.

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## Next-Step Activity:

Explore each of the other Web sites in this list. Highlight those below that you want to add to the resources you identified in this exercise and add any others you find on these sites.

- Missouri Connections — [www.missouriconnections.org](http://www.missouriconnections.org)
- Career Clusters — [www.careerclusters.org](http://www.careerclusters.org)
- Missouri Center for Career Education — [www.MCCE.org](http://www.MCCE.org)
- College Access — [www.going2college.org](http://www.going2college.org)
- Career One Stop — [www.careeronestop.org](http://www.careeronestop.org)
- Department of Elementary and Secondary Education — [www.DESE.mo.gov](http://www.DESE.mo.gov)
- Edutopia — [www.edutopia.org](http://www.edutopia.org)
- Missouri Economic Research and Information Center — [www.missourieconomy.org](http://www.missourieconomy.org)
- The Futures Channel — [www.thefutureschannel.com](http://www.thefutureschannel.com)
- Other \_\_\_\_\_
- Other \_\_\_\_\_

Determine the best way to share this “master list of resources” with others involved in easing transitions within your district.

# Exercise 3c: Identifying Other Transition Resources



**Objective:**

Work in a small group to prepare a brief presentation to highlight the resources available from the States' Career Clusters Initiative.

**Instructions:**

In your small group, review sample Career Clusters materials provided by the workshop leader. In two to three minutes, share with the full group the highlights of the resources available and how you would use them. While presentations are offered, list the materials you might find helpful to your own district.

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**Next-Step Activity:**

Explore each of the other Web sites in this list. Highlight those below that you want to add to the resources you identified in this exercise and add any others you find on these sites.

- Missouri Connections — [www.missouriconnections.org](http://www.missouriconnections.org)
- Career Clusters — [www.careerclusters.org](http://www.careerclusters.org)
- Missouri Center for Career Education — [www.mcce.org](http://www.mcce.org)
- College Access — [www.going2college.org](http://www.going2college.org)
- Career One Stop — [www.careeronestop.org](http://www.careeronestop.org)
- Department of Elementary and Secondary Education — [www.dese.mo.gov](http://www.dese.mo.gov)
- Edutopia — [www.edutopia.org](http://www.edutopia.org)
- Missouri Economic Research and Information Center — [www.missourieconomy.org](http://www.missourieconomy.org)
- The Futures Channel — [www.thefutureschannel.com](http://www.thefutureschannel.com)
- Other \_\_\_\_\_
- Other \_\_\_\_\_

Determine the best way to share this “master list of resources” with others involved in easing transitions within your district.





# Exercise 5: Identifying Improvement Opportunities



## Objective:

Identify opportunities to improve transition processes.

## Instructions:

With your highlighted rubric and profile (from Exercise 4) in front of you, let your mind explore ideas for improving your organization’s transition process. In this exercise, don’t censor your thinking; instead generate as many ideas (good or bad, practical or ridiculous) as you can. Some of your ideas may be beyond your own authority or ability to implement. Some may be specific to your job and authority level.

Write your ideas below.

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## Next-Step Activity:

Meet with others involved in transition issues within your district and create a “map” of the current process (exactly what happens when in a flow chart format) for a typical secondary student. Evaluate the process you “map” and how the ideas you developed could be used to create a new process. Map what that new process would look like with a new flow chart.



# Exercise 6: Creating a Personal Action Plan to Improve Transitions



## Objective:

Create a personal action plan for implementing a transition strategy.

## Instructions:

Using the improvement ideas you selected in Exercise 5, write an action plan to implement one of those ideas in the format shown on in the Handouts section on page 33. As a first step in that process, answer the following questions:

- What is my role in the transition process?

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- What could I do differently?

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- What changes could my organization make to improve transitions?

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- With whom could I collaborate to make improvements in my organization?

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## Next-Step Activity:

Select one person you identified in this exercise as a resource for collaboration. Contact that person and review your identified ideas for improving transitions and your action plan. Validate your role and expectations for enhancing transitions in this way. Together, determine “next steps” for realizing your strategy.

# Exercise 7: Identifying Improvements for Devin's Story



## Objective:

Test your knowledge by applying it to a scenario.

## Instructions:

Review Devin's story again (on pages 30-31).

- How would your improvement idea from Exercise 5 relieve the frustrations of Devin, his parents, or the principal?

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- What else could Devin's school do to improve Devin's transition process?

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On the next page, rewrite a portion of Devin's story to reflect some of these improvements.

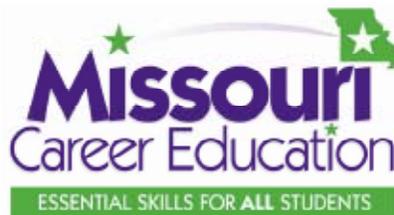
## Next-Step Activity:

Share Devin's original story and your rewritten version with others involved in transition planning. Brainstorm how this and other stories might help communicate transition issues and challenges within your district.





# Handouts



# Devin's Story



## A Story about Career and Technical Education

Devin, a sophomore at one of the high schools in St. Louis County, is sitting in the high school's assistant principal's office with his parents, Mr. and Mrs. Smith. The topic for discussion: Devin's declining school performance. The last semester of his freshmen year, Devin received Ds in Algebra I, Physical Science, and Language Arts. This semester, he is failing those subjects.

Devin begins the conversation: "I don't see what the big deal is. I don't really need to know these subjects. They are boring. Besides, at Tech they tell me I'm doing great. In fact, they tell me I'm the best they have seen in a while and that they will write me letters to get into IT."

As a sophomore, Devin attends classes for a half day at his home high school within the district in which his family lives and pays taxes. The other half day, Devin is enrolled in Technical Education Exploration, TEE, a one-year exploratory program that allows him to explore two of four career clusters. The four choices are Business & Graphics, Construction, Medical & Human Services, and Technology. Devin has chosen Business & Graphics and Technology. He is interested in computers but also precision machining.

"But Devin," counters the assistant principal, "how can you be successful at any of those fields you are interested in with failing grades in mathematics and science here at this school? Those areas require math abilities, geometry, trigonometry, and in IT, algorithms. Right now you're a long way off from taking our upper-level mathematics courses. You can't build many machines without a knowledge of physics and trigonometry and that requires Algebra skills, in which you have not shown proficiency."

Devin's father, angry and confused, speaks up: "I don't understand how you can excel in a technical field, and that is what he says he is being told by his teachers at Tech, but be failing Geometry and Science? What is going on here?"

The assistant principal asks Devin to step outside for a moment. When the administrator returns, Devin's mom makes the following statement to Devin's father...

"Look, Frank, this is the first time in a long time that Devin has experienced any success in a school setting. What with his learning disability, there have been times that I never thought he would want to attend or participate in anything that had to do with school. He likes Tech. They give him the time to do projects that interest him. Maybe it's a place where he can find some success..."

"That may be true, Mrs. Smith," the assistant principal replies, "but if Devin's performance does not improve here, he can count on the following things occurring; first, possibly not having enough credits to attend Tech or graduate on time. Also, you can plan on Devin spending at least a year in remedial coursework at any postsecondary program he plans on attending – say, at St. Louis Community College or Ranken. And, we know that kids who have to spend time taking remedial coursework often drop out of college within the first year."

# Devin's Story, Continued



The assistant principal asks Devin to step back into the office. “Devin,” he asks, “what do you think caused your performance in Geometry and Biology to decline so much in the second quarter? Your first quarter grades, all Cs, were not stellar but they were not failing like they are now.”

“I don’t know,” replies Devin. “I told you these high school courses are boring. There’s a lot of reading, and I don’t like to read that much. I read a couple of pages and can’t remember what I have just read. How am I ever going to learn if that happens?”

“I don’t know either, Devin,” his exasperated father responds, “but you’re obviously not trying hard enough.”

Devin’s mother throws a disconcerting look at her husband’s low level of tolerance.

“I’m trying as hard as I can, Dad. Look, at TEE we don’t have to read long textbooks, and we can’t do homework ’cause I can’t take the machines home. I still don’t see what math and science at this school have to do with the projects I get to do at Tech.”

The assistant principal has heard these student-parent conversations before and knows that young people like Devin who find little interest in the traditional high school curriculum can be intrigued by the world of work. Devin is this kind of student. His freshman grades and fall semester sophomore grades and excitement for real-world learning show it.

A program like graphic design or precision machining might catch him —keep him in school and aid him in fashioning an occupation. It might give him a chance to forge a career pathway for himself. The big question the assistant principal wonders is what awaits Devin? Would it be a restricted pathway that defined him and the trade he would choose in the narrowest of intellectual as well as economic terms? Or a pathway that consists of a curriculum that ensures curiosity and the ability to learn. And, while situated in a particular trade, will he seek connections to writing, to mathematics, to science, to economics.

The core problem, it seems to the assistant principal, is not that multiple curriculums exist. In fact, varied courses of study are enriching. The problem it seems is that, even after tracking, there are biases at play in who gets what curriculum. Furthermore, the curricular options are built on terribly diminished and self-fulfilling assumptions about the cognitive capacity of technical students. After a while, a short “while” in Devin’s case, they figure out whose mind is certified by their high school and whose future is not.

It is tough, the assistant principal thinks, to be a sophomore in high school and have to define yourself either in compliance or rejection of an institution’s dynamics.

# CCTI Toolkit Section



## CCTI

College and Career Transitions Initiative

### LESSONS LEARNED

**Site Partnership:** Anne Arundel Community College

Updated: 4/5/07

As the CCTI project moves forward, it is important to document lessons learned so that those following will be better equipped to develop successful Career Pathways. This "Lessons Learned" section should focus on the knowledge you have gained by this experience and what new strategies could be taken into the future. These lessons should reflect on:

- what was done right
- what could have been done differently
- how the processes and interactions could be improved

... to be more effective in the future.

	LESSONS LEARNED	KNOWLEDGE GAINED NEW STRATEGIES FOR FUTURE
1	Importance of utilizing a myriad of communication/information strategies to reach all the constituency groups.	Identify and involve all constituency groups Continued best practices will include: Staffing Strategies – reaching secondary and postsecondary education/training students Work Teams – working within and between secondary and postsecondary educational systems Parents Involvement – activities need to connect on a 'personal' or individual level (i.e.; continue to connect activity with the parent's child) Send out informational mailer to parents of rising 10th graders highlighting opportunities for early college enrollment/program articulation
2	Large educational systems are complicated and at times difficult to negotiate. Identifying and promoting individual 'point people' help demystify the system(s) and facilitate a smoother transition when seeking services or movement from one level to the next	Continued strategies include: Part-time secondary CCTI liaison who is responsible for classroom presentations around transition strategies Full-time Advisement Coordinator who meets with all education students at AACC Part-time AACC Transition Advisor who maintains an on-site presence at participating high schools Parent Information Night
3	Partnerships and systemic change take lots of time, energy, and on-going support from identified change agent(s) The classroom teacher is a key to the success of outreach efforts.	Continue using 'champions' both internally and externally to promote expanded partnerships (both instructional and student support services)



# Action Plan Worksheet

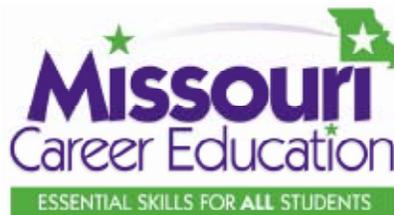


Issue	Action Step	Accountability	Stakeholders	Target Date

- Issue = Gap issue to be resolved
- Action Step = specific small steps to be taken to address issue
- Accountability = Who will “own” this action step – you or someone else
- Stakeholder = Individual or group who could affect, or be affected by, the action (This could also be a collaborator or someone who would delegate authority for you to take this action)
- Target date = A realistic date by which you aim to complete the action



# Evaluation Forms



# Participant Evaluation



## Leader Instructions:

The evaluation form below shown below should be used in instructor-led workshop settings for the module. You can download a pdf version of this form to be printed and distributed at the end of the workshop (at [www.missouricareereducation.org/Project/pos](http://www.missouricareereducation.org/Project/pos)).

### Workshop Participant Evaluation Facilitating Successful Student Transitions

Date: \_\_\_\_\_ Your School District: \_\_\_\_\_

Your Job Title:  Administrator  Teacher  Counselor  Other

Institution Type:  Elementary  Middle School  Comprehensive High School  
 Career Center  Community College  4-Year College/University

Please rate each of the following statements.	Agree	Neutral	Disagree
1. The content was valuable and appropriate.			
2. The materials were sufficient to support the learning tasks and understanding of the topic.			
3. The content of this module will increase my knowledge and skills in my educational role.			

## Complete the following statements.

- With what I've learned from this module, I can help impact student achievement in my educational setting by: \_\_\_\_\_
- I now have a better understanding of: \_\_\_\_\_
- The knowledge or skill(s) I gained from this presentation will enable me to: \_\_\_\_\_
- I would be interested in (mark all that apply):
  - Additional information about the content of this module.
  - Follow-up training in respect to the content of this module.
  - On-going technical implementation support in respect to the content of this module.

Please contact me at: \_\_\_\_\_

Comments: \_\_\_\_\_

# Leader Evaluation



## Leader Instructions:

Complete the evaluation form shown below by downloading and printing the pdf version or by using the online version (at [www.missouricareereducation.org/Project/pos](http://www.missouricareereducation.org/Project/pos)). This form facilitates our understanding of how well this module meets your needs as a facilitator as well as a summary of the workshop participants' perceptions. We appreciate your input about this module and knowing what additional assistance we can provide.

## Workshop Leader Evaluation and Summary of Participant Evaluations: Facilitating Successful Student Transitions

**Date:** \_\_\_\_\_ **Your School District:** \_\_\_\_\_

**Your Job Title:**  Administrator  Teacher  Counselor  Other \_\_\_\_\_

**Institution Type:**  Elementary  Middle School  Comprehensive High School  
 Career Center  Community College  4-Year College/University

**Number of Workshop Participants:** \_\_\_\_\_

**Audience Demographics: Please describe your target audience.** \_\_\_\_\_

**Workshop Duration** \_\_\_\_\_ **& Time:**  Before school  After school  Staff development day

**Part One:** (Provide input on module materials)

### A. Quality of the Content

Please rate the quality of each of the following components.	High	Average	Low
1. PowerPoint slides			
2. Talking Points script			
3. Leader's Guide information			
4. Participants' Workbook			

### B. Usability of the Module Materials

Please indicate "agree" or "disagree" or "neutral" for each statement.	Agree	Neutral	Disagree
5. The materials were easy to access from the MCCE Web site.			
6. Appropriate and necessary information is provided to allow an individual to prepare for and deliver and workshop presentation.			
7. The amount of information included was "just right" for a workshop presentation.			
8. More information was needed to make the presentation effective.			

# Leader Evaluation, Continued



## C. Overall Presentation

9. Describe what worked well (materials, activities) in your presentation:

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10. Describe what—if anything—did not work well (materials, activities) in your presentation:

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11. Describe what you would do differently if you presented this module as a workshop again:

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**Part Two:** (Summarize workshop participants' evaluations.)

**A. How many individuals participated in the workshop presentation?** \_\_\_\_\_ (enter #)

Enter the total number of responses in each category.	Agree	Neutral	Disagree
1. The content was valuable and appropriate.			
2. The materials were sufficient to support the learning tasks and understanding of the topic.			
3. The content of this module will increase my knowledge and skills in my educational role.			

# Leader Evaluation, Continued



## B. Provide sample responses from the participants' evaluation:

4. The knowledge or skill that I learned from this module will impact student achievement in my educational setting in this way:

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5. I now have a better understanding of:

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6. The knowledge or skill I learned from this presentation will enable me to:

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## C. Enter the total number of responses for each choice.

7. I would be interested in (mark all that apply):

- \_\_\_\_\_ Additional information about the content of this module.  
 \_\_\_\_\_ Follow-up training in respect to the content of this module.  
 \_\_\_\_\_ On-going technical implementation support in respect to the content of this module.

Please contact me at: \_\_\_\_\_

## D. Share any relevant comments:

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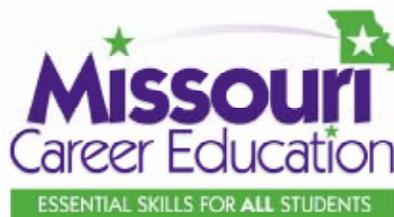
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# Appendices

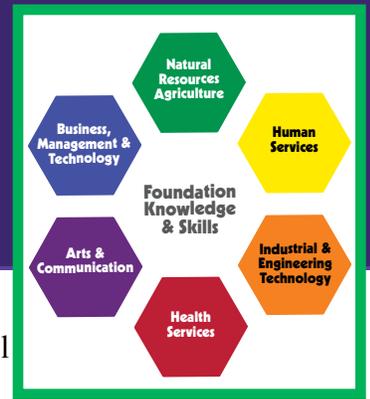


# Appendix A: Glossary



- **Academic Standards** — Standards that address the understanding and competency students should attain
- **Active Learning Instructional Strategies** — Teacher facilitation of relevant learning tasks that challenge students to discover content in-depth and to apply facts, concepts, and procedures while analyzing, evaluating, and creating
- **Advanced Placement** — Rigorous courses designed to provide college-level coursework to secondary students; exemplary scores on the standardized Advanced Placement assessment may be awarded postsecondary credit
- **Articulation Agreements** — A written agreement between educational institutions that specifies the process by which a student may receive course credit or advanced standing for knowledge, skills, and abilities previously mastered at the sending institution as a result of aligned curriculum
- **Articulation Model** — An example of a standardized agreement between educational institutions where the receiving institution grants a student credit or advanced standing for knowledge, skills, and abilities previously mastered at the sending institution as a result of aligned curriculum
- **Capstone Experience** — A learning task in which students must integrate special studies with a major area of emphasis and extend, critique, and apply knowledge gained in the major
- **Career Clusters** — An organizing framework that groups occupations and careers based on common knowledge and skills
- **Career Development** — Self-development over the life span through the integration of life roles, settings, and events
- **Career Path** — A broad category of curricula and educational activities targeted at a student’s academic and career goals
- **Career Pathway** — Listing of occupations that share advanced technical skills and/or common roles within a career cluster
- **Career-based Learning** — Structured learning experiences that integrate grade-appropriate, career-based activities with classroom instruction.
- **Character Education** — Educational programming that targets the development of positive human qualities in an individual that are good for both the individual and for society

# Glossary, Continued



- **Dual Credit** — College-level courses taught on the high school campus by qualified instructors
- **Dual Enrollment** — College courses taken by high school students who must travel to the college campus for instruction
- **Emotional Intelligence** — The ability to perceive and express emotion, assimilate emotion in thought, understand and reason with emotion, and regulate emotion in the self and others (Mayer & Salovey, 1997)
- **High Schools That Work (HSTW)** — The first SREB school-improvement initiative, where Goals and Key Practices emphasize the importance of relationships for student success
- **Integration** — The process of combining rigorous academic content and real world applications in a seamless and meaningful way
- **International Baccalaureate** — A program offering rigorous curriculum that emphasizes development of inquiry, knowledge, and intercultural understanding and respect and allowing secondary IB students completing a two-year program of studies to qualify for a prestigious IB diploma recognized by universities worldwide
- **Internship** — Any formal program (with or without course credit) that provides practical experience for beginners in an occupation or profession; courses that often provide specific training plans and assignments to enhance the practical experience and are supervised by a trained, certificated instructor and an employer
- **Job Shadowing** — The act of observing a person engaged in everyday on-the-job activities to learn about the person's career choice and if it is appealing to the observer; typically a short-term experience, which sometimes involves the observer in some job tasks
- **Knowledge and Skills** — What people need to know and be able to do in specific careers, which integrates grade-appropriate, career-based activities with classroom instruction to apply and advance student knowledge in academic areas while learning occupational skills
- **Making Middle Grades Work** — A middle school initiative of the Southern Regional Education Board (SREB)
- **Measurement Criteria** — Items under each Performance Element that clarify what is to be measured and level of performance expected
- **Mentoring** — A formal process through which an experienced person (mentor) provides support and guidance to a less experienced colleague (mentee/protégé)

# Glossary, Continued



- **Model Schools Initiative** — A program that furthers the aim of increasing rigor, relevance, and relationships in educational institutions with member schools demonstrating student success
- **Performance Elements** — Measurable instructional components that represent a single outcome behavior, support knowledge and skills statements, reflect high expectations/rigor, and use all levels of Bloom’s Taxonomy, as appropriate
- **Performance Standards** — Standards that identify what a student needs to do to demonstrate the knowledge and skills required to meet achievement indicators
- **Personal Plan of Study** — A student’s scope and sequence of coursework and co-curricular experiences based on chosen educational and career goals; relies on the school’s implementation of a Program of Study
- **Problem-based Learning (PBL)** — Focused, experiential learning (minds-on, hands-on) organized around the investigation and resolution of messy, real-world problems; curriculum that provides authentic experiences fostering active learning, supporting knowledge construction, naturally integrating school learning and real life, addressing state and national standards, and integrating disciplines
- **Professional Learning Communities** — Faculty organized into learning teams focused on student achievement
- **Program of Study** — Coherent, rigorous, and relevant content aligned with challenging academic standards in a coordinated, non-duplicative progression of courses and co-curricular experiences that align secondary education with postsecondary education
- **Project Lead the Way** — A program that promotes engineering careers through the relationship of partner institutions: middle schools, high schools, higher education, and the private sector
- **Project-based Learning** -- A process in which students investigate rich and challenging issues and topics, often in the context of real-world problems, integrating subjects such as science, mathematics, history, and the arts (Edutopia, 2002, p.3)
- **Relationships** — Four critical learning connections formed in schools: (1) Among students, parents, peers; (2) Among staff members; (3) Among teachers with others in their profession; and (4) Between the school and the community (parents, businesses, community leaders)
- **Relevance** — Learning experiences in which students apply core knowledge, concepts, or skills to solve real-world problems

# Glossary, Continued



- **Remediation** — The correction or strengthening of skills, especially academic skills required for post-secondary success, through programs designed to target specific deficits by offering instruction to increase skill attainment and boost student achievement
- **Rigor** — Learning experiences that foster cognitive skills in which students demonstrate a thorough, in-depth mastery of challenging tasks
- **Service Learning** — An educational experience in which students participate in community-based, volunteer projects that strengthen the understanding of course content and reinforce the development of citizenship and civic responsibility
- **Small Learning Communities** — A structure that fosters relationships among students and staff and encourages personal interactions not possible in larger settings
- **Summer Bridge Programs** — Programs designed to ease the ninth grade transition into high school; experiences may include academic remediation/enhancement and high school orientation activities
- **Tech Prep** — A non-duplicative, sequential course of study that combines a minimum of two years of secondary education with a minimum of two years of postsecondary education or an apprenticeship program of not less than two years following secondary education; also integrates academic and career and technical education instruction, and utilizes work-based and worksite learning experiences, where appropriate and available
- **Technology Centers That Work (TCTW)** — An enhancement of the HSTW framework that focuses on literacy and student readiness for work and postsecondary education with each TCTW site developing a close relationship with a partner HSTW site
- **Transitions** — The successful advancement of students from middle school to secondary school, secondary to postsecondary education, and from postsecondary education to the world of work
- **Work-based Learning** — An instructional approach that offers a range of experiences, such as job shadowing, internships, and other similar arrangements between schools, students, and employers to provide students with connections between classroom learning and the workplace
- **Work-site Learning** — An educational approach that uses the actual worksite to provide students with a context for connecting classroom-taught knowledge and skills to real-life work experiences

## Appendix B: Resource Links



- **Achieve ([www.achieve.org](http://www.achieve.org))** was created by the nation's governors and business leaders, to help states raise academic standards and achievement so that all students graduate ready for college, careers, and citizenship.
- **College Access ([www.going2college.org](http://www.going2college.org))** is a Web site where students may find state-specific information about planning for college and careers; supported by the Missouri Department of Higher Education.
- **Career Clusters ([www.careerclusters.org](http://www.careerclusters.org))** is the Web site for the States' Career Clusters Initiative (SCCI), features research, products, and services.
- **Career and College Transition Initiative ([www.league.org/league/projects/ccti/purpose.html](http://www.league.org/league/projects/ccti/purpose.html))** is a key resource is the League for Innovation in the Community College (<http://www.league.org>), an international organization serving community colleges. Among the League's projects is the Career and College Transition Initiative (CCTI), which is a federally funded project in cooperation with several nationally recognized partner organizations.
- **Career One Stop ([www.careeronestop.org](http://www.careeronestop.org))** is a site sponsored by the US Department of Labor that offers career resources and workforce information for students and job seekers.
- **College Access ([www.going2college.org](http://www.going2college.org))** is a Web site where students may find state-specific information about planning for college and careers; supported by the Missouri Department of Higher Education.
- **Department of Elementary and Secondary Education ([www.DESE.mo.gov](http://www.DESE.mo.gov))** offers downloadable booklets and other information about career clusters and career pathways.
- **Edutopia ([www.edutopia.org](http://www.edutopia.org))**, sponsored by the George Lucas Foundation, provides inspiring articles about innovative teaching in K-12 schools.
- **High Schools That Work ([www.sreb.org/Programs/hstw/hstwindex.asp](http://www.sreb.org/Programs/hstw/hstwindex.asp))** is the largest and oldest of the Southern Regional Education Board's (SREB) school improvement initiatives for high school and middle grades leaders and teacher. The site allows users to register for conferences and workshops, obtain copies of publications, read about exemplary school and classroom practices, find a schedule for technical assistance visits to member schools, and learn how SREB collects data on students' academic achievement.
- **Missouri Center for Career Education ([www.MCCE.org](http://www.MCCE.org))** offers curriculum, professional training, and other resources for schools, teachers, and staff.
- **Missouri Connections ([www.missouriconnections.org](http://www.missouriconnections.org))** is a Web-based education and career planning system available at no charge to all public middle and secondary schools. Using the Career Clusters Framework, it allows students to explore career options and develop personal plans of study as well as electronic portfolios.

## Resource Links, Continued



- **Missouri Economic Research and Information Center** ([www.missourieconomy.org](http://www.missourieconomy.org)) provides a student edition of the Missouri Career Guide, along with information and projections about in-demand occupations.
- **Model Schools Initiative, a program of the International Center for Leadership in Education** ([www.leadered.com](http://www.leadered.com)), offers a wealth of information related to rigor and relevance in learning.
- **Project Lead the Way** ([www.pltw.org](http://www.pltw.org)) is a not-for-profit organization that promotes pre-engineering courses for middle and high school students. PLTW forms partnerships with public schools, higher education institutions and the private sector to increase the quantity and quality of engineers and engineering technologists graduating from our educational system. The site offers resources for school certification, assessment, and program evaluation.
- **The Futures Channel** ([www.thefutureschannel.com](http://www.thefutureschannel.com)) connects learning with the real world through stories and short movies about people who are innovating in various fields of work.