Welcome!

- Welcome to the Webinar, “College and Career Readiness and Linked Learning,” co-hosted by the National High School Center and the Alliance for Excellent Education
- The Webinar will begin at 3:00 p.m. EDT

Before the Webinar:

- The line will be silent until 3:00 p.m., when the Webinar begins
- All lines will be muted during the presentation.
- If you experience technical problems, please use the chat feature to ask questions, or call 1-800-634-0503
College and Career Readiness and Linked Learning

National High School Center at the American Institutes for Research

Alliance for Excellent Education

June 12, 2012
Second in a series of four National High School Center Webinars that examine major issues and practices associated with college and career readiness (CCR)

Two additional Webinars to be held on each Tuesday in the month of June, from 3:00 pm – 4:30 pm EDT:

- June 19, 2012: CCR and Students with Disabilities
- June 26, 2012: Aligning Resources, Structures and Supports for Actualizing CCR

Registration available for these upcoming Webinars at: http://www.surveymonkey.com/s/Y6KYYFV

Archived Webinars available on National High School Center Web site and YouTube channel
Webinar Agenda

• Opening Remarks/Setting the Stage
  Joseph Harris, Director
  National High School Center
  Jessica Cardishon, Director of Federal Advocacy
  Alliance for Excellent Education

• College and Career Readiness and Linked Learning
  Brad Stam, Vice President
  ConnectEd: The California Center for College and Career
  Jonathan Raymond, Superintendent
  Matt Perry, Director of Secondary School Reform
  Sacramento City Unified School District

  John Snavely, Superintendent
  Cindy Brown, Director of Pathways
  Val Staley, Assistant Superintendent for Education Services,
  Porterville Unified School District

• Questions/Comments
CCR Aspiration and Achievement Challenges

• For every 100 middle grade students
  – 93 plan on going to college
  – 70 graduate from high school and only 44 enroll in college
  – 26 earn a college degree

• Many students going on to college are not prepared
  – Only 25 percent of ACT-tested students were prepared for college-level coursework in English, math, reading and science in a recent study
  – Nearly one third take at least one remedial course
  – Only 57 percent earn a degree within 6 years

• By 2018, 63 percent of jobs will require postsecondary learning
What it means to be college and/or career ready is neither explicit, shared, nor easily measurable.

The mission, organization, structures, and cultures of many high schools aren’t currently designed to support CCR for ALL students.

A wide variety of service providers and implementers are targeting specific components of the broader CCR landscape.
The Multiple Pathways Approach

• Grounded in research by Jeannie Oakes and Marisa Saunders
  – *Beyond Tracking: Multiple Pathways to College, Career and Civic Participation*, (Harvard Education Press, 2008)

• Based on four basic elements
  – College-preparatory academic core that incorporates engaging instructional strategies
  – Professional or technical core
  – Field-based learning and realistic workplace simulations
  – Additional support services
The Federal Landscape

Jessica Cardishon
Director of Federal Advocacy
Alliance for Excellent Education
Federal Landscape

Status of Reauthorization

- The Elementary and Secondary Education Act (ESEA)
- The Workforce Investment Act
- The Carl D. Perkins Act
The Obama Administration’s Blueprint for Reform:

- **Alignment**: CTE programs and needs of the labor market
- **Collaboration**: Secondary schools, institutions of higher education, employers, and industry partners
- **Accountability**: Common definitions and related performance measures
- **Innovation**: Systemic reform of state-level policies and innovation at the local level

**Areas of Interest**

- Funding structure
- Required Partners
- Tracking Issues – Quality, Access, and Measurement Incentives
- Rural programs
Federal Landscape

- Additional Legislation:
  - The Education for Tomorrow’s Jobs Act (Sen. Casey and Rep. Thompson)
  - Possible Amendments to Perkins
    - Linked Learning and Work-Based Learning
    - Alignment with ESEA and WIA (professional development and assessment)

- Bipartisan CTE Caucus

- Department of Education Proposals
  - Project Based Learning
  - ELT
  - Data System
College and Career Readiness and Linked Learning

Brad Stam, Vice President
ConnectEd: The California Center for College and Career

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What is COLLEGE AND CAREER READINESS?
College and Career Readiness
College and Career Readiness

More than Reading, Writing, and Arithmetic

• Knowledge (academic, technical, 21st c.)
• Skills (academic, technical, 21st c.)
• Productive dispositions and behaviors
  – Self-concept, self management, social behavior
• Engagement and “navigational” skills
  – College, workplace, civic life
What is Linked Learning?
High school is not working for very large numbers of young people.
The High School Challenge

- National 4-Year Graduation Rate: 75%
- Wisconsin (highest) 4-year Rate: 90%
- Louisiana (lowest) 4-year Rate: 63%

- Only 25% of graduates are ready to succeed in college and career, as defined by the ACT.
- Over 40% of first year students are in college remediation courses.
California’s Challenge

By 2025, CA will be short 1,000,000 college educated workers unless the current system changes...
1912 - 2012

What Has Changed, Really??

More math, science, English, and social studies – without relevance – won’t engage students
1912 - 2012

What Has Changed, Really??

Strong career and technical education alone can’t produce student success...
1912 - 2012

What Has Changed, Really??

High schools require a new approach for better results...
1912 - 2012

What Has Changed, Really??

We need high schools that link strong academics with real world experience...
1912 - 2012
What Has Changed, Really??

We need high schools that prepare students for college and career, not just one or the other.
Motivation drives engagement

Extrinsic motivators ("carrots and sticks") have limited impact, and can backfire

Intrinsic motivation is based on self-determination and competence

Students try harder when they see the relevance and have choice in how to meet learning goals
Linked Learning Principles

- Pathways prepare students for both postsecondary education and careers
- Pathways lead to a full range of postsecondary and career opportunities
- Pathways connect academics to real world experiences
- Pathways improve achievement of all students
Pathway Components

A comprehensive four-year program of study:

• A college-prep academic core emphasizing real world applications

• A technical core of four or more courses meeting industry standards; providing certification

• Work-based learning activities sequence

• System of student supports – academic, social/emotional, college and career guidance
Common Pathway Features...

- Operate usually as small learning communities, career academies, or small schools
- Blend academic and career technical course content
- Incorporate post-secondary course-taking options
- Utilize project-based, student-centered instruction, rigorous and relevant curriculum, and authentic assessment
<table>
<thead>
<tr>
<th>Level of Assessment</th>
<th>Example of Alignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Outcomes</td>
<td>Effective Communicator</td>
</tr>
<tr>
<td>District Graduate Profile (District Outcomes)</td>
<td>Communicates effectively, orally, in writing, and non-verbally</td>
</tr>
<tr>
<td>School Site ESLRs</td>
<td>Employs appropriate terminology and protocols to perform effectively in health care settings</td>
</tr>
<tr>
<td>Pathway Outcomes</td>
<td>Utilizes correct medical terminology in course projects and presentations</td>
</tr>
<tr>
<td>Course Outcomes</td>
<td></td>
</tr>
<tr>
<td>Project Outcomes</td>
<td>Accurately explains virological properties in presentation on vaccine solution to pandemic project.</td>
</tr>
</tbody>
</table>

**Student Effective Communicator**

- Communicates effectively, orally, in writing, and non-verbally
- Employs appropriate terminology and protocols to perform effectively in health care settings
- Utilizes correct medical terminology in course projects and presentations
- Accurately explains virological properties in presentation on vaccine solution to pandemic project.
Assessing Pathway Outcomes

Pathway identifies/refines graduate outcomes aligned with school and district...

...and designed into projects with authentic products and performances.

...which are then articulated into grade-level benchmarks...

...which are described in high-level rubrics...

<table>
<thead>
<tr>
<th>Outcome 1</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>+</td>
<td>++</td>
<td>+++</td>
<td>+++</td>
</tr>
<tr>
<td>Outcome 2</td>
<td>++</td>
<td>++</td>
<td>+++</td>
<td>+++</td>
</tr>
<tr>
<td>Outcome 3</td>
<td>+</td>
<td>+</td>
<td>++</td>
<td>+++</td>
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</table>
Pathway Choices

15 MAJOR INDUSTRY SECTORS

- Agriculture and Natural Resources
- Arts, Media, and Entertainment
- Building and Environmental Design
- Education, Child Development, and Family Services
- Energy and Utilities
- Engineering
- Fashion Design, Manufacturing, and Production
- Finance and Business
- Health Science and Medical Technology
- Hospitality, Tourism, and Recreation
- Information Technology
- Manufacturing
- Marketing, Sales, and Service
- Public Services
- Transportation
Connecting Industry to the Classroom: Engaging Business Partners

- Mentoring and job shadowing
- Individual and Group Internships
- School-based Enterprise
- Online Extended Learning
- Virtual Apprenticeship
Developing a System of Pathways

District System Development
Align Policy, Structures, and Supports

Site Pathway Development
Multiple Pathway Certification

Inform each other

District System of Linked Learning Pathways
District has model sites and supports all schools in moving toward quality multiple pathways and certification
California Linked Learning District Initiative

• Implementation Districts
  • Antioch Unified
  • Long Beach Unified
  • Pasadena Unified
  • Porterville Unified
  • Sacramento City Unified
  • West Contra Costa Unified
  • Los Angeles Unified, District 4
  • Montebello Unified
  • Oakland Unified

• Additional Alliance Districts
  • 12 Unified School Districts and growing
  • 2 High School Districts and growing
Aligning Systemic Supports

CA Dept of Education, 2010
Our Results

Students in Linked Learning Pathways...

- Pass the CA state graduation exam at higher rates
- Are more likely to score proficient or higher on standardized tests in English, science, and social studies
- Are more likely to complete state university admissions eligibility requirements
- Attend school at higher rates
- Are less likely to drop out and more likely to complete high school
- Earn as much as $2,500 more annually in the eight years after high school graduation, esp. males
Lessons We Have Learned

• Give students choices and access to multiple pathways

• Safeguard equity - pathways must avoid tracking

• Strengthen professional development for teachers and administrators - pre-service, in-service, and credentials

• Support curriculum development - standards-based, real-world, and project-oriented

• Engage industry in effective work-based learning

• Develop better assessments of college and career readiness

• Build accountability on outcomes and delivery
Our Strategic Plan promises that our students will be College and Career Ready

- College Readiness
  - 84% of our students go to College
  - 80% of our college attendees need remediation
  - 20% of our college attendees earn a degree or certificate in six years
  - Our students simply aren’t ready

- The world of work is changing
  - We are committed to ensuring our students are competitive
  - Our parents want our students to be prepared to work on multi-national teams daily (they know what the future will bring)
  - 7 out of 10 of tomorrow’s fastest growing sectors require a bachelors
  - California is facing a 6% workforce short fall in bachelors degrees by 2025 (that’s 1 million jobs)
  - Sacramento needs to catch up to stay viable
SCUSD Graduate Profile - Development

Developed with extensive outreach:

- All K-12 Principals
- All Counselors
- Teachers from every level
- Industry Partners
- Post-secondary Partners
- Intermediate through HS Students
- Parents
  - District Advisory Committee
  - District English Learner Advisory Committee
  - Special Education Advisory Committee
- Academic Office
- Linked Learning Leadership Team
- Partnership for 21st Century Skills granted permission to include their work
How do we assess the profile?

- With help from ConnectEd –
  - We are reformatting our projects to imbed critical thinking and problem solving tasks that truly push students to demonstrate
    - Collaboration
    - Technical Reading
    - Math Modeling
    - Ability to generate written and spoken arguments
      - Backed by research and data
        - Gathered
        - Self-generated

Our work with the Common Core is generating
Two cohorts of educators who can lead this work in the core curriculum
Graduate Profile and Outcomes Development

Porterville Graduate Profile

Graduate Outcomes Statements
- _______________
- _______________
- _______________

District Vision, Mission and Goals

JDAC

Board of Education Approval

Public

Site Councils

Pathway Teams

Pathway Leads

Porterville P8 Coalition

K-12 Teachers

JDAC

Board Of Education

Unexpected Gains
K-12 Culture
After School Programs
Community

Distribution
Publications
Professional Development
Website

Next Steps
Common Assessments
Refining Pathway
Outcomes
Curriculum Development
Instructional Changes
K-12

September 2011
November 2011
January –February
March 2012
Porterville Unified School District

Creating Opportunities: Changing Lives

Our Vision:

PUSD students will have the skills and knowledge to be prepared for college and career and to make a positive impact in a dynamic global society.

Our Mission:

The mission of PUSD is to provide students dynamic, engaging and effective educational experience that prepares them with the skills to be productive citizens in a global society.

Expected Graduate Outcomes:

As a result, all students will develop and demonstrate:

- Critical thinking and problem solving skills
- Cultural awareness and the ability to collaborate with diverse groups
- Technical skills in digital media applications and information management
- Effective communication skills of listening, speaking and writing
- Creativity and innovation
- Leadership, self-management and organizational skills obtained through real world applications and community involvement
- Adaptability, responsibility and ethical behaviors
- The ability to navigate the global world of work and further their education

Adopted by PUSD Governing Board Meeting on March 8, 2012
CREATING OPPORTUNITIES
CHANGING LIVES

YOUTH EXPERIENCING SUCCESS
COLLEGE AND CAREER EXPLORATION IN AFTER SCHOOL

August: Hospitality, Tourism
October: Law, Justice & Education
December: Performing Arts
February: Engineering
April: Environmental Science & Emerging Agricultural Technology
September: Business, Finance, Marketing and Sales
November: Digital Design Mass Communication
January: Health Science
March: Multimedia & Technology
May: Public Service & Review of Favorite Projects

Exploring California’s 15 Industry Sectors through project-based learning
# Porterville Unified

**Effective Communication: listening, speaking and writing**

**DRAFT**

<table>
<thead>
<tr>
<th>Achieved</th>
<th>Progressing</th>
<th>Initial</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Confident, articulate</td>
<td>• Timid, but beginning to participate</td>
<td>• Difficult to understand verbally</td>
</tr>
<tr>
<td>• Ask for help/clarification</td>
<td>• Reserved</td>
<td>• Limited vocabulary</td>
</tr>
<tr>
<td>• Listen attentively</td>
<td>• Teacher checks with them more often</td>
<td>• Becomes frustrated when he/she does not understand</td>
</tr>
<tr>
<td>• Able to restate</td>
<td>• Difficulty responding to statement or multi-step directions</td>
<td>• Illegible writing</td>
</tr>
<tr>
<td>• Write with a purpose</td>
<td>• Does not write with clear purpose</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Specific vocabulary</td>
<td>• Speaks in generalities</td>
<td>• Uses slang or hand gestures</td>
</tr>
<tr>
<td>• Public voice</td>
<td>• Timid voice</td>
<td>• Non-responsive/ shrugs</td>
</tr>
<tr>
<td>• Articulate/ confident</td>
<td>• Loss for words</td>
<td>• Unable to restate</td>
</tr>
<tr>
<td>• Able to participate what was heard + respond with agreement or disagreement with reasons</td>
<td>• Able to restate</td>
<td>• Aversion to writing</td>
</tr>
<tr>
<td>• Writes for different purposes</td>
<td>• Writes with focus, out underdeveloped reasoning or support</td>
<td></td>
</tr>
</tbody>
</table>
ConnectEd
The California Center for College and Career

Transforming today’s education for tomorrow’s economy

www.connectedcalifornia.org
Questions/Comments

Joseph R. Harris, Ph.D.
National High School Center
Closing

Joseph R. Harris, Ph.D.
Director
National High School Center
Upcoming June Webinars

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