

#2019paceconf



Empowering the Intersegmental Agenda: Opportunities for Advancing Research & Policy at the State, Regional and Local Level

PACE 2019 Annual Conference:
Putting Evidence into Action to Advance Equity in California
February 1, 2019
Sacramento, California



Agenda

- Introduction and Framing
- Three 10-minute presentations
- Q&A
- Table Discussions
- Closing

Panelists

- **Cecilia Rios-Aguilar**, Associate Professor of Education and Associate Dean for Equity and Inclusion, UCLA Graduate School of Education & Information Studies; and PACE Faculty Director
- **Joel Vargas**, Vice President, JFF
- **Elisha Smith Arrillaga**, Interim Co-Executive Director of EdTrust-West; Former Director at the Career Ladders Project at the Foundation for California Community Colleges

Cecilia Rios-Aguilar

Associate Professor of Education and Associate Dean for Equity and Inclusion, UCLA Graduate School of Education & Information Studies; and PACE Faculty Director

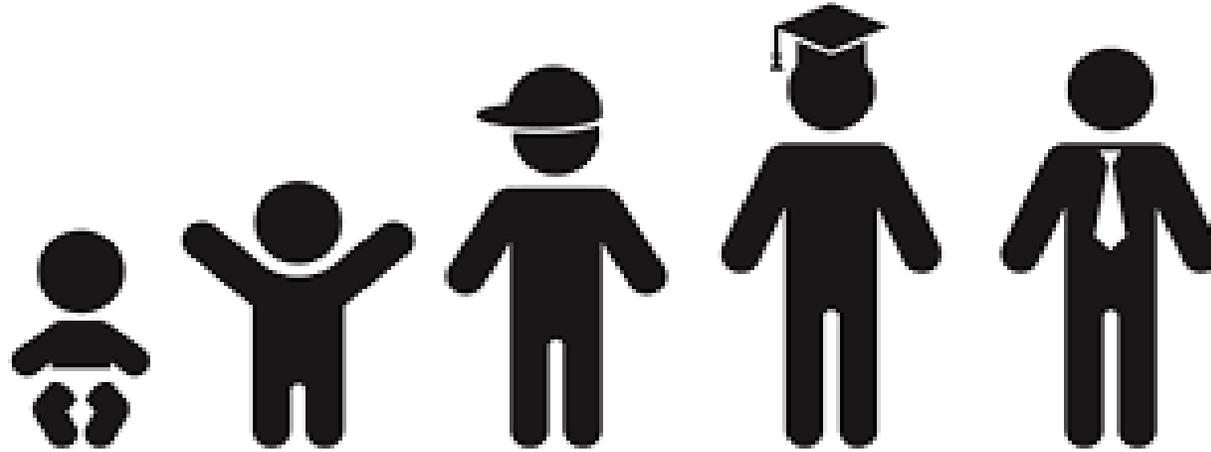
@craeduca @uclagseis

(RE)ENVISIONING THE INTERSEGMENTAL AGENDA

Cecilia Rios-Aguilar
Associate Professor, UCLA
Co-Director, PACE



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Context

Underserved third

“an underclass of students who are neither college ready nor in an identifiable career curriculum” (Deil-Amen and DeLuca (2010), p. 28).

Underserved half

This group comprised mostly of low-income students and students of color. Also, this group is overrepresented in community colleges and, more specifically, in certificate programs and remedial or developmental classes

The New Forgotten Half

“the half of college students who accumulate credits but end up with no degree or credential” (Rosenbaum et al., 2015).

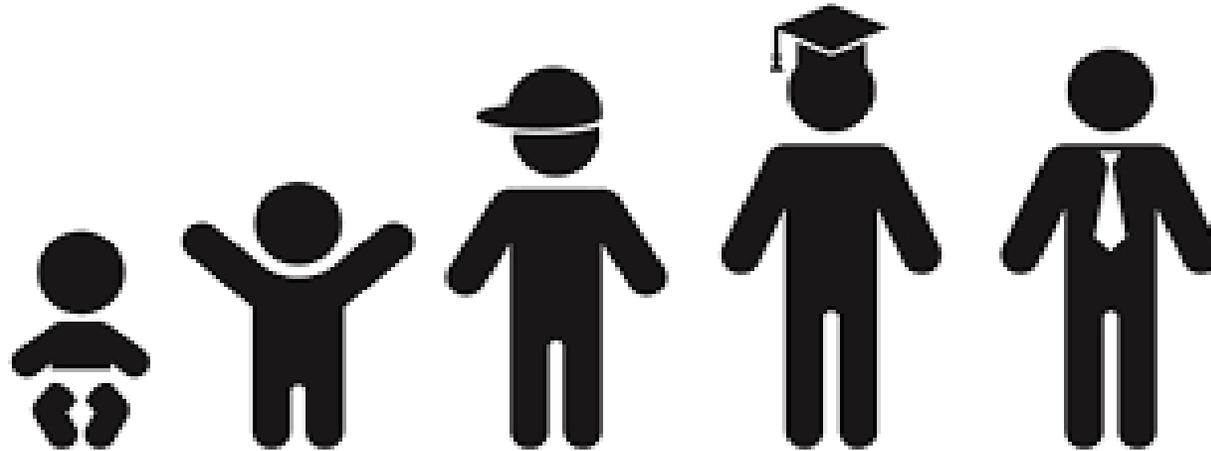
Table 1. Demographic Characteristics of High School Students by Track: Academic, Occupational, and Neither (Underserved).

	Academic Track	Occupational Track	Neither Track (Underserved)
Characteristic	%	%	%
Racial Identity			
American Indian/Alaska Native	18%	18%	64%
Asian	63%	9%	28%
Black/African-American	34%	14%	52%
Hispanic	32%	12%	56%
Native Hawaiian/Pacific Islander	25%	13%	63%
White	42%	17%	42%
Multiple Races	33%	15%	52%
Socioeconomic Class			
First Quintile (Lowest)	22%	16%	62%
Second Quintile	29%	16%	55%
Third Quintile	35%	16%	49%
Fourth Quintile	43%	16%	41%
Fifth Quintile (Highest)	59%	11%	30%
Gender			
Male	35%	16%	49%
Female	42%	13%	45%
Individualized Education Plan [IEP] Status			
Did not have IEP	40%	13%	46%
Had IEP	17%	18%	65%
School Not Reported	41%	15%	44%

n = 16,300

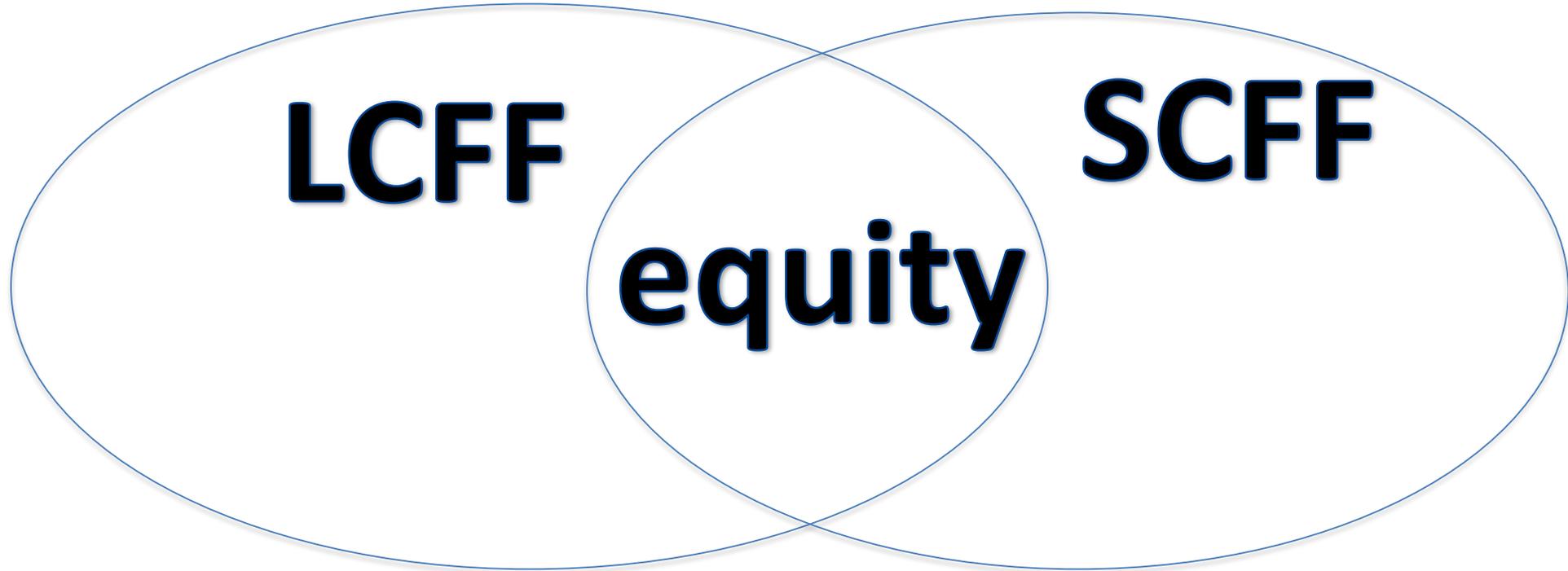
Source: (Bittinger et al., 2018)

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(Re)Envisioning the Intersegmental Agenda



Policy Questions



Investment

Implementation

Equity

Investment: Are investments paying off?

LCFF

- Tracking expenses to make sure it reaches the students it is intended to reach (i.e., low-income, ELL, homeless and foster youth)
- Accounting codes



SCFF

- Access
- Equity (number of low-income and low-income adult students)
- Success (persistence, completion, and transfer)

Implementation: What are institutions doing?

- What are school districts doing with LCFF?
 - Identifying best practices and best processes
 - Identifying challenges and opportunities
- 
- What are community colleges doing to adapt to SCFF?
 - What can SCFF learn from successful LCFF implementation?
- LCAP
 - California Collaborative for Educational Excellence (CCEE) and the LCFF Test Kitchen

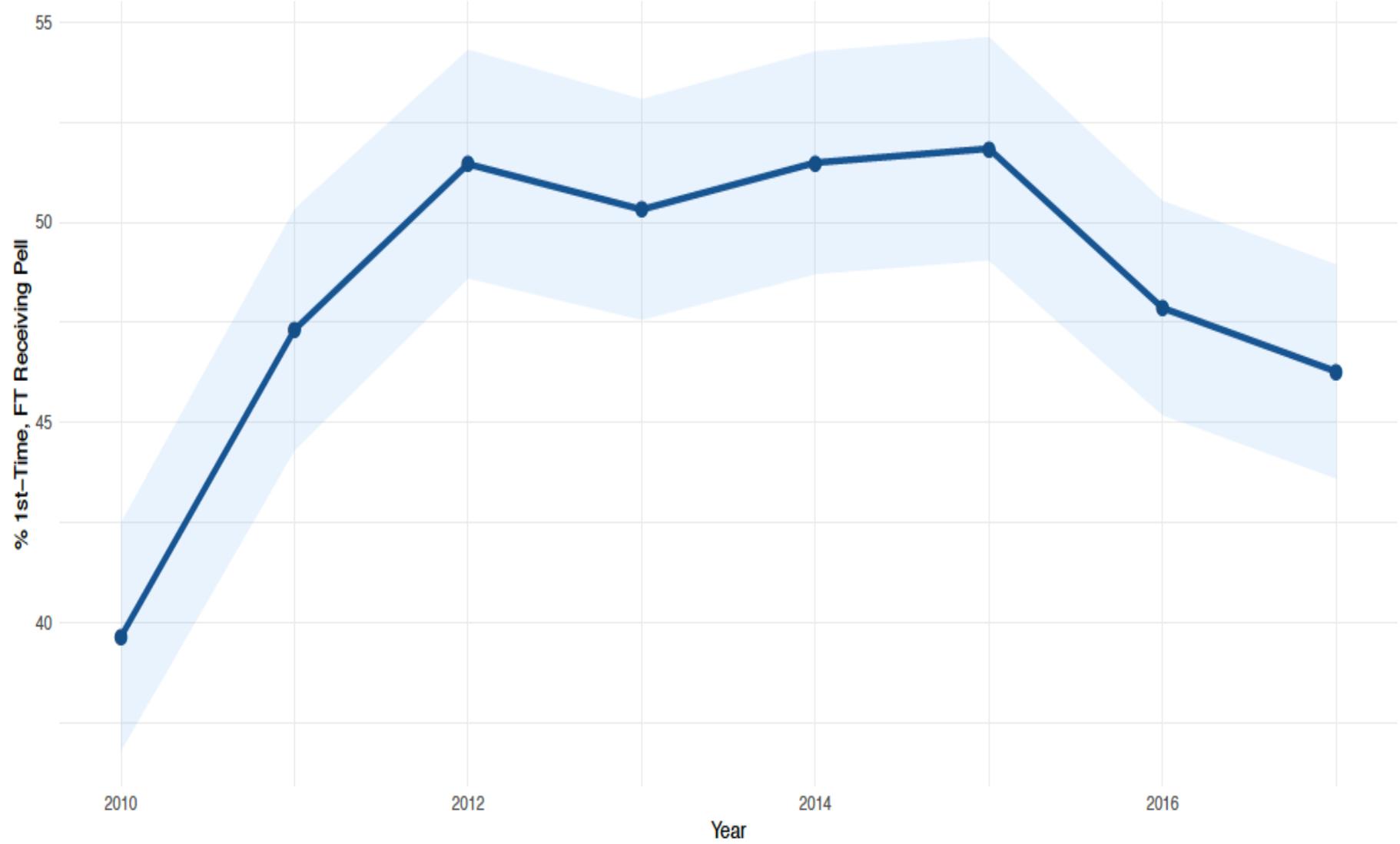
Equity: Who gets what and where?

- ELLs
- Foster youth
- Homeless
- Low-income



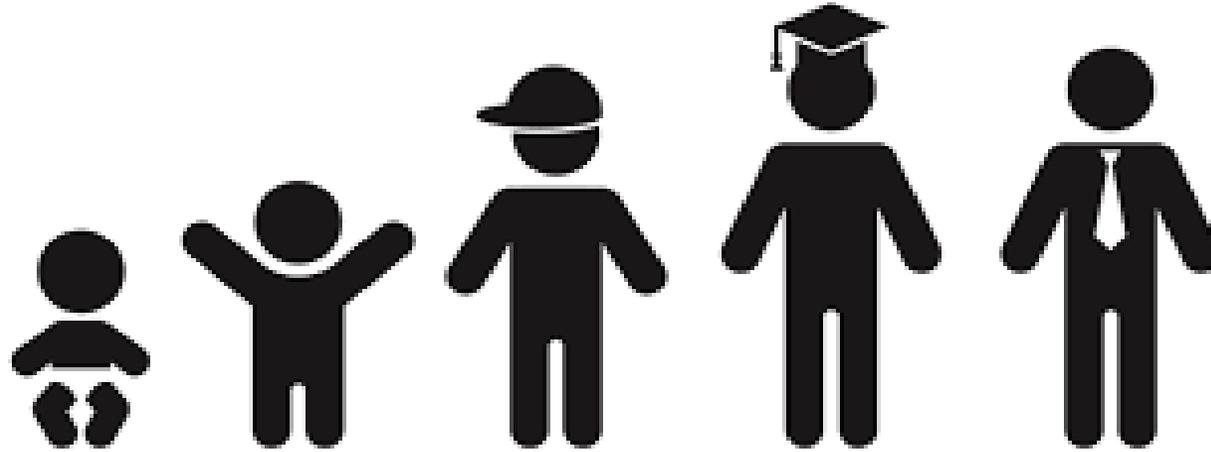
- Number of low-income and low-income adult students) as defined by Pell grant recipients, California promise grant 25+, and AB 540

Pell grant recipients



Source: IPEDS

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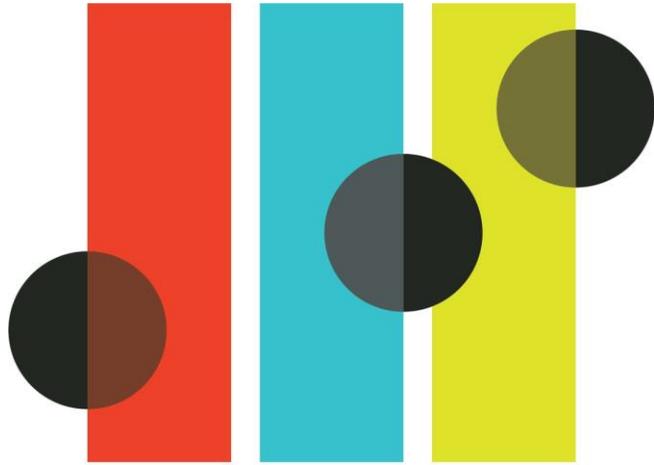


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Joel Vargas

Vice President, JFF

@JoelVargasJFF @jfftweets



JFF

INTERSEGMENTAL COLLABORATION

Competencies, Conditions, Cognitive Shifts

PRESENTED BY

JOEL VARGAS, VICE PRESIDENT

ALL YOU NEED TO KNOW
ABOUT JFF

JFF is a national nonprofit that drives change in the American workforce and education systems.

OUR MISSION

JFF accelerates the alignment and transformation of the American workforce and education systems to ensure access to economic advancement for all.

OUR VISION

A future where economic advancement is attainable for all.



ALL YOU NEED TO KNOW
ABOUT JFF

JFF designs innovative solutions, scales proven programs, and influences industry action and policymaking to drive the most transformative impact.



Strategy & Advising

We provide expert consulting to shape ideas into action to transform workforce and education systems.



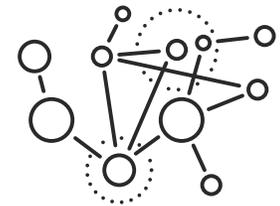
Design What Works

We bring all the stakeholders to the table and analyze labor market information to build the most effective approach for each state and region. We conduct research and field-test our designs and models.



**Scale & Spread
Solutions**

We create, implement, and scale innovative solutions through national networks that expand access to economic advancement.



Influence the Field

We shape policy that strengthens the labor market at the federal, state, and local levels. We drive the conversation for education, workforce, and industry leadership nationwide.

JFF'S WORK IS **MORE IMPORTANT** THAN EVER



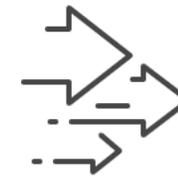
Ensuring Equity in Economic Advancement

Despite overall growth, economic opportunity is limited for millions of Americans. Through education and dignified work, everyone can create the life they deserve.



Meeting Employer Needs

Employers continue to struggle to find employees with the right skills. For America to thrive in the global economy, businesses need a steady supply of highly qualified workers.



Preparing for the Future of Work

Automation, outsourcing, and new contract arrangements are changing the nature of work. Everyone must think differently about how to sustain the nation's talent supply.

INVESTING IN YOUR COLLABORATIVES

Collaborative arrangements that fail, one regional leader reflected, usually fail because “[organizers] forgot about transformation, about having a really general purpose and asking what does business care about? What does K-12 education care about? Community colleges? It’s a longer time horizon. Most so-called collaborations fail because they begin in a transactional mode—calling out immediate needs and how to meet them.”



INVESTING IN YOUR COLLABORATIVES

Importantly, I've learned to be patient. Systems change is arduous work, it takes time to see progress—even when we don't always know exactly what we're trying to achieve—and our partners contribute at different levels and speeds. The important thing is that they continue as partners.



Forthcoming 2019: *From a Leader's perspective: Coping with risk and ambiguity in systems change.* By Joy Soares, Director-Tulare Kings College and Career Collaborative. Published by JFF.

ELEMENTS OF SYSTEMS CHANGE

A change in habits

A change in ideas or values

A change in technology or skills

A change in power

A change in money

CHARACTERISTICS OF COLLABORATION

FROM INITIATIVES TO SYSTEMS CHANGES

Initiatives

One-to-one partnerships

Formal, initiative-specific agreements

Individual relationships

Program-specific outputs

Short-term, external funding

Systems Change

Mission oriented

Multiple partnerships

Partnership systems and capacities

Systemic Impact

Sustained transformation

Nine Characteristics of Effective Systems Leaders



Cultivating Systems Leadership in Cross-sector Partnerships (2017). Equal Measure, Harder and Co.

LINKED LEARNING REGIONAL HUBS OF EXCELLENCE

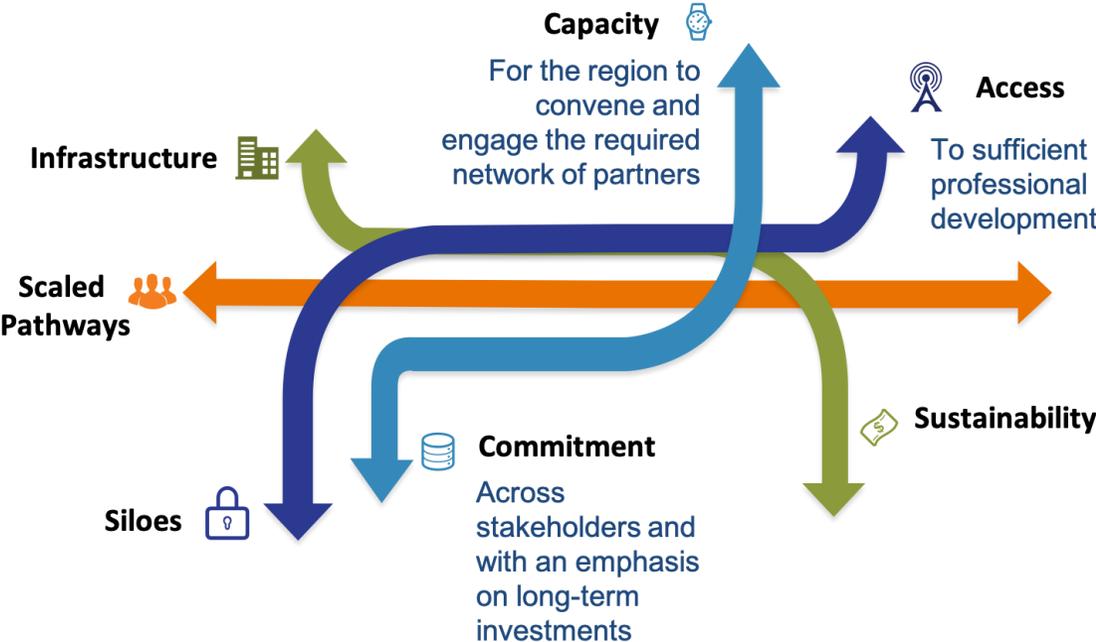
ORIGINAL CONCEPTION

- Governance
- One Anchor
- Hub and spokes
- Workplans



LINKED LEARNING HUBS OF EXCELLENCE

REFRAMING THE PROBLEM



Capacity

Access

Sustainability

Commitment

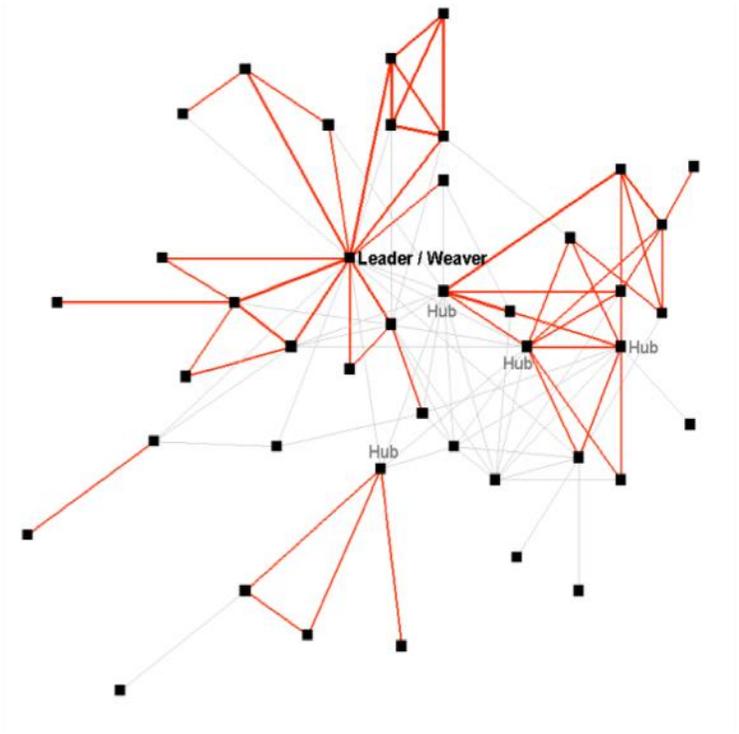
Siloes

Scaled Pathways

Infrastructure

LINKED LEARNING HUBS OF EXCELLENCE

FROM HUBS TO NODES IN A NETWORK



STATE CONDITIONS

CHALLENGE	OPPORTUNITY TO IMPROVE & ACCELERATE PROGRESS
Lack of continuity in prioritizing cross-sector collaboration and systems changes.	Prioritize continuity of state support for cross-sector approaches and infrastructure through a state leadership team.
Competition from other initiatives that stretched local capacity.	Reduce the noise of competing initiatives by establishing a cohesive and coordinated impact narrative across initiatives.
A need for new capacities on the ground and at the state level.	Invest in the development of new cross-sector network capacities in local and state leadership.
A need to find a way to capitalize on current funding and priorities to sustain progress.	Use momentum and emerging funding to reinforce efforts for cross-sector work at the state and regional levels.

Elisha Smith Arrillaga

Interim Co-Executive Director of EdTrust-West

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Equity Centered Intersegmental Systems

Elisha Smith Arrillaga, Ph.D.

@ESArrillaga



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The Education Trust-West



The Education Trust–West is a nonprofit educational equity organization focused on closing achievement and opportunity gaps through research, data, policy analysis, and advocacy.



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Principle #1

Engage students and communities early and often



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Data Equity Walk Toolkit

What is a Data Equity Walk?

A Data Equity Walk is a 45-90 minute activity for any size audience – high school and college students, teachers, district leaders, community members, or others – to engage with education data and discuss equity issues. Participants dive into data that shows education outcomes and exposes gaps between groups of students. The data usually show district or school performance across different measures like student achievement and school climate.



geared toward all audiences.

Participants explore the data individually before collectively discussing implications and identifying solutions to address disparities and improve outcomes.

Data Equity Walk participation does not require prior experience with data and is

Create Your Own Data Equity Walk

Depending on what resources you're looking for, click on the links below to access editable planning documents as well as ideas to inspire the creation of your own Data Equity Walk. Remember, these are just optional resources to help you – there's no right or wrong way of doing this!

Option 1:
Ready-made California state-level data slides

Option 2:
Do-it-yourself data slides



"I thought this was a fantastic way to get folks engaged with the data and talking together about concrete needs and potential solutions for our students to promote equity." -Southern CA participant





Principle #2

***Develop
research based
materials
advocates can
use***



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DUAL ENROLLMENT VIDEO PART II



0:00 / 2:16



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Principle #3

*Highlight
promising
partnership
examples with
equity at the
center*



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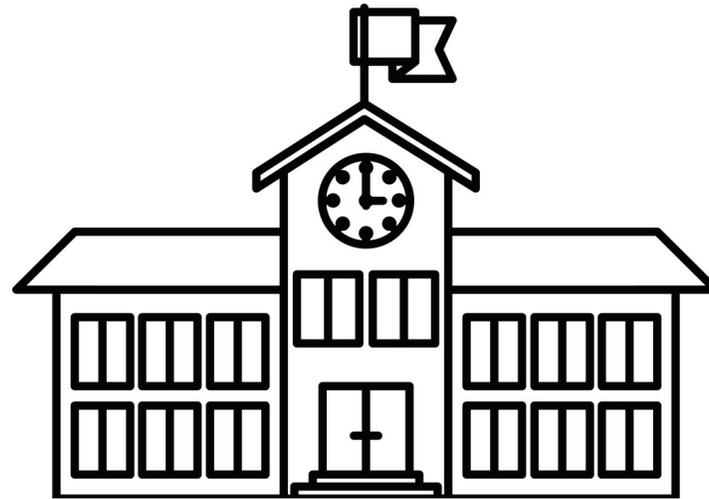


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Meaningful partnerships with PK-12, colleges/universities, and local industry partners

PK-12 and Higher Education

- Dual/concurrent enrollment
 - Guaranteed admission
 - Fees waived



Local Industry Partners

- CTE Pathways
- Internships and Employment



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Thank you!

 @ESArrillaga



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Questions?

Discuss:

What will it take to advance intersegmental partnerships and policies to improve student outcomes across California?



GETTING DOWN
— TO FACTS II —

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