

RE-THINKING THE 12TH GRADE: EVIDENCE-BASED STRATEGIES FOR A STRONGER HIGH SCHOOL TO COLLEGE TRANSITION

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JOBS FOR THE FUTURE



How JFF Works: Scaling Education and Workforce Development Innovations



DEVELOP EVIDENCE-BASED INNOVATIONS

- Develop promising education and career advancement innovations
- Prototype, test, evaluate and continuously improve models based on evidence
- Codify strongest strategies, including documenting costs and financing



BUILD FIELD CAPACITY FOR SCALE

- Create products, tools and technology platforms to accelerate implementation of successful solutions
- Assist states, districts, community colleges and intermediaries in implementing proven teaching and learning models
- Accelerate knowledge development through technology-enhanced networks



ADVOCATE & INFLUENCE POLICY

- Craft state and federal policies, including sustainable funding streams, to promote the widespread adoption of proven solutions
- Elevate visibility of and demand for evidence-based solutions
- Remove policy barriers to increasing supply
- Increase incentives for adoption



Raising Our Sights: No High School Senior Left Behind (2001)

Final Report of the National Commission on the High School Senior year.
(U.S. DOE, Carnegie Corporation of NY, Mott Foundation, & the Woodrow Wilson Fellowship Foundation)

Recommendations

- Triple-A: (1) improve **A**lignment, (2) raise **A**chievement, (3) provide more (and more rigorous) **A**lternatives
- Recommended and led to P16 councils



- ***Why 12th Grade Must be Redesigned Now—and How*** (JFF)
- ***Co-Design, Co-Delivery, and Co-Validation (Co³): How Can High Schools and Colleges Share Students in Grades 12–13 and Raise their Postsecondary Readiness and Success?*** (Vargas & Venezia)
- ***Shared Responsibility: Building Momentum from Grade 12 into Grade 13*** (Barnett & Fay)
- ***Using Data to Support Success: College Readiness as a Process Not an Event*** (Grady)
- ***Accelerating Academic Readiness: Building Metacognitive College Ready Skills*** (Nagaoka and Holsapple)



VISION FOR A REDESIGNED 12TH GRADE

- **Driving goal** is to get all 12th graders on a path toward a postsecondary credential or degree with value (2-year, 4-year, long-term certificate)
- **Threshold:** all 12th graders completing at least one key gateway/gatekeeper college course in a program of study by the end of grade 13
- **Joint responsibility for students and solutions by K12 and postsecondary:** creation of a better grade 12-13 transition zone through *co-design, co-delivery, and co-validation*



NEW 12TH GRADE GOALS MUST HAVE POLICIES AND PRACTICES MARKED BY...

CO-DESIGN

- Agreement about what students will learn and how
- Rules for how students transition to and between their institutions (e.g. protocols, procedures, policies)
- Evidenced-based strategies for supporting preparation and success

CO-DELIVERY

- Staffing and support systems are marshaled and shared across sectors/institutions
- Strategies to grow and maximize staff with credentials to teach across K12 and postsecondary
- Even if not always done together, delivery is always coordinated

CO- VALIDATION

- Assessments of performance and proficiency that both K12 and PSE accept and validate (e.g., accept for credit toward degree/credential, accept as evidence for bypassing remediation, report as part of their accountability)
- Includes all domains of “readiness”



CO-DESIGN—EXAMPLES

Southern Regional Education Board: College transition courses in math and literacy. (co-designed by teams, training hundreds of high school teachers across AK, MS, NC, and WV)

CUNY Early College High Schools (students graduate with 1-2 years of college credit)

Linked Learning: 12th grade curriculum is co-designed with counties, higher education, and employers. Academics are integrated with internships and work-based learning.

(E.g., **West Contra Costa County Unified School District and Contra Costa County:** pathways for high school students to earn postsecondary certificates in emergency medical services, corrections, and administration of justice)



CO-DELIVERY--EXAMPLES

Pharr-San Juan-Alamo (PSJA) Independent School District and South Texas College: Early college opportunities for all students—nearly 3,000 students take college courses each year. Five PSJA college-transition guidance counselors on STC campus to help PSJA graduates find supports and other resources they need to succeed.

Tennessee SAILS (Seamless Alignment and Integrated Learning Support) program. Designed by Chattanooga State Community College, uses an online competency-based curriculum and assessments to reach 12th graders who are identified by their prior year's ACT score as not ready for college-level math

Aurora Community College (CO) and the Aurora School District: Created a satellite campus at a local public high school, offering high school students the opportunity to earn up to 50 college credit hours.



CO-VALIDATION—EXAMPLES

Early Assessments: for 11th graders, tied to state standards or national assessments of college readiness such as the ACT—can trigger student enrollment in transition courses in grade 12.

E.g., [the California State University system](#) worked with the California Department of Education to co-design key English and math assessment questions that are co-delivered as part of the state's 11th-grade exam. Seniors who do not demonstrate readiness can take an English language arts transition course developed by the CSU system and taught by high school faculty.



For all 12th graders:

- assessments of readiness
- college success courses and advising
- community service & internships

For 12th grade students who are “ready”

- Dual enrollment (complete gateway courses)
- start on college course of study

For students who are “not ready” by 12th grade:

- Transition courses (prepare for credit-bearing courses)
- Dual Enrollment with Co-Requisite Course for Academic Support



Policy Implications

- Ensure that all public high schools offer **12th-grade interventions**
- Continue and expand **research on transition courses** and other interventions
- Design and align **incentives for partnerships between K-12 systems and public postsecondary institutions** to collaborate on developing, testing, evaluating, and revising strategies.
- Create education and employer **incentives to provide work-based learning experiences** to high school students



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