



COALITION FOR MULTIPLE PATHWAYS

Policy Development Working Group

Tuesday, June 30, 2009

10:00 AM-12:30PM

Meeting Notes

Participants

Mallory Angeli, California Postsecondary Education Commission

Charlie Dayton, Career Academy Support Network

Nancy Farnan, California State University, San Diego

Liz Guillen, Public Advocates, Inc.

Karen Humphrey, California Postsecondary Education Commission

Efrain Mercado, ACT, Inc.

Tiffany Mok, ACLU Foundation of Southern California

George Montgomery, California Association of School Counselors

Andrew Moore, National League of Cities

Joe Radding, California Department of Education

David Rattray, Los Angeles Area Chamber of Commerce

Patricia Rucker, California Teachers Association

Jose Hernandez, ConnectEd: The California Center for College and Career

Gary Hoachlander, ConnectEd: The California Center for College and Career

Carol Studier, ConnectEd: The California Center for College and Career

California District Initiative for Multiple Pathways -Update

Gary gave an update to the group on the grant ConnectEd received from The James Irvine Foundation to work with 10 school districts over the next two years. ConnectEd will re-grant this money. Six districts will receive full implementation grants of approximately \$1.1 million. These districts are: Long Beach, Pasadena, Porterville, Sacramento City, Antioch and West Contra Costa. The primary objective will be to continue system development for the next four to five years for students to have access to six to eight high quality pathways. Issues of choice and transportation will be handled at the district level. The districts will be required to create at least four high quality certified pathways. ConnectEd and other partners, including NAF and CASN, will develop the criteria for this certification. Four districts will receive planning grants of approximately \$125,000 each. They are: Montebello, Stockton, LAUSD 4 and San Diego. The planning grants will help the districts prepare for full-scale implementation.

ConnectEd, in collaboration with the Stanford Redesign Network and the Principal Leadership Institute (of UC Berkeley), have planned a weeklong Summer Institute in Palo Alto for the 10 districts granted money. Oakland Unified will also join this Institute, and has worked out an agreement to pay ConnectEd to help plan and implement pathways in their high schools. The Institute will involve both district and pathway leadership teams to give an overview of expectations for the coming years and allow the teams to collaborate and plan the development of their pathways.

Other districts that have stayed involved are Grossmont, Vallejo and Sonoma. If federal stimulus funding is obtained, then it's likely ConnectEd will also be able to work with these districts.

Status of AB 2648

The status report for AB 2648 is due July 1st. With funding from The James Irvine Foundation, WestEd has helped put together this report. Additional data will be gathered over the next few months. A draft report will be submitted by late September with WestEd's analysis. In the meantime, WestEd is also following up with some district interviews to incorporate into the report.

WIB and WBL Opportunities

\$3 million will be reallocated from the legislature to local WIBs for work based learning opportunities. David commented that for the LA Chamber, ARRA money could be a flow through to WIBs. CTA has been involved with WIBs to ensure that teachers participate, which has the potential to influence the federal government.

National League of Cities

Andrew Moore, a Senior Fellow at the National League of Cities' Institute for Youth, Education, and Families, gave the group an overview of the organization. The organization is meant to support cities and city leaders by reengaging youth, aiding with after school education and co-convening the Alternative High School Initiative (AHSI) with the Bill and Melinda Gates Foundation. They have started over 40 schools that operate independently or as charters. They have worked with New York by providing a range of options for the underserved. They are also working in Indianapolis, Nashville and Newark.

Andrew presented the National League of Cities' brief, entitled "The American Recovery and Reinvestment Act of 2009: Providing Multiple Pathways to Educational Success," which outlines five main ARRA funding streams:

1. School Improvement Grants -for middle and high schools (\$1.2 billion)
2. "Investing in What Works and Innovation" fund –given directly to districts, or organizations collaborating with non-profits
3. Bonding Authority for School Renovation and Modernization
4. YouthBuild –provides funding for those that have dropped out and want to go back
5. WIA Youth Funding –provides \$1.2 billion for youth, including summer programs

To help establish multiple pathways, leadership can be formed in cities by: looking at community needs; using school improvement grants; applying for "What Works" funding; using existing programs; using local bonds; building up relationships between secondary and higher education; and linking to the workforce.

Using ARRA and Ways to Apply

How can the Coalition utilize ARRA? Suggestions were given as to how to work collaboratively on funding efforts. Starting locally with active youth counsels, jointly applying (such as across CPAs), and using industry partners and advisory boards, were all recommended.

The question was raised on what is meant by “proven programs” for innovation funding. It is likely that this could mean showing early results of success or having strong momentum. In absence of showing strides in improving scores on standardized tests, does this narrow the focus back to reading and writing programs? Patricia suggested it might be better to look at practices aligned with standards, not just programs. Andrew encouraged Gary to make the case that innovation funding might be better served by looking at those with a system focus, such as with the District Initiative (which might be more sustainable, even if leadership changes).

CTA has been in conversations with CDE to connect to the Federal Department of Education. As a state, we need to think more systematically and speak to this in conversations with CDE.

What should be the process for getting to the Federal Department of Education? Jose suggested drafting letters to Arne Duncan. Andrew recommended copying key stakeholders or congress members in these letters. However, it is likely that an organization would also need its own contacts there.

For the “Race to the Top” funding, organizations may want to work directly with the state. Applying for this could be done as a consortium, or district by district. Charter management organizations might want to collaborate on their own, since they have different goals than multiple pathways. Andrew suggested it would be advantageous to collaborate across districts or organizations. The RFP should come out between July and September.

There has been a misunderstanding about California’s data structure. The Federal Department of Education is under the impression that because there are two data systems, that they are not linked up to justify compensation. However, the capacity is already there, but the funding is lacking. This setup needs to be explained to the Federal government –that our California data system divides responsibilities between the state and districts for data collection. But the fact that California has statutes in place should help to obtain Federal funding. In addition, with CALPADS beginning in the fall, California will show it has longitudinal data collection practices in place.

Teacher Preparation

Gary posed that ARRA funding might help provide the resources for instructors that have expertise in the formation of technical courses. How can the technical core and academic courses reinforce each other? This should be a good way to frame it, in a way that does not delve too deep into teacher preparation. There is very important technical knowledge and skill within the technical core –it is not just a support for academic learning. Students are engaged to a purpose because the skills have value in and of themselves. Nancy asked if the CTE and academic teachers could be trained together. Currently, there are only four sectors with a focused CTE credential training (including Agriculture, Home Economics and Business). It was suggested that convening universities and workforce development agencies would be a good way to create a template.

Nancy spoke about how the teacher-credentialing program at SDSU has a strong content focus, and is aligned with standards, but through a multiple pathways lens, so it’s not taking anything away from NCLB. This work will also help the districts by preparing teachers before they get into the schools to teach.

Final Thoughts

David offered that the Coalition might want to focus its efforts on ARRA for the short-term. Patricia cautioned that the Coalition should know what policies to focus on for improvement in reauthorization.

Should there be a formalized federal agenda by the Coalition? The Coalition will position itself for a potential innovation grant. A call will be organized for Coalition members that want to work on this.

Meeting Dates

The next Brown Bag sessions between the Policy Working Group and legislative staff are scheduled on the following dates:

1. Friday, July 17th –to focus on Support Services for students (counseling and intervention) and for Professional Development (expectations that the state should tie to certification)
2. Monday, August 14th –to focus on the LAO or Alignment
3. Friday, September 11th