



COALITION FOR MULTIPLE PATHWAYS

Pathway Development Working Group

Friday, December 12, 2008

Meeting Notes

Participants

Laurel Adler, East San Gabriel Valley ROP

Ward Andrus, San Juan High School

Kevin Baker, San Bernardino County Superintendent of Schools, Alliance for Education

Mike Henson, Porterville Charter Academy, Harmony Magnet High School

Hannah MacLaren, Los Angeles Coalition of Essential Schools

Betsy McKinstry, Antelope Valley Union High School District

Robin Mencher, KQED Education Network

David Park, International Trade Education Programs

Laura Silva, Silva & Associates

Val Staley, Porterville Unified School District

Penni Hudis, *ConnectEd*: The California Center for College and Career

Welcome and Introductions

After introductions, Penni reviewed the minutes from the previous meeting and announced some upcoming events. *ConnectEd* is working with 10 California school districts that have received a planning grant from The James Irvine Foundation to develop systems of multiple pathways. For these district teams, there will be four Experiential Site Visits designed for participants to see what multiple pathways and integrated curricula look like in action. Penni explained that these visits are not executed in a traditional site visit format, but are hands-on experiences for participants. They will be engaged with students in classroom work through project-based activities. Val Staley, Mike Henson, and others will be hosting a visit at Porterville USD. On the call, they expressed how vital industry involvement has been in Porterville, and they look forward to the exposure participants will get to a multiple pathways experience. Penni also reminded everyone that the San Diego Summer Institute in May 2009 will be another great opportunity to see integrated project-based learning.

Key Discussion Questions

How can existing district resources be harnessed to expand the use of Multiple Pathways curriculum and instruction?

In Porterville, one way educators were able to apply existing resources was to pilot a multiple pathways approach *within* a current CPA. Specifically, they enriched an existing CPA program by introducing the *ConnectEd* integrated Biomedical and Health Science units that are available on the *ConnectEd* website.

For San Juan High School, Ward Andrus described some methods of extending current resources for a school-wide small learning community:

1. They used the integrated curriculum manual that is available on the *ConnectEd* website.
2. They deployed existing, internal staff as part of a school restructuring. (The district is renovating a 95-year old facility, in addition to upgrading their programs).
3. They employed local bond money.
4. They used Prop 1D money.

San Juan HS focused on using existing facilities in the most efficient and beneficial manner. They selected five pathways and are converting outdated facilities into modern programs that relate to the existing facilities. For example, older shop facilities will turn into transportation and construction trades programs. The cable studio will be used for broadcast media arts. They will also be starting an engineering program, and will continue a culinary arts program that has been around for 20 years. Articulation agreements with local colleges have also been useful, especially as they have facilitated connections to industry.

Penni suggested that a possible site visit to San Juan would be beneficial when these new programs have begun.

Another way in which existing funding has been used to expand pathways is by using a federal SLC grant. At LAUSD comprehensive high schools, educators are strengthening existing NAF and Carl Perkins funded programs, and are starting to make "island" courses into more integrated programs. Betsy added that Antelope Valley has received Title 1 funding that will be used for this work, and they will share their progress as it goes along.

ConnectEd and other organizations, such as the National Academy Foundation, have developed or are developing Multiple Pathways curricula for: Arts, Media, and Entertainment, Engineering, Finance and Business, Health Science and Medical Technology, Hospitality and Tourism, Information Technology, and Law.

On which of the remaining 15 industry sectors should *ConnectEd* focus its near-term pathway development efforts? Why?

Mike would like to see the Agriculture and Natural Resources sector grow. Porterville USD is already working with area partners to develop this sector. They have strong CTE courses, but have not yet married CTE to academic subjects through curriculum integration. With integration, more industry partners could be pulled in. Organic farming and pesticide control are the next generation of farming with a "green" slant. This is especially significant for California. UC Davis and the petroleum industry would also be strong partners in this effort.

David added that environmental academies are creating a lot of excitement. Betsy mentioned a Green Schools Conference she attended that also emphasized this industry area. Therefore, the "green" take, in conjunction with new *ConnectEd* curriculum, could be a very popular direction for new pathway programs.

There will also be money provided by the state for "green" programs. The green idea can be incorporated within several sectors, such as Energy and Utilities, Transportation, Building and Environmental Design, and even Fashion Design, Manufacturing, and Production. Penni also added that CDE is issuing an RFP in mid-January with a due date in March for green academies and programs that focus on renewable energy or greening existing sectors.

In addition, 55 percent of all US cargo comes through California. This suggests strong potential for growth in the Transportation sector and the need for a new curriculum to support transportation-related pathway programs.

Another suggestion would be for *ConnectEd* to pursue a sector that is less technical, such as the Education, Child Development and Family Services, or Fashion Design industries. This would draw in students who are not strongly attracted to technology-heavy sectors.

What kinds of sector choices would capture students' interests? How should we make these choices?

Creating a pathway curriculum that balances a technical focus with creative aspects could be very appealing to students. Consequently, fashion might be a good hook for keeping students engaged and should be considered for new curriculum development.

Another appeal for high school students would be to focus on sectors that offer strong job opportunities when students need to help support their families. The group agreed that it is important to focus on labor market demand and employment opportunities when making choices about developing new curriculum resources. They also agreed it is necessary to look at industries that have postsecondary opportunities, not just jobs. Ward illustrated this point through an example whereby the San Juan HS auto-repair program has an articulation agreement with a local community college. Offering students dual enrollment credit also encourages them to finish college.

Penni asked if working group members thought that the sectors mentioned as areas for expansion should be discussed within the larger Coalition Convening activities. Members thought it would be a good idea to gain input from others to narrow the focus.

Suggestions for topics for the next meeting:

Participants agreed that a face-to-face meeting would be better than a conference call for the next meeting.

Other suggestions:

1. CTE should establish itself as a more secure part of funding with the legislature. How can *ConnectEd* pursue this agenda?
2. The group should revisit the Professional Development issue. How can *ConnectEd* provide more of this needed resource to teachers?
3. Discuss how multiple pathway programs can lead to entry-level jobs and beyond. What are the career opportunities out there, and what is the range/skill level variance? (LEED has a website called careergroups.org, which forecasts the job market and is a good resource for parents).

Penni expressed that she would like input as to whether these meetings are helpful to participants, and she encouraged them to send her an email or phone her.

The next meeting will take place in March 2009.