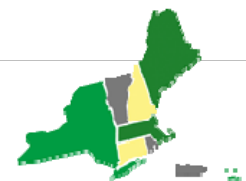


Welcome to the Bridge Event

“P–20–Work Integration: Viability, Experiences, and Challenges”

**Presenter: Dr. Helen Duffy, Deputy Director,
College and Career Readiness and Success Center
October 18, 2013**

Hosted by the Puerto Research Alliance for Dropout Prevention at
REL Northeast and Islands in partnership with the
Puerto Rico Council on Education



Overview

- Provide an overview of the Regional Educational Laboratory (REL) and Comprehensive Center networks
- Set the context for P–20W councils
- Define P–20W councils and discuss variation across different models
- Provide examples of P–20W collaborations that illustrate different kinds of collaboration
- Discuss considerations for Puerto Rico

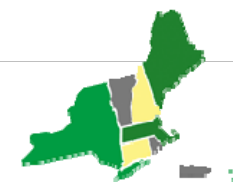


What Is a Regional Educational Laboratory?

- Network of 10 RELs across the United States supporting education research alliances
- Help states and districts use research and data to inform policy and practice, with the goal of improving student outcomes
- Funded by the U.S. Department of Education, Institute of Education Sciences (IES)

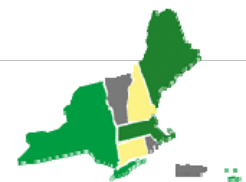


ies.ed.gov/ncee/edlabs/



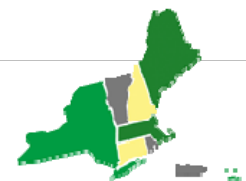
REL-NEI Serves the Northeast and Islands Region

- Connecticut
- Maine
- Massachusetts
- New Hampshire
- New York
- **Puerto Rico**
- Rhode Island
- US Virgin Islands
- Vermont



Puerto Rico Research Alliance for Dropout Prevention

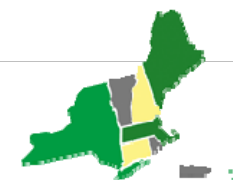
Goal: “The Puerto Rico Alliance will collaborate to support the goal of preventing and reducing the number of students dropping out of school by providing applied research and analytic technical support on how to best use available data both to establish robust early warning systems and to identify interventions to help improve outcomes for students at risk.”



PR Alliance Core Planning Group

- **Harry Valentin**, Undersecretary Academic Affairs, PRDoE
- **Yomara Martinez**, Deputy Secretary Planning and Development, PRDoE
- **Rafael Seguinot**, Interim Director ,Office of Statistics, PRDoE
- **Mario Marazzi**, Executive Director, PR Institute of Statistics
- **Orville Disdier**, Education Manager, PR Institute of Statistics
- **Cesar Rey**, Chair Advisory Panel, College Board PRLAO

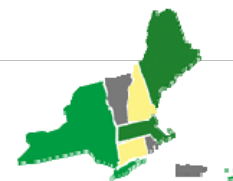
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PR Alliance Core Planning Group

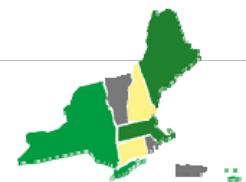
- **Juan Aponte**, Vice President, College Board PRLAO
- **Antonio Magriña**, Executive Director, Research and Measurement, College Board PRLAO
- **Maritza Fernández**, Research Director, College Board PRLAO
- **Angeles Molina**, Professor, School of Education, UPR, Rio Piedras; REL-NEI Governing Board Member
- **Nelson Colón**, President, PR Community Foundation; REL-NEI Governing Board Member

(continues)



REL-NEI's PR Alliance Support Team

- **Sandra Espada Santos**, PR Alliance Facilitator and PR Liaison, REL-NEI
- **Claire Morgan**, PR Alliance Researcher, REL-NEI
- **Daniel Mello**, PR Alliance Researcher, REL-NEI



Featured Presentation

“P–20–Work Integration: Viability, Experiences, and Challenges”

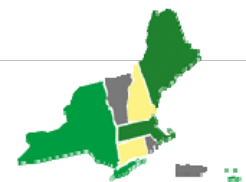
**Presenter: Dr. Helen Duffy, Deputy Director,
College and Career Readiness and
Success Center**



Regional Educational
Laboratory at EDC
relnei.org

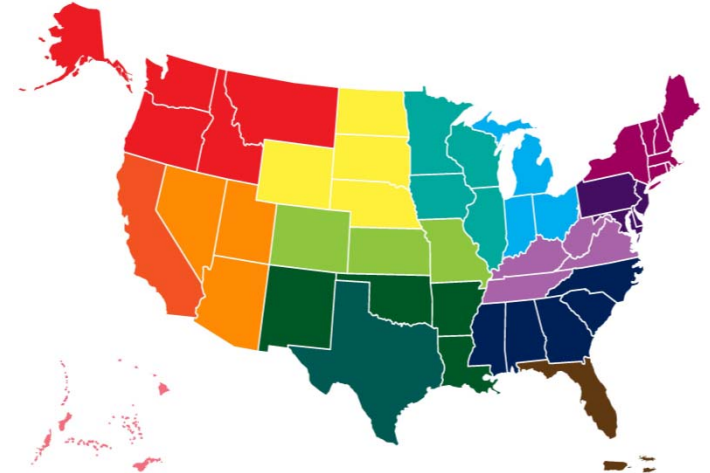


Major Partners:
AIR WestEd



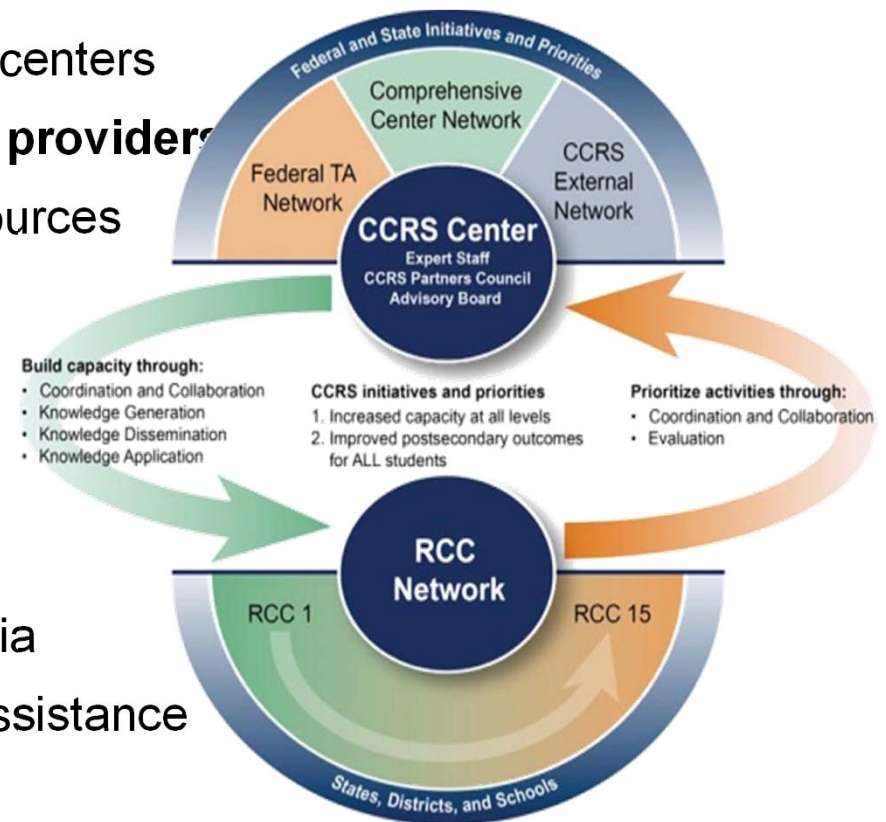
What Is the Comprehensive Center Network?

- Network of 7 content centers and 15 regional comprehensive centers
- Build the capacity of state education agencies to lead and support local education agencies and schools in improving student outcomes
- Provide training and technical assistance in the use of research-based information and strategies



College and Career Readiness and Success (CCRS) Technical Assistance Hub

- Coordination and Collaboration
 - Regional comprehensive and content centers
 - **Federal CCRS technical assistance providers**
 - External CCRS stakeholders and resources
- Knowledge Development
 - New CCRS Center products and tools
 - CCRS knowledge database
 - Webinars and symposia
 - CCRS Center website and social media
 - Responsive and proactive technical assistance

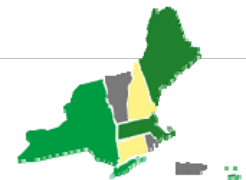


The Context for P–20–W Alignment

- Today, 93 percent of middle and high school students expect to attend college (Met Life, 2011).

And yet:

- Nationwide, 25 percent of all high school students leave public school before graduating.
- Of those students who do graduate, only 63 percent actually enroll in postsecondary institutions.
- Two-year colleges: 52 percent require remediation; 9.5 percent graduate in three years (Complete College America, 2012)
- Four-year colleges: 20 percent require remediation; 35 percent complete bachelor's degrees in six years (Complete College America, 2012)

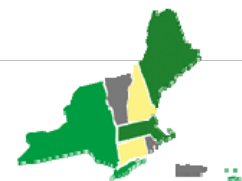


The Context for P–20W Alignment

- Historic divide among prekindergarten, K–12, higher education, and workforce (Venezia, Kirst, & Antonio, 2003)
- Changing needs (Carnevale, Smith, & Strohl, 2013):
 - By 2020, 65 percent of all jobs will require postsecondary education and training beyond high school
 - STEM, healthcare professions, healthcare support, and community services will be the fastest growing occupations but also will require high levels of postsecondary education

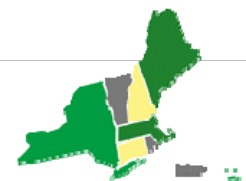
So:

- It is imperative, now more than ever, for youth-serving agencies to align and coordinate their services.



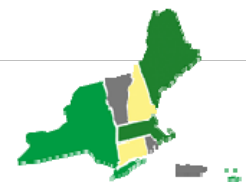
Overview of P–20W Councils

- State and local governance entities that include representation from preschool, K–12, higher education (including graduate education), and workforce
- One vehicle for addressing collaboration, alignment , and educational attainment
- Currently, 41 states with councils
- Differ along a number of dimensions:
 - Membership
 - Authority
 - Frequency of meetings
 - Communications



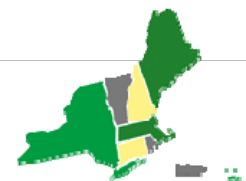
Common Challenges

- Governance: authority (versus symbolic or advisory), frequency of meetings, limited financial and human resources
- Turf issues (competing for increasingly scarce resources; threats to autonomy)
- Commitment; time
- Competing agendas; accountability
- Communications



Working Across the Divide

- Conditions for collaboration (Wenger, 1998):
 - Built on a foundation of trust
 - Identification of shared work
 - Identification of common goals
 - Use of common tools (metrics)
- Clear, attainable, and measurable goals (Mattessich, Murray-Close, & Monsey, 2001; Sloper, 2004)
- High leverage points (Callan, Finney, Kirst, Usdan, & Venezia, 2006; Meadows, 1999)
 - Statewide data systems
 - Alignment of coursework and assessments
 - State finance
 - Accountability



Working Across the Divide

- Participants
 - Inviting the right players
 - Ensuring strong leadership
 - Planning for transitions
- Shared sense of urgency
- Unique purpose
- Communications
- Cost-benefit advantage



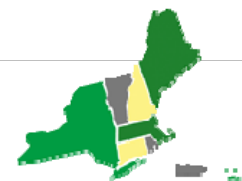
Forum for Youth Investment's “Big Picture” Approach

<http://forumfyi.org/thebigpictureapproach>



Stories from the Field: Ohio's Partnership for Continued Learning

- Ohio case study (CCRS Center, forthcoming)
 - Take shape
 - Economic climate impetus
 - Core principles articulated and communicated
 - Take aim, take stock
 - Statewide Longitudinal Data System Grant from IES 2006
 - Existing data analyzed, 2007 annual high school feedback
 - Target action
 - Create multiple pathways; include workforce in data system
 - Track progress
 - Measures collected and monitored



Stories from the Field: Long Beach, CA, Unified School District

- District role in supporting college and career readiness (Business-Higher Education Forum, 2009; Duffy & Darwin, 2012)
 - Take shape
 - High remediation rates of Long Beach graduates
 - Take aim, take stock
 - Long Beach Seamless Education Partnership formed in the early 1990s
 - Target action
 - Early Assessment Program results
 - Track progress
 - Enhanced feedback loops



College and Career Readiness and Success (CCRS) Center Website

COLLEGE & CAREER READINESS & SUCCESS Center
at American Institutes for Research

REGISTER
for the CCRS Center Webinar on competency-based education in higher education on October 9

CCRS at a Glance

THREAD	COMPONENTS	EXAMPLES
Core Content	Common Core State Standards	English Language Arts, History, and Mathematics content standards
	Individual State Standards	English Language Arts, Mathematics, Science, Foreign Language, and Technical Education
Pathways Center	College and Career Knowledge and Access	College and work experience, internships, and eligibility requirements
	College and Career Goals	Student interest, education and career aspirations
Learning Skills	Postsecondary Content Standards	Preparation and readiness in science, technology, engineering, and mathematics; health, business, and career and technical education standards
	General and Foundational Skills	Self-management + responsible decision-making + self-awareness + social awareness + learning skills
Learning Skills	Higher-Order Thinking Skills	Problem solving, critical thinking, and learning + synthesis and application
	Academic Success and Employability Skills	Readiness for credential careers + organizational skills and career skills + business management + teamwork and collaboration + diverse communities
	21st-Century Skills	Critical thinking + financial literacy and management + technical literacy and career readiness

BLOG

Wednesday, October 02, 2013
CCRS Center Year 1 In Review

Friday, September 27, 2013
Connecting the Dots: Education, Policy, Workforce

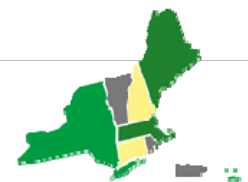
Wednesday, September 25, 2013
Getting a Bigger Bang for Your Buck: How Community Colleges Can Get the Most Out of

ccrscenter.org

Q&A



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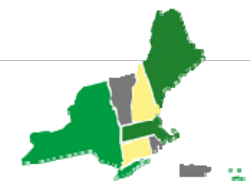
Discussion: Implications for Puerto Rico

- **Sandra Espada-Santos**, Facilitator, Puerto Rico Research Alliance on Dropout Prevention, REL Northeast and Islands
- **Angeles Molina**, Professor, University of Puerto Rico, School of Education; PR Alliance Member; REL Northeast and Islands Governing Board Member



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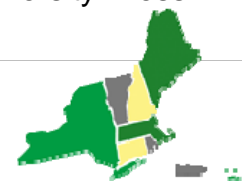
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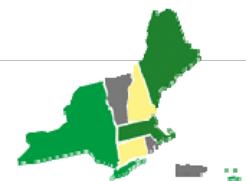
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- **Daniel Mello**, Alliance Researcher, REL-NEI dmello@wested.org



Thank You for Participating!

Please Take the Participant Survey!

The U.S. Department of Education and REL Northeast and Islands want your feedback on this Bridge Event

