



Curriculum Alignment for Accelerated Learning

An AEBG TAP Webinar

Marian Thacher, AIR
Kathleen Porter, Poway Adult School
Suzanne Sebring, Palomar College

Getting Started

- No need to call in if you have speakers or a headset
- If you can't hear, click on the speaker icon on the top left of your screen
- Change this  to this 



Marian Thacher,
AIR

Getting Started

- Type in the chat to ask questions or make comments
- Let us know if you are sharing a computer
- This webinar is being recorded





What is AEBG TAP?

- Funded by the AEBG Office
- Sacramento County Office of Education is the grant holder
- Partners
 - AIR – instruction, curriculum, and leadership
 - CASAS – accountability and assessment
 - OTAN – technology integration



What is AIR?

Our Mission

AIR's mission is to conduct and apply the best behavioral and social science research and evaluation towards improving people's lives, with a special emphasis on the disadvantaged.

AIR for AEBG TAP

AIR will provide technical assistance and professional development events that build the capacity of consortiums to:

- Offer effective instruction in the program areas
- Align curriculum and student services for seamless transitions
- Support learner college and career readiness
- Develop exemplary leaders

What is Accelerated Learning?

- Federal AE funding asks us to “organize education, training, and other services to meet the particular needs of an individual in a manner that **accelerates the educational and career advancement** of the individual to the extent practicable.

Many Paths, One Destination



[Tim Green, Flickr](#)

- Accelerate the pace of learning
 - Compression
 - Customization
 - Contextualization
- Comprehensive support services
- Incentives to continue education
- Align programs
 - Align curriculum
 - Add bridge courses
 - Co-location of services

Why is Alignment Important?

“Each regional consortium's plan shall include...plans to employ approaches proved to accelerate a student's progress toward his or her academic or career goals...”

Consortia must have plans that include “alignment of academic standards and curricula for programs across entities that provide education and workforce services to adults.”

-Section 84900 of the Education Code as amended per California Assembly Bill 104

Why is Alignment Important?

“Each regional consortium's plan shall include...plans to employ approaches proved to **accelerate a student's progress** toward his or her academic or career goals...”

Consortia must have plans that include “alignment of academic standards and curricula for programs across entities that provide education and workforce services to adults.”

-Section 84900 of the Education Code as amended per California Assembly Bill 104

Why is Alignment Important?

“Each regional consortium's plan shall include...plans to employ approaches proved to **accelerate a student's progress** toward his or her academic or career goals...”

Consortia must have plans that include **“alignment of academic standards and curricula** for programs across entities that provide education and workforce services to adults.”

-Section 84900 of the Education Code as amended per California Assembly Bill 104

And Now...Education to Career Network

- **Suzanne Sebring**
 - Palomar College



- **Kathleen Porter**
 - Poway Unified School District



Plan for the Session

- **Overview of Our Curriculum Alignment Project**
 - Key Ingredients of Implementation
 - Outcomes and Lessons Learned
 - Next Steps
- **Discuss and Share with Colleagues**
 - Experiences and Lessons Learned
 - Ideas for Implementation
- **Wrap Up and Closing**



Objectives

- Through participation in this webinar, participants will:
 - Learn about the curriculum alignment project of the Education to Career Network of North San Diego County
 - Analyze the potential benefits and pitfalls of other similar efforts
 - Explore how to implement elements for the curriculum alignment work in your consortium

Poll

- What have you or your consortium done with Curriculum Alignment?



Chat

- What kinds of things are you hoping to learn about Curriculum Alignment?

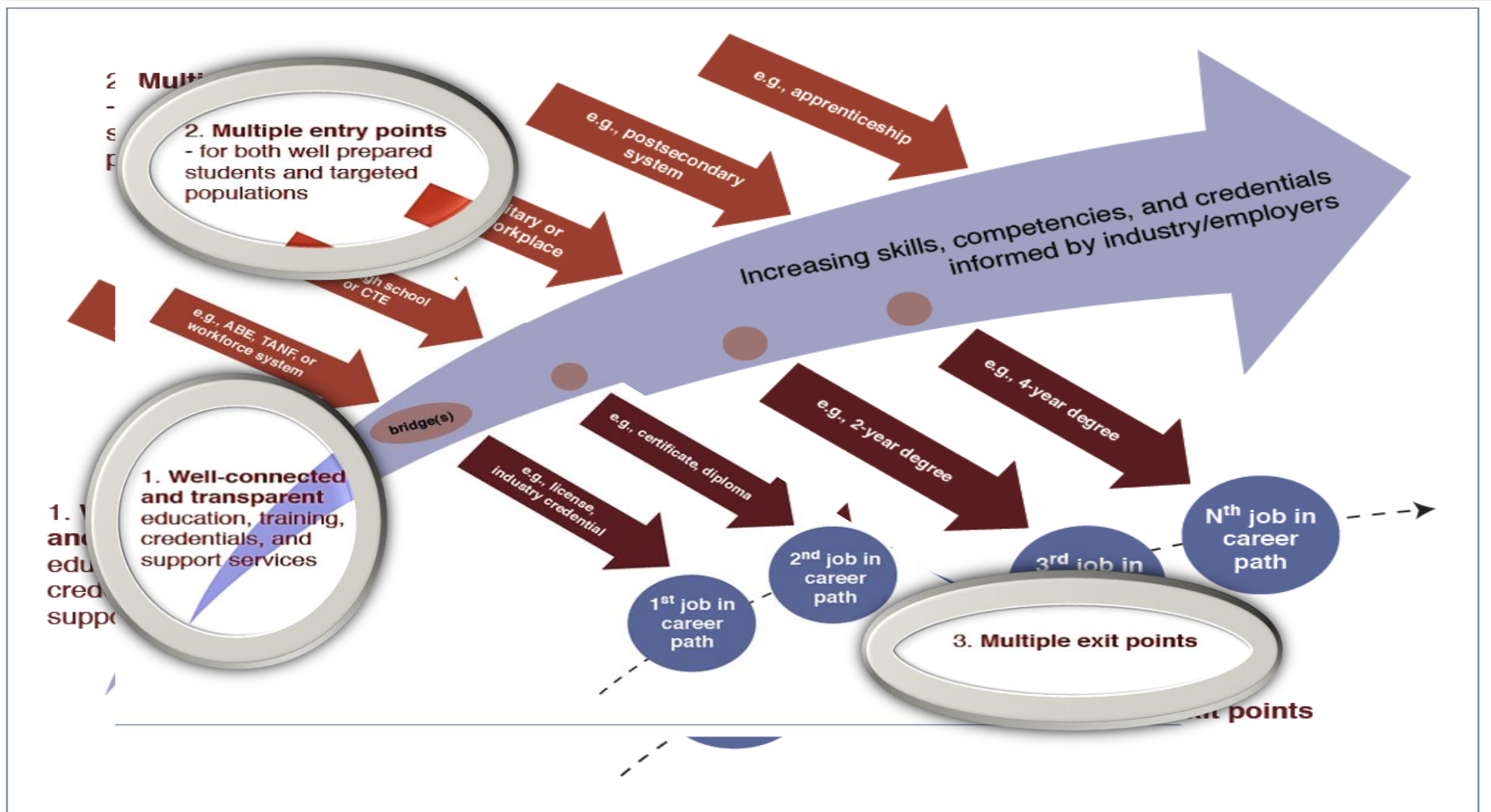


**Professional
Learning**

Big Idea(s)

- Career Pathways
- Acceleration
- Articulation
 - For Placement
 - For Credit





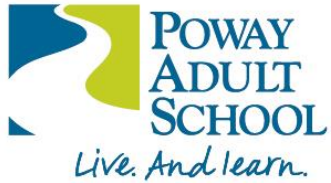
Pathways from Beginning to End: AQCP Framework Version 1.0

<http://www.clasp.org/resources-and-publications/files/aqcp-framework-version-1-0/AQCP-Framework.pdf>

A little about us:

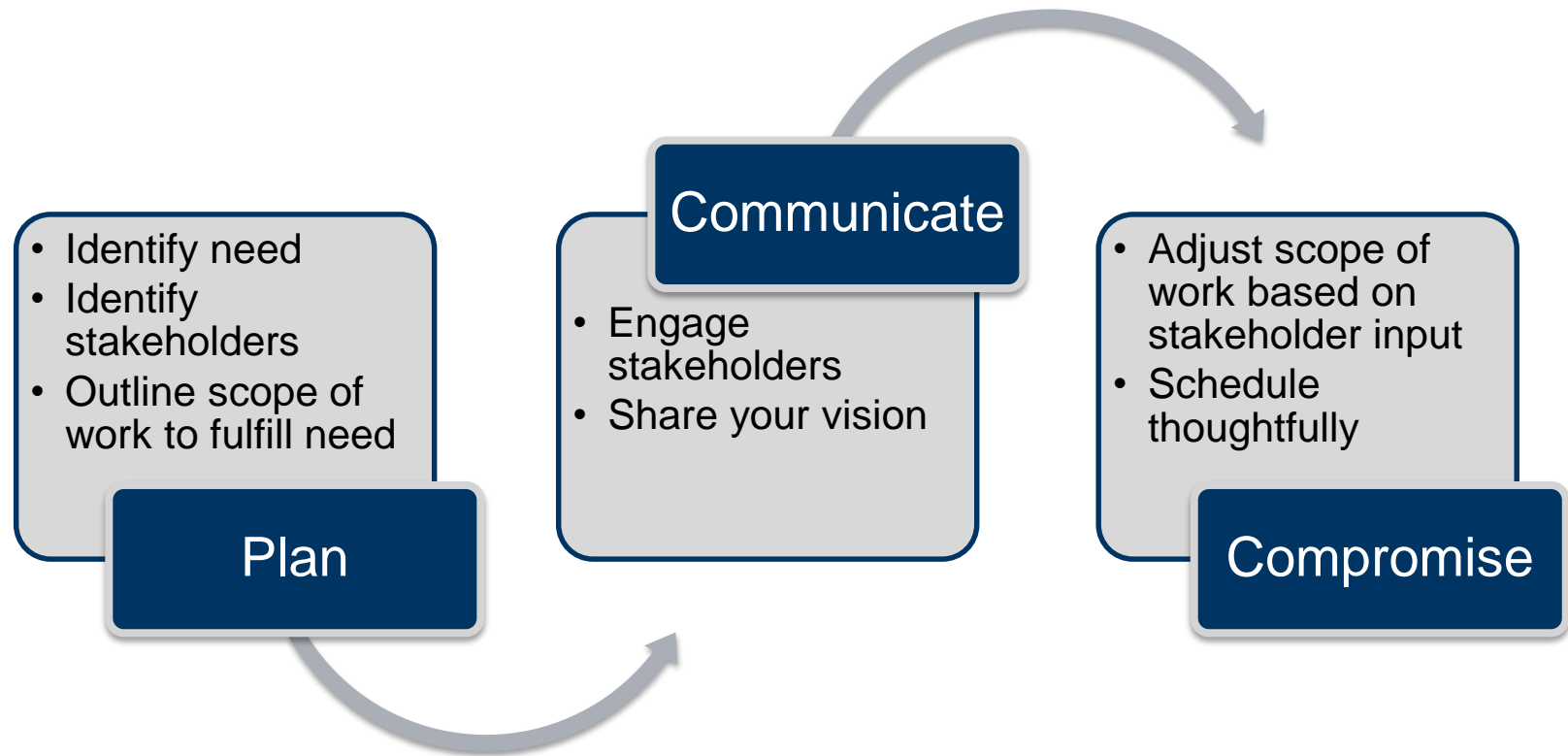


Escondido Adult School



What did we do?

- To help ensure pathways and seamless transitions for our students, the Education to Career Network embarked on a Curriculum Alignment Project over the summer of 2016.



Why did we do it?

- The Curriculum Alignment Project (CAP) was created to ensure a *smooth* transition between the adult schools, Palomar College and the workplace to the benefit of students.



How did we do it?

- Summer Weekly Meetings
 - Kick-off Meeting and 3 Additional Workgroup Meetings
- Participants were divided into discipline teams
- Uniform Templates were created
- Teams compared content, competencies, and major projects and assessments
- Teams determined:
 - Where gaps existed
 - Where students dropped off
- Teams developed solutions

Forms and Templates





Curriculum Alignment Project
Individual Course Worksheet - Career Technical Education

[This worksheet will be used to determine whether this course is aligned with other courses throughout the region. This is a primary goal of the Curriculum Alignment Project and will aid adult education students by giving them effective information on transferring to other schools/colleges.

Course Name: _____

District: _____

Instructor's Name: _____

Director's Name: _____

Course Description:

Is this course sequenced? Yes No

If yes, are there any recommended preps, skills assessments, or prerequisites for this course?

Please complete the following worksheet by documenting the key objectives, outcomes or skills obtained through this course. Feel free to copy the objectives directly from your course outline, if easier.

1st Form – Individual Course Worksheet



Curriculum Alignment Project - Course Alignment Agreement 2016

Please use this form to declare that specific courses between adult schools and/or Palomar College are aligned.

1. Course Name:

District:

Participating Instructors:

2. Course Name:

District:

Participating Instructors:

3. Course Name:

District:

Participating Instructors:

4. Course Name:

District:

Participating Instructors:

5. Course Name:

District:

Participating Instructors:

Please describe why the above courses are aligned with each other:

2nd Form – Course Alignment Agreement



Curriculum Alignment Project - Course Alignment Chart 2016

Please enter all discipline courses that are being considered for alignment, and place a "Yes" in the Match column, if there is currently an alignment match.

Escondido Adult	Palomar College	Poway Adult	San Marcos Adult	Vista Adult	Match

3rd Form –
Alignment Chart

Discipline	Escondido Adult	Poway Adult	Palomar College
ESL (DRAFT) – (cont.) Needs consensus approval	High Beginning	N ESL 303	High Beginning
	Low Intermediate	N ESL 304	Low Intermediate
	High Intermediate	ESL 45 (Reading & Writing Only)	
ICT - CSIT		CSIT 105 Computer Concepts and Applications	Getting Started on Computers/Microsoft Office Suite
MATH	ABE Math	Math 10	ABE Math

4th Form – The Matrix

Main Obstacles

- Getting faculty to understand the importance and the objectives
- Overcoming mindset – some college faculty did not believe that alignment would be possible with adult schools, let alone articulation
- Setting dates and times that worked
 - Summer timeframe – some faculty were not able to participate



Successes

- Allowing faculty to “opt in”
- Hiring a “neutral” facilitator
- Creating uniform templates to address entry and exit skills for each class
- Increasing awareness and understanding of programs and comradery among faculty at member districts
- Moving from alignment to official articulation
- Discovering gaps and creating bridges



What were the results?

- Increased articulation
- Increased transitions between and among programs
- Increased collaboration and respect among institutions
 - Location rotated, so faculty were able to see other locations
 - Overall “bonding”



What are we doing now?

- **Measuring Effectiveness**
 - Compare test scores across schools
 - Collect student and educator feedback
 - Follow-up with transfer students on ease of transition
 - Monitor career and post-secondary outcomes at each agency
- Expanding project beyond those who participated in year one
- New Courses in development to address gaps
- Targeted support to address “stop-out” points
- (Future) Professional Learning Communities (PLC’s)



Application of Elements

- What are you thinking about curriculum alignment now that you weren't thinking when we started?
- (If you have an example) Tell us about curriculum alignment efforts your consortium has initiated. What were the biggest successes? What were the challenges?
- How might you apply (in your own consortium) some of the concepts discussed? And what supports might help your efforts?

Summaries



Revisit Today's Objectives

- Through participation in this webinar, participants will:
 - Learn about the curriculum alignment project of the Education to Career Network of North San Diego County
 - Analyze the potential benefits and pitfalls of other similar efforts
 - Explore how to implement elements for the curriculum alignment work in your consortium

Questions and Closing

- Questions
- Next Steps – Watch for upcoming PD events
- Thank you!