



COALITION FOR MULTIPLE PATHWAYS

Building Awareness Working Group

Monday, July 21, 2008

Meeting Notes

Participants:

Mike Egan, California Teachers Association
Karen Humphrey, California Postsecondary Education Commission
Hilary McLean, California Department of Education
Mike Patterson, California Teachers Association
Jane Patton, CCC Academic Senate (phone)
Marisa Saunders, UCLA-IDEA (phone)
Daniel Silverman, The James Irvine Foundation (phone)
Susan Tidyman, Career Academy Support Network (phone)
Sue Wilbur, University of California Office of the President (phone)

And

Jose Hernandez, Roman Stearns, & Carol Studier,
ConnectEd: The California Center for College and Career

Welcome and Introductions

Carol welcomed the group, asked participants to introduce themselves, and reviewed the agenda.

Goal and Objectives

After Carol reviewed the working group's proposed goal and objectives, she asked for any additions or modifications. Group members suggested the following changes:

- Add to goal: improve preparation for workforce and economy development
- Add to objectives:
 - clarify misconceptions about multiple pathways (MP)
 - specify labor organizations (and others TBD) in the expand Coalition objective

Presentations Related to Key Messages

Carol articulated that MP is a complex approach to explain with many components and nuances. It's a challenge to get all articulating the same group of principles for the approach, but it's important for success in expanding access to quality programs. Some research has already been done to help us better understand where confusion lies. Daniel Silverman would report on insights from the Neimand Collaborative, Marisa Saunders on UCLA sponsored focus groups, and then the group would review input from Coalition members gathered at the launch.

Highlights from Neimand Collaborative report (Daniel Silverman, Irvine Foundation):

Neimand Collaborative is a Washington-based communications consultant. They did interviews with about 45 California educational leaders. They also analyzed media coverage, including about 500 stories, and did more analysis of about 100 articles that included deeper discussion on CTE.

In general, there is very broad support for MP, but stakeholders' understanding of MP varied (e.g., was not deep); MP is based on rational arguments and "stock" based; we need hard numbers and more emotional arguments and stories. We need to continue saying what MP means, but it is more important to show what impact pathways are having and how they benefit students. This will get the depth of understanding needed.

We are not only talking about getting students through high school, but also into college and other postsecondary options; MP should be communicated as an "and" and not an "either/or"; it is not

simply an augmentation of current goals (e.g., “improved voc ed” or “hands on college prep”), but rather a “third way”.

We need a more aggressive grassroots outreach (e.g., educators, communities, parents, labor, students). We need more public pressure that we can only get through a grassroots effort

Highlights from UCLA-IDEA focus groups (Marisa Saunders)

Lake Research Partners conducted 5 focus groups with parents with school-aged children in Los Angeles and Oakland from distinct racial/ethnic backgrounds. The intent was to test messages and create a messaging platform for the a-g agenda, but also included questions about multiple pathways. Focus groups were organized in three parts: 1) state of public education and high schools, in particular; 2) a-g; and 3) multiple pathways. *For specific findings, see handout from UCLA-IDEA.*

Information from Launch

Carol reviewed feedback from the launch on what participants felt needed clarifying regarding MP. (See Summary of Input from Launch handout) She asked for comments and/or additional misconceptions that should be added to that list. Some comments mentioned at the meeting included:

- Clarify that the approach offers multiple pathways for students *after* high school, not just multiple pathways to get to high school graduation; Is this a pathway to get out of high school or to do something else? i.e., a pathway to work that is not a dead-end job, but rather a gateway to a lucrative career.
- Coalition members are not using terms consistently (e.g., vocational vs. career technical); could create a list or “style guide” of these items for Coalition members to help with consistency (e.g. – use the term “career technical” rather than “voc ed”)
- Many in the CCCs struggle with term “CTE,” – they think it fits for secondary but not postsecondary because there is no integration of material.
- The older generation needs reeducating – need better understanding of “CTE”
- UCLA moved away from using term CTE and used “theme-based” or “career-based” with LA initiative
- Not just an approach for low-income students
- Media reduces all to black and white – they want to heighten conflict to make news. Now they do between academic and voc ed, but the conflict could be elsewhere between pathways and cost for example.

Ideas on Tools and Resources

Carol presented a summary grid listing existing publications related to MP and showed the currently available pieces. Discussion centered on what other tools and resources would be useful for Coalition members who are trying to build awareness of MP. Suggestions included:

- 1 page document or 3-fold brochure on MP that can be handed out at conferences and presentations
- Use of Video to share emotional stories
 - 2 minute video is max for reporters. 5-7 minutes is appropriate for conferences.
 - Important to not only highlight students who experience pathways, but also highlight what learning in a pathway looks like.
 - should be in several languages.
 - www.WhoDoYouWantToBe.com offers testimonials from students – broad range of careers; not all students going to UC, so we cannot continue to design educational programs that expect that outcome.
- Media-oriented packet that gives journalists immediate access to those in the area working in model programs. Include video to add emotional stories; could also send ready-made

version of story with pictures for use by those journalists who don't want to write it themselves (pre-packaged)

- Brand MP with a visual logo that is descriptive of a pathway. Take advantage of the term "pathway."
- "Choice" is a powerful message in education; or "options"
- Get messages from business and college admissions offices that communicates that students coming through these programs are desirable.

Conference Presentations

Carol shared the conference calendar and asked participants to help us think about other potential opportunities. The following conferences were mentioned and should be added to the grid (see Conferences handout):

- Joint Special Populations Advisory Committee (JSPAC), which focuses on non-traditional occupational education in order to expand access to the workforce (Dec 2008, Sacto)
- Conferences with academic teachers, including professional organizations and the California Subject Matter Projects (CSMP)
- UC Counselor Conferences can promote valuable messaging. Roman may assist Sue with some language for her leading comments.
- International Higher Ed Conf. - may include MP materials in the packets for this
- CCC Occupational Conference
- National Career Academy Conference, Jacksonville. May include materials in conference bags

Expansion and Coalition Communications

In closing, Carol drew attention to a list of organizations recommended at the launch that may be targets for expanding Coalition membership and invited participants to send priorities to her or Roman. (see Expansion handout) She also pointed to handouts on the Coalition web site and Coalition email communications and asked attendees to send any comments on content or format to make these more useful. (see Coalition communications handout) The group briefly discussed having longer and/or more frequent meetings since there is much to discuss at the moment. Carol will send out an email with possible dates for the next meeting.