

AB 2648 Multiple Pathways Feasibility Report

Status Report

March 1 – June 15, 2009

Introduction

Background

Effective January 1, 2009, AB 2648 requires the State Superintendent of Public Instruction to develop a report, in conjunction with particular stakeholders, that explores the feasibility of expanding and establishing career multiple pathway programs in California (for a list of these stakeholders and a definition of a multiple pathway program, please see the enclosed copy of AB 2648). The measure requires the report to be submitted to the Legislature and the Governor by December 1, 2009. In response to AB 2648, Superintendent Jack O’Connell established the Multiple Pathways Feasibility Report project.

WestEd was awarded the contract to conduct the feasibility study, and is responsible for key deliverables including a draft status report due June 1, 2009 and a first draft of the final report due September 30, 2009. Superintendent O’Connell is required to submit a status report to the legislature by July 1, 2009. The final draft report will be submitted to the Superintendent on November 1, 2009. Superintendent O’Connell is required to submit the final report to the California Legislature and to the California Governor on December 1, 2009.

Overview of the Report

This Status Report provides an update on all activities related to the Multiple Pathways Feasibility Project undertaken by WestEd from March 1 through May 31, 2009. It begins with a description of the WestEd team, including brief biographies of the key staff assigned to the project. The next section of the report describes WestEd’s activities for launching the project, including participating in the CDE stakeholder meeting, the development of the website and conducting framing interviews. The last section provides a description of the data collection strategies WestEd has planned and completed to date, such as outreach and respondent identification strategies, focus groups and site visits.

The WestEd Team

WestEd assembled a cross-departmental team, with many combined years of expertise in high school reform, to conduct the study and prepare the Multiple Pathways Feasibility Report.

Dr. Fred Tempes. Dr. Tempes is the project’s principal investigator. He will oversee the project, review all drafts before submission and participate as needed in both CDE Multiple Pathways Project Team and steering group meetings. Dr. Tempes is the Director WestEd’s Comprehensive School Assistance Program. In this role, he directs efforts to help low-performing schools and districts design and implement improvement plans as well as professional development programs focusing on quality instruction, assessment and accountability, and English learners.

Ms. Svetlana Darche, M.B.A. Ms. Darche is one of the co-directors of the project. This will involve overseeing each of the tasks, reviewing all documents, and participating in CDE Multiple Pathways Project Team and steering group meetings. She has extensive experience in evaluation, strategic planning, program design, and the building of cross-sectoral collaborations for system change and program improvement in education, workforce development, social services, and criminal/juvenile justice. She recently completed a statewide assessment of career-technical education (CTE) needs in California and the development of California's State Plan for CTE, including the Carl D. Perkins plan set in the context of a larger vision for CTE in California. Ms. Darche has also completed a study funded by The James Irvine Foundation regarding opportunities to expand work-based experiences for students in California, as a means to expand upon classroom curricula and engage students in learning.

Dr. Rose Owens-West. Dr. Owens-West is one of the project co-directors. This will involve overseeing each of the tasks, reviewing all documents, and participating in CDE Multiple Pathways Project Team and steering group meetings. Dr. Owens-West serves as Director of the Smaller Learning Communities (SLC) Project at WestEd. In this role she works with districts and schools to re-design large, comprehensive high schools into smaller learning communities to improve student achievement. She also serves as Associate Director of the California Comprehensive Assistance Center. Her responsibilities include building California's capacity to implement the federal No Child Left Behind Act; supporting those working districts and schools to improve student achievement; and building the capacity of the state and districts to support students with special needs.

Multiple Pathways Project Teams

Since the beginning of the project, WestEd has worked closely with the California Department of Education (CDE) staff in developing the outline and designing and conducting the initial stages of data collection for the Multiple Pathways Feasibility Report. WestEd accomplished the following during this period:

CDE Multiple Pathways Project Team Meetings. The CDE Multiple Pathways Project Team, including CDE and WestEd staff met regularly to discuss the AB 2648 Multiple Pathways Report development process, related activities, logistics, and deliverables. A schedule of the meetings held to date is provided in the chart below, including the dates and topics addressed in each meeting.

Meeting Dates	General Topics
February 20, 2009	Contract process
March 23, 2009	General approach, timeline, protocols
April 13, 2009	Planning for Stakeholder Convening
April 15, 2009	Stakeholder Convening
April 29, 2009	Stakeholder Convening Survey

In addition to the meetings described above, WestEd staff communicated every week with CDE staff via telephone and email to ensure that the work moved forward, and in response to different requests from the CDE staff.

Internal WestEd Multiple Pathways Project Team Meetings. WestEd staff held weekly internal project team meetings and multiple conference calls related to the AB 2648 Multiple Pathways Report project. The staff worked on overall design of the project in addition to designing data collection activities, the development of the website, the Web Dialogue, logistics, and deliverables.

On June 12, the WestEd team held a meeting with all staff and the subcontractors who will contribute to the development of the draft report. The meeting focused on sharing what has been learned thus far from the implementation interviews, key concepts and discussing the first draft of the outline for the report.

Part I. Multiple Pathways Project Start-Up Activities

Stakeholder Convening

To ensure that this important initiative received the benefit of statewide expertise and guidance, CDE convened a kickoff meeting of interested stakeholders and their representatives. This meeting was held on April 15, 2009 in the Board Room of the CDE offices in Sacramento. WestEd contributions to the launching of the Multiple Pathways Project included the following:

- Assisting with drafting the agenda for the stakeholder convening.
- Attending the pre-planning meeting with the steering group.
- Developing an overview of the study and the data collection methodology which was presented by the Principal Investigator Dr. Fred Tempes.
- Developing and distributing a flyer to all participants announcing the Web dialogue and website.

Website

WestEd launched the AB 2648 Multiple Pathways Report website on April 15, 2009. The Website will be used to post background information, to keep stakeholders and the public apprised of the status of developing the report, and to post draft reports for public/stakeholder review and feedback. The website will be expanded over the course of the study with the posting of new information and the creation of a short stakeholder survey to capture demographic and affiliation data on respondents. The website address is: <http://www.wested.org/mpreport>.

Framing/Key Informant Interviews

The framing interviews were designed to help guide the launch of the study, prioritize areas of inquiry, identify existing data, and identify candidates for further interviews.

- Identified key informants for the feasibility study.
- Reviewed key literature, studies, and other background information with regard to each framing interview.
- Prepared interview questions and protocols for each framing interview.
- Interviews completed with the following with additional interviews being scheduled in June and July:

April 2, 2009	Gary Hoachlander	President, ConnectEd: The California Center for College and Career
April 8, 2009	Jack Stewart	President, California Manufacturers and Technology Association
April 8, 2009	Michael Kirst	Emeritus Professor of Education, Stanford University

April 15, 2009	Rick Miller	Deputy Superintendent, Policy Development and External Affairs, California Department of Education
April 16, 2009	Ron Selge	Dean, Career Technical Education, California Community Colleges System Office
April 16, 2009	Don Daves-Rougeaux	High School Articulation Coordinator, Student Affairs, University of California Office of the President
May 5, 2009	Patrick Ainsworth	Assistant Superintendent and Director of the Secondary, Postsecondary, and Adult Leadership Division, CDE
May 7, 2009	Barbara Nemko	Superintendent, Napa County Office of Education

Data Collection Planning and Outreach

From the outset of the project, the CDE Multiple Pathways Project Team and WestEd staff were mindful of the need to hear from a broad sector about the implementation of multiple pathways. Toward that end, WestEd has engaged in a number of strategies to ensure that many stakeholders, educators and interested parties have the opportunity to provide input.

The CDE Multiple Pathways Project Team reviewed and approved all topics and questions for the Web Dialogue. WestEd’s outreach for the Web Dialogue involved sharing the announcement at the stakeholder meeting, posting an announcement on the website and sending electronic announcements/invitations to key statewide networks such as HiNet and MidNet, the Partnership Academy grantees, the county offices of education, and multiple professional organizations and associations. Stakeholders were urged with multiple notices to share the announcements with their constituents. Individuals representing over 150 organizations received this announcement to participate and to forward to their constituents. A listing of the persons/organizations receiving the announcements is provided in Appendix A.

The interviews were planned in consultation with the CDE Multiple Pathways Project Team with CDE reviewing and approving the interview protocols. The group interviews were designed to collect information about multiple pathways from a larger set of educators and stakeholders. They were conducted via phone and in person. The group interviews were designed to concentrate on implementation issues. For example, administrators that are implementing multiple pathways will be asked to focus on identifying solutions to perceived challenges.

WestEd’s outreach for the group interviews/focus groups included the Curriculum and Instruction Steering Committee (CISC) of the California County Superintendents Education Services Association (CCSESA). The county offices of education are an important resource and provide important information on the capacity of the state for implementation of education

initiatives across the state. Two CISC Subcommittees, the Career Technical Education (CTE) Subcommittee and the Secondary Subcommittee, were asked to hold group interviews.

WestEd will also build on the knowledge being generated through ConnectEd's District Initiative. WestEd requested, and ConnectEd has agreed, to review the implementation plans submitted by the districts participating in their initiative. WestEd will also conduct focus groups with the initiative's district coaches and site personnel.

In order to understand barriers to implementation and the conditions under which implementation would be considered feasible, WestEd plans to interview administrators that are not implementing multiple pathways.

During the stakeholder convening, Liz Guillen from Public Advocates/Making Rights Real and Carmen Iniguez from Californians for Justice, emphasized the need to hear from parents and community-based organizations, and offered to assist WestEd by hosting focus groups to encourage participation. WestEd staff contacted Ms. Guillen and Ms. Iniguez to request their assistance in convening participants for group interviews via telephone.

Implementation Interviews

WestEd has conducted interviews to gather information about the implementation of multiple pathways projects. The respondents for these interviews include the following persons:

- Karen Shores, High School Initiatives Office at CDE
- Janet Harden and Steve Pinning (CAROP)
- Dennis Galligani, ARCHES
- Cheryl Carrier, Sandy Middlestedt, and Rick Delano of Ford Partnership for Advanced Studies
- Edmundo Rodriguez, Los Angeles Local District 4
- Jeannie Johnson, Oakland Unified School District
- Patricia Rucker, California Teachers' Association

An interview is also planned with J.D. Hoye of the National Academies Foundation.

Focus Groups/Group Interviews

On May 12, 2009, WestEd staff met with the CISC Career Technical Education Subcommittee and followed up with a group interview via telephone with 6 members participating. WestEd staff conducted an additional group interview with the CISC Secondary Subcommittee on June 8, 2009 via video-conference.

Site Visits

WestEd has conducted four site visits with districts that are participating in multiple pathways initiatives, focusing on specific promising practices within the key multiple pathway component areas. WestEd has conducted the following site visits:

- May 22, 2009 – Petaluma and Casa Grande High Schools, Petaluma, California.

- May 26, 2009 – Long Beach Unified School District, Long Beach, California.
- May 27, 2009 – Porterville School District, Porterville, California.
- June 10, 2009 – Elk Grove Unified School District, Elk Grove, California.

Web Dialogue

WestEd conducted a three-day Web Dialogue May 19-21, 2009 to solicit input from respondents across the state on policies and practices needed to expand multiple pathways. A total of 212 people registered to participate in the Web Dialogue. A breakdown by category of the Web Dialogue registrants is provided in Appendix B. The topics for each day and the number of comments are provided in Appendix C. The Summary of the three days, posted on the site for the Web Dialogue, is provided in Appendix D. The address for the Web Dialogue is <http://www.webdialogues.net/multiplepathways/report>.

Part II. Draft Multiple Pathways Project Report Outline

Introduction

- a. Why are we doing this study? (AB 2648, etc.)
- b. Context (educational and economic)

1. Statewide Vision

- a. What is the vision for graduates of California's high schools for success in the 21st century?
- b. Given that, what is the corresponding statewide vision for California's high schools to ensure that students are prepared?

2. Theory of Change

- a. What have we learned about how to promote sustainable systems change?
- b. What implications does this have for the expansion of multiple pathways programs across the State of California?

3. Definition of multiple pathways

- a. The model put forward in the legislation (4 components, implemented across a district)
- b. Variations on the model that could meet the definition and goals

4. Current status of pathway programs

What do we know about past and current efforts, including partnership academies, the redesign of comprehensive high schools into smaller learning communities and small schools, regional occupational centers, or programs and postsecondary pathway programs such as middle colleges and early college models, that informs us about the implementation of multiple pathways programs?

5. Integrated curriculum. Methods for developing and sharing models of integrated curriculum and instruction.

6. Applied and work-based learning. Strategies for increasing opportunities for high-quality learning based on real-world applications in industry and careers.

7. In-school support. Recommendations for increasing and improving in-school support services.

- a. Support for students' academic achievement
- b. Career guidance and exploration opportunities for students

8. Alignment of curriculum between middle schools and high schools. Methods for improving alignment of curriculum between middle schools and high schools with career instruction, exploration, and counseling for middle school pupils

- a. Ensuring student academic preparedness to enter high school
- b. Ensuring sufficient career exploration to prepare for pathway selection

- 9. Postsecondary linkages.** Methods for improving coordination and articulation between high schools and postsecondary institutions, including, but not limited to, California Community Colleges, the CSU, and the UC
- 10. Structure and time**
- a. Strategies for increasing the course options, instructional time, and options for students to successfully complete courses and graduate from high school
 - b. Opportunities for using technology to address time and structural issues as well as the challenges faced by small and/or rural districts will be included
- 11. Teacher and Administrator Recruitment, Preparation and Professional Development**
- a. Recommendations for increasing the supply of teachers who can teach effectively in a pathway setting
 - b. Recommendations for increasing the supply of site and district administrators who can effectively create and manage schools that are implementing one or more industry focused pathway programs
- 12. Regional coalitions.** Recommendations for supporting regional coalitions in planning and developing programs
- 13. Accountability system.** Recommendations for incorporating new measures into the state's accountability system
- 14. Policy.** Regulations, policies, and practices that need to be added, deleted, or amended in order to promote the development and expansion of multiple pathway programs
- 15. State Leadership**
- a. Assessment of the current capacity of the department for the purpose of maximizing the development of these programs
 - b. Identifying the possible roles and responsibilities of other departments or agencies to assist with developing or expanding multiple pathway programs
- 16. Cost and budgetary implications**
- a. Assessing the cost of multiple pathways expansion, including sustainability issues
 - b. Assessment of the budgetary implications of offering all pupils access to these programs
- 17. Timeline.** A reasonable timeline for the development and expansion of multiple pathway programs.