Connecticut College and Career Readiness Workshops

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Educational Policy Improvement Center (EPIC)
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Introducing the Connecticut College and Career Readiness Toolkit
Objectives

We will use our time today to:

- Develop a shared understanding of college and career readiness
- Analyze state and local college and career readiness data
- Learn about strategies to align educational systems
- Partner to advance the success of Connecticut’s students
Today’s Workshop Is Based in Part on Findings and Recommendations In:
iClicker Basics

- Turn your clicker on by pushing the on/off button. The power light should now be **BLUE** (if it isn’t coming on, pull out plastic tab in back.)
- When a question is displayed and the presenter begins the counter, push the appropriate button before the counter gets to zero. You may change your answer during the count down.
- All answers remain anonymous.
- Answers received will turn the vote status light **GREEN**.
- Answers not received will turn the vote status light flashing **RED**; try again.
- Don’t worry if something goes wrong; no one is being graded.
- At the end of the quiz, please turn your clicker off by pushing the on/off button. The **BLUE** power light should turn off.
- Please remember to return your clicker.
Do you know all the people sitting near you?

A. Yes
B. No
Who is here today? Select the option that best describes your primary affiliation.

A. K-12 school or district
B. Community or technical college
C. Four-year college or university
D. State agency
E. Other
How engaged is your local educational community in college and career readiness initiatives to date?

A. Actively—The community is engaged in multiple on-going college readiness partnerships or activities.

B. Moderately—The community is engaged in a small number of college readiness partnerships or activities.

C. Minimally—The community has an emerging interest in college readiness.
Defining College and Career Readiness
Nature of the Challenge

- The proportion of students going on to postsecondary education has steadily increased over the past 100 years and is likely to continue to increase.
- Getting more students ready for college means succeeding with an increasingly challenging student population, but one that needs the opportunity.
- National education policy is beginning to emphasize college and career readiness over basic skills instruction.
- Today’s young people will need to be better educated and prepared as the US continues to move to a knowledge/information economic model.
Percentage of adults with an associate’s degree or higher

18.5% of adults in CT enrolled in college at some point but have not completed a degree

- Less than ninth grade: 8.3%
- Ninth to 12th grade, no diploma: 22.3%
- High school graduate (including equivalency): 16.0%
- Some college, no degree: 26.2%
- Associate's degree: 5.3%
- Bachelor's degree: 3.4%
- Graduate or professional degree: 18.5%

Definition of College and Career Readiness

- College and career readiness can be defined as success—without remediation—in credit-bearing general education courses or a two-year certificate program.

  - “Succeed” is defined as being able to progress successfully in the chosen program.
  - College readiness and career readiness are similar but not the same.
Key Assumptions

- The goal of high school is to equip as many students as possible with a core set of knowledge, tools, strategies, and skills necessary for college and career success.
  - In other words, to be able to continue their education beyond high school.

- College eligibility is not the same as college readiness.

- The capacity of students to learn is malleable and not fixed.
  - Achievement is a function of effort, not solely ability, or, worse yet, “intelligence.”
Four Keys to College and Career Readiness

**Key Content Knowledge**
- Key terms and terminology
- Factual information
- Linking ideas
- Organizing concepts
- Common Core State Standards
- Other college readiness standards, career standards, industry skill standards

**Key Cognitive Strategies**

**Key Learning Skills & Techniques**
- Time management
- Study skills
- Goal setting
- Self-awareness
- Persistence
- Collaborative learning
- Student ownership of learning
- Technology proficiency
- Retention of factual information

**Key Transition Knowledge & Skills**
- Postsecondary program selection
- Admissions requirements
- Financial aid system
- Career pathways
- Postsecondary culture
- Communication with instructors and co-workers
- Role and identity issues
- Agency (self-advocacy)

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7 Principles of College and Career Readiness
My institution discusses college and career readiness issues on a regular basis.

A. Very True—We frequently discuss college and career readiness issues
B. Moderately True—We occasionally discuss college and career readiness issues
C. Partially True—We only discuss college readiness issues
D. Partially True—We only discuss career readiness issues
E. Not True—We do not explicitly discuss college or career readiness
**Principle 1:** Create and maintain a college-going culture in the school

- Make college and career readiness a key schoolwide goal
- Signal to students that the school is about preparing students for postsecondary success, not just admission
- Set expectations for all students to be college and career ready
- Send the message that the goal of high school is college and career readiness in numerous symbolic and substantive ways
- Encourage students to set a goal of going on to college or postsecondary training in some form
Instructors receive professional development in a variety of instructional techniques.

A. Most instructors at my institution receive professional development in the use of a variety of instructional techniques

B. Some instructors at my institution receive professional development in the use of instructional techniques

C. Few instructors at my institution receive professional development in use of instructional techniques

D. I am not sure whether instructors receive professional development in the use of instructional techniques
**Principle 2: Create a core academic program aligned with college and career readiness**

- Focus the core academic program on college readiness
- Review and revise syllabi to ensure course alignment with college and career readiness standards
- Identify how the instructional program as a whole:
  - develops key cognitive strategies
  - focuses on key content
  - develops academic behaviors
  - presents key college knowledge
My institution provides targeted resources for traditionally underrepresented students in higher education.

A. My institution provides targeted resources for underrepresented students, and these supports are used by the students who need them

B. My institution provides targeted resources for underrepresented students, but these resources are not used widely by students who need them

C. My institution does not provide targeted resources for underrepresented students

D. I do not know whether my institution provides targeted resources
Principle 3: Teach key self-management skills and expect students to use them

- Have students set goals and gauge completion of them
  - Short-term goals for coursework
  - Medium-term for classes
  - Longer-term goals for postsecondary plans and aspirations
- Provide students with tools for managing assignments and due dates
- Agree on common methods to take notes
- Have all students participate in study groups each academic term
High schools receive information on college placement procedures.

A. High school faculty are highly aware of the placement tests and methods used and how to help students avoid placing into remedial courses.

B. High school faculty are inconsistently aware of the placement tests and methods used at our institution.

C. High school faculty are largely unaware of the placement tests and methods used at our institution.
Principle 4: Prepare students for the complexity of applying to college

- Familiarize students with college and the application process each successive year
- Instruct all students and parents on the major timelines and requirements for college applications and financial aid
- Consider requiring all students to complete a college application
- Provide extra support to students who would be first in their family to attend college
High school and college faculty coordinate expectations for student learning.

A. Always—this is a standard process and faculty meet annually across shared subject areas

B. Sometimes—some faculty meet in some subject areas

C. Never or almost never

D. I do not know if faculty meet to coordinate expectations
**Principle 5: Align assignments and grading policies with college expectations**

- Expect students to complete at least some homework without submitting it for points or a grade
- Give complex assignments that require independent work, team work, or study groups to complete
- Be cautious granting extra credit, limiting it to additional academic opportunities, not substitute activities
- Develop assignments that infuse college-type expectations into courses
  - Lots of writing, higher grading criteria, more persistence, more individual initiative required
High school students have opportunities to obtain college credit.

A. Yes, my institution has an established program for high school students to obtain college credits

B. Yes, my institution offers college courses for some high school students, but does not have an established program

C. No, my institution does not offer college credits for high school students

D. I do not know if my institution offers college credits for high school students
Principle 6: Make the senior year meaningful and challenging

- Ensure that all students have a full, academically challenging schedule their senior year that includes math and writing.
- Encourage or expect all students to have college-like experiences through:
  - campus visits
  - dual enrollment courses
  - Advanced Placement courses
  - senior seminars
- Administer a college placement test early in the senior year.
- Require a senior project judged against college readiness criteria.
High schools have information on how their students perform in college and careers.

A. Always—this is standard procedure and is available annually
B. Sometimes—we have done this, but not consistently
C. Never or almost never
D. I do not know if my institution shares student performance information
**Principle 7:** Build partnerships with and connections to postsecondary education

- Make personal connections with local postsecondary administrators and faculty
- Explore ways for high school and college faculty to coordinate and align their expectations and teaching strategies
- Take advantage of physical proximity to any postsecondary institution by offering dual enrollment opportunities
- Collect data on student performance in college to determine how well your students are succeeding in entry-level courses
Common Core State Standards
How familiar are you with Common Core State Standards?

A. Extremely—I have thoroughly reviewed the standards
B. Somewhat—I have reviewed the standards, but not intensively
C. Minimally—I have heard of them, but have not read them
D. Not at all—I have not heard of the standards
Common Core State Standards Development Process

- State-led effort coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO) (www.corestandards.org)
- College and career readiness standards began development in summer 2009
- Multiple rounds of feedback from states, teachers, researchers, higher education, and the general public
- Final Common Core State Standards released on June 2, 2010
The Common Core State Standards Are:

- Focused and coherent
- Aligned with college and work expectations
- Rigorous in content and require application of knowledge through high-order skills
- Designed to build upon strengths and lessons of current state standards
- Internationally benchmarked so that all students are prepared to succeed in our global economy and society
- Based on evidence and research
- State led – coordinated by NGA Center and CCSSO (voluntary national—not federal—standards in English and mathematics)
Intentional Design Limitations

The Standards do **NOT** define:

- How teachers should teach
- All that can or should be taught
- The nature of advanced work beyond the core
- The interventions needed for students well below grade level
- The full range of support for English language learners and students with special needs
- All knowledge and skills needed to be college and career ready
English Standards: Design and Organization

- K-8 standards are listed by grade level
- 9-12 standards are listed in two year bands to allow flexibility in course design
- Benchmarked to College and Career Readiness Anchor Standards
- Separated into four strands: Reading, Writing, Speaking and Listening, Language
- Also includes grades 6-12 Standards for Literacy in History/Social Studies, and Science and Technical Subjects
- Include text exemplars and sample performance tasks by grade level bands
College and Career Readiness
Anchor Standards

Many of these standards are difficult or impossible to assess except through complex in-class measures:

- Analyze how and why individuals, events, and ideas develop and interact over the course of a text
- Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words
- Read and comprehend complex literary and informational texts independently and proficiently
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach
- Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others
- Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation
Mathematics Standards: Design and Organization

Standards for Mathematical Practice
- Carry across all grade levels
- Describe habits of mind of a mathematically expert student

Standards for Mathematical Content
- K-8 standards presented by grade level
- Organized into domains that progress over several grades
- Grade introductions give 2–4 focal points at each grade level
- High school standards presented by conceptual theme (Number & Quantity, Algebra, Functions, Modeling, Geometry, Statistics & Probability)
The Standards for Mathematical Practice

- Make sense of problems and persevere in solving them
- Reason abstractly and quantitatively
- Construct viable arguments and critique the reasoning of others
- Model with mathematics
- Use appropriate tools strategically
- Attend to precision
- Look for and make use of structure
- Look for and express regularity in repeated reasoning
Common Assessments

The two consortia received “Race to the Top” assessment funds:

- **Partnership for Assessment of Readiness for College and Careers (PARCC):**
  - 24 states and the District of Columbia (http://www.fldoe.org/parcc/)

- **SMARTER Balanced Assessment Consortium (SBAC):**
  - 30 partnering states (http://www.k12.wa.us/SMARTER/default.aspx)
  - Connecticut serves as a Governing State

Shared traits:

- **More Meaningful Standards:** consistent across states, clear to the public and on track for college, allowing for cross-state comparability; will provide technical assistance and professional development

- **Higher Quality Tests:** assessments (summative and interim) will include performance tasks to measure critical thinking, strategic problem solving, research and writing
Issues

Need to be realistic:

- Risks underestimating the work necessary for successful implementation
- Risks misleading students and their families about widening gap
- Need for understanding and buy in for implementation
- Recognition that HS seniors could meet ELA & Math standards and not be college ready
- Meant to be an augment, not supplant, current admissions practices
Implications for Higher Education

- Aligning key policies for college readiness
  - Graduation requirements
  - Admission requirements
  - Placement requirements
- Aligning curricula and instructional materials
  - Secondary/postsecondary alignment
  - Adult/developmental/general education alignment
- Aligning teacher preparation and in-service teacher professional development
- Developing avenues at state and local levels for collaboration
Implementing Common Core State Standards:

Implications for Curriculum, Instruction, and Assessment

Connecticut State Department of Education
TRANSITIONING TO THE COMMON CORE STATE STANDARDS

Have you begun to:

- evaluate your current curriculum documents, resources, and assessments?
- review and evaluate instructional materials?
- revise curriculum documents?
- revise assessments?

- prioritized standards
- units of study
- pacing guides

Regional professional development meetings (Summer and Fall 2011)

Creating Links to the Common Core State Standards

- TESOL, bilingual, mathematics and English language arts experts developed documents that links the CCSS and English Language Learner Framework.

- This document will support:
  - district curricula revisions and professional development planning; and
  - general education teachers working with English language learners (ELLs).
Additional Considerations:

- Professional development for administrators: standards, curriculum, instruction, assessment
- Professional development for building administrators and teachers: standards, materials, strategies, assessment, etc. (long-range and short-range)
Additional Considerations:

- Professional Learning Communities (PLCs): standards, protocols, goals, (long-range and short-range)
- Curriculum and assessment access
- Models and/or examples for educators: lesson plans, rubrics, assessments, other templates
Connecticut’s Role
SBAC Workgroups

1. Transition to Common Core State Standards
2. Technology Approach
3. Assessment Design: Item Development
4. Assessment Design: Performance Tasks
5. Assessment Design: Test Design
6. Assessment Design: Test Administration
7. Reporting
8. Formative Assessment Practices and Professional Learning
9. Accessibility and Accommodations
10. Validation and Psychometrics
  - Student Assessment Link – SBAC
  - Teaching and Learning Link – CCSS
- SBAC Web site - [www.smarterbalanced.org](http://www.smarterbalanced.org)
- Center for K-12 Assessment and Performance Management at ETS – Updated guide to the assessment consortia [http://www.k12center.org/publications.html](http://www.k12center.org/publications.html)
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Local Partnership Examples
College and Career Ready Consortium, Manchester Community College

College and Career Ready

Math

English

“College Knowledge”
Consortium Partners

Malia Sieve, Associate Director, BORHE
Ana C. Pagan, Senior Consultant, BORHE
Joanne Russell, Dean of Academic Affairs, MCC
Bob Henderson, Director CoOP and CCP, MCC
Michelle Eckler, English Dept Head, EHHS
Kelly Cecchini, English Teacher, MHS & QVCC
Marsha Testa, English Dept Head, MHS
David Caldwell, English Professor, MCC
Steve Straight, English Professor, MCC
Tod Kenney, Math Dept. Head, EHHS
Kelly Blaisdell, Math Teacher, EHHS
Mike Robillard, Math Professor, MCC
Paul Edelen, Math Department, MCC
Kate Dias, Math Teacher, MHS
Cathy Mazzotta, Math Dept Leader, MHS
Marcia Jehnings, Director Math, Science & Health Careers, MCC

Kate Cocco, Career Services, MHS
Mark Danaher, Career Center Services, MHS
Jason Scappaticci, Transitional Programs, MCC
Frank Staples, Guidance Dept. Head, EHHS
Rachelle Perusse, Associate Professor, UCONN
Mike Stefanowicz, Liberal Arts Director, MCC
Uyi Osunde, Guidance Counselor, EHHS
Wanda Reyes-Dawes, Counselor, MCC
Diane Kearney, Director of Adult Education, Manchester (when available)
P-20 Council regional workshops /October 2011
Bridges Partner Schools

• Western Connecticut State University

• Bethel Public Schools
  – Bethel Middle School
  – Bethel High School

• Danbury Public Schools
  – Broadview Middle School
  – Danbury High School
  – Rogers Park Middle School
Bridges Goals

• Decrease remediation in math and writing at the university
• Create seamless pathway for student success from middle school through college
• Inspire the dream of college for all students
• Increase interest in STEM subjects early on and feed that interest
Bridges Goals

Decrease remediation in math and writing at the university

- Junior-level placement testing
- Curriculum alignment workshops
- Additional coursework in senior year
- Embedded “reminder” exercises in curriculum
Fast Facts

• About 24% of WestConn students are from Danbury (18.9%) or Bethel (5.2%)

• The Bridge program began as Western’s response to the BOT 098 resolution

• As of Fall 2011, Western no longer offers remedial (098) sections of mathematics or writing during the regular semesters

• WestConn students work in the Bridges program as tutors, camp counselors, and program assistants
Writing Results

098 placement

0 10 20 30 40 50 60 70

HS YR1 YR2 YR3 YR4 YR5 YR6 YR7
JR 05 06 07 08 09 10 11

098 placement
Math Results

098 placement

098 placement

00 10 20 30 40 50 60 70

HS YR1 YR2 YR3 YR4 YR5 YR6 YR7
JR 05 06 07 08 09 10 11

BUILDING A
BRIDGE
TO IMPROVE
STUDENT SUCCESS
Enrichment Days
Camp College

BUILDING A BRIDGE TO IMPROVE STUDENT SUCCESS
Role Models

Kerri Copello
Weekend meteorologist
WFXL Fox 31 TV in Albany, GA

Zachariah Silver
Doctoral student
U of Notre Dame
Junior Weather People
External Support
More information

http://www.wcsu.edu/bridges

Abbey Zink, Ph.D.
E-mail: zinka@wcsu.edu
Data-Driven Partnership Strategies
Why use data as a starting point for building partnerships?

- Data can help focus your conversations
- Data can help you identify the key indicators in need of improvement
- Data can help you prioritize your partnership efforts
- Data establish a baseline to measure progress in achieving goals and improving outcomes
What are the limitations of data?

- Most data available to educators focus primarily on Key Content Knowledge. They only serve as proxy measures for the other three Keys.

- Data that are not approached with a clear focus can be overwhelming.

- Data on their own do not have meaning. They require thoughtful analysis and interpretation in order to be actionable.
Data in the Toolkit

- High School Performance Indicators:
  - CAPT results
  - Graduation rates
  - Dual credit program participation
  - SAT exam scores

- High School and College Course Indicators
  - Course taking patterns
  - High school exit-level grades and college entrance grades comparison

- College Performance Indicators:
  - College enrollment, retention, and completion
  - Remedial and developmental education

- Career Indicators:
  - Employment by education level
  - Median income by education level
  - Occupations with most openings
  - Connecticut jobs in 2018
College Enrollment, Retention, and Completion

This figure displays the different routes taken by high school students from fall 2004 to six years later, August 31, 2010. This six-year timeframe for measuring graduation rates was selected because it is parallel to the timeframe used by the National Center for Educational Statistics to measure cohort based graduation rates for baccalaureate programs. This information, however, depicts the completion of students’ first credential earned, whether an undergraduate certificate, associate’s degree, or bachelor’s degree. Policy or programmatic changes made in high school since 2004 may affect student outcomes in subsequent years.

High School Graduates
Class of 2004
(35,671 students)

- Completed a postsecondary credential: 41%
- Enrolled but had not completed a credential: 33%
- No enrollment: 26%
Guiding Questions will help prompt conversations about the data.

- How do local district data compare to the state in terms of college enrollment, retention and completion?
- What percent of students place into remedial-level courses or show other indicators of not being college ready?
- Is the rate of placement into remedial-level courses different across subgroups of students?

Conversation Point:
What are the typical reasons students place into remedial or developmental courses?
Partnership and Alignment Strategies
Analyze

Featuring:

- School Diagnostic
- College Readiness Assignments
What *Isn’t* Measured by Traditional Data Sets?

<table>
<thead>
<tr>
<th>Key Cognitive Strategies</th>
<th>Key Learning Skills and Techniques</th>
</tr>
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<tbody>
<tr>
<td><strong>Problem Formulation</strong></td>
<td><strong>Self-Monitoring</strong></td>
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<tr>
<td>• Hypothesize</td>
<td>• Goal-Setting Strategies</td>
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<tr>
<td>• Strategize</td>
<td>• Persistence Strategies</td>
</tr>
<tr>
<td><strong>Research</strong></td>
<td>• Self-Awareness Strategies</td>
</tr>
<tr>
<td>• Identify</td>
<td><strong>Study Skills</strong></td>
</tr>
<tr>
<td>• Collect</td>
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<tr>
<td><strong>Interpretation</strong></td>
<td>• Note-Taking Skills</td>
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<tr>
<td>• Analyze</td>
<td>• Group Skills</td>
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<tr>
<td>• Evaluate</td>
<td>• Time Management Skills</td>
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<tr>
<td><strong>Communication</strong></td>
<td>• General Study Skills</td>
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<td>• Organize</td>
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<td>• Construct</td>
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<td>• Monitor</td>
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<td>• Confirm</td>
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**Key Transition Knowledge and Skills**

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<th>Academic Awareness</th>
<th>College and Career Preparation</th>
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<tr>
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<td>College and Career Expectations</td>
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<tr>
<td><strong>College Admissions Process</strong></td>
<td><strong>College Selection</strong></td>
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<td>College Application</td>
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<td><strong>College and Career Culture</strong></td>
<td><strong>College Awareness</strong></td>
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<td>Career Awareness</td>
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<td><strong>Tuition and Financial Aid</strong></td>
<td><strong>Financial Aid Awareness</strong></td>
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<td>Tuition Awareness</td>
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</tbody>
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Overview of the School Diagnostic

- Online diagnostic
  - Administered to students, teachers, counselors, administrators
  - Assesses what is happening in classrooms and schools in terms of KCS, KCK, KLS&T, and KTK&S, as well as the extent a school emphasizes CCR
  - To date used in 52 schools, with over 50 schools scheduled for Fall 2011

- Reports provide unique data
  - Areas of strength and where schools can do more to improve college readiness
  - Student aspirations for after high school
  - Discrepancies between staff and student perceptions

- Results include recommendations and resources targeted to areas identified for additional emphasis
Diagnostics: College and Career Readiness Assignments

College readiness assignments contribute to college and career readiness because they:

- Require students to produce original work (performance assessment)
- Are mapped to college and career readiness standards
- Reflect the demands postsecondary assignments
- Reflect the scoring criteria of postsecondary assignments

https://www.epiconline.org/texas
CollegeCareerReady™

Align

Featuring:
- Course Design
- Course Alignment
- Course Pathways
Vertical Alignment

Curriculum design that builds logically upon the performance expectation and content covered in each course and moves students along a college and career readiness trajectory.
Horizontal Alignment

Curriculum design efforts to bring consistency to the performance expectation and content covered across similar course titles
Alignment: Course Syllabi

A high quality course syllabus includes:

- Assessments planned for each unit and their weight relative to course grade
- Classroom policies
- Course objectives
- Course schedule
- Grading policies
A high quality course syllabus includes:

- Homework and assignments assigned for each unit and its weight relative to course grade
- Prerequisite knowledge and skills necessary for success
- Required texts
- Standards covered in each unit
- Teaching methods employed
- Unit descriptions broken down by topic

https://www.epiconline.org/college_ready_resources
https://www.epiconline.org/maine/
Alignment: Paired Courses

Paired courses are both a partnership and an alignment strategy because they:

- Are co-developed exit-level high school and entry-level college courses
- Place emphasis on continuity and coordination in grading practices, pacing, and content coverage
- Feature course documents developed by design teams of secondary and postsecondary instructors

https://www.epiconline.org/south_carolina
Alignment: Pathways In Action

- Results of syllabus reviews are put into the Pathways system.
- Administrators choose four-year combinations of courses in a particular content area.
- The software evaluates pathways to measure opportunity to learn.
Alignment: Summarizing Pathways

The Pathway Summary report allows schools to easily identify where standards and components are taught.
CollegeCareerReady™

Partner

Featuring:

- Paired Courses
- Secondary-Postsecondary Connections
Partnership: South Carolina Course Alignment Project

- Align exit-level high school courses with entry-level college courses.
- Reduce need for remedial college courses.
- Improve student opportunity to place into credit-bearing courses.
- Ensure that students who want to go to college have the required skills to succeed.
Video:
Creating Stronger High School-College Partnerships
Overview of the South Carolina Course Alignment Project
Suggestions for Getting Started

- Identify a reporter who can share with the larger group at least one take-away or next step.
- Identify a discussion leader.
- Identify a timekeeper who can help the group proceed productively.
- If your group is a relatively new partnership, take stock of current efforts.
- If your group has a pre-existing partnership, decide if you want to use this opportunity to move forward on a pre-existing goal.
Steps to Action Planning

- This document details each step and will guide you throughout the process.

Planning Steps
Maximizing Partnerships for the Future

1. Analyze.
   Review state and district level data to determine areas in need of improvement, and to establish a baseline to measure improvement.

2. Prioritize.
   Select and prioritize college and career readiness goals. Take into consideration the most pressing needs in your region or institution.

   Identify potential partnership activities to address your goals. Map activities to the Four Keys to College and Career Readiness. Doing so will allow you to create an action plan that reflects a comprehensive approach.
Analyze

- This step asks you to look at data in your state to determine areas most in need of improvement.
Prioritize

- This step asks you to select strategies or interventions that address issues most pressing in your region.

**Prioritize.**

Prioritize the college and career readiness goals that are most pressing in your region.

*Example:* Increase the number of students placing into credit-bearing general education courses.

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Map

- This step allows you to visually map strategies and interventions onto the four dimensions of college readiness.

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<td>Example: CollegeCareerReady™ School Diagnostic</td>
<td>Example: Compare syllabi</td>
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<table>
<thead>
<tr>
<th>Key Learning Skills and Techniques</th>
<th>Key Transition Knowledge and Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: Monitor student use of day planners</td>
<td>Example: Invite high school alumni to speak to current students about college experiences</td>
</tr>
</tbody>
</table>
This document requires you to examine the reality of implementing each prioritized intervention and identify all the steps of the action planning process.
For More Information About the P-20 Council

www.ctregents.org/p20
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