Participant Workbook

Facilitating Successful Student Transitions

Natural Resources Agriculture

Human Services

Business, Management & Technology

Foundation Knowledge & Skills

Industrial & Engineering Technology

Arts & Communication

Health Services

Missouri Career Education

ESSENTIAL SKILLS FOR **ALL** STUDENTS

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 a Participant Workbook and Participant Evaluation. It is important for you to download and print these materials to use while viewing the presentation online.

The **Participant Workbook** materials supplement the PowerPoint slides for each module. You will need to refer to your workbook 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. **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.

Please complete the **Participant Evaluation, either by downloading** the pdf version or by filling out and submitting the online version. Both can be accessed at www.mcce.org. Your feedback assists the Missouri Center for Career Education in future development of materials for educators.

Where to Find Additional Assistance

For additional assistance, contact MCCE at 660-543-8768 or 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.
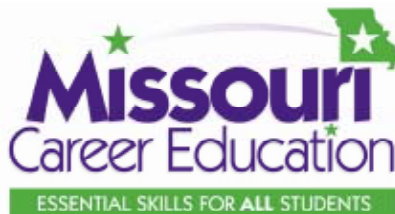
Table of Contents

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Module Slides

Module Slides

Facilitating Successful Student Transitions

Module Objectives

This module will help you:

- Analyze existing barriers to successful transitions

- Envision successful, seamless transitions

- Explore transition resources

- Identify ways to improve transition processes

- Share improvement ideas with others

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Participant Workbook

Module Slides

Module Overview

- Understanding the Impact of Transitions on Student Success
- Envisioning "Successful" Transitions
- Exploring Transition Resources
- Analyzing Your Current Transition Process
- Identifying Improvement Opportunities

3

Understanding the Impact of Transitions on Student Success

This section covers:

- Transitions, Achievement, and the Career Clusters Framework
- Barriers to Successful Transitions
- How Poor Outcomes Affect All

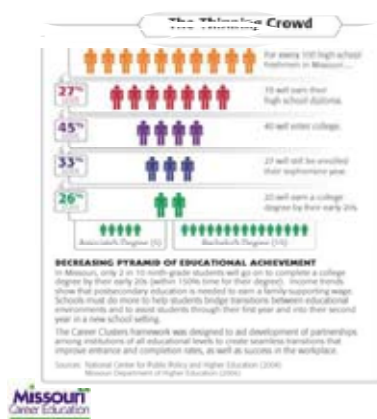*"The foundation of every state is the education of its youth."*

Diogenes Laurtius

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Module Slides

Transitions, Achievement, and the Career Clusters Framework

Educational achieve-ment and advancement depends heavily on creating seamless transitions between academic levels and to the workplace.

The Career Clusters Framework:

✓ Prepares students for work in the global, knowledge-based economy

✓ Provides a process for organizing academic and career counseling

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Exercise 1: Identifying Barriers to Successful Transitions

Objective: Identify student transition issues.

Instructions: In your workbook, read Devin's story on pages 30-31 and answer these questions in the space provided on page 21:

- What are Devin's concerns?
- What are Devin's parents' concerns?
- What are the principal's concerns?
- How is Devin's story similar or different from a typical transition scenario at your school?

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.

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Module Slides

Identifying Barriers to Successful Transitions

In Devin's story, you might have identified barriers to successful transitions, such as:

- Institutional biases
- Lack of connection between academic skills and career education
- Varied teacher expectations
- Communication issues

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Barriers to Successful Transitions: Inconsistent Counseling

Another barrier to successful transitions involves inconsistent counseling.

When Missouri high school students at 33 schools participated in the *High Schools That Work* assessment in 2006, they reported the following about how often they discussed their four-year plan with parents or other adults:

- 52 percent — several times per year
- 15 percent — once each semester
- 12 percent — once per year
- 13 percent — once overall
- 8 percent — not at all

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Module Slides

How Poor Outcomes Affect All

When transitions are not facilitated successfully:

- The student fails to see the relevance of academic requirements.
- The student is not motivated to perform.
- The student may drop out.
- Businesses lack prepared workers.
- The economy suffers.

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Envisioning Successful Transitions

This section covers:

- The Missouri Department of Elementary and Secondary Education's Vision for Successful Transitions
- Studies, Reports, Programs, and Policies that Reflect Missouri's Vision
- How the Career Clusters Framework Achieves this Vision

"The tough problem is not in identifying winners; it is making winners out of ordinary people."

Dr. K. Patricia Cross, Professor, University of California Berkeley, Graduate School of Education

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Module Slides

How the Career Clusters Framework Achieves this Vision

- Educators provide quality curriculum that's both **rigorous and relevant**
- Educators, parents, and students collaborate on a **personal plan of transition**
- Educators have access to **high-quality professional development**
- Guidance and career counselors focus on **college-readiness skills** and **career awareness/preparation at every level**
- **Credits transfer easily** from school to school
- **Alignment of career education courses exists from one level to the next,** including articulation agreements between secondary and postsecondary schools

Missouri Career Education

13

Exploring Transition Resources

Missouri Career Education

This section covers:

- CCTI — A Key Transition Resource
- Other Transition Resources

"Those of us who are doing work on leadership and change frequently don't appreciate sufficiently the **sources of resistance.** *We frequently fail to have enough* **respect for the pain of these adjustments and changes."**

Conversation with Ronald Heifetz, Harvard Kennedy School of Government June 23, 1999, Claus Otto Scharm

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Participant Workbook

Module Slides

How the Career Clusters Framework Achieves this Vision

- Educators provide quality curriculum that's both rigorous and relevant
- Educators, parents, and students collaborate on a personal plan of transition
- Educators have access to high-quality professional development
- Guidance and career counselors focus on college-readiness skills and career awareness/preparation at every level
- Credits transfer easily from school to school
- Alignment of career education courses exists from one level to the next, including articulation agreements between secondary and postsecondary schools

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Exploring Transition Resources

This section covers:

- CCTI — A Key Transition Resource

- Other Transition Resources

"Those of us who are doing work on leadership and change frequently don't appreciate sufficiently the sources of resistance. We frequently fail to have enough respect for the pain of these adjustments and changes."

Conversation with Ronald Heifetz, Harvard Kennedy School of Government June 23, 1999, Claus Otto Scharm

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Module Slides

CCTI — A Key Transition Resource

The main purpose of the Career and College Transition Initiative (CCTI) is to:

- Strengthen the role of the community and technical colleges in easing student transitions between secondary and postsecondary education and into employment

- Improve academic performance at both the secondary and postsecondary levels

Source: League. org

Career and College Transition Initiative (CCTI)
www.league.org/league/projects/ccti/purpose.html

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CCTI — Resources Available

CCTI members share tools and experience so that you don't have to start from scratch. Resources include:

- CCTI tool kits - Career-specific programs of study; for example: (http://www.league.org/league/projects/ccti/projects/summary.cfm?key=AACC)

- Career pathway templates and examples: (http://www.league.org/league/projects/ccti/cp/templates.html)

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Module Slides

CCTI — Resources Available, Continued

- Inventory of current practices, a searchable database: (http://www.league.org/league/projects/ccti/search.asp)
- Virtual reader, a compilation of articles about CCTI practices and lessons learned: (http://www.league.org/league/projects/ccti/vr/abstracts.asp)
- CCTI rubrics, tools for evaluating school implementation of CCT philosophy and practices and the secondary and postsecondary levels: (http://www.league.org/league/projects/ccti/rubrics.cfm)

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CCTI Toolkits

CCTI Toolkits feature program highlights used by 15 CCTI exemplar sites.
(http://www.league.org/league/projects/ccti/projects/)

These highlights include:
- Project Summary
- Project Documents
- School Partners
- Project Partners
- Contact Information

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Module Slides

Exercise 2: Applying CCTI Toolkit Lessons Learned

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

Instructions: Review part of the "Lessons Learned" section of the CCTI Toolkit created at Anne Arundel Community College in your workbook (page 22) and online at:

www.league.org/league/projects/ccti/projects/ summary.cfm?key=AACC

In your workbook (also page 22), highlight which of the "Knowledge Gained/New Strategies for Future" might be helpful for Devin's situation.

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.

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Other Transition Resources

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

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Participant Workbook

Module Slides

Exercise 3: Identifying Other Transition Resources

Objective: Create a tailored resource list for a specific district.

Instructions:
Visit www.careerclusters.org and click on the "resources" link.

Make a list in your workbook (on page 23) of the resources from this site that you may want to use now or in the future.

Next-Step Activity:
Explore each of the other Web sites in the list provided (on the previous slide and in your workbook on page 23).

Create a master list of resources to share with others involved in easing transitions within your district.

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Analyzing Your Current Transition Process

This section will cover the collaborative effort required for successful transitions.

"The primary component of College and Career Transitions (CCT) institutionalization is the development of a county school-wide definition for CCT that provides meaning, focus, and emphasis for the CCT effort."

From www.league.org

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Participant Workbook

Participant Workbook

The Collaborative Effort Required for Successful Transitions

How your school system defines College and Career Transitions (CCT) will affect:

- Which constituents participate/do not participate
- Which secondary school units will provide financial resources and other support
- The degree to which CCT will become part of the system's institutional fabric

From www. league.org

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Exercise 4: Analyzing Your Current Transition Process' Development Level and Collaboration Needs

Objective: Use the CCTI rubric to assess current practices.

Instructions: Download the appropriate CCTI Rubric (at www.missouricareereducation.org/project/pos/) and identify which level of development most accurately describes your school system, school, and/or teachers/staff.

Use a highlighter to mark those descriptions.

List those institutions/staff with whom collaboration is essential for enhancing your current transition process.

Next-Step Activity:
Having studied the rubric, create a profile for your school, district, staff, and yourself by:

- Researching current policies or practices
- Describing your specific situation in the appropriate boxes of the applicable rubric grid

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Identifying Improvement Opportunities

This section will cover where to focus on:

- Institutional Transformation
- Guidance Transformation

"Measure and reward the future, not the past...Leaders who are thinking about creating true integration in their institution must change the measurement and reward systems to reinforce this new direction."

Louis V. Gerstner, "Who Says Elephants Can't Dance?, Harper Audio.

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Institutional Transformation

Institutional transformation should occur in:

- **High-leverage policy areas**, such as:
  — Awarding college credit for business training
  — Ensuring that seat time does not equal competence
  — Expediting the program approval process
  — Creating a system of industry-based certifications (including employability skills certifications)

- **Alignment and integration strategies**, such as:
  — Aligning and connecting company training requirements with college courses
  — Modularizing courses
  — Awarding fractional credit and/or dual credit
  — Incorporating non-traditional delivery (blended learning, simulation, evening and weekend classes, business on-site classes)

From Career Pathways: The Convergence of Transformations, a presentation delivered March 4, 2007 by Dr. Keith W. Bird, Chancellor, Kentucky Community and Technical College System
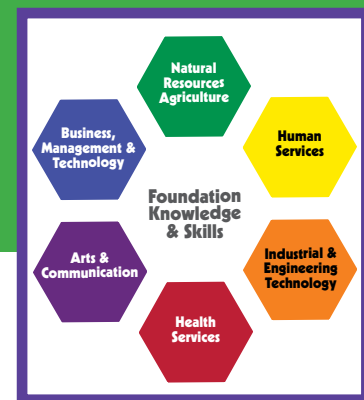
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Participant Workbook

Module Slides

Guidance Transformation

To facilitate successful transitions, guidance programs need to:

- Find ways to visit with students several times about their career plans
- Consider a "teachers-as-advisors" program to be used during a school's advisory period
- Make sure that parents understand what a personal plan of study is and why it is important
- Implement an opportunity for high school students to take their local community college's placement test or PLAN test before the end of the sophomore year

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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 on page 25 in your workbook.

Next-Step Activity:
Meet with others involved in transition issues within your district and create a "map" of the current process (exactly what happens and 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.

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Participant Workbook

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 page 33 of your workbook. Be sure to ask yourself:

- What is my role in the transition process?
- What could I do differently?
- What changes could my organization make to improve transitions?
- With whom could I collaborate to make improvements in my organization?

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.

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Exercise 7: Identifying Improvements for Devin's Story

Objective: Test your knowledge by applying it to a scenario.

Instructions: Review Devin's story and answer the following in the space provided on page 27 of your workbook:

- How would your improvement idea from Exercise 5 relieve the frustrations of Devin, his parents, or the principal?
- What else could Devin's school do to improve Devin's transition process?

On page 28 of your workbook, 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.

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Module Slides

Facilitating Successful Transitions: Module Review

- Only 20 percent of high school freshmen in Missouri will go on to earn a college degree by their early 20s. This is a loss that significantly impacts the labor pool and the state's economy.

- Smooth transitions between academic levels and the workplace can bolster student achievement and preparation for the workforce.

- Barriers to smooth transitions include institutional biases, lack of connection between academic and career education, varied teacher expectations, and communication issues.

- Programs that support successful transitions include integration of academic and career education at all levels; fully implemented guidance programs; student exploration of careers that match their abilities and interests; and personal plans of study that enable students to see relevance in their studies and move toward career goals.

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Facilitating Successful Transitions: Module Review, Continued

- The Career Clusters Framework provides tools for counselors, teachers, and administrators to align programs to achieve seamless transitions for students.

- There are many online resources to help school districts and individuals assess and improve programs. Career and College Transition Initiative (CCTI) is one such resource.

- Though there are steps individual counselors or teachers may take to improve transitions for students, collaboration throughout a school or district may be needed to effect meaningful change.

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Participant Workbook

Module Slides

> "The diploma has lost its value because what it takes to earn one is disconnected from what it takes for graduates to compete successfully beyond high school — either in the classroom or in the workplace. Re-establishing the value of the diploma will require the creation of an inextricable link between high school exit expectations and the intellectual challenges that graduates invariably will face in credit-bearing college courses or in high-performance, high-growth jobs."
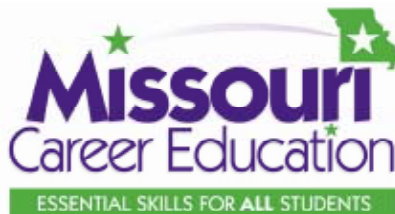
Source: American Diploma Project

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Module Exercises

Exercise 1: Identifying Barriers to Successful Transitions

Objective:

Identify stdent 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?

   _____

   _____

2. What are Devin's parents' concerns?

   _____

   _____

3. What are the principal's concerns?

   _____

   _____

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

   _____

   _____

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 Identitied	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/ccti/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
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)

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 3: Identifying Other Transition Resources

Objective:

Create a tailored resource list for a specific district.

Instructions:

Use information from the "resources" link at www.careeerclusters.org. 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
- Career Clusters — www.careerclusters.org
- Missouri Center for Career Education — www.MCCE.org
- College Access — www.going2college.org
- Career One Stop — www.careeronestop.org
- Department of Elementary and Secondary Education — www.DESE.mo.gov
- Edutopia — www.edutopia.org
- Missouri Economic Research and Information Center — www.missourieconomy.org
- The Futures Channel — 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.

Participant Workbook

Exercise 4: Analyzing Your Current Transition Process' Development Level and Collaboration Needs

Objective:

Use the CCTI rubric to assess current practices.

Instructions:

Use the appropriate CCTI Rubric **(www.missouricareereducation.org/project/pos/)** and identify which level of development most accurately describes your school system, school, and/or teachers/staff.

Use a highlighter to mark those descriptions.

List those institutions/staff with whom collaboration is essential for enhancing your current transition process.

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Next-Step Activity:

Having studied the rubric, create a profile for your school, district, staff, and yourself by:

1. Researching current policies or practices
2. Describing your specific situation in the appropriate boxes of the applicable rubric grid

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.

Participant Workbook

Exercise 6: Creating a Personal Action Plan to Improve Transistions

Participant Workbook

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?

  _____

  _____

  _____

- 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.

Participant Workbook

Revised Excerpt from Devin's Story

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Participant Workbook

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

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.

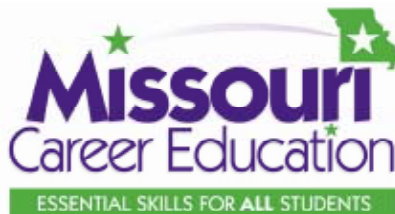|	LESSONS LEARNED	KNOWLEDGE GAINED NEW STRATEGIES FOR FUTURE
1	Importance of utilizing a myriad of communication/information strategies to reach all the constituency groups.	Identify and involve all constituency groups Continued best practices will include: Staffing Strategies – reaching secondary and 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

Participant Evaluation

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.

4. With what I've learned from this module, I can help impact student achievement in my educational setting by:

   _____

   _____

5. I now have a better understanding of:

   _____

   _____

6. The knowledge or skill(s) I gained from this presentation will enable me to:

   _____

   _____

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: _____
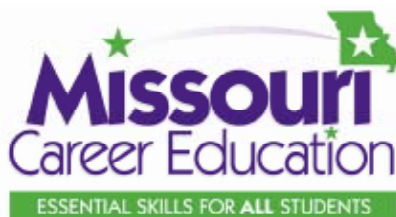
Comments:

_____

_____

Participant Workbook

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

- **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)

- **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

- **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)** 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)** 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) 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)** 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)** 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)** 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)** offers downloadable booklets and other information about career clusters and career pathways.

- **Edutopia (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)** 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**) offers curriculum, professional training, and other resources for schools, teachers, and staff.

- **Missouri Connections (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)** 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),** offers a wealth of information related to rigor and relevance in learning.

- **Project Lead the Way (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)** connects learning with the real world through stories and short movies about people who are innovating in various fields of work.