

# COACHELLA VALLEY REGIONAL PLAN FOR COLLEGE AND CAREER READINESS



7/21/14

Executive Summary & Full Implementation Plan

# Coachella Valley Regional Plan for College and Career Readiness

CROSS-SECTOR PARTNERS COLLABORATING FOR STUDENT SUCCESS

## EARLY STRATEGY AND EMERGING STRUCTURE

In 2005, the Coachella Valley Economic Partnership (CVEP) in collaboration with The James Irvine Foundation and Riverside County Economic Development Agency/Workforce Investment Board (WIB), launched the *Career Pathways Initiative* as a strategy to raise the intellectual capital and workforce capacity of the region by aligning the community's education, workforce and economic development efforts.

Today, more than 400 program partners, including the region's three K-12 school districts, the county office of education, the county workforce development system, local community college and two university campuses and industry leaders have come together as a regional collaborative to support development of a system of career pathways programs to feed a pipeline of engaged students who emerge well-prepared for success in both college and career.

The Coachella Valley Economic Partnership serves as the intermediary responsible for convening the collaborative. The original pathways program has evolved into a comprehensive regional pipeline strategy, which works backward from employer demand, facilitating industry/education/agency collaboration through industry councils organized by industry cluster. CVEP convenes councils for three clusters identified by regional leaders as holding great economic promise for the Coachella Valley and our students:

- Healthcare & Life Sciences
- Arts, Media & Entertainment
- Advanced Technologies (Energy/Clean Tech/Engineering)

In 2009, CVEP partnered with the College Access Foundation of California, to launch *Pathways to Success*, a regional structure which links multiple scholarship giving organizations and student support systems in the Coachella Valley for the benefit of valley youth. The program is now fully integrated into the comprehensive regional pipeline strategy, linking business, education, regional economic development and a variety of local non-profits under the unifying goal of improving college going rates and college success for our under-served youth. To date, more than \$7 million has been awarded to 1,400 local students through the *Pathways to Success* regional scholarship network.

In total, this collective focus addresses the region's need for: 1) a top quality workforce to serve a growing population in high wage industries, 2) decreased high school dropout rates, 3) increased college readiness, enrollment and completion rates, 4) increased opportunity for students from disadvantaged backgrounds to pursue college and careers, and 5) qualified local students to fill the workforce pipeline.

In addition to the career academy/pipeline programs provided by education partners, CVEP facilitates enrichment programs and services to over 4,500 students per year, including an average of 430 scholarship recipients, high school and middle school pathway students, College of the Desert and CSU students locally. In addition, our scholarship work is directed at parents of students and we estimate that we reached over 2,500 parents last year through workshops, advertising and commercials.

## GOING FURTHER

In 2006, the Ford Motor Company Fund designated the Coachella Valley as one of three, national best-practice Next Generation Learning (NGL) communities. Today 16 communities are part of this network.

Ford's NGL mission is to help communities transform local systems to assure that all students graduate prepared for college, career and life. A key strategic component of Next Generation Learning is development of a master plan. The master plan is similar to a strategic business plan, which guides the development of a successful career academy network in a community. Community leaders work together to develop a vision/mission statement, strategies for meeting the vision, action steps, measurable outcomes, establish the lead person or team responsible, timelines and yearly goals.

The process of creating the master plan assures a culture of shared accountability in which community stakeholders participate in collecting and reviewing data to measure progress, work collaboratively to build a climate of trust that welcomes the perspectives of all stakeholders, and maintains a commitment to continuous learning and improvement.

The Coachella Valley Regional Plan for College and Career Readiness (our master plan) was written between March and September 2012 with input from 75 local stakeholders. In fall 2012, the boards of education for Palm Springs Unified, Desert Sands Unified and Coachella Valley Unified school districts, and College of the Desert passed resolutions supporting the implementation of the plan for the coming five years.

Grounded in research from the Ford Motor Company Fund and the Ford Next Generation Learning national network, this five-year plan is structured around the three strands of Next Generation Learning: **Transforming Teaching and Learning; Transforming Secondary Schools; Sustaining Change through Business and Civic Leadership.**

In addition, the Coachella Valley is creating and piloting a fourth strand, which is focused on **College and Career Readiness.**

CVEP's Board of Directors, through the Workforce Excellence Oversight Committee, monitors plan implementation progress on a monthly basis, and will convene annually for an in-depth review and assessment of the plan to chart progress and update progress targets.

Currently, there are 15 California Partnership Academies in Coachella Valley High Schools, and three district funded academies, which serve roughly 2,500 of the region's 20,000 high school students.

## THE LINKED LEARNING APPROACH

The Coachella Valley is committed to using the Linked Learning Approach to advance implementation of the Regional Plan, and has been designated a Linked Learning Regional Hub by The James Irvine Foundation and the Linked Learning Alliance. There are four pillars to the Linked Learning Approach:

- **Rigorous academics:** An academic core that includes college preparatory English, mathematics, science, history and foreign language courses for all students.
- **Real-world technical skills:** A challenging career-based component of three or more courses to help students gain the knowledge and skills that can give them a head start on a successful career.
- **Work-based learning:** A series of work-based learning opportunities that begin with mentoring and job shadowing and evolve into intensive internships, school-based enterprises or virtual apprenticeships.
- **Personalized support:** Services including counseling and supplemental instruction in reading, writing and mathematics that help students master academic and technical learning.

## COACHELLA VALLEY'S VISION:

The Coachella Valley's vision is that all students will graduate high school prepared for college, career and life.

The regional plan identifies five long-term, strategic outcomes, which are:

- 1) Increase High School Graduation Rates
- 2) Increase College Readiness
- 3) Increase College/Higher Skills Training Completion
- 4) Increase Career Readiness
- 5) Local Students in Higher Wage Jobs

The plan also describes specific strategies to advance college and career readiness for all students, including development of personal graduation plans, strengthening counselor collaboration opportunities, improving the high school graduation rate, boosting A-G course completion, building a locally funded endowment for the scholarship program and designing outreach strategies for parents and students beginning as early as middle school.

## COACHELLA VALLEY'S PRELIMINARY 5-YEAR TARGETS INCLUDE (A PARTIAL LIST, SEE PP 7-10 FOR FULL LIST OF ALL 25 GOALS):

- 30% (minimum) of students will be enrolled in career- or interest-themed academy/pathway
- 80% (minimum) of students will have a personalized graduation plan to guide their college and career readiness
- 10% increase in the region's high school graduation rate
- 85% of seniors will complete the FAFSA
- 10% increase in the region's college-going rate
- 60% (minimum) of high schools will implement flexible scheduling, extended learning opportunities or other credit structures to provide additional support for college and career preparation
- 10% annual increase in Cal-Grant award "uptakes"
- Districts will identify leading college and career ready indicators at all levels and regularly monitor student progress via data dashboard, transcript evaluation or other tool
- CVEP and partners will establish an endowed scholarship structure generating \$1M annually
- Business and civic leaders will advocate for legislative changes that support CTE program development

## Workforce Excellence Board Oversight Committee

### Membership List 2011-2012 // 2012-2013

**Chairman:** Jerry Patton, President, College of the Desert – 2011-2012  
Christine Anderson, Superintendent, PSUSD – 2012-2013

#### **Workforce Excellence Committee Chairmen:**

##### 2011-2013 Business Engagement Committee:

Patrick Swarthout, Imperial Irrigation District  
Deborah McGarry, The Gas Company

##### 2011-2012 Education Engagement Committee:

Christine Anderson, Superintendent, Palm Springs Unified  
Elizabeth Toledo, Building Healthy Communities EVC

##### 2012-2013 Education Engagement Committee:

Kathleen Felci, Assistant Superintendent, Desert Sands Unified

#### **Master Plan Coordination Team:**

Kim McNulty, CVEP, Community Coordinator  
Rick Delano, Ford Motor Company Fund, Community Coach  
Nice Alterman, Ford Motor Company Fund, Facilitator

#### **Workforce Excellence Committee Members**

Don Perry, KPSP Local 2  
Kenn Young, Superintendent, Riverside County Office of Education  
Diana Asseier, Assistant Superintendent, Riverside County Office of Education  
Mike Barney, Director, Riverside County Office of Education  
Doris Wilson, CSUSB Palm Desert  
Darryl Adams, Superintendent, Coachella Valley Unified School District  
Stella Kemp, Executive Director, Coachella Valley Unified School District  
Pam Hunter, College of the Desert  
Kathleen Felci, Assistant Superintendent, Desert Sands Unified  
Dan Miller, Director, Desert Sands Unified  
Rick Delano, Ford Motor Company Fund, Ford PAS NGL  
Brian Murray, Director, Palm Springs Unified School District

Mike Swize, Assistant Superintendent, Palm Springs Unified School District  
Pam Clute, Executive Director, UCR Riverside/Alpha Center  
Lars Walton, UCR

Tom Flavin, CEO, CVEP  
Terry Green, Vice President CVEP Workforce Excellence  
Traci Rees, CVEP  
Ernie Rios, CVEP Workforce Excellence  
Kim McNulty, CVEP Workforce Excellence  
Sheila Thornton, CVEP Workforce Excellence  
Donna Sturgeon, CVEP Workforce Excellence  
Cristina Gregorio, CVEP Workforce Excellence  
Angel Meraz, CVEP Workforce Excellence  
Cynthia Alvarez, CVEP Workforce Excellence

## Regional Plan for College and Career Readiness Strand Writing Teams

### **Strand 1 – Transforming Teaching and Learning**

*Donna Sturgeon (CVEP WE team representative)*

\*Robin Hought, Wells Fargo Foundation (**Strand #1 Co-Chair**)

\* Lucie Gonzalez, CVUSD (**Strand #1 Co-Chair**)

\*Lorelei Ceja, CVUSD (**Strand #1 Co-Chair**)

Liberty Naud, SMaRT Education

Don Perry, Media/Communications

Sally Miller, DSUSD

Kathleen Lambert, DSUSD

Melissa Bazanos, RCOE

Barbara Anglin, PSUSD

Brian Murray, PSUSD

Jose Ramirez, CVUSD

Stu Bailey, First Foundation Bank

Avante Simmons, COD

### **Strand 2 – Redesigning Secondary Schools**

*Diane Wirth, Terry Green, Ernie Rios (CVEP WE Team representatives)*

\*Diana Asseier, RCOE (**Strand #2 Chair**)

Barbara deBoom, Palm Desert Area Chamber of  
Commerce

Lynda Christian, DSUSD

Mike Barney, RCOE

Elizabeth Toledo, BHCECV / RCOE Board Member

Kathy Greco, Desert Healthcare District

Patrick Swarthout, Imperial Irrigation District

Dan Miller, DSUSD

Deanna Keuilian, DSUSD

Annette Kitagawa, RCOE

Eric Antuna, PSUSD

Kim Monnie, PSUSD

Mike Swize, PSUSD

Laura Fisher, CVUSD (initially Stella Kemp)

Marrío Walker, CVUSD

Nick Rogers, CVUSD

Pam Hunter, COD

### **Strand 3 – Sustaining Change through Business and Civic Engagement**

*Sheila Thornton (CVEP WE Team representative)*

\*Hank Hudson, Desert Regional Medical Center (**Strand #3 Co-Chair**)

\*Diana LaMar, PSUSD (**Strand #3 Co-Chair**)

John Noonan, CVUSD

Justin Blake, PSUSD School Board

Wendy Frederick, RivCo EDA/WIB

Cathy Doyle, DSUSD

Michael Wilhite, DSUSD

Barbara Brown, RCOE

John Jaramillo, COD

Betty Baulski, COD

Marta Olmedo, CVUSD

Art Kimball, CVUSD

David Stern, Media/Communications

### **Strand 4 – Advancing College and Career Readiness**

*Cristina Gregorio / Alex Bleza/ Angel Meraz (CVEP WE Team representatives)*

\*Lynette Wohlmuth, CVUSD (**Strand #4 Co-Chair**)

\* Jay Westover, InnovateEd/DSUSD (**Strand #4 Co-Chair**)

Lizette Solorzano, CVUSD

Gabriel Farjado, CVUSD

Deborah McGarrey, The Gas Company

Jerry Patton, President, COD (retired June 2012)

Lynn Hatton, InnovateEd/DSUSD

Claire Spence, RCOE

Erik Mickelson, PSUSD

Mandy Gonzales, PSUSD

Frank Ramirez, CSUSB Palm Desert

Jessica Enders, COD

Maria Jasso, COD

Jose Simo, COD

Bina Isaac, COD

Yaneth Prendoz, CVHS

Graciela Sanchez, CVHS

Chun-Wu Li, RCOE

Lisa Hernandez, Olive Crest Academy (CVUSD)

Dr. Shelley Valdez, IEBC / Cal-PASS

Dr. Alana Nicastro, IEBC / Cal-PASS

Oscar Fonesco, Upward Bound

## Coachella Valley Regional Plan for College and Career Readiness 5-Year Goals and Long-Term Outcomes

### Long Term Outcomes:

- Increase high school graduation rates
- Increase college readiness
- Increase college/higher skills training completion
- Increase career readiness
- Local students in higher wage jobs



### 5-Year Action Goals (organized by Ford NGL Strand and Essential Practice, the underlying framework for the Regional Plan) – 25 Goals Total

Strand 1: Transforming Teaching and Learning: **4 Goals**

Strand 2: Transforming Secondary Schools: **4 Goals**

Strand 3: Sustaining Change Through Business and Civic Engagement: **7 Goals**

Strand 4: College and Career Readiness: **10 Goals**

### The Linked Learning Approach

The Linked Learning approach transforms students' high school experience by bringing together strong academics, demanding technical education, and real world experience that helps students gain an advantage in high school, postsecondary education, and careers. In the Coachella Valley, Linked Learning is delivered through the career academy model. Linked Learning students follow industry-themed pathways in a wide range of fields, and these pathways prepare high school students for career and a full range of postsecondary options, including a 2- or 4-year college or university, an apprenticeship, the military, and formal employment training.

Ford NGL Master Plan Strand	Ford NGL Essential Practices	CV Regional Plan Goal	CV Goal Advances Linked Learning Approach
<b>Strand 1:</b> Transforming Teaching and Learning	<b>Essential Practice 1.1 – Learning Pillars.</b> Students develop essential knowledge and skills for college and career readiness.	<b>Goal 1 of 1:</b> In 5 years, career- and interest-themed academy, pathway and related program teachers, counselors and administrators will have participated in professional development based on a needs assessment of academy-related competencies.	Yes
	<b>Essential Practice 1.2 – Teaching Pillars.</b> Educators employ teaching strategies that develop students' knowledge and skills for college and career readiness.	<b>Goal 1 of 3: Curriculum:</b> In 5 years, a rigorous and relevant curriculum will be in place that prepares pathway students to be college and career ready.	Yes
		<b>Goal 2 of 3: Instruction:</b> In 5 years, Inquiry-, Project- and Challenge-based learning will be an integral part of career and interest-themed academy, pathway and related program instruction that includes strategies for differentiated instruction and usage of instructional technology.	Yes
		<b>Goal 3 of 3: Assessment:</b> In 5 years, the data driven assessment system will include tools to authentically assess students in their college and career readiness.	Yes



Ford NGL Master Plan Strand	Ford NGL Essential Practices	CV Regional Plan Goal	CV Goal Advances Linked Learning Approach
<b>Strand 2:</b> Transforming the Secondary School Experience	<b>Essential Practice 2.1</b> – School districts develop a timeline for phasing in high-quality academies in order to reach a significant portion of students.	<b>Goal 1 of 2:</b> In 5 years, a minimum of 30% of students across the valley will be enrolled in career or interest-themed academy, pathway or similar programs.  <b>Goal 2 of 2:</b> Economic Development targets will inform and guide development of school career and interest-themed program development.	Yes  Yes
	<b>Essential Practice 2.2</b> – School leadership and instructional staff recognize and prioritize professional development and form communities of practice committed to shared learning to support the school’s academies and transform everyone’s practice.	No local goals established.	
	<b>Essential Practice 2.3</b> – School-based instructional leaders use available resources to maximize the structural benefits of academies for students and teachers.	<b>Goal 1 of 1:</b> In 5 years, all districts will align available resources to assist with the implementation of flexible scheduling, extended learning opportunities, and/or other credit structures to support pathways and career-and-interest themed academies.	Yes
	<b>Essential Practice 2.4</b> – School districts and schools share responsibility for measuring success.	<b>Goal 1 of 1:</b> In 5 years, all pathways, career-and-interest themed academy students will have a personalized graduation plan to guide their college and career development.	Yes
	<b>Essential Practice 2.5</b> – School districts support the academy model and set expectations for implementing and monitoring academies.	No local goals established.	
<b>Strand 3:</b> Transformation through Business and Civic Engagement	<b>Essential practice 3.1</b> – Business, civic, and education leaders create a master plan for sustainable workforce competitiveness and community prosperity built on education transformation.	<b>Goal 1 of 1:</b> In one (1) year, the CVEP Workforce Excellence Oversight Committee has completed and launched a master plan for promoting sustainable workforce competitiveness and community prosperity through Transforming Teaching and Learning, Transforming the Secondary School Experience, Transforming Business and Civic Engagement through Industry Councils, and promoting College and Career Readiness.	Yes



Ford NGL Master Plan Strand	Ford NGL Essential Practices	CV Regional Plan Goal	CV Goal Advances Linked Learning Approach
<b>Strand 3:</b> Transformation through Business and Civic Engagement	<b>Essential Practice 3.2</b> – Senior business, education, and civic leaders support, sustain, and advocate for the goals outlined in the master plan.	<b>Goal 1 of 1:</b> Within one year, the Master Plan Partnership (CVEP Workforce Excellence Oversight Committee) has proportional representation by industry, education, workforce, civic partners, parents and students.	Yes
	<b>Essential Practice 3.3</b> – Career academies address skilled workforce priorities. Industry councils are formed for each prioritized career pathway to develop and support academies in these pathways.	<b>Goal 1 of 1:</b> The CVEP Workforce Excellence Committee will conduct or secure updated Workforce/Labor Market Studies every three (3) year to define projected labor market needs/trends and college and career readiness skills in targeted industry clusters specific to the Coachella Valley.	Yes
	<b>Essential Practice 3.4</b> – The community aligns employer and civic support through dedicated staff who facilitate industry council meetings and coordinate support for academies in their respective pathways.	<b>Goal 1 of 1:</b> In two (2) years, the CVEP Workforce Excellence Oversight Committee will hire an industry council coordinator for each of the prioritized career sectors. Each Industry Council Coordinator will assure that 51% of the major employers/business in their sector will be represented on their industry council.	Yes
	<b>Essential Practice 3.5</b> – Parents, guardians, and key family members are actively engaged by the community to support student success.	<b>Goal 1 of 1:</b> The CVEP Workforce Excellence Oversight Committee will implement effective parent engagement strategies across the Coachella Valley.	Yes
	<b>Essential Practice 3.6</b> – The broader community is aware of and actively engaged in the transformation process.	<b>Goal 1 of 1:</b> The CVEP Workforce Excellence Oversight Committee will implement marketing outreach and communication to assure awareness of the Coachella Valley regarding regional College and Career Readiness. Business leaders will actively participate with educational leaders and teachers to strengthen programs for students.	Yes

Ford NGL Master Plan Strand	Ford NGL Essential Practices	CV Regional Plan Goal	CV Goal Advances Linked Learning Approach
<b>Strand 3:</b> Transformation through Business and Civic Engagement	<b>Essential Practice 3.7 –</b> Stakeholders are mutually accountable and develop skills for effective implementation of the master plan.	<b>Goal 1 of 1:</b> Each year, the CVEP Workforce Excellence Oversight Committee will facilitate and annual review of goals and outcomes pertaining to each constituent/stakeholder’s perception and actual return on investment from the Regional Master Plan.	Yes
<b>Strand 4:</b> College and Career Readiness	<b>Essential Practice 4.1 – <i>Building Aspirations</i></b> – Schools, districts, business and regional partners collaborate to identify and publicize the requirements and processes associated with post-secondary admission and workplace needs.	<p><b>Goal 1 of 4:</b> In 5 years, the region’s high school graduation rate will increase by 10%.</p> <p><b>Goal 2 of 4:</b> The region will increase its college-going rate by 10%.</p> <p><b>Goal 3 of 4:</b> The region will increase its FAFSA completion rate to 85% within 5 years.</p> <p><b>Goal 4 of 4:</b> The region will increase Cal-Grant award “uptakes” by 10% annually.</p>	<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p>
	<b>Essential Practice 4.2 – <i>Building Support Systems for Post-Secondary and Career Readiness</i></b> – Planning, preparation, participation and performance in a rigorous academic program with adequate support systems will help prepare students for post-secondary education of for the world of work.	<p><b>Goal 1 of 3:</b> In 5 years, each school district will train school counselors in college going and career ready opportunities for students.</p> <p><b>Goal 2 of 3:</b> In 5 years, each school district and/or RCOE will increase the number of CTE A-G courses in pathways and interest themed academies.</p> <p><b>Goal 3 of 3:</b> In 5 years, each school district will increase number of students passing or “Conditionally Ready” on the Early Assessment Program (EAP).</p>	<p>Yes</p> <p>Yes</p> <p>Yes</p>
	<b>Essential Practice 4.3 – <i>Regional Commitment to College and Career Readiness</i></b> – The CVEP Workforce Excellence board Oversight Committee will work collaboratively to find resources to support and publicize the regional commitment to College and Career Readiness for all students.	<p><b>Goal 1 of 3:</b> In 5 years, the region will execute a comprehensive, multi-language media campaign that spreads the message of college and career readiness to families.</p> <p><b>Goal 2 of 3:</b> In 5 years, education, business and community partners will begin to develop a sustainable scholarship program that will benefit graduating seniors and college students with a permanent residence in the Coachella Valley, who decide to pursue post-secondary education.</p> <p><b>Goal 3 of 3:</b> In 5 years, the Coachella Valley Economic Partnership will implement a job placement program that focuses on connecting post-secondary graduates from the Coachella Valley with internship and employment opportunities.</p>	<p>Yes</p> <p>Yes</p> <p>Yes</p>