MEASURE N AND H – COLLEGE AND CAREER READINESS COMMISSION
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**OAKLAND UNIFIED
SCHOOL DISTRICT**
Community Schools, Thriving Students

**Measure N - College & Career
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Memo

To   Board of Education

From   Measure N and H – College and Career Readiness Commission

Board Meeting Date: June 4, 2025

Subject   Services For: Young Adult Program

Action Requested and Recommendation	Adoption by the Board of Education, upon recommendation by the Measures N and H Commission of a 2024-2025 Young Adult Program Site visit report and Funding Recommendation

Background *(Why do we need these services? Why have you selected this vendor?)*

The Young Adult program was approved to receive a planning grant of $200/pupil for the 24-25 school year last Spring 2024. Two official Measure N and H staff site visits were conducted in the 24-25 school year: a context-building visit on January 15 and a formal visit in March 5. The Young Adult program presented their EIP, Work Based Learning form, Program of Study and Master schedule on April 23.

Competitively Bid   Was this contract competitively bid? No

If no, exception: N/A

Fiscal Impact   Funding resource(s): Measure N and H

Attachments   2nd Memo - 25-1180 YAP recommendation

SITE VISIT REPORT AND RECOMMENDATION
May 6, 2025

SCHOOL: Young Adult Program, Site 308 **PATHWAY THEME:** Entrepreneurship **SITE VISIT TEAM MEMBERS:** Visit 1: Jan Quijada, Vanessa Sifuentes, Rebecca Lacocque, Nancy Gomez Visit 2: Vanessa Sifuentes, Rebecca Lacocque, Nancy Gomez, Samuel Berg, Brenda Touhy	**DATES OF SITE VISIT:** **January 15, 2025 (context-building)** **March 5, 2025**

SITE VISIT FEEDBACK	
QUESTION	**RESPONSE**

What are the overall areas of strength in the school's Pathway development?	● **Integrated Program of Study**
	
	    ○ YAP has selected a specific focus to drive its integrated pathway program design (Entrepreneurship).
	
	    ○ Pathway student learning outcomes are in development.
	
	● **Work-Based Learning (WBL)**
	
	    ○ Program has evidence of some career exploration, internships, and certification opportunities tailored to students' interests and abilities.
	
	    ○ Students are supported by their IEP Case Managers and YAP staff in finding employment or training aligned with their skills and goals.
	
	● **Comprehensive Student Supports**
	
	    ○ Strong implementation and management of students' Individualized Education Plans.
	
	    ○ Access to dual enrollment opportunities through existing partnerships with Laney and Merritt Colleges.
	
	    ○ Frequent collaboration with community-based services.
	
	    ○ Some specific career pathways for graduates are in place.
	
	    ○ Students and families are actively involved in creating individualized goals and plans for students.
	
	    ○ Multiple supported pathways to access college courses are available, including dual and concurrent enrollment, with strategic student supports.

	○ Students are supported in transitioning after YAP, including to college and regional programs.
	● **General**
	○ Students report strong feelings of connection and satisfaction with their school and staff.
	○ Staff demonstrate a highly student-centered and deeply committed approach to their school.
	○ Responsive, individualized instruction based on students' needs.
What are the areas for growth and continued progress monitoring?	● **Integrated Program of Study**
	○ Further develop Pathway Student Learning Outcomes that reflect Entrepreneurship CTE standards, pathway student learning outcomes, and YAP's mission.
	■ Incorporate student benchmark data (e.g., work-based learning activities, progress toward Pathway Student Learning Outcomes, etc.) into team meetings to align and coordinate efforts and analyze impact.
	■ Implement more systematic tracking of student outcomes in college access, work-based learning, and post-secondary transitions to assess program effectiveness and inform improvements.
	○ Collaborate with the pathway team, including teachers, to design, implement, and progress monitor the integration of Entrepreneurship Pathway Student Learning Outcomes, Career Readiness standards, Work-Based Learning, and student support.
	● **Work-Based Learning**
	○ Nurture existing and establish new industry partnerships to increase work-based learning experiences for students to ensure significant career awareness, exploration, and preparation. Utilize work-based learning as experiences to "practice" with industry partners for fuller independence in a career pathway of choice post-graduation.
	○ Deepen partnerships with local employers and training programs to increase work-based learning and job placement options.
	○ Establish a broad stakeholder Advisory Board to inform these offerings and overall pathway design.
	● **Comprehensive Student Support**
	○ Design, coordinate, and progress monitor specific student support in the classroom and community programming that is aligned with student benchmarks toward YAP's Pathway Student Learning Outcomes.

	○ Strengthen and formalize post-secondary partnerships to ensure significant "practice" via work-based learning and seamless transition to the world of work, and to diversify available supports and resources.
	○ Increase alignment between students' IEP goals, career exploration, work-based learning, and post-secondary options (formalized via Advisory Board and partnership agreements, as appropriate).
	○ Broaden the range of career paths and certification opportunities, leveraging industry partnerships nurtured and established.
	○ Increase opportunities for ongoing family involvement beyond goal-setting to support students throughout their postsecondary and career planning.
What are the priority next steps for 2025-26?	**Priority Next Steps** ○ Implement Pathway Teaming structures to support coordinated planning, design, decision-making, and progress monitoring. Ensure adult learning conditions grounded in trust, shared goals, and data. ○ Develop Pathway Student Learning Outcomes that direct clear activity and learning benchmarks to scaffold intentionally to ensure student success in YAP and after. *(Integrated Program of Study)* ○ Collaborate with the pathway team to identify Entrepreneurship standards and work-based learning that can be integrated into classes to deepen student learning and increase their preparation for life after high school. *(Integrated Program of Study)* ○ Establish formal Advisory Boards, including staff, students, families, and community partners, to guide program development and fulfill work-based learning needs. *(Work-Based Learning)* ○ Leverage these partnerships to provide meaningful learning experiences, work-based opportunities, and mentorship. *(Work-Based Learning)*
Recommendation	**Based on evidence from the school's Measure H Education Improvement Plan and findings from site visits, Measures N and H staff conclude that the Young Adult Program is well-positioned to fully implement the Three Domains of Linked Learning. Therefore, staff recommends allocating $850 per student to the Young Adult Program starting in the 2025–2026 school year.**

_____   6/12/2025

Jennier Brouhard, President, BOE

_____   6/12/2025

Kyla Johnson-Trammell, Superintendent & Secretary, BOE

YOUNG ADULT PROGRAM MEASURE N AND H ASSESSMENT: SCHOOLWIDE ENABLING CONDITIONS TO SUPPORT LINKED LEARNING

Site Visit Team members assessed the Young Adult Program using the Linked Learning Quality Standards. Based on these scores, we assess the Young Adult Program to be at the **Developing/Approaching stage** of implementing the Three Domains of Linked Learning.

KEY:	**1= "beginning and designing" stage:** no elements or only a few elements of Linked Learning are evident.	**3 = "meeting and advancing the standards"** as described by the Linked Learning Quality Standards
	2 = "developing and approaching" stage: some elements of Linked Learning are evident but not all of the standards mentioned.	**4 = "excelling and sustaining the standards"** as described by the Linked Learning Quality Standards

1. INTEGRATED PROGRAM OF STUDY	SCORE	JUSTIFICATION *(if 2 or lower)*
1.0 Equitable Admission	3	
1.1 Cohort Structure	2	YAP must identify focal classes and teachers to design, implement, and progress monitor integration of Entrepreneurship standards and work-based learning.
1.2 Complete Program of Study	2	YAP must identify focal classes and teachers to design, implement, and progress monitor integration of Entrepreneurship standards and work-based learning.
1.4 Curriculum and Instructional Design and Delivery	2	YAP must identify focal classes and teachers to design, implement, and progress monitor integration of Entrepreneurship standards and work-based learning.
1.5 Early College Credit Opportunities	3	Increase opportunities for college credit aligned with post-secondary goals and path.
1.6 Partner Input and Validation	2	YAP must establish an Advisory Board to ensure continuous input and validation of the program of study.
2. WORK-BASED LEARNING		

2.1 Work-Based Learning Plans	**2**	YAP must establish an Advisory Board and expand industry partnership to design a Program of Study and supply work-based learning experiences for students.
2.2 Student Work-Based Learning Experiences	**2**	YAP must integrate learning with industry partners into classroom learning experiences
2.3 Work-Based Learning Provider Assessment of Student Workplace Readiness	**2**	YAP must implement a consistent feedback loop with work-based learning providers to maximize student learning and to inform Program of Study and program design.
3. INTEGRATED STUDENT SUPPORTS		
3.1 College and Career Preparation and Support	**3**	
3.2 Student Orientation	**2**	YAP must incorporate the Entrepreneurship pathway into its program enrollment materials and processes to build familiarity and inform program design.
3.3 Social-Emotional Skill Development	**2**	YAP must incorporate industry and community partners in the design, implementation, and progress monitoring of SEL development.
3.4 Individual Student Support	**3**	
3.5 Student Input and Validation	**2**	YAP must incorporate student input via Advisory Board and regular feedback to inform pathway design.