K12 to CC: The Centrality of Local Instructional Relationships in Linked Learning Pathways

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Panelists include:
Hatha Parrish
Director of Federal and State Programs, Centinela Valley Unified School District

Amy Mattern
Dean, Academic Pathways and Student Success, Chabot College
THE FOUR CORE COMPONENTS

- Work-Based Learning
- Comprehensive Support Services
- Career Technical Training
- Rigorous Academics

LINKED LEARNING

#LLCON201
Linked Learning is an Approach

Many Delivery Models

- NAF Academies
- Career Academies
- CA Partnership Academies
- Career Pathways
- Small Schools
- Charter Schools
- P-TECH
- District-Wide Strategy
ACHIEVEMENT BETTER PREPARED FOR COLLEGE CAREER LIFE
HIGHER ENGAGEMENT

RIGOROUS ACADEMICS

ACHIEVEMENT
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 Medic Technology
- Hospitality, Tourism, and Recreation
- Information Technology
- Manufacturing
- Marketing, Sales, and Service
- Public Services
- Transportation
# 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>
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</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 |
<p>| <strong>Integrated Instruction</strong>     | 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). |                  |
| <strong>Early College Credit</strong>      | 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 |                  |
| <strong>Work-Based Learning (WBL)</strong> | 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 attainment, career advisement, coordinates with faculty and backbone functions. |                  |
| <strong>Improved Placement</strong>        | Data sharing MOUs – Sharing high school transcripts with CC                       | Improved placement based on use of multiple measures to reduce the need for remediation.        |                  |
| <strong>Personalized and Pro-active Student Supports</strong> | 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. |                  |</p>
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<tr>
<th>SYSTEMIC INTERVENTION</th>
<th>PK - 8</th>
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<td>Structure &amp; Sequence</td>
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How do instructional faculty, staff, and inter-systems relationships inform Linked Learning design processes?

*From 9-14*
MODELS IN USE

• RPATS
• LPATS
• Advisory Boards
• Others...
• It’s a little like community organizing, except you need buy-in from the top
Meet our Panelists
PANELISTS INCLUDE

• Hatha Parrish
  – Director of Federal and State Programs, Centinela Valley Unified School District

• Amy Mattern
  – Dean, Academic Pathways and Student Success, Chabot College
LPATs at Chabot College

- Public Service and Law
- Health and Biological Sciences
- Digital Media
- Early Childhood Education
- Engineering and Advanced Manufacturing
- Counseling
LPATs at Chabot College: What have they done?

- Local Pathway Action Committees (LPATs) have been active over the past two years in the Chabot - Las Positas District. Originally named the Regional Pathway Action Committees, LPATs have evolved from convenings of original regional groupings to more sustained local networks of Pathway professionals.
<table>
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<th>LPAT Activity</th>
<th>Digital Media</th>
<th>Health and Biological Sciences</th>
<th>Engineering and Advanced Manufacturing</th>
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<tr>
<td>Themed Career Day/College Visit</td>
<td>Participants developed a concept and plan for a regional Digital Media Showcase and Career Exploration Day to be held in April 2017</td>
<td>Health and Biological Sciences – college visit with industry experts and interactive exhibits with faculty hosts</td>
<td>EAM Day (now projected to be an annual event)</td>
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<td>WBL/Early career exploration</td>
<td>Developed a “wish list” of work-based learning that was shared with Eden Area ROP</td>
<td>Eden Area ROP worked with high schools to expand WBL aligned with the health pathways, and used a LPAT session to map desired WBL to pathway outlines</td>
<td>Planned and offered Chabot’s EAM summer course for 11th graders</td>
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<td>Growth opportunities – 2016-2017</td>
<td>High schools individually building pathway curriculum appreciated LPAT networking opportunities to share approaches and lessons learned</td>
<td>Mapped current and desired HBS pathways across the sub-region, as a way of sharing information across districts and identifying opportunities for collaboration and new development</td>
<td>Teachers and faculty understand the process for creating a DE courses</td>
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<td>Themed Career Day/College Visit</td>
<td>Bigger, includes participation from counselors</td>
<td>Bigger, includes all programs offered at Chabot</td>
<td>Bigger, and includes early information re: 11th grade summer engineering course</td>
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<td>WBL/Early career exploration</td>
<td>Built in WBL along DM curriculum</td>
<td>Built in WBL along Health Pathways 9-12, 12-14</td>
<td>Integrated WBL into Pathway courses</td>
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<td>Growth opportunities – 2017 - 2018</td>
<td>Identified and completed articulation agreements that benefit multiple sites</td>
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LPAT: Health and Biological Sciences
Areas of Focus that Emerged (in no particular order)
(see in green specific goals LPAT will work on in convenings this year)

1. Early College Credit
   - Articulation Agreements;
   - Collaborate to build material on a curricular level
   - Concurrent Enrollment
   - Dual Enrollment

2. Pathways Development
   - On-boarding for students
   - Partnerships with industry

3. Professional Development
   - Support Share
   - Out/Information Exchange between counselors

4. Embedded WBL
   - Career Exploration visits
   - Continue to leverage WBL Mapping (Abraham) and work together to make sustainable

Inquiry (spans both categories 2 and 3):
- K12 - Chabot communication & relationships (i.e. A.P.E)
Priorities

→ Plan Industry Conference
→ Expand “Season of Service: Rolling Fast”; currently a fast/creation of media centered on non/violence themes, centered in a Media Academy - has capacity to grow
→ Create opportunities for students to gain professional experience, expanded peer group, and for DM content in the classroom to be validated
→ Develop articulation agreements
→ Build super solid big name partnerships
→ Expose students to:
  ◆ Experts
  ◆ Broad, deep experience
  ◆ Real things in class (relevant projects, speakers, and resources)
  ◆ College and career aspirations
→ Build processes & programs that last beyond the individual (institutions that empower teachers and students to pass on curriculum, knowledge and practice
→ #Legit
Benefits of LPATs

- Opportunity to develop a shared vocabulary
- Sends clear message the faculty (instructional and counseling) input is valued
- Sends clear message that 9-12 and 12-14 instructors and counselors have students and goals in common
- Opportunity to align these goals with those of the District/area, or at least to understand how they all work together
- Participants often see the value in meeting regularly and continue to do so in the next academic year
Students gain career and life skills

Percentage point differences between pathway and comparison students.
CVUSD Highlights

• 10 academies and are working on aligning pathways for all of them.

• One of the academies in their DVMA consortium just started a production company and is getting hired to be photographers/videographers at weddings, and community events!!

• Their Engineering Academy does successful dual enrollment (DE) with El Camino College.

• Their DVMA consortium includes CSU-Dominguez Hills and the three institutions have a culminating art showcase, juried, at the end of the year – students from the 3 institutions get some guidance/feedback from the college professors.
WHAT HAS THIS LOOKED LIKE IN PRACTICE?
Areas of Inquiry

• How have instructional relationships across systems supported your local Pathway design and exploration processes?

• What role(s) do instructional faculty and staff play in building out Linked Learning Pathways?
  – Areas: career technical training; rigorous academics; work based learning; comprehensive support services

• What roles/knowledge may be unique to community college faculty? High school teachers?

• What are key ways administrators can support faculty and teachers? What is the District role?
Thank you!

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