



SAN DIEGO COUNTY
COLLEGE AND CAREER READINESS
CONSORTIUM

Evaluation of San Diego County College and Career Readiness Consortium's California Career Pathways Trust Program Mid-Project Report

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Section 1: Introduction

We are pleased to submit this Midterm Report for the evaluation of San Diego County’s College Readiness Consortium (“the consortium”), which is supported by a California Career Pathways Trust (CCPT) grant from the California Department of Education (CDE). Led by San Diego County Office of Education (SDCOE), the consortium is implementing sustained, regional pathways programs that link K-12 schools, community colleges, businesses, and other community partners to prepare students for the workforce.

Social Policy Research Associates (SPR) was contracted to conduct a two-year evaluation of the CCPT grant. The goal of the evaluation is to document the implementation of CCPT-funded career pathways programs, how students and consortium members benefited from the grant, and changes in the consortium’s capacity to offer robust career pathways programs across the region. The evaluation is producing three reports: (1) a Year 1 Annual Report; (2) a Midterm Report; and (3) a Final Report. The Year 1 Annual Report was submitted in November 2016, marking the completion of the first year of the evaluation.

This Midterm Report—which weaves together information from multiple data sources to provide a snapshot of the progress that the consortium is making in achieving its goals—builds on the findings from the Year 1 Annual Report. It focuses on changes in the development and implementation of new and/or enhanced pathways, work-based learning opportunities, professional development efforts, and coordination and collaboration among consortium members. We highlight key practices, analyze challenges, and explore factors that affect the progress that the consortium is making in meeting goals. The report’s most immediate purpose is to inform continuous improvement of the CCPT grant implementation, and provide valuable, explanatory context for the evaluation’s Final Report due in February 2018.

Methods and Data Sources

This Midterm Report explores the key practices and lessons that the consortium members have learned from implementing the CCPT grant. Key questions that guided our assessment of the consortium’s progress are summarized on the following page.

EVALUATION QUESTIONS FOR MIDTERM REPORT

- What is the status of CCPT grant implementation in your organization? What pathways have been developed as a result of the grant? What pathways have been expanded or enhanced using grant funds?
- What is the nature of work-based learning opportunities in your district? How do students access these opportunities? To what extent are you using the ePortal system to identify WBL opportunities and connect students to them?
- What regional and/or district wide professional development (PD) efforts have been provided for CTE staff to implement career pathways? What are your top priorities for providing PD in the CCPT-funded career pathways? To what extent are you leveraging other resources to provide PD on career pathways?
- What have been the major successes and challenges to coordinating with partners involved with the CCPT grant?
- What outcomes have resulted from the grant so far?
- What are your plans to sustain the efforts supported by the CCPT grant?

To address these questions, SPR is collecting and analyzing qualitative and quantitative data described below.

Data Source	Description
<p>Qualitative Data: Telephone Interviews</p>	<p>We conducted telephone interviews with consortium members in the spring of 2017. We contacted every member of the consortium to be interviewed. The following is a summary of the telephone interviews that we conducted to inform this report:</p> <ul style="list-style-type: none"> • 16 interviews with school district leaders • 4 interviews with community college staff (3 administrative staff and 1 deputy sector navigator) • 3 interviews with other partners (United Way, Junior Achievement, San Diego Workforce Partnership) <p>These interviews are an important opportunity to understand the development of the CCPT programs, key features of the program model in different districts and schools, and the successes and challenges that members face in program design and implementation. Our understanding of the work being done by community colleges was limited by the high non-response rate among these respondents.</p>

Data Source	Description
Quantitative Data	We analyzed the following data: (1) Professional Learning Survey designed and administered by SDCOE staff, (2) SDCOE-sponsored Professional Learning Opportunity participation dashboard, and (3) districts' work-based learning (WBL) data reported to SDCOE for opportunities provided during Year 2 of the grant.

Remainder of the Report

The remainder of this report presents the key findings from the implementation of the CCPT grant to date.

Section 2. New and Enhanced Pathways: Presents an update on the career pathways design and features, summarizing the degree to which districts and partners developed new and/or expanded pathways through the CCPT grant.

Section 3. Work-Based Learning Opportunities: Provides an overview of the work-based learning opportunities (WBL) available through the CCPT-funded pathways and feedback on the development and role of the ePortal system.

Section 4. Professional Development: Provides a snapshot of the professional development opportunities available to support the CCPT grant-funded pathways—at the district and regional levels—as well as key learnings from those efforts.

Section 5. Collaboration and Partnerships: Synthesizes themes related to the coordination and collaboration among consortium members, including key practices, successes, and challenges.

Section 6. Conclusion: Summarizes the benefits of the grant, feedback on the grant implementation to date, and plans for sustainability.

Each of these sections includes an analysis of outcomes and preliminary findings that will inform the Final Report.

Section 2: New and Enhanced Pathways

The CCPT grant is supporting career pathways in advanced manufacturing, clean energy, and information and communications technology—three of five industry sectors highlighted by the local Workforce Investment Board (WIB) as growth areas for the local economy. The districts were busy in this first year developing new pathways and strengthening and solidifying existing pathways. In this section, we provide an overview of enhanced and new pathways that districts implemented.

Key Findings

Exhibit 2-1 summarizes which districts enhanced existing pathways and/or developed new pathways with the CCPT grant. *It is important to keep in mind that the data on new and enhanced pathways was pulled from qualitative interviews, and thus does not necessarily reflect all activities occurring in each district.*

Exhibit 2-1: New and Enhanced Pathways by District

District	New Pathway(s)	Enhanced Pathway(s)
1) Carlsbad Unified School District	✓	✓
2) Coronado Unified School District	✓	—
3) Escondido Unified School District	✓	✓
4) Fallbrook Union High School District	—	✓
5) Grossmont Union High School District	✓	✓
6) Momentum Learning	✓	—
7) Mountain Empire Unified School District	*	*
8) Oceanside Unified School District	—	✓
9) Poway Unified School District	✓	✓
10) Ramona Unified School District	✓	—
11) San Diego Unified School District	✓	✓
12) San Dieguito Union High School District	✓	—
13) San Marcos Unified School District	—	✓
14) Steele Canyon High School (Charter)	✓	✓
15) Sweetwater Union High School District	✓	✓
16) Vista Unified School District	—	—
17) Warner Unified School District	*	*

*Mountain Empire and Warner USD are missing data because they were not interviewed in this round of data collection.

Note: Data in table reflects what was shared during qualitative interviews, and thus does not necessarily reflect all activities occurring in each district.

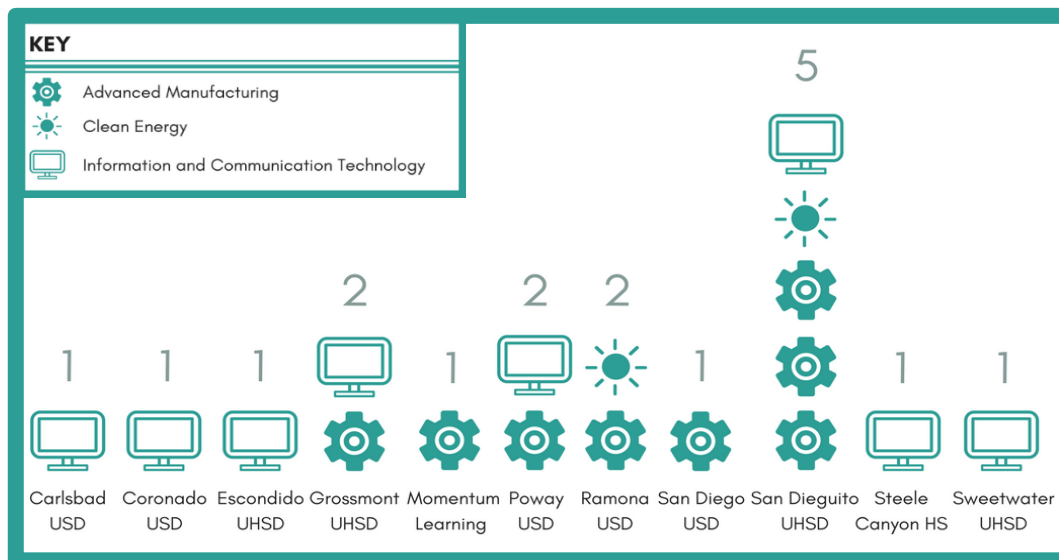
New Pathways

Districts developed **18 new pathways with support from the CCPT grant**. (Please see Appendix A for a list of districts and their pathways and an explanatory or supportive quote from district staff when available). Exhibit 2-2 on the following page summarizes the new pathways developed by each district.

Several key themes emerged from the qualitative interviews:

- **At least eleven districts developed one or more new pathways with the CCPT grant.** One district, San Dieguito, has developed 5 new pathways.
- **The most common, newly-developed pathway is information and communications technology (ICT),** followed by advanced manufacturing and clean energy. Interview respondents remarked that students are generally more interested in the ICT field, so the CCPT grant is allowing them to meet the demands of students.
- **There is a diversity of career pathways within a single industry.** Among the districts that we interviewed, there are six newly-created pathways within the ICT industry, such as computer science, games and simulation, graphic production, and software and systems development.
- **The new pathways are building on existing infrastructures** such as pre-existing courses and/or curriculum. Districts are developing—and in some cases formalizing pathways within existing course sequences—by making use of existing equipment and/or curriculum, combining existing courses, and leveraging staff resources to bring new life to career pathways that are relevant to students and the labor market.

Exhibit 2-2: New Pathways Developed, by Sector and District¹



Source: Qualitative interviews with districts

¹ Data presented in this figure reflect what was shared during qualitative interviews, and thus does not necessarily reflect all activities occurring in each district. Pathways were described by name during interviews, and are grouped into their corresponding industry sector in this figure.

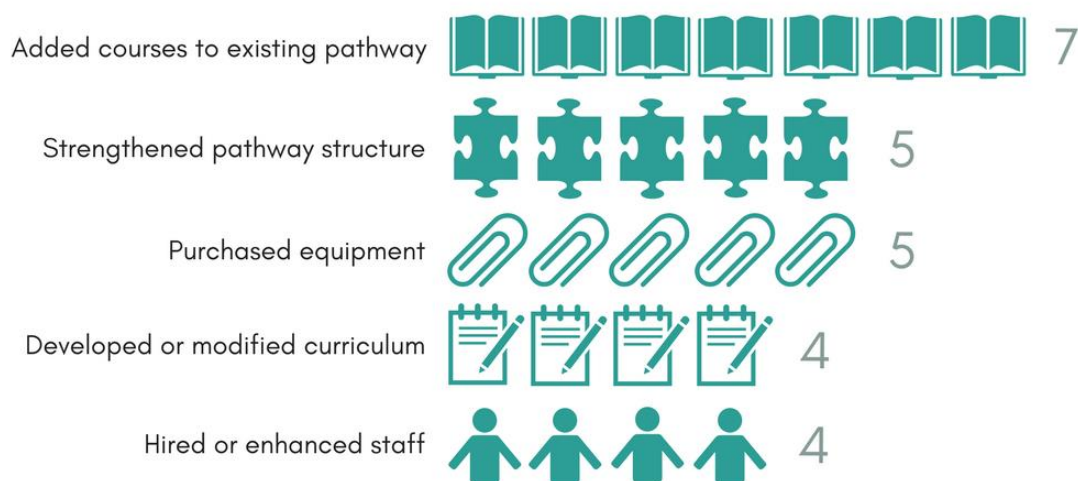
In addition to the new pathways highlighted on the previous page, there are several pathways that are going to launch during the 2017-2018 school year. Coronado USD plans to launch a clean energy pathway and Fallbrook UHSD will be launching a Cybersecurity pathway.

Enhanced Pathways

As shown in Exhibit 2-1, at least 10 districts have used the CCPT grant to **enhance pathways: at least 54 pathway programs were enhanced**. Districts enhanced pathways by adding new courses, buying equipment to increase hands-on learning opportunities, providing additional work-based learning experiences for students (discussed further in Section 3), and providing professional development to teachers and other school staff (discussed further in Section 4). Because work-based learning and professional development are discussed in depth in other sections of this report, this section focuses primarily on curriculum, equipment, and strategic enhancements to pathways.

Exhibit 2-3 shows the number of districts reporting pathways enhancements. Districts who were interviewed but are not included in the counts below or in Appendix A did not yet launch enhanced pathways.

Exhibit 2-3: Number of Districts Reporting Pathway Enhancements²



Source: Qualitative interviews with districts

- **The most common way in which districts enhanced pathways was to add courses to existing pathways.** These courses—such as those within the Project Lead the Way (PLTW) curriculum or more advanced courses—helped to strengthen existing pathways.
- **Districts strengthened the pathways structure by reviewing, aligning, and modifying existing pathways/curriculum to industry and state standards.** Given that the CCPT-funded

² Data presented in this figure reflect what was shared during qualitative interviews, and thus does not necessarily reflect all activities occurring in each district

pathways seek to prepare students for both college and career, districts must provide students with both academic skills and work-readiness skills that enable them to navigate the workplace successfully. This meant districts and community college partners must align their curriculum with state college and career-readiness standards, like the A-G requirements.

- **Districts updated existing pathways by purchasing or updating new equipment**, a strategy reported by at least five districts that were interviewed. Some newly purchased equipment included printers, computers, and software. Having updated and/or new equipment was essential to ensure that the pathway offerings were up-to-date and relevant to industry standards.
- **A small number of districts funded a new staff member or shifted existing staffing** as a strategy to enhance pathways. The staff member was responsible for a variety of tasks, such as raising awareness about pathways, coordinating with the district and school staff, and coordinating WBL opportunities.

Challenges

Respondents identified several challenges to pathway development. Perhaps the most common challenge was not having teachers to teach the pathway courses. A teacher must have a CTE credential to teach a CTE pathway. The goal of building a new pathway often rests on finding the right instructor to drive curriculum and pathway development. Smaller and more rural districts often struggled to hire people for these positions. Respondents also indicated that staff turnover in their schools and districts resulted in decreased capacity to implement new and/or enhanced pathways.

Section 3: Work-Based Learning Opportunities

A primary goal of the CCPT grant is to expand work-based learning (WBL) opportunities for students across San Diego County, by enhancing employer partnerships and strengthening the capacity of teachers to incorporate WBL into their courses. The grant is being used to create a regional online portal (ePortal) to help connect teachers and high schools with specific industry partners and WBL opportunities. Grant funds are also being used to engage intermediaries, such as Junior Achievement and San Diego Workforce Partnership, in brokering relationships between industry partners and teachers and other school staff who are seeking to incorporate WBL into their classes.

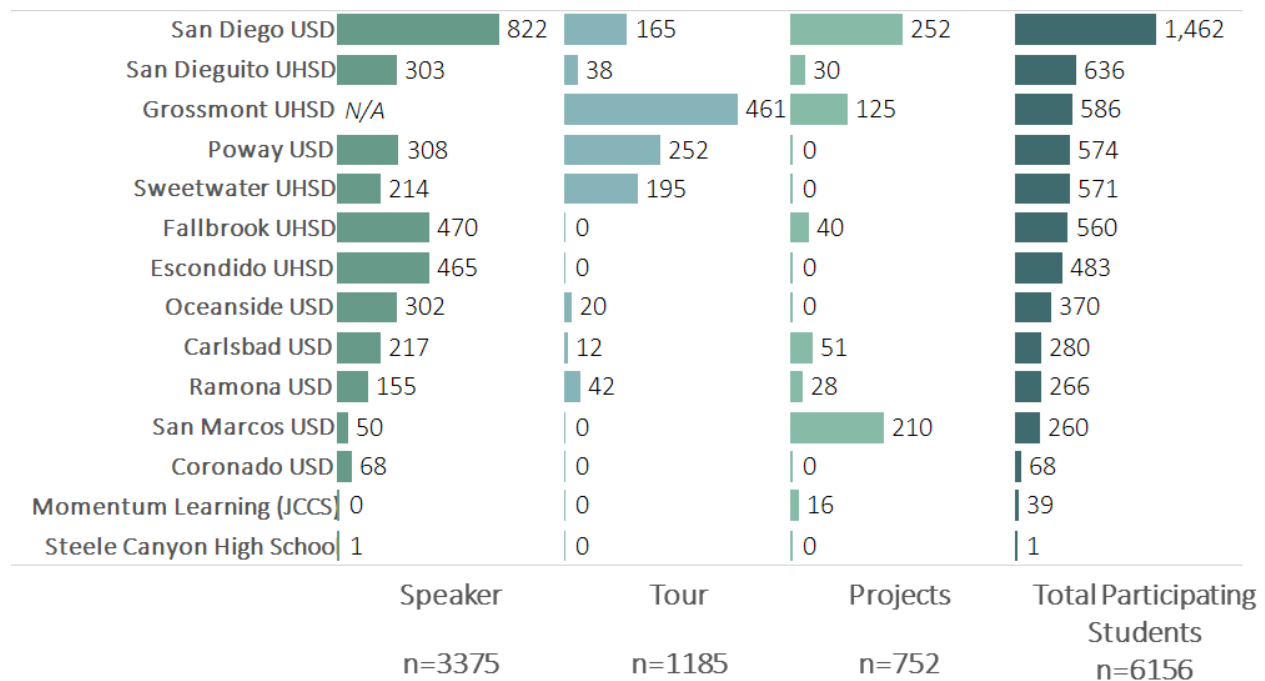
In this section, we discuss key findings on accomplishments and challenges related to WBL in the second year of the grant.

Key Findings

Exhibit 3-1 provides an overview of the number of students that participated in different types of WBL opportunities in Year 2 through April 11 for those districts on whom we have data,

highlighting the top three most utilized opportunities and overall participation. The data that were available for this report included information from 14 of the 17 districts. It is important to note that Grossmont Union High School District, which offers substantial WBL experiences tracks WBL opportunities using their own Google reporting system (because it allows them to track all 44 of their pathways, not just those involved in this grant), and therefore does not have data for all fields drawn from SDCOE’s WBL database³. The other three districts for which we do not have any available data, including qualitative interview data, are Mt. Empire Unified, Vista USD and Warner USD.

Exhibit 3-1: Student Participation in WBL Opportunities as of April 11, by District (n=6156)



Sources: WBL data reported to SDCOE and Grossmont UHSD WBL reporting system

- As illustrated in Exhibit 3-1, there were at least 6,156 instances of students participating in WBL in Year 2 of the grant. Given that the evaluation is missing data for Grossmont students participating in guest speaker opportunities and data from several other districts, the instances of WBL provided by CCPT districts are likely higher. Since students participating in multiple WBL opportunities would be counted for each opportunity in which they participated, the total number of students depicted in the above exhibit may double count some participants.

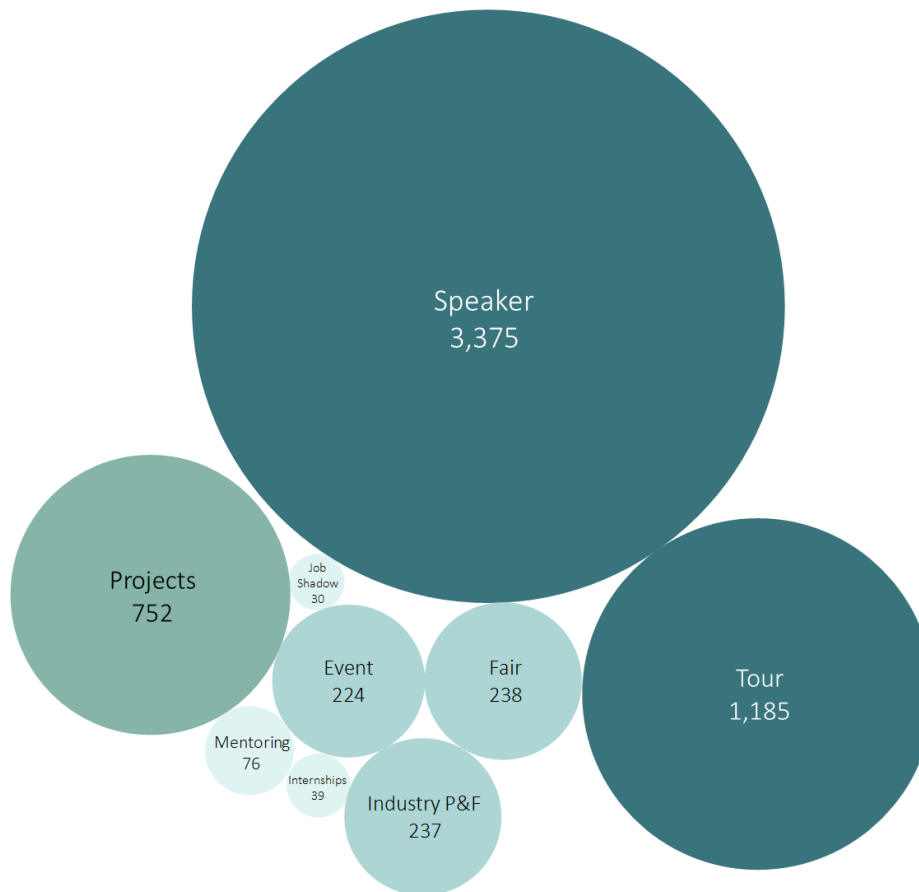
³ The Grossmont UHSD reporting system does not include fields for fairs or industry perspective and feedback, which are included in the SDCOE WBL database. Additionally, though the reporting system includes the number of guest speaker opportunities, it does not include the corresponding number of students participating in these opportunities. Information about the source of WBL opportunities and to which students the opportunities were open are also not provided through this system.

- As shown in Exhibit 3-2, the most commonly attended WBL opportunities were guest speaker events (55%). These were followed by company tours (13%), and projects (11%). The least common experiences were job shadows and internships. Overall, student participation in WBL opportunities generally correlated to the number of WBL learning opportunities provided. This finding is in keeping with the qualitative data, which showed that it was easier for schools and districts to provide one-off opportunities such as guest speakers or job fairs, than paid opportunities like internships.



A guest speaker is easier to get, the tours sometimes aren't too hard to get, but it's hardest for the industry partner to dip their toe into job shadow, mentoring, or an internship.

Exhibit 3-2: Student Participation in WBL Opportunities by Type⁴
(n=5570)

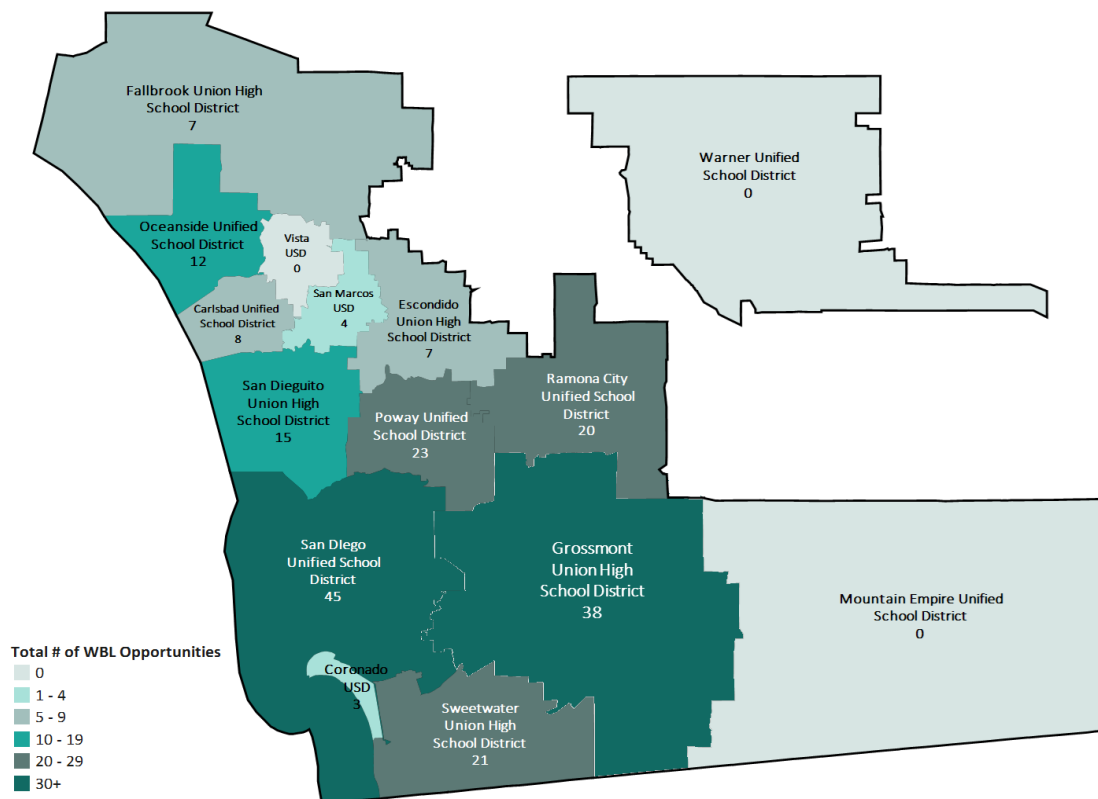


Sources: WBL data reported to SDCOE and Grossmont UHSD WBL reporting system

⁴ WBL data were not available for speakers, Grossmont UHSD (which uses a separate tracking system for WBL opportunities), Mt. Empire Unified, Vista USD, or Warner USD. Due to the format of the data provided, the numbers presented show instances of students participating in each type of WBL opportunity across all districts providing data, and may double count students participating in multiple WBL experiences.

- Based on available data, the most common source for work-based learning opportunities was an “on-going relationship” (42%) or pre-existing relationship between the district or school and the industry partner. Personal connections, through a teacher or student, accounted for another 9% of opportunities, while fewer opportunities were reported as having been identified through a district’s advisory committee (6%). In Year 2, approximately 18% identified the ePortal as the source for the opportunity and an additional 5% indicated that they received referrals directly from Junior Achievement, where data was also likely drawn from the ePortal. Although several respondents emphasized that the ePortal is developing into an important resource for the region, most indicated that the system is not quite what it needs to be to be truly useful for teachers and industry partners.
- As shown in Exhibit 3-3, San Diego USD offered the most WBL opportunities, followed by Grossmont UHSD and Poway USD. The districts that were most likely to identify and place students in WBL opportunities already have a strong tradition of providing WBL opportunities to students and stronger capacity at the district level to support teachers in placements. Staff from smaller and more rural districts continued to describe lack of capacity as a key challenge.

Exhibit 3-3: Number of Work-Based Learning Opportunities Offered by District⁵



Sources: WBL data reported to SDCOE and Grossmont UHSD WBL reporting system

⁵ WBL data were not available for Mt. Empire Unified, Vista USD, or Warner USD. Based on qualitative interview data and discussions with SDCOE staff, there were assumed to be zero WBL opportunities for Mt. Empire Unified, Vista USD, and Warner USD.

- **WBL opportunities are generally open to all students enrolled in a specific pathway or course.** A clear majority (88%) of WBL opportunities were open to all students, while 9% were open to some students. The remaining 3% consisted of teacher visits, teacher selected students, or a single student initiating an internship opportunity. In interviews, only three districts said that they restricted WBL access. In two cases, this was only for internships. Ramona provided only eleventh and twelfth grade students with WBL opportunities, and required that these students have a minimum GPA in core curricular classes.



All of our students that participate in career pathways courses have the opportunity to participate in work-based learning. This year, specifically, we have provided opportunities for classes to go and visit [work] sites. We provided transportation and then pay for a sub for teachers so that the classes can visit specific sites.

- **The CCPT grant allowed at least nine districts to create new WBL opportunities for students.** Interview respondents from Carlsbad, Poway, San Dieguito, and Sweetwater said that they were able to offer company tours for grant funded pathways for the first time because of the CCPT funding. Coronado is using the grant to pilot a three-year career sequence for their digital arts program, which includes career training, job shadow, and an internship. San Marcos, Sweetwater, and Ramona are offering a range of new WBL opportunities, including job shadows. Meanwhile, San Diego has been able to incorporate WBL opportunities into additional high schools. Districts that did not create new opportunities were generally able to expand the opportunities that were previously available to more students.



Work-based learning is nothing new [to our District], but what the grant has provided is just different opportunities that we have not been able to present to our students in the past, and through the three intermediaries, they have brought different opportunities, mostly company tours to our students.

- **Most respondents expressed optimism about the ePortal’s potential moving forward, even while worrying about its sustainability.**

Several district staff indicated that the ePortal is at a pivotal turning point in its development in that it is just getting fully populated. The use of intermediaries in this second year has helped district staff navigate the new system and they are now looking forward to being able to use the system more independently. One district staff person said it has been a useful tool for them to know when teachers in CCPT pathways are requesting WBL opportunities.



What [our District’s teachers] are so excited about with the ePortal is just that it makes it easier on them because they’re so busy making sure they have their lessons done and everything else that they don’t have the time or necessarily the resources to go out and start looking for companies and finding a contact person.

Challenges

Respondents highlighted the following as key challenges in providing WBL opportunities for students:

- **The ePortal has taken more time to get off the ground than many stakeholders expected.** Feedback on the ePortal varied significantly among the districts and intermediary staff. Some district staff reported that they use the ePortal system “consistently,” whereas others reported that they have not yet used it. In general, however, respondents indicated that they feel that the system has a lot of “potential” and that it is just starting to be useful. Sustainability is, however, a common concern: two districts indicated that they were not going to train their teachers on the system because they were not sure that it would be sustained after the sunset of the grant.



[The ePortal] is coming along. It has taken a lot longer than I anticipated it would to get it to function the way we need it to function, but at the same time, I understand that... we realized we needed functionalities that we didn't know we needed at the beginning.



My teachers' time is very valuable. Do I want them focusing on instructional practice or do I want them getting into a system and learning a system that eventually may go away? Do I want them spending time on a system that may not even have anything... that meets their students' needs?

- **Because the ePortal has taken time to develop, stakeholders have had to develop parallel strategies and systems to reach the goals of the grant.** One consortium intermediary member said that, because the ePortal lacked key functionality to “accept a request” from teachers, staff have had to rely on Basecamp to manage teacher requests. Districts described that they have generally submitted requests “manually” and others indicated that requests through the ePortal have been ignored. At least two districts developed their own strategies for tracking WBL because they couldn't rely yet on the ePortal system.
- **Teachers who have not previously supported WBL opportunities need significant coaching to define what types of WBL experiences they are looking for.** One respondent reported that they needed to spend a great deal of time reaching out to teachers for additional information on the type of WBL they are seeking. District staff also noted this difference, as teachers who are less comfortable with incorporating WBL are less “invested” in making the ePortal and CCPT grant successful.



I would say that people who are already early adopters, are early adopters [in building in WBL with CCPT] because they're already invested... Trying to get on board the people [who are not early adopters is more challenging]. They don't reach out, because they don't have time or they just don't think about it or they haven't had the courage to do it. They're not marketers by trade. They're teachers that need a lot of support.

- **Internships are particularly valuable, but also difficult to identify and incorporate into programs.** At least four respondents highlighted the challenge of finding quality internships for students. One respondent felt that this was largely due to child labor laws and the need to get students work permits. One respondent said that “kids really need a lot of experience before they can go out and get those internships.” Others felt that the industry areas covered by the grant, particularly in the case of advanced manufacturing, did not lend themselves to internships given safety concerns.
- **District staff in north and east county report that geography continues to make it a challenge for them to access WBL opportunities.** Although one respondent was excited about the opportunity to connect with employers that are outside of their immediate area, two felt that WBL opportunities continue to be “mid-county” or “south county,” making it difficult for north county or east county districts to take full advantage of them. One respondent described, “there is no way we can get our kids to a San Diego-based opportunity. It’s just not possible.”



If you look at the ePortal, there are very few internships that are posted there... As a general statement, both as an educator and a parent, I think... there’s just not enough opportunities for young people to fill all the demand for either paid work experience or internship opportunities, particularly in the high skill... industry sectors that we are trying to target.

Section 4: Professional Development (PD)

Another important goal of SDCOE’s CCPT grant funds is to “support career pathway programming county-wide through professional development for teachers and counselors, curriculum development and industry engagement.”⁶ Through professional development (PD), consortium members—school districts, community colleges and community partners—provide teachers, counselors, and other CTE staff with the knowledge and skills needed to develop integrated curricula and connect students to WBL opportunities, and other services that guide students to a career in their chosen pathway. The telephone interviews collected information about PD opportunities available, and SDCOE’s Professional Learning Survey identified preferences for PD activities. These data show that since receiving the CCPT grant, SDCOE and consortium members have made progress in their ability to offer a diverse range of PD opportunities tailored to their local contexts. The types of PD opportunities available varied widely and differed at the district and regional levels, which we describe below.

⁶ Grant announcement downloaded from <http://www.cde.ca.gov/nr/ne/yr15/yr15rel45.asp> on 5/1/17.

Key Findings

District Level

All districts that we interviewed said they provide PD in many different topical areas, including those focused on the CCPT-funded pathways. PD was not limited to these pathways, however, as districts reported that it was important to build capacity of all CTE teachers, not just those teaching in the CCPT-funded pathways.

We asked interview respondents about the range and types of PD available for the CCPT grant-funded pathways. At the **district level**, staff reported ongoing and discrete professional development opportunities. Some of these opportunities included trainings on pathways development, curriculum development on industry specific pathways, and related courses such as Project Lead the Way (PLTW), game simulation, and information technology. Examples of other PD efforts are as follows:

- **Approximately nine districts reported sending CTE teachers and counselors to conferences focused on career pathways.** These included, for example, a CTE conference, a PLTW conference, and an auto conference in Las Vegas. One district leader described,



We've been able to provide tons of different resources and trainings for professional development for our teachers and our staff, which has really helped us to increase that knowledge and awareness of pathways.



[Our teacher] went to either one or two three-day trainings on how to use this new software for 3D rendering of objects. And he thought it was fabulous. And that really enhanced his class tremendously because now with the new software that they have, he would know how to work it, and then teach the kids how to work it. Otherwise part of the program would be useless because he didn't have training on how to use it.

- **Districts provided opportunities for CTE staff to learn from peers in other districts and schools.**

At least two districts participated in inter-district trainings to increase their knowledge and understanding of career pathways. A staff member from a small district was invited to attend trainings at Grossmont, which made the district staff member feel part of a team working to enhance her computer science program. In addition to participating in PD activities organized by the districts, district leaders and school staff established a sense of collegiality and developed close working relationships with one another.



[District staff] have really opened up to me with computer science. [They] invite me to the webinars, their professional development pullout days and things like that. It kind of makes me feel like I'm part of a team even though I'm the only person here at the school that teaches computer science.

- **At least two districts reported providing externships for teachers to increase their understanding of specific pathways and industry standards.** At one district, the district leader said, “We're really trying to encourage our teachers to get more recent industry experience so we're encouraging externships.” At this district, the CTE teachers are participating in externships in the manufacturing and culinary industries.



With externships, we're just getting teachers out there to learn more about the industry and to give them the kind of bigger, broader picture of what we're trying to accomplish with the pathways programs.

- **PD opportunities supported teachers' lesson planning around pathways and regular meetings with each other at the school site and/or during regular consortium meetings.** During these sessions, district leaders and CTE staff explored ways to create new curriculum content, discuss project-based learning strategies, and WBL opportunities.

Regional Level

Exhibit 4-1 summarizes the participation in regional-level PD efforts. At the **regional level**, PD opportunities focused on capacity building across the region. These trainings were geared towards CTE teachers, counselors, and others working to strengthen career pathways. A sample of training efforts described by respondents included the following:

- **ePortal.** The majority of the districts that we interviewed reported that at least one teacher and/or staff member from their schools has attended training on the ePortal, which many reported was well received.
- **Project-based learning.** The consortium sponsored training on project-based learning delivered by the Buck Institute. This training was well received by those who attended. Attendees said it was “very useful” and that they got “some fantastic materials from the training.”
- **Integrated curriculum.** Furthermore, the consortium provided trainings on integrating curriculum for career pathways. These efforts were also well received by districts, who praised SDCOE for leading the way on planning and organizing this effort and other professional development efforts for the region. As one respondent said, “We learned about how to integrate across curriculum. Like how to integrate math with programming or how to integrate English with Art.”
- **School Counselor Leadership Conference.** This conference focused on counseling techniques, college and career readiness, and equity and access. Several respondents remarked on the importance of providing PD to counselors because of the counselors' critical role in guiding students to make informed choices about their careers. As one



All teachers were trained to use the ePortal...it makes it easier on them because they're so busy making sure that they have their lessons done and everything else that they don't have the time or necessarily the resources to go out and start looking for companies and finding the contact person...So I think it really helps them in being able to...go to one database that will list what possibilities there are for them.

district staff member described, counselors need to be included in PD efforts “to make sure that they understand the different pathways that we have and to make sure that they're placing students in the right classes.” Another district concurred:



Counselors are one of the main people that are getting the kids into the pathways. What we found out is, if they're left out of the equation, no kids are going to get that growth. It's really important to make them part of all of this and keep them up to date on the pathways.

- **Finally, three districts sent 7 staff members to a training on Recruitment and Marketing.** This session was for counselors and administrators and was focused on how to promote pathway programs.

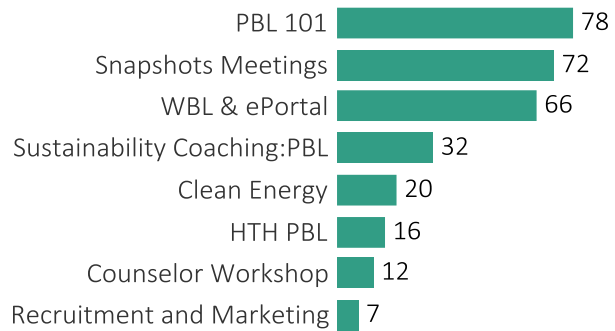
Exhibit 4-1: Participation in Regional Professional Development (PD)

Number of Events Attended by District

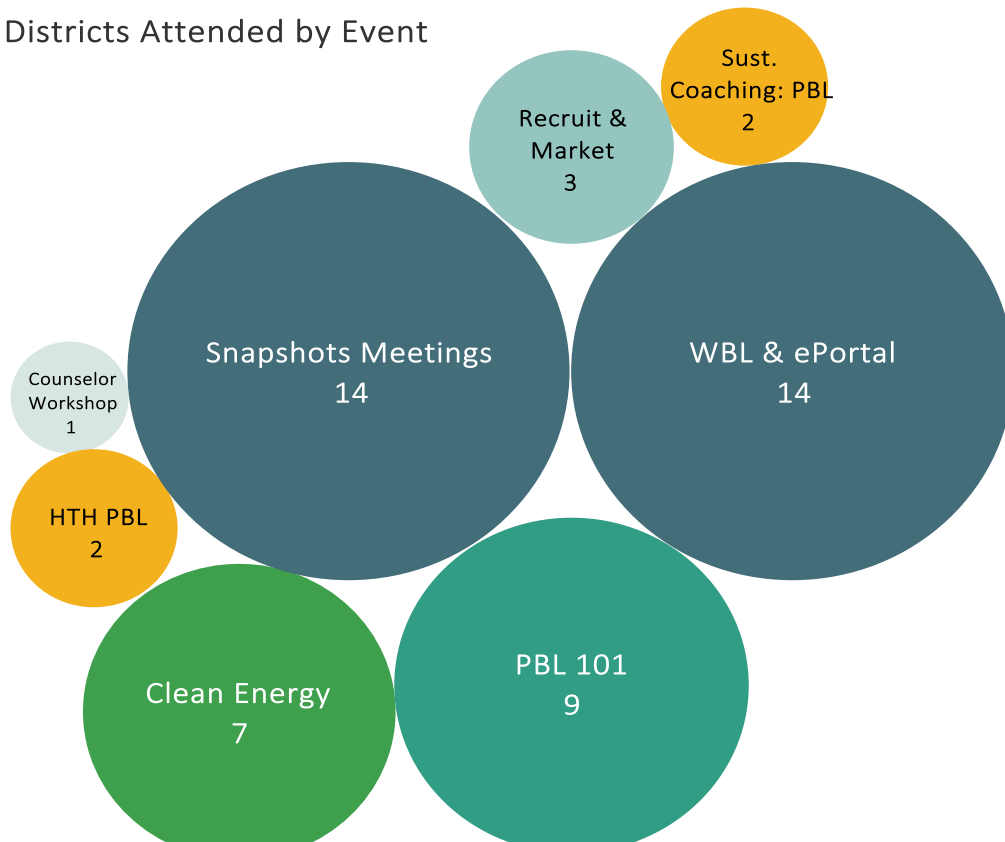
- 6 ■ Carlsbad
- 5 ■ Grossmont, Momentum Learning
- 4 ■ Poway, Sweetwater, Vista
- 3 ■ Fallbrook, Oceanside, Ramona, San Dieguito, Steele Canyon
- 2 ■ Coronado, Mountain Empire, San Diego Unified, San Marcos
- 1 ■ Escondido
- 0 ■ Warner

 **303**
TOTAL
ATTENDEES

Number of Attendees by Event



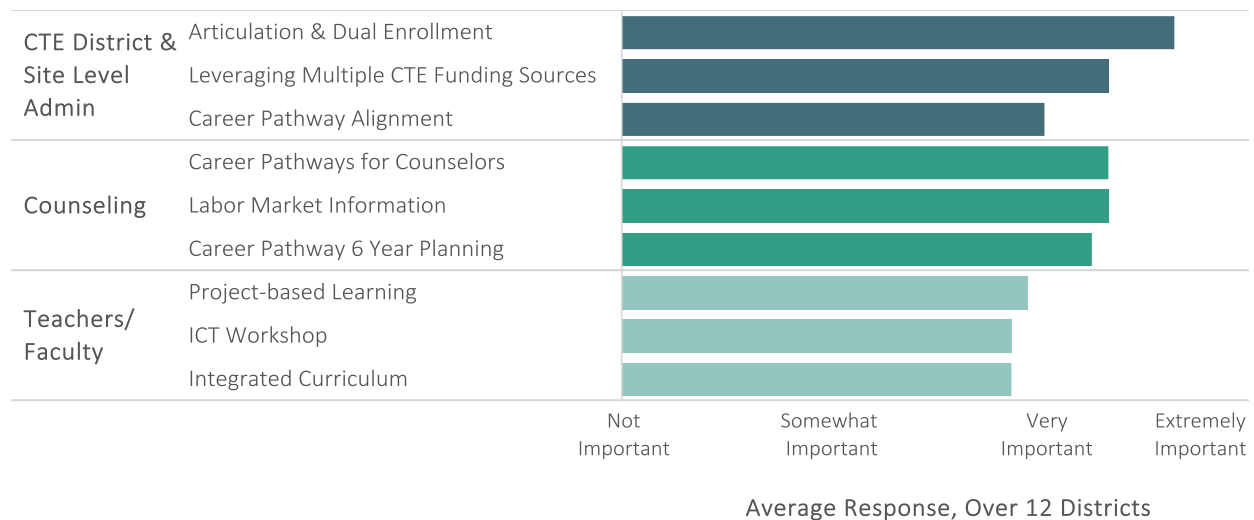
Number of Districts Attended by Event



Source: SDCOE-sponsored Professional Learning Opportunity participation dashboard

In addition to these specific PD activities, SDCOE and consortium members designed and administered the Professional Learning Survey in Spring 2017 to identify priorities for professional development. The survey identified potential training topics to be offered to each type of staff involved in the grant (counselors, administrators, and teachers/faculty). The respondents were asked to rate the level of importance for a particular PD topic, ranging from “not important,” “somewhat important,” “very important,” to “extremely important.” We coded the responses with a numerical value ranging from 1 (“not important”) to 4 (“extremely important”). These values were then averaged across the 13 survey respondents representing 12 districts,⁷ to determine the overall importance of each PD topic. The PD topics displayed in Exhibit 4-2 show the three most important PD priorities for each type of staff involved in the grant.

**Exhibit 4-2: Top Three PD Priorities by Type of Staff
(n=13)⁸**



Source: SDCOE Professional Development Survey, Spring 2017

As shown in Exhibit 4-2, PD priorities differed by type of staff involved in the CCPT grant. Consistent with the interview data, these results highlight the need for counselor-focused PD within the context of the CCPT grant and CTE generally. Teachers and faculty identified fewer topics than others as very important or extremely important. The top three topics considered important for teachers and faculty were project-based learning, ICT workshop, and integrated curriculum.

Interview respondents articulated some clear lessons learned about PD efforts at the district and regional levels. These include the following:

⁷ Data were available for the following 12 districts: Carlsbad USD, Coronado USD, Escondido USD, Fallbrook UHSD, Grossmont UHSD, Oceanside USD, Momentum Learning, San Diego USD, San Marcos USD, Steele Canyon High School, Sweetwater UHSD, and Vista USD. There was one survey respondent per district, with the exception of San Diego USD, for which there were two survey respondents. Because the two respondents from San Diego USD differed in the priorities designated, responses from both were included in this exhibit.

⁸ Data averaged across 13 survey responses representing 12 districts (see footnote 6 for more detail).

- **Even though the CCPT grant does not require that districts fund PD activities, districts were able to put PD funds into their budget and to leverage existing resources to augment and expand professional development opportunities for the CCPT-funded pathways.** Leveraged resources included, for example, the districts’ general fund, Perkins grant, CTE Incentive grant and others. The ability to leverage these additional resources made a big difference in districts’ ability to offer the depth and breadth of PD.
- **Respondents valued the enhanced opportunities for inter-district interaction and collaboration.** Interview respondents described the value-added of PD efforts and regional meetings as providing a vehicle for them to interact regularly with other consortium member organizations. They particularly valued the space and time to connect with other CTE staff in the region and share ideas on how to strengthen their pathways.

“ I think [regional professional development activities are] great because you get to see what other school districts are doing and share successes and challenges and make those connections. That's been a big piece—just seeing what other pathways have done and getting more information from them. I know, then, we end up talking to each other more often, and you know who to reach out to and contact...I think it helps our teachers to be able to meet other teachers that are also going through those same things and be exposed to it – and counselors too.

- **The PD efforts have increased participants’ understanding and knowledge about career pathways, including their core features, workforce skills required, and industry standards.** Respondents spoke about how much they learned from the trainings focused on integrated curriculum, PLTW, and others. As one respondent said, “We certainly are doing a better job with knowledge and awareness about career pathways for sure.”

Challenges

Interview respondents cited two major challenges that limited their ability to take advantage of professional development. First, respondents were not always able to compel teachers, counselors, and other CTE staff to participate in PD. Since PD is not required, participation in PD activities was not consistent. As one respondent shared:

“ We've encouraged the teachers that if they hear of something to please let us know because we do have funding available to send them. But for the most part they don't want to be out of their classrooms. And most of the PD happens during the week so they would be out of their classrooms.

For this reason and perhaps others, several respondents indicated that PD geared towards teachers required careful planning (i.e., offering PD during non-class time) to ensure that PD is well attended.

Respondents also noted the challenge of coordinating multiple PD efforts across schools and districts. Districts sought to align PD opportunities for the CCPT-funded pathways as well as other pathways to ensure they met district and school priorities. As mentioned above, SDCOE

has collected information from consortium members to determine preferences and priorities for PD moving forward. Armed with this data, consortium leaders were working to tailor and target PD to maximize benefit for their individual districts and the region.

Section 5: Collaboration and Partnerships

Another goal of the CCPT is “to build robust partnerships between employers, schools, and community colleges in order to better prepare students for the 21st century workplace and improve student transition into postsecondary education, training, and employment.” By leveraging partnerships and collaborative regional or county-wide networks, members are “more likely to build innovative and quality career pathways programs that lead to employment or postsecondary education than programs designed by a single institution.”⁹

Findings from the Year 1 Annual Report showed that the CCPT grant has enabled consortium members to develop and expand partnerships across the region. In Spring 2017, we conducted follow-up interviews with consortium members about the progress of their partnerships/collaborative efforts. This data showed that partnerships have continued to expand as grant implementation unfolded. Consortium members collaborated with each other in different ways to enhance their understanding of pathways and supplement professional development opportunities, thus increasing the likelihood for successful implementation of new and enhanced career pathways and access to WBL opportunities.

This section describes the range of partnerships that the consortium and its members have developed to promote a robust career pathways infrastructure in the region. Our data show that collaboration is occurring in three distinct ways:

- 1) Collaboration across the consortium;
- 2) Collaboration between school districts and community colleges; and
- 3) Collaboration with employers.

Collaboration can be broadly defined as organizations working together toward a desired outcome. Increased collaboration among consortium members is key to achieving the grant’s goal of fostering a strong regional infrastructure for career pathways.

Below we describe these partnerships and the challenges faced by consortium members as they collaborated.

Key Findings

Collaboration Across the Consortium

As mentioned in the Year 1 Annual Report, many consortium members were building on previously established relationships with other members of the consortium. Some members, on

⁹ California Department of Education, CCPT Request for Applications.

the other hand, were forming new relationships, thanks to the efforts funded by the grant. As grant implementation unfolded in Year 2, members continued to cultivate relationships and in some cases, worked to deepen them. As one respondent shared, the grant has been instrumental to bringing partners together: “I think there is a lot more collaboration among the different stakeholders, different districts, community colleges because of this grant.”

The consortium has achieved some notable accomplishments since Year 1. These include the following:

- **Consortium members articulated a shared vision for the regional effort that is underway.** Many respondents expressed that they felt connected to the larger regional effort promoted by the grant. They said that they are “working together to identify best practices” to “bridge” their work across the region so that “we can improve our performance.” For these reasons, they did not see their efforts as isolated or detached from their peers across the region. For example, one respondent described,

“ I think [the grant] helped to connect folks and bring folks together. Everybody's doing their thing, and this helped to sort of bridge a more common look at the career pathway development. It brought in more partners that not everybody was working with...It gave a broader view across the region and, of course, it brought in more money.

“ Well, I think it's just nice that we're all trying to attain the same thing. You just have this huge network of people that you're meeting and all working together to accomplish the same things.

There were, however, a few respondents who reported that they thought the region is too large and that certain areas of the county were not able to participate fully in the grant activities.

- **There has been improvement in communication mechanisms.** There was consensus among the interview respondents that communication about the grant activities has improved considerably since the start of the grant. Respondents described the following practices that helped improve communication:
 - **Sharing information out to the community.** Leaders in the Executive and Steering Committees are developing newsletters and brochures so that consortium members can readily share information with their organizations. Most recently, one of the superintendents on the Executive Committee has begun to report out information about the grant activities at his monthly county meetings with other superintendents. This development was described as a “big success” by one respondent.
 - **Holding regular check-ins.** Members reported building in more time for regular phone and/or email check-ins with SDCOE staff, ranging in frequency from once or twice a month for some districts. One district leader said, “They've [SDCOE]

always been super helpful with getting information and answering questions and helping to clarify things on the grant.”

- **Adjusting monthly meetings.** SDCOE responded to feedback about the monthly meetings and adjusted their focus and frequency accordingly. SDCOE and other consortium leaders restructured the meeting format (i.e., building in small group discussions and networking and sharing opportunities) to maximize time spent at the meetings. This quote is illustrative of this change:

“ At the steering committee level with input from all of the districts, we're trying to make those meetings more meaningful and meeting our needs. I think the folks at the County have helped facilitate some of that.

- **Consortium members reported clear benefits from the networking opportunities available through efforts supported by the grant.** Respondents felt that the regularly scheduled meetings and professional development opportunities helped bring members together to strategize and plan their work. Furthermore, several respondents said they developed one-on-one relationships with SDCOE staff and other members, which they felt deepened their engagement in the grant activities.

“ Quite honestly, the strength has been working collaboratively with our district counterparts because we do have the expertise in implementation and we've been able to learn a lot from each other as we struggle through all of this. Having a place to convene and having these conversations has been helpful...being able to meet with our colleagues across the region has been very helpful.”

Interview respondents admitted, however, that despite the progress made on partnership formation, there was a slow start to building relationships with other consortium members. One chief reason for this is the size of the region, the large number of members, and scale of the grant activities, which some respondents said slowed down the process of launching grant activities and reaching milestones (i.e., the ePortal system). As one respondent shared, “I think it took a while to get the people in place... it took a while to gear up.”

“

We've had really good experiences with the community colleges and that's going continue and continue to get even stronger.

Collaboration Between School Districts and Community Colleges

Another type of partnership that respondents described is the coordination between school districts and community colleges. Community colleges play a pivotal role in career pathways by developing articulation agreements and dual enrollment opportunities with districts. Their role has evolved since the first year of the grant, when community colleges were slow to engage in grant-funded efforts. Interview data from this round showed that community colleges were playing a more active role in the grant, resulting in deeper and more expanded collaborative efforts with districts and industry partners.

During our interviews, we asked specifically about the ways in which districts collaborated with community colleges—broadly, to enhance their pathways, and specifically, with the Deputy Sector Navigators (DSNs). In general, district staff reported having strong relationships with the community colleges and have collaborated with them on efforts described below. This collaboration was facilitated largely by pre-existing relationships that pre-date the CCPT grant. Linkages with the DSNs were less clearly defined, however, due largely to their somewhat limited involvement with the CCPT grant. District staff reported having limited knowledge of who the DSNs were and their role in the grant, due to, in part, the turnover of the DSN staff. Of the few districts who reported having interacted with DSNs, this interaction was limited to seeing them at the monthly meetings.

LINKAGES BETWEEN SCHOOL DISTRICTS AND COMMUNITY COLLEGES

Interview respondents identified a diverse range of ways in which school districts and community colleges collaborated to strengthen career pathways programs. While some respondents could articulate the linkages that specifically advanced the efforts of the CCPT-grant funded pathways, by and large, most of the strategies described below were intended to support the universe of pathways available at the districts. When possible, we identify the linkages that were intended to directly support the CCPT-funded pathways.

- Carlsbad is working on an MOU with MiraCosta College that would establish dual enrollment for high school students to receive college credit for engineering and computer science courses.
- Escondido is working on an MOU with Palomar College to offer dual enrollment opportunities.
- Grossmont has over 20 different articulation agreements in place and is looking to expand to multiple sectors beyond those funded by the grant.
- The San Diego EDC has conducted eight to 10 events in partnership with the local community colleges.
- Momentum Learning has seen an increase in and expansion of partnerships with community colleges in north, east, and south areas of the county.
- Poway is working on a career ladders mapping project to map out pathways with local community colleges.
- Ramona has renewed articulation agreements with three community colleges. Students from Ramona went to Mira Costa College for Manufacturing Week.
- San Marcos has developed dual enrollment with community colleges in conjunction with certification from Microsoft.
- San Diego Unified sent staff to professional development that was hosted by a local community college partner.
- Steele Canyon has an arrangement with Cuyamaca College to host an afterschool club called Cyber Patriots for CTE students.

Collaboration with Employers

All respondents said they already had employer partnerships before the CCPT grant, and expected the partnerships to continue after the sunset of the grant. Respondents indicated that employers are integral to the CTE programs and CCPT-funded pathways. Perhaps because employers have been involved in the career pathways programs, districts and schools were able to involve them in curriculum planning and development. Employers also participated in advisory boards, provided WBL opportunities, and advised programs informally.

To understand the role of the grant in facilitating partnerships, we asked respondents about the ways in which the grant has enhanced their partnerships with employers. There was wide variation in responses, summarized below.¹⁰

- Six districts reported enhanced partnerships.
- Three districts reported still being in the early stages of employer partnership development.
- Five districts reported using their advisory boards as platforms to expand employer partnerships.

The text box below summarizes some examples of employer partnerships drawn from the interview data. Due to the qualitative nature of the data, these examples do not represent the universe of partnerships that exist in the region and individual districts.

LINKAGES WITH EMPLOYERS

- Escondido created an MOU for industry partners to indicate their increased level of commitment to their pathways.
- The superintendent and Mayor in Carlsbad reached out to the local Chamber of Commerce to ask businesses to commit WBL opportunities that would be entered into the ePortal.
- The teacher at Ramona in the advanced manufacturing sector works directly with a local small business owner serving on the district's advisory committee to facilitate pathway students doing projects with 3D printers and milling machines.
- San Dieguito has a partnership with Qualcomm in which employer representatives come into engineering classrooms to work with pathway students on a weekly basis.
- The CCPT grant and the nonprofit intermediary partners facilitated opportunities for Grossmont to expand employer partnerships beyond the advanced manufacturing sector, in which it had the strongest existing relationships, and established connections for job shadows in the ICT sector.

¹⁰ These number are rough estimates based on the information provided by districts during the round two interviews.

Challenges

The findings above suggest that consortium members established new partnerships and strengthened existing ones. However, the degree to which increased collaboration may be attributable to the CCPT grant remains a challenging question to answer. While qualitative data show increases in the types of collaborative efforts among consortium members and with employers, respondents differed in whether they attributed these changes to the grant. The majority of respondents felt that no new relationships have emerged as a result of the grant itself, but that the on-going contact facilitated by grant activities (i.e., regular meetings, regional trainings) has strengthened their partnerships, kept them connected, and helped them develop personal relationships with individuals from other organizations by being at the same table: “The great thing about the CCPT process is having a regular networking opportunity for all those partners at the table at the same time and having a common effort...When you have K-12 and community college and non-profits and intermediaries, all coming together and working together, that’s the good thing that happens.”

Respondents did, however, identify some challenges to collaboration, described below.

- **The collaborative approach embedded in the consortium model has resulted in increased bureaucracy and inefficiencies.** As one respondent said, “The model has so many people built into it that we’re kind of tripping over each other to figure out what to do,” which, initially, resulted in some confusion as to who was in charge. By Year 2, SDCOE and other leaders in the consortium worked to clarify roles and responsibilities of the varied players (i.e., workgroup members, Steering Committee, Executive Committee).
- **The grant required ongoing engagement, which was burdensome for some districts, particularly smaller rural districts with limited staff capacity.** This theme continued from Year 1 of grant implementation, which highlighted a few factors affecting members’ full engagement in grant activities. Some of these included limited staff capacity and geographic distance to grant-funded activities for those located in outlying areas. As one district leader said,



There is a lot to balance this work with other responsibilities in our organizations. We have superintendents, community college presidents, VPs—we are all balancing all the other things we have to do in our jobs. This work can be time consuming. I didn’t have this planned into my day a year and a half ago.

The next section describes the consortium’s efforts to sustain the activities sponsored by the grant, as well as feedback on how to improve grant implementation.

Section 6: Conclusion

The CCPT grant has brought together diverse stakeholders to help students achieve their dreams of succeeding in school and their future careers. As highlighted in this report, the interview data show that significant progress has been made toward achieving the goals of the grant. This final section highlights interview respondents' (1) reflections on the benefits of the grant so far, (2) feedback on grant implementation process, and (3) plans for sustaining the efforts funded by the grant.

Benefits of CCPT Grant

As mentioned throughout this report, the CCPT grant is intended to build the infrastructure and capacity of the San Diego College and Career Readiness Consortium, with the goal of increasing opportunities for students to succeed in their career pathways. In this section, we describe the ways in which the grant has benefited students. The Final Report will provide concrete outcomes generated from the SMP data.

- **By funding new and/or expanded pathways, the grant has helped districts reach more students in career pathways.** At least three districts mentioned that their CCPT-funded pathways reached those students who might not have otherwise participated in pathways, because there are now more options available to them. Another district decided to target 9th graders for its manufacturing pathways so that students get early exposure to pathways, which they hope will increase retention.

EXAMPLES OF BENEFITS TO STUDENTS

Respondents also reported that the grant has contributed to increased student engagement and enrollment in pathways, as described below. These samples are not meant to be representative of the districts in the consortium.

- At Carlsbad, the grant has helped the district to meet its LCAP goal of increasing the number of pathways and number of students in pathways.
- At Fallbrook, more students are enrolling in electrical engineering classes than in the past.
- At Mira Costa, there has been a modest increase in the number of students receiving college credits. There has also been an increase in dual enrollment at local community colleges.
- Momentum Learning has seen an increase in students receiving industry-recognized certificates.
- Since last year, SDUSD reported an increase of 1,000 students enrolled in pathways.
- Because of the grant, one high school in SDUSD has 236 new work-based learning experiences this year (including tours, career fairs, job shadowing, and internship).
- SDUSD reported that students who have taken seven or more CTE courses tend to have higher GPAs than those who do not enroll in CTE courses.
- San Dieguito's robotics teams are now at all four high schools, and they are participating in local competitions.

Grant Implementation

During the first two years of grant implementation, SDCOE and consortium members focused on building systems to support career pathways in the region. These included designing and developing the ePortal system, providing capacity building for collecting the SMPs, articulating and executing a plan for professional development, and establishing a governance structure to oversee grant activities. The complexity of implementing a regional career pathways system initially resulted in some uncertainties about roles and responsibilities, delays in developing the ePortal system, and confusion about the core objectives of the grant. Other challenges that surfaced during Year 1 included the lack of understanding of CDE's reporting requirements, how SMP data would be collected, and the perception that existing communication systems were sufficient to reach all district-level staff. One respondent reflected on these challenges, "I think it just took us time to get some of the structures in place. And it took a while for me to hear from some of the intermediaries, but now I have, so now things have improved."

The early implementation phase meant that SDCOE and members needed to continually review and reflect on their practices—including how communication about grant activities was delivered, whether it was reaching core stakeholders (district staff, school leaders, business

partners, among others), and whether the meetings were achieving their intended outcomes. SDCOE responded to member feedback by adjusting some of its practices, such as modifying the meeting formats, and the frequency and the modes of communication with members.

As the implementation continues into Year 2, respondents unanimously agreed that consortium’s work has improved significantly. One respondent said, “It really changed from the beginning.... It has now become a more collaborative experience.” Others spoke favorably of the work being orchestrated by the grant leaders and the partners (United Way, Junior Achievement, San Diego Workforce Partnership). Another respondent said,

“ I think they've done a really good job overall with implementation of it. They've provided all the meetings, all the resources, all the information, all the data. I really can't think of a recommendation for improvement for a grant that's so large, with so many districts involved. I think it's gone really, really smoothly.

At least four respondents provided specific recommendations on improving grant implementation during its final year.

1. **Continue to clarify roles and responsibilities.** Several respondents remained unclear about the roles and responsibilities of some consortium partners. They wondered about how certain roles—including those focused on engaging employers—might be duplicative, especially now that the ePortal is up and running.
2. **Continue to encourage districts and community colleges to meet regularly.** In addition, there was a general sentiment that districts and community colleges should meet more frequently to strengthen their collaboration on this grant to ensure alignment of goals and that “people are on the same page.”
3. **Split up the region into sub-regions.** Lastly, several other respondents suggested that in order to maximize attendance and participation in grant activities, the consortium should consider “splitting up” the location of grant activities into smaller sub-regions, rather than holding one large regional meeting or event.

Respondents also expressed opportunities and challenges in sustaining the grant-funded efforts currently underway, discussed next.

Sustainability

In this section, the term “sustainability” means the ability of grantees to leverage the funding needed to continue their work. It also means the continuation of the pathways developed and/or enhanced by the grant, the partnerships developed from this effort, and the infrastructure (i.e., systems to collect and report data about career pathways, the ePortal). An important goal of the evaluation is to understand the consortium’s plans to sustain their work supported by the CCPT grant. As indicated in CDE’s request for application, it is CDE’s hope and expectation that changes created by the CCPT grant will be institutionalized and sustained in the long-term. Sustainability is critical because the two-year duration of the grant requires that the consortium has concrete plans in place to ensure that grant-funded pathways continue beyond

the life of the grant. Developing a plan for sustainability is also important because of the uncertainty of funding for CTE, expressed by interview respondents. The following is a summary of themes surfaced from the recent interviews.

- **Conversations about sustainability have been centered on district-level sustainability, rather than regional-level sustainability.** Districts spoke concretely about how they plan to sustain their pathways but provided limited ideas on how the regional efforts would be sustained. Those in leadership positions in the consortium emphasized the importance of thinking broadly about sustainability, to ensure that regional efforts supported by this grant survive.

“*The sustainability piece is my biggest concern because we are doing this on a regional basis. How do we do this? This will be challenging. We need to communicate across partners to understand what we are doing to sustain the work. There is within district understanding of this work; but we have to remember that this is a regional effort not just a district effort.*”

- **The CCPT grant was viewed as “seed money” to bolster the development and refinement of pathways.** Respondents made it clear that the CCPT grant was not “the lifeblood of CTE pathways,” but rather, seed funding to launch and/or continue the pathways that were important to their districts. For many, the grant provided a way to grow and expand their efforts, which helped respondents to think about sustainability goals, which for some, meant *maintaining* the work rather than *sustaining* the work.
- **The vast majority of respondents conveyed confidence in the sustainability of pathways,** noting that “CTE is here to stay” and that “this is not a flash in the pan.” This sentiment was expressed by a cross-section of respondents (community colleges, districts, community partners), who agreed that the power of the collective created by the grant will appeal to future funders. One respondent described, “You have United Way. You have the community college districts... I think it will be attractive to funders that all these people are working together and they need the support to continue to refine those processes and scale assisting those processes.”
- **Districts expressed a commitment to sustaining the CCPT-funded pathways, with plans to leverage other funding sources.** Districts planned to leverage the CCPT funding and its net benefits to identify additional grant dollars or support. For many, the CCPT grant was viewed as pivotal to jumpstarting pathways programs, so identifying new and/or leveraging existing funding will be essential. Some funding sources mentioned included those earmarked for pathways, such as the Career Technical Education Incentive grant, the Perkins funding, and other available funding. One district leader reported, “We're

“*I think the partnerships between the colleges and the districts will continue. I think the things that people have started – different programs and connections and the curriculum that's been developed – will be in place and will continue to strengthen the programs. I don't think that people will stop using it when the grant's over. So there'll be things that will continue and be a result of the work done on this grant.*”

just going to shift to other grant funding. So, we'll use funding from other grants, and then once that runs out I guess I'll be writing more grants.”

- **Districts have been strategic about how they allocated grant funds to maximize opportunities for sustainability.**

One strategy to foster sustainability was to invest in efforts with long-term impact, by upgrading facilities and/or equipment, investing in professional development, and purchasing curricula. By intentionally not using grant funds for staff salaries, districts and community colleges ensured that the investment in CCPT-funded pathways would last over time.



When we had the money for the pathways, we pumped it into the pathways we had. Developed the computer science pathway and now we're looking into how are we going to sustain all this? Well my class is online. We're looking into offering more pathway courses online with people who really know the field. And that way we can have the best of both worlds. We can afford it and give the students a wider breadth of opportunity in the variety of courses we offer.

- **Sustaining the ePortal system was one of the most critical areas of concern.** Respondents



The only area of concern for me has always been the sustainability of the ePortal system once the grant funds go away. I think those conversations are just now starting to happen. I hope it's not too late but that's always been a concern of mine because this funding is so short-term... the launch and the rollout of the ePortal has taken a little bit longer than anticipated and...at least in the meetings I'm in there's not been a whole lot of discussion about how to sustain that because there would be an expense to it obviously.

acknowledged that the start-up cost to develop the system would be lost if the consortium could not sustain the system. At this juncture, there were more questions than answers about its longevity and survival. Some of the questions raised included: “Who owns the system? Can it be marketed broadly to help pay for it? Who will be in charge of it? Who is going to pay that person? Who is going to run it?”

- **Although continuing the regional collaboration facilitated by the CCPT grant was seen as a priority, it was also perceived as challenging to sustain.** One of the most important outcomes of the grant was the diverse range of partnerships that resulted. While these relationships will likely continue beyond the life of the grant—likely through informal means—respondents felt that the opportunities to maintain them will be more challenging without the coordinated efforts of the grant.

As evidenced by this report, the lessons learned surfaced by interview respondents are rich and diverse. Moving into the final year of grant implementation, SDCOE and consortium members are ripe to sustain the momentum of the efforts initiated by the CCPT grant. Through the generous sharing of successes, challenges, and lessons learned, SDCOE and consortium members can extend their knowledge to other districts, community colleges, and industry partners seeking to strengthen career pathways in the San Diego region.

Recommendations

Based on the findings presented in this report, we leave SDCOE and the consortium with the following considerations that we believe will help strengthen the grant implementation efforts moving forward:

- **Consider a regional strategy to recruit and credential CTE instructors.** Pathway development is often limited by the availability of credentialed instructors. The county could coordinate with regional teacher education programs to try to increase the number of CTE instructors.
- **Continue to populate the ePortal and encourage use through marketing and professional development.** Those districts that have used the ePortal see its potential, but at the time of our interviews it was still underutilized. If the ePortal is going to be a lasting resource for the region, it is important that the consortium continue to populate the portal, market it as a resource, and train teachers on its use. There is a tipping point after which adoption will become easier.
- **Develop a sustainability plan for the ePortal and educate districts on the plan.** As indicated in the section on WBL, some districts are reluctant to train their teachers on the ePortal because they are unsure as to whether the system would be sustained after the sunset of grant. Demonstrating that there is a clear plan for sustainability will lead to higher adoption and use of the ePortal
- **Directly engage districts in the north and east side of the county to reduce the perception that the ePortal does not have opportunities for their students.** The perception of there being a “geographic bias” persists, so it may be useful for consortium leaders to provide additional targeted outreach to staff in the north and east side of the county.
- **Continue to expand internship opportunities available through the ePortal system.** The internship opportunities are perceived by district staff as particularly valuable, because it is difficult for them to get these types of opportunities in place on their own.
- **Ensure that PD opportunities offered by the consortium align with district and region priorities.** This will help align PD opportunities for CCPT-funded pathways with other PD opportunities being offered at the district level, while also showing sensitivity to existing time constraints district staff face that may make them otherwise hesitant to participate in PD.
- **Convene community college stakeholders, including deputy sector navigators, to clarify their role in the CCPT grant.** As described in Section 5, community colleges have working relationships with the CCPT districts, but these relationships have not significantly changed as a result of the CCPT grant. Now that grant implementation is further along, once the deputy sector navigator positions are fully staffed, it might be useful to hold a meeting of community stakeholders to understand better (1) how they are involved, and (2) how they might deepen their involvement moving forward.
- **Strengthen employer engagement through more coordinated outreach and messaging.** Districts could be further engaged in proactively reaching out to regional employers.

Other CCPT regional consortia have found it valuable to have students present to the business community on the nature of their training programs and the value of having employers work directly with students.

- **Develop a communications plan focused on highlighting effective models or practices.** As the CCPT grant enters its third year, it would be useful to create some communication vehicles highlighting the work of districts and building understanding of what has been achieved with the grant. It would be particularly valuable to highlight individual “success” stories that include lessons that may be implemented by other districts, as districts frequently cite the ability to share best practices as one of the key benefits of the regional approach to the grant structure. SPR’s case study visits, to be completed this fall, may be a good opportunity to capture in-depth information on successful models.

Appendix A: Breakdown of New and Enhanced Pathways by District

Exhibit A-1: New Pathways, by District

District	New pathways	Explanatory Quotes (if available)
Carlsbad	<ul style="list-style-type: none"> Computer Science 	<p><i>For computer science, there is two courses that they wanted to turn into a pathway, so they wanted to align the curriculum. So, they were able to add another course into that pathway and get the Project Lead the Way curriculum.</i></p>
Coronado	<ul style="list-style-type: none"> Games and Simulation 	<p><i>Games and Simulation will be combining new curriculum with existing curriculum. For example, we already have a game design course in place, and also a digital media foundation course in place, so those are going to be fused with an AP computer science that we'll be offering next year.</i></p>
Escondido	<ul style="list-style-type: none"> Games and Simulation 	<p><i>We used funds to partially pay for a new iMac lab to launch the pathway... The first class in the pathway is called Graphic Design and we have 60 students enrolled... We've just written the second class in the pathway, that is Game and App Development, and that was approved last Tuesday and will be offered this coming fall.... Then, in the Fall we are replicating this pathway in another high school.</i></p>
Grossmont	<ul style="list-style-type: none"> Graphic Production Technologies (Digital Media, 3 schools) Engineering 	<p><i>Mount Miguel has a new Digital Media pathway so now they have two digital media pathways. Valhalla added a digital media pathway. El Cajon Valley it was more of a reboot under digital media because their pathway had gone dormant, so that was brought it up. Then at Grossmont, their engineering pathway started this year.</i></p>
Momentum Learning	<ul style="list-style-type: none"> Construction woodworking 	<p><i>We just finished course descriptions and are submitting for approval... our construction woodworking pathway.... Because of our population, we have courses as opposed to pathways... because</i></p>

District	New pathways	Explanatory Quotes (if available)
		<i>of the grant, we're expanding that into actually creating pathways for our kids.</i>
Poway	<ul style="list-style-type: none"> • Software and Systems Development (2 schools) • Engineering Design 	
Ramona	<ul style="list-style-type: none"> • Clean Energy • Advanced Manufacturing 	<i>We're trying to develop pathways that make sense for students and that actually lead to high skill, high demand, high wage positions.... We want to have some developed pathways so they have choices.</i>
San Diego	<ul style="list-style-type: none"> • Engineering 	<i>We wanted to take advantage of this opportunity to open another engineering pathways because the school happens to be in an area where there's a lot of engineering firms...This first group of kids this year was 36 kids. The engineering program was the only one that was a new program this year.</i>
San Dieguito	<ul style="list-style-type: none"> • Bioengineering • Engineering • Green Technology • Software Systems • Manufacturing and Building Production 	<i>Honestly, before we started this grant, we just had a set of ROP and CP courses that were not really part of a pathway. Because of this grant, we really started to develop and build these pathways... we now have five to six pathways at each of our high schools. They're not all related to the grant, but at least the grant gave us the opportunity to look closely into pathways. All of the pathways were a result of this grant.</i>
Steele Canyon High School	<ul style="list-style-type: none"> • Computer Science 	<i>We have a beginning course called college prep computer science principles. That is in an overview of computer science... We already have AP Computer Science principles.</i>
Sweetwater	<ul style="list-style-type: none"> • Information Technology 	

Exhibit A-2: Existing Pathway Enhancements, by District

District	Examples of Pathway Enhancements	Explanatory Quotes (if available)
Carlsbad	<ul style="list-style-type: none"> Added courses to existing pathway 	<p><i>There are two courses that they wanted to turn into a pathway, and so they wanted to align the curriculum. They were able to add another course into that pathway and get the Project Lead the Way curriculum.</i></p>
Escondido	<ul style="list-style-type: none"> Added courses to existing pathway Strengthened pathway structure 	<p><i>As a district, one of the things we really needed to do a better job was to be more strategic in how students were placed in pathway... The grant has really helped us to focus on being strategic.</i></p>
Fallbrook	<ul style="list-style-type: none"> Modified existing curriculum 	<p><i>Before the grant our program was focused more on the manufacturing side. Now, we've woven more engineering into it... They are getting mechanical and electrical, which is leading them down a path where next year we're going to add robotics.</i></p>
Grossmont	<ul style="list-style-type: none"> Purchased equipment Strengthened pathway structure New workplace learning specialist New curriculum specialist Added courses to existing pathways 	<p><i>What we used the bulk of our funding for, besides equipment purchases, was... building capacity. We funded a workplace learning specialist for our district to build capacity within the district to participate at the regional level. We did the same with a curriculum specialist. She provided a lot of professional development.</i></p> <p><i>For all of our pathways, we took them through a program of steady review to make sure they were meeting all of the quality elements of a solid pathway, that included sequenced courses and work-based learning opportunities.</i></p>
Oceanside	<ul style="list-style-type: none"> Strengthened pathway structure Enhanced counseling Added courses to existing pathways 	<p><i>We were finding in the high schools, that [CTE courses] still have been used more like enrichment classes, so electives. Looking at the amount of students in them, you could see that there would be a high level of students in the introductory course, and then by the time you get into the enhancing courses, students have dropped out or then other students would come walking in on a capstone course that hand no prior [coursework]. .. When you ask how many completes you had, they may have had a hundred students going in and two students completing.</i></p>

District	Examples of Pathway Enhancements	Explanatory Quotes (if available)
Poway	<ul style="list-style-type: none"> • Hired CTE counselor • Strengthened pathway structure 	<p><i>One of the best things we did with grant funding was to hire a CTE counselor and that has made some significant impact district wide and at each one of our sites. His job is to raise awareness of pathway programs and show students, families, and district staff the benefit of participating in pathway programs... I think people have a better understanding of pathway programs and counselors are doing a better job of enrolling students in pathways.</i></p>
San Diego	<ul style="list-style-type: none"> • Purchased equipment • Curriculum development • Added courses to existing pathways 	<p><i>For us, it's really been strategic to make sure that we're not spending funding on staff members... We really have been trying to make sure it gets to the student, teacher, work-based learning experiences, strengthening the pathways ability to offer work-based learning experiences... the funding expense this year has either been for equipment to make the classroom stronger or work-based learning experiences.</i></p>
San Marcos	<ul style="list-style-type: none"> • Strengthened pathway structure • Purchased equipment 	<p><i>There's a more defined pathway now. We've been able to upgrade equipment. We've been able to add robotics. Our pathways are now more robust.</i></p>
Steel Canyon High School	<ul style="list-style-type: none"> • Enhanced/aligned pathways curriculum • New software and equipment 	<p><i>We took the curriculum that we had for multi-media and the curriculum we had for jewelry-smithing and we aligned them to the California State Standards, so that they are A-G approved. ... I think being in the grant only gave us funding, it gave us inspiration. Like, ok, this is where we should all be going. CTE is important, pathways are important, not only for the employment benefit but for the academic benefit and depth of instruction. So, we really had to make our courses more rigorous so that they would be UC approved courses.</i></p>
Sweetwater	<ul style="list-style-type: none"> • Enhanced curriculum • Added a capstone course to existing pathway • Purchased equipment 	<p><i>With advanced manufacturing, we created the capstone, the advanced class. Then, with the construction and automotive, we enhanced the curriculum to include clean energy. [CCPT has allowed us] to get the most up to date equipment.</i></p>