



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

Measure N Application Planning Grant 2017-18 Individual Pathway

School:	Gateway to College	Principal	Shawn Taylor
Pathway Industry Areas:	Business (Entrepreneurship)	Principal Phone:	510/464-3592
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2017-18 Enrollment (9-12)	Est. 113	Anticipated Grant* <small>(\$200) x enrollment.</small>	\$22,600

[^] For schools planning with multiple existing pathways, they will have to complete the multiple pathway application. If your community plans on building pathways for students currently not in a pathway, you may receive planning funds for those students but they must be considered as a part of the school grant and included in the application.

*Grants will be distributed based on site projected enrollment at the time that the grant is due. Final distribution of funds will be based on the 9-12 enrollment based on the 20 day count.

School Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
58%	38%				4%	89%

Student Body Ethnic Composition

African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
37%	>1%	9%	35%	>1%	0	11%	2%

Planning Team Members and Role *(Who is completing the Planning Grant Application?)*

Name	Role
Shawn Taylor	Director
Leigh Ann DiDomenico	Counselor
Nazelah Jamison	Office Manager

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School Vision:

Along with being a program that delivers both rigorous high school and college academics (via concurrent enrollment), Gateway to College integrates career and college exploration in the variety of fields in business, but primarily focusing on entrepreneurship. Students will be introduced to and understand the importance of developing familiarity with all aspects of running a business—from marketing and sales, to management and bookkeeping. There is also a focus on how non-profit/for profit, homegrown businesses benefit the student's local communities. Gateway to College serves students who have stopped out, or who have otherwise made no progress towards obtaining their high school diploma.

Signature School Practices:

What are the signature pedagogy, curriculum, instructional strategies, rituals, school structures, and student experiences that make up the heart of your school? These practice constitute your "way" of being as a school. We would like to get a baseline on what you do well now. These practices should be easily observed as part of the pathway and integrated in the pathways identity!

Gateway to College serves 16-20 year olds, who have either stopped out or have otherwise not continued towards graduation, obtain their high school diploma while simultaneously earning credits towards an AA degree. We cover the costs of books, transportation (city bus), 50% discount on BART passes, and provided tutors, use of learning technologies, and counseling. Gateway to College is a program that delivers all course content via concurrent enrollment and is a signature learning community of Laney College, a college in the Peralta Community College District.

Gateway to College also offers:

Weekly all school meetings that include announcements of job opportunities, scholarships, recognition of achievements, workshops, and guest speakers. A cohort model to ensure and maximize peer social and academic support. Embedded tutors in all foundation courses, along with designated cohort tutoring time. Intrusive advising with a program specific counselor and a student engagement and retention specialist. Culturally reflective, responsive, and relevant coursework. Trauma informed pedagogical strategies introduces to teachers and students during the student's first-term experience. We also offer a monthly "parent university" to provide tools to parents/caregivers to better support their youth.

School and Pathway Assessment:

Please insert score based on the Planning Team's completion of the Measure N Initial Self-Assessment. Planning teams should review the rubric and score their school/pathway prior to completing the Budget Justification and Narrative Section Below:

Pathway and Leadership & Direction		Building Rigorous Academic Core	
Mission and Vision	1	Rigorous, Relevant, and Integrated	1
Leadership Configuration	1	Collaborative Learning	1

<i>Distributed Leadership</i>	1	<i>Teacher Shared Best Practice</i>	1
<i>Equity</i>		<i>Teacher Collaboration Time</i>	1
<i>Open Access & Equitable Opp.</i>	2	<i>Teacher Professional Learning</i>	1
<i>Divers Student Representation</i>	2	<i>Personalized Student Support</i>	
<i>Closing the Opportunity Gap</i>	1	<i>Support of Student Needs</i>	2
<i>Program of Study/Master Schedule</i>		<i>College and Career Plan</i>	3
<i>Pathway Theme</i>	1	<i>Work Based Learning</i>	
<i>Integrated Core</i>	1	<i>Types of Student Experiences</i>	1
<i>Cohort Scheduling</i>	2	<i>WBL Pathway Outcomes</i>	1
		<i>WBL Pathway Evaluation</i>	1

Budget Justification and Narrative

In the following sections, please review the self-assessment and reflect on your team's plan to:

1. Create a Design Team to lead a deep analysis of school outcomes and generate a design plan for pathway launch or augmentation. This Design Team will create the Full 3 Year Implementation Plan that uses the Measure N framework to address the following measures.

The Goals of the Measure

- Decrease the high school dropout rate
 - Increase the high school graduation rate
 - Increase high school students' readiness to succeed in college and career
 - Increase middle school students' successful transition to high school
 - Reduce disparities in student achievement and student access to career pathways based on race, ethnicity, gender, socioeconomic status, English Learner-status, special needs status, and residency
2. You **MUST** describe the current programmatic narrative for **EACH** section of the budget narrative based on the Measure N Initial Self. Planning activities should only be included in each area even if they do not have a direct cost associated with them.
 3. If the Planning Team for **existing pathways** would like to **pilot** or redesign one of the four specific domains identified by Measure N, please explain how you plan on using the funds to develop strategic changes that will lead to improved outcomes in the planning year.
 4. Add additional lines if you would like add additional budget items.
 5. All budget items should total up to the total grant amount based on projected enrollment for 2015-16.

1. Design Team Establishment, Vision Development, Pathway Leadership Development and Equity

Current Programmatic Narrative Based on Rubric from "Pathway Leadership and School Vision" & "Equity, Access and Achievement" Domains

These 2 domains are foundational elements to the 4 Pillars of Pathway Development. Design teams must have a conversation and discussion in these areas prior to planning in the 4 other domains.

Self-Assessment:

- We are at the very beginning of our planning phase. We have summer workshops planned to develop project-based learning activities in our foundation courses that correspond with our pathway.
- As our instructors can switch from term-to-term, it will be important for us have a 'turnkey' process with which to bring any new instructor up-to-speed.
- An intensive student/caregiver strategy needs to be implemented so they have a better sense of what it means to attend Gateway to College and what will be expected of them.

Reflection:

- As we develop a clearer vision of our chosen pathway (chosen and developed via student and parent feedback), we have more planning to make adequate progress. This progress will include retooling our entire first-term experience to institutionalize our pathway. As we are a very small program currently with only one (soon to be two) full-time employees, our strategy will have to rely more heavily on the resources that already exist on the campus (see appendix A) and outside contractors. Many of our students do not want to pursue a four-year degree, as they want to get into the workforce as soon as they can, we will have to develop paths for certificate options in our chosen pathway.

Leadership will have to develop an unambiguous mission, regarding the pathway, to ensure that all instructors and staff view themselves as part of the pathway vision and value it as to reinforce it amongst the student body.

In regards to equity, over 90% of our students can be classified as disproportionately impacted (race, gender, newcomer/ESL, at or below the poverty line, students with disabilities, involved in the foster care system or otherwise adjudicated). We accept students from 16yo-20yo, with the understanding that all students must complete the program by the semester after their 21st birthday. Building and maintaining relationships is a key value in our program and we have systems and rituals in place to both establish relationships, and repair them if there are conflicts. We have strong connections to community mental health, food, and housing resources for students who need them. While students enter our program in either the fall or spring semester, we are able to support academic achievement by developing each entry class into a cohort. When possible, we also provide students with in-program vocational opportunities.

Our primary vision is that of developing a BUSINESS/ENTREPRENEURSHIP pathway that will allow students to develop the tools necessary to start their own businesses, become capable managers, and leverage available resources that can help their respective communities.

Budget	2016-17 Planning Activities	Anticipated Outcome
6 Staff x 2 days = \$2400 (stipends) \$300 Meals	Fall Retreats/Workshops: <ul style="list-style-type: none"> - Revisit and refine pathway Mission and Vision - Develop Student Learning Outcomes (SLOs) and Program Learning Outcomes (PLOs) so they conform to both CTE and Laney BUSINESS program standards. - Develop an industry partner database. 	The mission and vision align with our chosen pathway and the team has created strategies for adopting and adapting current practices with the mission and vision.
6 Staff x 6 days = \$3600 (stipends) \$600 Meals	Monthly (fall semester) "Industry Partner" seminars: <ul style="list-style-type: none"> - Representatives of industries (chosen by student interest and culled from available resources) will partner with specific teachers and staff to develop project-based learning activities to introduce to the students 	Providing teachers and assisting staff with a variety of tools to develop project-based learning activities to enhance their traditional teaching methods and to bring classroom activities into alignment with the mission and vision.

2. School-Wide Rigorous and Challenging Academics for All Students

Current Programmatic Narrative Based on Rubric

Self-Assessment:

- While we do have rigorous and challenging academics for all students (as most of their classes are community college classes) none of the Gateway specific course offerings align with the pathway mission and vision, but it will be easy to do so.
- Teachers and tutors need more PD training to remain current and fluent in their field. With this extra training, they will be able to better align course material to the pathway, without too much outside consultation.
- We need to develop a data collection process that does more than just give us more than just student grades. We need to collect data

Reflection:

- Gateway to College has been primarily focused on students earning their high school diplomas and earning credits towards their AA degrees. We were concerned with students completing their A-G requirements so they could eventually transfer to a four-year institution. But as more students expressed their desire to get into the workplace sooner, but also feeling as if they weren't ready for any kind of jobs other than "fast food or jobs where I can't move up" it is important for Gateway to pivot towards work-based learning, and tailoring academics towards industry to better prepare them for the workforce.

Budget	2016-17 Planned Activity	Anticipated Outcome
1 trainer x 1 day \$500 stipend (held during regularly scheduled training/meeting times)	Workforce Development Workshop	Providing instructors and staff with up-to-date information in workforce development; trends, emerging fields, etc. to better be integrated into the holistic support we offer our students.
4 staff x 2 days \$1920 (class coverage @ college cost per teacher, per hour)	Shadowing BUSINESS Instructors <ul style="list-style-type: none"> - Laney College has a robust BUSINESS program with a close to 91% graduation rate. Instructors will spend two full days shadowing BUSINESS instructors. 	Teachers will have access to BUSINESS instructors in real time to observe best teaching practices, student/teacher interaction, and academics to work application.

3. Program of Study

Current Programmatic Narrative Based on Rubric

Self-Assessment:

- Our entire course of study (A-G and IGETC) needs to be reevaluated as there were several conflicts between our current practice and the establishing of the BUSINESS/ENTREPRENEUR pathway.
- We listened to students and their caregivers and recognized that our current model needs to be updated to a pathway model to better prepare students for the workforce.

Reflection:

- We are in our infancy in this process. It will take some maneuvering to develop lanes that both support our pathway and support student's post high school aspirations.

- We need to develop a strong program of study that will bestow skills and knowledge that is applicable to the workforce, as quickly as possible, as our students can attend the program for only one semester before graduating.
- Our biggest strength lies in the fact that Laney College is a strong CTE program that we can emulate and pattern some of our course offerings, as well as the multiple lanes that the BUSINESS AA and certificate programs offer.

Budget	2016-17 Planned Activity	Anticipated Outcome
6 Staff x 2 days/Consultant x 2 days (weekend) \$4000 travel/lodging/c onsultant pay/food	End of Semester Retreat: <ul style="list-style-type: none"> - Stipends for pathway team to schedule a retreat to review pathway theme, student learning outcomes, and program of study with input from consulting members from industry. In addition a review of current BUSINESS curriculum available through sources like: Laney College BUS program, and online BUSINESS/CTE resources. 	SWOT analysis of pathway planning to ensure program of study is aligned with industry and labor market needs. Review curricula to refine towards the pathway mission and vision.

4. Work-based Learning

Current Programmatic Narrative Based on Rubric		
<p>Self-Assessment:</p> <ul style="list-style-type: none"> - Students are getting exposed to WBL opportunities, but only in the optional “Digital Entrepreneurship” class. <p>Reflection:</p> <ul style="list-style-type: none"> - Students in the Digital Entrepreneurship class have created ETSY stores, websites, podcasts, and have self-published books through AmazonKDP. Many of them have been able to generate income and have developed the necessary skills to replicate their initial success and assist the instructor with teaching newer students. We have been able to get 30% of the students not attending summer school into internships, educational volunteer opportunities, or connected to sub-group affinity CBO offered programming. We need to replicate the tone and tenor of the DE course and ensure that all Gateway students be exposed to work-based learning in a way that is integrated into industry with opportunities to apply their knowledge and skill in real world workforce learning environments. 		
Budget	2016-17 Planned Activity	Anticipated Outcome
1 Contractor x 17 weeks/4 hrs. per week \$6000	The development of a Workforce Liaison Specialist. <ul style="list-style-type: none"> - Establish relationships with industry, CBOS, and non-profits who will extend opportunities to our students. 	Students will have real work experience, and will receive on the job training that aligns with our pathway.
Materials fee \$1200	End-of-term culminating experience (CE): <ul style="list-style-type: none"> - Over the term students will have developed a business plan for their business. They will present their plan (logo, SWOT analysis, etc) in a public forum to receive encouragement and feedback. 	The CE will act as both an opportunity for students to put their education into action and as an opportunity for staff to gauge whether or not students are learning the material in a way that makes it easy for them understand and quickly put it into action.

5. Personalized academic, social, and emotional support services.

Current Programmatic Narrative Based on Rubric

Self-Assessment:

- This is the area in which we excel. Every student develops a student education plan (SEP) so they and their caregiver know what needs to be done to earn their high school diploma.
- Every Gateway to College graduate is provide with a post-graduation plan that covers two semesters. Gateway staff also work to ensure that the first semester, post-graduation, is either free or they receive book vouchers so the transition from high school to college isn't too much of a shock.
- We provide culturally reflection, relevant, and responsive education to our students.
- We introduced a Student Engagement and Retention specialist who case-managed graduating students.
- Students were linked to outside exploration opportunities to investigate careers and/or potential hobbies.
- Most of our students have experienced some form of trauma and there is evidence that this has been a barrier to success for some. While we have partnerships with both the college and community mental health services, we need more vigorous support for or students.

Reflection:

- Our program thrives off the relationships students and their caregivers have with the director of the program and the staff. We have restorative justice practices if there is ever any kind of damage to a relationship. Students are put into diverse cohorts for both peer and academic support with current students acting as mentors to incoming (Foundation) students.
- Students know their education plans and review them monthly with the counselor who is dedicated to the program. Students on academic probation meet with the director weekly until their grades improve.
- We offer a monthly "Parent University" workshop to teach parents how to support their student with completing homework, organizing their day.
- We have small class sizes and 3 tutors in each class to support students in real time. After classes, we have a cohort tutoring time built into the schedule.
- We have increased our graduation rate every semester for the past six semesters. We've been able to accomplish this by retooling our core academics, instituting a college/student success class, and our weekly all school support meetings (Academic Success Fridays.)

Budget	2016-17 Planned Activity	Anticipated Outcome
Software Pilot x \$1000	Pilot tracking and charting software w/ teacher and staff training.	<p>Better data tracking for each student. The development of an early alert system that will allow the team to recognize when a student is struggling so we can deploy supportive interventions.</p> <p>We will also be able to build a database that also tracks teacher, subject/course number, day and time, attendance, and grade earned with the goal of auditing pathway courses to see if they are working for our students and if we need to advocate for changes, etc.</p>
Parent Liaison \$1080	Developing a parent liaison position (parent of graduated student)	Liaison will meet with other parents to gather information about what is and isn't working at home e.g. academic supports, barriers to success, and report these back to the team so interventions for student/s

		<p>can be developed and implemented. This ensures that both parents and students are well-know: what are the family's strengths and challenges? Where are opportunities for support to develop a success model household?</p> <p>Per our Academic Year 16-17 student and parent surveys, 56% of our parents have businesses they own/operate. The parent liaison would be responsible for connecting with these parents to arrange student visits, internships/jobs, and/or arranging some work-based learning opportunities. By couching business ownership/entrepreneurship in the familiar, we hope to achieve a higher rate of student participation. The soft benefit is a strengthening of the home/school loop.</p>
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