



COALITION FOR MULTIPLE PATHWAYS

Pathway Development Working Group

Wednesday, October 22, 2008

Meeting Notes

Participants

Laurel Adler, East San Gabriel Valley ROP
Kevin Baker, San Bernardino County Superintendent of Schools, Alliance for Education
Jim Blackburn, California State University
Virginia Eves, San Diego Unified School District
Mike Henson, Porterville Charter Academy
Stephen Ladd, Elk Grove Unified School District
Betsy McKinstry, Antelope Valley Union High School District
David Park, International Trade Education Programs
Val Staley, Porterville Unified School District
George Zamora, the California Endowment
And
Penni Hudis, ConnectEd: The California Center for College and Career

Welcome and Introductions

Penni Hudis, Director of Pathway and Curriculum Development at ConnectEd, welcomed all and asked participants to introduce themselves. Penni reminded participants that this would be the first in a series of meetings to advance the agenda of the pathway development work. She also announced that the next convening of the full ConnectEd Coalition will be January 7, 2009 in Sacramento.

Review of Multiple Pathways

Penni reviewed the multiple pathways model and the four core components:

1. **Challenging Academic Core** – Academic courses that prepare students for success in both college *and* career.
2. **Demanding Technical Courses** – A sequence of career-technical education (CTE) courses that help students gain industry-relevant knowledge and skills that are reinforced through related academic courses.
3. **Work-Based Learning** – Sequenced learning experiences that give students opportunities to learn in the workplace through internship, apprenticeship or other related opportunities; these help students draw connections between classroom learning and the real world.
4. **Supplemental Services** – Additional supports that schools provide, such as tutoring and counseling, which helps students achieve at high levels in reading, writing, and mathematics.

Current ConnectEd Curriculum Projects

Penni reviewed the progress of ConnectEd's pathway development work:

- ConnectEd has produced 10 integrated Biomedical and Health Science units that are available on the ConnectEd website. These were produced in collaboration with the National Consortium on Health Science and Technology Education and teams of health science and academic teachers.
- In collaboration with the Education Development Center Inc. (EDC), ConnectEd is producing technical courses in the visual and digital/media arts for multiple pathway programs in Arts, Media, and Entertainment.
- ConnectEd has partnered with the National Academy Foundation (NAF) for a project that also includes the National Action Council for Minorities in Engineering (NACME), and Project Lead the Way Inc. (PLTW). ConnectEd is developing integrated academic units that connect to courses in the PLTW technical sequence.
- In its newest curriculum development effort, ConnectEd is beginning to design curriculum for multiple pathway programs in Law and Justice. This work is also part of collaboration with EDC.
- To support this pathway and curriculum design work, ConnectEd has begun to establish advisory boards for Arts, Media, and Entertainment; Engineering; Health Science and Biotechnology; and Law and Justice.

Other Working Groups

Penni also reported that, in addition to the Pathway Development Working Group, ConnectEd has established a Building Awareness Working Group and a Policy Working Group. The Policy Working Group, led by Roman Stearns, has been meeting regularly in Sacramento over the last few months and has established four policy priorities:

- (1) Teacher, Counselor, and Administrator Preparation and Development
- (2) Alignment with Postsecondary Education and the Economy
- (3) Curriculum & Instruction
- (4) State Endorsement of Multiple pathways

These areas have been the designated foci for the Group's meetings. The Group hopes to use them to inform the 2009 policies of the California legislature.

Key Questions for the October 22, 2008 Meeting

Penni proposed the following key questions for discussion:

1. What is the best way to deliver curricula to teachers and provide professional development for implementing new curricula in the classroom?

As background, Penni described the method ConnectEd has used thus far. We have largely focused on presenting curricula at workshops such as the California Partnership Academy (CPA) Annual Conference and the Educating for Careers Conference. On November 3rd, ConnectEd will conduct a workshop in Los Angeles to help multidisciplinary teacher teams learn how to use integrated curriculum units in the Biomedical and Health Sciences.

One challenge ConnectEd faces is reaching as many teachers and students as would benefit from our multiple pathway curricula. Meeting participants observed that following up with teachers after these workshops is a necessary step to keep momentum going. Another idea proposed was to arrange school site visits as a way to showcase our curricula and interest additional teachers in using these materials.

Mike Henson observed that the professional development (PD) ConnectEd conducted last summer as part of the collaboration with NAF was very beneficial because teachers had an intensive, hands-on experience working directly with the ConnectEd curriculum developers. Kevin Baker agreed that summer institutes would be helpful for San Bernardino teachers and that it would be effective to bring together teachers from several

schools within a region. Another idea was to have a project fair, at which various kinds of curricula could be displayed – some developed by ConnectEd staff and others created by classroom teachers. Having schools apply for a mini-grant (i.e. for \$5,000) would be a way to get people excited about and prepared to participate in the fair, and at the same time to disseminate the curriculum.

Steve Ladd brought up the point that putting new curriculum materials in front of teachers probably is not enough to expand the use of multiple pathways approaches. If curriculum materials are distributed at a workshop, teachers may or may not use them. Therefore, ConnectEd should identify teachers we believe would be likely to use them and seek out these individuals. Also, distributing curriculum materials on a regional basis could be valuable. Regional adoption would demonstrate that there is a growing consensus on pursuing multiple pathways.

In conclusion, participants indicated that the best ways to reach out to teachers for implementing curricula are:

1. Using a workshop as a starting place for a more intensive follow-up.
2. Inviting teachers to visit schools that are using ConnectEd curricula so that they can have a first-hand look at how the materials are being used.
3. Pathway Working Group members hosting site visits at programs in their area for teachers interested in multiple pathways. The following individuals volunteered to pursue this possibility: Laurel Adler, Steve Ladd, Virginia Eaves, Mike Henson and Betsy McKinstry.

Other suggestions and comments on this topic followed. Steve emphasized that the pathway model is significantly different from traditional instruction, and it is vital for teachers to understand what it takes to go from a traditional CTE model to a pathway program. This should be part of ConnectEd's curriculum development work. David Park and Val Staley suggested marketing multiple pathways as a connection to traditional Regional Occupational Programs.

2. What should be the role of industry partners in disseminating ConnectEd curricula?

Mike observed that industry has played a key role in helping to inform implementation of PLTW courses at Harmony Magnet Academy. CalPoly and UC Merced have also helped Harmony teachers develop curriculum.

Steve suggested that industry partners who have helped develop project-based curriculum should highlight these activities on their websites and make them widely available. This could open up industry-to-industry partnerships around curriculum design work.

Penni proposed that since industry partners have promoted, funded, and served on advisory boards for curriculum content, a separate piece of curriculum work explicitly devoted to the role that industry plays should be considered. This new curriculum portal could help teachers who are wondering where to look for industry influence as they develop new multiple pathways programs. It could also help an industry partner who is seeking ideas on how to work with local schools.

3. Do any of you have mechanisms in place for sharing curriculum?

Virginia described two ways in which San Diego USD shares curriculum:

1. One day each semester, there are professional development days which are aligned with standards.
2. There is a Summer Institute which showcases the work of about 100 students and teachers. It allows for student-to-student interaction as well as teacher-to-teacher interaction. At the end of the day, connections are made for those who want to replicate the projects. Project presentations require both core and CTE coursework in order to be displayed at the Institute. The Summer Institute is also very interactive as it allows the audience to vote on the best projects. The next Institute will take place on May 21, 2009. Community colleges have been invited (since many of the courses are articulate). It was suggested that the Institute be announced at the Coalition Convening in January.

Betsy requested ConnectEd's help in coordinating efforts on the concept of multiple pathways and to show how it works within the context of standards and testing.

4. Other issues for pathway expansion:

- Kevin expressed the need to emphasize that developing pathways is not adding more work for teachers, but rather involves introducing new ways of doing the same work. In other words, it is how this message is presented to them that will lead to greater acceptance.
- Budget: There are fewer resources available within current budget constraints.
- How can these changes be funded?

Next Meeting:

The next meeting will involve the following discussion topics:

1. Using current resources to expand multiple pathways.
2. Industry areas to begin work in.
3. FORD PAS project-based curriculum will be shared by Steve Ladd at the next meeting.

It was decided that a conference call will be appropriate for the next Working Group meeting on November 20th; however, future meetings should be face-to-face to allow more in-depth conversation.

Next Steps:

ConnectEd will distribute meeting notes.

ConnectEd will send the save-the-date e-mail invitation for the January 7th convening to participants.