



Multiple Pathways Report

CAROC/P Presentation

May 21, 2010



JACK O'CONNELL
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of Public Instruction

Multiple Pathways to Student Success

Envisioning the
New California
High School



A Report to the Legislature and Governor
Pursuant to Chapter 681, Statutes of 2008

California Department of Education
Sacramento, 2010



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AB 2648

- Lead author: Assembly Speaker Karen Bass (Los Angeles)
- Principal co-author: Senate President pro Tempore Darrell Steinberg (Sacramento)
- Sponsors: Los Angeles Area Chamber of Commerce, UNITE-LA
- Enrolled bill signed by Governor Arnold Schwarzenegger on September 18, 2008
- Legislation effective on January 1, 2009

AB 2648 Requires State Superintendent of Public Instruction to:



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- **Develop a report**, in conjunction with a group of stakeholders, that explores the feasibility of establishing and expanding additional multiple pathway programs in California.
- **November 2009**: CDE posts draft report for review and feedback.
- **January 2010**: CDE conducts Sacramento and Los Angeles public input forums
- **May 2010**: Submit the final report titled *Multiple Pathways to Student Success: Envisioning the New California High School* with recommendations to the Legislature and the Governor.



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AB 2648 Report

- Legislative purpose - explore the feasibility of establishing and expanding the multiple pathways model.
- Feasibility is defined as, “something that can be carried out or achieved,” and as, “the degree to which something can be achieved or put into effect.”



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Goals of Multiple Pathways

Pathways be designed to ensure that all students have curriculum choices that will prepare them with the knowledge and skills necessary for:

- Successful career entry immediately after high school
- and*—
- Successful participation and completion of education after high school, including, for example, two- and four-year colleges and universities, apprentice programs, formal employment training, and other postsecondary options

Multiple Pathways Approach



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Four Components

- Rigorous and relevant academic program of study
- Rigorous career technical core
- Work-based learning
- Support systems and services



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Multiple Pathways Findings

- Business, Parents, and Students understand the economic and social imperatives
- The globalized economy is a reality, and we must adapt to remain competitive
- Innovation and knowledge-based economy requires every student to have a higher level of academic skills
- The understanding, use, and application of technologies must become a central feature of the HS experience
- Ensure NO students are lost



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Multiple Pathways Findings

- Erase the historic choice between Postsecondary and Career prep
- Focus funding on performance and not seat time
- Move to a mastery-based system
- Adopt a project or problem-based curriculum and instruction
- Embrace business and community involvement
- Provide work-based learning opportunities
- CTE gives many students the reason to stay in school – relevancy and reality

Recommendation Criteria



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The policy recommendations shall:

- Support local decision making and flexibility to the fullest extent possible.
- Articulate roles of state, regional, and local levels.
- Relate to MP concept within AB 2648.
- Promote innovation and systemic change to improve secondary education, and transitions of students among the segments, including middle grades, postsecondary education, and careers.



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Recommendation Criteria Continued

The policy recommendations shall:

- Be actionable policy recommendations.
- Be aimed at improving outcomes for all students including closing the achievement gaps and reducing high school dropouts.
- Have a foundation within the report.
- Be designed to support success for all students.



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Key Concept

Current System:

Time is the constant and Learning
is a variable

Future System:

Learning is the constant and Time
is a variable



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Recommendations in Ten Areas

1. Purpose and Structure
2. School and Program Finance
3. Accountability
4. Curriculum and Instruction
5. Effective Teachers
6. Middle Grades Transition to High School
7. Student Support
8. Career Technical Education
9. Work-based Learning
10. State Leadership



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Major Concepts

Move the high school system from a seat-time/course completion system to a system where students progress based upon mastery of identified standards and performance benchmarks.

- Change the concept of high school from a four year model to a system where students will graduate when they have demonstrated mastery within a rigorous program of study.
- Mastery and student progress through high school would be measured locally utilizing multiple measures.
- Utilize the current adult education funding to extend the availability of seamless learning opportunities from age 16 and beyond.
- Revise the Ed Code to reflect the purpose of high school is to prepare every student for postsecondary and career success.



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Major Concepts

Change the financing of high schools to an enrollment-based system and tie a portion of the funding to student graduation and retaining students in school.

- Provide a statewide equitable amount of funding per each student enrollment.
- Provide districts capped amounts of incentive funding for implementing dual enrollment/dual credit policies and programs and excelling in other critical areas of performance.
- Extend the school day and school year over a ten year period.



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Major Concepts

Augment the accountability system to foster college and career readiness, increasing of graduation rates, and decreasing the number of dropouts.

- Expand the measures included within the API to include completion of college entrance requirements, career technical education program completion and certification, school graduation rates, and student drop-out rates.
- Develop college and postsecondary readiness indicators and annual targets.



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Major Concepts

Expand curriculum and instruction options to support rigor and relevance within the high school system.

- Require rigorous programs of study and individual learning plans for all students.
- Provide districts the explicit ability to offer synchronous and asynchronous distance learning courses and programs.
- Feature MPs curriculum, assessments, work-based learning models, and in-school support strategies on the Brokers of Expertise website.
- Include interdisciplinary and problem-based learning strategies as a required element within the development of the curriculum frameworks.



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Major Concepts

Improve the conditions to establish and expand MPs

- Create a statewide MPs advisory board.
- Provide start-up grants to schools adopting the MPs methodology utilizing the existing Specialized Secondary Program model.
- Require all schools adopting the MPs model to include rigorous CTE instructional options within each year of high school.
- Provide regional professional development support for MP teachers, counselors, and administrators to improve the use of integrated rigorous curricula.
- Incorporate problem-based pedagogies and other innovative instructional strategies as core competencies for any secondary teacher, counselor, or administrator credential.



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CTE Recommendation Criteria

- Foster CTE and pathways in high schools
- Stabilize CTE/ROCP funding
- Build upon strengths of ROCP
 - Established Infrastructure
 - CTE expertise
 - Business & school district partnerships
 - Ed Code and regulations



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CTE Recommendation Criteria

- Strengthen regionality
- Improve technical assistance and accountability
- Equitably distribute resources
- Ensure that all students have career preparation



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Major Concepts

Consolidate the Career Technical Education (CTE) into a coherent system.

- Modify the Regional Occupational Centers and Programs (ROCP) legislated mission, structure, and functions to provide statewide systemic support to increase school district capacity to offer CTE and to support MPs.
- Establish a required career preparation graduation requirement including mastery of career technical, personal career management, financial literacy, and digital literacy skills.
- Increase opportunities and improve conditions for work-based learning for students and teachers.
- Require one-stop career centers to provide orientation for all high school students.



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RCPA Proposal

*Modify the Mission, Structure, and Functions for
Regional Occupational Centers and Programs.*

- **Modify the ROCP mission, structure, and functions to provide statewide systemic support to increase school district capacity to offer career technical education and to support pathways using the multiple pathways approach.**
 - Change the ROCP name to reflect a new mission, the Regional Career Preparation Authority (RCPA), and utilize existing ROCP funding to reestablish the system.
 - Consolidate the number of ROCPs by restricting the RCPAs to serving regions or counties.



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RCPA Concept Continued

- Provide RCPA governance through a board consisting of the county superintendents and representatives from each school district within the service area appointed by each school district board of education. If a single school district qualifies as a region, the district school board would serve as the governing body.
- Designate the corresponding county office of education, joint powers authority agency, or single school district to serve as the local educational agency for fiscal and administrative purposes, receiving RCPA funds directly from the state.



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RCPA Concept Continued

- Provide school districts from 50 percent to 90 percent funding for each approved CTE course from the RCPA, with the school district providing the matching funding necessary to operate the course. Funding allocations would be made to participating districts in a way that ensures substantially equitable distribution of funds.
- Require school districts upon the establishment of a course, and biennially thereafter, to demonstrate to the RCPA that there is a current or future labor demand for the pathway, each CTE course is part of a viable CTE pathway, there is no unnecessary duplication of the program within the region, there is articulation with postsecondary institutions, and the course meets established administrative and performance standards.



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RCPA Concept Continued

- Require school districts upon the establishment of a course, and biennially thereafter, to demonstrate to the RCPA that there is a current or future labor demand for the pathway, each CTE course is part of a viable CTE pathway, there is no unnecessary duplication of the program within the region, there is articulation with postsecondary institutions, and the course meets established administrative and performance standards.
- Require the RCPA to have a representative business and labor advisory committee to advise the governing board on labor market needs and the curriculum offered across the region.



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RCPA Concept Continued

- Provide professional development and instructional resources through the RCPA to member school districts and coordinate all related business, accountability, and program support functions related to pathways and CTE.



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RCPA Concept Continued

- **Distribute federal Carl D. Perkins (Career and Technical Education Improvement Act of 2006) funding through the RCPAs.**
 - Define RCPAs as meeting the conditions of a consortium under the Perkins Act.
 - Require each RCPA to develop a regional plan guiding the expenditure of Perkins funding within the region.
 - Require the RCPA to prepare and submit annual applications, data, accountability, and fiscal reports to the California Department of Education.



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RCPA Concept Continued

- Distribute all other state and federal career technical education funding through the RCPA system, and provide the associated oversight and support necessary.



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Thank You

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