



COALITION FOR MULTIPLE PATHWAYS

Building Awareness Working Group

Thursday, September 4, 2008

Meeting Notes

Participants

Arif Shaikh, UCLA IDEA

Don Daves-Rougeaux, UC Office of the President

Mike Egan, California Department of Education (CDE)

Janet Harden, California Association of Regional Occupational Centers & Programs (CAROCP)

Karen Humphrey, California Postsecondary Education Commission (CPEC)

Mallory Angeli, California Postsecondary Education Commission (CPEC)

Matt Perry, Arthur A Benjamin Health Professions High School

Penny Edgert, California Education Round Table Intersegmental Coordinating Committee (ICC)

and

Gary Hoachlander, Roman Stearns, Jose Hernandez, and Carol Studier

ConnectEd: The California Center for College and Career

Welcome, Introductions, Agenda Review

Carol Studier, Director of Communications for ConnectEd, introduced herself and asked participants to introduce themselves. Gary Hoachlander, President of ConnectEd, emphasized the importance of this working group because multiple pathways means multiple things to multiple people. This group will be instrumental in grappling with terminology and discussing issues. Carol reviewed the agenda

Key Messages

Carol stated that we want clear messages and consistent language. At the last meeting, there were two presentations – one by Daniel Silverman about perceptions about multiple pathways, and another by UCLA IDEA about parents' perceptions of multiple pathways. Karen Humphrey summarized information gathered at the Coalition Launch event. Common understanding is critical. One suggestion was to create a short goals statement. Questions about role of a-g and CTE in multiple pathways. Some assume that this is the reform du jour. Some educators imagine that "this too will pass." Concern about whether MP is a tracking mechanism, when in fact it is intended to avoid tracking. Question about whether CTE and academic course materials can reinforce one another. Question about where counselors fit in. Questions about the *and* in college and career. Interest in MP being *an* answer, rather than *the* answer to improving high schools. Questions about whether MP represents multiple pathways out of high school into postsecondary or out of postsecondary and into career. Parents, in general, were not familiar with the meaning of *a-g*.

Neimand Group found broad, but not very deep support for MP. Need for stories about how MP affects students so that we can see the impact. We also need to clarify to the public the issue of *and* rather than *either/or*. At UCLA IDEA, they convened focus groups of parents with varied racial backgrounds in different geographic areas. Parents like the name *Multiple Pathways*.

What We Mean by MP

Mike Egan asked Matt Perry how his parents perceive multiple pathways and/or the specific program. Matt stated that parents seem to "get it." It's been more challenging to communicate the unique type of instruction to parents of English Language Learners. Penny thinks the term MP is very useful "on the back end" – coming out of high school, but it is confusing "on the front end" (re: the high school program) because it leads to questions about tracking. She thinks we need to be more precise about where the MP

are. Gary clarified that the ConnectEd view is that one industry theme delivered through the four components is a pathway. Health Professions High School (HPHS) is a single pathway, not multiple pathways.

The ConnectEd district initiative will ensure that selected districts provide multiple pathway options to students. Karen tends to think of MP as an instructional methodology. Matt uses the term to describe options for students - multiple pathways into health care. But, Sac City Schools offers multiple pathways through its themed small schools and small learning communities at larger high schools. Roman asked if it is worth paying more attention to our use of "pathway" vs. "multiple pathways." Say what we mean. Karen suggests that we talk about the multiple meanings of multiple pathways. Try to be precise in the context of using the term. What shouldn't be lost is that students have many options when leaving high school. And, when done right, MP provides options without any predetermination about who goes where. Another comment highlighted using "gateways" – a pathway leading to multiple gateways. We may want to talk about the multiple meanings of MPs.

Visuals Needed

As we discuss this, we need to be clear about what is non-negotiable. If we can get some consensus around the key components, we'd be well served. Penny imagines that we could diagram the experience of students at HPHS, with a funnel of narrow exposure and their goals coming in and expanded options coming out. Then, we could add a Sac City USD overlay that shows the pathway programs in other industry themes. Karen agreed that a visual would be helpful. Having a specific construction of a program will be what helps – it doesn't matter which area you do it in. We should separate the instructional model from what the instructional model will do. The last FAQ addresses well the career context for pathways.

Style Guide

Carol reviewed each of the items in the Style Guide. During the review, some clarifications and questions arose:

- P. 1, item 3, 3rd column – "Models *may* include..."
- P. 2, item 1, 1st column – What do we mean by "tools"
- P. 2, item 2, 1st column – Avoid explicit use of UC and CSU. Rather, "...needed for admissions and success in baccalaureate granting institutions"
- P. 2, item 2, 1st column – "offer" comes across as weak. Is it for any/all students?
- Add definition of technical core – i.e., What are the characteristics of a technical curriculum? Avoid the credentialing requirement. Focus on course content and teaching strategies. But, can we do it in a way that also allows for integration?
- Add item related to integration

Mike asked about the audience. The message must be delivered in an appropriate way for the targeted population, considering culture, language, etc. Carol explained that this document is intended for Coalition members to communicate using consistent language. Coalition members can and should feel free to adapt the message for a particular audience.

Comments on FAQ and Fact Sheet

Following review of the FAQs doc, participants had the following comments/suggestions:

- For the question: What are multiple pathways – Use the term "component" rather than "core". Be consistent between documents on such language.
- Clarify term usage – "CTE" vs. "technical core." "CTE" may be too prescriptive. "Technical core" allows flexibility for local programs and districts to adapt courses and models that meet local needs

Video

Following viewing of the video about CTA, participants had the following comments/suggestions:

- What is the target audience?
- It was calming. Showed a safe, fun, interesting school. A normal school.
- Communicates that there is hope.
- Kids are working together and not at rows of desks.

- Made participants want to go to CTA.
- Ana's story was very affecting.
- Parents will want a video with both genders represented/highlighted.
- One video should show students in work environments.
- Should highlight employers excited about program and the skills students exit with. Which organizations want these students once they graduate?
- Show the student on a college/university campus so that parents can visualize them there.
- Include in one video a student taking a college course through dual enrollment.
- Get the video onto Coalition partners' websites

Messaging Opportunities

Due to time limitations, these opportunities will be addressed electronically following the meeting. Specifically, Carol will inquire with participants about publications in which we might include articles about multiple pathways, conferences at which we might offer presentations about multiple pathways, and spokespeople who may be best positioned to deliver key messages.

Media Outreach & Strategy

Jose facilitated a discussion about how the Coalition may manage the messages delivered through the media. What opportunities exist? Should the Coalition establish a media and outreach plan? He has talked with Sandy Close who manages 15 ethnic media publications.

What contacts do we have, both locally and statewide? What opportunities exist? What do participants recommend?

- A media plan should be broad-based and include all possible opportunities (Karen)
- Need to have both a web presence and a web strategy (Karen)
- Consider timing (e.g., weekend vs. weekday stories) (Karen)
- Media and outreach plans need to be integrated (Karen)
- Need a media / outreach calendar based on opportunities such as the start of school, UC admissions release date, etc. (Jose)
- Use PIOs from 8 school districts and the relationships they have with their local media (Penny)
- What would be the benefit of doing a media briefing at one of the demonstration sites? (Jose)
- Deb Kollars (Sac Bee) has done nice work on education; she takes an issue and covers it for a few months. We should cultivate a reporter at a newspaper and get them to spend a day on a campus. (Penny)
- Ethnic press provides great opportunities. They are hungry for stories. (Arif)
- How important are editorial board meetings? (Jose)
- It's important to show data in media reports. Show that these kids can read, write, and do math. (Janet)
- A fact sheet for media must have bullets and graphics accompanied by back up materials should the be interested in more information. (Karen)
- High school success stories have potential for getting attention. Need for features – site visits are good for these. (Karen)
- Identify a speakers bureau to support multiple pathways, including speakers of other languages. People can be on call to talk to reporters, offer quotes, etc. (Karen)
- Editorial boards like to see the local connection (Karen)
- Develop a letter of support signed by college presidents (Penny, Don)
- Use blogs to get the message out (Don)
- Include video on ConnectEd and other web sites (Arif)
- Follow lead of *Campaign for College Opportunity* – event on the lawn of the Capitol, followed by meeting with legislators (Penny)
- Will we have a package of legislation in January? If so, that is a good time to roll out the coalition with the media.

Which Coalition members have substantial media and outreach capacity?

- UCLA IDEA is very interested in communications work.
- The ICC may be able to translate their document on MP into something media worthy.
- Coalition members CTA, UC, CSU, CCC, Chambers of Commerce all have media departments. Work with them.
- Campaign for College Opportunity is a powerful media machine. Talk to them.

Coalition Communications

Carol presented the Coalition web site and asked participants to offer feedback on ways to improve our web presence. Working group members suggested adding the video, once completed. The group also reviewed the email updates that have been sent out regularly to Coalition members and asked if they were sent out with the right frequency, in a useful format, etc. Karen commented that the post-launch email was a bit long but the others were the right length. Members commented that the numbering and bullets and were effective and that keeping the information brief was helpful. They did not want more frequent communications than they were already receiving.

Next Steps

The following items were identified as next steps.

1. Refine Style Sheet and re-distribute
2. Refine FAQs and make language consistent between this and Fact Sheet
3. Develop visuals for working group discussion
4. Contact committee members on whether their organizations can place articles or speak at conferences regarding MP
5. Identify and convene Coalition members who can help to develop a media and outreach plan
 - a. Develop a media calendar with key school/college related dates
 - b. Talk to Campaign for College Opportunity about their media plan
 - c. Discuss preparation for a January media event that coincides with legislation we will roll out and with the next full Coalition convening
6. Finalize a list of targeted organizations for Coalition expansion

Carol announced that the next full convening of the Coalition may be on January 7, 2009 and asked if anyone knew of reasons why that date would not be good. She also suggested October 27 and December 16 as potential future meeting dates for this working group. No one cited conflicts. Carol will send out dates once confirmed.

Adjourn