File ID Number	13-0441
Introduction Date	4/10/13
Enactment Number	13-0649
Enactment Date	4/10/13
By	O.B

OAKLAND UNIFIED SCHOOL DISTRICT

SCHOOL DISTRICT

Community Schools, Thriving Students

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Board of Education

To: Board of Education

From: Tony Smith, Ph.D., Superintendent
          By: Maria Santos, Deputy Superintendent, Instruction, Leadership & Equity-in-Action
              Vernon Hal, Deputy Superintendent, Business & Operations

Subject: District Grant Agreement – ConnectEd: The California Center for College and Career - OUSD

ACTION REQUESTED:

Approval and acceptance by the Board of Education of Grant Agreement between District and ConnectEd: The California Center for College and Career, for fiscal year 2012-2013, for implementing a district-wide system of at least six (6) high quality pathways in order to reduce high school dropout rates, raise academic achievement, increase high school completion, and boost students' earning power after high school, as specified in the agreement, pursuant to the terms and conditions thereof, and to submit amendments for the grant year, if any.

BACKGROUND:

Grant proposal for the College and Career Readiness Office for the 2012-2013 fiscal year was submitted for funding as indicated in the chart below.

File ID #	Backup Document Included	Type	Recipient	Grant's Purpose	Time Period	Funding Source	Grant Amount
13-0441	X	Grant Agreement	Oakland Unified School District for College and Career Readiness Office	The grant will fund the Development of a District-wide System of Linked Learning	July 1, 2012 through June 30, 2013	ConectEd: The California Center for College and Career	$575,000.00

DISCUSSION

The College and Career Readiness Office reviewed the Implementation Plan for Developing a System of Linked Learning Pathways, to assess its contribution to sustained students and to identify OUSD resources required for program success.

FISCAL IMPACT:

The total amount of grant will be provided to College and Career Readiness Office from the funder.

- Grants valued at: $575,000.00

RECOMMENDATION:

Approval and acceptance by the Board of Education of Grant Agreement between District and ConnectEd: The California Center for College and Career, for fiscal year 2012-2013, for the Development of a District-wide System of Linked Learning

Attachments: Grant Agreement

OUSD Grants Management Face Sheet

Title of Grant: Linked Learning	Funding Cycle Dates: July 2012 – June 2013
Grant's Fiscal Agent: ConnectEd: The California Center for College and Career, 2150 Shattuck, Suite 1200, Berkeley, CA 94702, Gary Hoachlander, President, ghoachlander@connectedcalifornia.org	**Grant Amount for Full Funding Cycle: $575,000**
Funding Agency: James Irvine Foundation	**Grant Focus: Linked Learning Implementation**
List all School(s) or Department(s) to be Served: All OUSD high schools and middle schools will benefit; focus schools that will receive the most direct support include: Skyline HS, McClymonds HS, Oakland Technical HS, Life Academy, Fremont HS, Castlemont HS, and Coliseum College Prep HS	

Information Needed	School or Department Response
How will this grant contribute to sustained student achievement or academic standards?	The grant will directly fund professional development, coaching and support for shifting instruction to make education in OUSD more rigorous and relevant for our students.
How will this grant be evaluated for impact upon student achievement? (Customized data design and technical support are provided at 1% of the grant award or at a negotiated fee for a community-based fiscal agent who is not including OUSD's indirect rate of 4.75% in the budget. The 1% or negotiated data fee will be charged according to an Agreement for Grant Administration Related Services payment schedule. This fee should be included in the grant's budget for evaluation.)	The grant will be evaluated by an external evaluator, SRI International. The evaluation will take into account increased graduation rate, attendance and student test scores; transformed leadership practices; community involvement and partnerships.
Does the grant require any resources from the school(s) or district? If so, describe.	The grant will require the use of additional district resources to ensure the successful implementation of the Linked Learning initiative, in particular the work of district funded individuals in the College and Career Readiness Office (Director, CCRO, Coordinator of Career Readiness, Office Manager and Career Technical Education Specialists).
Are services being supported by an OUSD funded grant or by a contractor paid through an OUSD contract or MOU?	No.
Will the proposed program take students out of the classroom for any portion of the school day? (OUSD reserves the right to limit service access to students during the school day to ensure academic attendance continuity.)	No.
Who is the contact managing and assuring grant compliance? (Include contact's name, address, phone number, email address.)	Gretchen Livesey Director, College and Career Readiness Office 2607 Myrtle Street, Room 104, Oakland, CA 94607 Gretchen.livesey@ousd.k12.ca.us

Applicant Obtained Approval Signatures:

Entity	Name/s	Signature/s	Date
Principal	Gretchen Livesey		2/14/15
Department Head (e.g. for school day programs or for extended day and student support activities)			2-19-13

Grant Office Obtained Approval Signatures:

Entity	Name/s	Signature/s	Date
Fiscal Officer	Vernon Hal		
Superintendent	Tony Smith		

ConnectEd: The California Center for College and Career

GRANT AGREEMENT AND CONDITIONS

This Grant from ConnectEd: The California Center for College and Career (ConnectEd), through the support of The James Irvine Foundation (Foundation), is for the purposes described below and is subject to your acceptance of the conditions specified below. This Agreement will not be effective until signed by a properly authorized representative of your organization, and a signed original is received by ConnectEd.

Grant Number: 12-11

Grantee: **Oakland Unified School District**

Grant Amount: **$575,000**

Time Period: **July 1, 2012 – June 30, 2013**

Project Title: Continuation Grant for the Development of a District-wide System of Linked Learning.

Goal: To implement a district-wide system of at least six (6) high quality pathways in order to reduce high school dropout rates, raise academic achievement, increase high school completion, and boost students' earning power after high school.

Objectives: 1. Maintain an implementation team that represents the district and community stakeholders that make up a broad-based leadership coalition and

   a. Hires/designates a full-time Executive Director or other lead person to coordinate with ConnectEd staff and guide work of the implementation team;

   b. Oversees the implementation of the district/community implementation plan, submitted to ConnectEd in July 2012, to establish and sustain a system of pathways;

c. Establishes, in collaboration with ConnectEd, a set of annual benchmarks that demonstrate progress toward district system-building efforts, and reports on progress toward meeting those annual benchmarks; and

d. As appropriate, convenes and informs the larger broad-based coalition about progress, successes, and challenges.

2. A district leadership team and at least four pathway leadership teams shall participate in the Leadership Development Series consisting of:

a. The 2012 Linked Learning Summer Institute;

b. Pathway Leadership Institutes and District Leadership Residencies; and

c. Participation in an online networking and professional learning community of district and school site leaders.

3. At least six pathway leadership teams shall design, adopt, and implement a program of study including a four-year curriculum that meets the expectations to achieve pathway certification.

4. Once prepared to do so, pathway and district leaders shall coordinate with ConnectEd to arrange pathway reviews so that at least six of the district's pathways become Linked Learning certified.

5. Identify one or more promising practices (e.g., district policies, student transportation arrangements, examples of multidisciplinary projects, work-based learning tools, program quality guides, student recruitment strategies, etc.), and work with ConnectEd staff to document, formalize, publish, and disseminate as part of pathway and district toolkits.

6. Participate in all research and evaluation activities associated with the California Linked Learning District Initiative grant.[1] As a part of the annual data collection and reporting process, district agrees to:

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[1] SRI International is the external evaluator contracted by The James Irvine Foundation to independently assess the Initiative. Evaluation activities may include, but may not be limited to, interviews with representatives of key stakeholder groups student focus groups, classroom observations, surveys, and document collection. The evaluation will also include analyses of extant student data, including (but not necessarily limited to) demographics, attendance, course completion, grade progression, student achievement (e.g., on the California Standards Tests), and high school graduation collected primarily by the Institute for Evidence-Based Research (IEBC).

	$10,000	Summer Institute coaches – internal coaches to work with pathway teams during Pathway Summer Institute
	$8,000	Michael Moore, principal coach at McClymonds
	$10,000	Envision – Pathway Summer Institute professional learning – culminating assessments and rubric design
	$10,000	New Teacher Center – Pathway Summer Institute professional learning – robust instruction
	$8,300	Buck Institute – Pathway Summer Institute professional learning – project-based learning
	$1,250	Cloud for Good – SalesForce support – tracking business partners and student WBL experiences
Meals	$3,000	Food for meetings
	$10,000	Food for Industry Summits. Summits to be hosted by industry partners this year, but OUSD will support with catering
Total Other Direct Costs	**$159,827**	
Grand Total	**$575,000**	

a.   Appoint a key district staff member to serve as a point of contact for evaluation-related activities.

b.   Identify key district staff member to assist in and respond to reasonable requests for the collection and transfer of student-level demographic and achievement data on pathway program participants and nonparticipants, as requested.

c.   Assist in data collection activities involving students (e.g., identifying students for participation in focus groups, helping in the administration of surveys, sending out and collecting parental consent forms).

Conditions: Expenditure Responsibility

STATEMENT OF WORK

The Grantee, as an independent organization and not as an agent of ConnectEd, will furnish necessary personnel, materials, services, equipment, and facilities, and all other items necessary to accomplish all tasks specified in the Grantee's proposal. The Grantee's budget (Attachment A), and Implementation Plan (Attachment B) are hereby incorporated, made a part of this grant agreement, and are deemed to state the activities, deliverables, and budget to be followed in carrying out this agreement.

SCHEDULE OF DELIVERABLES TIED TO GRANT INSTALLMENTS

YEAR 1			
Deliverable Due Date	**Deliverable Required**	**Payment Date**	**Amount**
12/28/2012	Signed Grant Agreement	12/28/2012	$258,750
1/28/2013	Interim Progress Report #1 and Interim Financial Report	2/9/2013	$258,750
7/29/2013	Final Narrative and Financial Reports	8/12/2013	$57,500

Please refer to the enclosed *Grantee Reporting Guidelines* for details on reporting to ConnectEd. Payments will be sent directly from ConnectEd's Grants Administration office.

GRANTEE'S FINANCIAL RESPONSIBILITIES

Grantee is expected to maintain complete and accurate financial records of revenues and expenditures relating to the grant for at least four (4) years after completion of the grant. In the event that ConnectEd is audited by any government agency, it may be necessary, in rare instances, for ConnectEd to examine, audit, or have audited the records of Grantee insofar as they relate to activities supported by this grant. Any expenses related to such activities will be borne by ConnectEd.

EXPENDITURE OF GRANT FUNDS

This grant contains an "expenditure responsibility" requirement as defined in Section 4945(d)(4) of the IRS Code. Grantee agrees to submit to ConnectEd full and complete reports with respect to the expenditure of the funds granted by ConnectEd in accordance with the reporting schedule set forth herein.

Grantee shall not use any portion of the grant to (a) carry on propaganda or otherwise attempt to influence specific legislation; (b) influence the outcome of any specific public election; (c) make any grant that does not comply with the requirements of Section 4945(d)(3) or (4) of the Internal Revenue Code (IRC); (d) undertake any activity for any purpose other than one specified in Section 170(c)(2)(B) of the IRC; or (e) induce or encourage violations of law or public policy, to cause any private inurement or improper private benefit to occur, or to take any other action inconsistent with Section 501(c)(3) of the IRC. Grantee shall not use any portion of the grant funds to support any form of violent political activity, terrorists, or terrorist organizations.

The grant is for the purpose(s) stated in this agreement. Grant funds may be expended only in accordance with the terms set forth herein. Grant funds may not be expended for any other purpose without prior written approval by ConnectEd. Grantee shall repay to ConnectEd any portion of the grant funds that is not spent or committed for the purposes stated in this agreement. Permission to make any major change (line items added or deleted, or transfers among line items greater than 20 percent of the approved line item amount) to the approved budget (Attachment A) must be requested in writing, and approved by ConnectEd in advance of the implementation of the change. ConnectEd requests written notification of any changes to key personnel during the term of the grant.

USE OF SUBGRANTEES

With regard to the selection of any subgrantee necessary to carry out the purposes of the grant, ConnectEd retains the right to approve subgrantees, in advance. In accordance with the Foundation's Indenture of Trust, any funds regranted to public agencies, or agencies established by the federal, state or a local government, should supplement and not supplant government support.

PUBLICITY, PUBLICATIONS, AND COMMUNICATION WITH THE MEDIA

Should Grantee choose to acknowledge ConnectEd's support of its organization and to include ConnectEd and the Foundation's name on printed and visual materials that are produced with its support, Grantee should refer to the *Grantee Communications Guidelines* included in this packet.

ANTI-DISCRIMINATION

Grantee agrees that, in the performance of this Agreement, it will not unlawfully discriminate in its employment practices, volunteer opportunities, or the delivery of programs or services, on the basis of race, color, religion, gender, national origin, ancestry, age, medical condition, handicap, veteran status, marital status, sexual orientation, or any other characteristic protected by law.

INDEMNIFICATION

In the event that a claim of any kind is asserted against the Grantee or ConnectEd related to or arising from the project funded by the Grant and a proceeding is brought against ConnectEd by reason of such claim, the Grantee, upon written notice from ConnectEd, shall, at the Grantee's expense, resist or defend such action or proceeding, at no cost to ConnectEd, by counsel approved by ConnectEd in writing.

Grantee hereby agrees, to the fullest extent permitted by law, to defend, indemnify, and hold harmless ConnectEd, its officers, directors, employees, and agents, from and against any and all claims, liabilities, losses, and expenses (including reasonable attorneys' fees) directly, indirectly, wholly, or partially arising from or in connection with any act or omission by Grantee, its employees or agents, in applying for or accepting the Grant, in expending or applying the Grant funds or in carrying out any project or program supported by the Grant, except to the extent that such claims, liabilities, losses, and expenses arise from or in connection with any act or omission by ConnectEd, its officers, directors, employees, or agents.

TERMINATION

ConnectEd, at its sole option, may terminate this agreement or withhold payments, or both at any time if, in ConnectEd's judgment: a) ConnectEd is not satisfied with the quality of the Grantee's progress toward achieving the project goals, objectives, and statement of work; b) ConnectEd is of the opinion that the Grantee is incapable of satisfactorily completing the project or has ceased to be an appropriate means of accomplishing the purposes of the grant; c) the Grantee dissolves or fails to operate; or d) the Grantee materially fails to comply with the terms and conditions of this agreement. If termination occurs prior to the scheduled end date, the Grantee shall,

upon request by ConnectEd, provide to ConnectEd a full accounting of the receipt and disbursement of funds and expenditures incurred under the Grant as of the effective date of termination. Within sixty (60) days after written request by ConnectEd, the Grantee shall remit all Grant funds unexpended as of the effective date of termination.

LIMITATION

This Agreement contains the entire agreement between the parties with respect to the Grant and supersedes any previous oral or written understandings or agreements. It is expressly understood that by making this Grant, ConnectEd has no obligation to provide other or additional support to the Grantee for purposes of this project or any other purposes.

ACCEPTANCE OF TERMS

On behalf of **ConnectEd: The California Center for College and Career**, I extend every good wish for the success of this project.

By: _____

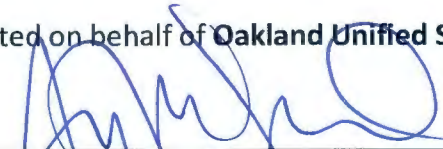*Signature of Authorized Officer, Director, or Trustee*

Name: Carl Taibl
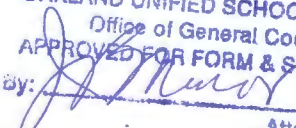
Title: Chief Financial Officer

Date: 12/21/12

I acknowledge that the Grantee has received and reviewed this document. The above terms and conditions are hereby accepted and agreed to as of the date specified.

Accepted on behalf of **Oakland Unified School District**

By: _____

Signature of Authorized Officer, Director, or Trustee

Name: Tony Smith

Title: Superintendent

David Kakishiba
President, Board of Education

Edgar Rakestraw, Jr., Secretary
Board of Education

Grant Agreement Number 12-11

OAKLAND UNIFIED SCHOOL DISTRICT
Office of General Counsel
APPROVED FOR FORM & SUBSTANCE
By: _____ . Attorney

File ID Number: 13-0441
Introduction Date: 4/10/13
Enactment Number: 13-0649
Enactment Date: 4/10/13
By: os

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Ready for College and Career:

District-wide Systems of Linked Learning

Grant Budget Template for Oakland Unified School District

July 1, 2012 to June 30, 2013

Salaries	Hours or FTE	Basis for Annual Salary		Total (FTE/Hrs x Annual Salary)		Duration	District Contribution		Grant Funds Requested	
Project Director	0.5	$	114,426	$	57,213		$	-	$	57,213
WBL Coordinator	0.4	$	67,755	$	27,102		$	-	$	27,102
Specialists WBL (4)	4	$	41,383	$	165,532		$	-	$	165,532
Pathway Lead - CCPA	0.2	$	100,000	$	20,000		$	-	$	20,000
Internal Pathway Coach	0.2	$	49,800	$	9,960		$	-	$	9,960
Internal Pathway Coach	0.2	$	49,800	$	9,960		$	-	$	9,960
Total Salaries				$	289,767		$	-	$	289,767
Benefits				$	125,406		$	-	$	125,406
Total Salaries and Benefits				$	415,173		$	-	$	415,173

Other Direct Costs			Total			District Contribution		Grant Funds Requested	
Substitute Teachers			$	24,000		$	-	$	24,000
Consultants			$	85,926		$	-	$	85,926
Travel			$	36,401		$	-	$	36,401
Meals			$	13,000		$	-	$	13,000
Facility Rental			$	500		$	-	$	500
Total Other Direct Costs			$	159,827		$	-	$	159,827

Total Expenses	$	575,000	$	-	$	575,000

Grant Funds may not be used to cover any indirect costs.

Linked Learning Budget Narrative - 2012-13 SY - Oakland Unified School District

Category	Amount	Narrative
Salaries and Benefits		
Project Director	$57,213	.5 FTE for Director of College and Career Readiness Office
Teacher on Special Assignment – Coordinator, Work Based Learning	$27,102	.4 FTE Work based learning / internship coordinator working at the district level with the CCRO Career Readiness Coordinator and the CCRO Workforce and Economic Development Coordinator to support all pathways in their WBL endeavors
Teachers	$20,000	Coliseum College Prep Academy - .2 FTE release for pathway lead teacher – to oversee three new pathways seeded at CCPA
	$19,920	.4 FTE – two internal pathway coaches – one at Skyline HS, one at Fremont HS, supporting on-site pathway teams
Specialists, Work Based Learning	$165,532	4 FTE Career Technical Education Specialists – all work closely with the CCRO College Readiness Coordinator, and the WEDO. Each CTE Specialist is deployed to 4-5 HS sites where they directly support pathway leads and teams to plan and execute WBL experiences for the students, as well as generally support pathway development
Total Salaries	**$289,767**	
Benefits	$125,406	Benefits for all above
Total Salaries and Benefits	**$415,173**	
Other Direct Costs		
Travel	$36,401	Galaxy Travel – flights, accommodations, other travel expenses for: Pathway, District Leadership and Principal Institutes through ConnectEd and Scope; Linked Learning Alliance Meetings; Educating for Careers conference; and other related meetings and workshops
Rental - facility	$500	Summer Institute showcase event at Niles Hall in Preservation Park
Teacher stipends	$4,000	$1,000 each for 4 pathway teams going through the Pathway Certification process this year – for meetings and work outside the regular work day
	$20,000	For teachers involved in the Exploring College and Career Options program – for training, and work beyond the school day supervising students in internships
Consultants	$38,376	ConnectEd Coach – John Watkins, pathway coach working with four pathway teams

Oakland Unified School District Implementation Plan

for Developing a System of Linked Learning Pathways

1. Leadership, Equity, and System Alignment	Executive Sponsor for Section 1:	Tony Smith, Superintendent

1.1 Leadership	In most school districts and communities, existing pathways have developed organically in a programmatic way, but not as part of a systemic approach. In order to plan and adopt a system of quality pathways, the leaders of the district and its schools, the business community, local postsecondary institutions, labor unions, and community and parent groups must be committed to a shared vision and dedicate and align the necessary resources to put the vision into practice and sustain it.

Section Narrative	Key Findings from Needs and Capacity Assessment:

Linked Learning is specifically supported in the OUSD Five Year Strategic Plan, adopted in June 2011. "Prepared for Success in College and Careers" is the second of just five major goals included in the Strategic Plan. In addition, the Strategic Plan includes a goal of having 80% of all high school students in academies or pathways by 2015

Our Superintendent, Dr. Tony Smith, with full support from the OUSD School Board, holds the clear vision of college and career academies/pathways being central to the high school improvement efforts in OUSD

Board members Gary Yee and David Kakishiba have worked with Oakland Community Organizations (OCO) and East Bay Asian Youth Council (EBAYC) to secure grant funds to support wide-spread messaging and political / financial backing to take linked learning to scale in OUSD

The new College and Career Readiness Office Director is specifically tasked by the superintendent and the deputy superintendent to align various district initiatives (strategic literacy, preparation for the Common Core, African American Male Achievement, Family Schools-Community Partnerships, etc.) with Linked Learning

The Oakland Education Cabinet (comprised, among others, of the superintendent, Mayor Jean Quan, Jose M. Ortiz, the chancellor of the Peralta Colleges, representatives from California State University, East Bay and Mills College, CEOs of Kaiser and Clorox, and the East Bay Community Foundation) and its subcommittee, College and Career Readiness (which includes members of the community in support of Linked Learning work to scale up) and the Oakland Broad Based Coalition (comprised of some of the aforementioned people, plus more industry and community partners) have been instrumental in founding

and supporting a Workforce and Economic Development Office in OUSD, and in supporting our Linked Learning implementation, in general

The OUSD Workforce and Economic Development Office won a Taproot service grant to support the development of a strategy for vetting, managing, and taking the best advantage of our industry and community partners

The High School Network Executive Officer and site principals are committed to "a-g" for all and expanding Linked Learning in their schools. The long history of supporting academies in the district has created a general enthusiasm for pathways. The principals are eager for increased student internships, job-shadowing opportunities, career-focused curriculum, and Linked Learning collaborations

The Linked Learning Leadership team (CCRO Director, College Readiness Coordinator, Career Readiness Coordinator, CTE Curriculum and Instruction Coordinator, Workforce and Economic Development Coordinator and CCRO program manager) meets weekly to align work, maintain focus, and set and complete action steps necessary to move the Linked Learning work forward in OUSD

The Deputy Superintendent of Instruction, Leadership and Equity in Action placed the College and Career Readiness Office (CCRO) within the High School Office. This structural change better aligns our purpose and vision for how high schools will continue to move forward with our Linked Learning implementation

What is Needed for Growth:

While we continue to work toward more consistent messaging about Linked Learning in Oakland we still have work to do to make sure that the community fully understands the power of the approach to positively impact student lives. Due to the effective Industry Summits held in spring 2012, the business community and specific industry sectors have a growing and positive perception of Linked Learning in the high schools. This is especially important as we begin to engage politically to find solid, sustainable funding through bond measures or port taxes. Internal messaging to OUSD stakeholders is growing as the Family School Community Partnerships Office, responsible for community school structures, learns more about Linked Learning and partners more closely with the high school office.

We need to identify and empower a local leading educational foundation to support and align the efforts of local industry, the greater community, and the district, to support Linked Learning.

	Desired Outcomes for Section 1.1:

OUSD is a leader in the state as a district that champions and honors equity for students. District and community leaders, including school board members, Superintendent, network executive officer, high school principals, key postsecondary partners, local Chamber of Commerce, other industry and labor leaders, primary community partners, the mayor and/or other civic leaders, students, teachers, and parents, demonstrate a common understanding of, vision for, and

commitment to Linked Learning and its potential to reduce high school dropout rates, raise student achievement, increase high school completion and postsecondary transition, and boost students' earning power

A broad-based community coalition (BBC) participates actively in the planning and implementation of a system of equitable and accessible pathways that include academic support for students to meet the "a-g" requirements and career technical education standards. Coalition partners meet regularly, have clearly defined roles and responsibilities, and make appropriate organizational commitments to this district initiative. Adequate resources are provided to support the work of the community coalition as well as implementation, monitoring, support, evaluation and continuous improvement of Linked Learning

The Linked Learning initiative is aligned with and supported by other district improvement initiatives and priorities (Family Schools Community Partnerships, strategic literacy, African American Male Achievement) as well as the major efforts of city government and community groups, so that the confluence of efforts generates accelerated progress

A shared vision and commitment to Linked Learning as the high school approach best aligned to the Full Service Community District model is demonstrated through supportive policies, memoranda of understanding, financial investment, organizational restructuring, communication and outreach, and professional development for staff

District and community leaders use consistent language to articulate the shared vision of equitable and accessible Linked Learning pathways to their respective constituents and the media, and understand the unique role that they play in ensuring effective implementation

Risks and Challenges to successful implementation of Section 1.1:

Many good people are doing excellent, targeted work to improve educational outcomes for OUSD students, but are sometimes working in silos. They are often working so hard and so fast that lifting them up to the vantage point from which they can see how their work aligns with other work is an on-going challenge.

Sustainability of funded pieces after the end of the grant depends on adopting a Education Foundation to help us, and / or community will to support Linked Learning through increased taxes

Getting community partners to take the lead in Linked Learning work is a challenge. We have many standing behind us, cheering us on. We need them to move ahead, and allow us to follow in their wake

Workgroup Leader:	Gretchen Livesey, Director, College and Career Readiness Office

Critical Element	Action Steps	Timeline	Resources	Person Responsible	Evidence of Success
1.1.1. Shared Vision and Commitment	Continue to align specific Linked Learning work with the board adopted Five-Year Strategic Plan.	2011-2016	Five-Year Strategic Plan and associated landmarks to be achieved by years one, three, and five	Tony Smith, Superintendent Alison McDonald, High School Network Officer Gretchen Livesey, Director, CCRO	At least 80% of high school students engaged in Linked Learning Pathways by 2015 Increased high school graduation rate Landmarks within Five-Year Strategic Plan met
1.1.2. Communication and Messaging	Implement Communications Plan for Linked Learning for both an internal and an external audience (with assistance from GMMB). Work with GMMB, OCO, EBAYC, and BBC to broadcast this message to the larger community.	June 2013	GMMB – funded by James Irvine Foundation to message Linked Learning Statewide JIF funded community communications campaigns through OCO and EBAYC Existing communications plan	Jennielyn Dino Rossi, Coordinator, Workforce and Economic Development Office, OUSD Troy Flint, Chief Communications Officer, OUSD	Completed communications plan Increased understanding of Linked Learning in OUSD and across the city, evidenced through surveys
1.1.3. Broad-Based Coalition	OEC and members of the community review progress and develop new action steps to move towards fully implementing Linked Learning within Full Service Community	January 2013	Upcoming ConnectEd Linked Learning District Residency in March provides impetus and urgency Robert Woods Johnson Foundation	Tony Smith, Superintendent Gretchen Livesey, CCRO Andy Nelson, East Bay Asian Youth Council	Minutes from OEC and BBC meetings with new action steps Successful Linked Learning District Residency in March

	Schools in OUSD.		grant		
	EBAYC convenes a Linked Learning Implementation work group to prepare a campaign to take to the public to ask for support for a bond measure or port tax.	January 2013	NAF partnership Tulare County Office of Education	Deanna Hanson, NAF Randy Wallace, Tulare County Office of Education	Local education foundation acts as OUSD's "Pencil Foundation" (Alignment Nashville)
	Identify a local education foundation to support Linked Learning and align industry, district, and civic efforts for sustainability.	June 2014			CEO champions take on the work of gathering other industry partners and promoting Linked Learning in the Oakland business community
	Identify and empower CEO Champions in Oakland to lead the industry side of Linked Learning in OUSD.	March 2013			

1.1.4. Strong, Consistent, and Distributed Leadership	All cabinet members message Linked Learning within Full Service Community Schools to their respective departments and align work streams at all levels – upper management down through to people who are providing direct service to students.	June 2013	Various departments already asking for more information about Linked Learning and calling for greater alignment to better support high school students	Maria Santos, Deputy Superintendent	Alignment graphic with all supports tied directly to students Interviews with cabinet members Focus group findings re: alignment
	All departments within		OUSD "Cradle to		Linked Learning is included in the work

	OUSD take up their "part" of Linked Learning, i.e.: Linked Learning curriculum and instruction overseen by LCI; Linked Learning community partners managed by Family Schools, Community Partnerships office; existing After School Programs are intentionally aligned with Linked Learning pathways, etc.	June 2014	College and Career" graphic	Curtiss Sarikey, Assistant Superintendent, Family Schools, Community Partnerships (FSCP) Kyla Johnson, Assistant Superintendent, Leadership, Curriculum and Instruction Gretchen Livesey, CCRO	plans of the various OUSD offices

1.1.5. District Structure and Support	See 1.1.4				

1.1.6. Supportive District Policies	As appropriate, the school board will introduce policy modifications and/or new policies that support greater access to Linked Learning pathways for all students.	September 2014	Options process After School Programs Intervention systems / programs Current board policy	Maria Santos, Deputy Superintendent	Board Policy change recommendations

1.1.7. Strategic Alignment	A High School Linked Learning construction crew, with representatives from offices that provide direct service to high schools, and high school site leaders, align to provide seamless,	June 2013	Five-Year Strategic Plan Community School Strategic Site Plans (CSSSPs)	Gretchen Livesey, CCRO	Interviews with high school administrations and staffs Interviews with high school students

	coordinated support to high school students.		Coordinators and program managers from: Leadership, Curriculum and Instruction, Leadership Management, Family Schools – Community Partnerships, I3 Oakland Accelerates, School Quality Review, After School Programs, English Language Development, Exceptional Students, Instructional Technology, Civic Engagement, African American Male Achievement, and College and Career Readiness		

1.2 Pathway Formation	The district and community should engage in a comprehensive and thoughtful process of selecting the broad industry sectors in which to create, expand, and improve a number of high-quality pathways. In doing so, the district and its partners should be committed to high-quality implementation that addresses issues of equity, access, student choice, and transportation.

Section Narrative	Key Findings from Needs and Capacity Assessment:

The district currently has 24 Linked Learning pathways, in various stages of development. 15 of these are funded California Partnership Academies (CPAs), and one is a high school that uses an early college model (MetWest). Six of the 24 have gone through the Linked Learning Certification Review process; three of them earning certification, and three found to be in progress. Two new pathways will initiate the Certification process this year. Two ROP funded programs have not yet been developed into pathways. Three high school campuses that used to host career themed small schools have now merged into three

comprehensive high schools; some of the small schools have now become pathways. In West Oakland there is a STEM corridor community initiative that would create a k-12 stem pipeline that would culminate at McClymonds. In East Oakland, Castlemont High School has a community-led plan, entitled "The Castlemont Advantage," which calls for a high tech manufacturing Linked Learning pathway. Skyline High School has responded to its relative isolation in the Oakland Hills by creating a school wide solution to provide work based learning opportunities through a broad student run enterprise initiative based on a corporate business model that serves all students in a linked learning model. Coliseum College Prep Academy is developing three pathways: Build (entrepreneurship); Public Health; and Social Justice. Please see OUSD's Linked Learning website for a pathway map and short pathway descriptions at http://www.linkedlearningousd.org/

The High School Network Executive Officer is in support of the "three big" high schools (Oakland High School, Oakland Technical High School, and Skyline High School) going "wall to wall" Linked Learning pathways in school year 2014. Principals on these campuses are ready to do this, but will require a great deal of support, especially around master schedule building, course offerings, and teacher professional development

The Coordinator of Career Technical Education, Instruction and Curriculum has cross-walked new CTE Essential Quality Elements Tool to the Linked Learning Pathway Quality Criteria, and this document is being used as an additional tool by pathways as they complete cycles of inquiry and self-assessment on the road to becoming certified pathways

The development of robust and active advisory partnerships that can sustain Linked Learning through the years is still under construction in all of the pathways and academies. The district recognizes the need for strong community support and has funded a current full time Coordinator for Workforce and Economic Development

In 2011-12 there were 2,684 10-12th students enrolled in pathways. This constitutes approximately 37% of all 10th-12th grade students.

OUSD is using the East Bay Economic Development Alliance data to inform pathway formation, location, theme, etc. Please see Executive Summary in appendix

Desired Outcomes for Section 1.2:

The district, with business, industry, and community partners, conducts an analysis of the pathways currently available to students and compares them to the 15 industry sectors that serve as the organizing framework for the state's Career Technical Education standards

In its analysis, the district pays adequate attention to local workforce needs, the availability of reliable business and industry partners, current course offerings, available curriculum, use of articulation opportunities with local colleges and apprenticeship programs, interest and experience of academic and career technical teachers, student interest, issues of preparing students for meeting the "a-g" requirements, geographic representation, transportation and student access

Advisory boards exist for each industry sector in which pathways exist. The district partners with business, industry, and labor organizations, as well as postsecondary partners, to create and maintain an active advisory steering committee that assumes responsibility for numerous functions, such as determination of appropriate pathway course sequencing, contribution to course content, curriculum development and project design, identification of appropriate work-based learning opportunities, selection and purchase of equipment and facilities that approximate an industry standard, industry and/or skill certification, and postsecondary articulation

District CTE funding through ROP apportionments are essential to pathway formation and sustainability. CCRO staff regularly conducts a full program review to insure that all pathways meet the CDE CTE Quality Elements and that all eligible pathway teams are supported to begin the Linked Learning certification self improvement process

OUSD meets or exceeds its Strategic Plan target of 80% of high school students engaged in Linked Learning pathways by 2015

Risks and Challenges to successful implementation of Section 1.2:

District capacity for creating equitable master schedules that allow for cohort scheduling with common teacher planning continues to impinge on linked learning implementation. The need to meet the Strategic plan goal of "80% of students will be enrolled in rigorous relevant pathways by 2015," should accelerate the need for master schedule solutions

Workgroup Leader:	Susan Benz, Coordinator, Career Readiness; Donna Wyatt, Coordinator, Curriculum and Instruction – CTE

Critical Element	**Action Steps**	**Timeline**	**Resources**	**Person Responsible**	**Evidence of Success**
1.2.1. Pathway Themes and Delivery Models	The district, with business, industry, and community partners in the BBC, will review the analysis of pathways currently available to students and compare them to the 15 industry sectors that serve as the organizing framework for the state's Career Technical	March 2013	Pathway matrix and tool

East Bay ROP Course Review analysis (2009-10)

East Bay Economic Development Alliance | Susan Benz, CCRO

Jennielyn Dino Rossi, Workforce and Economic Development Office

Donna Wyatt, CCRO

Deanna Hanson, NAF | Recommendations for pathway creation, expansion, and elimination

New pathways aligned to asset maps |

		Education standards. The analysis will pay adequate attention to local workforce needs, the availability of reliable business and industry partners, current course offerings and resources of the Regional Occupational Program, available curriculum, use of articulation opportunities with local colleges and apprenticeship programs, interest and experience of academic and career technical teachers, student interest, issues of preparing students for meeting the "a-g" requirements, geographic representation, transportation and student access		National Academy Foundation - asset mapping		

1.2.2.	Industry Advisors	Local industry leaders will assume the responsibility for industry led summits that serve OUSD pathways. We will adopt the LBUSD three tier model for advisory boards:	2012 -2013 school year	Oakland Education Cabinet, College and Career Readiness Committee Oakland Chamber of Commerce Oakland WIB	Jennielyn Dino Rossi, CCRO Gretchen Livesey, CCRO Devi Jamison, Pathway Coach, ConnectEd	3 Industry hosted summits per school year Minutes from advisory board meetings SalesForce data regarding WBL activities, partnerships, etc.

| | Tier 1: Steering Committee comprised of Chamber of Commerce, OUSD, and civic leaders meets quarterly to set district wide priorities for WBL and advise on structures to support them.

Tier 2: District-Level Industry Alike Advisory Boards meet biannually to advise industry-alike pathways on their curriculum and student outcomes.

Tier 3: Site/Program-Level Advisory Boards meet as needed to provide targeted support to individual programs in the form of guest speaking, evaluating student work, integrated curriculum design, etc. | | Alameda County Office of Health – Project Pipeline

LBUSD three tier advisory board model | | |

1.3 Student Choice, Access, and Equity	By design, pathways should appeal to and engage any student regardless of his or her prior academic achievement, language proficiency, or postsecondary aspirations. No matter what pathway areas of focus and delivery models have been established, students in the district have equal access to any pathway of interest.

Section Narrative	Key Findings from Needs and Capacity Assessment:

The district has established policies that allow school choice (the Options process), but needs to examine issues of transportation and access, and access to

information for all families via various media. There are disparate course offerings between the various high schools, which prevents all students having equal access to rigorous curriculum

Varied levels of efficacy in instruction exist both within school buildings and between them; students at some of our most underperforming schools are more likely to have inexperienced and/or ineffective teachers

We have an underrepresentation of African American students in academies and pathways. Much like academies and pathways across the state of California, our own programs do not adequately reflect our overall student population. Through extensive data collection and analysis, we are able to review data disaggregated by pathway/academy. This data will guide the efforts of principals and pathway teams moving forward – identifying and recruiting these underrepresented students in an explicit way that promotes equitable opportunities for all Oakland high school students

	Desired Outcomes for Section 1.3:

In the eighth grade, students complete a "personalized learning plan," (PLP) informed by interest and academic assessments, career exploration, and conferencing with counselors or other advisors. PLPs are used by students, families and school staff to aid in the high school Options process

The existing Options process is improved to be more robust in middle school, to inform students, families and schools about pathway choices that reflect the District's commitment to pathways and academies, and to feed students into the high school of their choice

As students matriculate from their ninth grade house or program in the larger high schools, students and advocating adults consult their PLPs so that students are placed into the pathways of their choice

No matter which pathway areas of focus or delivery models have been established, students in the district have access to any pathway of interest. As such, the district establishes policies that support school choice and academic preparedness as well as other related issues, including transportation and location of employers and work-based learning opportunities

Professional Learning Communities are structured intentionally, to support teachers as they develop their capacity to support the neediest students, and to ensure equitable access to high-quality instruction in every classroom for every student

Decrease in the "information gap" that currently exists in OUSD between "wired" and "non-wired" families, as well as school communities who continue to operate along the margins of the district.

Counselors are strategically addressing the inequities regarding access to pathways through increased understanding of program offerings, explicit counseling with 8th and 9th grade students regarding their career interests and skills, and guiding decisions for students & families that include pathway/academy choice

Increase focus and improvement efforts upon existing pathways/academies through the Linked Learning certification process to provide a high-quality experience for students in all programs

Risks and Challenges to successful implementation of Section 1.3:

The Options process has thus far exacerbated the flow of students out of West and East Oakland to the schools located in the North and in the hills. Families with knowledge and agency tend to move their students to schools with higher published test scores that are located in safer neighborhoods. Poor, undereducated, and disenfranchised families remain in the flatland schools, where their students have little opportunity to learn with motivated peers. While we can focus efforts on creating robust pathways in the flatland high schools in an attempt to keep and attract more academically focused students, the fact that these schools are located in depressed, violence ridden neighborhoods will always keep some families from seeing them as viable options

Recruitment and retention of quality teachers has historically been a tremendous challenge in OUSD – our pathways included. Without additional protective mechanisms (see section 3.1), effective pathway teachers may leave the district

Workgroup Leader:	Gretchen Livesey, Director, CCRO

Critical Element	Action Steps	Timeline	Resources	Person Responsible	Evidence of Success
1.3.1. Practices that Promote Equity	Support the work group established to support development of an Advanced Manufacturing pathway at Castlemont (goal for pathway to begin Fall 2013)	2012-13 SY 2012-14	Youth Uprising Mark Martin CCRO Laney College Adv. Tech Department	Castlemont Site Administration Donna Wyatt, CCRO Susan Benz, CCRO Gretchen Livesey, CCRO	Team of teachers identified and trained in Summer 2013, with pathway start-up August 2013.
	Support Career Ladders West Oakland STEM Pathway project Collaborate with	2012-13 SY	Gary Yee, OUSD School Board Linda Collins, Career Ladders	Tony Smith, OUSD Kevin Smith, Principal, McClymonds	More robust STEM pathway at McCymonds High School articulated with Peralta College

	Alternative Ed (i.e. continuation schools) in East and West Oakland to define and support pathway options	2012-13 SY	Monica Vaughn, Director, Alternative Education Site administrators	Donna Wyatt, CCRO Susan Benz, CCRO Gretchen Livesey, CCRO	Identify CTE sequence & development of 1 pathway per school, with implementation beginning Aug 2013 Increase in pathway enrollment throughout OUSD
	Collaborate with OCO, FSCP, and EBAYC to align work to message Linked Learning to all students and families to ensure access to information and choice of pathway	2012-13 SY	Janice Augente, Stu Assignment Office Andy Nelson & David Kakashiba, EBAYC Andrea Bustamante, FSCP	Jennielyn Dino Rossi, CCRO Gretchen Livesey, CCRO	
	Development of 8th grade PLPs (tool and implementation model)	2012-13 SY	College Board Oakland Accelerates I3 Initiative	Maria Santos, OUSD I3 College Readiness Specialists Diana Kampa, CCRO	Creation of PLP template and plan for training and implementation beginning in Aug 2013
	Develop an Options process that reflects the District's commitment to pathways, and feeds students into the pathway of their choice	2012-13 SY	GMMB, Kasey Blackburn & Michele Hamilton, Curtiss Sarikey, Janice Augente, SAO CCRO	Curtiss Sarikey Janice Augente CCRO	Increase in pathway enrollment throughout OUSD

1.3.2. Policies that Ensure Access and Choice	See 1.3.1				

1.3.3. Student Recruitment and Pathway Selection	The district Options process is revised to more equitably promote and inform families about pathways and academies	Ongoing	Janice Auguente, SAO Curtiss Sarikey, FSCP	Janice Auguente & Curtiss Sarikey	Increased enrollment in pathways and academies Increased awareness of pathways/academies

	Exploration of other methods of sharing information (Facebook, Twitter, text messages, etc.)	2012-13 SY	Dave Yanofsky, ConnectEd	CTE Specialists, CCRO	for students, families and staff Increased incidence of students entering into a pathway of their intentional choosing
	Create virtual "tours" of high schools/pathways to share with middle school students, families and staff	2012-13 SY	Skyline's Computer Academy/Mark Frey	Diana Kampa, CCRO	
	Host a Linked Learning Options Fair for the most underserved communities in Oakland	2013-14 SY	Past Options Fair materials	Janice Auguente & Curtiss Sarikey, CCRO	Options Fairs held in East and West Oakland Bridge programs from middle to high school Linked Learning pathways
	Develop Linked Learning Bridge Programs from Middle School to High School Pathways	2013-14 SY		Julia Ma, Driector, ASP Gretchen Livesey, CCRO	

1.4 Middle School Preparation and Pathway Selection	If students are expected to select a pathway at the end of their 8th-grade year, they should be able to do so in an informed way. Students can only do this if they have been exposed to career opportunities in a variety of industry sectors and know their high school pathway options. As important, students must be academically prepared to succeed in rigorous pathway programs of study and be assisted in making the transition from middle school to high school pathways.

Section Narrative	Key Findings from Needs and Capacity Assessment:

In the summer of 2012, an OUSD Middle School Task Force began to develop a Middle School Action Plan. The Action Plan is specifically aligned to other initiatives in the district, including college and career readiness. The plan specifically focuses on *The Middle School and High School Connection*. The plan states: Improvement initiatives at the Middle School level must occur in parallel with efforts at the High School level to ensure that:

The academic core in the middle grades is aligned to what students must know, understand and be able to do to succeed in college-preparatory courses in

high school

All students in middle grades are provided with academic core curriculum that accelerates learning, is challenging, engaging and appeals to interests

All students in middle grades experience high expectations and a system of extra support and time to ensure they achieve to at least grade-level standards and beyond

All middle grade students are provided with the opportunity to become technologically literate, explore career pathways, develop college and career plans

Kuder Career Navigator software has been integrated into some middle school sites to varying degrees, and will be used by middle school students for initial career exploration around their individual interests, talents and passions. CCRO continues to build awareness of and capacity to use Kuder Career Navigator at middle school sites. Trainings are offered approximately once a month to any middle or high school teacher/counselor who wishes to develop their skill using Kuder. 1 site liaison has been identified at a middle school, with additional sites currently determining their capacity to identify a site liasion and implement Kuder

The *Oakland Accelerates* initiative, funded by a federal I3 grant and developed in partnership with College Board, targets middle school preparation for rigorous high school courses, including Advanced Placement courses, by implementing *SpringBoard* curriculum in math and English beginning in grade 6

Summer Bridge programs to ramp up / front load incoming ninth graders in college readiness habits and skills (organization, note-taking, time management, etc.) were implemented at the three "big" comprehensive high schools (which are recipients of federal SLC monies) during Summer 2012

Middle school students have access to some "a-g" courses during middle school (i.e., World Language, Algebra and/or Geometry)

Desired Outcomes for Section 1.4:

Middle school students are academically prepared for high school, and have access to a full range of "a-g" courses

A more effective and equitable Options process is developed that reflects the District's commitment to pathways and feeds students intentionally into the pathway of their choice

No matter which pathway areas of focus and delivery models have been established, students in the district have access to any pathway of interest. As such, the district establishes policies that support school choice and academic preparedness as well as other related issues, including transportation and location of employers and work-based learning opportunities

Clear processes exist so that the standard for all entering 9th graders (and their families) is a "warm hand-off" from middle school into their selected pathway. Even though most pathway courses do not begin until 10th grade, entering freshmen have opportunities to make connections with their pathway teachers and peers prior to officially entering their course sequences

Families are aware of all pathway options for high school and are able to make an intentional choice for a pathway/academy that most interests their students

The seeds for a middle school high school Linked Learning Pathway currently exists between Westlake Middle School and Oakland Technical High School through the digital media program called Project 7. Currently there are Project 7 course offerings at both Westlake and Oakland Tech. Work needs to continue to identify the academic core courses for a true Linked Learning Pathway

Risks and Challenges to successful implementation of Section 1.4:

Currently the Options process is not designed to actualize the goal of equity for all students/families. Much work is still needed to increase access to and awareness of various high school offerings. Families in OUSD are not all provided information in an equitable or user-friendly (i.e., translated, presented in methods that are accessible, etc.) manner

Lack of connection between middle schools and high schools are currently a tremendous obstacle to ensuring students are launched successfully into high school; a better method of communication between these two levels will ideally lead to better connection between middle schools and individual pathways/academies

Workgroup Leader:	Gretchen Livesey, Director, CCRO

Critical Element	Action Steps	Timeline	Resources	Person Responsible	Evidence of Success
1.4.1. Career Exploration	*Kuder* deployment at sites with demonstrated buy-in.

SPARK mentorship program pilot @ Frick Middle school. | Ongoing

2012-13SY | Kuder Staff, Northern California Regional group of Kuder users

Jerome Guardian | Susan Benz, CCRO
Katie Wheeler-Dubin, CTE Specialist
Diana Kampa, CCRO | Increased use of Kuder by middle school students

Increased awareness in middle school students about work-based learning opportunities and exposure to various career fields |

1.4.2. Academic Preparation	*SpringBoard* implementation at cohort MS sites.	2012-13SY	College Board, LCI	Cleo Protopapas, i3 Specialists	Increased readiness for incoming 9th graders for high-school level work; decreased need for intervention and credit recovery throughout high school
	Middle school After School Program academic support.	Ongoing	Michele Hamilton, ASP	Kasey Blackburn	Decrease in number of D and F grades for 9th grade students
	Creation of protocol for "warm hand off" process.	2012-13SY			

| 1.5 Postsecondary Articulation | Like the transition from middle school to high school pathways, students graduating from pathways should enjoy a seamless transition to postsecondary education and training options. These transitions may be facilitated in several ways. |

| Section Narrative | Key Findings from Needs and Capacity Assessment: |

Our students often struggle when they move on to post-secondary education after graduation. As a larger OUSD community, we must continue to examine what supports are available to students *prior* to graduation to help ensure their post-secondary success, and we must develop relationships with agencies that can support our students when they matriculate to an institute of higher education

OUSD Board Member Gary Ye provides a strong connection to the Peralta Community College District; his work with the Career Ladders Project (which works to create successful transitions from high school to post-secondary education and careers) increases the potential impact of successful collaboration

As a district, OUSD has hosted a variety of community events aimed and supporting students and families as they transition into high school school (to be better prepared for post-secondary choices)

Adoption of "a-g" for all, beginning with the class of 2015

| | Desired Outcomes for Section 1.5: |

| | OUSD holds quarterly sessions aimed at informing students and families about postsecondary options for students |

Ongoing meetings between Peralta Community College District and OUSD formalize articulation and concurrent enrollment practices for high school students. Teachers from both postsecondary and secondary levels create a set of standards that students are to master prior to concurrent enrollment. It is critical that these standards are adopted so that OUSD students are adequately prepared to take on the rigor of an articulated Peralta program

A promising practice coming out of Pasadena City College and supported through the Linked Learning Alliance was the creation of a program in which entering freshmen, who were identified as needing support in mathematics, were placed in a program that combined mathematics with a CTE context and additional support from mentors and counselors for a successful transition into college. An additional program was a high school course in mathematics that allowed students who complete the course with a final grade of B or better could go straight into intermediate algebra without having to take the college placement exam. We will explore the possibility of implementing this practice in Oakland

Risks and Challenges to successful implementation of Section 1.5:

Peralta Career Technical Education Coordinator colleague has turned over three times in the course of a year

Impacted community college enrollment restricts OUSD student concurrent enrollment

Workgroup Leader:	Abigail Adams, Coordinator, College Readiness

Critical Element	Action Steps	Timeline	Resources	Person Responsible	Evidence of Success
1.5.1. Concurrent Enrollment Options	Expand on-line options for students to gain college units while in high school	June 2013	APEX – Online Learning Program BYU Online	Abigail Adams Diana Kampa	Students are able to successfully earn online college credits while still enrolled in high school
1.5.2. Articulation Agreements	(See sections 2.1, 2.2, 2.4, 2.5)				

2. Pathway Design and Quality	**Executive Sponsor for Section 2:**	**Maria Santos, Deputy Superintendent**

2.1 Pathway Quality	The district and community commit to regular examination and ongoing improvement of pathway quality, with the objective of moving each pathway to a level of quality and fidelity that may be marked by Linked Learning Pathway Certification. Pathway improvement is tied

	directly to student outcomes.

Section Narrative	Key Findings from Needs and Capacity Assessment:

Six pathways have engaged in the Pathway Quality Review process; three have earned certification, and three are in progress. A fourth pathway was originally certified but, upon a CCRO requested review by the Pathway Quality Review Executive Council, was found to be in progress. This action significantly supported OUSD's commitment to offering high quality pathways to students, especially those in programs at schools that have historically under or inequitably served students

Quality Community School Development (QCSD) office has created a School Quality Review (SQR) process that is comprehensive (qualitative and quantitative) for K-12 schools. 2012-13 School year is the first year that a cohort of high schools will undergo SQR. Currently, the SQR criteria do not explicitly include Linked Learning or pathway/academy quality reviewing processes

Four pathways are entering Linked Learning certification process for 2012-13 school year (completion of Cert Review most likely in 2013-14 SY)

2012 Summer Institute for Linked Learning teams served 41 OUSD teachers and provided professional development and coaching around integrated curriculum, project-based learning, and performance assessments. As a follow-up to the Summer Institute, 11 OUSD pathway teams are receiving Linked Learning coaching services through ConnectEd (6 pathways from newly identified internal Linked Learning coaches, to build internal capacity, the remainder from external/ConnectEd coaches)

Comprehensive high school principals are challenged by implementation of Linked Learning at their sites, due to master scheduling issues and a lack of deep understanding of the possibilities of Linked Learning. A request for Linked Learning principal coaching has been met with 3 principals receiving ConnectEd coaching

Identification and training of two internal Linked Learning coaches to serve two comprehensive high school campuses has occurred. Work continues to identify additional coaches from pathways and each of the core general education disciplines

	Desired Outcomes for Section 2.1:

All pathways in OUSD commit to cycles of inquiry and self assessment, using student achievement outcomes as the foundation for all programmatic changes and improvements

Increase alignment between the SQR criteria and the Linked Learning Certification criteria, to imbed Linked Learning quality reviews into SQR (and WASC) processes

Through ongoing Linked Learning coaching for principals, improvement results in pathway quality, effective master scheduling, and overall implementation empower principals to create and implement site-based Linked Learning improvement plans imbedded into their Community Schools Strategic Site Plan (CSSSP), to reach the district-wide goal of 80% of high school students participating in pathways/academies

Through ongoing Linked Learning pathway coaching, teams will enter into a cycle of continuous improvement, which aligns with 2012 Summer Institute goals, 2012-13SY coaching, and culminates in further work at 2013 Summer Institute (where plans for improvement follow the same model for 2013-14SY)

Through ongoing Linked Learning pathway coaching, teams will develop Pathway Student Learning Outcomes and create rubrics to measure student success in achieving those outcomes

Increase Linked Learning internal coaching capacity by identifying internal Linked Learning coaches from OUSD pathway teaching staff to serve each of the comprehensive high schools

Risks and Challenges to successful implementation of Section 2.1:

A few programs around the district that have existed as successfully funded California Partnership Academies, or as stand-alone programs, are resistant to cycles of inquiry, self-assessment, or the possibility that they might be able to improve. As long as these programs continue to earn state funding, or enjoy targeted parent support, little incentive exists to encourage their participation in improvement efforts

| **Workgroup Leader:** | Gretchen Livesey, Director, College and Career Readiness Office |

Critical Element	Action Steps	Timeline	Resources	Person Responsible	Evidence of Success
2.1.1. Assessment of Existing Pathways	Align Linked Learning Certification, SQR, and WASC review criteria	2012-13SY	QCSD Department (Eve Gordon) Troy Johnston, Principal, Skyline HS	Gretchen Livesey & Eve Gordon	A clear criteria for assessing pathway quality which incorporates all three metrics
	Incorporate Pathway/academy assessment into CSSSP tool	2012-13SY	Tracey Logan, Project Manager-Tech Services	Gretchen Livesey	Updated CSSSP for high schools which reflects a focus upon pathway quality Pathway assessment tools on ConnectEd

	Using pathway self-assessments against the Pathway Quality Criteria, site leadership and teams of existing pathways will identify areas of improvement and create improvement plans that focus on a limited number of pathway elements. NEXO and leadership from the CCRO will meet with site leaders each semester to assist with the development and monitoring of improvement plans	June 2013	Linked Learning Pathway Quality Criteria Rubric and Certification Tool, High School Network meetings, Linked Learning coaches, Pathway Leadership Institutes	Susan Benz, CCRO; Donna Wyatt, CCRO and Lead Internal Coach	Studios Minutes from HS Network meetings

2.1.2. Improving Pathway Quality	See 2.1.1. Principals communicate Linked Learning program improvement results to site stakeholders	June 2013	Linked Learning Pathway Quality Criteria Rubric and Certification Tool	Alison McDonald	Pathway assessment tools on ConnectEd Studios Pathway improvement plans
	Linked Learning pathway coaches meet regularly as a team (with OUSD staff) to share improvement plan to align work toward meeting Strategic Plan Goal of broadening Linked Learning across OUSD.	Ongoing	Linked Learning coaches – internal and external, Research Assessment & Data Department	Alison McDonald	

| | Summer Institute for pathway teams to be held in June and August 2013 | Summer 2013 | | Donna Wyatt & Susan Benz | |
| | Yearly Pathway-level data analysis work session for teams informs instruction and recruitment strategies for following year | Ongoing | | Donna Wyatt & Susan Benz | |

2.2 Program of Study	Each of the district's pathways should have in place a well-defined multi-year program of study that describes the student experience and consists of academic core courses, technical courses, a series of work-based learning experiences, and student supports—all intentionally aligned to ensure that students meet the expected pathway and course-level learning outcomes.

Section Narrative	**Key Findings from Needs and Capacity Assessment:**

With the support of the linked learning grant and leveraging of district ROP funds and Perkins funding, OUSD has provided high quality Professional Development to ever increasing numbers of teacher teams. Current academies and pathways all have well defined programs of study in various degrees of implementation, varied relevant work based learning opportunities, and student support structures that result in higher grad rates

13 of the 22 pathways in OUSD have created pathway outcomes

OUSD has three certified academies, three in progress, and six additional pathways beginning the certification process

Leadership, Curriculum, and Instruction is working to engage all of the staff in understanding the connections between linked learning and the common core as they implement the common core standards

ECCO! Oakland is a coherent sequenced program for pathways and academies to provide a series of WBL experiences that prepare grades 10-12 for internships, build stronger advisories, and increase partnerships with industry and the local business community

	Desired Outcomes for Section 2.2:

Send teams of teachers to UC Institutes to design courses that align Common Core State Standards and CTE State standards and qualify as UC "a-g" credit.

While OUSD has many CTE courses that earn UC elective credit there needs to be an increase in the number of concentrator and capstone CTE courses that earn credit in the academic areas of English, Math, Science and Social Science.

CTE teachers have been successful in identifying and integrating academic content into their curriculum but academic core instructors have not been provided professional development to integrate CTE context into their curriculum. Professional development and industry externships need to be provided to academic core instructors to create a deeper understanding of the industry sector within their career pathway

The ECCO program will be implemented in all 22 pathways by the end of the 2013-14SY

Pathway teams will align their pathway outcomes to performance assessments that reflect the Graduate Profile

Workgroup Leader:	Susan Benz, Coordinator, Career Readiness, and Donna Wyatt, Coordinator CTE Curriculum and & Instruction

Critical Element	Action Steps	Timeline	Resources	Person Responsible	Evidence of Success
2.2.1. Coherent, Articulated, and Supported Programs of Study	LCI staff and Linked Learning coaches will work jointly with teams of teachers by pathway and in content areas K -12	12-13 school year	CCRO Staff, Linked Learning Coaches, LCI staff	Gretchen Livesey, CCRO Donna Wyatt, CCRO	Content area teachers receive ongoing PD and TA about common core and linked learning approach
	ECCO! Oakland is expanded to all appropriate pathways, creating a community demand for interns who have completed the ECCO program	13-14	Linked Learning Grant, Perkins Grant, CCRO staff, FSCP Office, Community School Managers, After School Program Coordinators	Susan Benz, CCRO	Each academy/pathway has sustainable systems for conducting work based learning opportunities that lead to high value internships

2.3 Academic Core Curriculum	As a central component, pathways deliver the mathematics, science, English, social science, and world language course content expected by the state's public colleges and universities, but they do so in a way that is engaging for students and related to the career theme that

	is the focus of the pathway. Through a rigorous and relevant curriculum that appropriately combines multi-disciplinary, integrated projects with discipline-based instruction, students master the knowledge and skills identified in the state standards.

Section Narrative	**Key Findings from Needs and Capacity Assessment:**

District-wide efforts have been made to increase teacher awareness and application of new Common Core State Standards in their instructional practices and curriculum, including Pathway teachers through targeted PD from CCRO

Pathway teams who participated in Summer Institute 2012 receiving professional development and coaching to support high-level performance based assessments. Ongoing Linked Learning coaching is supporting team creation and implementation of quality performance-based assessments

Four pathways have elected to enter the Linked Learning certification process, and have agreed to use performance-based assessments to measure student progress

Current understanding of course submission process (for "a-g" approval from UC/CSU) is varied across the district amongst teachers. Many teachers (including pathway teachers) proactively seek support from Curriculum Instruction Assessment Committee (CIAC) to create college-preparatory courses. 15 courses were approved for the 2012-13 school year, with an additional 4 currently in the approval "queue" for 2013-14 School year

High School master schedules that provide common planning for teams of teachers with cohorts of students continues to be an impediment to building multi-disciplinary projects

	Desired Outcomes for Section 2.3:

Each academic department submits new course descriptions to CIAC based on input from department heads and teachers. There is a clear understanding of "a-g" submitted coursework and various methods of auditing to ensure adherence to submitted, rigorous course descriptions. Courses that fall short of "a-g" rigor will be assisted in the development of "a-g" submission, when indicated. The district maintains accurate UCOP Doorways listings for all OUSD high school coursework. This ensures all classes eligible to receive "a-g" designation are updated regularly and that students are given appropriate consideration in applying to colleges and universities

OUSD works closely with principals and counselors in designing each master schedule to meet the minimum 15 "a-g" classes for students and appropriate sequence CTE experiences/coursework as well as cohort scheduling and common planning for teachers

Increased rigor in classroom of all subject areas, to reflect the goal of college & career readiness for all students upon graduation

All pathways will create a detailed performance-based assessment rubric, to implement fully during 2012-13SY

Risks and Challenges to successful implementation of Section 2.3:

The existing structure for UC course submission is intentionally rigid to ensure quality and timely approval of courses from UC/CSU. Quality of submissions can be compromised by the fact that site staff do not fully understand the implications of late or low-quality submissions.

Workgroup Leader: Kyla Johnson, Associate Superintendent, Leadership, Curriculum and Instruction; Abigail Adams, CCRO College Readiness

Critical Element	Action Steps	Timeline	Resources	Person Responsible	Evidence of Success
2.3.1. College Preparatory Academic Core	Schools continue to use district pacing guides and benchmark assessments to ensure adherence to submitted, rigorous course descriptions. Courses that fall short of "a-g" rigor will be assisted in the development of UCOP approved curriculum, when appropriate. The District maintains accurate UCOP Doorways listings for all OUSD high school coursework. This ensures all classes to receive "a-g" designation are updated regularly and that students are given appropriate consideration	SY 2012-13	UC Contract to assist with "a-g" submissions UC Berkeley – Miya Hayes CASN support	Abigail Adams, College Coordinator, CCRO Cleo Protopapas, Senior Project Director - i3 & SLC grants Leadership, Curriculum and Instruction Department Heads Principals	Increase in courses submitted and approved for UCOP "a-g" status

	in applying to colleges and universities. I3 College Specialists are working to increase rigor at school sites through College Board Spring Board curriculum				

2.3.2. Integrated Curriculum	Create a review process to ensure that integrated curricula are engaging to students, standards-driven, paced with district and state assessments, have a project-based component, and have a sound pedagogical foundation.	June 2014	ConnectEd curricular resources CASN CTE Curriculum Database ConnectEd Behaviors of Teaching and Learning rubric CTE course review document	Sarah Breed, LCI, ELA Phil Tucher, LCI, math Gretchen Livesey, CCRO Lisa Jimenez, Principal Coach	Documentation of review process Curriculum review results Completed course review documents
	Frame preparing students for the Common Core State Standards through the lens of Linked Learning integrated curriculum and project based learning	December 2012		Donna Wyatt, CCRO	Creation and implementation of interdisciplinary projects in pathways
	CCRO will support principals in assessing rigor of CTE courses through the use of CTE course review document.	November 2012		Donna Wyatt, CCRO	Completed CTE course reviews
	Feedback from the review process and course review				PD developed as a result of CTE course

	document will be used to build teacher capacity.				reviews
		March 2013		Donna Wyatt, CCRO	
	Pathway teams use Curriculum Mapping Tool in ConnectEd Studios				

2.3.3. Student Assessment and Accountability	Pathways create and implement performance-based assessments	June 2013	ConnectEd	Donna Wyatt, Pathway teams	Pathway assessment tools exists and are being utilized by teams

2.4 Technical Core Curriculum	Pathways also deliver the technical knowledge and skills (foundational, occupational, workplace competencies) that prepare students for career entry and further training. The technical core curriculum is aligned to state and/or industry standards and reinforces and integrates related academic standards.

Section Narrative	**Key Findings from Needs and Capacity Assessment:**

The current status of technical core curriculum in OUSD pathways varies among pathways. The current strengths are mostly at the program level, because the district lacks systemic improvement and support structures. Strengths include: the representation of 12 industry sectors across many pathways, strong advisory boards and industry partners for many pathways and significant longevity for many pathways. The weaknesses exist largely because of the aforementioned lack of systemic improvement and support structures: many facility and equipment needs are inconsistently addressed, there have been access issues for students, and labor market demands have not always been considered in the development or expansion of pathways (i.e., based on the demand for graphic arts, far too many students are enrolled in graphic arts courses). Key interventions to remedy these problems will be the establishment of a process that drives the choices in developing new pathways that includes the use of labor market demand, facility and equipment needs and student access; protocols for building master schedules that include common planning time and pure student cohorts; and a monitoring and evaluation structure that allows Network Executive Officer to hold site leaders, pathway directors and teachers accountable for the integrity of their courses against CTE standards, "a-g" requirements and elements of successful pathways

The current pathways include sequenced programs of study that take place primarily at the school site. These programs of study integrate academic and career technical education curricula, including workplace competencies, that engage students in contextual learning so that they are able to complete a

career major in high school that prepares them for postsecondary study and employment. Integral to preparing OUSD students for postsecondary success and employment is the creation of capstone classes that lead to college credit through articulation agreements or industry certification. Currently state budget cuts have made the creation of articulation agreements difficult and industry certifications often have high fees that cannot be paid for with public funds. CCRO staff has begun the process of vetting potential non-profit organizations to establish a foundation that would work to raise funds in support of providing students the opportunity for industry certifications and advanced career preparation programs

In 2009-10 East Bay ROP staff conducted a CTE course review based on the 11 Elements of High Quality CTE as outlined by the State of California Perkins CTE Plan. As a result of this course review, CTE programs that lacked strong labor market support or did not align with state and industry standards were discontinued and funding was apportioned to CTE courses that demonstrated alignment to the 11 Elements of High Quality CTE

In 2011-12, CTE teachers had monthly professional development that focused on alignment of CTE standards and the new Common Core State Standards. This work continues in 2012-13 with collaboration with from the Leadership, Curriculum and Instruction office within OUSD

During the 2011-12 Linked Learning Summer Institute, pathway teams worked with The Buck Institute for Education and developed integrated project-based curriculum. In 2012-13 the Buck Institute will provide ongoing support for the implementation of the projects

During the summer of 2012 key CCRO staff served on a committee for the creation of statewide trainings in the new CTE State Standards. These trainings will align new CTE standards with Common Core State standards and are scheduled to begin in early 2013 after the adoption of the new CTE State Standards

During the 2011-12 school year, CCRO held a series of 3 industry sector advisories. The industry sectors included Arts. Media and Entertainment, Social and Public Service, and Science, Technology, Engineering and Math. The advisories brought together industry and CTE teachers for a review of labor market needs, curriculum review, and sought to create avenues for industry participation in our pathways

During 2009-10, collaboration with Peralta Community College led to the creation of a policy and procedure for the creation of articulation agreements between OUSD CTE educators and Peralta Community College CTE educators. The collaboration lead to the creation of new articulation agreements in digital media arts, green energy, media broadcasting, and construction technology. The work also lead to the creation of summer bridge programs in manufacturing and engineering. Unfortunately, due to frequent turnover in Peralta staff the creation of articulation agreements came to a standstill in 2010 and we have, as yet, been unable to revive the process. CCRO staff has begun looking at other community colleges to partner with in the creation of articulation agreements

During the 2011-12 Linked Learning Summer Institute CTE educators were given the opportunity to perform paid internships in industry sectors. These "educator internships" were structured with outcomes related to CTE curriculum standards and provided an opportunity for our CTE educators to seek advise from industry on topics ranging from industry certification, labor market and emerging careers and workplace readiness

	Desired Outcomes for Section 2.4:

Create new articulation agreements with local and broader community college partners that allow OUSD students to graduate high school with a college transcript, college credits and advanced standing in specific postsecondary programs

Work with Industry Sector advisories to identify high demand professional industry certifications that lead to entry-level employment for OUSD graduates

Partner with local industry councils and CTE industry advisories to create opportunities for OUSD CTE educators to perform educator internships in industry during the school year and summer

Provide a series of professional developments to career pathway teams with the purpose of identifying CTE priority standards aligned to the Common Core State Standards

Design continuing professional development to pathway teams that is differentiated to meet the needs of individual pathways. Areas of focus include teacher industry externships, rubric design, pathway student learning outcomes, project based learning and culminating assessments

Risks and Challenges to successful implementation of Section 2.4:

Continuing state budget reductions cause community college partners to be cautious around the development of articulation agreements. Staff turnover at the community college levels continue to create obstacles to the process creating articulation agreements

District and school site professional development and buy back days create conflicts in attempts to bring together whole pathway teams for professional development and technical assistance in Linked Learning Strategies

While numerous business leaders and community organizations have expressed a desire to partner with OUSD in implementation of Linked Learning, few partners are willing to take a leadership role in the creation of an advisory or foundation to steer the work at the community partner level. This has created a gap between industry advisories that work with individual pathways and a larger industry advisory to steer the work at a district level

The lack of district systems and support for key components of Linked Learning, namely common planning periods, cohort scheduling, pathway teacher job descriptions and interdisciplinary project-based learning, continue to hamper the development of high functioning communities of practice that are able to implement Linked Learning strategies with fidelity

Due to the budget crisis, ROP state apportionments were reduced and funding levels were frozen at 2007-2008 levels through 2015. In addition, the ability to produce funds through average daily attendance was eliminated. This created a "no growth" scenario for ROP funds and makes it difficult to fund new CTE courses within Linked Learning Pathways

Workgroup Leader:	Donna Wyatt, Coordinator, Curriculum and Instruction – CTE

Critical Element	Action Steps	Timeline	Resources	Person Responsible	Evidence of Success
2.4.1. Demanding Technical Core	Design and implement a calendar of differentiated professional developments and Linked Learning Summer Institutes that are differentiated and include opportunities for educator externships, project-based learning, and integration of Common Core State Standards and state CTE standards	SY 2012-13	ConnectEd Pathway Leadership Series Presenters	Donna Wyatt	Pathway teams are developing and delivering interdisciplinary project based curriculum aligned to state CTE standards and Common Core State Standards.

Increase in the number of articulation agreements

Increase in the number of industry certifications in capstone courses |
| | Create a series of work sessions for OUSD and Peralta Community College CTE educators to create articulation agreements | SY2012-13 | | Donna Wyatt, Abigail Adams | |
| | Identify, through industry advisories, high demand industry certifications to make available to students enrolled in capstone classes | SY2012-13 | | Donna Wyatt

Susan Benz | |
| 2.4.2.   Coordination with | Under flex, East Bay ROP | NA (work | NA (work | NA (work suspended) | NA (work suspended) |

Regional Occupational Programs	was suspended as of July 1, 2011. Currently CTE programming in OUSD is managed by CCRO staff and is expected to continue until the end of flex in 2015-16.	suspended)	suspended)		

2.5 Instruction	Student learning is largely contingent upon the effectiveness of daily instruction in the classroom, as well as during integrated projects. Teachers build their capacity to consistently provide high-quality, effective instruction through collaborative cycles of inquiry of their practice focused on the evidence of student learning.

Section Narrative	Key Findings from Needs and Capacity Assessment:

There has been a tremendous push throughout OUSD to refine our collective understanding about what instructional quality looks like. We hope to expand our ability to observe and support teachers in their classrooms, in real-time with their students, to ensure that every Oakland high school student has an "excellent teacher, every day"

A large number of teachers were trained in Academic Language and Literacy in 2011, which was an effort made by the district in collaboration with WestEd to bring more rigorous teaching strategies into the classroom. The high schools are continuing to develop these strategies

OUSD began ramping up professional development around the Common Core State Standards three years ago. This year, high school principals are receiving targeted PD about how to support teachers as they shift their teaching to address the Common Core State Standards (CCSS)

The Leadership, Curriculum and Instruction (LCI) department has asked for professional development around Linked Learning. The CCRO office will arrange for, or create, PD for LCI teams in: Linked Learning 101; in the ConnectEd Behaviors of Teaching and Learning; and in how the Linked Learning approach, with its emphasis on integrated, project based instruction aligns with and directly supports preparing students for the CCSS assessments

Pathway teaching teams received PD from the Buck Institute during the Linked Learning Summer Institute run by CCRO. These teams agreed to pilot at least one project-based, integrated project related to their pathway theme this year

EXCELerator (a college readiness diagnostic tool from the College Board) provided an overview of the current status of OUSD with regard to both in-class instruction and also district infrastructure to support college (& career) readiness in the district. The report demonstrated a significant lack of rigor in a large

portion of the sample classrooms. The i3 work will seek to provide targeted support to teachers, in an effort to raise the rigor of all classrooms (currently inequities exist between teachers and also between schools)

Effective teaching Task Force work during the development of the strategic plan was convened in 2010-11 school year. The result of the work is currently informing instructional improvement across the district. The Secondary literacy collaborative is currently working with school sites through district coaches to support effective interventions for students

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Desired Outcomes for Section 2.5:

Increase rigor within pathway/academy courses - increased understanding by Pathway teachers specifically how to create a rigorous standard for their CTE/pathway course curriculum (project-based learning and integrated projects that integrate high-level thinking/assignments)

Increase in teacher effectiveness (measured by increase in student achievement) in providing differentiated instruction for students that meets the goal of students being prepared for credit-bearing work in college

Increase in understanding by teachers about how to evaluate efficacy of teaching

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Risks and Challenges to successful implementation of Section 2.5:

Current evaluation procedure in OUSD does not include teacher effectiveness as measured by student outcomes

Differing philosophies about whose "responsibility" it is to provide rigorous curriculum, and "which kids" deserve to be in more rigorous courses

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Workgroup Leader:	Kyla Johnson, Associate Superintendent, Leadership, Curriculum and Instruction; Cleo Protopapas, SLC and I3 Project Director; Donna Wyatt, CCRO

Critical Element	Action Steps	Timeline	Resources	Person Responsible	Evidence of Success
2.5.1. Framework for Effective Instruction	Determine OUSD's framework for effective teaching, and share with Pathway/Academy teachers.	2012-13SY	ConnectEd Behaviors of Teaching and Learning rubric and support materials	Kyla Johnson – LCI	Increased instructional rigor and challenge in all OUSD high school classrooms that prepares OUSD students to access, persist and succeed in post-secondary education without

	Use OUSD framework to evaluate current Pathway/Academy curriculum and adjust as necessary.		LCI targeted discipline work re: instruction to prepare students for the CCSS College Board and I3 Oakland Accelerates initiative		the need for remediation. This is evidenced in SQR visits, and TES and NSC data
	Incorporate OUSD framework into Summer Institute Planning for pathway teachers	Summer 2013	LCI Teach Tomorrow in Oakland (TTO) BTSA program Donna Wyatt, ConnectEd	Donna Wyatt	Pathway curriculum that reflects rigorous standards of education – to ensure students meet college and career readiness benchmarks upon graduation
2.5.2. Support to Improve Instruction	Teacher teams participate throughout the year and summer to develop project and problem-based learning. OUSD administration and principals plan early release times, common planning time, and staff development opportunities to further integrate curricula. Ongoing PD for teachers about effective instruction.	Summer and monthly 2012-14	Buck Institute – Project Based Learning PD Curriculum Integration Program (grants from UC) and summer institutes CASN Linked Learning Pathway Leadership Series	Donna Wyatt, CCRO Susan Benz, CCRO Gretchen Livesey, CCRO Donna Wyatt, CCRO Susan Tidyman, CASN Patricia Calrk, CASN	Integrated units and projects that uphold a high standard for college & career readiness

2.6 Professional Development	To a great extent, pathways are designed and implemented by teachers, with support from administrators and counselors. The only way to ensure high-quality implementation is to dedicate substantial resources to build the capacity of the teachers, counselors, and administrators who are responsible for doing the work.

Section Narrative	Key Findings from Needs and Capacity Assessment:

During the 2011-12 Linked Learning Summer Institute, pathway teams worked with The Buck Institute for Education and developed integrated project-based curriculum. In 2012-13 the Buck Institute will provide ongoing support for the implementation of the projects

Also during the Linked Learning Summer Institute, pathway teachers participated in externships at local businesses to learn about current trends in their industry sectors. Core academic teachers participated in these externships along with their CTE teaching colleagues

Second and fourth Wednesdays in OUSD are early release days for students to allow teachers to participate in on-going professional development. Sometimes teachers meet with colleagues in departments with the main learning focus being the Common Core State Standards; other times teachers meet with their pathway colleagues to plan integrated curriculum and projects, to review student data to inform instructional practice, and to develop and hone performance assessments tied to pathway student outcomes

The High School Network (HSN) meets together on first and third Thursdays. The network includes all high school principals, high school district office staff (HSN Executive Officer, CCRO Director, SLC / I3 Director, Administrator on Special Assignment College Readiness Specialist) the High School Leadership Coach, and the Director of the Office of African American Male Achievement. This year the meetings are PD focused, with the focus being on supporting teachers in shifting instruction to prepare students for the CCSS. All PD is focused through the lens of Linked Learning

	Desired Outcomes for Section 2.6:

Teachers are provided with professional development so they can understand and uphold the District's vision for Linked Learning for college and career readiness. Training includes: 1) fully integrated applied learning strategies into academic classes thus providing a more relevant and rigorous curriculum for all students, 2) reading, writing and math PD across the curriculum for CTE teachers, 3) integration of CTE context within academic core courses, 4) addressing grade inflation through mastery scales, 5) addressing the new Common Core State Standards through the Linked Learning approach, i.e.: integrated, cross-curricular units; performance assessments tied to pathway outcomes

Teacher teams participate throughout the year and summer to develop project and problem-based learning curriculum. Curriculum Integration Program (grants from UC) and summer institutes are a critical resource for these interdisciplinary teams. OUSD administration/principals plan early release times, common planning time, and staff development opportunities to further integrate curriculum. This includes Buy-Back days, staff meetings, and substitute time

for teachers to collaborate

School board members, district leadership, and high school principals have and continue to pursue opportunities for leadership development in order to better understand the complexities of Linked Learning and provide the leadership necessary to advance the district's commitment to build a system of equitable and accessible pathways

Risks and Challenges to successful implementation of Section 2.6:

The main challenge is always for district administration to tie all initiatives together, so that site administrators and teachers do not feel overwhelmed and can instead feel supported in developing the best, most robust programs for their students

District professional development is offered for all departments on early release days each month. Unfortunately this does not always allow for pathway teams, which are composed of teachers from all disciplines, to come together for Linked Learning Pathway Professional Development. Teachers need professional development within their content area but they also need ample professional development time to build the community of practice essential to high quality Linked Learning Pathways

Workgroup Leader:	Lisa Jimenez, Leadership Manager and Principal Coach; Donna Wyatt, Coordinator, C&I, CTE

Critical Element	Action Steps	Timeline	Resources	Person Responsible	Evidence of Success
2.6.1. Professional Development for Pathway Teachers	Site teams will attend the ConnectEd Pathway Institutes. See also action steps for section 2.5	Oct, Feb, May 2012-14	ConnectEd and SCOPE Pathway coaches – internal and external	Donna Wyatt, CCRO	Pathway team deliverables from PD sessions Certified pathways
2.6.2. Professional Development for	Cabinet members, Network Executive	Summer, Dec, March 2012-14	ConnectEd and SCOPE	Gretchen Livesey, CCRO	Increased number of policies and structures that support LL district-wide

Counselors and Administrators	Officer, CCRO and principals will attend the ConnectEd District Leadership Series.				Additional pathways are certified as Linked Learning pathways
	High School Network meetings will include targeted and on-going PD about Linked Learning topics.	First Thursdays every month 2012-14	ConnectEd PD materials	Alison McDonald, NEXO Gretchen Livesey, CCRO	Effective master schedules for Linked Learning Increased points of curricular integration in pathways
	Continue to develop administrator competency in Instructional Rounds to support and monitor effective curriculum integration in the classroom, and quality implementation of project / problem based instruction.	Third Thursdays every month 2012-14	Leadership, Curriculum and Instruction High School Principal monthly cohort PD	Lisa Jimenez, LCI	Increased student opportunities to engage in project / problem based learning

2.7 Work-Based Learning (WBL)	A coordinated, structured, and scaled sequence of WBL activities provides all pathway students with real-world learning opportunities that are connected to classroom instruction in both academic and technical courses. Through WBL, students learn about a range of occupational options within an industry sector, benefit from regular interaction with professionals who serve as adult role models and mentors, gain an understanding of professional behavior and expectations, develop workplace competencies that are transferable to any job in any industry sector, earn state or industry certification when available, and experience relevance and transferability of the core curriculum.

Section Narrative	Key Findings from Needs and Capacity Assessment:

OUSD has formed a Workforce and Economic Development Office (WEDO) and funded (from the general budget) a full time coordinator to run it. This coordinator is responsible for developing and nourishing relationships with local industry, with community partners, with local non-profits and youth

development programs, and with Oakland city governing boards and committees. The WEDO coordinator also works closely with the CCRO office to manage four grant funded CTE specialists to provide targeted support to pathway leads and teachers as they learn to provide all students with meaningful work-based learning activities

As OUSD continues to work with Oakland city/area partners to provide meaningful work-based learning opportunities for our students, we need to continue developing a system for matching and placing students in a way that is institutionalized, systemic, and not only site-based. Creating and communicating a clear process to share with students, families, school staff, host sites, and community partners will ensure that the experience is mutually beneficial. Our district-funded Workforce and Economic Development Coordinator, along with the Coordinator for Career Readiness, CTE specialists and our many community partners continue to scale these up for students

10 pathways are implementing Exploring College and Career Options (ECCO) to coordinate and prepare students for WBL experiences (2012-13SY)

Currently pathways are not maximizing the resources of their Advisory Boards. Advisory Board includes industry partners and intermediaries such as Junior Achievement, Alameda County Health Pipeline Partnership, etc.

All pathways use leads from Industry Summits to coordinate WBL experiences for students

34% of OUSD high school students use Kuder for career exploration, career interest assessment and online portfolio development

WBL experiences need to better connect to classroom instruction. There is a low number of job descriptions, learning objectives, work performance evaluations for WBL experiences

Not all pathways offer complete work readiness package (i.e. career exploration, financial literacy, resume and cover letter development, interviewing and public speaking skills, workplace etiquette, sexual harassment, internship basics and employers' expectations, soft skills and business communication, career portfolio development)

Currently, there is a lack of MOUs between industry partners and pathway teachers to describe mutually shared vision, ideas, services and/or WBL experiences

Desired Outcomes for Section 2.7:

OUSD students have the opportunity to move through a sequenced work experience educational program beginning in middle school with career exploration curriculum and opportunities to explore and prepare for the world of work and post-secondary requirements

Principals, community school managers, and pathway teams develop the capacity to sustain partnerships that result in robust WBL opportunities for students

OUSD establishes and implements a clear process for capturing and analyzing data related to students' WBL experiences using Google Docs, AERIES, QuickPermit and Salesforce

Pathways increase and strengthen the link to work-based learning experiences and student outcomes back to CTE standards and core academic classes

Pathways offer a planned program of experiential learning activities that utilizes the community and workplace as classrooms. The learning experiences include job shadowing, study tours, service learning, internships, career mentoring projects, student-run enterprises, cooperative education, and youth apprenticeships that are integrated with school-based learning

Peralta Community College District and OUSD will have a transparent and systematic articulation to link OUSD CTE course of studies with specific Career Technical Programs and facilities that honor Certificate of Competencies that include career specific rigorous and relevant job skills

A structured Advisory Board of influential, effective members for each industry sector exists that will help provide and coordinate WBL experiences for the pathways; additionally, pathway teams have a deep understanding of how best to utilize the resources and expertise of their Advisory Board Members

Job descriptions, learning objectives and performance evaluations align with classroom instruction (academic and technical courses)

Teachers participate in externships to keep current with industry standards, workplace culture, and business communication, and bring back best appropriate practices to the classroom

Students in pathways use Kuder and store their online career portfolio on Kuder

Teachers use intermediaries (i.e. Junior Achievement, local funders, and CBOs) to build student capacity to thrive in the workplace

A data management system is used to keep track of work readiness trainings for each pathway, number and type of WBL experiences generated from each pathway, managing relationships with community and industry partners, tracking number of volunteer hours for community and industry partners, recognizing and retaining community and industry partners, and tracking improvement in grades and graduation rates

A high functioning group of business leader champions sustain the connection between industry and education to generate work-based learning experiences, work closely with teachers to ensure curriculum is rigorous and relevant, and maintain the seamless relationship between education and the community to strengthen the local economy

MOUs are created for all community/industry partners and teachers

Risks and Challenges to successful implementation of Section 2.7:

Development of one Advisory Board for industry sector may cause some disagreement from pathway teachers who are not willing to share their individual Advisory Board members with other pathways

Data management may require pathways to provide information about their industry partners that they do not want to share

Teachers and industry partners have different skill sets that may create challenges in initially creating systems to serve students. Teachers may not understand the role, value, structure of Advisory Boards, and industry partners may lack experience in understanding the educational system

Ensuring that schools have clear point of contact for each community/industry partner can be challenging with staff turnover

Workgroup Leader:	Jennielyn Dino Rossi, Coordinator, Workforce and Economic Development

Critical Element	Action Steps	Timeline	Resources	Person Responsible	Evidence of Success
2.7.1. Infrastructure to Support Quality Work-Based Learning	Develop Advisory Board for each industry sector to serve pathways.	June 2013	Linked Learning Coaches (Devi Jameson), ConnectED Consultants (Deanna Hanson)	Jennielyn Dino Rossi, CCRO	Roster of Advisory Board members, description of Advisory Board structure, schedule of meetings, meeting minutes, committee reports, data on number of students served, data on number of pathways served from work from Advisory Board, data on student outcomes based on classroom instruction and industry standards
	Salesforce (Database management system) to keep track of community/industry engagement with pathways.	October 2013	Cloud for Good, Salesforce, Joneil Custodio	Jennielyn Dino Rossi, CCRO	
	PD centered on	November 2013	ConnectEd Coaches NAF resources	Gretchen Livesey, CCRO	

	maximizing Advisory Board resources for pathway teams to be offered in Fall 2013.				

2.7.2. Strong Partnerships with Local Employers	Develop Advisory Board for each sector Develop group of high-level business leaders to serve as champions to sustain the connection between pathways and local employers (I.e. OEC)	By June 2013	Alignment Nashville, Pencil Foundation, NAF, Oakland Metropolitan Chamber of Commerce, Marcus Foster Foundation, Jonas Family Fund, Oakland Workforce Investment Board, Northern California Human Resources Association (NCHRA)	Jennielyn Dino Rossi	Advisory board for each industry sector exists and is actively supporting OUSD Linked Learning pathways

2.7.3. Sequenced and Coordinated	Develop a sequence of WBL experience per grade level that includes work readiness training and tiered internship model. Use Salesforce (database management tool) to keep track of WBL activities per industry partner, organization, pathway, and teacher.	June 2013	OUSD Community Partnerships (After School Programs) department, OUSD Workforce and Economic Development (Jennielyn Dino Rossi), Regional Occupation Program (Donna Wyatt), community college	Susan Benz, CCRO CTE Specialists, CCRO Michelle Hamilton, After School Programs – High School Andrea Bustamante, Director, Community Partnerships	WBL sequences are created for pathways as guides WBL experiences are tracked for data analysis and evaluation purposes

2.7.4. Linked to Classroom Learning	Develop toolkit of job descriptions and learning objectives that align with	June 2013	ConnectED consultants (Randy Wallace)	Susan Benz	Toolkits created and distributed to pathway teams

	classroom instruction				
	Use ECCO Curriculum, designed by MDRC and enhanced by OUSD Career Readiness Office, to develop workplace habits and skills in pathway students		California Work Education Experience (CAWEE),		

2.7.5. Going to Scale	Development of one robust Advisory Board per OUSD industry sector to support WBL and other pathway experiences	2014	ConnectEd	Jennielyn Dino Rossi	Advisory Board exists and are actively supporting pathways
	Development of a CEO "champions" group in Oakland that will take responsibility for Linked Learning district-wide	2014	Nashville CEO Champions, ConnectED		Oakland business partners actively owning a part of the Linked Learning approach to OUSD high schools
	Four industry-hosted summits to convene teachers and industry partners will take place during 2012-13 School year	2012-13SY	Industry Partner Hosts		Summits held – with successful connections made between industry professionals and Linked Learning teachers
	Pathways/academies across OUSD will develop robust advisory boards in order to create sequenced work-based learning experiences for all	2013-14SY	ConnectEd		

	students				

2.8 Individualized Student Support	The small learning community structure of any pathway provides a personalized and support-intensive environment for all students. In order to meet the unique learning needs of some students, e.g., English language learners, the instructional methods used in all courses and the interventions and supports available are designed to ensure that all students have the greatest chance of success in a rigorous program of study.

Section Narrative	Key Findings from Needs and Capacity Assessment:

The Work Internship College Readiness (WICR) Program is a program that targets underperforming youth and non-traditional leaders. This after school class meets two days per week and supports youth in developing 21st Century Skills through Research and Community Action Projects. Students graduate from this yearlong program ready to partner with Industry, CBO, and school based internships with advanced skill sets. In addition they create a future plan that includes a resume, career and college exploration, and life skills

The "youth cascading leadership model" is currently being used in 4 of the 13 High School After School Programs, with the goal of expanding to all sites next year. In this model, students are supported to develop teaching and facilitation skills to work with other youth, including lesson planning and curriculum development. Youth then co-facilitate, with an adult, an after-school enrichment class for peers

School-day interventions are limited and varied across the district (and have become more scarce with reduced resources); also, the quality of these interventions are varied and typically not evaluated for positive impact upon student achievement

The majority of interventions are credit-recovery based (Cyber High online credit recovery is offered at some high school sites during the school day and/or through after school programming and during the summer through the High School Credit Recovery (HSCR) program that is offered centrally)

Summer school is particularly challenging in its scope as students have inequitable access to the central location due to transportation and safety concerns. While several hundreds of students earn credit each summer through HSCR, many more do not attend. Also, 9th and 10th graders are generally categorically denied entrance into courses due to limited course offering ability

Intervention programs that are part of the master schedule lack focus, depend upon external program designs/tools (i.e., Revolution K-12 for CAHSEE, Cyber High, APEX)

Master schedules are not always intentionally created with interventions in mind; instead, students often have limited availability for in-school credit recovery, which may impact their access to other course work

The Small Learning Communities program has been further bolstered by I3 grant; teacher teams are completing targeted literacy work in Grade 9 advisories with a focus on instructional quality

Grade 9 advisory teams are conducting peer observations (akin to Instructional Rounds), but need to be better aligned with LCI and their materials and supports

Weakness in differentiated instruction across the district – the three TSA high schools are doing SpringBoard and getting direct training in DI; this is not happening at the three big high schools, and is unevenly implemented across the small high schools

Desired Outcomes for Section 2.8:

The RTI model of a whole-school approach to meeting students' interventions needs in a timely and targeted manner is implemented district-wide. Mandatory tutoring/re-testing, etc. is the expectation for students as soon as they begin falling behind. For the most struggling students, higher-touch interventions are also available on an as-needed basis; as soon as students demonstrate their proficiency/mastery/credit make-up, they are 'released' from mandatory intervention programming

Alternative routes (outside of the standard school day) to fulfilling "a-g" are examined and documentation is provided for students, families, and school sites. This includes concurrent enrollment, academic recovery, online learning, and extra-curricular learning opportunities that are evaluated and rigorous enough to earn academic credit

Summer School is available for students needing academic recovery as well as those encountering difficulty with "a-g" completion due to scheduling conflicts or teacher shortages. Summer school programs are offered at individual sites, to increase connectedness between teachers and students, and higher accountability for sites to evaluate efficacy of program offerings, to maximize funds available for summer programming, and to hire quality instructors who have a proven track record of increasing student achievement/boosting mastery

Outside service provider assistance (asset-mapping) is collected and disseminated to better assist students and families with support services

Increased professional development for teachers to provide effective intervention-focused instruction to move student achievement forward

One of the key principles of Linked Learning is to engage students through the creation of interdisciplinary units that connect academic core and Career Technical Core. This is difficult for teams of teachers to do given the fact that pathway teacher teams are not protected year from year due to contracts that place an emphasis on teacher seniority. The creation of a pathway teacher job description is essential to create and protect pathway teachers working within a community of practice.

Risks and Challenges to successful implementation of Section 2.8:

Lack of resources for additional sections of interventions in the school day

Lack of clear process for evaluating efficacy of existing interventions

Lack of clear strategies for effective interventions (no forum for sharing best practices)

Lack of a pathway teacher job description to protect teachers from bumping and reassignment from a system based on seniority

Resistance from teachers about taking increased responsibility for student success/providing interventions that are student-centered and tailored to individual needs.

Lack of resources to provide effective professional development for teachers to support more effective strategies for meeting students' needs in a timely fashion to ensure mastery during the initial attempt with course material

Workgroup Leader:	Diana Kampa, Program Manager, CCRO; Michelle Hamilton, Program Manager, After School Programs

Critical Element	Action Steps	Timeline	Resources	Person Responsible	Evidence of Success
2.8.1. Personalization	All 9th grade students have at least one conference with an adult advisor during the year to review their academic progress, and to develop college and career plans.

Review current advisory structures/assignment of students to adult | November 2012 | I3 Oakland Accelerates initiative

College Readiness Specialists – I3 funded

Counselors, College Board

MetWest, Life Academy, other schools with advisory structure already in place | Cleo Protopapas, I3 and SLC Senior Project Director

Diana Kampa, CCRO

Michelle Hamilton, ASP

Alison McDonald, HSN | College and career plans in the hands of all G9 students

OUSD-approved tool for 9th grade planning conferences.

Plan for implementation of 9th grade planning conferences.

Accountability measures created and evaluated regularly at all school sites |

	advisors				by i3/High School Office teams.
	Create accountability measures for monitoring student progress/needs for intervention				

2.8.2. Instruction and Intervention	Summer School is available for students who encounter difficulty with "a-g" completion due to scheduling conflicts or teacher shortages. Additionally, summer programs for advancement are available to all students.	June 2014	21st Century grants for after school academic recovery APEX pilot @ CCPA & O-High (to possibly replace Cyber High for online credit earning/recovery needs) Peralta Community College District	Alison McDonald, HSN Diana Kampa, CCRO Central Counselors WIRC team Abigail Adams, CCRO	Clear plan for increased academic recovery options for all students (at all grade levels) for Summer 2013. Students successfully complete credit-bearing core coursework throughout the summer. Students are successful in concurrent enrollment opportunities. Students earn credit and money for guided internship work.
	Identify current Academic Recovery policy and practice	November 2013	Julia Ma, ASP	Diana Kampa, CCRO	Students are given opportunities for academic advancement through summer programming, either offered at the District level or through a partner agency.
	Identify roadblocks and obstacles to providing Academic Recovery for all students	June 2013			
	Develop additional summer academic credit opportunities for students (concurrent enrollment, internships, etc.)			Abigail Adams, CCRO	
	Develop summer				

| | programming for advancement coursework | | | Abigail Adams, CCRO | |
| | Develop a consortium of representatives from high schools to share best practices and brainstorm addressing current challenges. | | | Alison McDonald, HSN | |

2.8.3. College and Career Planning	College and Career Readiness plans are created with all ninth grade students through I3 and Oakland Accelerates initiative.	November 2012	I3 Specialists, College Board	Diana Kampa, CCRO Abigail Adams, CCRO I3 Specialists, I3 Cleo Protopapas, I3 and SLC Alison McDonald, HSN Michelle Hamilton, ASP	Targeted PD for adults at high schools to support effective advising sessions has been delivered; students advising sessions are meaningful and guide their own self-advocacy. Shared ownership by adults in school building for student success and forward progress – teachers are "first responders" idea has become the norm Decrease in number of students needing credit recovery during summer months
	After school programs are offered at all high schools to bolster college and career readiness of historically underserved students.	June 2014	Existing After School Programs at most high schools		
	Training is provided for adults at high school sites to use the 9th grade planning tool.		Kuder provided resources, Katie Wheeler-Dubin (CCRO)		Increase in student use of Kuder – leading to greater self awareness about life after high school
	Kuder Career Navigator accounts are created, assessments completed and a college plan and portfolio for all high				

	school students.				

2.8.4. Other Support Services	Identify current academic support services (outside the traditional school day) throughout the district	January 2013	High School Principals/Counselors	Diana Kampa, CCRO	Clear understanding of effective interventions
	Evaluate efficacy of identified services, to scale up where appropriate	June 2013	LCI	Andrea Bustamante, FSCP	Plans for scaling up successful interventions at other schools
	Collaborate with CBO's and ASP program partners to provide high-quality tutoring for struggling students	Aug 2013	FSCP Community Partner work group		
	Create in-school models of interventions that are timely, targeted, differentiated, and effective for students.		East Bay Consortium		

2.9 Scheduling and Use of Instructional Time	With the standard 6-period day schedule offered at many high schools, it is challenging for students enrolled in pathways to complete a college preparatory academic core, a technical sequence or cluster of courses, and other graduation requirements. The need for supplemental instruction and/or the desire of students to pursue other interests only place further demands on time. Furthermore, multi-disciplinary projects and work-based learning activities often require longer periods of time than the standard 50-minute class period allows. For these reasons, it is necessary for districts to examine more flexible schedules and creative uses of time.

Section Narrative	Key Findings from Needs and Capacity Assessment:

District Leadership acknowledges that master scheduling is a predominant tool for achieving true equity with regard to providing a rigorous course of study to all children by creating an administrator on special assignment specifically tasked with supporting all sites with professional development and support to make equitable master schedules

Discussions regarding the implications of A and B periods and possible block schedules take place so as to better understand current restrictions on teacher time with the ultimate goal of creating more opportunities for students to complete "a-g"

	Desired Outcomes for Section 2.9:

All administrators, principals, and counselors understand the significance and importance of common planning time. All teachers have common planning time with other teachers in their pathway

Pure cohort scheduling is a priority in master schedule building; academies/pathways enrollment may be adjusted to meet these needs

Risks and Challenges to successful implementation of Section 2.9:

Resistance on various fronts to make significant changes to master scheduling process, including shift in perspective about student-centered schedules vs. (the current) teacher-centered schedules, and also increasing access for typically underserved students to coursework that will prepare them more effectively for college and career

Contractual restrictions that prevent a change in the bell schedule at high schools creates a very limited set of options for students to complete their required coursework for both graduation/college entrance and pathway sequence completion

Workgroup Leader:	Abigail Adams, Coordinator, College Readiness; Diana Kampa – Program Manager, College & Career Readiness Office

Critical Element	Action Steps	Timeline	Resources	Person Responsible	Evidence of Success
2.9.1. Scheduling Options	Standardize course selection process, district-wide (ABI, etc.) Process for student course selection occurs within a standard window of time, district-wide -Student course requests directly impact course offerings at high school sites Cohort scheduling (pure pathway groups/common planning time for teachers) is a priority	Completed by March 2013	Diane Brenum/ Tech Service staff Eagle Software / Aeries support	Abigail Adams, CCRO Mia Settles, OUSD Executive Office – Instructional and Operational Alignment	Master schedules reflect pure student cohort pathways and common planning time for pathway teachers.

| 2.9.2. Master Scheduling | College and Career Readiness Office works closely with principals and counselors in designing each master schedule to meet the minimum 15 "a-g" classes for students and appropriate sequence CTE experiences and coursework | June 2013 | Diane Brenum (Tech Services), Alison McDonald | Abigail Adams, CCRO

Site administrators | Master schedules reflect appropriate "a- g" courses and sections so as to provide access for all students.

More CTE courses and sequences are "a-g" |

| 2.9.3. Professional Community | Best practices for equitable and pathway-friendly master schedules are shared throughout district, with representation from all school sites and appropriate personnel involved in master schedule building.

Pathway/academy teachers have common planning time protected to ensure their community of practice can be consistent.

District level workgroup is convening to address the planning, designing, and monitoring of master schedules to meet the student needs of | June 2013 | Technology Services

Full Service Community Partnerships

LCI

Programs for Exceptional Children (PEC) | Mia Settles, OUSD Executive Officer – Instructional and Operational Alignment | Master schedules reflect pure classes and common planning time for pathway teams |

	achievement and equity. The cross-departmental workgroup, based on a 2011-2012 pilot group, focuses on Foundational Data, Section Building / Groupings, and Scheduling (assigning students to the sections).				

| 2.9.4. Other Scheduling Considerations | Clear timeline for each step along the master schedule building process will be established and maintained. Accountability measures created and enforced to ensure timelines are met at all schools. Ongoing professional development will be provided to appropriate personnel to ensure accuracy in scheduling. Alternative routes to fulfilling "a-g" coursework are carefully examined and documentation/instructio n is provided for students, families, and school sites. | June 2013 | Peralta Community College District, Abigail Adams Diane Brenum | Abigail Adams, CCRO Mia Settles (Executive Officer – Instructional & Operational Alignment) | Students successfully complete "a-g" eligible coursework at community colleges through concurrent enrollment. Students are able to earn credit in core courses through academic experiences that may fall outside of the standard 6-period day. |

	Students and families are given opportunities for concurrent enrollment and other credit-bearing academic experiences that assist in "a-g" completion.				

3. Operations	**Executive Sponsor for Section 3:**	**Tony Smith, Superintendent**

3.1 Human Resources	Human Resource policies and practices should support the unique instructional and leadership needs of pathways. To accomplish this objective, districts may need to renegotiate union agreements, implement waiver processes, consider practices related to reassigning and/or "bumping" teachers, articulate pathway staffing needs and expectations to university pre-service programs, establish internal leadership development programs, and pay attention to changing professional development needs.

Section Narrative	**Key Findings from Needs and Capacity Assessment:**

Due to the teacher contract, the majority of school sites have school days that include 6 periods (only one high school has a 7-period day); this limitation has created scheduling challenges for student access to pathway/academy courses

Currently there is no real connection between OUSD teacher development and Linked Learning implementation. Due to the lack of a clear process for placing student teachers into pathway classes (with pathway teachers as mentors), and also a lack of understanding by other OUSD departments (including Human Resources and Talent Development), about how critical collaboration is to successful sustainability, there are still some missed opportunities for Linked Learning-specific talent recruitment and development within the OUSD teacher pool

Current "bumping" procedures may put staff continuity at risk within academy/pathway teams

Desired Outcomes for Section 3.1:

District bargaining agreements are examined to ensure that necessary changes in use of time, master schedule changes, etc. can be made without violating the agreement

Development and ratification of a Pathway teacher job description, to ensure teachers within pathways/academies can be evaluated in part by their successes

with students, and also to ensure their continuity in the face of hiring adjustments necessitated by district policies/decisions
Clear process exists for recruiting pathway mentor teachers to oversee student teachers, and also to provide Linked Learning-themed professional development to student teachers, in hopes of developing additional talent and increase capacity of the teacher hiring pool

Risks and Challenges to successful implementation of Section 3.1:

Contract limitations continue to create roadblocks toward increasing student access to pathway/academy courses

Ratification of the pathway teacher job description has been stalled for sometime; renewed support from Human Resources as well as the Deputy Sup't of LCI may be necessary to move this forward effectively
Lack of awareness &understanding from other OUSD departments about Linked Learning and its implications upon teacher recruitment/hiring practices

Workgroup Leader:	Brigitte Marshall, Associate Superintendent, Human Resources Services and Support; Alison McDonald, High School Network Executive Officer

Critical Element	Action Steps	Timeline	Resources	Person Responsible	Evidence of Success
3.1.1. Recruitment and Hiring Practices	Partner with CSUEB to place Linked Learning student teacher cohort in OUSD Linked Learning pathways	Spring 2013	CSUEB Education Department, Teach Tomorrow in Oakland, Strong pathway teachers	Lisa Spielman, Talent Development Office Margaret Dunlap, LCI, Teacher Development	Successful Linked Learning cohort teacher graduates working in OUSD pathways
	Develop a specific job description for Linked Learning pathway teachers and reach Board ratification		ConnectEd support materials, LBUSD	Gretchen Livesey, CCRO; Brigitte Marshall, HR	Retention of qualified, effective pathway teachers
	Engage Oakland Education Association as a partner in Linked Learning	March 2013	Robert Woods Johnson Foundation grant to amplify messaging about Linked Learning in the community	Andy Nelson, EBAYC Troy Christmas, OUSD	OEA support of Linked Learning policies
3.1.2. Teacher Qualifications	Partner with local university education programs to provide	June 2013	CSUEB, Mills College, Holy Names College, UC Berkeley	Talent Development Office & Gretchen Livesey	Local universities hosting Linked Learning Professional

	teacher training in Linked Learning strategies				Development for OUSD teachers
	Create explicit measures of success within Pathway teacher evaluation documentation			Gretchen Livesey & Brigitte Marshall	Local universities offering curriculum in Linked Learning in credential and graduate education programs
					Updated teacher evaluation documentation, which includes Pathway-specific measures of success

3.1.3. Evaluating Teachers and Administrators	Continue to develop administrator competency in Instructional Rounds to support and monitor effective curriculum integration in the classroom, and quality implementation of project / problem-based instruction	Third Thursdays every month 2012-14	Leadership, Curriculum and Instruction

High School Principal monthly cohort PD | Lisa Jimenez, LCI | Increased teacher will and courage to integrate curriculum and to develop robust project / problem based instruction |
| | Annually administer a professional development needs assessment derived from the Linked Learning Leadership Rubric and Pathway Program Certification Criteria in order to design Professional Development offerings to build administrator and teacher capacities | June 2013 | Linked Learning Summer Institutes

High School Network meetings

ConnectEd support materials Current work plans | Gretchen Livesey, CCRO

Alison McDonald, HSN | Teachers and administrators with increased capacity to support students in Linked Learning pathways |
| | Support high school administrators to add specific work around supporting Linked Learning to their annual work plans | June 2014 | | Alison McDonald, HSN | |

| 3.1.4. Retaining Qualified Pathway Teachers | Continue to provide ongoing Professional Development (Professional Learning Community work, curriculum design, common core alignment) for Pathway/Academy teachers | Ongoing | Donna Wyatt, Susan Benz, Linked Learning pathway coaches | Donna Wyatt, Susan Benz, LL Pathway Coaches | Pathway teacher teams demonstrate effective teaching and continuous improvement in their practice |

| 3.2 Facilities and Equipment | Facilities should be designed to accommodate the teaching and learning needs of pathway programs of study. To accomplish this objective, districts may need to reconfigure or reassign existing space, plan for expansion, and/or consider sharing facilities with other educational or community organizations. Similarly, equipment should be available to accommodate pathway teaching and learning needs. |

| Section Narrative | Key Findings from Needs and Capacity Assessment: |

The most recent Facilities Master Plan adopted by the OUSD School Board in spring 2012 includes consideration of Linked Learning expansion needs in future renovations/construction plans at high school sites

CCRO Director is a member of the High Schools Design Guidelines working group. The group will define the guidelines for facilities unique to High Schools. The Design Guidelines generated from this group's work will become part of the district's Educational Specifications, which will direct architects and planners creating OUSD facilities. The high school group's work is synchronized with 5 other groups, each working on a different topic area. The work of each group will be documented by MKThink, and translated into illustrated, easy-to-read reports

| | Desired Outcomes for Section 3.2: |

In an effort to assist in the process of developing a full-scale Linked Learning program for all students, the district takes into account the needs of academies and pathways at the various school sites across the district. Issues that need to be addressed in this process are: equitable access to pathways; public transportation routes that promote equitable access; space and capacity for new pathways; site issues like proximity of classrooms and upgrading equipment and technology

The following criteria for pathway location, remodeling, and upgrading of equipment are considered: labor market demand and enrollment trends in pathways; local industry support and allotted resources; critical partnerships between funders, local industries, pathways; equity, and access for students; geographic distribution of resources; enrollment patterns, facility conditions, and equipment needs; current pathways assessment of needs

| | Risks and Challenges to successful implementation of Section 3.2: |

		·	

Workgroup Leader:	Tim White, Associate Superintendent of Facilities; Manisha Patel, Project Manager, Process Improvement – Technology Services

Critical Element	Action Steps	Timeline	Resources	Person Responsible	Evidence of Success
3.2.1. Facilities	NEXOS, Principals and pathway leads will routinely participate in: The facilities planning and management process and conduct an analysis of facilities needs of current and future pathways. Reviewing and providing input into master facility planning process. Ensuring accessibility and equity in master plan considering ADA requirements and assisted technology needs. Identifying funding resources with special attention to equity in prioritizing any future projects. Identifying external	January 2013	ConnectEd, OUSD Facilities Management, MKThink	Timothy White, OUSD Facilities Management Josh Jackson (MKThink) Gretchen Livesey, CCRO	Clear guidelines for high school-specific school design protocol

	partners with expertise in facilities issues and funding in-kind possibilities		Industry Advisory Steering Committee	Jennielyn Dino Rossi, CCRO	Industry partner support and advice taken into consideration during design process

3.2.2. Equipment	Conduct an equipment needs analysis with pathways to provide input into Perkins IV district plan as a funding source. Identify external partners with special expertise in equipment issues and funding in-kind possibilities	January 2013	ConnectEd, OUSD Facilities Management, MKThink	Timothy White, OUSD Facilities Management Josh Jackson (MKThink) Gretchen Livesey, CCRO	Clear guidelines for high school-specific school design protocol

3.3 Funding	Pathways may have start-up costs (and sometimes ongoing costs) above and beyond the maintenance costs of traditional high school education programs. As such, funding needs should be evaluated and plans put into place to support those needs.

Section Narrative	Key Findings from Needs and Capacity Assessment:

OUSD has a designated grant writer who ensures alignment and integrity of all proposals

A new James Woods Johnson Foundation grant won by the East Bay Asian Youth Council (EBAYC) will support wide-spread messaging and the development of political / financial backing to take Linked Learning to scale in OUSD

The most recent Facilities Master Plan adopted by the OUSD School Board in spring 2012 includes consideration of Linked Learning expansion needs in future renovations/construction plans at high school sites

	Desired Outcomes for Section 3.3:

Existing resources (CPA, Perkins IV, ROP apportionments, private foundation support, ConnectEd, Peralta Community College, UC and CSU East Bay) are leveraged to increase cash reserves or in-kind donations to further develop facilities and materials to directly support Linked Learning pathways/academies

Development of new resources with the help of the district grants officer, the district CTE advisory council, and our business and industry partners

Risks and Challenges to successful implementation of Section 3.3:

The current financial climate within California creates a tenuous situation for increasing funding; OUSD continues to recover from the effects of limited funding and will most likely be limited it is ability to increase funds available for program improvement

Freezing of ROP funds at 2007-08 funding levels, pending further clarification of program future, has also created some limitations in funding opportunities for CTE program improvement and expansion

Workgroup Leader:	Madeleine Clarke, Director of Development

Critical Element	Action Steps	Timeline	Resources	Person Responsible	Evidence of Success
3.3.1. Leveraging Existing Resources	Review current models of operations via annual report process for responsible spending and connections to student learning (Results Based Budgeting – RBB) Annually review Perkins IV District Plan to ensure equitable and targeted distribution of CTE funds Continue to support and develop existing California Partnership Academies (CPA) to	January 2013 June 2013 March 2013	Results based budgeting process Perkins annual report CTE budgets	Diane O'Hara, Financial Analyst, OUSD Cynthia Slater, Office Manager, CCRO Gretchen Livesey, CCRO Susan Benz, CCRO Abigail Adams, CCRO	RBB that supports Linked Learning based on data analysis and cost review. Linked Learning pathways have increased access to CTE funds based on successful implementation of CTE course sequences Increased opportunities for OUSD pathway students to access college credits through MOUs with local colleges and universities.

	ensure renewed funding, and submit CPA applications as opportunities become available	March 2014	CDE CPA office		Increasing After School Programs aligned to Linked Learning pathways.
	Continue to create coordinated plans and partnerships with Peralta Community College, UC Berkeley, CSU East Bay	November 2013	Peralta College and Career Ladders Project	Gary Yee, Board Member, OUSD	
	Align Linked Learning, I3 and SLC goals to amplify effect of funding of all three programs	November 2013	UCOP	Cleo Protopapas, I3 and SLC Project Director	
	Leverage robust After School Program funding by developing ASPs that align with Linked Learning pathways	February 2013	I3 Oakland Accelerates and SLC plans and budgets 21st Century ASP grants	Michelle Hamilton, ASP Program Director	

3.3.2. Developing New Resources	Work with OUSD Development Department to identify funding opportunities for Linked Learning specifically, and for Linked Learning support within other proposals	October 2012 March 2013	California Partnership Academy funding Department of Education grants, GMMB	Madeleine Clarke, DD Gretchen Livesey, CCRO Jennielyn Dino Rossi, WEDO Tanja Hester, GMMB	Several grant proposals written each year Increased funding

	Create marketing campaign to "sell" Linked Learning to available funders				

3.3.3. Sustained Fiscal Stability	Engage with community and city partners to develop a bond measure or port tax to support taking Linked Learning to scale in Oakland	October 2012	Robert Woods Johnson Foundation grant - EBAYC James Irvine Foundation grant – OCO	Andy Nelson, EBAYC New Director, OCO Gary Yee, Board Member OUSD Tony Smith, Superintendent	Bond Measure to support Linked Learning as the high school structure in Oakland.
	Integrate Linked Learning budget planning into CSSSP tool for site-based decision-making	September, 2013	FSCP/CSSSP Implementation team	David Montes de Oca, OUSD Eve Gordon, SQR	CSSSPs

3.4 Data Collection, Evaluation, and Accountability	With limited resources, districts are increasingly expected to justify their financial investments by demonstrating that they have a direct impact on student outcomes. Without systems in place to collect and examine student-level data and evaluate the benefits of pathway participation against a set of success indicators, districts will find it hard to be accountable to their multiple constituencies.

Section Narrative	Key Findings from Needs and Capacity Assessment:

Key data sources have been identified (AERIES, Research and Assessment (RAD) data reports, Grant Link CTE reports, National Student Clearinghouse, Programs for Exceptional Children (PEC) Data Collection process, Edusoft assessment and ABI information for parents and students) API, AYP, WASC, Community Schools Strategic Site Plan (CSSSP), Transcript Evaluation Service (TES), and both aggregated and disaggregated student data are discussed and analyzed at High School Network meetings and used as the basis for decision-making Pathways use ConnectEd Pathway Quality Criteria to engage in cycles of self-assessment, reflection, and revision The CPA annual report process is used to identify challenges and best practices as identified by the academy teams and principals

CCRO funds a portion of the salary of a RAD data analyst to focus on collecting data for the purposes of pathway analysis and improvement

There are multiple sources of conflicting data with regard to "a-g" completion, retention, and drop-out rates

Desired Outcomes for Section 3.4:

Regular collection and analysis of quantitative and qualitative data from a variety of sources is used to inform and revise reform efforts

Data is regularly provided to stakeholder groups for program compliance and accountability, and to increase community/industry support of and buy-in to Linked Learning throughout OUSD

Technology Services strives to constantly improve and refine data collection

Student College and Career Readiness Plans include individualized student data (status regarding completion of graduation and "a-g" requirements, GPA, SRI level, test scores, etc.) to be used during conferences between students and their various adult advisors

Existing OUSD "Success Indicators" for pathways/academies are refined, with data sets available for each program. These data sets include academic achievement (GPA, graduation rate, CAHSEE passage, "a-g" completion rates) and WBL learning activities. Comparison data will also be generated for students who are not in pathway/academies, to continue to build a compelling argument toward all students participating in Linked Learning model

Sustained trend data over time demonstrates improved student outcomes for Linked Learning students

Ratification of a Pathway teacher job description, to ensure teachers within pathways/academies can be evaluated in part by their successes with students, and also to ensure their continuity in the face of hiring adjustments necessitated by district policies/decisions

All pathways/academies engage in systemized continuous cycles of inquiry for (using the CTE Quality Elements Tool, as well as the LL Certification rubric as guides) to reflect upon current successes and remaining challenges to ensure regular evaluation of program quality

Risks and Challenges to successful implementation of Section 3.4:

Clean input of data is always a challenge with so many separate school sites with various staff responsible for the task

Implementation Plan Template
for Developing a System of Linked Learning Pathways

Workgroup Leader:	Jean Wing, Executive Director, Research, Assessment and Data (RAD); Kevin Schmidke, Data Analyst II, RAD

Critical Element	Action Steps	Timeline	Resources	Person Responsible	Evidence of Success
3.4.1. Success Indicators	Collect and analyze the following student data sets: CAHSEE passing rates CST scores "a-g" readiness and "on track" indicators Pathway participation rates Graduation rates Student surveys and focus groups	November 2012 June 2013 November 2013 June 2014	OUSD RAD department DataQuest "Use Your Voice" Surveys Transcript Evaluation Service (TES) through UC Berkeley CASN consultants University of California Office of the President (UCOP) personnel	Jean Wing, RAD Kevin Schmidke, RAD Gretchen Livesey, CCRO Abigail Adams, CCRO	Increasing CAHSEE pass rates, especially at grade 10. Increasing numbers of students scoring proficient and above on CSTs Increasing numbers of students graduating "a-g" ready. Increased number of students engaged in pathways. Increased graduation rates. Increased numbers of students reporting a positive high school experience, and preparedness for college and careers.
	Establish formalized mechanisms for sharing data about pathway student outcomes with the school board and community.	June 2013	OUSD RAD department	Kevin Schmidke, RAD Kevin Smith, RAD Gretchen Livesey, CCRO	
3.4.2. Student-Level Data	Review current, pertinent student data to inform pathway design, instruction, and	October 2012 January 2013	Aeries Student Information System – course taking, GPA, attendance,	Kevin Schmidke, RAD Roxanne Phen, I3 Data Analyst	Student, program, school and district level reports are used to: inform pathway design; to provide targeted

			interventions.	demographics, program engagement, pathway persistence		interventions; to inform instruction.
		March 2013			Susan Benz, CCRO	
		June 2013			Donna Wyatt, CCRO	
		October 2013		Transcript Evaluation Service – student level tracking re: meeting UC/CSU "a-g" requirements	Abigail Adams, CCRO	
		January 2014				
		March 2014				
		June 2014		National Student Clearinghouse – college admissions and persistence data		
				Scholastic Reading Index – Lexile scores		
				Data Quest – drop out rates, API, AYP, student demographics		
				CAPAAR reports – pathway level student demographics, WBL tracking, student achievement		
				Carl Perkins E-1 and E-2 reports – CTE course taking and sequence completion		

			AP testing – tracking success		

3.4.3. Data-Driven School Improvement Process	Re-tool OUSD School Quality Review (SQR) process, already cross-walked to WASC criteria, to include Pathway Quality Criteria. Make data available to pathway teams and support the analysis and reflection necessary to allow pathway teams and district leaders to use the data to inform decisions and promote continuous improvement. Establish standardized reports and routines for pathway teams and district leaders to examine data on student pathway outcomes and a process for incorporating findings into pathway and district improvement.	June 2013 October 2012 June 2013	SQR process Community School Site Strategic Plans (CSSSPs) Pathway Quality Criteria OUSD RAD Department CDE CPAARs Pathway Quality Criteria rubric and pathway self-assessments	Eve Gordon, Coordinator, SQR Office Diana Kampa, CCRO Kevin Schmidke, RAD Kevin Smith, RAD Gretchen Livesey, CCRO Donna Wyatt, CCRO	Review of OUSD SQR documents. Review of high school CSSSPs. Data reports are reflected in annual action planning process at the site.

3.4.4. Pathway Evaluation	Use SMART Tool to collect and analyze data to inform the pathway improvement cycle. Using the Linked Learning Certification Criteria, annually assess each pathway's progress toward Certification	June 2013 June 2013	IEBC SAMRT tool Pathway Quality Review process	Gretchen Livesey, CCRO Donna Wyatt, CCRO Pathway Coaches	Review of Pathway Quality Review reports, pathway gap analyses and action plans. All pathways engaged in the self-assessment / improvement cycle

| 3.4.5. Accountability | Align OUSD Smarter Balanced Assessments to the OUSD Strategic Plan to assess district progress towards meeting landmarks and benchmarks in the Strategic Plan. College Board assesses progress towards I3 goals. | November 2012

June 2013

November 2013
June 2014

June 2013 | OUSD Smarter Balanced Score Card and Rubric

I3 Oakland Accelerates Benchmarks and Rubric

Pathway Certification Reports | Jean Wing, RAD

Cleo Protopapas, I3 and SLC Project Director

Gretchen Livesey, CCRO
Susan Benz, CCRO
Donna Wyatt, CCRO | Smarter Balanced Score Card.

I3 rubric and assessment.

I3 benchmarks are met as determined by the College Board

Pathway Certification Celebrations

1-3 pathways certified each year; all pathways engaged in the self-assessment / improvement cycle |
| | Develop process for recognizing and celebrating pathway certification success as well as a process for supporting and ultimately closing or re-engineering pathways that fail to achieve certification. | | | | |

ConnectEd: The California Center for College and Career
EXPENDITURE RESPONSIBILITY COMMITMENT
Grant Number: 12-11

This commitment is made and given by Oakland Unified School District to ConnectEd: The California Center for College and Career (ConnectEd) as of the date noted below.

1. **The Grant**

   In response to the application of the Grantee, ConnectEd proposes to make a grant of $575,000 to the Grantee. The grant shall be used solely and exclusively to provide support in the form of a Grant for Continued Development of a District-wide System of Linked Learning.

2. **Prohibition on Use of Funds Granted**

   The Grantee agrees that it will not use any of the funds granted to it by ConnectEd (a) to carry on propaganda or otherwise attempt to influence legislation; (b) to influence the outcome of any specific public election, or to carry on, directly or indirectly, any voter registration drive; (c) to make any grant that does not comply with the requirements of Section 4945(d)(3) or (4) of the Internal Revenue Code ("IRC"); (d) to undertake any activity for any purpose other than one specified in Section 170(c)(2)(B) of the IRC; or (e) to induce or encourage violations of law or public policy, to cause any private inurement or improper private benefit to occur, or to take any other action inconsistent with Section 501(c)(3) of the IRC.

3. **Grantee's Obligation to Maintain Separate Records and Submit Reports**

   Grantee agrees to maintain separate records of all of its receipts and all of its expenditures, and to make its books and records available to ConnectEd upon reasonable notice.

   Grantee agrees to submit to ConnectEd full and complete financial and narrative reports with respect to the expenditure of the funds granted by ConnectEd up to and including the final year in which grant funds are expended.

   This Expenditure Responsibility Commitment has been executed and given to ConnectEd by a duly authorized representative of the Grantee.
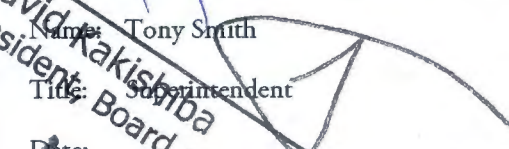
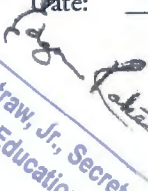Accepted on behalf of Oakland Unified School District

By: _____
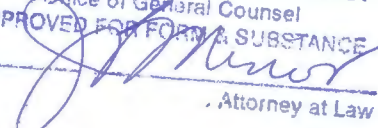
Signature of Authorized Officer, Director, or Trustee

Name: Tony Smith

Title: Superintendent

Date: _____

David Kakishiba, President, Board of Education

Edgar Rakestraw, Jr., Secretary, Board of Education

OAKLAND UNIFIED SCHOOL DISTRICT
Office of General Counsel
APPROVED FOR FORM & SUBSTANCE
By: _____
, Attorney at Law

File ID Number: 13-0441
Introduction Date: 4/10/13
Enactment Number: 13-0049
Enactment Date: 4/10/13
By: O.2

SCHEDULE OF DELIVERABLES TIED TO GRANT INSTALLMENTS:

YEAR 1			
Deliverable Due Date	Deliverable Required	Payment Date	Amount
12/28/2012	Signed Grant Agreement	12/28/2012	$258,750
1/28/2013	Interim Progress Report and Interim Financial Report	2/9/2013	$258,750
7/29/2013	Final Narrative and Financial Reports	8/12/2013	$57,500

INSTRUCTIONS FOR INTERIM PROGRESS REPORT:

- Using bullet points, briefly summarize progress made and challenges faced for the areas below during the reporting period.
- Using bullet points, list work planned for the next quarter, if not the remainder of the grant period.

An example of the format for the Interim Progress Report is attached. Please contact Karri Leshner at (510) 665-8277, or by email at kleshner@ConnectEdCalifornia.org if you would like an electronic version of the report template.

Completed Interim Progress Reports should be e-mailed to Roman Stearns at rstearns@ConnectEdCalifornia.org and Karri Leshner at kleshner@ConnectEdCalifornia.org.

Note: All future grant payments are contingent upon ConnectEd's receipt of complete and timely reporting from your organization.

ConnectEd: The California Center for College and Career
Grantee Interim Progress Report

Grant Number: 12-11

Grantee: Oakland Unified School District

Purpose: Continuation Grant for the Development of a District-wide System of Linked Learning

Report Period (from Month/Year to Month/Year):

Report Submitted By:

Telephone Number:

Progress (during this period)	Challenges	Next Steps
Broad-Based Community Coalition. The district and/or community establishes a broad-based community coalition made up of organizations from several stakeholder groups, including, but not limited to, K-12 school district departments, regional postsecondary institutions, industry associations, labor unions, business organizations, city and/or county government, community organizations, parent groups, and student associations. District establishes a formalized structure and shared leadership model. District convenes the coalition at least once with the intent of achieving a common vision and commitment to building a system of linked learning.		
•	•	•
Leadership Teams. The district establishes a cross-functional leadership team that meets regularly to guide and monitor progress of the district's implementation plan and articulates with site-based pathway leadership teams to ensure progress implementing high quality pathways.		
•	•	•
Linked Learning Policy. The school board passes at least one piece of district policy that explicitly supports building a system of linked learning as a strategy for high school transformation. Policies may address guiding principles, core components, equity/access, educational objectives, program structures, professional development, scheduling, facilities, resource allocation, and/or any other aspect of linked learning implementation that may be aided and/or supported by district policy.		
•	•	•

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Progress (during this period)	Challenges	Next Steps
Equity & Access. The district establishes policies and procedures that ensure students have a choice of pathways from which to choose, based on their interests, and have equal access through effective recruitment and selection practices to participate in any pathway. District does everything reasonable to ensure transportation options to students in order to honor their choices and avail access.		
•	•	•
Pathway Quality. District pathways are moving toward certification, as evidenced by: A. **Program of Study.** Each pathway establishes and publicly shares a 3- or 4-year program of study that incorporates the academic courses required for eligibility for admissions to the states' colleges and universities and a sequence or cluster of four or more technical courses. B. **Scheduling.** At least for academic year 2011-12, if not in the current 2010-11 academic year, the district supports school site schedules that accommodate the programs of study designed for pathways in the district. Schedules support adequate course-taking options and cohort scheduling for pathway students, and common planning time for pathway teachers. C. **Professional Development.** The district commits to providing and/or arranging teacher professional development adequate to moving pathways toward a level of quality and fidelity that leads to certification. Professional development offered is of high quality, aligned with identified pathway teacher needs, and directly related to pathway certification plans. D. **Other Progress toward Certification.** Feel free to provide additional information that will help us learn how your district's pathways are moving toward certification.		
•	•	•
Data Systems. The district has in place a data system that can flag pathway participation and generate disaggregated reports used to compare pathway student data with comparable data from non-pathway students.		
•	•	•
Sustainability. The district establishes a sustainability plan to institutionalize linked learning. Sustainability is evaluated on an ongoing basis and reports are generated related to factors that may include *level of implementation* (e.g., fidelity, integration of the initiative into the district and school structures); *organizational culture and leadership* (shared norms and values among district leaders and partners as evidenced in tenet and vision documents; distributive leadership); *alignment of critical elements with resources* (staff time, professional development, funding); *adaptation and growth of linked learning* (based on information about what is / is not working); *systems perspective* (process to fold existing complementary efforts by district and partners into linked learning initiative); and *replacement funding* (plan and process to access funding sources to sustain each component).		
•	•	•

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FINANCIAL REPORTS:

Financial Reports should follow the format of the ConnectEd Financial Report template. Attached is an example of the Financial Report format. Please contact Karri Leshner at (510) 665-8277, or by email at kleshner@ConnectEdCalifornia.org if you would like a Microsoft Excel template. Karri is also available to respond to any questions you may have about completing the Financial Report.

As you manage the expenditure of grant funds, please remember that permission must be requested in writing in order to make any major change to the budget (line items added or deleted or transfers among line items greater than 20 percent of a stated line item amount), and approved by ConnectEd **in advance** of the implementation of the change. Changes that would result in less than a 20% variance do not require advance permission.

Please note that **all** funds **must** be expended by the end of the grant period. Per the Grant Agreement: "Within sixty (60) days after written request by ConnectEd, the Grantee shall remit all Grant funds unexpended as of the effective date of termination."

Please submit a hard copy of the Financial Reports, signed by an authorized officer, director, or trustee.

Hard copies of the Financial Reports should be mailed to:

Karri Leshner
ConnectEd: The California Center for College and Career
2150 Shattuck Avenue, Suite 1200
Berkeley, CA 94704

Please also send an electronic version of the Financial Reports to Roman Stearns at rstearns@ConnectEdCalifornia.org **and** Karri Leshner at kleshner@ConnectEdCalifornia.org.

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FINAL NARRATIVE REPORT:

During the course of your grant, you will have submitted Interim Progress Reports to inform us of activities planned and completed, as well as problems you have encountered and solved. For the final report for your grant, we would like you tell us in a **narrative form**, rather than in bullet points, about your experiences as a ConnectEd Grantee.

In your Final Narrative Report, please discuss the following, as applicable:

- Describe the progress made toward the approved project goals and objectives set forth in the original Grant Agreement and Scope of Work.
- Identify any challenges and obstacles that you encountered and how they affected your progress.
- Summarize any changes made or planned for the future to the project objectives or Scope of Work to further the achievement of the objectives.
- Describe any unintended outcomes as a result of the efforts supported by this grant.
- **Describe the effect this grant has had on your organization.** In what ways does your organization intend to work differently in the future as a result of this grant? Consider the organizational structure, leadership, Board, affiliates, other funders, and constituents.
- Please provide additional comments to help ConnectEd be more effective in its work in this area.

When submitting the Final Narrative Report, please include a cover letter referencing the grant number, with a signature by an authorized officer, director, or trustee.

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Grant to Oakland Unified School District
Approved Budget as of December 20, 2012

Grant Number: 12-11   Grant Approved Amount: **$575,000**

Grant Recipient: Oakland Unified School District

Primary County(ies) Served by Grant Recipient: **Alameda**

Operating Budget Size of Grant Recipient   ☐   Less Than $500,000 ($0-$499,__9) $500,000-$1,999,99
(Please pick from the range on the right):   ☒ $2,000,000-$9,999,999   ☐   Over $10 Million

Purpose of the Grant: Continuation Grant for the Development of a District-wide System of Linked
                                 Learning

CATEGORY	APPROVED AMOUNT	TOTAL EXPENDITURES FOR THE PERIOD	TOTAL EXPENDITURES TO DATE	REMAINING BALANCE
Salaries & Benefits				
Project Director	$ 57,213	$ -	$ -	$ 57,213
Coordinator, WBL	$ 27,102	$ -	$ -	$ 27,102
Teachers (3 @.2 each)	$ 39,920	$ -	$ -	$ 39,920
Specialist, WBL (4)	$ 165,532	$ -	$ -	$ 165,532
Total Salaries	**$ 289,767**	**$ -**	**$ -**	**$ 289,767**
Benefits	$ 125,406	$ -	$ -	$ 125,406
Total Salaries & Benefits	**$ 415,173**	**$ -**	**$ -**	**$ 415,173**
Other Direct Costs				
Travel	$ 36,401	$ -	$ -	$ 36,401
Rental (Facility)	$ 500	$ -	$ -	$ 500
Substitute Teachers	$ 24,000	$ -	$ -	$ 24,000
Consultants	$ 85,926	$ -	$ -	$ 85,926
Meals	$ 13,000	$ -	$ -	$ 13,000
Total Other Direct Costs	**$ 159,827**	**$ -**	**$ -**	**$ 159,827**
TOTAL	**$ 575,000**	**$ -**	**$ -**	**$ 575,000**

Reporting Period: _____

Date Report Prepared: _____

Report Approved By: _____

Title: _____

Telephone Number: _____

Oakland Unified School District
California Linked Learning District Initiative
Grant Budget Narrative

ConnectEd has simplified the budget template for districts to estimate costs for the Continuation Grant for Year 3 of the California Linked Learning District Initiative. These guidelines for the budget narrative describe the level of detail that ConnectEd expects for each line item. Each district is required to submit a budget narrative with their budget.

Salaries
Please list each individual by title and name (if currently employed). Include either the Full-Time Equivalent (FTE) percentage or number of hours/year, the basis for annual salary, the total wages (FTE/Hours x annual basis), dollar amount to be contributed by the district (if any), and dollar amount requested from the Linked Learning grant.

Other Direct Costs

Substitute Teachers and Administrators
Please include the per diem rate for substitute teachers and/or administrators, the number of days, number of individuals, and a brief description of the activities that personnel will engage in during the days for which substitute costs are requested. For multiple listings, feel free to use a table.

Example: 10 days each for 42 pathway teachers, at a rate of $175/day, to cover time spent for attendance at curriculum training sessions and conferences (5 days) and intensive team planning time during the year (5 days).
Calculation: 10 x 42 x 175 =$73,500.

Alternative Format:

# of Days	# of Teachers	Daily Rate	Description	Total
3	42	$175	*Curriculum training sessions*	$22,050
5	42	$175	*Intensive Planning time for pathway teams*	$36,750
2	42	$175	*CPA conference attendance*	$14,700
TOTALS				$73,500

Stipends for Teachers
Please include the hourly or daily stipend rate, the number of hours or days, number of individuals, and a brief description of the activities that personnel will engage in during the hours or days for which stipends will be paid. For multiple listings, feel free to use a table.

Example: 8 days each for 42 pathway teachers, at a daily rate of $200, to cover time during the summer spent by pathway teams developing multidisciplinary integrated projects. This will be repeated during the summer of 2013.
Calculation: 8 x 42 x 200 =$67,200.

Travel

Please list the purpose for travel (i.e., the name of the event or meeting), location, number of participants, number of days, and estimated cost per person.

Example:

Event/Meeting	Location	# of Participants	# of Days	Cost per Person	Total Cost
Fall Pathway Leadership Series	*Bay Area*	*24*	*2*	*$275*	*$6,600*
Spring Pathway Leadership Series	*Bay Area*	*24*	*2*	*$275*	*$6,600*
May Showcase	*No. Cal.*	*35*	*1*	*$60*	*$2,100*
Summer Institute	*Palo Alto*	*12*	*3*	*$900*	*$10,800*
TOTALS					*$26,100*

Contractors & Consultants

Please list names of any contractors or consultants with whom you plan to contract for over $10,000, along with a brief description of their scope of work. Feel free to bundle into a single line item smaller contracts and consultants (under $10,000).

Materials

Please describe if total budget exceeds $50,000.

Copying

Please describe if total budget exceeds $25,000.

Telephone

Please describe if total budget exceeds $25,000.

Meeting Expenses

Please describe types of meetings (e.g., broad-based coalition, leadership team, industry advisory committee) and estimated expenses (i.e., facility charge, food costs, etc.).

Other

Please provide a description for any other line item that exceeds $25,000.

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ConnectEd: The California Center for College and Career

GRANTEE COMMUNICATIONS GUIDELINES

We welcome you as a ConnectEd grantee, through the support of the James Irvine Foundation, and encourage you to announce your grant via the news media or other communication vehicles, if the opportunity arises. Below we provide some simple guidelines to assist you when communicating about our grant.

ConnectEd: The California Center for College and Career and the James Irvine Foundation Credit
Your communications should focus on your organization and work, not on ConnectEd or the James Irvine Foundation. We ask only that ConnectEd and the James Irvine Foundation be recognized for its support when appropriate. We have found that highlighting our connection in this way benefits all parties. We therefore request the opportunity to review any public announcement of your grant in advance of its publication to ensure that ConnectEd, the James Irvine Foundation, and our program goals are presented in this way.

- Two weeks prior to the release date of any planned announcement, please forward a draft for review to Roman Stearns, Director for Leadership Development, either by e-mail to rstearns@ConnectEdCalifornia.org or by fax at (510) 841-1076. We will then send this to the James Irvine Foundation for their review and approval.

- In any grant announcements, or any printed or visual materials funded by the grant, please use the following credit: *The (project/event) is supported by ConnectEd: The California Center for College and Career, through a grant received from The James Irvine Foundation.*

- In addition, when research or other work generated with support from ConnectEd and the James Irvine Foundation advocates a point of view, please use the following disclaimer: *The opinions expressed in this report are those of the authors and do not necessarily reflect the views of ConnectEd: The California Center for College and Career or The James Irvine Foundation.*

- If you need a written description for your materials to describe ConnectEd or the James Irvine Foundation, please contact Roman Stearns either by e-mail at rstearns@ConnectEdCalifornia.org or by telephone at (510) 849-4945.

Media-related Inquires
Grantees occasionally have a need for a statement from a member of our staff for use in a press announcement or have other media-related questions. Please feel free to contact Roman Stearns for assistance in this regard.

Capturing News Coverage
Please forward us a final copy of all external communications material such as press releases, newsletters, press kits, flyers, fact sheets or other print collateral that recognizes the grant. We also would appreciate a copy of any news media coverage that activities sponsored by the grant might generate.

We look forward to working with you!