Secondary & Postsecondary Partners

**K-12 Districts**
- Alameda Unified School District
- Albany Unified School District
- Berkeley Unified School District
- Castro Valley Unified School District
- Emery Unified School District
- Hayward Unified School District
- Oakland Unified School District
- Piedmont Unified School District
- San Leandro Unified School District
- San Lorenzo Unified School District
- West Contra Costa Unified School District
- Alameda County Office of Education

**Community Colleges**
- Berkeley City College
- Chabot College
- College of Alameda
- Contra Costa College
- Laney College
- Merritt College
- Cal State East Bay and UC Berkeley are included as unfunded post-secondary partners
# High Quality Grade K-14 Pathways

## Foundational Interventions and Best Practices for East Bay Career Pathways

<table>
<thead>
<tr>
<th>Interventions</th>
<th>K-12 Foundational</th>
<th>Community College Foundational</th>
<th>Ultimate Outcomes</th>
</tr>
</thead>
</table>
| **Greater Structure**         | Equitable access to industry-themed programs of study with rigorous academics (a-g), real-world technical skills, work-based learning, and student supports | Build clearly defined pathways from entry level to certificates, transfer, and degrees with clear entry and exit points. Ensure certificates are stackable in design, “nested” in longer transfer and degree structures, always preparing students for the next step. Provide on-ramps and bridges for underprepared and/or undecided students. | • High School graduation  
• College access and enrollment without remediation  
• College success and degree/certificate completion  
• Employment in chosen career with a living wage |
| **Integrated Instruction**    | Integrated core academics w/CTE, focus on Common Core English, math and Next Generation Science Standards for K-12 | The college has developed contextualized math and English courses. (A best practice, though not a requirement for EBCP). |                                                                              |
| **Early College Credit**      | Early college enrollment/credit courses in pathways                               | Early college credit-bearing courses (using various mechanisms such as articulation, credit-by-exam, concurrent enrollment) in pathways that count towards credential/degrees |                                                                              |
| **Work-Based Learning (WBL)**| Continuum of WBL experiences, project-based learning, and internship opportunities in pathways | Continuum of WBL experiences, project-based learning and internship opportunities in pathways. Campus-based career centers support students in WBL obtainment, career advisement, coordinates with faculty and backbone functions. |                                                                              |
| **Improved Placement**        | Data sharing MOUs – Sharing high school transcripts with CC                         | Improved placement based on use of multiple measures to reduce the need for remediation. |                                                                              |
| **Personalized and Pro-active Student Supports** | Early matriculation: K12 and CC counselors collaborate to help students with college applications and matriculation while in high school; create educational plans, tap career planning tools. | Early matriculation: Community college counselors collaborate with high school counselors in community college matriculation process starting with targeted pathways. |                                                                              |
This year

• Strategic planning for development of multiple pathways
• Improved Placement Data Sharing Agreements & Development of dual enrollment processes across all three community college districts
• All K-12’s reporting to Cal-PASS plus
• Master Schedule Training in six K-12 districts
• ~100 K-12 summer internships brokered by the Workforce Investment Boards
• Multiple credit-bearing summer opportunities for K-12 @ the colleges
• Development of 8 CTE plus English or math courses in all four priority sectors (a-g approved, including development of curriculum)
• Sub-regions developing CTE committees that span K-12 and community college
Next Year

Other news that’s fit to print

• Colleges gain staff to increase work-based learning and employment opportunities for students
• Sub-regional partnerships between employer organizations
• Fabrication labs built in OUSD, teacher trainings
• Math faculty collaborating across HS/CC about the skills gap
• Addition of career-focused counselors, including training of faculty
• Regular HS/CC Counselor meetings locally
• Piloting of dual enrollment

New Pathways

• Biomedical (Albany, Hayward, San Leandro, San Lorenzo)
• Allied Health (Alameda)
• Sports Medicine (Piedmont)
• ICT (Albany, Castro Valley)
• STEM (elementary and middle in OUSD, SLZUSD, WCCUSD)
• Computer Science (Leadership Charter, Piedmont)
• Engineering (Albany), w/ Computer Programming (San Lorenzo)
• Advanced Manufacturing (Alameda USD)
• Administration of Justice (Alameda), Criminal Justice (San Lorenzo)
Strategic Plans

• Local communities of practice that are faculty-to-faculty in CTE and math
• Building of new (or improved) pathways priority areas
• A need for regional systems to support local work
• Scaling of work-based learning in community colleges and high schools
• Attention to sustainability
SUMMER OPPORTUNITIES

Summer Learning for Students & Faculty

For students:
Laney College is offering an Electronic Bicycles Project Program 6/22-7/23:

**FLYER**: Electronic Bicycles Program, Laney 2015

**APPLICATION**: Application_Laney Bicycles Program 2015

Laney College is offering an iDesign Program 6/15-7/9:

**FLYER**: iDesign-ST.2015.Flyer.2015-04-15.pptx (Read-Only)

**REGISTRATION**: http://tinyurl.com/iDesign-ST-2015

Questions: Matt Trocker at matt.trocker@gmail.com / (510) 464-3445

Laney College is offering a Physics for Building Science Program 6/22-7/23:

**FLYER**: PBS Flyer 2015 Laney College

**REGISTRATION**: http://tinyurl.com/laneypbs

Questions: Larry Chang at laneyect@gmail.com or Pamela Wallace at pwallace@peralta.edu
Consortium Directory

To facilitate communication and collaboration, please find here a Consortium Directory.

[ Administrator: Edit ]
Strategic Plans for 2015-16

Colleges and K-12’s have identified goals and plans for the 2015-16 year.

**NORTH CONSORTIUM** (Contra Costa College, West Contra Costa USD) [West Contra Costa Plans](#)

**MID-CONSORTIUM** (Peralta Colleges, Albany, Emery, Piedmont, Alameda, Berkeley, Oakland USD’s) [PERALTA AREA STRATEGIC PLANS](#)

**SOUTH CONSORTIUM** (Chabot College, Eden Area ROP, Castro Valley, Hayward, San Leandro, San Lorenzo USD’s) [CHABOT Area Strategic Plans (K12, CC, ROP)](#)

[Administrator: Edit]
Today

• Look at simulated scenarios with an eye to how we might build interdisciplinary pathways and opportunities for our students to innovate for a highly technical tomorrow

• Sub-regional and R-PAT planning to align plans and clarify both goals and modus operandi for next year

• Networking Lunch

• Executive Committee Luncheon re: Linked Learning Hub of Excellence
Fab Lab Grand Opening @ Laney

- Thursday, 4:00 to 7:00 p.m.

CTE + Math or English Course Dev’t

- See flyer in folder
SPECIAL ACKNOWLEDGEMENTS:

>> Executive Committee, chaired by Chancellor Ortiz and County Superintendent Monroe <<

>> Working Group <<

>> Technical Assistance Team <<

>> Support Staff <<

>> Peralta Team <<
Linked Learning
Pathways to College and Career Success

Gary Hoachlander
ConnectEd: The California Center for College and Career
ghoachlander@connectedcalifornia.org
Education is **not working** for very large numbers of young people.
Our Challenge: A New Approach to Secondary and Postsecondary Pathways

Each year dropouts represent $320 billion in lost lifetime earning potential

While the world has seen revolutionary changes in the last 100 years...
...most classrooms look the same
More math, science, English, and social studies without relevance won’t engage today’s students.
Strong career and technical education alone can’t produce career success
Linked Learning prepares students for college and career, not just one or the other.
Three Critical Steps

1. Begin with **student outcomes**—what do we want students to know and be able to do upon graduating from high school?

2. Design and implement **high quality, comprehensive Linked Learning Pathways** to help produce those outcomes

3. Develop the district, community, and regional **systems** needed to expand and sustain a growing menu of high quality pathways
Linked Learning Components

A comprehensive program of study integrating:

• Challenging **academics** emphasizing real world applications

• **Career-based learning**—three or more courses meeting industry standards; providing certification

• A systemic approach to **work-based learning**

• **Student supports**—academic, social-emotional, college and career guidance, and transportation
Common Pathway Features

• Operate as small learning communities within large schools or as small-themed schools

• Utilize a common set of pathway student learning outcomes to guide and align assessment, curriculum, and instruction

• Blend rigorous academic and career-themed course content through rigorous and relevant standards-aligned projects

• Offer dual-enrollment and dual-credit with college institutions

• Transition seamlessly from secondary to postsecondary
Pathway Choices

America’s 15 MAJOR INDUSTRY SECTORS

- Agriculture and Natural Resources
- Arts, Media, and Entertainment
- Building and Environmental Design
- Education, Child Development, and Family Services
- Energy and Utilities
- Engineering
- Fashion Design, Manufacturing, and Production
- Finance and Business
- Health Science and Medical Technology
- Hospitality, Tourism, and Recreation
- Information Technology
- Manufacturing
- Marketing, Sales, and Service
- Public Services
- Transportation
Austin 9-3-02
Black-capped Chickadee

Black-capped chickadees hang upside down on a branch when they are catching insects. They also eat seeds and berries with their short bills. They have perching feet and they use their tail to balance. They steal woodpecker holes so they don’t have to do the work. They build a nest inside the woodpecker hole and usually lay 6-8 eggs. Black-capped chickadees live in Boise and in the forest. They don’t migrate a lot but some of them migrate south.

By: John

Research Buddy: Max

These cards were created by Kindergarten students from the ANSER Charter School, a public school in Boise, Idaho. They reflect the children’s yearlong study of birds. All proceeds from the sale of these cards will go toward bird conservation and rehabilitation efforts in Idaho.
Lessons from Austin

- High expectations matter
- Success depends on practice and revision to clear standards and with thoughtful direction
- Be an artist, be a designer, be an entrepreneur; don’t pretend
- Learn to produce value, mediated by professionals and market outcomes
- Interact with working adults on real problems and projects
- Focused persistence can trump talent and resources
WANT TO LEARN MORE?
HIGH QUALITY PATHWAYS FOR ALL

East Bay Career Pathways Convening
May 7, 2015

Linda Collins
Career Ladders Project
LCollins@CareerLaddersProject.org
www.CareerLaddersProject.org
HIGH QUALITY PATHWAYS FOR ALL

SYSTEMIC INTERVENTION | PK - 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | STUDENT OUTCOMES
--- | --- | --- | --- | --- | --- | --- | --- | --- | --- | ---
Structure & Sequence | | | | | | | | | | HS Success & Completion
Early College | | | | | | | | | | College Access & Enrollment
Student Support | | | | | | | | | | College Success & Completion
Improved Placement | | | | | | | | | | Employment in Chosen Career
Integrated Instruction | | | | | | | | | | 
Work-Based Learning | | | | | | | | | | 

ConnectEd
The California Center for College and Career

Career Ladders Project
Fostering Educational and Career Advancement for Californians
K-14 Pathway Best Practices
Pathway Development at Contra Costa College

- No strong K-12 curriculum alignment or faculty partnerships
- Small number of ineffectual articulation agreements
- 2000 - Early Childhood Education: statewide efforts to build stackable certificates
- 2006 – First round of Career Advancement Academies
  - Linked classes with contextualized instruction
- 2012 – California Community College Linked Learning Initiative (CCCLLI)
Pathway Development at WCCUSD

Pre-2006: small number of California Partnership Academies

2006-2012: Linked Learning District Initiative – we developed 20 pathways

2013: AB 790 Mentor District

2014: Career Pathway Trust Grant – 880-80 Corridor Consortium
Building Trusting Relationships through CCCLLI

• Agreement to focus on common goals
• Common list of outcomes for students
• Agreement to narrow the gap between the two institutions
• Develop definition of “college ready”
• Agreement to develop systemic interventions
Systemic Impact of early CCCLLI work

- Application and assessment—WCCUSD seniors
- Counseling collaborative meetings
- Communities of practice
- Participation in advisory committees
- Spirit of good will and willingness to innovate
West Contra Costa Unified School District: Graduate Profile

- **Self-Directed Learner**
  - Demonstrates a commitment to the physical and mental health of self and others through interpretation and application of a wide range of health information and practices.

- **Health & Wellness Advocate**
  - Ethnically and thoughtfully employs digital media and technology to analyze, organize and process content to create quality products and performances.

- **Proficient User of Digital Media & Technology**
  - Exercises the rights and obligations of citizenship, engages in the local and global community through application of content knowledge and cultural awareness. Seeks to understand other perspectives.

- **Skilled Communicator**
  - Listens, comprehends, critiques, and communicates effectively by adapting to audience, task, purpose, and discipline. Refines and applies core content knowledge through speaking and writing.

- **Effective Collaborator**
  - Works in teams to share ideas and responsibilities, solve problems, and achieve shared goals.

- **Innovative Thinker**
  - Thinks critically and creatively by making claims, assessing evidence and solutions and draws on multiple perspectives when approaching complex issues and adapting to challenges.

- **Quality Producer**
  - Consistently produces high quality academic and professional products and performances that model reflection and revision, persistence and accountability.

- **Responsible World Citizen**
  - Exercises the rights and obligations of citizenship, engages in the local and global community through application of content knowledge and cultural awareness. Seeks to understand other perspectives.

- **West Contra Costa Unified School District: Graduate Profile**
## Community of Practice

### Linked Learning 2014-2015 Expectations: Where do we want to be by June?

<table>
<thead>
<tr>
<th>Pathway</th>
<th>Site Support</th>
<th>District Support</th>
</tr>
</thead>
</table>
| **OPTIC** embedded as pathway practice.  
  - OPTIC self-assessment completed by Jan. 2015  
  - In process of uploading evidence towards LL certification  
  - Pathway Action Plans updated quarterly and submitted to Linked Learning director annually | • Principal commitment to common planning time (by grade level at minimum)  
  • Site duties do not interfere with collab. time | • Internal Coach support  
  • Some timecard support for work outside of school day |
# Performance Tasks

<table>
<thead>
<tr>
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<th>District Support</th>
</tr>
</thead>
</table>
| **3 Performance Tasks**  
Developed on ConnectEd Studios (1 per grade level); can be embedded in integrated project or as stand-alone performance task. | • Same as above, plus clear commitment to pure cohort scheduling to the degree possible (85% goal)  
• Discuss projects and performance tasks at weekly leads meetings with principal or asst. principal assigned. | • Internal coach support  
• Summer PD (CCRC)  
• Site based PD (CCRC)  
• Lead Teacher CoPs |
## Integrated Projects

<table>
<thead>
<tr>
<th>Pathway</th>
<th>Site Support</th>
<th>District Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Integrated Project*** Per grade level Per Pathway, Per Semester</td>
<td>• Principal commitment to common planning time (by grade level at minimum)</td>
<td>• Coach support</td>
</tr>
<tr>
<td>(ideally with embedded performance tasks)</td>
<td>• Site duties to not interfere with collab. time</td>
<td>• Site PD (CCRC)</td>
</tr>
<tr>
<td>(By End of each semester)</td>
<td>• Clear commitment to pure cohort scheduling (85% goal)</td>
<td>• Lead Teacher CoPs</td>
</tr>
<tr>
<td></td>
<td>• Integrated Project Inquiry</td>
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</table>
Evidence of Growth in WBL continuum

<table>
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<th>District Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence of Growth in WBL continuum</td>
<td>• Site support/assistance with timely approvals</td>
<td>• Internal coach support</td>
</tr>
<tr>
<td></td>
<td>• Identification of “baseline” through WBL inquiry</td>
<td>• WBL Consultant support</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Project Specialist support</td>
</tr>
</tbody>
</table>
Deepening Collaboration through CPT

- **Goal:** Build on the CCCLLI foundation
- **Curriculum alignment and common course content**
- **Faculty-driven collaboration and buy-in**
- **Replicable model that can be scaled**
- **Support from leadership**
Dual Enrollment Pilot

• Multi-high school pilot
  – Junior Year: 2 semester long courses
  – Senior Year: 1 year long course

• Faculty-lead professional development over summer

• Timeline of activities

• MOU & Course Agreements
Public Safety and Law Pathway

• Identified gateway courses

• Pathway to Law School Initiative
  – Partnerships with 6 law schools and State Bar
  – 6 core courses and additional supports

• Cohort model with contextualization

• Community of Practice
Challenges & Next Steps

• Cumbersome enrollment procedures
• Ensuring high school student success
  – Collaborating to provide support services
  – Preparing students for college-level coursework
• CCCCDD Curriculum Institutes
• Replicating model
• Mapping 9-14 pathways
BREAK – 15 minutes

• Then, move into Session II:
  – Group A goes to Scenarios
  – Group B comes to Keynote
AFTERNOON

• NETWORKING LUNCH, 12:00 – 12:30

• EXECUTIVE LUNCHEON, 12:00 – 1:00, rm. 2

• SUB-REGIONAL PLANNING & TEAM TIME, 12:35 – 2:00
  – Chabot College, rm. 8
  – Contra Costa College, rm. 1
  – Peralta Community College, rm. 6

• REGIONAL PATHWAY ACTION TEAMS, 2:15 – 3:30
  – Engineering & Adv. Man., rm. 7
  – Health & Bioscience, rm. 6
  – ICT/Digital Media, rm. 8
  – Public Service & Law, rm. 1