

“We can’t solve problems by using the same kind of thinking we use when we created them.”

Albert Einstein



## Promises, Promises, Promises Ensuring that Students are Prepared to Succeed in College

How many times in the past 20 years have we read reports, articles, editorials, and blogs telling us that our students are not prepared for college? While preparedness statistics may vary by state or year or institution, all agree that the majority of America’s high school students enter college unprepared to succeed in college level courses. And, unfortunately, low income students, Latino students, and African American students are disproportionately affected.

Over those 20 years, “brilliant solutions” have been proposed. K-12 educators employ educational standards to set high expectations for their students. Postsecondary educators develop remedial and co-requisite courses to try to bring students up to college levels or fast-track them to reduce time in remediation.

But here is the catch: these solutions are all developed and attempted in the isolation of their own educational segment. New ideas, same isolated arena. Over and over again. And their impact is less than we all hope for. At best, any solution derived in isolation can only be a band-aid for those within that isolated sphere.

**As long as entrance and exit expectations are not aligned across K-12 and higher education, no amount of band-aids will ever solve the problem.**

Misalignment will continue and, with it, wasted time, money and energy. Remediation is reported by Hechinger Report research to have a direct cost to students, their families and institutions of an estimated \$7 billion annually! What is needed to systematically address this issue? Faculty collaboration to align curriculum across education segments supports increased college readiness among high school graduates; eases student transition between high school and postsecondary institutions; and reduces the need for remediation.

IEBC has engaged in cross-segment alignment and facilitation for 20 years. We started small, with one community college, its university and feeder high schools. Building on our success, IEBC developed a regionally-adaptable process and enlarged our scope to include multiple districts, regions and states.

**“Children are the Priority.  
Change is the Reality.  
Collaboration is the Strategy.”**

Judith Billings  
Washington State Superintendent

## In fact, with administrative support, facilitating faculty collaboration across boundaries has led to:

- increased high school graduation rates
- increased college entry
- increased preparedness for college
- increased college success and persistence

And importantly, these collaborations, once created and strengthened by working on common goals in a facilitated environment, continue to serve as resources for future collaborative endeavors for their students.

IEBC has created a guide that provides high school and college educators both the *what* and the *how* of effective collaboration on matters of aligning curricula and expectations from high school to at least the first two years of college. It includes how to:

- determine readiness for a collaborative partnership
- form and prepare successful collaboration teams
- use IEBC's framework for creating and aligning agreed-upon entrance and exit expectations
- create and align lessons and assessments that address expectations

The end goal – the *why* - is to solve and prevent the college readiness problem and increase the number of students who **successfully enter, persist and succeed** in earning degrees and certificates from institutions of higher education.



*For a complimentary consultation about your specific needs and readiness for collaboration, contact:  
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