



# COALITION FOR MULTIPLE PATHWAYS

## Policy Development Working Group

Friday, October 3, 2008

### Meeting Notes

#### Participants

Mallory Angeli, California Postsecondary Education Commission (CPEC)  
Marisol Avina, Assembly Education Committee  
Marlene Garcia, System Office of the California Community Colleges (CCC)  
Janet Harden, California Association of Regional Occupational Centers & Programs (CAROCP)  
Erika Hoffman, California School Boards Association (CSBA)  
Karen Humphrey, California Postsecondary Education Commission (CPEC)  
Wess Larson, California State University (CSU)  
Tiffany Mok, ACLU Foundation of Southern California  
George Montgomery, California Association of School Counselors (CASC)  
Christy Moustris, Elk Grove Unified School District  
Joe Radding, California Department of Education (CDE)  
David Rattray, Los Angeles Area Chamber of Commerce  
Lee Angela Reid, Senate Office of Research (SOR)  
Ana Rodriguez, Office of Senator Wiggins  
Patricia Rucker, California Teachers Association (CTA)  
Marisa Saunders, UCLA IDEA  
Mike Seaton, Association of California School Administrators (ACSA)  
Sue Westbrook, California Federation of Teachers (CFT)  
and  
Gary Hoachlander, Roman Stearns, and Jose Hernandez,  
ConnectEd: The California Center for College and Career

#### Welcome & Introductions

Gary Hoachlander, President of ConnectEd, welcomed the new co-chairs of the Policy Development Working Group, Patricia Rucker (CTA) and David Rattray (LA Chamber), who, in turn, asked working group members to introduce themselves.

Roman reminded participants that, at the first meeting of the Policy Development Working Group (July 16), participants prioritized policy areas of focus: (1) Curriculum & Instruction; (2) Teacher, Counselor, and Administrator Preparation; (3) Alignment with Postsecondary Education and the Economy; and (4) State Endorsement of Multiple Pathways. At that meeting, participants decided to hold four meetings before the end of the year, focusing on each of the issue areas. Notes from the previous meetings are available on the Coalition web pages (at [www.ConnectEdCalifornia.org/Coalition](http://www.ConnectEdCalifornia.org/Coalition)). Today's meeting focuses on alignment with postsecondary and the economy. The November 7 meeting will focus on state endorsement of multiple pathways. Following that meeting, a sub-group will review the priorities established during the four issue-specific meetings and present to the working group at its December 12 meeting a proposed policy agenda for 2009-10. Based on that discussion, the agenda will be refined and presented at the next convening of the full Coalition on January 7, 2009.

#### Legislative Update

David Rattray and Jose Hernandez reviewed the results of the 2008 legislative session. David distributed copies of AB 2648 (Bass, Furitani, Carter, Steinberg), which was sponsored by the LA Chamber of Commerce. The bill defines *multiple pathways* in Education Code and requires the CDE to complete a study about the feasibility of expanding multiple pathways in the state. Gary thanked David and the LA Chamber for the

amount of time, attention, and leadership role that they played in nurturing AB 2648 through the legislative process.

Marlene applauded the bill and promoted the expansion of concurrent enrollment as key to the Coalition's efforts to promote policies and practices that support the expansion of multiple pathways. Although AB 1409 (Portantino) did not advance, the System Office of the California Community Colleges has established an internal task force to examine the current status of concurrent enrollment. As such, they will allow the year for the task force to do its work before pushing any additional related legislation. Erika commented that we will need to address the cap on concurrent enrollment.

Pat commented that the Governor vetoed SB 1442 (Wiggins), which would have encouraged use of applied learning when offering supplemental instruction. Lee Angela said that the bill raised attention to the issue and believed that the next attempt will be more likely to make its way through the process.

Jose highlighted a few other bills. SB 890 (Scott), sponsored by a Coalition member, the Campaign for College Opportunity, was signed. The Governor also signed AB 876 (Davis), which allows UC and CSU to showcase their support for career technical education. SB 1251, a Steinberg bill, passed and serves as a reminder that we have a great advocate in the legislature with whom we should plan to work closely in the coming years. Two work-based learning bills, including AB 2078 (Fuentes), were vetoed with a standard message from the Governor that they were not of high priority.

Lee Angela said that the universal support of the legislature for high school reform, generally, and multiple pathways, specifically, was evident by the number of related bills that made their way through the process. Go to the ConnectEd web site (at [www.ConnectEdCalifornia.org/legwatch.php](http://www.ConnectEdCalifornia.org/legwatch.php)) to view final status of the bills that ConnectEd was watching.

Joe Radding added that AVID funding was cut by 10% in the Governor's attempt to balance the budget. Lee Angela commented that cutting funding for AVID increases costs in other areas. We all need to understand the long-term cost benefits of programs like AVID. George noted that Title 5 funding was terminated, leaving the CDE with no staff representing school counselors. This leads to a scenario where there is no oversight for the \$200M for additional counseling (AB 1802).

## **ConnectEd's District Initiative**

Gary reminded participants about ConnectEd's district initiative. With funding from the James Irvine Foundation, up to eight districts will be awarded planning grants of \$125,000 to plan and adopt *systems* of multiple pathways. More than 30 districts were invited to submit proposals, which are due on October 10. Awards will be announced by October 31. Related to today's topic for discussion, selected districts will be expected to pay attention to aligning pathway programs of study with postsecondary options.

## **Review of Policy Ideas and Resource Materials**

Roman reviewed the materials prepared by ConnectEd staff and distributed at the meeting – all intended to stimulate and support the discussion – including

1. The meeting agenda
2. Notes from the previous meeting of the working group
3. A list of policy ideas related to alignment with postsecondary that have been generated through ConnectEd hosted meetings and events (Brown Bag Lunch series, Policy Site Visits, Stakeholder Policy Discussions, etc.)
4. List of multiple pathways related bills from the 2007-08 legislative session that were enrolled
5. Information about the Statewide Career Pathways project
6. Information about UC's Transcript Evaluation Service
7. Information about the Accelerated College Entrance (ACE) program at CSU Sacramento State

## **How Alignment with Postsecondary Relates to Multiple Pathways**

Roman provided a brief overview of the topic. In a multiple pathways approach, programs of study are designed to prepare students for a full range of postsecondary options. In order to do so, postsecondary institutions must work with high schools to (1) clearly articulate expectations, (2) provide academic support to

help high school students meet expectations, (3) align eligibility and admissions policies and practices, (4) pursue course and program articulation, and (5) promote concurrent enrollment.

#### ARTICULATION.

Roman highlighted the ACE program at CSU Sacramento as a good example of how 4-year universities may honor advanced coursework taken during high school and award college credit. Marlene commented that it is difficult for the community colleges to honor each others' articulation agreements because they have different standards.

#### CONCURRENT ENROLLMENT.

Marlene would very much like to eliminate restrictions on concurrent enrollment, but the community colleges need to do further analysis. It makes a lot of sense to focus on issues of alignment and advocate for expansion based on those educational aims. Pat commented that it may be helpful to find out which communities are bumping up against the caps. Lee Angela said that AB 2648 gives us a chance to look at concurrent enrollment in the context of other related pathway issues. Jose added that the caps relate only to summer enrollment, not school year, which is as, if not more, important. Erika said we really need to get a handle on the number of students that take advantage of concurrent enrollment and how many would if there were not caps.

Gary asked if the task force will look at the costs associated to a high school student enrolling in a community college course. An appropriate way to address the analysis would be to calculate the marginal savings to the high school and marginal cost to the college. By doing so, we can establish the net cost of concurrent enrollment. Marlene commented that hopefully we would see a long-term efficiency for the state. Roman added that the combination of short-term costs and long-term savings needs to be presented side-by-side. George agreed that cost is an issue, but student opportunity is also important. Students who are ready to challenge college courses should be able to do so. Perhaps we should consider other alternatives, such as high school teachers instructing college courses on the high school campus.

### **Discussion**

Karen asked how we begin to address the disconnect between high school student readiness to take and succeed in college level courses. Mike commented that there is a fundamental misalignment of the English curriculum, whereby high school standards focus on literature and college placement tests focus on writing. We need to be more creative and align systems. Wess said that this disconnect is what led CSU to initiate the Early Assessment Program. Up to 80% of juniors are now taking the augmented CST in English and more and more schools are offering the associated 12<sup>th</sup> grade English course. Their web site lists all the EAP data. With the passage of SB 946 (Scott) the community colleges will now use the same infrastructure as CSU to implement the community college EAP. CSU and CCC are headed planning to utilize a joint web site to guide students and their college options. Mike has implemented EAP in his district, but is concerned that the data sent by CSU in August is too late to change students' programs. The cycle needs to be moved back. Ultimately, CCC and CSU EAP may influence the course selections of 12<sup>th</sup> graders – i.e., deciding to take a full load of courses rather than a half day. George believes that with 5 years of EAP data, we can have a more informed discussion with K-12 about readiness.

Joe shared that Jack O'Connell led a statewide effort to join the American Diploma Project (ADP) in order to focus on the alignment of high schools with postsecondary and employer needs. Lee Angela reminded us that the Governor and the Sec'y of Education have also signed onto ADP. Gary was invited to co-sign the ADP support letter and be part of the team in order to ensure that the state addresses career readiness as well as college readiness.

As a business person, David is concerned that writing tends to focus on expository writing, but students cannot write a concise letter. He understands the power of alignment between K-12 and postsecondary, but we also need to consider alignment to employer needs. Gary said that part of CA's interest in joining ADP was to struggle with what it means to be ready for "college and career." The work of Achieve to date is very focused on college readiness. The danger is that one concludes that ready for college and career is the same, which he believes is fundamentally wrong. Multiple pathways give us the opportunity to begin to think about alignment between high school and postsecondary and career in some new, important ways. For example, in addition to focus on alignment in English, math, and science, we need to consider one's

proficiency in being able to apply knowledge, work across disciplines, understand systems, be technologically literate, understand applied economics, examine ethics, etc. A list of this sort is largely absent from discussions about readiness for college and career.

What strikes Gary as an interesting opportunity is to engage the professional schools and departments in 2- and 4-year colleges in business, education, medicine/health/nursing, etc. If those departments had a chance to be more engaged in the discussion about what it means to be college ready, the skill set identified may be quite different. George agrees; students need to be ready for life.

Karen has been impressed by the work of the Canadian Work-Life Center, which focuses on life planning. John Merris-Coots (CDE) knows quite a lot about it. In early 1990s, Fresno formed a business education compact that developed a work readiness certificate. It's a local model that may be replicable. Thinking about these broader goals of education requires systems change.

Mike said that ACSA developed a CTE white paper. The paper recognizes that the UC and CSU missions are different. Yet, the default curriculum is the same. He believes that we need to get CSUs to accept their mission. Wess responded that this issue has been debated (i.e., through the DeSaulier bill). CSU's position is that they have worked hard to align with UC so that 4-yr public universities send a single and consistent message about readiness to potential students. He believes that CSU needs to work with UC in getting CTE courses approved for a-g. CTE and a-g courses can be used in tandem to prepare students for college.

### Policy Priorities

David asked each meeting participant to look at the policy ideas presented in the handout, read them silently, and select four that they consider to be of highest priority. He first invited people to ask clarifying questions and/or advocate.

Based on the previous discussion, Gary added an item to the list: "Develop a state framework for determining and measuring readiness for both college and career through multiple pathways and related high school programs." The Partnership for 21<sup>st</sup> Century Skills may serve as a proxy for that list.

Below is a list of the policy ideas that were prioritized by the group.

Policy Recommendations	Priority
Develop a state framework for determining and measuring readiness for both college and career through multiple pathways and related high school programs	14
Increase state's ability to collect longitudinal data in order to evaluate how students from multiple pathways programs fare at UC and CSU	9
Support the expansion of SB 70 funded Statewide Career Pathways project, designed to standardize and regionalize articulation agreements between high schools, ROCPs, and community colleges	8
Encourage improved communication regarding community college entrance requirements and the transfer of college credit for dual enrollment coursework	8
Encourage a-g approval of selected CTE courses and examine the extent to which CTE courses might be recognized in the admissions process	7
Allow integrated rigorous curriculum to count for UC credit as well as industry certification with business/ labor partners	6
Request UC to examine possibility of honoring all coursework in their freshman admissions process, E.g., 1) consider methods to assess ways in which student can apply knowledge and other skills that students have developed, 2) include in application a chance to list courses outside of a-g, 3) add an essay prompt to allow students to elaborate on their learning in those courses	5

## **Next Steps**

- Roman will complete meeting notes, distribute them to participants and post them to the Coalition web site.
- The new co-chairs and ConnectEd staff will plan the agenda for the next meeting on November 7. The topic for discussion is "Statewide Endorsement of Multiple Pathways."