



Academy for Educational Development



# What do Mature Programs of Study Look Like? Findings From A Longitudinal Study

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Academy for Educational Development

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# Disclaimer

- ▶ Research study conducted by AED
- ▶ Study funded by NRCCTE
- ▶ NRCCTE funded by OVAE
  
- ▶ The findings and conclusions presented here are those of the authors and do not necessarily represent AED, NRCCTE, or OVAE



# Structure of the session

20-minute sections (60 minutes total):

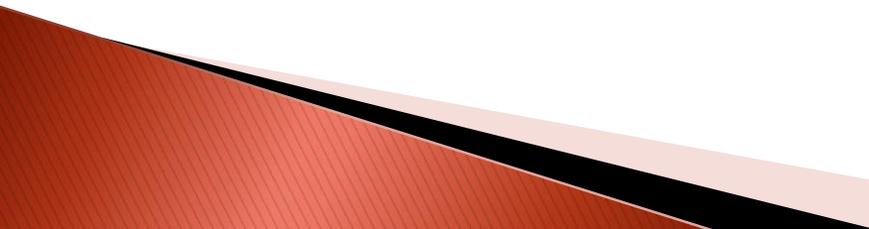
## 1) Presentation of research study

- Purpose
- Sample and design
- Preliminary observations
- Next steps

## 2) Small group breakout sessions

- Discuss local challenges and successes

## 3) Large group report-out and discussion

- Recommendations for research
  - Recommendations for policy and practice
- 

# Perkins IV: Programs of Study\*

- ▶ Incorporate secondary education and postsecondary education elements;
- ▶ Include coherent and rigorous content aligned with challenging academic standards and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education



\*Section 122(c)(1)(A)

# Perkins POS (continued)....

- ▶ May include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits; and
- ▶ Lead to an industry–recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.



# Purpose

- ▶ **Longitudinal study of “mature” POS sites**
  - Identify components and processes important in successful development and implementation of POS
  - Map the findings back onto Perkins IV legislation
- ▶ **Why?**
  - (1) to provide policymakers with feedback on the feasibility of POS, and
  - (2) to provide models and guidelines for successful POS implementation at other sites.

# Study Sample

- ▶ 8 recommended sites “scouted” (site visits)
- ▶ 3 selected sites for longitudinal study
  - “Desert” college – culinary arts, film crew technician, construction technology,
  - “Northern” college – automotive technology, welding
  - “River” college – industrial maintenance, mechatronics



# Study Site Characteristics

Community		Area served	Enrollment		Students		Dual enrollment
City population	Region		Total	Full-time status	Minority	White	
521, 999	Southwest US, large, urban-serving multicampus	1 large school district (13 regular high schools, 9 alternative schools, 22 charter schools) and 8 other districts.	22,759	6,898	53%	36%	980
66, 948	Upper Midwest, small town serving mostly rural	Serves multiple districts, but primarily 5-6 high schools in 3-4 surrounding districts	3,909	2,455	<6%	88%	1173
55,516	Midwest, small town serving mostly rural	14 high schools (including 2 vocational centers) across 6 counties	5,435	1,658	4.5%	89%	1700

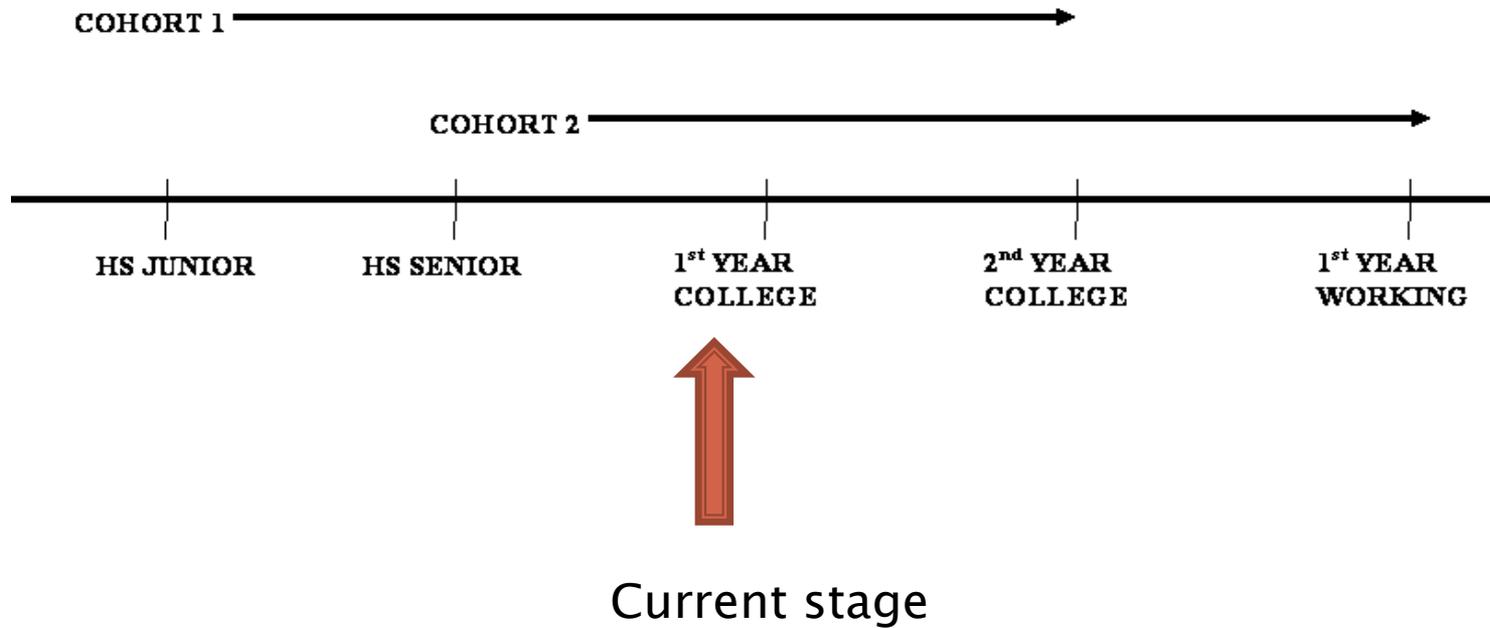
# Data Collection



- ▶ 4 years, 2 student cohorts
  
- ▶ Mixed methods
  - Quantitative Data
    - Student surveys
    - HS and college transcripts
  - Qualitative Data
    - Student focus groups
    - Interviews with Faculty, Administrators, Industry Reps

# Design

Two cohorts to be followed for 4 years each



# Qualitative Data



- ▶ Student focus groups
  - Reasons for selection of POS
  - Perceptions of POS (positive/negative)
  - Role of POS in career plans
  - Recommendations for improving the POS
  
- ▶ Teachers & Administrators
  - Role of state and local stakeholders in POS
  - Challenges and catalysts in implementation
  - Content standards, assessments
  - Articulation agreements, dual enrollment

# Analysis



## ▶ Quantitative\*

\*Low sample size = limited conclusions  
(supplemental, exploratory information only)

Is POS participation in HS a predictor of...

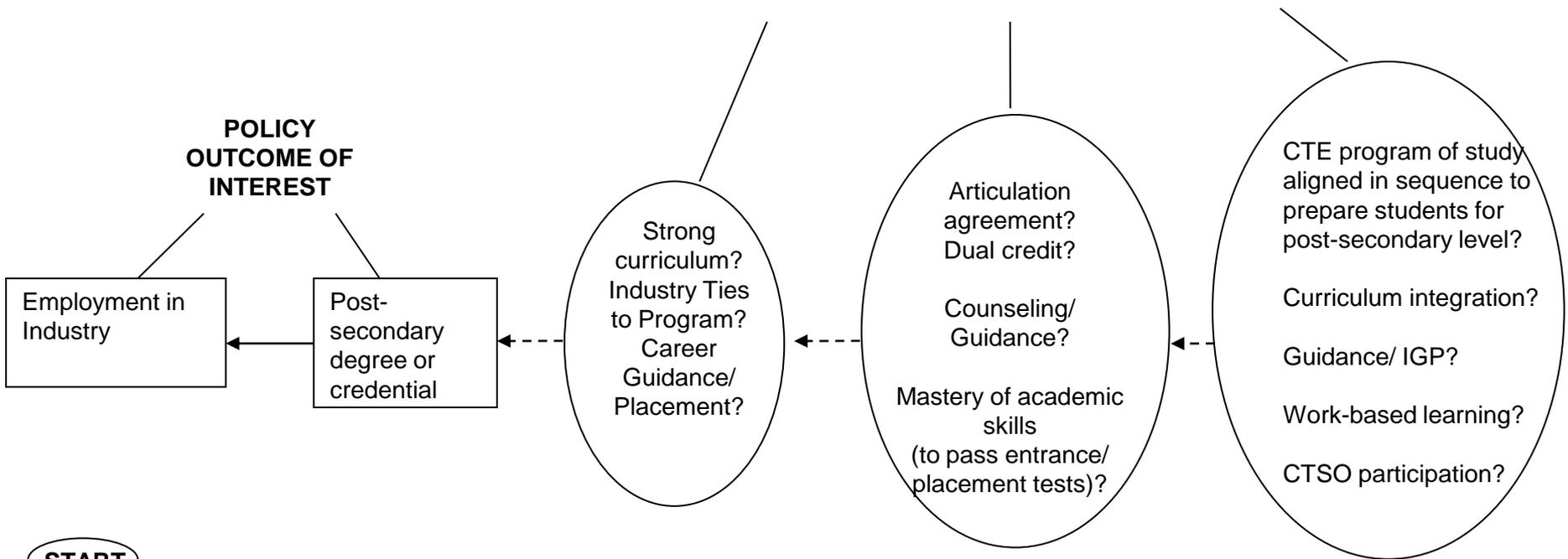
- HS graduation?
- College enrollment?
- College completion?
- Employment in career area?

## ▶ Qualitative

- Rich case studies of 3 communities
- “Backward mapping” of POS, with analysis of fit with legislative components

# BACKWARD MAPPING

## HYPOTHESIZED CONTRIBUTORS AT EACH SUCCESSIVE LEVEL (Testing, rather than assuming, their existence and relationship)



**START**

1. Find "mature" sites that have demonstrated this outcome



2. Determine the post-secondary elements that supported this outcome



3. Determine what supported the transition of students from high school to post-secondary in that site



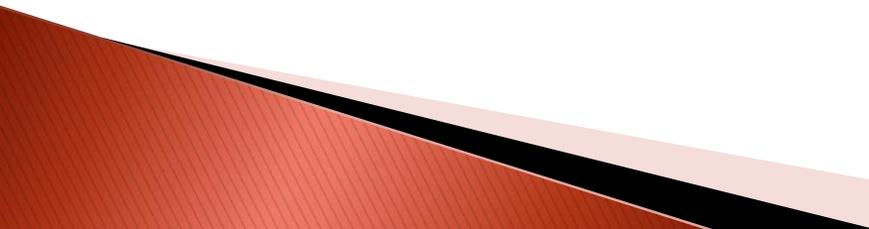
4. Determine what guided students into and through the POS in high school

# Admin/Staff Interview Questions

- ▶ What are your current responsibilities in the POS? Did you play a role in the development of this POS? If yes, what was your role?
- ▶ Who led development of the POS? Who else participated? (who are key stakeholders—e.g., employers, post-secondary administrators and faculty, and secondary administrators and faculty—and the roles played by each.)
- ▶ How long did it take to develop the POS? When was it first offered to students?



- ▶ What challenges were encountered in developing the POS? (why and how?) How were they resolved?
  - ▶ What factors helped expedite or facilitate development of the POS? (why and how?)
  - ▶ What would you do differently in developing another POS?
  - ▶ How is the POS aligned across secondary and post-secondary levels? Does it prepare students for post-secondary education transition without need for remediation?
  - ▶ How are POS students tracked from secondary to post-secondary education? To what extent are data available?
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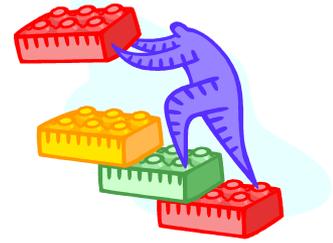
- ▶ How were academic and technical standards selected for the POS? How were curricula, instruction, and assessments aligned with these standards? Do you award academic credit for CTE courses?
  - ▶ Does the POS offer opportunities for dual or concurrent enrollment? For what kinds of courses? When and how are the credits awarded? Are the credits restricted to a local community college or transferable to other two-year and four-year institutions?
  - ▶ Does the POS lead to an industry-recognized credential? (Name of credential? Recognized by whom?) Does successful completion of POS lead to employment or further education?
- 

# Preliminary Findings\*

- ▶ College-directed initiative
- ▶ Dedicated staff
- ▶ Efficient working relationships in smaller communities
- ▶ Active advisory committees
- ▶ Dual credit logistics
- ▶ Challenges of curriculum integration
- ▶ Guidance counseling
- ▶ State influence
- ▶ Disconnect between POS on paper and in practice
- ▶ Strong POS do not guarantee student transition

\*Based on 8 initial sites visited

# Next Steps



- ▶ Build preliminary case studies based on:
  - First round of interviews with staff, administrators, and advisors at high schools and colleges
  - High school and college student focus groups
- ▶ High school and college student survey and transcript analysis
- ▶ Continue data collection to refine case studies and supplement longitudinal student data set
- ▶ Backward map findings onto Perkins IV POS components

# When will reports be available?

- ▶ Interim reports in newsletters, research briefs, journals, and magazines (e.g., January issue of *Techniques*)
- ▶ Final report in 2012 will be available at [www.nrccte.org](http://www.nrccte.org)

# Small Group Discussions

- 1) Looking at the list of preliminary findings...
    - a) In what two areas are your schools/ communities doing well? How?
    - b) What two areas are the most challenging? Why?
  
  - 2) What recommendations would you have for the next reauthorization of Perkins (Perkins V) legislation around Programs of Study?
  
  - 3) What else should we be looking for as researchers that would help the field?
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# Large Group Discussion

- ▶ Small groups report out:
  - Local Successes
  - Local Challenges
  - Recommendations for policy
  - Recommendations for research
  
- ▶ Discuss!

# New OVAE Framework for POS

- ▶ 4 components of Perkins IV legislation
- ▶ 6 additional, “supporting” components identified
- ▶ New framework with 10 components

“Although all components are important, they are neither independent nor of equal priority: POS developers must identify the most pressing components for state or local adoption, taking into consideration their relative need within their educational context.”

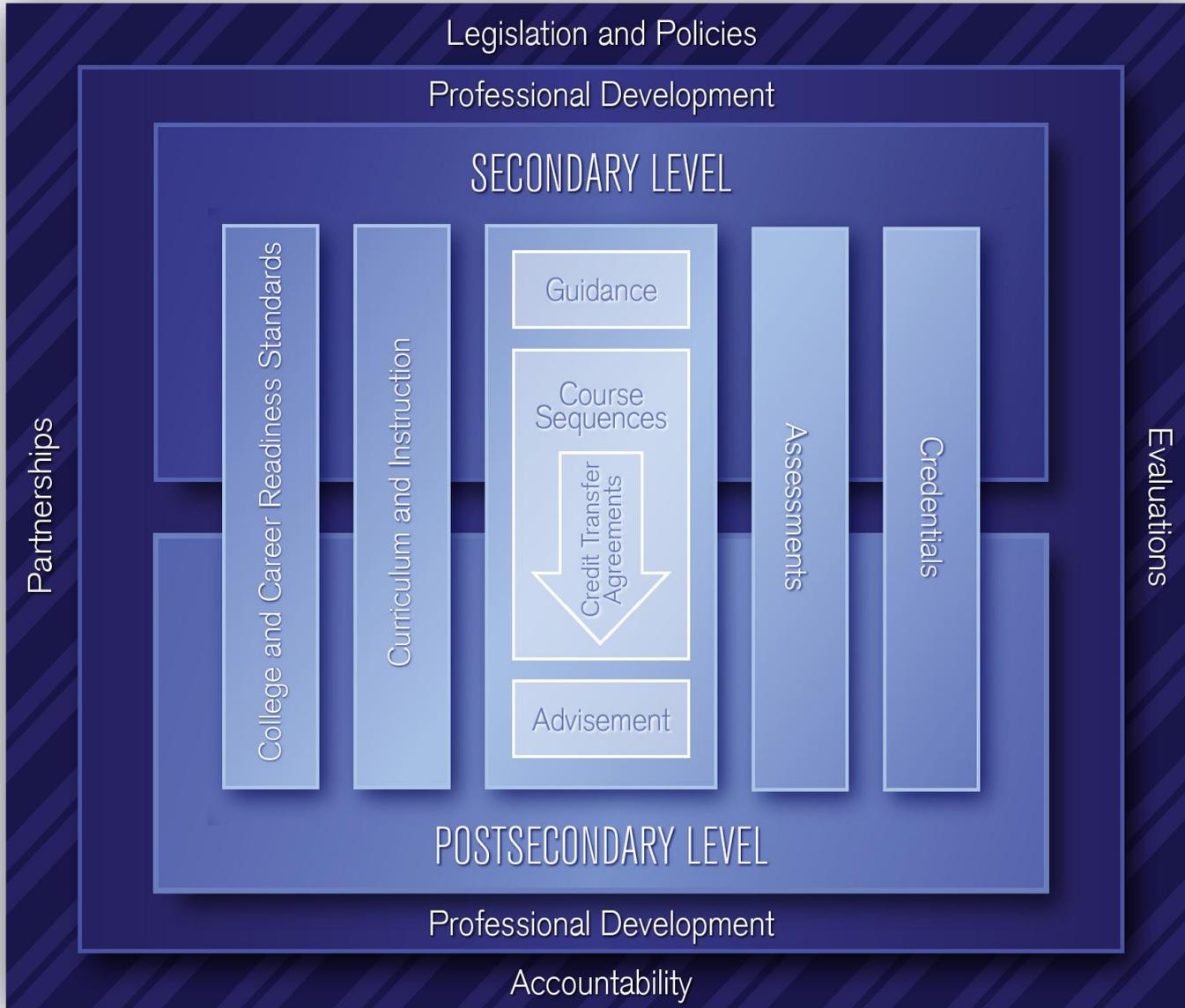
# Supporting components of POS

- ▶ Legislation and Policies
  - ▶ Partnerships among Education, Business, and Other Key Stakeholders
  - ▶ Sustainable Leadership
  - ▶ Rigorous Academic and Technical Standards Aligned with Curriculum and Assessments
  - ▶ Aligned Secondary and Postsecondary Education Elements
  - ▶ Credit Transfer Agreements
  - ▶ Accountability and Evaluation Criteria
  - ▶ Guidance, Counseling and Advisement
  - ▶ Professional development
  - ▶ Innovative Teaching and Learning Strategies
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# PROGRAM OF STUDY DESIGN FRAMEWORK

*"A program of study is a structured sequence of academic and career and technical courses leading to a postsecondary-level credential."*

- Operational definition



# Questions, Comments, or Suggestions?

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