



INSTITUTE *for* EVIDENCE-BASED CHANGE
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November 12, 2013

For Immediate Release

Institute for Evidence-Based Change Releases Classroom Curricula to Strategically Link Academic and Technical Education

San Diego, CA – The Institute for Evidence-Based Change (IEBC) has released the results of their facilitated faculty work around the state to align and integrate high school and college English and math curricula with career and technical education coursework. The Strategic Linking of Academic and Technical Education initiative known as SLATE has completed two years of work bringing together high school and college English and math faculty with career and technical education faculty to create coursework that can be taught at the high school and college levels. SLATE lessons, many of which are linked to national Common Core standards, are now available online at www.iebcnow.org for review and use by faculty members and others.

According to IEBC President and CEO Brad Phillips, PhD, the SLATE materials are already being introduced at several educational institutions in California. SLATE has highlighted and promoted the advantages of contextual learning by teaming high school and college English and mathematics faculty with faculty from career technical industry sectors and pathways, including agriculture; forestry and natural resources; public/protective services; engineering and design; manufacturing and product development; arts, media and communications; transportation; finance; and building trades and construction.

“Ample data,” said Dr. Phillips, “show that students are more engaged with coursework that has a context they find relevant — a clear connection to what they already know, to what they are doing in other classes, or to a future career. The SLATE model integrates rigorous academics with real-world experiences, an approach that transforms education into a personally engaging, meaningful experience — and opens students to career and college opportunities they never imagined.”

The IEBC two-year SLATE grant was funded by the James Irvine Foundation. As part of SLATE, more than 120 high school and college faculty members, working in 11 interdisciplinary, inter-segmental regional councils across California participated in the research. Working together the councils produced 10 contextualized lessons in nine guides

on topics ranging from environmental tipping points, public safety, applied algebra, sustainability and journalism to small business, construction, and transportation.

Mary Lord, Instructional Coach at Anderson Union High School District, in a communication with IEBC, stated, “Thank you for creating the opportunity to work with teachers at the college level. It was a most powerful articulation experience. To work with other disciplines in addition to that was enlightening and has changed the way I think about my own teaching.”

“The SLATE curriculum design process, involving regional faculty members working across disciplines and segments, proved to be a powerful form of professional development,” said Dr. Phillips. “It provides exciting and engaging curricula that address a fundamental question for students: Why do I need to learn this, and how will I use it in my life?” He added, “With the success we have seen with the SLATE program in California, this type of work is ripe for expansion into other states and across the nation.”

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THE INSTITUTE FOR EVIDENCE-BASED CHANGE (IEBC)

The Institute for Evidence-Based Change is a nonprofit organization dedicated to improving academic success for all students. Learn more about IEBC at www.iebcnow.org

THE JAMES IRVINE FOUNDATION

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