

Preliminary Findings for NYSED's Information Request on Policies and Practices Related to Alternative Pathways to Graduation – 2014
Northeast Comprehensive Center

Policy/Practice	Promising State Practices/Models	Research Reports, Briefs, or Other Sources	New York's Policies/Practices
Course Policies or Practices (Course Equivalency, Course Credit, Credit Recovery, Transition Courses)			
Course Equivalency	<p>Wisconsin – CTE equivalency option created by statute; courses must contain the time allotment and substantially same objectives to develop knowledge, concepts, and skills of the course for which equivalency is proposed; areas for which equivalency can be proposed include: agriculture science equivalency, family and consumer sciences science equivalency, technology and engineering science equivalency, technology and engineering mathematics equivalency, business and information technology equivalency; local districts must apply for equivalency through the WI Department of Public Instruction; approved courses will be entered into a database and shared with the University of Wisconsin System for their reference; ongoing discussions with UW system to determine how equivalent courses will be accepted by UW system for admission purposes.</p> <p>Indiana – State legislator announced new work on bill to offer new diploma focused on CTE; bill would create a process for CTE-focused courses and curricula to be developed that allow students to meet the 20 credits required by the state's default graduation requirement – the Core 40 – more flexibly.</p>	<p><i>Learning That Works</i>, January 9, 2014</p> <p><i>Career and Technical Education Equivalency Credit</i> http://cte.dpi.wi.gov/cte_equivalecy</p> <p><i>Equivalent Courses Based on an Equivalent Graduation Policy (PI 18.02) Frequently Asked Questions --</i> Accessible via web at: http://cte.dpi.wi.gov/files/cte/doc/equivalency</p>	
Course Credit Policies/Credit Flexibility (not necessarily CTE)	<p>Colorado and New Hampshire (See description in section on graduation requirements below)</p> <p>Alaska, Arizona, Connecticut, Florida, Hawaii, Idaho, Indiana, Iowa, Kentucky, Maine, Maryland, Michigan, Minnesota, Mississippi, Missouri, Montana, New Jersey, New Mexico, New York, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Dakota, Utah, Vermont, Washington, Wisconsin – Districts define how credits are awarded in core courses, so either seat-time or another measure may be used.</p> <p>Of the states that have flexible credit policies, there are a number of them that offer core academic credit for courses such as those typically associated with CTE.</p> <p>Louisiana, Ohio, South Carolina, and West Virginia – Districts must apply for waivers or special-status to</p>	<p><i>50-State Scan of Course Credit Policies</i>, Carnegie Foundation for the Advancement of Teaching, July 2013</p>	Districts can approve and issue credit for alternative opportunities (e.g., online courses, competency-based courses, out-of-school opportunities) that offer a level of instruction and rigor that are comparable to traditional course offerings and meet state standards, even if they meet less or more frequently than state minimums require (180 minutes/week per course). The state also allows students to pass out of courses if they can demonstrate proficiency by earning minimum scores on Regents examinations.

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	<p>award credit for core courses by measures other than seat-time.</p> <p>Alabama, Delaware, Georgia, Kansas, North Carolina, Tennessee – Districts can award credit by measures other than seat-time in special circumstances, for example credit recovery programs or out-of-school learning, and may require approval from the state. (from CCRS and NCC)</p>		
Credit Recovery (not necessarily CTE)	<p>Georgia Credit Recovery Program – One of most comprehensive programs in U.S.</p>	<p>http://www.gacreditrecovery.org</p> <p>http://inpathways.net/credit_recovery_2011.pdf – Education Commission of the States, June 2011. <i>Credit Recovery and Proficiency Based Credit</i> – overview of credit recovery and proficiency based credit.</p> <p><i>Credit Recovery, Informational Brief: A look at credit recovery programs across the United States</i>, New York Comprehensive Center, July 2012</p>	<p>Office of the State Comptroller. (2013). <i>Helping Students Get Course Credit: Credit Recovery Programs in School Districts</i></p> <p>http://www.osc.state.ny.us/localgov/audits/swr/2013/creditrecovery/global.pdf</p> <p>New York's General Education Work Experience Program (GEWEP) and Work Experience and Career Exploration Program (WECEP)</p> <p>http://www.p12.nysed.gov/cte/wbl/home.html</p>
Transition Courses	<p>Eight statewide initiatives – Creation of 12th grade transition courses, designed to increase the skills of students who have been deemed “not college ready” on 11th grade assessments. (from CCRS)</p> <p>Massachusetts implemented an Educational Proficiency Plan in 2010. It is mandatory for every student who has not achieved a specific cut score on Math and/or ELA MCAS grade 10 tests/retests.</p> <p>The State of Washington has implemented a Transition Mathematics Project (TMP), a public private partnership that provides information and support to</p>	<p><i>Early Assessments and Transition Curricula: What States Can Do</i>, CCRC Policy Brief, January 2014</p> <p>Report on student outcomes for transition curricula in two states will be released in 2015</p> <p><i>Requirements for the Educational Proficiency Plan (EPP) – Questions and Answers</i></p> <p>http://www.doe.mass.edu/CCR/epp/.qa.html</p> <p>http://www.transitionmathproject.org/</p>	<p>New York City has developed transition courses for students who are on track to graduate high school but not likely to attain college readiness without additional support; the State of New York is now in the process of developing similar courses for other regions of the state (May 2013). Two courses, one for English and one for math, were implemented through At Home in College program in 2012. Courses also include preparation for taking the CUNY placement tests or retake Regents exams, assistance in preparing FAFSA forms, and advisement during summer after high school graduation as well as professional development for participating high school faculty.</p>

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	prepare students for successful transitions to postsecondary education in mathematics. The 11 th and 12 th grade math curricula are aligned with introductory college curricula and placement tests.		
Alternative Diplomas/Graduation Policies			
Differentiated Graduation Requirements	<p>Alabama, Arkansas, Indiana, Louisiana, Michigan, North Carolina, South Dakota, Texas – Offer alternative diplomas that vary widely in course requirements associated with less rigorous option. (from CCRS)</p> <p>Florida – Newly established “scholar” and “merit” designations and additions to the standard diploma will be available in the 2013-14 school year; scholar students must pass specific math and science courses and end-of-course tests; merit students must earn one or more industry certifications; same legislation allows students to choose a career pathway that would allow them to be waived from Algebra II, chemistry, and physics courses, as well as end-of-course assessments in those subjects and take more CTE courses or other work-based learning experiences in their place.</p> <p>West Virginia – Offers three pathways, each a blend of CTE and traditional core academic opportunities or a WVDE approved High School Equivalency Assessment.</p>	<p>The Florida Legislature: OPPAGA. (2011). <i>Several States Offer High School Diploma Options to Address Students' Needs and Future Goals</i>. Tallahassee, FL: Author. Retrieved from: http://www.opppaga.state.fl.us/MonitorDocs/Reports/pdf/1105rpt.pdf</p> <p>Hoffman, N. (July 2013). <i>What It Takes to Complete High School: The Shifting Terrain of Course and Diploma Requirements</i>. Boston: Jobs for the Future.</p> <p><i>Learning That Works</i>, April 23, 2013 http://blog.careertech.org/?p=8437</p> <p>Caveat from AYPF: States are moving away from alternative credentials due to ESEA waivers as they can't count students in their graduation rate unless they meet CCR standards.</p> <p><i>Alternative Means to Earn High School Credit, Organizational Manual</i>, http://careertech.k12.wv.us/docs/altmeans_hscredit_manual.pdf</p>	Option for CTE endorsement on top of state's core requirements
Competency-based Graduation Requirements and Career Pathways	<p>Colorado – In May 2013, the Colorado State Board of Education put in place competency-based requirements for graduation. Starting in 2015-16, the state will allow certain capstone experiences to count and by 2013-14, the state will develop a list of potentially eligible industry-based certificates that may count towards competency in various content areas.</p> <p>New Hampshire – Competency-based graduation requirements</p>	<p><i>Learning That Works</i>, June 18, 2013 http://blog.careertech.org/?p=8930</p> <p><i>Colorado High School Graduation Guidelines</i>, Adopted by the State Board of Education, May 2013 http://www.cde.state.co.us/sites/default/files/documents/secondaryinitiatives/downloads/adoptedgraduationguidelines2013.pdf</p> <p>Sturgis, C. (November 2013). <i>New Hampshire Rocks Competency Education Policy</i>. http://www.competencyworks.org/2013/11/new-hampshire-rocks-competency-education-policy/</p>	

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Dual Enrollment /Early College	<p>North Carolina – High school juniors and seniors can choose either a college transfer pathway or a technical career path. A third route targets students who are often underrepresented in higher education.</p> <p>Kentucky – Adopted a comprehensive dual credit agreement between KDOE, Office of CTE, and the KY Community and Technical College System in fall 2011.</p> <p>Maine – Legislation introduced that would require the state's community college system to review courses and award college credit to students who complete college level work at a CTE school.</p> <p>Mississippi – Dual enrollment/dual credit option program for students who have dropped out or are at risk of dropping out; provides high school diploma and certificate in a career technical program or an Associate of Applied Science.</p> <p>Missouri – Innovation Campuses established to create a pathway to prepare high school students for career opportunities in information technology, applied science, and other high demand fields. Students in a technology high school receive opportunities to receive 30 credits or more through dual enrollment with nearby colleges.</p> <p>Virginia – Each school district and a partner community college have written agreements specifying a pathway for students to complete an Associate's degree or one-year Uniform Certificate of General Studies concurrent with a high school diploma.</p>	<p>http://www.careercollegenc.org/</p> <p>http://migration.kentucky.gov/newsroom/governor/20111006dualcredit.html</p> <p>http://www.mainelegislative.org/legis/bills/display_ps.asp?LD=1865&snum=125</p> <p>http://billstatus.ls/state.ms.us/2012/pdf/history/HB/HB0864.xml</p> <p>http://governor.mo.gov/newsroom/2012/Gov_Nixon_President_Ambrose_launch_new_Innovation_Campus_184ER</p> <p>Ward, D., & Vargas, J. (May 2012). <i>Design Matters: Using Dual Enrollment Policy to Improve College and Career Readiness</i>. Boston: Jobs for the Future. www.jff.org/sites/default/files/DualEnrollment_051512.pdf</p> <p>In 2010-2011, 93 percent of graduates from an early college have earned college credit; 56 percent of graduates earned two or more years of transferable college credit; and 24 percent earned an Associate's</p>	<p>Among the early college high schools in New York City one, City Polytechnic High School of Engineering, Architecture, and Technology in Brooklyn, has a CTE focus. Opened in 2009, its postsecondary partner is New York City College of Technology and it is part of the City University of New York Early College network. www.citypolyhs.org</p> <p>Savannah Early College in Savannah, GA is partnered with Savannah Technical College and Savannah State University and offers three pathways to its students: Administrative Support, Criminal Justice, and Historic Preservation.</p> <p>Other early colleges in New York City include: Bronx Early College Academy for Teaching & Learning, Brooklyn College Academy, City College Academy of the Arts, Hostos-Lincoln Academy, International High School at LaGuardia Community College, Kingsborough Early College Secondary School, Manhattan/Hunter Science High School, Queens School of Inquiry, Science, Technology and Research Early College High School, York Early College Academy, and Middle College High School at LaGuardia Community college.</p> <p>Within New York State, PS 415 Middle College High School is in Buffalo and William Nottingham Early College High School is in Syracuse.</p>

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Over-age/ Under-credited Students (OA/UC)	With the support of the Open Society Institute-Baltimore, the Fund for Educational Excellence is partnering with City Schools to expand the options available for OA-UC students. The model is designed to accelerate students' learning as well as their post-graduation planning, with the goal of having all students graduate within two years ready to succeed in either postsecondary education and/or their chosen career path. To meet the needs and goals of individual students, the accelerator staff includes four advocate counselors who manage a small caseload of students and provide them with intensive academic, attendance, and behavioral supports. The program also provides intensive career preparation through workforce development workshops and paid internships based on students' career interests.	degree or college certificate. <i>Fund for Educational Excellence</i> http://www.ffee.org/site/apps/nlnet/content.aspx?c=7gLNK5MFLglYF&b=6550615&ct=9108499&notoc=1	
Alternative Programs			
Alternative Programs	Diploma Plus (local not state model) Diplomas Now (local not state model) 12 to Life – Georgia program (local not state model)	Student-centered, proficiency-based schools. Students participate in career development (internships) and college exploration activities (taking college courses). Compared to schools with similar student population, DP schools tend to have higher attendance rates, retention rates, and passing rates on state tests. www.diplomaplus.net Partnership between Talent Development at Johns Hopkins University, City Year, and Communities in Schools; operates in 39 middle and high schools in 13 cities (Boston, Chicago, Columbus, OH, Detroit, East Baton Rouge, Jacksonville, FL, Los Angeles, Miami, New York City, Philadelphia, San Antonio, Seattle, and Washington, DC); DN and its partners provide curriculum, teacher coaching, and student support; efforts have cut absenteeism, behavior problems, and course failure in half. www.diplomasnow.org 12 for Life is a cooperative education program in Georgia supported by Southwire Company that provides classroom instruction, on-the-job training,	There are four Diploma Plus high schools in NYC (two in Brooklyn and two in Manhattan): Metropolitan DP HS, Liberation DP HS, Innovative DP HS, and Aspirations DP HS

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		key work/life skills, mentoring, and employment opportunities to keep students on track to graduate. www.12forlife.com	
Pathways to Prosperity	Focused on grade 9-14 pathways created by high schools and community colleges; member states are CA, GA, IL, MA, MO, NC, NY, OH, and TN; key levers include: career information and advising systems, intermediaries, enabling state policies, and employer engagement		New York became a member state in 2013.
Policies That Target At-Risk Students			
Ohio	In 2009, Ohio passed legislation that established criteria for Career Based Intervention programs, which offer students in grades 7-12 classroom instruction, academic intervention, and work-based learning opportunities. The programs must be approved by the department of education and participating districts are required to report various student-level data. (from CCRS)	http://www.ecs.org/ecs/ecscat.nsf/57f3e2d9a671cf028725698500716e9c/7308562b131759f4872575c9007a1e13?OpenDocument	
Wisconsin	In 2012, Wisconsin passed legislation that allows school boards to contract with Second Chance Partners for Education and other nonprofit corporations to operate a program targeted at disengaged students under the age of 18 that are at risk of dropping out. This program will allow these students to participate in work-based learning opportunities while attaining a high school diploma. (from CCRS)	http://www.ecs.org/ecs/ecscat.nsf/57f3e2d9a671cf028725698500716e9c/b6703dfcb6a15ca6872579d400548c86?OpenDocument	
Other State-wide Efforts			
Illinois	Illinois has developed a P-20 STEM Program of Study that involves employers and the community through a collective impact strategy – Learning Exchanges – aimed at providing students opportunities to explore STEM fields. It aligns curriculum, assessments and career counseling with growing state sectors in order to offer students nine career cluster areas, which feature a series of orientation and advanced pathway courses across various institutions and are coupled with work-based learning. Students are to demonstrate their knowledge through assessments and industry credentialing opportunities. (from CCRS)	http://www.ilpathways.com/Pages/Home.aspx	
Kentucky	Kentucky offers planned course sequences for	http://education.ky.gov/CTE/ctepa/Pages/default.aspx	

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	academic core content and technical skills that focus on a career cluster. Through their participation, students can earn a Career Major Certificate or a Department of Education Career and Technical Certificate of Achievement. (from CCRS)		
Kentucky	Kentucky has also developed the Tech Ready Apprentices for Careers in Kentucky (TRACK) program, a partnership between the Office of Career and Technical Education and The Kentucky Labor Cabinet. TRACK offers pre-apprenticeship opportunities to high school students. Piloted in Fall 2013, this industry-driven program creates a pipeline for students to enter postsecondary apprenticeship training. Partnering employers choose from the manufacturing course offerings at a school to design their program, which must contain a minimum of four required courses – one being a cooperative education placement. Upon completion students are awarded an industry certificate from the Labor Cabinet. All on-the-job work hours count towards the apprenticeship and the certification will count towards the school district's college and career ready accountability index. (from CCRS)	http://education.ky.gov/CTE/cter/Pages/TRACK.aspx	
Stackable Credentials – An approach that provides students with multiple on and off ramps as they progress sequentially through coursework. As they develop skills, they can accumulate short-term certificates that can build credits toward one- and two-year CTE Certificates of Achievement, Associates degrees, and help them along a career pathway. (from CCRS and NCC)			
Ohio, North Carolina, Texas, and Washington	National Association of Manufacturers-Endorsed Manufacturing Skills Certification System is a system of industry-recognized stackable credentials for all sectors in the manufacturing industry. These certificates are aligned to secondary and post-secondary programs of study and give students basic education and industry relevant training for entry-level employment, advancement, or a path to attend a postsecondary institution. Currently, these four states are piloting this system. As of 2010, 25 other states have been planning for deployment of this certification system. (from CCRS)	http://www.themanufacturinginstitute.org/Skills-Certification/Skills-Certification-System.aspx <i>Portable, Stackable Credentials: A New Education Model for Industry-Specific Career Pathways</i> , November 2012 http://www.jif.org/publications/education/portable-stackable-credentials-new-educa/1490	
Programs that Incorporate a CTE Lens (from CCRS, which we can explore further, if you are interested) – Although the models and approaches listed below do not represent state level policies per se, they represent strategies or approaches that states can consider. Some are networks states might consider applying to and joining, others are specific district- or school-based programs that states might incentivize. Many of the approaches listed below help address the perennial challenge students pose to teachers: "why do we have to learn this?"			
	Linked Learning – Funded in large part by the James	http://www.connectedcalifornia.org/linked_learning	

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	Irvine Foundation, Linked Learning has been implemented in nine school districts in California and is being implemented in Detroit and Houston.		
	High Schools That Work – Launched in 1987, the initiative has grown to include 1,200 sites in 30 states.		There are HSTW sites in New York State.
	Project Lead the Way		There are many PLTW sites in New York State.
	Ford Next Generation Learning initiative – Integrates academic learning with applications in areas such as design and product development using case study analysis, role playing, collaboration and research.		
	Jobs for America's Graduates – Is a state-based national non-profit organization dedicated to preventing dropouts among at-risk youth through easing the transition from high school to work.		
	Career Academies – Are established in 8,000 high schools across the country with strong research supporting the approach.		The National Academy Foundation was founded in 1982 by Sanford Weill, Chairman Emeritus of Citigroup Inc. The first Finance Academy opened at John Dewey High School in Brooklyn, NY in 1982.