



*A Work in
Progress*

CAPP Guided Pathways Alignment Project



2019-2020 Newsletter

Guided Pathways Alignment Project (GPAP): A Work in Progress

Context

California educational segments acknowledge they often work in silos, separated and isolated from one another, and recognize that significant improvement in K-20 education requires inter-segmental coordination. This coordination depends upon, not just good will and intentions, but persistent effort over time. Even in K-20 collaborations with a shared vision and the political will, implementation requires individuals in multiple roles to expand their boundaries and look beyond the history and culture of their respective institutions to develop an effective cross-segmental system that works for all students, especially those students that currently struggle within each.

The California Academic Partnership Program (CAPP) was created by the Legislature in 1984 to develop “cooperative efforts to improve the academic quality of public secondary schools with the objective of improving the preparation of all students for college” (California Education Code Section 11000). CAPP has an opportunity to take advantage of changes in California policies, funding models, and new outcome measures to build upon the current California Community Colleges Guided Pathways framework to help strengthen K-20 inter-segmental systems.

The Guided Pathways Alignment Project is designed to forge partnerships between community colleges and selected feeder high schools in the Central Valley that address equity and access, align curriculum and instruction, and strengthen inter-segmental connections to support a seamless, successful transition from high schools to postsecondary education.

CAPP Guided Pathways Alignment Project Summary

- Purpose: Develop partnerships to Address Equity and Access
- Who: Ten Central Valley Community Colleges and selected feeder High Schools
- What: Aligning Work Across Systems
 - Guided Pathways
 - AB 705
 - Counseling
 - Career and College Readiness
- Focus: Students underserved by both systems
- When: Five year effort, just beginning (year two)

Purpose of CAPP's GPAP Project

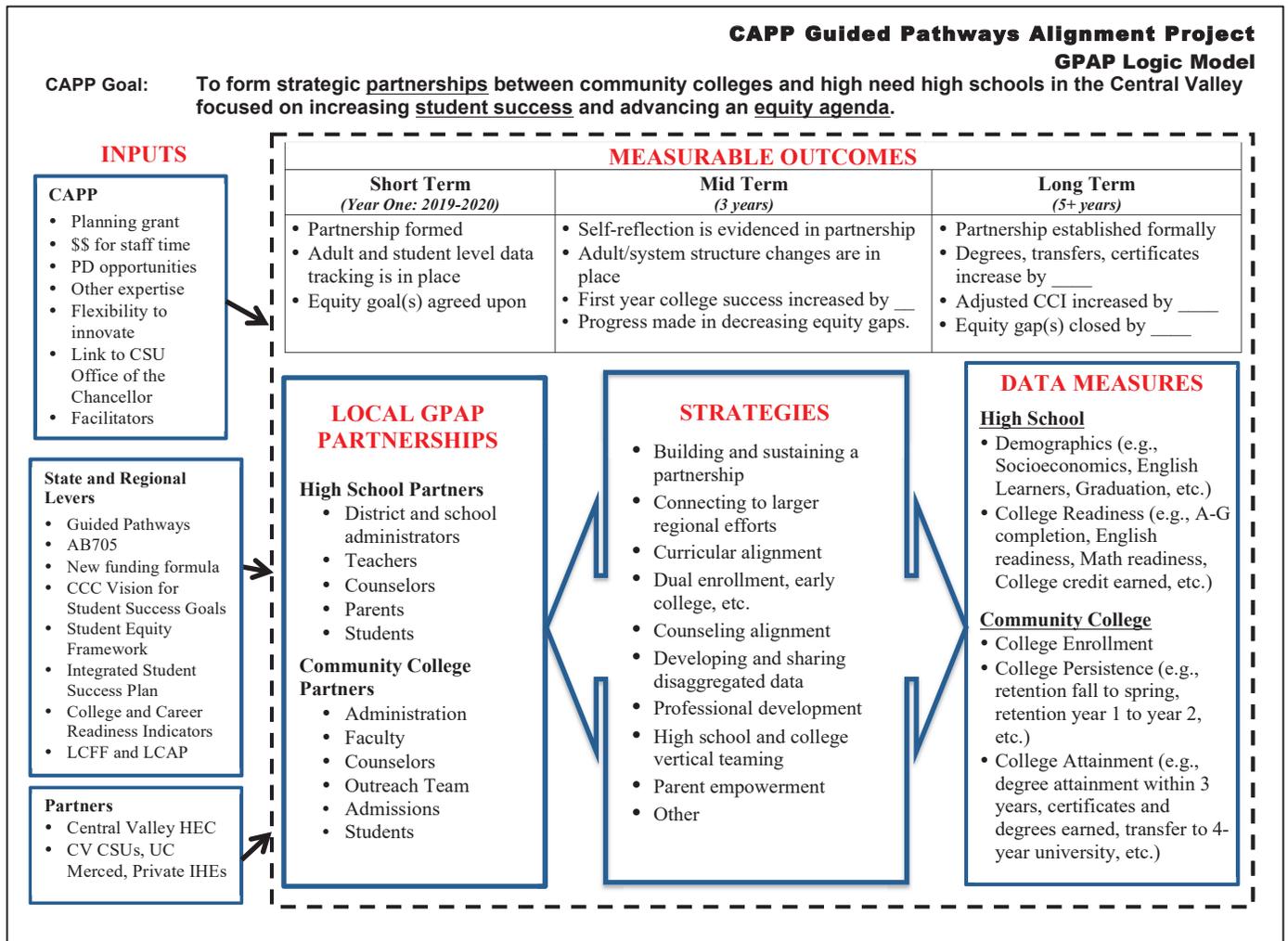
The purpose of the Guided Pathways Alignment Project (GPAP) is to form strategic partnerships between community colleges and high need high schools in the Central Valley focused on increasing student success and advancing an equity agenda.

GPAP-funded partnerships will explore linkages and relationships between the guided pathways being developed by each community college and the pathways or academies offered by their

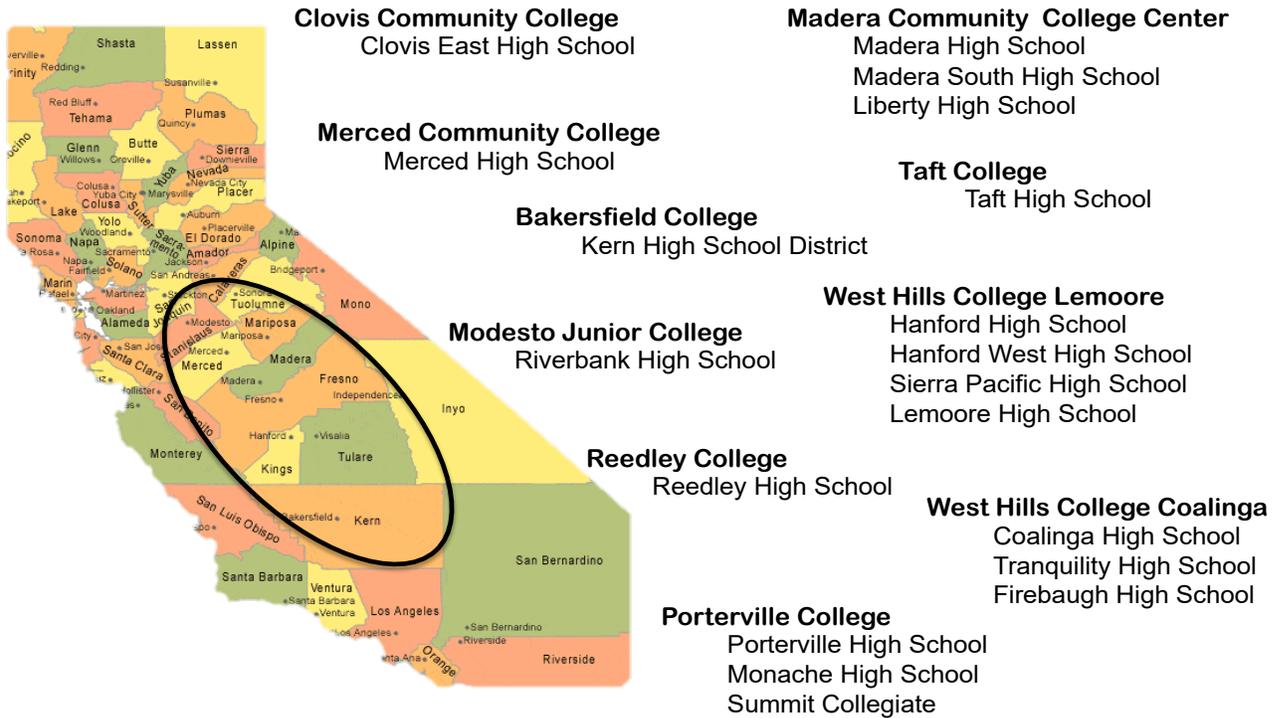
partnering high schools to enhance transition courses, assist in the implementation of AB705, improve student academic success, increase college and career readiness of all students, and reduce equity gaps.

CAPP seeks to encourage the partnerships to consider ways each system can leverage state initiatives to enhance the work that each is already engaged in.

- For the community colleges, these include Guided Pathways, AB705, performance-funding formula, the vision for student success goals, and the student equity framework.
- For the high schools, these include the College and Career Readiness Dashboard, the Local Control Funding Formulas (LCFF), and the Local Control and Accountability Plan.



OUR GPAP PARTNERSHIPS



Each GPAP partnership is expected to:

- establish a robust and viable partnership between the community college and one or more high schools focused on an equity agenda;
- identify and address equity barriers specific to each system and common across systems;
- identify appropriate activities based on current academic needs and equity challenges within the local context;
- implement a data driven continuous cycle of improvement to measure impact of specific strategic activities and interventions, and make adjustments, as necessary; and
- collaborate on professional development for educators from both segments to build a common vision for high quality instruction, a common set of expectations for college and career readiness, and, a shared understanding of student success.

Equity Agenda

GPAP is focused on equity first. It has been our experience that efforts to improve systems for “all students” without a specific equity focus may result in improved student outcomes, but the equity gaps remain. As colleges grapple with the demands of AB 705, they must contend with not only elevating the instructional demands of courses, but developing interventions that will assist students in meeting those demands. High schools must also seriously address instructional rigor and determine how they can support students through A-G coursework and prepare students for the

challenges of college courses. All these challenges and demands are not easy to address, but they define the concrete work that is at the heart of equity.

Schools can identify students who are struggling and in some cases failing. They know that students with special needs and English Learners require substantive assistance. They can identify those students who lack skills to learn optimally. But then critical questions emerge: So we can identify students who are under-served. Then what? How do we address the learning needs of our diverse student population? How do we provide teachers with strategies and pedagogy to teach this wide spectrum of students? How do we attend to the social-emotional needs that affect student learning? How can we change the fixed mindsets of both students and teachers that can limit teaching and learning? How do we develop data benchmarks that show movement or progress? These are just some of the questions that impact an equity agenda, and most schools are just beginning to probe the research and seek viable responses to these difficult questions.

As GPAP was launched in 2018, community colleges identified high need high schools as their primary partners. The high schools and the community college jointly identified student populations that both systems underserve and select specific sub-groups to target, based on their shared data.

GPAP Gap Closure: Targeted Subgroups

	Latinx Hispanic		African American		Hmong	Low Income	Male	English Learners	Other*
	M	F	M	F					
Bakersfield	X	X	X	X		X			
Clovis	X	X			X	X			X*
Coalinga	X					X		X	
Lemoore	X		X						
Madera	X	X					X	X	
Merced									
Modesto	X	X				X		X	
Porterville	X	X				X			
Reedley	X	X							X**
Taft	X						X		
*First Generation. ** Students likely to fail 1st year math									

The outcome measures for GPAP as a whole will reflect the outcome measures adopted by the ten individual partnerships. Some of the areas of focus are common to almost all of the partnerships; a few are unique to one or two. The specific measures of progress selected by each partnership [drive](#) the local work.

GPAP Partnership Outcome Measures

	High School	Community College			4 yr College
		Pass Rate		Enroll	Persist to yr 2
		Math	Eng	CC	
Bakersfield		X	X		
Clovis	4 yr math	X		X**	
Coalinga		X	X		X
Lemoore		X		X	X
Madera		X		X	X
Merced		X	X		
Modesto	4 yr math			X	X
Porterville		X	X	X	
Reedley		X		X	
Taft		X			
		** attend any 2 yr or 4 yr college			

Each GPAP Partnership has developed a work plan for 2019-20 to support their long-term outcome measures. These plans focus on actionable work identified by both systems to close equity gaps, including agreed-upon priorities and timelines and what is needed at each system to move forward.

GPAP: Individual Partnerships 2019-20 Work Plans Focus Areas

	Math Alignment	ELA	Dual Enrollment	Transition Activities	Coaching, Tutors	Counseling	Vertical Pathway	Data
Bakersfield	X		X					
Clovis	X		X	X	X	X	X	X
Coalinga			X	X				X
Lemoore	X			X		X		
Madera	X		X		X			
Merced			X			X	X	X
Modesto	X			X				
Porterville	X	X		X				
Reedley	X		X			X	X	X
Taft								X

The follow pages include brief descriptions of each of the ten GPAP partnerships, their areas of focus, examples of early progress, and an introduction of the GPAP facilitator supporting each.

Bakersfield College, South High School and North High School

Facilitator: Ross Gentry (gentry.ross@gmail.com)

Lead Contact: Stephen Waller (stephen.waller@bakersfieldcollege.edu)

Partnership Description:

The Bakersfield College GPAP partnership is building on the recently completed CAPP CDP grant from 2013 to 2017. The previous project built on many years of trust-building work, especially in literacy initiatives, throughout Kern County. Project leadership found such value in the CAPP partnership that they requested of a continuing connection lead to the development of CAPP Families.

Focus Areas being addressed:

The GPAP summer convening provided an opportunity for sustained focus on options this partnership has to improve math outcomes across the K-12 and higher education partnerships. The leadership team, consisting of decision makers at high school, community college and CSU institutions, defined the goal to “increase math achievement throughout the K-16 system” and developed measurable goals. Perhaps the most important insight to come from this process is that Kern County has extensive experience with a powerful professional development model – RIAP (Reading Institute for Academic Preparation). Thus was born MIAP (Math Institute for Academic Preparation).

Early Achievement:

Perhaps the most important insight to come from this process is that Kern County has extensive experience with a powerful professional development model – RIAP (Reading Institute for Academic Preparation). Thus was born MIAP (Math Institute for Academic Preparation). The “kickoff” event for MIAP was the September “Mathematical Mindsets” Jo Boaler workshop in Bakersfield leading to almost thirty applicants to MIAP and eight leadership candidates. Another promising outcome of the event is the establishment of a partnership with the Kern County Math Council, an affiliate of the California Math Council.

Ross Gentry, Ed.D.



Professional Background:

I am a Central Valley native and beneficiary of California’s education system – K-12 public schools, community college (AA), University of California (BA), California State University (MA), private college (Ed.D.) After a forty year career in Valley schools, serving in teacher, counselor, site and district leadership positions, I have been involved in a variety of consulting roles in local schools and being a fun-seeking grandpa.

Current role in CAPP:

After serving as facilitator for two CAPP Demonstration Projects (2013-2017), I am now working with Bakersfield College and West Hills College Coalinga (my alma mater) in the GPAP Grant.

Clovis Community College and Clovis East High School

Facilitator: *Dennis Galligani (galligani@arches-cal.org)*

Lead Contact: *Dr. John Forbes, john.forbes@cloviscollege.edu*

Partnership Description:

The Clovis Partnership has three key elements for achieving their goal of developing a seamless transition from the high school to postsecondary education: aligning curriculum pathways, organizational structures, and student centered activities. The equity focus is for students from Latinx, Hmong American, Low Income and First Generation backgrounds.

Focus Areas:

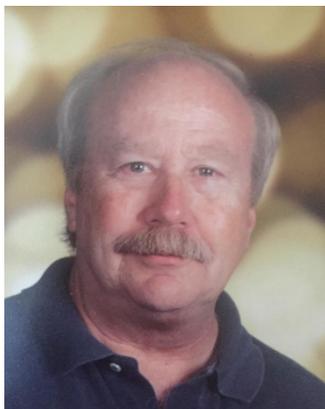
The three initial activities to reach the goal are Mathematics Alignment, Summer Enrichment Classes, and Increased Outreach to CEHS by CCC.

- Mathematics alignment is focused work by both institutions' faculty, meeting to align the math expectation from Junior to Senior to College curriculum, ensuring that students who normally would not take a fourth year of Math in High School have the opportunity to take appropriate courses and providing the support to succeed in them.
- A summer enrichment class was held at CCC this past summer. The students mainly were chosen from the targeted equity groups who likely would not take a fourth year of Math, nor plan to attend college. The first cohort consisted of 28 students, all who completed the four-week session and earned three units of transferable credit. The post evaluation showed very favorable changes in perception of their ability to and interest in attending college.
- CCC has intensified its on-site outreach to CEHS, doubling the time at the campus, and adding a Hmong outreach officer to focus on one of the targeted groups of students, and their parents.

Early Achievement:

The first set of data that the partnership is following are: CEHS seniors taking 4th year level math; the rates of completion of those seniors; students taking college preparedness math and English; increases in number of seniors who are earning some college credit prior to graduation; and, % of identified at risk students attending either a two year or four year college, with a subset looking at increasing those who apply and attend CCC.

Dennis Galligani, Ph.D.



Professional Background: Dr. Dennis Galligani spent 32 years working at the University of California (UC), at the UCLA and UC Irvine campuses, and his last 15 years as the Chief Student Affairs Officer for the UC System. He holds the position of Associate Vice President-Emeritus.

Since retiring from UC in 2005 he has been involved in School/College Partnership work across California, including one of the founding Executive Directors of the Alliance for Regional Collaboration to Heighten Educational Success (ARCHES), and as a California Partnership Program (CAPP) program facilitator.

Current role with CAPP: One of the first UC appointed representatives to the intersegmental CAPP Board in 1984, he served as Chair of the Board from 1986 to 1990. Dennis is a co founder of the Santa Ana Partnership, the oldest School/College Partnership in California.

Madera Community College Center and Madera High Schools

Facilitator: *Sandra B. Chong, Ph.D. (sandra.b.chong@csun.edu)*

Local Contact: *Ganesan Srinivason, Ph.D. (ganesan.srinivason@scccd.edu)*

Partnership description: Madera Community College Center is working in partnership with Madera South High School, Madera High School, Liberty High School, and Sherman Thomas Charter High School to develop seamless transition from high school to community college in the area of Mathematics/Quantitative Reasoning, facilitate in the efficient implementation of AB 705 starting Fall 2019, and reduce equity gap of Latin X students in mathematics success.

Focus areas being addressed in order to: 1) increase the college-readiness of high school graduates in mathematics/quantitative reasoning and prepare incoming students for success in transfer level college math courses, 2) advance the equity agenda by reducing the achievement gap in math among minority and disadvantaged Latin X student population, and 3) establish and strengthen sustainable partnership between community college and K-12 partners in Madera County, MCCC CAPP GPAP partnership will focus on the following activities:

- Dual enrollment of one-level below transfer math class,
- Development and alignment of math curriculum between Community College and K-12,
- Increasing tutorial and student support services in mathematics, and
- Professional development for high school and community college mathematics faculty.

Early Achievement: MCCC partnership has made progress in all four areas of focus. Two examples are:

- developing and aligning math curriculum between community college and K-12: MCCC partners have been meeting throughout the summer and fall 2019 to identify gaps in math curriculum between high school and college in the context of AB 705 requirement to ensure seamless transition of high school students to community college and their success in college level math courses. Additionally, college and high school math instructors are examining Statistics course syllabi, especially around content, assignments, and best practices in pedagogical approaches to better align high school Statistics course to the college Statistics course.
- increasing tutorial and student support services: MCCC partnership is offering tutor training to both the high school students and their math teachers, as well as deploying additional MCCC math tutors to the high schools to provide just-in-time interventions.

Sandra B. Chong, Ph.D.



Professional Background: Professor of education at the CSU with research publications and professional presentations related to EL & bilingual student success and future teacher preparation; Past Chair of Carnegie Corporation funded National Conference on ELD; and, Past Co-Coordinator of Teachers for a New Era, Carnegie Corporation's initiative designed to restructure teacher education and to strengthen K-12 education in the United States

Current role with CAPP: Facilitator of the CAPP GPAP Grant Project, and a past Chair, Co-Chair, and member of the Advisory Committee of the California Academic Partnership Programs (CAPP).

Merced College and Merced High School District

Facilitator: *Diane Siri (iris1996@aol.com)*

Local Contact: *Ivan Pena (mauro.pena@mccd.edu)*

Partnership description:

Merced College has an organized strategy for implementation of AB705 that is guiding many changes. They have a structured GP Steering Committee with one of the task force subcommittees focusing on their High School partners- primarily from Merced High School District. The Partnership task force is working collaboratively to support, plan and implement many changes with a special focus on the role of high school counselors in placement and transition.

Focus areas being addressed:

In addition to the above programs currently being implemented, this past year the college focused on strengthening a partnership with Merced High School District- their largest K12 feeder. Dr. Constantine Aguilar, Assistant Superintendent of Merced High School District is the high school district lead. In spring 2019, a Merced Union High School District Pathway Counseling Team was created to assist incoming Merced College students with their transition from high school to college. A team of high school counselors were hired as adjunct counselors and were comprehensively trained to provide college counseling at their respective high schools. Abbreviated Educational Plans were created based on the students Educational Goal. With the implementation of AB 705, students were assessed and properly placed into college level mathematics and English. Students were also connected to student success resources. Additionally, Pathway Counselors assisted with recruitment and enrollment of CCAP courses. Moving forward, high school Pathway Counselors will continue to be trained with updates and policy changes to keep current on district and statewide initiatives; provide on-site college counseling; and increase CCAP enrollment.

Early Achievement:

Merced was been highlighted as one of 13 strong implementers statewide in English for AB 705 in the September 2019 report by the California Acceleration Project. Merced has been working to implement Guided Pathways, increase student success in transfer level courses and supplement interventions to support that success. They are just gathering data on student performance in this first semester by surveying students dropping out or in danger of not passing core courses. They have successfully expanded communication and coordination with Merced High School District partners through their task force.

Diane Siri, Ph.D.



Professional Background: Dr. Diane Siri has been a high school mathematics teacher, high school principal and served as the Santa Cruz County Superintendent of Schools for 16 years. She has a doctorate from Columbia University- Teachers College in Educational Policy. Founding director of the Institute of Computer Technology and the Alliance of Regional Collaboratives to Heighten Educational Success (ARCHES). She was an adjunct professor at Santa Clara University and CSU San Jose for eight years. She has conducted over ten Superintendent Searches for HYA Associates.

Current role with CAPP: Diane has worked with California Academic Partnership Program projects for the past 10 years and currently also serves as a CAPP facilitator for the California Leadership Network and the Guided Pathways Alignment Project.

Modesto Junior College and Riverbank High School

Facilitator: *Debra Bukko* (dbukko@csustan.edu)

Local Contact: *Patrick Bettencourt* (bettencourt@yosemite.edu)

Partnership description:

Modesto Junior College and Riverbank High School leadership, math faculty, and guidance staff have formed a partnership they call *Bridging the Gap*. Members of this collaborative team are committed to building an “equity bridge” to support the successful transfer of students from K-12 into Community College.

Focus areas being addressed:

Delving deeply into mathematics pathways, essential standards, and developing a college going culture, the partnership focus is on achieving three goals:

- **Goal 1 - Partnership:** Create and sustain positive communication, relationships, and team building between RHS and MJC focused on essential mathematics standards, effective pedagogy, and a college-going culture.
- **Goal 2 - Student Success:** All students actively and cognitively engaged in mathematics instruction resulting successful completion of transfer level mathematics in the first year at Modesto Junior College.
- **Goal 3 - Equity:** Partners recognize that students bring funds of knowledge to the learning environment and that institutional barriers, which limit access and opportunity for students, create equity gaps. Work in all areas of the partnership centers on the development of knowledge and dispositions reflecting equity consciousness and equity literacy as well as fixing conditions that marginalize students.

Early Achievement:

Team members actively participated in the June 2019 convening where they identified specific actions toward achievement of the partnership goals. These include initial steps toward development of a senior level mathematics course, professional learning to support effective instructional practices in both core and co-requisite math courses, and exploration of guidance courses and visits to community colleges to support the successful transition from high school to community college.

Debra Bukko, Ed.D.



Professional Background:

Debra Bukko enjoyed a 30-year career as a teacher, counselor, and instructional coach as well as a school and district administrator. She holds California credentials in teaching, school counseling, and administration. She currently serves as Associate Professor and Director of the Doctoral Program in Educational Leadership at California State University, Stanislaus.

Current role with CAPP:

Debra serves as a facilitator for the Guided Pathways Alignment Project (GPAP), supporting the work of the Modesto Junior College and Riverbank High School partnership.

Porterville College, Porterville, Monache High Schools & Summit Charter Collegiate Academy

Facilitator: *Alice Kawazoe (akawazoe@sbcglobal.net)*

Lead Contact: *Primavera Arvizu (prarvizu@portervillecollege.edu)*

Partnership Description: From the first meeting of the Porterville GPAP partnership, 15 - 20 stalwart administrators, counselors, and faculty from **Porterville College, Porterville and Monache High Schools, and Summit Charter Collegiate Academy** have met under the leadership of Primavera Arvizu, Vice President of Student Services. Although each high school has worked previously with Porterville College through the Dual Enrollment Advisory and various college-going activities, this is the first time all institutions have come together to identify, plan, and act to achieve common goals.

Focus Areas for 2019-2020:

1. Convene a Mathematics Inquiry Team with representatives from Porterville College and the three partner high schools to implement AB705 by aligning mathematics courses, employing best instructional practices, and initiating interventions and student services to support and improve learning.
2. Establish an ELA/Literacy Team with representatives from Porterville College and the three partner high schools from ELA, English Learner, and other departments to implement AB705 by engaging in literacy across disciplines, aligning courses, employing best instructional practices, and implementing interventions and student services to support learning.
3. Develop the Equity First Strategy, beginning with the freshman cohort at the partner high schools and extending through freshman year at Porterville College.

Early Achievements:

Each partner high school has had long-standing relationships with Porterville College on past projects, creating dual enrollment classes, subject area collaboration, serving on advisory committees and joint meetings on specific issues. Many of the participants involved in past projects have remained the same, so trust need not be developed and re-established with each new initiative, and new members are easily integrated into the partnership which is highly active and engaging.

This year the Partnership has initiated a four-session series of conversations among math faculty from all participating institutions “to expand awareness, understanding, and knowledge base of math curriculum.”

Alice Kawazoe, Ph.D.

Professional Background:

Her varied academic preparation includes schooling in Japan and China, a doctorate in Theoretical Physics from MIT, and advanced degrees in philosophy and English literature. She went on to teach English, mathematics, science, art, and physical education for twenty-two years in public and private schools. She then moved into administration as a high school principal, Director of Curriculum, and Associate Superintendent of Instruction and Assessment. Currently she serves as a consultant to the California Academic Partnership Program, the University of California, Office of the President, Miami/Dade County School District, and SCALE, Stanford University.



Current Role with CAPP:

Mentor, CAPP Leadership Network (CLN) Grant

Facilitator, CAPP Families Grant

Facilitator, CAPP Guided Pathways Alignment Project (GPAP) Grant

Reedley College and Reedley High School

Facilitator: *Tanya Goosev (tgoosev@gmail.com)*

Local Contact: *Bonita Gomez (bonita.gomez@reedleycollege.edu)*

Partnership description:

The goal of the Reedley Community College GPAP partnership is to create successful transitions for underprepared students from high school to post-secondary. Reedley College has selected Reedley High School as their GPAP partner in order to identify and address the barriers to success and create a prototype that may serve as a model for other high schools that have students attending Reedley College.

Focus areas being addressed:

The following four focus areas have been identified by the partnership:

1. Collaboration around career exploration, college & life management curriculum
 - a. College counselors will collaborate with staff and admin to create a 4-year sequence of study to better prepare students for college, beginning with 9th grade Freshman Seminar.
2. Tutorial Support for Math 1 & AP Calculus and Tutorial training program.
 - a. College Math Center will provide Math 1 tutors to students in support classes and establish a tutor training program.
3. Dual Enrollment/Pathway Alignment
 - a. Work collaboratively to align high school courses and pathways with the college; expand dual enrollment beyond CTE.
4. Transfer Level English/Math Student Success
 - a. College will work with seniors at Reedley High to prepare them for first year success at Reedley College.
 - b. College will continue to collaborate with high school staff to inform them of changes at the community college.

Early Achievement:

Reedley College Math Center tutors have been hired and trained and have begun working with Math 1 students who are also enrolled in a concurrent support class at Reedley High School, with the goal of increasing the passing rate of these students. Additional Counselors at Reedley High School have been hired to begin working with the Freshman Seminar teachers and students and have begun planning senior transition to college activities.

Tanya Goosev



Professional Background:

Tanya Goosev has served over 30 years in K-12 education in the Central Valley. She started as a high school teacher, then as a high school co-administrator, middle school principal, high school principal, county office school improvement consultant, and assistant superintendent for curriculum & instruction. Recently retired, Tanya is now supervising beginning teachers in their credential work and coaching principals in school leadership.

Current Role with CAPP

Principal of Orosi High School participating in the CAPP Demonstration Project (CDP). Now facilitator for Reedley College and their partner Reedley High School.

Taft Community College and Taft Union High School

Facilitator: *Yolanda Martinez (flomar123@verizon.net)*

Local Contact: *Vicki Jacobi (VJacobi@taftcollege.edu)* and *Mary Alice Finn (mfinn@taftunion.org)*

Partnership description:

The city of Taft, population 9,400 is home to Taft Union High School, 950 students and Taft College 2,900 fulltime students. Although the populations are small the GPAP focus is Big.

Focus areas being addressed:

Both institutions are focusing on increasing the number of students who transfer to the college fully prepared by 60%. Additionally, other focal points include increasing the number of AA degrees by 10%, closing the equity gap by 10% and increasing parent participation.

Early Achievement:

To date, English department chairs from both institutions have been meeting regularly to further understand the complexities of their subject matter and ways to enact timely and relevant interventions for struggling students. Both counseling staffs have been meeting to understand graduation requirements and pathways at the high school and where and how they fit into meta-majors at the college. The ultimate goal is to align the 11 pathways at the high school with the 6 meta-majors at the college. Another counseling focus is more visibility on the high school campus where college counselors are scheduled to be on site to meet with prospective students and to provide a face of the college to all high school students. The high school administration invited college staff to make a presentation to over 250 parents, the first outreach to the community. Although only a fence separates the two institutions, the GPAP grant has provided the first real collaboration between the two.

Challenges: As with most educational endeavors challenges do exist. The math departments have had modest interactions which we are working on improving. Another area of interest is whether or not to include the K-8 staff in the collaboration since this is such a small community, this could potentially be beneficial to all segments of this education community with students being the focus. The educational partnership and enthusiasm as a result of the collaboration is quite apparent and should lead to more positive results.

Yolanda Martinez



Professional Background:

K-12 educator for 37 years. Positions included High School Counselor, Head Counselor, AVID Counselor, Puente Counselor and Transition Specialist.

Current role with CAPP:

Facilitator for Taft Union High School and Taft College, GPAP.

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

Facilitators: *Brad Ruff (bruff@csub.edu) and Ross Gentry (gentry.ross@gmail.com)*

Lead Contact: *Rebecca Farley (rebecca.farley@whccd.edu)*

Partnership Description:

Prior to beginning the GPAP partnership, West Hills College Coalinga provided each of their high school feeders with a number of Early College opportunities ranging from highly regimented pathway-based programs to far less structured “cafeteria style” options. The GPAP partnership provided an avenue to refine the less structured, low student support options. Initial student support improvements include development of ongoing tracking of student progress in dual enrollment courses **during the semester** and establishment of an effective tutoring program.

Focus Areas:

After meeting with the CAPP GPAP teams at each feeder, the schools’ teams decided that instructing teachers, instructional aides, and students to make the most of their tutorial sessions before, during, and after school would be an effective way to help students prepare themselves for the academic rigor of college classes. With this in mind, inquiry based tutorial training sessions were scheduled and started at each of the three schools with attendees consisting of paraprofessionals, teachers, administrators, and students.

Early Achievements:

The desire to provide formative data to support Early College students led to the development of a protocol to provide current measures of student success for high school students enrolled in college courses. Using available electronic gradebook data, reports are provided to high school counselors and leadership for use with students, parents and support staff. The response from students and staff indicate that this monitoring and support is very beneficial. Detailed analysis of semester grades will be performed to inform further use of these student supports.

Brad Ruff



Professional Background:

Taught German, English, and Latin to high school students in Bismarck, North Dakota for nine years before moving to Bakersfield, California where he taught German and English for an additional nineteen years. He has been a high school educator in the Kern High School District, Director of AVID, and Coordinator of the Migrant Education Program. He has been a lecturer in the Department of English for the past twenty-one years at CSU Bakersfield.

Current role in CAPP:

Co-Facilitator for the West Hills Community College CAPP GPAP partnership.

West Hills College Lemoore and Lemoore and Hanford High School Districts

Facilitator: *Lilia Tanakeyowma (ltanakeyowma@sbcglobal.net)*

Local Contact: *Giselle Simon (gisellesimon@whccd.edu)*

Partnership description:

West Hills College Lemoore, one of two colleges in the West Hills College District has created a partnership with Lemoore High School, Hanford High School, Hanford West High School, and Sierra Pacific High School with the goal of establishing a seamless transition from high school to postsecondary education by aligning curricula, pathways, processes, structures, and student-centered activities focused on equity.

Focus areas being addressed:

This GPAP partnership focuses on the development of curriculum and systems that ensures successful student transition from high school to post-secondary education, ensuring mathematics readiness, and advancing systemic professional development of both high school teachers and college faculty. After analyzing current student data, this partnership elected to target the following student groups that show disproportionate academic readiness for college: African American students, Hispanic students, and males in order to eliminate current gaps in college readiness and academic achievement. Although the partnership between the college and high schools has been long-standing, new initiatives and policies have created implementation stress within each system (K-12 and college) but also obvious opportunities.

Early Achievement:

The GPAP WHC Lemoore partnership has committed counseling and math faculty; college leadership is judiciously leading continuous discussions and intersegmental teams; the college has launched (fall 2019) transfer level math courses with embedded support classes for students needing additional boost; and engaging the appropriate partners at the high school to offer transferable math classes as part of dual enrollment to launch in fall 2020. Data analysis will be done at the end of this fall semester to assess enrollment patterns and student success in math at WHC Lemoore with specific attention made to the target population identified above.

Lilia Tanakeyowma, Ed.D.



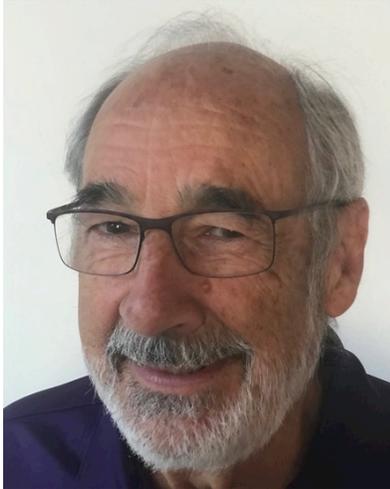
Professional Background: Bilingual elementary teacher, curriculum development, and teacher trainer for Santa Ana Unified School District for over 15 years; Executive Assistant for Orange County Supervisor for 6 years; Director of TRIO program and CSU, Fullerton; Retired Dean of Student Affairs and co-director of Santa Ana Partnership after 20 years at Santa Ana College. Consultant and trainer for National Council for Community and Educational Partnerships.

Current role with CAPP: Served as CAPP facilitator for the Demonstration Project (2014, MIT Academy in Vallejo), the Creating a College Going Culture project (2015, Savanna HS in Anaheim), and now with the Guided Pathway Alignment Project (2018, West Hills College Lemoore).

GPAP Project Director

Leading the Guided Pathways Alignment Project (GPAP) is William (Bill) Vasey who has a long and distinguished career in local and statewide classroom instruction, administration, and K-12 district experience, both as an administrator and an elected trustee. In addition to his stellar and steadfast work with CSU Office of the Chancellor through CAPP, Bill has also spent the last 13 years working in the Central Valley. He led in the creation of this unique Guided Pathways Alignment Project dedicated to establishing partnerships focused on equity and student success in the Central Valley.

Bill Vasey



Professional Background:

With a degree in Mathematics (UCSC), teaching credentials, and an MS from the School of Business Administration at CSU Sacramento, Bill's long career has taken him from being a classroom teacher and K-12 elected Trustee, to Assistant Superintendent of Professional Development and Curriculum Support and manager of intersegmental relations for the California Department of Education. His background, skills, and experience have led him to serve as consultant to schools, districts, and statewide efforts to further intersegmental work, develop high school strategies for support programs serving underserved students, and enhance leadership skills of high school administrators and lead teachers.

CAPP roles:

CA Department of Education Liaison to CAPP
High School Leadership Initiative, Partner - Caruthers
Algebra Formative Assessment, Consultant
CAPP Demonstration Project, Facilitator – Orosi
Creating a College Going Culture, Director

SAVE THE DATE

WHEN:

JUNE 15 - 17, 2020

(Location to be determined soon)

PURPOSE:

- Learn how partnerships continue to address the issue of academic equity.
- Share and discuss strategies and/or practices that are central to the partnerships' work this year.
- Finalize Year 2 work plan

WHO SHOULD ATTEND:

College administrators

College faculty

College counselors

as well as

K-12 administrators

K-12 teachers

K-12 counselors