



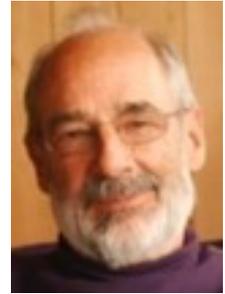
Guided Pathways Alignment Project

A Work in Progress

March 2023

Greetings,

The purpose of the California Academic Partnership Project/CAPP's **Guided Pathways Alignment Project (GPAP)** grant is to fund equity focused partnerships between community colleges and high schools. The project aims to explore linkages and relationships between guided pathways offered by the community college and the pathways or academies offered by high schools, enhance transition courses, and assist in the implementation of the California Community Colleges AB705. The partnerships funded by GPAP use data to identify equity gaps and design and implement activities to close one or more of the equity gaps collaboratively identified.



In 2018, ten of the fifteen Central Valley community colleges and twenty-one associated high schools accepted our invitation to form partnerships to engage in this work. Each partnership received funding and facilitator support. In 2021, three additional partnerships were funded (For more detailed description about the first five years of the GPAP grant, see our Work-in-Progress Newsletters 2019-20 and March 2021 ([link](#))).

In February 2023, eleven of the thirteen partnerships applied for and received an additional three-year Sustainability grant funding (\$50,000 per year) to continue the work through June 2026. We anticipate one additional partnership will be funded, beginning in July 2023. All Sustainability grantees will continue to focus on closing the identified equity gap, providing seamless transitions from high school to community college, while moving forward with the student-centered local and state initiatives. The key components of the Sustainability Grant include:

- **EQUITY:** Identify the college and its partnership schools' equity gap(s) as evidenced by data, and design and implement activities to reduce the identified equity gap(s),
- **DATA DRIVEN:** Use data to guide the partnership work,
- **PARTNERSHIP:** Enhance and/or strengthen each partnership that undergirds a continuous cycle of improvement,
- **SUSTAINABLE:** Design a plan to expand and/or sustain the partnership efforts beyond the GPAP Sustainability Grant funding years, and
- **DEMONSTRATION:** By the end of the grant period, the partnership will present successful equity efforts to a variety of audiences.

We title each of our newsletters "A Work-in-Progress" as we are tackling issues that are deeply entrenched in the structures of our institutions, and we expect that the work will continue well beyond the grant funding years. The following pages highlight some lessons learned to date and each partnership's plans for the coming year.

A handwritten signature in purple ink that reads "Bill Vasey".

Bill Vasey
GPAP Project Director

GPAP 2023-2026 Partnerships



Clovis Community College
Clovis East High School

Madera Community College
Madera High School
Madera South High School
Liberty High School
Matilda Torres High School

Merced Community College
Le Grand High School

Taft College
Taft High School

Bakersfield College
Kern High School District

West Hills College Lemoore
Hanford High School
Hanford West High School
Sierra Pacific High School
Lemoore High School

Modesto Junior College
Riverbank High School

West Hills College Coalinga
Coalinga High School
Tranquility High School
Firebaugh High School

Reedley College
Reedley High School

Porterville College
Porterville High School
Monache High School
Summit Collegiate
Granite High School

Fresno City College
Central East High School

San Joaquin Delta College
Stockton Unified School District

Columbia College
Summersville High School

Bakersfield College Partnership

CSU Bakersfield
Bakersfield College
Kern High School District

Lessons Learned:

- The critical power of partnership in data gathering support and Dual Enrollment/Early College development with an equity agenda focus.
- Bringing the Kern County Superintendent of Schools into a larger role in the partnership has created an opportunity to increase literacy, through Reading Institute for Academic Preparation (RIAP), and knowledge about college into regional middle schools.
- The need to be intentional in monitoring data to increase enrollment and success of underrepresented students.
- Building a vision that includes transfer to CSUB.

Plan for 2023-2024:

- Building on the can-do attitude and the long-standing high levels of trust at the core of the Bakersfield partnership, continue to expand collaboration across the Southern Central Valley region, including fellow GPAP teams.
- Build on the success of the dual enrollment and early college programs while expanding its offerings to focus on the underserved students served by Bakersfield College and its partner high schools.
- Continue to expand capacity to collect and use data to improve and impact student success.

Ideas for sharing our equity work with others:

- Focus on the importance of data and share our data sharing model with the GPAP partnerships and beyond.
- Present the story of our entire CAPP venture in Kern County, from 2012 to the present as a playbook to other college/high school collaborations in California.
- Share how we've used the Pathways Mappers with other colleges in the Central Valley.

Clovis Community College Partnership

Clovis Community College
Clovis East High School

Lessons Learned:

- The importance of ongoing dialog between college and high school faculty to ensure that the Dual Enrollment expectations are met. This also allows for growth in the curriculum offered.
- Sharing the leadership of the partnership between the high school and the college by hosting alternative partnership meetings, involvement in budget decisions, etc.
- Commitment to students' success by both institutions is key. This is especially important during difficult times and when it is necessary to pivot from the basic plans.

Plan for 2023-2024

- Increase the percentage of Latinx, African American, and Southeast Asian-Hmong high school seniors enrolled in math. Activities to support this work will include additional outreach services to the identified student groups and their families in partnership with the CCC team, summer enrichment program (INTDS 50 a college preparatory class), and math alignment via a pathway that begins with the summer program, Money Management course, and Math 103 dual enrollment course. Additionally, Clovis East High School plans on increasing the dual enrollment math offerings to serve more students.
- Continue to address the equity gap among Latinx, African American, and Southeast Asian-Hmong students and increase the completion of transfer level math within the students' first year of enrollment at Clovis Community College (CCC). Activities to support this work will include wraparound services for the identified student groups (e.g., tutoring), collaboration between student services staff and instructional staff to create a process for supporting the identified student groups and implemented strength-based instructional strategies in math.

Ideas for sharing our equity work with others:

- Present at local, regional, and national conferences.
- Present to other high schools within Clovis Unified to expand the model.

Columbia College Partnership

Columbia College
Summerville High School

Lessons Learned:

- Summerville High School and Columbia College have an existing general partnership to expand dual enrollment, tighten the alignment of CTE Pathways, and expand other learning opportunities.
- Maintain a specific and intentional focus on closing the equity gaps of low income and Native American students.

Plan for 2023-2024:

- Continue to examine partnership needs effectively to develop more accurate data, develop systems to monitor progress in real time, and expand the group to reach deeper into their respective institutions.
- Obtain more accurate data, e.g., Native American students attending Summerville High School.
- Develop measures of success / evaluation and ensure the right activities serve the target populations identified.
- Reach out to neighboring tribal council to coordinate learning opportunities.
- Hold an Apple App Development Summer Camp.
- Connect Summerville HS students to Columbia College deliberately.
- Hold regular partnership meetings to flesh out plan details and to identify steps beyond 2023-24.

Ideas for sharing our equity work with others:

- We will share our equity work through the K-16 Collaborative. Columbia College is the lead agency developing a K-16 Collaborative involving both Columbia and Cerro Coso colleges and multiple K-12 schools on both sides of the Sierras. Summerville High School is an active participant in this effort.

Fresno City College Partnership

Fresno City College
Central East High School

Lessons Learned:

- The importance of providing a singular focus on an equity gap (in this case African American students) to ensure a successful intervention.
- The need for close coordination across counseling staff at both the high school and college to maximize the positive outcomes for students at the high school and as they transition to the college.

Plan for 2023-2024:

- Continue to focus on the retention and success of African American students, especially seniors, at Central East High School. Some of the activities will include, providing a dedicated college liaison to support them in their selection of and application to postsecondary institutions best suited to their individual situations, and providing special support programs to enhance the likelihood of their academic and social success during their first year at the campus.
- Enhance the working relationship between college counselors and high school counselors with regularly scheduled meetings and professional development/training opportunities.
- Open the opportunity to First Year Experience program to newly enrolled partnership students.
- Coordinate planning with the Fresno City College student services division with a goal of implementing this GPAP model at scale.

Ideas for Sharing Our Equity Work:

- Share program outcome measures at the district wide Counselor training session which includes both College and local high school Counselors.

Madera Community College Partnership

Madera Community College
Madera South High School
Madera High School
Matilda Torres High School
Liberty High School

Lessons Learned:

- No partnership can be reliant on one individual leader, but rather on the collective members of the partnership.
- Nurturing a culture of true partnership is essential for longevity. Madera will be implementing a co-leadership model to level the playing field between the high schools and the MCC
- Building mutual trust and respect necessitate frequent and purposeful interactions are a must.
- Creating a community of dual enrollment instructors in mathematics is essential to ensuring new, as well as experienced dual enrollment instructor success.

Plan for 2023-2024: Madera Partnership will focus on:

- Designing all partnership activities to incorporate CO-LEADERSHIP model to ensure sustainability beyond CAPP GPAP funding,
- Increasing the number of dual enrollment course offerings in mathematics,
- Offering CCC-HS co-led professional development opportunities, e.g., iPads in the classroom, CSET III preparation workshops, and best practices in mathematics instruction to all math faculty in the partnership schools,
- Continuing HS-CCC vertical curriculum articulation of Guaranteed and Viable Curriculum, as well as backward mapping from CCC to high school courses to ensure alignment, and
- Increasing the number of CCC math tutors and peer tutors to offer weekly math tutorials during- and after-school to students who are below/near standard on the math CAASPP and to create a culture of peer-support in mathematics.

Ideas for sharing our equity work with others: Some of the appropriate venues include:

- Share our lessons learned at the Mathematics Education Conference (MEC), the National Council of Teachers of Mathematics (NCTM), the CAPP GPAP June Convenings, and conferences, workshops, and meetings within and beyond CCC-HS partnerships in the Central Valley,
- Create an online platform to share best practices in mathematics, and
- Develop a virtual repository of Madera Partnership's living document on improving practice.

Merced Community College Partnership

Merced Community College
Le Grand High School

Lessons Learned:

- A desire exists between the partners to develop and strengthen the relationship. The superintendent of the school district is quite interested in how the high school is regarded by the college and actively reaches out to the college administration to secure recognition for Le Grand students, not wanting them left out of CC efforts
- The high school team has reasoned for some time that procuring greater access to CC personnel was in the best interest of their students. The high school district shall serve as the fiscal agent, this is seen as promising as the high school administration is motivated to elicit responsive actions from the community college and will allocate resources to draw attention to their students' needs.
- Merced CC is committed to serving the students of the Le Grand UHSD and has identified lead personnel for the partnership who are looking forward to strengthening the bridge between the institutions. An in-person partnership leads' meeting is scheduled for April 2023.

Plan for 2023-2024:

- Have greater face-to-face access for their students to college faculty, particularly counselors.
- Promote dual enrollment at Merced CC.
- Grow the relationship between the college and high school that results in
 - Merced CC counselors scheduling on-site services at Le Grand High School
 - LGHS students visiting Merced CC
 - Higher rates of LGHS seniors successfully navigating the enrollment processes and matriculating to Merced CC. (This is a win-win scenario as the student body at LGHS is reflective of the students the Merced CC Equity Plan seeks to positively impact.)
- Continue to hold regular meetings with partnership leads to formulate reasonable and attainable outcomes.

Alliances we would like to strengthen:

- Learning from the efforts at Modesto JC in developing asynchronous dual-enrollment courses that are embedded in a high-school instructional day. This approach has the potential to reach underserved populations as it's directed exclusively to high-school classrooms of the Central Valley of California a region targeted by GPAP equity work.

Modesto Junior College Partnership

Modesto Junior College
Riverbank High School

Lessons Learned:

Related to mathematics:

- Based on informal data gathered on the development and implementation of a new 4th year math courses (comprised of, data science, personal finance, and Algebra 2 content) at the Riverbank High School, the partnership has learned that the personal finance content yielded high student interest and engagement.

Related to dual enrollment:

- High school students were experiencing a barrier in completing the registration process for dual enrollment at Modesto Junior College because the college website was not loading properly on the high school Chromebooks.
- A student visit to MJC was planned to provide direct registration support so the students would be able to register and would have an experience on the college campus.
- It eventually came to light that a 64-bit Chromebook is required for the website to load properly, and the high school has 32-bit Chromebooks. As a result of this discovery, the high school devices will be updated to support future registration efforts.
- Survey data collected from Riverbank High School students evidenced that students who attended the visit to the college campus expressed a higher degree of excitement for beginning a dual enrollment course than those who did not.

Plan for 2023-2024

- Continue to monitor the impact of the 4th year course at Riverbank High School through the number of students balloting for the course, students' successful completion of the course, and subsequent success at MJC.
- Continue to provide opportunities for Riverbank High School students to visit Modesto Junior College and measure the impact of this practice on students' decisions to subsequently enroll at MJC.
- Continue to explore effective ways to support dually enrolled students to successfully complete coursework.

Alliances to Strengthen our Equity Work:

- Modesto Junior College and Stanislaus County Office of Education (SCOE) will share information about these partnership successes and lessons learned at future convenings.

Porterville College Partnership

Porterville College
Porterville High School
Monache High School
Summit Collegiate High School
Granite Hills High School

Lessons Learned:

- Equity work is both wide and deep. Our more difficult task is to change the values, beliefs, and mindsets that confine students to limited learning.
- It's too easy to write equity into policies and plans; our challenge is to convert written policy into actual practice.
- Data showed that socioeconomically disadvantaged Hispanic/Latino males at all high schools struggled the most, so the partnership shifted its focus to this population.
- Increasingly our partnership recognizes that our work is tied to larger systemic issues: Decreased enrollment at the community college; improving achievement and support for underrepresented students of low SES; providing support to English learners; aligning English and math curriculum and instructional practices to fortify high school curriculum and instruction and solidify the transition to college coursework.
- Collaboration is our superpower. Working together toward common goals requires everyone not only to have a voice, but an equal voice, defying George Orwell's dictum that "All animals are equal, but some are more equal than others."
- Positive partnerships are made, not born. From our first meeting, we each put our egos and any sense of superiority aside. "No Hierarchy Here," should be our motto, as we listen and learn from each other and discuss and decide together.

Plan for 2023-24:

- Increase CAPP student cohort enrollment and success rates at Porterville College.
- Increase CAPP student cohort in dual enrollment courses aligned with a pathway.
- Align high school pathways with the college's Academic and Career Pathways.
- In addition to academic achievement, intentionally focus on social integration and mental health.
- Provide professional development on culturally responsive pedagogy, culturally inclusive curriculum, student engagement strategies for teachers working with Latinx students.
- Develop Communities of Practice by continuing English and math vertical articulation between college and high school faculty on curricular alignment, stages of pedagogy and enriched instruction.
- Consider including other disciplines.

Idea for sharing our work with others:

- Share lessons learned from our proposed plans for the 2023-24 at the CAPP June Convenings.

Reedley College Partnership

Reedley College
Reedley High School

Lessons Learned:

- Communication and regular collaboration between institutions is critical to bridging the transition gap between high school and community college.
- Sharing disaggregated data is essential to engaging in deep conversations and generating new approaches to persistent problems.
- Partnership recognized a need to focus on creating a "General Education" dual-enrollment pathway for students as next steps in the Reedley College and Reedley High School partnership efforts.

Plan for 2023-2024:

- To establish a General Education pathway with the implementation of English 1A and Math 11 to be taught on the Reedley High School campus by an RHS instructor or Reedley College instructor.
- Collaborate with RC faculty, HS content faculty, tutors, academic support centers, and counseling to engage in professional learning and workshop opportunities to support successful completion of Math and English Dual Enrollment courses.
- Provide college and campus tours for GE Dual Enrollment pathway students to learn about centers and support services. Provide RC campus open house and tours highlighting identified pathway students. Provide academic counseling and support to students participating in the GE Dual Enrollment pathway.
- Provide GE pathway Dual Enrollment students with opportunities to participate in student success workshops that provide students with enhanced study skills, time management and resources for successful course completion.

Ideas for sharing your equity work with others:

- Reedley partnership will share best practices in developing and expanding intentional pathway opportunities that address equity gaps for marginalized students across high schools, as well as professional development venues.
- Reedley partnership will also share its successes and lessons learned through its community of practice platform, to support inquiry and facilitate a cycle of continuous improvement to advance learning and innovative practices across the state.

Taft College Partnership

Taft College
Taft Union High School

Lessons Learned:

- The importance of flexibility allowing for challenges to serve as lessons learned.
- Patience and perseverance are qualities we treasure to make our collaboration successful.
- Changing our target group focus to include Latinx males to our previous Latinx females became clear after studying our data as did including our students with disabilities and English Language Learners.

Plan for 2023-2024:

- Enhance the Male Summit successful event created by our college and high school partners, held this current year, and develop it as an annual event.
- Engage counseling staff from the college's Disabled Students Programs and Services (DSPS) in the Senior IEPs at the high school.
- Map out an intersegmental map for students and parents of disabled students so they understand the services and process to enroll at Taft College and the strategies for their success.
- Create and support a Dual Enrollment Spanish class as well as engaging the bilingual counselor to reach out to the English Learners at the high school.

Ideas for sharing our equity work with others:

- Locally, staff from both sites will be invited to attend collaborative luncheons where the GPAP work will be discussed within respective departments and parents and community members will be informed about the CAPP efforts at parent meetings and a flyer, which will be sent home.
- We will also present our model at CAPP/GPAP events.

West Hills College Coalinga Partnership

West Hills College Coalinga
Coalinga High School
Firebaugh High School
Tranquility High School

Lessons Learned:

- The availability of Adjunct Counselors, employed by WHCC, in partner high schools has proven to be a crucial support in first generation student enrollment and success.
- Partnership recognized that a preclusion of English Learner information prior to college enrollment resulted in a huge equity gap consequence. Since, the Partnership made several significant changes to better support ELs and their families, specifically around recruitment, placement and counseling supports in Dual Enrollment and IGETC pathway programs.
- Dual Enrollment Annual Data Summits have been impactful in the investigation and collection of dual enrollment student data including course completion and success rates by ethnicity, gender and English Learner status.
- College and high school staff indicate that the CAPP Partnership through the work done in the GPAP grant has allowed them to increase their conversations with stakeholders, beginning with students, to better understand what people's needs are.

Plan for 2023-2024:

- Increase college's staff presence on high school campuses to include one full day per week of the presence of Adjunct College Counselor on each partner high school and a monthly face-to-face or Zoom meetings with college and high school staff.
- Add a "Conversation with Students" component to data collection to gather qualitative feedback from current and former dual enrollment students to better address student needs.
- Adopt and implement the Firebaugh High School's Dual Enrollment Academy Model at both the Coalinga and Tranquility High Schools to enhance outreach to local communities and create a college bound culture.
- Increase EL and their family outreach and support around Dual Enrollment and IGETC pathway programs to support successful college matriculation and completion.

Ideas for sharing our equity work with others:

- West Hills College Coalinga partnership plans to share our equity work, especially around better support for ELs and their families, with others in the region.

West Hills College Lemoore Partnership

West Hills College Lemoore
Lemoore High School
Hanford High School
Hanford West High School
Sierra Pacific High School

Lessons Learned:

- Developing trust and nurturing a strong partnership across the college system and the high school system opens doors and receptivity to explore efforts that can have long term impact on dismantling obstacles that have kept our underserved communities from achieving at their highest potential and eradicate equity gaps.
- Establishing a space and time where authentic dialogue between college faculty and high school teachers can take place and address the complexities of our systems that can be readily redesigned for intersegmental effectiveness.
- Every member of the team is critical to the overall success of the project: administrators, teachers, counselors, students, parents, and community members.

Plans for 2023-2024:

- Work with college outreach and high school counselors to collaborate on activities focused on bringing high school students and parents to campus early in their high school career and to promote early college credit opportunities.
- Host the Get Strong Academy for 40 students in summer 2023. It is a 10-day summer bridge program for in-coming seniors in high school and have them enroll in a college counseling course.
- Hold regular vertical dialogues between college math instructors and high school math teachers.
- Hold regular partnership meetings to share data and ensure the most appropriate teachers, counselors, and administrators are involved in specific elements/activities in the project.
- Continue to explore how best to engage parents in the process of early college readiness.

Ideas for sharing our equity work with others:

- We will identify one regional and one statewide opportunity to present our WHC Lemoore GPAP partnership equity work.

2023 GPAP Facilitators for Each Partnership

| Facilitator | College | High Schools |
|--------------------------|-----------------------------|---|
| Dennis Galligani, Ph.D. | Fresno City College | Central East HS |
| Rebecca Aguila, MS | Clovis Community College | Clovis East HS |
| Sandra Chong, Ph.D. | Madera Community College | Madera, Madera South, Matilda Torres, and Liberty HSs |
| Ignacio Hernández, Ph.D. | | |
| Varaxy Yi, Ph.D. | West Hills College Lemoore | Hanford, Hanford West, Sierra Pacific, Lemoore HSs |
| Lilia Tanakeyowma, Ed.D. | | |
| Yolanda Martinez, MS | Taft College | Taft HS |
| Alice Kawazoe, Ph.D. | Porterville College | Porterville, Monache, Summit, Granite HSs |
| Ross Gentry, Ed.D. | Bakersfield College | Kern HSD |
| Tony Rodriguez, MA | West Hills College Coalinga | Coalinga, Tranquility, Firebaugh HSs |
| Bill Vasey, MS | Columbia College | Summerville HSD |
| Tanya Goosev, MS | Reedley College | Reedley HS |
| Erin Cross | Modesto Junior College | Riverbank HS |
| Don Davis, Ed.D. | Merced College | Le Grand Union HS |
| Michael Watkins, MA | San Joaquin Delta College | Stockton Unified School District |