

## Diablo Gateways Initiative (DGI) Sub-Regional Meeting Agenda

September 16, 2015

9AM-12PM

Martinez USD District Office

921 Susana St, Martinez, CA 94553

Participants: Representatives of Solano College, DVC, Benicia USD, John Swett USD, Martinez USD, Mt. Diablo USD, San Ramon USD

Coffee and refreshments: 8:30-9AM

Time	Agenda Item
9:00AM	Welcome/Introductions
	<b>Meeting Objectives</b> <ul style="list-style-type: none"><li>• Review major DGI goals, progress to date, and context of this initiative linked to other major initiatives and sources of funding</li><li>• Discuss DGI workplan objectives 1-3 and develop/record sub-regional partnership activities</li><li>• Develop next steps for local/sub-regional activities to support DGI workplan; identify specific actions to strengthen local relationships and integrate the work of college and K12 partners</li><li>• Confirm configuration and membership of sub-regional leadership group</li><li>• Discuss impacts of college and K12 timelines on DGI activities and planning</li></ul>
9:05-9:25AM	<b>Background/Context</b> <ul style="list-style-type: none"><li>• Brief review of DGI grant, major goals, and recap of past work</li><li>• Other initiatives aligned with DGI work</li></ul>
9:25-9:45AM	<b>Activity</b>
9:45-9:50AM	<b>Reflections – Now What? So What?</b>
9:50-10AM	<b>Break</b>
10-10:15AM	<b>Review of Workplan and Consortium-level Activities</b>
10:15-11:30AM	<b>Breakout Groups by Workplan Objectives 1, 2, and 3</b> <ul style="list-style-type: none"><li>• Discussion of local activities and implications for sub-regional activities</li><li>• Key representatives for activities</li><li>• Timelines</li></ul>
11:30-11:45AM	<b>Membership of Sub-Regional</b> <ul style="list-style-type: none"><li>• Sub-regional configuration</li><li>• Representatives</li></ul>
11:45AM-12PM	<b>Next Steps</b> <ul style="list-style-type: none"><li>• Parking lot issues, other things to consider</li><li>• Next meeting date/time</li></ul>
12PM	<b>Adjourn</b>

## DGI Central Sub-Regional Career Pathways Notes – 9-16-15

District	Current Status/	Future Needs/Wants/Other
Benicia	<b>ICT</b> <ul style="list-style-type: none"> <li>• Digital Media – One course articulated with DVC and Solano Colleges</li> <li>• Intro to Computer Science (9<sup>th</sup> gr. 1 semester – not in pathway (yet)</li> <li>• Considering developing Intro to Graphic Design</li> <li>• Possibly add AP next year (subject?)</li> <li>• Participating in Code.org grant</li> </ul>	<ul style="list-style-type: none"> <li>• Articulation workshop</li> <li>• Network with other ICT teachers</li> <li>• Pathway promotion activities to incentivize completion and participation</li> <li>• Industry involvement</li> </ul>
John Swett	<b>Engineering and Adv. Manufacturing</b> <ul style="list-style-type: none"> <li>• CAD – articulated with DVC &amp; A-G approved</li> <li>• Machining I – articulation in progress with DVC</li> <li>• Electrical Engineering (A-G and honors approved)</li> </ul> <b>ICT</b> <ul style="list-style-type: none"> <li>• Digital Media needs articulation</li> <li>• CIS – office apps-MS certification needed: possible to partner with Martinez adult ed. Possible to articulate with DVC</li> </ul>	<ul style="list-style-type: none"> <li>• Need dual enrollment</li> <li>• Need Intro to Engineering course</li> <li>• Need testing center certification (Martinez AE)</li> <li>• Need articulation (DigiMedia/Machining)</li> </ul> <p>JS has strong industry partners (15)</p>
San Ramon Valley	<b>ICT</b> <ul style="list-style-type: none"> <li>• Programming course is AP, A-G approved and articulated to DVC</li> </ul> <b>Health</b> <ul style="list-style-type: none"> <li>• Sports Med and Adv. Sports Med</li> <li>• Bioscience</li> </ul> <b>Engineering</b> <ul style="list-style-type: none"> <li>• <b>PLTW</b></li> <li>• Architectural Design/CAD – A-G, articulated w/DVC</li> <li>• Robotics/Electrical Engineering</li> </ul>	<ul style="list-style-type: none"> <li>• Need digital media course program to join the ICT pathway</li> <li>• Need articulation for Sports Medicine</li> <li>• Need hinge course for Health and Bioscience</li> <li>• Need articulation for PLTW</li> <li>• Need pathway development; robotics/engineering</li> </ul>
Mt. Diablo	<b>ICT</b> <ul style="list-style-type: none"> <li>• Digital media – articulated w/DVC and A-G approved</li> <li>• Interactive Design – 3 year pathway, not aligned with articulated programs</li> <li>• Computer science - elementary program</li> </ul> <b>Engineering</b> <ul style="list-style-type: none"> <li>• <b>PLTW</b></li> </ul>	<ul style="list-style-type: none"> <li>• Needs alignment (interactive design)</li> <li>• Interest in game design (more digiMedia pathway)</li> <li>• Same issue with articulation for PLTW</li> </ul>

	<p><b>Health</b></p> <ul style="list-style-type: none"> <li>• Biotechnology – need to articulate with CCC and/or Solano</li> <li>• Sports Med</li> </ul>	<ul style="list-style-type: none"> <li>• Needs articulation for all health and bioscience</li> </ul>
Martinez	<p><b>ICT</b></p> <ul style="list-style-type: none"> <li>• AP Computer Science – A-G approved</li> <li>• Digital Media Arts 1 and 2 – A-G</li> </ul> <p><b>Engineering</b></p> <ul style="list-style-type: none"> <li>• CAD – articulated with DVC, A-G</li> <li>• Adv. Architectural Design – A-G</li> <li>• CAD ROP</li> <li>• Construction Technology – articulated with DVC</li> </ul> <p><b>Health</b></p> <ul style="list-style-type: none"> <li>• Medical Biology</li> <li>• Medical Chemistry – using HASPI curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Needs articulation and pathway development</li> <li>• Intro to Computer Science</li> <li>• Need articulation</li> <li>• Need articulation (check to see if it is A-G)</li> <li>• Need pathway development</li> <li>• Need pathway development of capstone course</li> <li>• Need articulation for both courses</li> </ul>
Solano Community College	<ul style="list-style-type: none"> <li>• Connect with CCC on health hinge course</li> <li>• Summer camps (6-10)</li> <li>• Biotech hinge course with HS</li> <li>• Has accelerated employment program for biotech</li> </ul>	
Global Issues	<ul style="list-style-type: none"> <li>• Sub regional advisory committees by industry sector</li> <li>• Career fairs by industry sector</li> <li>• Need for credentialed faculty/teachers to teach CTE classes</li> <li>• List of industry credentials (SB1070) – what and who</li> <li>• Support/outreach to Alternative Ed. Students</li> <li>• UC transferability</li> <li>• Pathway marketing – incentivization</li> <li>• Desire for distribution list of participants by group</li> <li>• Articulated courses are easily set up for dual enrollment – need a process</li> </ul>	

### Membership – Who else should be included?

- Community members
- Articulation officers
- Students
- Politicians
- Middle school representatives
- Student services personnel
- Workforce development board
- Alternative education representatives
- ROP
- County Office
- WIB Coordinator

### What else? Big Picture:

- CC involvement in develop of LCAP – common core outcomes of college and career readiness can be met by pathway programs
- Need to raise issues to leadership (Presidents and Superintendents) when POLICY issues interfere with pathway development/effectiveness

### Next steps:

- Convene five “industry sector” groups (Digital Media, Computer Science, Engineering, Advanced Manufacturing, and Health/Bioscience) of CC Faculty and HS teachers to norm HS curriculum, assess transition to “hinge class” at CC, plan dissemination of class sequence across sub-region
- Connect with Don Daves-Rougeaux to develop document/presentation to explain relationship between AP, UCCI, A-G, etc. Convene counselors to continue Student Services work
- Survey HS teachers currently teaching classes articulated with CC to determine if they have the minimum qualifications required to teach at CC. These classes could be models for dual enrollment
- Survey current list of “industry credentials” offered by HS and CC in sub-region. Assess credentials for applicability to employment opportunities
- Assign WBL contractor to survey HS and CC to compile a list of active Industry Advisory groups including membership and activity. This is a necessary first step in possible development of sub-regional advisory groups.

Wednesday, September 16, 2015

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- Begin planning next sub-regional meeting – December 7, 2015 from 9:00 – noon at Martinez Unified School District Offices.

Wednesday, September 16, 2015

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# Here's What!



# Now What?



# So What?



Program	<b>Here's What</b> (Literal – DOK 1) Factual Information gathered from the presentation	<b>Now What</b> (Inferential – DOK 2) Interpret: What does this program mean for you district?	<b>So What</b> (Conclude – DOK 3) Analyze: What are the implications for you and your work with this initiative? What steps can you take to make this work sustainable over time?
<b>DGI</b>			
<b>Common Core, NGSS and the LCAP</b>			
<b>SSSP</b>			
<b>Equity</b>			
<b>SB 1070</b>			

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<b>Other</b>			

### Comparison of Ideas

<p>Similarities</p>	<p>Differences</p>
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<p><b>Synthesize</b> (Apply – DOK 4)          What's the big idea? How can we use the work of DGI to leverage alignment and collaboration between K-12 districts, the community colleges and our workforce partners? .</p>	
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## Notes from DGI mid region student services work plan Group

- 1. Advising and Educational Planning:** Participants noted the confusing cluster of mechanisms and information for advising students around planning for college and/or transfer from cc to CSU or UC. These include career pathways, AP, articulated courses, dual enrollment and the relationship of these to A to G, AP, UCCI, IGETC, Transfer Model Curricula, etc.
  - a. Identified Need:** K12 and CC Counselors and Faculty need better guidance on the array of systems options for students to build educational plans (at both segments) get early credit and identify the best options to meet their career and educational goals.
  - b. Action 1:** The Consultant to the SB1070 Systems Alignment Workgroup is an expert on UCCI and is working on the dual enrollment and articulation handbooks. We will recruit individuals(including articulation officers, point by Tina) interested in working on uniform guidance for the value of incorporating these different mechanisms into counseling and advising with students. This group should include counselors and individuals familiar with all of the above.
  - c. Action 2:** As we convene counselors for professional development, we will both include the information and guidance developed in action 1 above and incorporate sharing of successful strategies between HS and CC counselors and student services leadership.
  - d. Timeline:** We should refer the leadership for this activity to the SB1070 Systems Alignment Workgroup at the next meeting (Sept 22), with the intent to build the strategy inventory by January 2016. This would be shared out in iterative versions in October and November and shared with a consulting group of counselors and leadership to inform how it could inform practice and be configured to be most useful.
- 2. Professional Development:** Participants noted the disparity of counseling capacity between different K12 districts and colleges, in particular regarding the issues and intricacies of the career pathway work.
  - a. Identified Need:** Counselors need ongoing and iterative professional development to help improve baseline counseling practice across the consortium and both segments (CC and HS).
  - b. Action 1.** Implement a continuing, regularly scheduled professional development series (quarterly) for counselors on high priority topics and strategies for working with students around planning for career and college. (Note by Randy: this could be augmented by deeper dives during summer with weeklong or multiple day professional development opportunities). This is a leadership issue and requires general agreement from K12 and college leadership.
  - c. Action 2.** Establish a priority list of professional development needs around counseling through consultation with counselors, leadership, and other stakeholders. Establish a year one schedule and of events and professional development topics.
  - d. Action 3.** Utilize the expertise of counselors and existing effective practices to develop a baseline definition and common practices for effective counseling focused on career development and college and career readiness. This can or should include common protocols for what should happen for students in their Freshman, Sophomore years, etc and the respective role of high school and college counselors and relevant strategies (get focused stay focused, naviance, individual counseling, counseling courses, etc.



(Note from Randy: some of this work could occur vis a vis one of our DGI counseling workgroups, perhaps as a smaller sub-group of a committee, or we could prototype this discussion in the sub-region and propose something to the region)

- 3. Education and Career Planning Tools:** Part of our discussion was focused on the different education and career planning tools (GFSF and Naviance were discussed but there are others).
  - a. Identified Need:** We need clarity and centralized information about how each of these systems are implemented, their impact on instruction, and what is covered and how well.
  - b. Action 1.** Do a deeper dive inventory on each of these systems to help inform professional development, master scheduling, and other issues such as when college counseling resources should be used to supplement, its impact on dual enrollment college and career readiness strategies, etc.
  - c. Action 2.** Be sure the professional development and other regional action items are adjusted to incorporate what is learned from Action 1.
- 4. Dual Enrollment:** There was a fair amount of discussion about implementing dual enrollment, which seems a high priority practice for both systems. A suggestion arose from a pre-breakout conversation to inventory existing articulation agreements within the DGI pathways where the high school instructor may meet min quals for the college system. This would be an easy early target for dual enrollment courses that could easily be scheduled and offered for next fall.
  - a. Action 1.** Inventory all active CTE related Articulation Agreements and the qualifications of HS faculty teaching those courses, segmenting those specifically aligned to the DGI pathways ICT, Manufacturing, Engineering, and Health.
  - b. Action 2.** Agree sub-regionally, which courses will be transitioned into Dual Enrollment Courses in Fall 2016
  - c. Action 3.** Start the MOU process between K12 Districts and Colleges with a goal to finalize those in early 2016.
  - d. Action 4.** Initiate the matriculation, enrollment, and registration process in Spring 2016 with the goal of having all students enrolled and registered by June 2016.

## WORKING AGENDA

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#### Sub-Regional Meeting Objectives

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- Discuss DGI workplan objectives 1-3 and develop/record sub-regional partnership activities
- Develop next steps for local/sub-regional activities to support DGI workplan; identify specific actions to strengthen local relationships and integrate the work of college and K12 partners
- Confirm configuration and membership of sub-regional leadership group
- Discuss impacts of timelines for Fall DGI activities and planning

#### Sub-Regional Meeting Agenda

##### Refreshments 8:30AM-9AM

- Welcome/Introductions – institution, role, relationship to DGI work (5 min) Rami/All
  - Ice breaker? Dog or cat person??
- Brief review of DGI grant, major goals, and recap of past work (20 min) Tamara/Randy/Rami
  - Overview of Year 1- Tamara
  - Review of June Summits - Randy
  - Timeline for fall work and deliverables – Randy/Rami
- Other initiatives aligned with DGI work
  - SSSP, Equity - Randy
  - Common Core, LCAP, NGSS – Patricia/Rami
  - AB86 – Rami/Randy
  - **ACTIVITY** – 20 minutes – Rami to develop
- Reflections: Now What? So What? – 5 min - Rami
- Break – 10 min
- Workplan Goals and Activities – 90 minutes total
  - Review work plan and consortium Activities– 10 minutes - Tamara
  - Breakout into 3 workgroups by Workplan Objective 1-3, (representatives from each partner must participate in each workgroup) - 65 minutes

- Pathways – Rami and Kim
- Student Services – Randy
- Work Based Learning - Patricia
  - Description/Discussion of local activities that support the workplan – timer, limit description of each partner
  - General discussion of common themes/activities and identification of appropriate sub-regional activities
  - Identification of key representatives from each organization who will work on each sub-regional activity
  - Identify timelines for each activity
- Report out – 15 minutes
  
- Membership Discussion - 15 minutes - Tamara
  - Is this the correct set of institutions?
  - Who should represent and attend?
  - Who else should be on your local leadership team?
  
- Debrief/Next Steps - 15 minutes – Rami/Patricia
  - Are there un-resolved issues not yet discussed (master scheduling; alternative education; measuring student outcomes; industry credentials)
  - Next meeting date and time