

AB 2648 Multiple Pathways Feasibility Report

Status Report

March 1 – June 15, 2009

Introduction

Background

Effective January 1, 2009, AB 2648 requires the State Superintendent of Public Instruction to develop a report, in conjunction with particular stakeholders, that explores the feasibility of expanding and establishing career multiple pathway programs in California (for a list of these stakeholders and a definition of a multiple pathway program, please see the enclosed copy of AB 2648). The measure requires the report to be submitted to the Legislature and the Governor by December 1, 2009. In response to AB 2648, Superintendent Jack O’Connell established the Multiple Pathways Feasibility Report project.

WestEd was awarded the contract to conduct the feasibility study, and is responsible for key deliverables including a draft status report due June 1, 2009 and a first draft of the final report due September 30, 2009. Superintendent O’Connell is required to submit a status report to the legislature by July 1, 2009. The final draft report will be submitted to the Superintendent on November 1, 2009. Superintendent O’Connell is required to submit the final report to the California Legislature and to the California Governor on December 1, 2009.

Overview of the Report

This Status Report provides an update on all activities related to the Multiple Pathways Feasibility Project undertaken by WestEd from March 1 through May 31, 2009. It begins with a description of the WestEd team, including brief biographies of the key staff assigned to the project. The next section of the report describes WestEd’s activities for launching the project, including participating in the CDE stakeholder meeting, the development of the website and conducting framing interviews. The last section provides a description of the data collection strategies WestEd has planned and completed to date, such as outreach and respondent identification strategies, focus groups and site visits.

The WestEd Team

WestEd assembled a cross-departmental team, with many combined years of expertise in high school reform, to conduct the study and prepare the Multiple Pathways Feasibility Report.

Dr. Fred Tempes. Dr. Tempes is the project’s principal investigator. He will oversee the project, review all drafts before submission and participate as needed in both CDE Multiple Pathways Project Team and steering group meetings. Dr. Tempes is the Director WestEd’s Comprehensive School Assistance Program. In this role, he directs efforts to help low-performing schools and districts design and implement improvement plans as well as professional development programs focusing on quality instruction, assessment and accountability, and English learners.

Ms. Svetlana Darche, M.B.A. Ms. Darche is one of the co-directors of the project. This will involve overseeing each of the tasks, reviewing all documents, and participating in CDE Multiple Pathways Project Team and steering group meetings. She has extensive experience in evaluation, strategic planning, program design, and the building of cross-sectoral collaborations for system change and program improvement in education, workforce development, social services, and criminal/juvenile justice. She recently completed a statewide assessment of career-technical education (CTE) needs in California and the development of California's State Plan for CTE, including the Carl D. Perkins plan set in the context of a larger vision for CTE in California. Ms. Darche has also completed a study funded by The James Irvine Foundation regarding opportunities to expand work-based experiences for students in California, as a means to expand upon classroom curricula and engage students in learning.

Dr. Rose Owens-West. Dr. Owens-West is one of the project co-directors. This will involve overseeing each of the tasks, reviewing all documents, and participating in CDE Multiple Pathways Project Team and steering group meetings. Dr. Owens-West serves as Director of the Smaller Learning Communities (SLC) Project at WestEd. In this role she works with districts and schools to re-design large, comprehensive high schools into smaller learning communities to improve student achievement. She also serves as Associate Director of the California Comprehensive Assistance Center. Her responsibilities include building California's capacity to implement the federal No Child Left Behind Act; supporting those working districts and schools to improve student achievement; and building the capacity of the state and districts to support students with special needs.

Multiple Pathways Project Teams

Since the beginning of the project, WestEd has worked closely with the California Department of Education (CDE) staff in developing the outline and designing and conducting the initial stages of data collection for the Multiple Pathways Feasibility Report. WestEd accomplished the following during this period:

CDE Multiple Pathways Project Team Meetings. The CDE Multiple Pathways Project Team, including CDE and WestEd staff met regularly to discuss the AB 2648 Multiple Pathways Report development process, related activities, logistics, and deliverables. A schedule of the meetings held to date is provided in the chart below, including the dates and topics addressed in each meeting.

Meeting Dates	General Topics
February 20, 2009	Contract process
March 23, 2009	General approach, timeline, protocols
April 13, 2009	Planning for Stakeholder Convening
April 15, 2009	Stakeholder Convening
April 29, 2009	Stakeholder Convening Survey

In addition to the meetings described above, WestEd staff communicated every week with CDE staff via telephone and email to ensure that the work moved forward, and in response to different requests from the CDE staff.

Internal WestEd Multiple Pathways Project Team Meetings. WestEd staff held weekly internal project team meetings and multiple conference calls related to the AB 2648 Multiple Pathways Report project. The staff worked on overall design of the project in addition to designing data collection activities, the development of the website, the Web Dialogue, logistics, and deliverables.

On June 12, the WestEd team held a meeting with all staff and the subcontractors who will contribute to the development of the draft report. The meeting focused on sharing what has been learned thus far from the implementation interviews, key concepts and discussing the first draft of the outline for the report.

Part I. Multiple Pathways Project Start-Up Activities

Stakeholder Convening

To ensure that this important initiative received the benefit of statewide expertise and guidance, CDE convened a kickoff meeting of interested stakeholders and their representatives. This meeting was held on April 15, 2009 in the Board Room of the CDE offices in Sacramento. WestEd contributions to the launching of the Multiple Pathways Project included the following:

- Assisting with drafting the agenda for the stakeholder convening.
- Attending the pre-planning meeting with the steering group.
- Developing an overview of the study and the data collection methodology which was presented by the Principal Investigator Dr. Fred Tempes.
- Developing and distributing a flyer to all participants announcing the Web dialogue and website.

Website

WestEd launched the AB 2648 Multiple Pathways Report website on April 15, 2009. The Website will be used to post background information, to keep stakeholders and the public apprised of the status of developing the report, and to post draft reports for public/stakeholder review and feedback. The website will be expanded over the course of the study with the posting of new information and the creation of a short stakeholder survey to capture demographic and affiliation data on respondents. The website address is: <http://www.wested.org/mpreport>.

Framing/Key Informant Interviews

The framing interviews were designed to help guide the launch of the study, prioritize areas of inquiry, identify existing data, and identify candidates for further interviews.

- Identified key informants for the feasibility study.
- Reviewed key literature, studies, and other background information with regard to each framing interview.
- Prepared interview questions and protocols for each framing interview.
- Interviews completed with the following with additional interviews being scheduled in June and July:

April 2, 2009	Gary Hoachlander	President, ConnectEd: The California Center for College and Career
April 8, 2009	Jack Stewart	President, California Manufacturers and Technology Association
April 8, 2009	Michael Kirst	Emeritus Professor of Education, Stanford University

April 15, 2009	Rick Miller	Deputy Superintendent, Policy Development and External Affairs, California Department of Education
April 16, 2009	Ron Selge	Dean, Career Technical Education, California Community Colleges System Office
April 16, 2009	Don Daves-Rougeaux	High School Articulation Coordinator, Student Affairs, University of California Office of the President
May 5, 2009	Patrick Ainsworth	Assistant Superintendent and Director of the Secondary, Postsecondary, and Adult Leadership Division, CDE
May 7, 2009	Barbara Nemko	Superintendent, Napa County Office of Education

Data Collection Planning and Outreach

From the outset of the project, the CDE Multiple Pathways Project Team and WestEd staff were mindful of the need to hear from a broad sector about the implementation of multiple pathways. Toward that end, WestEd has engaged in a number of strategies to ensure that many stakeholders, educators and interested parties have the opportunity to provide input.

The CDE Multiple Pathways Project Team reviewed and approved all topics and questions for the Web Dialogue. WestEd’s outreach for the Web Dialogue involved sharing the announcement at the stakeholder meeting, posting an announcement on the website and sending electronic announcements/invitations to key statewide networks such as HiNet and MidNet, the Partnership Academy grantees, the county offices of education, and multiple professional organizations and associations. Stakeholders were urged with multiple notices to share the announcements with their constituents. Individuals representing over 150 organizations received this announcement to participate and to forward to their constituents. A listing of the persons/organizations receiving the announcements is provided in Appendix A.

The interviews were planned in consultation with the CDE Multiple Pathways Project Team with CDE reviewing and approving the interview protocols. The group interviews were designed to collect information about multiple pathways from a larger set of educators and stakeholders. They were conducted via phone and in person. The group interviews were designed to concentrate on implementation issues. For example, administrators that are implementing multiple pathways will be asked to focus on identifying solutions to perceived challenges.

WestEd’s outreach for the group interviews/focus groups included the Curriculum and Instruction Steering Committee (CISC) of the California County Superintendents Education Services Association (CCSESA). The county offices of education are an important resource and provide important information on the capacity of the state for implementation of education

initiatives across the state. Two CISC Subcommittees, the Career Technical Education (CTE) Subcommittee and the Secondary Subcommittee, were asked to hold group interviews.

WestEd will also build on the knowledge being generated through ConnectEd's District Initiative. WestEd requested, and ConnectEd has agreed, to review the implementation plans submitted by the districts participating in their initiative. WestEd will also conduct focus groups with the initiative's district coaches and site personnel.

In order to understand barriers to implementation and the conditions under which implementation would be considered feasible, WestEd plans to interview administrators that are not implementing multiple pathways.

During the stakeholder convening, Liz Guillen from Public Advocates/Making Rights Real and Carmen Iniguez from Californians for Justice, emphasized the need to hear from parents and community-based organizations, and offered to assist WestEd by hosting focus groups to encourage participation. WestEd staff contacted Ms. Guillen and Ms. Iniguez to request their assistance in convening participants for group interviews via telephone.

Implementation Interviews

WestEd has conducted interviews to gather information about the implementation of multiple pathways projects. The respondents for these interviews include the following persons:

- Karen Shores, High School Initiatives Office at CDE
- Janet Harden and Steve Pinning (CAROP)
- Dennis Galligani, ARCHES
- Cheryl Carrier, Sandy Middlestedt, and Rick Delano of Ford Partnership for Advanced Studies
- Edmundo Rodriguez, Los Angeles Local District 4
- Jeannie Johnson, Oakland Unified School District
- Patricia Rucker, California Teachers' Association

An interview is also planned with J.D. Hoye of the National Academies Foundation.

Focus Groups/Group Interviews

On May 12, 2009, WestEd staff met with the CISC Career Technical Education Subcommittee and followed up with a group interview via telephone with 6 members participating. WestEd staff conducted an additional group interview with the CISC Secondary Subcommittee on June 8, 2009 via video-conference.

Site Visits

WestEd has conducted four site visits with districts that are participating in multiple pathways initiatives, focusing on specific promising practices within the key multiple pathway component areas. WestEd has conducted the following site visits:

- May 22, 2009 – Petaluma and Casa Grande High Schools, Petaluma, California.

- May 26, 2009 – Long Beach Unified School District, Long Beach, California.
- May 27, 2009 – Porterville School District, Porterville, California.
- June 10, 2009 – Elk Grove Unified School District, Elk Grove, California.

Web Dialogue

WestEd conducted a three-day Web Dialogue May 19-21, 2009 to solicit input from respondents across the state on policies and practices needed to expand multiple pathways. A total of 212 people registered to participate in the Web Dialogue. A breakdown by category of the Web Dialogue registrants is provided in Appendix B. The topics for each day and the number of comments are provided in Appendix C. The Summary of the three days, posted on the site for the Web Dialogue, is provided in Appendix D. The address for the Web Dialogue is <http://www.webdialogues.net/multiplepathways/report>.

Part II. Draft Multiple Pathways Project Report Outline

Introduction

- a. Why are we doing this study? (AB 2648, etc.)
- b. Context (educational and economic)

1. Statewide Vision

- a. What is the vision for graduates of California's high schools for success in the 21st century?
- b. Given that, what is the corresponding statewide vision for California's high schools to ensure that students are prepared?

2. Theory of Change

- a. What have we learned about how to promote sustainable systems change?
- b. What implications does this have for the expansion of multiple pathways programs across the State of California?

3. Definition of multiple pathways

- a. The model put forward in the legislation (4 components, implemented across a district)
- b. Variations on the model that could meet the definition and goals

4. Current status of pathway programs

What do we know about past and current efforts, including partnership academies, the redesign of comprehensive high schools into smaller learning communities and small schools, regional occupational centers, or programs and postsecondary pathway programs such as middle colleges and early college models, that informs us about the implementation of multiple pathways programs?

5. Integrated curriculum. Methods for developing and sharing models of integrated curriculum and instruction.

6. Applied and work-based learning. Strategies for increasing opportunities for high-quality learning based on real-world applications in industry and careers.

7. In-school support. Recommendations for increasing and improving in-school support services.

- a. Support for students' academic achievement
- b. Career guidance and exploration opportunities for students

8. Alignment of curriculum between middle schools and high schools. Methods for improving alignment of curriculum between middle schools and high schools with career instruction, exploration, and counseling for middle school pupils

- a. Ensuring student academic preparedness to enter high school
- b. Ensuring sufficient career exploration to prepare for pathway selection

- 9. Postsecondary linkages.** Methods for improving coordination and articulation between high schools and postsecondary institutions, including, but not limited to, California Community Colleges, the CSU, and the UC
- 10. Structure and time**
- a. Strategies for increasing the course options, instructional time, and options for students to successfully complete courses and graduate from high school
 - b. Opportunities for using technology to address time and structural issues as well as the challenges faced by small and/or rural districts will be included
- 11. Teacher and Administrator Recruitment, Preparation and Professional Development**
- a. Recommendations for increasing the supply of teachers who can teach effectively in a pathway setting
 - b. Recommendations for increasing the supply of site and district administrators who can effectively create and manage schools that are implementing one or more industry focused pathway programs
- 12. Regional coalitions.** Recommendations for supporting regional coalitions in planning and developing programs
- 13. Accountability system.** Recommendations for incorporating new measures into the state's accountability system
- 14. Policy.** Regulations, policies, and practices that need to be added, deleted, or amended in order to promote the development and expansion of multiple pathway programs
- 15. State Leadership**
- a. Assessment of the current capacity of the department for the purpose of maximizing the development of these programs
 - b. Identifying the possible roles and responsibilities of other departments or agencies to assist with developing or expanding multiple pathway programs
- 16. Cost and budgetary implications**
- a. Assessing the cost of multiple pathways expansion, including sustainability issues
 - b. Assessment of the budgetary implications of offering all pupils access to these programs
- 17. Timeline.** A reasonable timeline for the development and expansion of multiple pathway programs.

APPENDIX A

List of Persons/Organizations Receiving the Web Dialogue Announcements

Mr./Ms.	First Name	Last Name	Title	Organization/Company	Email
Mr.	Jaime	Pueschel Fasteau	Vice President, Federal Advocacy	Alliance for Excellent Education	ifasteau@all4ed.org
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Mr.	Steve	Pinning	President Elect	California Association of Regional Occupational Centers and Programs	spinning@sdcoe.net
Mr.	George	Montgomery	Past President	California Association of School Counselors	gmontgom@sbcglobal.net
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APPENDIX B
Assembly Bill 2648 Multiple Pathways Report
List of Participant Categories in the Web Dialogue

Total Registered Participants: 212

Participation Categories: *(total will not equal 100% since participants can select multiple roles)*

35%	72	Administrator	0%	1	Parent
2%	4	Business/Industry association representative	10%	21	Researcher, policy analyst, legislative staff, consultant
1%	2	Business/Industry Representative (Large, >100 employees)	4%	9	State Agency staff
0%	1	Business/Industry representative (Small, <100 employees)	0%	0	Student (high school)
0%	1	Career Center staff	0%	0	Student (post-secondary)
2%	5	Community-based organization	3%	7	WestEd staff
2%	4	Counselor	2%	5	Workforce/Economic Development staff
21%	43	Faculty	16%	36	Other
1%	2	Labor Union			

APPENDIX C

Assembly Bill 2648 Multiple Pathways Report

List of Web Dialogue Topics and Questions

Day 1 – May 19, 2009	
Topics	Number of Responses
<i>A. Connecting across Disciplines</i>	21
1. What strategies are most promising and why?	
2. How can the state, districts, and schools support these strategies?	
<i>B. Work-based Learning</i>	11
1. How can districts identify resources in their communities that can provide opportunities for work?	
2. What strategies and supports are needed to ensure that work?	
<i>C. Student Support</i>	11
1. How can districts, schools and communities ensure that all students thrive academically and socially in a multiple pathways environment?	
1. How can districts, schools and communities ensure that students obtain the career guidance and exploration opportunities needed to understand the full range of future options and to guide their pathway, course taking, and work-based learning selections, and their planning for post-secondary options? How can state agencies help?	
2. What information do parents, guardians, and families need to help their students make appropriate pathway and course choices and support their learning?	
Day 2: Time and Other Resources	
Topics	Number of Responses
<i>A. Differential Schedule</i>	18
1. What kinds of modifications to the traditional school schedule would be helpful?	
2. In developing a schedule, how can districts and schools accommodate the challenges presented by parent/family schedules, staffing costs, testing schedules, union contract provisions, and athletics?	
<i>B. Course Offerings</i>	12
1. How can districts and schools ensure that a sufficient range and number of course sections are available for all students participating in multiple pathways?	
2. What factors should be considered in developing a sufficient number of pathway programs across a district to serve all interested students. (Please consider the perspective of your school type, size and district geography)	

<i>C. Resources, Partnerships, and Community Assets</i>	10
1. How can schools and districts use community and industry resources effectively to provide rich learning opportunities for students? (e.g., access work-based learning, to theaters, recreational facilities, community facilities, studios and labs, other campuses, etc.)	
2. How can multiple pathway programs be established with existing financial resources?	
Day 3: Alignment and Collaboration	
Topics	Number of Responses
<i>A. Aligning Middle School to High School</i>	13
1. What is needed at middle school to prepare students for success in high school?	
2. How can districts and schools ensure that students make thoughtful pathway selections?	
<i>B. Aligning High School to Postsecondary Options</i>	11
1. How can districts and schools help ensure that students are aware of, prepared for, and linked to a full range of options?	
<i>C. Aligning Regionally</i>	2
1. How can regional strategies support the expansion of options for students?	
<i>D. Aligning Policies</i>	7
1. How can states and districts align policies to promote a multiple pathways approach? (e.g., Education Code language, funding requirements, data and accountability systems, graduation requirements, etc.)	
<i>E. Aligning State Initiatives and Funding</i>	3
1. How can state agencies align funding and technical assistance to support a multiple pathways approach?	
<i>F. Aligning Teacher and Administrator Preparation and Professional Development</i>	
1. Teacher/Administrator Preparation: what knowledge and skills do new and veteran teachers and administrators need in order to be successful in the context of multiple pathway programs?	
2. How could teacher and administrator preparation and professional develop programs be enhanced to increase supply of teachers and administrators who can work effectively in multiple pathway settings?	
Total number of responses	119

APPENDIX D

Assembly Bill 2648 Multiple Pathways Report

Web Dialogue — May 19 - 22, 2009

<http://www.webdialogues.net/cs/multiplepathways-report-home/view/di/185?x-t=home.view>

Dialogue Summary

Introduction

WestEd conducted this online discussion for stakeholders and the public to share ideas and insights on the potential expansion of multiple pathway programs in California high schools. This information will assist WestEd in preparing the AB 2648 Multiple Pathways Report. The Web Dialogue was one of several data collection strategies for the Multiple Pathways Report. The three-day dialogue was intended to generate broad input. In responding to questions about how the multiple pathways approach could be expanded, participants considered a wide range of practice and policy issues at the school, district, and state levels.

Facilitators of the Web Dialogue were:

- Rose Owens-West, Senior Project Director at WestEd and Co-Director of the AB 2648 Multiple Pathways report project at WestEd
- Svetlana Darche, Senior Research Associate at WestEd and Co-Director of the AB 2648 Multiple Pathways report project at WestEd

Registered participants numbered 212. The majority represented administrators; faculty; researchers, policy analysts, legislative staff, consultants; and other. Additional participants represented business/industry associations, small and large businesses/industries, career center staff, community-based organizations, counselors, labor unions, state agency staff, and workforce/economic development staff. A small number of out-of-state participants also registered.

This summary captures the highlights of the online discussion. Full text of all contributions is viewable in the discussion area of the dialogue.

Student Learning - Tuesday, May 19, 2009

This topic will explore factors that impact student learning in multiple pathway programs, including linkages across disciplines, work-based learning, and student support.

Topic Summary

Rose Owens-West welcomed participants to today's topic: Student Learning. She encouraged participants to share their thoughts and insights about today's discussions: Connecting Across Disciplines, Work-based Learning, and Student Support.

Focus Point Discussions

Connecting Across Disciplines

The implementation of pathways in the multiple pathways context requires the implementation of a variety of strategies that link core academics and Career Technical Education (CTE).

Examples include joint planning, curriculum integration/alignment, project-based learning, and team teaching.

- *What strategies are most promising and why?*
- *How can the state, districts, and schools support these strategies?*

Summary

On the topic of connection across disciplines, it was noted that CTE and academics can support and enrich each other, give relevance to academic subject matter, provide engaging opportunities for students to apply what they are learning, and increase graduation rates and test scores.

Participants discussed the ramifications of aligning CTE courses with A-G requirements and offered strategies to link academic and CTE:

- Adopt the Pilot school model, which gives school sites autonomy to set the school day, school year, curriculum, budget, staffing, and governance while remaining under the general purview of the district.
- Use a Design-Based Learning instructional strategy wherein students use their content knowledge and skills to create new products, items, or solutions that meet specified criteria. Then have teachers and students evaluate their and each other's work according to those criteria. Common planning time and the building of Communities of Practice were cited as essential for implementing this strategy.
- Tap into community college certificate possibilities by aligning CTE among the secondary, postsecondary, and industry sectors.
- Ensure that schools and school districts allow industry partners to work with teachers in the classroom to align core academic curricula with industry-based competencies in order to shape relevant curricula that are useful to industry and students.
- Implement a statewide effort to showcase successful programs from around the state and extract key components that make the programs work.
- Grant public schools the flexibility to "retool" and "start from scratch" to build rigor and relevance into both academic and CTE courses as part of a strong curriculum.
- Address in a substantive manner the credentialing programs in our CSU system (and private post-secondary institutions), publishers' materials, and cultural biases against career technical education in order to implement multiple pathways that enable both CTE and academics.
- Establish clearly defined procedures for schools and colleges to work together (e.g., to have college classes on school campuses).
- Have the state facilitate opportunities for partners and schools to connect such as an online meeting place.

Participants suggested an array of resources they believe can support the multiple pathways approach:

- Funding mechanisms to encourage curriculum integration include the Perkins Career and Technical Education Improvement Act of 2006 and this legislation.
- Humanitas provides a model of curriculum integration that has been very successful on the academic side. It could be adapted to CTE-academic integration.
- Making Standards Work provides a model for curriculum integration and development.
- The Multiple Pathways Institute (MPI), at Teachers College of San Joaquin, consists of three three-unit courses (MP Exploration, MP Inquiry, and MP Implementation).

Participants also noted barriers to change: entrenched cultures, skeptical teachers, instructional minutes requirements, collective bargaining agreements and requirements around the teacher work day, teacher credentialing requirements, teacher transfer issues, and textbook and other instructional materials requirements. It was noted that there are instances where academic and career technical teachers have been reluctant to engage in joint planning.

However, one respondent noted that even though this work is difficult, “our kids are worth it”. They deserve to be prepared for both college AND careers so they can make an informed choice at the end of high school, like other kids who go to the best schools in the state. That's in the law now, but we know it's not happening. MP may be the way it can happen and it's worth exploring for that reason.

Work-based Learning

The implementation of work-based learning (internship, entrepreneurship, pre-apprenticeship and apprenticeship, and service opportunities, among others) in the “multiple pathways” context requires access to community and industry resources and connection to in-school curriculum.

- *How can districts identify resources in their communities that can provide opportunities for work-based learning?*
- *What strategies and supports are needed to ensure that work-based learning will enhance student learning and success?*

Summary

Participants offered testaments to work-based learning, including specific teaching strategies, and an emphasis on recruitment and advisory boards. Suggestions included:

- Align Work-based Learning (WBL) to what is taught in the classroom. Have lesson plans and curricula that reinforce “real life” work experiences and vice versa.
- Utilize Regional Occupational Centers and Programs (ROCPs) to link school to work and bring relevance into the classroom. Lift the caps on ROCP funding to expand this opportunity for students.
- Require school districts to follow certain protocols in establishing business and community partnerships. For example, include these partners at the inception of work-based learning programs and enable them to be equal partners in decision-making.
- Obtain committed employer advisory boards willing to provide employee resources in classrooms and workplace settings. Use chambers of commerce, industry associations, and workforce development organizations to recruit employers.

Student Support

Multiple pathway programs are intended to meet the needs of students with diverse goals and needs.

- *How can districts, schools and communities ensure that all students thrive academically and socially in a multiple pathways environment?*
- *How can districts, schools and communities ensure that students obtain the career guidance and exploration opportunities needed to understand the full range of future options and to guide their pathway, course taking, and work-based learning selections, and their planning for post-secondary options? How can state agencies help?*
- *What information do parents, guardians, and families need to help their students make appropriate pathway and course choices and support their learning?*

Summary

Systematically preparing students for life was a theme that flowed through participants' comments. Some comments included:

- For multiple pathways to become a reality, career awareness/counseling must be on par with college preparedness, as current law already dictates for high schools (see Education Code Section 51224 and 51228).
- Finding real-life connections—using varied text genres, structures, and conceptual themes in the service of learning—helps students build knowledge about a subject and gives them experience with texts and problem-solving that they will encounter beyond the classroom.
- Require districts to develop a career development plan for its students starting in the 7th grade in the same vein as Special Education requires a transition plan for students with special needs.
- Include opportunities for students to explore careers and develop career/future plans. Require students to develop a portfolio containing certain important entries/experiences and documentation across the 7-12 grade span.
- Middle school counseling that targets career exploration should identify who students are personally and their direction based on interests, aptitudes, and personality traits. Also the student/counselor ratio must be reduced to help students who struggle with their daily lessons.
- It was noted that local, regional, state, and national resources for student support in multiple pathways programs —many free and internet-accessible—are available. They support informed student decision-making regarding high school academic and career-related courses within the emerging “career management” paradigm. A list of national and state resources was provided.
- A-G certification of CTE courses is seen as one of the barriers to students taking CTE courses. UC and CSU admissions policies were cited as challenges as well.
- Pacing guides and broad content coverage were also cited as impediments to application and relevant connections.
- One participant questioned the emphasis on postsecondary institutions: If 20 percent of job offerings require a four-year bachelor degree and 60 percent require technical training, should we not value technical training as least as much as university preparatory training?

Time and Other Resources - Wednesday, May 20, 2009

This topic will examine how time and other resources affect the implementation of multiple pathway programs. Questions pertain to differential scheduling; access to course offerings; and use of resources, partnerships, and community assets.

Topic Summary

Svetlana Darche welcomed participants to today's topic: Time and Other Resources. She encouraged participants to share their thoughts and insights about today's discussions: Differential Schedule, Course Offerings, and Resources, Partnerships, and Community Assets.

Focus Point Discussions

Differential Schedule

The implementation of multiple pathways may be facilitated by adjustments to the use of time in the school day or school year.

- *What kinds of modifications to the traditional school schedule would be helpful?*
- *In developing a schedule, how can districts and schools accommodate the challenges presented by parent/family schedules, staffing costs, testing schedules, union contract provisions, and athletics?*

Summary

Participants' perspectives about scheduling included:

- Transitioning from a traditional schedule to a block schedule requires a cultural shift from "teaching or covering the material" to "providing an opportunity to explore, connect, and thus learn." Three elements that can support a successful transition include professional development, curriculum development, and student outcomes.
- NAF academies have implemented scheduling methods used to resolve the issue of cohort scheduling of students and teachers. Some effective methods cited included giving academies first priority for their students' schedules, using block scheduling to allow for project and work-based learning, using community college dual enrollment courses in lieu of small AP classes, and scheduling at larger academies (300-400 students) in four-year academies provides more flexibility. It was noted that scheduling at schools with multiple academies/pathways is easier.
- Scheduling a wide variety of specialized programs in a small school may require extra funds, administrative support, and additional FTEs.
- Reduce some "required" courses for graduation to accommodate work-based learning, service learning, and other areas that are important for students' futures.
- Reduce the length of classes (unless it's a lab). Return to the old 170-day schedule and eliminate the time used for early release.
- Concern was expressed about decreasing job force diversity by making each student toe a particular curricular line. Educators need to value and learn how to measure educational diversity. For example, consider students' post-graduation employment and contribution as a measure of success instead of standardized testing scores.
- Questions were raised about launching a pathway or academy approach in smaller districts and about handling transfers of students who thought they wanted one opportunity and later changed their minds.

Course Offerings

Multiple pathways are intended to provide a wide range of core academic and Career Technical Education (CTE) course offerings to students – both at a school site and across a district – so that students’ options are not limited by course availability.

- *How can districts and schools ensure that a sufficient range and number of course sections are available for all students participating in multiple pathways?*
- *What factors should be considered in developing a sufficient number of pathway programs across a district to serve all interested students. (Please consider the perspective of your school type, size and district geography).*

Summary

Participants’ perspectives about providing a range of academic and CTE courses focused on career-oriented programs.

- Because of budget limitations, invest in expanding the current CTE and ROCP systems rather than inventing a totally new system. Should the funding environment change, then discuss how to incorporate a multiple pathways approach into high school programs.
- Integrate ROP into multiple pathways rather than having it operate as an independent entity outside school districts. This strategy will strengthen CTE and ROP as well as bolster the curriculum, teachers, and student outcomes.
- Major constraints to offering a true multiple pathways curriculum are district, state, and federal mandates regarding standardized curriculum. It was noted that schools with some autonomy to develop their own curriculum are able to offer integrated career and college prep curricula primarily because they have waivers from district mandates.
- Multiple pathways resources include Small Learning Communities (for funding) <http://www.phila.k12.pa.us/schools/dobbins/Shops/cis.htm> and ConnectEd (for models of demonstration sites in California) <http://connectedcalifornia.org/map/index.php>.
- Participants discussed providing students with an appropriate balance between A-G courses and CTE courses.
- Concern was raised about asking students to choose an industry pathway when they are too young. More exploration of industry sectors or themes should be provided in high school. Furthermore, career planning should be person-based rather than future job based.

Resources, Partnerships, and Community Assets

The implementation of multiple pathways requires access to community resources for expertise and student learning opportunities.

How can schools and districts use community and industry resources effectively to provide rich learning opportunities for students? (e.g., access work-based learning, to theaters, recreational facilities, community facilities, studios and labs, other campuses, etc.)

How can multiple pathway programs be established with existing financial resources?

Summary

Participants’ suggestions for cultivating partnerships and community assets included the following:

- Include ROCPs in any resource development, outreach, and partnership plan since they have a wealth of knowledge and experience in leveraging community resources.

- Encourage service learning as a means to access community resources. Students who are engaged in their communities create their own networks, assume civic responsibility, and learn.
- Foster opportunities for students to work on projects that benefit the community where they can apply the academic principles they are learning, see the relevance of learning, and offer a service that constrained budgets cannot provide.
- One participant cited a partnership in which a school partnered with a municipal utility to develop model lessons for Chemistry to address water quality and testing. The school provided the science specialists/teachers and the utility provided subject matter experts from their water quality lab.
- Teacher externships were cited as an important strategy to help teachers create more relevant engaging classes for students. In one example, teacher externs worked at a utility during the summer and learned how academic principles are applied on a daily basis in the utility. This enabled the externs to create more relevant engaging classes for students.
- When implementing multiple pathways, build community support and understanding by convening stakeholder meetings for community members, parents, teachers, and students. Recruit high profile champions from these stakeholder groups to build support and provide access to resources for educational experiences beyond the classroom. Ask the state technical assistance providers for the multiple pathway initiative to develop a toolkit for districts describing how to conduct stakeholder meetings and build community champions.
- Facilitate regional industry councils that identify existing education elements (academies, pathways, stand alone courses) and industry elements (jobs, future growth, labor and skills gaps) and then implement strategies that respond, building economic vitality.
- In successful community collaborations community partners help develop and implement policy and take part in major decisions such as hiring school principals and developing themes and curricula at new schools.
- In planning multiple pathways, make the plan consistent and one that can be implemented given budget constraints.
- It was noted that academy implementation are often dependent on the leadership of specific people, and the quality of implementation can change when people leave. Also, when academies get large, personalization can be compromised. It was suggested that a good strategy might be to go slow and support efforts that are working.

Alignment and Collaboration - Thursday, May 21, 2009

This topic will consider how to foster alignment and collaboration in multiple pathway programs, specifically aligning middle school to high school; aligning high school to postsecondary options; aligning regionally; aligning policies; aligning state initiatives and funding; and aligning teacher preparation and professional development.

Summary

Rose Owens-West welcomed participants to today's topic, Alignment and Collaboration. She encouraged participants to share their thoughts and insights about today's discussions: Aligning Middle School to High School, Aligning High School to Postsecondary Options, Aligning Regionally, Aligning Policies, Aligning State Initiatives and Funding, Aligning Teacher and Administrator Preparation and Professional Development.

Focus Point Discussions

Aligning Middle School to High School

Students' course selections in high school are partly based on courses taken at the middle school level. In addition, the multiple pathways approach requires that students select a pathway in high school.

- *What is needed at middle school to prepare students for success in high school?*
- *How can districts and schools ensure that students make thoughtful pathway selections?*

Summary

Concern was expressed that middle schools feel pressure by NCLB to increase student academic achievement making it difficult to incorporate CTE. However all respondents saw alignment of middle school and high school programs as critical. It was also noted that data show students engaged in CTE programs do better on standardized tests and have a higher college matriculation and completion rate. Participants suggested several ideas to align middle schools with high schools and help middle school students make a thoughtful pathway selection:

- Have incoming eighth graders visit high school CTE programs and register for classes while they are on campus.
- Expose middle school students to career information, counseling, and speakers (e.g., community colleges, universities) before they select their high school, so they will be better informed and open themselves to a broader selection of pathways at district high schools.
- Develop career management-related skills in middle school including career exploration and self and career assessments.
- Have high school students—as part of their Service Learning Graduation requirement or work-based learning assignments—expose middle school students to multiple pathways. Program ideas included “discovery labs” that mirror the multiple pathways available in district high schools, after-school programs where seniors share their career pathway interests, and a “Fun with Science Night” where high school students teach hands-on science lessons to middle and elementary students.
- Implement an adult mentor program to support and motivate students.
- Integrate school counselors into the process of exploring career options in particular industry segments. Counselors are pivotal in designing curriculum and providing a delivery system that meets student needs. Include standards for counselor preparation and certification in the multiple pathways reform.

Aligning High School to Postsecondary Options

Multiple pathways are intended to prepare students for a full range of postsecondary options, including entry into community colleges, apprenticeships, industry-sponsored training programs, technical schools, military training, “living wage” work, and 4-year colleges and universities.

- *How can districts and schools help ensure that students are aware of, prepared for, and linked to a full range of options?*

Summary

Participants presented thoughts relative to aligning high school offerings to postsecondary options:

- Make sure postsecondary offerings reflect career options and connect directly with entry requirements for employers and technical educational options. Gather input from the trades and industry so programs meet the needs of industries and technical demands.
- One respondent raised the critical issue that Perkins funding is limited to programs that are taught by CTE-credentialed teachers.
- There is a need for teachers to meet the rigorous requirements and skills to train students to be proficient and career-ready. Is there a teacher-training program specifically for CTE credentialing?
- The Boyle Heights Learning Collaborative (BHLC) is a model of an organization that can facilitate alignment of high school to postsecondary, middle school, and community. It brings together school leaders, local community colleges and universities, CBOs, and industry and facilitates programs like dual enrollment, preferred admissions, internships, and classes on college campuses.

High school counselors need extensive career counseling training in order to serve students. For example, they need to understand the options and rigor associated with standards-based CTE coursework, evaluate the merit of a ROP work-based learning class on a college application, and know about work-based learning opportunities, that make students successful in work and postsecondary institutions. Counseling-related resources included:

- Santa Barbara City College offers counselor in-service programs and comprehensive counselor and advisor programs for students.
- The CTE Toolkit for Counselors is a supplemental resource for high school guidance departments available from www.statewidepathways.org.

Aligning Regionally

Multiple pathways are intended to provide all students with a wide range of options, irrespective of geography.

- *How can regional strategies support the expansion of options for students?*

Summary

Participants noted some strategies that support expansion of options for students:

- As regional organizations, ROCPs allow for multiple educational agencies to work together and effectively concentrate resources at one site permitting access by all. Educational agencies should focus on replicating the aspects of ROCP that have a proven track record.
- SB 70 is providing multi-year funding to 52 Regional CTE Community Collaboratives, with required partners that include community colleges, regional occupational centers, high schools, and middle schools. The focus is on facilitating high school/ROP student access to quality CTE opportunities and having these secondary programs flow into sequenced/articulated community college courses and programs that are tied to industry skill standards.

Aligning Policies

Systemic change in any arena is facilitated when policies align with intended practice.

- *How can states and districts align policies to promote a multiple pathways approach? (e.g., Education Code language, funding requirements, data and accountability systems, graduation requirements, etc.)*

Summary

Participants offered ideas about aligning policies to promote a multiple pathways approach.

- If multiple pathways are to be implemented statewide, the issue of aligning standards will be critical.
- One challenge relates to California being a “local control” state: alignment remains a problem when Local Education Agencies set guidelines in curriculum, accountability, data collection, etc. Furthermore, in most areas of CTE there is no "state approved" curriculum at the secondary level.
- We need some type of costing so policymakers know what resources are needed, educators have the resources to provide the opportunity, and students can meet the standards set for them. One respondent noted that the multiple aspects of accountability, including outcomes of entry and success in postsecondary institutions, accountability for teacher quality, and quality of multiple pathways must also be addressed.

Aligning State Initiatives and Funding

State agencies provide critical leadership, technical assistance and other forms of support to districts and schools.

- *How can state agencies align funding and technical assistance to support a multiple pathways approach?*

Summary

Participants offered suggestions for state agencies to align funding and technical assistance to support a multiple pathways approach:

- Give tax breaks to all businesses and organizations that support CTE programs and help develop and support local CTE courses.
- Work with non-profit service providers (e.g., CBOs) that serve secondary schools.
- Obtain funding for the multiple pathways initiative from sources other than existing programs such as ROPs. ROP has an integral role in career path building, and that the multiple pathways effort is about integrating what's best in ROP with what's best in academic preparation.
- Cultivate local and regional allies and champions to speak out and commit to multiple pathways, CTE, project-based learning, and the programs and funding streams that are addressing them.

Aligning Teacher and Administrator Preparation and Professional Development

Multiple pathway programs require teachers and administrators who have the knowledge and skills needed to be effective in a multiple pathways environment.

- *Teacher/Administrator Preparation: what knowledge and skills do new and veteran teachers and administrators need in order to be successful in the context of multiple pathway programs?*
- *How could teacher and administrator preparation and professional develop programs be enhanced to increase supply of teachers and administrators who can work effectively in multiple pathway settings?*

Summary

Participants offered differing opinions about teacher preparation programs.

- Provide teacher preparation programs that offer academic teachers opportunities to earn technical certification. Likewise, provide ROP teachers with support and resources to earn subject-area credentials.
- Rather than require teachers to obtain a variety of credentials, cross training and alignment must happen. Have academic teachers utilize ROCP teachers to provide relevance to academic subject matter. Similarly, ROCP teachers can utilize academic teachers to reinforce academic language.

While these summaries contain highlights from participants' contributions, far more comprehensive information is available in the individual messages.

Thanks to all the enthusiastic participants!