MISSION

To more equitably and holistically prepare CA young people for future success (as locally defined by a Graduate Profile)
Introduction

A Partnership in Pursuit of College and Career Readiness

Scaling Student Success is designed as a California partnership among local educators, state agencies, support providers, policymakers, researchers, funders, and others – all focused on educating the whole child and assuring that CA young people are prepared for future success in college, career, and civic life. It helps establish and maintain the local and state conditions to unify the field around a singular, student-centered goal that promotes equitable opportunities for CA young people and strengthens local communities and the CA economy.

In Local Communities: A Compelling Case to Breathe Life into the Graduate Profile

With support from curated practice partners¹ and a vibrant “community of practice” among participating school districts, the partnership supports local communities to create Graduate Profiles² as locally contextualized definitions of college, career, and civic readiness, and then to operationalize those Graduate Profiles as a means of holding themselves collectively accountable for assuring that each and every student has an equitable opportunity to develop and demonstrate the outcomes articulated in their Graduate Profiles.

At the State Level: Unify the Field and Establish Conditions to Support Local Efforts

In order to optimize the successes of past and current initiatives to advance toward whole child education, Scaling Student Success will serve to:

- Help unite the field around a unifying vision and common agenda that supports a broader definition of student success
- Leverage the strengths of past/current initiatives, their respective lessons learned and benefits
- Curate a list of quality service providers and tools; and assure best-in-field support to participating school districts and networks
- Provide an adaptive blueprint for districts to operationalize their Graduate Profiles as a means of advancing toward more equitable opportunities and improved outcomes for all students
- Convene leaders within and across stakeholder groups to reflect, plan and act
- Pull on policy levers that will help to scale and sustain promising practices focused on college, career, and civic readiness demonstrated around the state
- Convene funders to secure resources to support partnership development and activities

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¹ As of July 2020, the 12 curated practice partners include (alphabetically) Altitude Learning, ConnectED: The National Center for College and Career, Envision Learning Partners, Mills Teacher Scholars, National Equity Project, New Tech Network, Partnership for Children and Youth, PBL Works (formerly Buck Institute for Education), Prospect Studio, Sonoma County Office f Education, Turnaround for Children, and Youth Truth.
The partnership will intentionally align state and local efforts in a way that pairs a state definition of college, career, and civic readiness (CCCR) with locally developed and contextualized Graduate Profiles, ultimately advancing all players (from local teachers to state leaders) toward reciprocal accountability for students demonstrating their readiness for future success. The partnership will intentionally align strategies and guiding principles that support practice through policy, research, and communications.

**Foundation: Build on Success**

Together, over the past several decades, California schools, local communities, educational support providers, and funders have done groundbreaking work to pilot educational transformation efforts that respond to the growing societal need to better prepare CA young people for success in college, careers, and civic life. Collectively, the multitude of projects and initiatives have focused on several interrelated areas of growth. Without doubt, these efforts have led to valuable lessons learned, built organizational capacity, and strengthened the field. Indeed, they have informed the way forward.

While we certainly have much to celebrate, the improvements have been implemented in an uneven, fragmented way that benefits only pockets of students, teachers, schools and communities. To assure equity, there remains a need to weave the fragments together in a way that provides equitable opportunities and improved outcomes for students from all backgrounds in all corners of the state.

Over the last decade, school districts have focused intensively on understanding, implementing, and institutionalizing academic instruction aligned with the Common Core and Next Generation Science Standards, along with related Smarter Balanced assessments. Every district in the state grappled with figuring out effective approaches to build teacher and leader capacity, put in place systems of assessment and support, and realign accountability measures around a new set of learning targets. At this point, we can feel somewhat confident that most, if not all, districts feel secure in their ability to deliver a quality standards-aligned curriculum to its students.

**Pivot: Toward Whole Child Education**

Yet, in recent years, many school districts in CA have acknowledged that, while mastering the standards is necessary, alone it is not sufficient to fully prepare young people for future success. For that reason, many school districts have pivoted their attention to educating the whole child. They have demonstrated their pivot in many ways, i.e., by implementing positive behavior interventions and supports (PBIS), multi-tiered systems of support (MTSS), social-emotional learning (SEL), project-based learning (PBL), college and career pathways (or Linked Learning), systems of performance assessment, shifts in the culture of adult learning, and more.

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2 EdLeader21 and Battelle for Kids have been supporting Graduate Profile work for years. See their [gallery of samples](#) of, what they call, the “Portrait of a Graduate.”

3 Reforms have included, but not been limited to, assuring equitable access and opportunity; promoting social-emotional learning and other 21st century skills; using performance assessments as authentic means for students to demonstrate their competency; personalizing learning; increasing engagement of students, parents and other community partners; shifting accountability measures to foster local control; building teacher and leader capacity; aligning education with workforce needs; and more.
To support this pivot, Scaling Student Success is dedicated to educating the whole child. Together, we intend to build upon past and current successes, clarify a unifying vision and common agenda, advance our collective efforts and capacity, work toward scaling and sustaining promising practices, and assure more equitable opportunity for all CA young people. In doing so, partners and participants will collaborate to answer the questions: Where are we going? How will we get there? By when? (See Appendix A).

**Local Strategy: Leverage the Power and Potential of the Graduate Profile**

Over the past decade, an increasing number of CA school districts and networks have convened community stakeholders to create Graduate Profiles that define the skills, competencies, and qualities that each community believes will prepare their students for success in college, careers, and civic life. Communities have been willing to dedicate the time and resources necessary to develop Graduate Profiles because they believe that traditional accountability systems often too narrowly define student success. School and community leaders believe it’s important to capture and advance the values of local stakeholders in order to more broadly define the learning outcomes that should be the result of educating the “whole child.” Research reinforces the need to broaden the definition of college and career readiness to incorporate a range of 21st Century skills and social-emotional learning outcomes.

Creating a Graduate Profile is a critical first step that lays a foundation for achieving improved outcomes for students. It offers a renewed vision and definition of the college and career-ready student, serves as an impetus for shifting instructional practices and engaging students in deeper learning, and requires a shift in assessments that provide students authentic ways to demonstrate their knowledge and skills. Perhaps most important, when school boards and community groups endorse the Graduate Profile, they imply the intent to hold themselves collectively accountable for a broader set of student learning outcomes.

This partnership will leverage the best intentions of community stakeholders, and support them in designing and implementing an equity-based strategy for realizing the student learning outcomes articulated in their respective Graduate Profiles. That said, in school districts, the number of initiatives can feel overwhelming and lead to fatigue. Trying to manage efforts that sometimes seem to be at odds with one another can leave districts scrambling to find a coherent strategy for educational transformation. There is a compelling case for the Graduate Profile to serve as the organizing structure to guide educational transformation because, unlike several other potential organizing structures, a Graduate Profile is:

- **Student-centered** – focused on competencies that advance student readiness for college, career, and civic life

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4 Examples of “school networks” include Envision Schools, Summit Public Schools, High Tech High, New Tech Network, Leadership Public Schools, EL Education, Big Picture Learning, and more.

5 For 21st Century skills, reference the [P21 Framework](#)

6 For social-emotional learning outcomes, reference the [Building Blocks for Learning](#) and the [CASEL Core SEL Competencies](#)
• **Outcome-based** – focused on student learning outcomes that, in turn, can inform an appropriate and aligned set of inputs

• **Locally-defined** – addresses local needs and context, fulfilling the spirit of the “California Way”? that prioritizes local control

• **Equity-focused** – intended for each and every student, no matter what their background, history, or experience

In essence, the partnership is designed to tie a bow around the groundbreaking work that many organizations have done over the past few decades by connecting the two ends – linking the community vision articulated in a Graduate Profile with the shared accountability of making that vision come to life and improve outcomes for young people. Of course, getting there is the hard part. By coalescing the collective expertise and passion for catapulting students into successful futures, we can do it.

**Leading with Equity- and Research-based Practice**

While a Graduate Profile articulates an aspirational vision for young people to demonstrate that they are future ready, flowery language on a colorful poster or web page alone has never forced a change in professional practice or student outcomes. As such, the partnership leverages the best intentions of school districts and networks, and support them in designing and implementing a strategy for realizing the student learning outcomes articulated in their respective Graduate Profiles – i.e., moving “from poster to practice” or “from rhetoric to reality.”

Scaling Student Success is building a vibrant Community of Practice among CA school districts. We convene leaders to share promising practices and lessons learned, push each other’s thinking, rapidly prototype creative solutions, and focus on continuous improvement. To help advance district efforts to operationalize their Graduate Profiles, we have curated a growing number of practice partners uniquely qualified to offer expert guidance, tools, and support. The practice partners co-design and co-facilitate the strands of the Community of Practice, intentionally weaving equity through each strand.

**Honoring Local Context**

Each school district and community has its own unique values, beliefs, history, preferences, culture, and leadership. For that reason, Scaling Student Success operates on the premise that there is no “one best way” to operationalize a Graduate Profile. While we are creating a blueprint and toolkit of best practices to guide school districts through the process of operationalizing their Profile, we simultaneously recognize that each community will follow its own path, leveraging local assets, shifting mindsets, building capacity, and coalescing around a shared accountability for results.

Pulling Policy Levers to Establish State Conditions and Support Local Efforts

At the state level, the partnership helps to assure that the conditions are in place to support local communities in their pursuit of college, career, and civic readiness. We will pull on the policy levers that will incentivize more school districts and networks in CA to prioritize this worthwhile endeavor and realize the intended outcomes for a growing percentage of CA young people, eventually spreading to every student across every corner of the state (our “Big E” equity agenda). Examples of potential policy levers include:

a) Promoting a broader definition of student success;

b) Supporting efforts to define college, career, and civic readiness (CCCR) and educate the whole child;

c) Supporting the alignment of a college/career indicator (CCI) of the CA Schools Dashboard to serve as a valid measure of CCCR, once defined;

d) Promoting the inclusion of Graduate Profile outcomes in district Local Control Accountability Plans (LCAPs);

e) Collaborating with the Western Association of Schools and Colleges (WASC) to reinforce the natural alignment between the WASC self-study process and district operationalization of a Graduate Profile;

f) Working with private companies, industry associations, and chambers of commerce to establish and promote a valid and reliable process for creating and issuing portable credentials that recognize student demonstration of competency in the 21st Century skills and social-emotional learning (SEL) outcomes that typically show up in Graduate Profiles; and

g) Working with public and private institutions of higher education to recognize student demonstration of 21st Century skills and SEL outcomes in their admissions and/or placement processes.

h) Supporting school districts in the Scaling Student Success network to refresh the school profile shared with college admissions officers to incorporate their broader definition of student success as articulated by their Graduate Profile outcomes.
Partnership Design

Partnership Aims

Over the course of the next decade (or more), this partnership aims to...

1. **Grow an ever-expanding community of practice** among CA school districts and networks committed to operationalizing their Graduate Profiles as a strategy for transforming teaching and learning and holding all community stakeholders mutually accountable for a broader set of student learning outcomes

2. **Communicate stories** about lessons learned, progress, and success of partnership participants in order to inspire more school districts and networks to follow a similar path to more equitable and improved student outcomes

3. **Pursue a research agenda** that establishes a base of evidence to support partnership efforts and outcomes, including their implications for classroom practice, school redesign, district leadership, and state policy.

4. **Identify and support policy shifts** (local, state) that enable scaling and sustaining positive partnership outcomes

5. **Establish the necessary supports** (i.e., tools, platforms, network of support providers) to facilitate continuous improvement of evidence-based educational practices in communities across the state.

Long-term Project Outcomes

<table>
<thead>
<tr>
<th>By 2025</th>
<th>By 2030</th>
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<tr>
<td>• Systemwide, <strong>formalized recognition</strong> of the importance of student demonstration of 21st Century skills and social-emotional learning (SEL) outcomes as essential skills necessary to prepare students for success in college, career, and civic engagement</td>
<td>• <strong>Shifts in local and state accountability measures</strong> to incorporate student demonstration of 21st Century skills and SEL outcomes (i.e., refined definition of College and Career Readiness (CCR) incorporated into CA School Dashboard, inclusion on district LCAPs)</td>
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<td>• <strong>Substantially improved capacity</strong> of practitioners to advance high quality implementation of evidence-based practices** (i.e., PBL, performance assessment), which in turn foster student mastery of essential skills</td>
<td>• <strong>Routine, systematic use</strong> of PBL, performance assessment, and other evidence-based educational practices that foster student demonstration of essential skills</td>
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<td>• Increase in public and private <strong>funding</strong> to promote student demonstration of essential skills, teacher capacity to implement evidence-based practices, and leadership coaching to model and promote an enabling organizational culture</td>
<td>• <strong>Alignment of sustained public and private funding</strong> coordinated to support student mastery of essential skills, teacher use of evidence-based practices, and leader support for an enabling organizational culture</td>
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<td>• <strong>Emergence of organizational cultures, structures, and processes</strong> that support continuous improvement, growth, and adaptation</td>
<td>• <strong>Systemic adoption of organizational policies, cultures, structures, and processes</strong> that routinize continuous improvement and sustainability</td>
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<tr>
<td>• <strong>Sampling of public and private colleges and universities</strong> that consider student demonstration of essential skills in admissions &amp; placement decisions</td>
<td>• <strong>Routine practice among most/all public and private colleges and universities</strong> to recognize demonstration of essential skills in admissions &amp; placement decisions</td>
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Guiding Principles

The partnership will remain focused on the following draft set of guiding principles (to be revisited annually by partnership advisors and participants):

- **Combat inequity.** By centering students who have been marginalized as we scale high-quality implementation of evidence-based practices, support it through research, and sustain it through shifts in policy, we will narrow the opportunity and achievement gap and assure that all CA youth develop the skills, competencies, and mindsets necessary for future success.

- **Build from assets.** By leveraging existing efforts of CA school districts and networks, support providers, funders, and state and national education reform initiatives, we will build on their successes in non-duplicative value-add ways, to advance a unifying vision and common agenda.

- **Be learners first.** By remaining curious and inquisitive, and by actively listening and engaging, we strive to learn from related efforts in local communities, other states and countries, as well as service providers who have journeyed along a similar path.

- **Build trust.** By recognizing that all growth and learning is rooted in relational capital, we commit to building trust by being open, honest, empathetic, even vulnerable in our interactions in order to model a human-centered approach.

- **Honor context.** By acknowledging that each individual, organization, and community operates in its own unique context (history, beliefs, values, politics, relationships, etc.), we accept that each will choose to proceed in a way that honors its context.

- **Model best practice.** By recognizing that Graduate Profile outcomes represent not only what we foster for students in schools, but also for ourselves as adult learners, we will promote symmetrical student and adult learning by modeling empathy, inquiry, collaboration, engagement, and reflection.

- **Unify the field.** By acting as a collaborative and responsive partnership, we will attempt to coalesce and focus the field and its collective vision for equitable access and opportunity and improved student learning outcomes.
Theory of Change

Scaling Student Success will be guided by the following theory of change.

If school districts and communities operationalize their Graduate Profiles by...

- Intentionally creating a school culture that nurtures the innate potential of each and every student to learn and develop
- Expecting and supporting teachers to engage students in challenging project-based learning and other deeper learning pedagogical strategies
- Building a system of performance assessment that routinizes regular opportunities for students to authentically demonstrate their competencies, skills, and mindsets
- Engaging teachers in the design, piloting, scoring, and analyzing of performance tasks as a powerful job-embedded form of professional development
- Modeling a culture of learning by being inclusive and collaborative, engaging in cycles of inquiry and feedback, using data to inform continuous improvement, encouraging innovation by experimenting with new approaches, and reflecting on practice

And simultaneously, if school districts and communities exercise collective accountability by...

- Drawing on multiple sources of information to monitor (a) the quality of students’ opportunities to learn, (b) the school environment that supports these learning experiences, and (c) access to equitable and adequate resources
- Developing professional capacity to ensure that each and every student is served by well-prepared, competent, and compassionate teachers and leaders
- Being transparent by communicating both internally and publicly its intentions, processes, and outcomes
- Using the Graduate Profile as an organizing structure, whenever possible (i.e., Local Control Accountability Plan)
- Reporting student progress on and mastery of Graduate Profile outcomes on report cards and transcripts, respectively

Then...

- Students will honor their learning journey and graduate with confidence that they are well-prepared to succeed in college, career, and civic engagement
- Schools will be propelled toward valuing deeper learning, the use of performance assessments, and a growth culture
- Colleges and universities will use newly-available transcript information in their admissions and placement decisions
- Shifts in local policy and practice will drive shifts in state policy, and
- Positive, systemic change will scale and be sustained.

See Appendix B for a graphic version of this Theory of Change.
## Year-by-Year High Leverage Activities

The following list of high-leverage activities is intended to be demonstrative of intent in order to give a sense of partnership trajectory, but in full recognition that the actual activities will shift according to available funding and input from participants, advisors and partners. A phased approach may be more realistic, considering availability of funding.

<table>
<thead>
<tr>
<th>Area</th>
<th>2019</th>
<th>2020</th>
<th>2021</th>
<th>Beyond</th>
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<tbody>
<tr>
<td><strong>Partners</strong></td>
<td>Identify interest and secure commitments from key partners focused on practice, policy, research, and communications, and including institutions of higher education, state agencies, community groups, equity organizations, business associations, labor unions, and others</td>
<td>Clarify the roles that each partner will play as the project rolls out; draft and execute Memoranda of Understanding (MOUs) to clarify roles and responsibilities of key partners</td>
<td>Engage committed partners in project strategic planning effort, in part to clarify long-term goals and roles, effectively leveraging resources and assuring non-duplication</td>
<td>TBD</td>
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<td><strong>K-12 Practice</strong></td>
<td>Identify initial cohort of 5-10 school districts to serve as pioneering members of a community of practice (CoP) eager to operationalize their Graduate Profiles. Host initial convening of the CoP in the fall of 2019.</td>
<td>Initiate quarterly convenings of the CoP to share lessons learned and build capacity (individual, organizational, and collective). By the fall of 2020, add 10-15 interested LEAs to the CoP.</td>
<td>Continue quarterly convenings of the CoP, combined with other networking and capacity building opportunities. By the fall of 2021, add another 10-15 LEAs to the CoP.</td>
<td>TBD</td>
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<td><strong>Toolkit</strong></td>
<td>Seek funding to draft a Blueprint that guides districts in operationalizing their Graduate Profiles; inventory tools already available through partners.</td>
<td>With funding, draft a blueprint, inventory tools already available through partners, and make publicly available a curated toolkit designed to support the practitioner strategies (see below).</td>
<td>Adopt, adapt, and/or create additional tools. Establish a user-friendly, universally-accessible platform for making tools and juried promising practices available to any/all interested parties.</td>
<td>TBD</td>
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<td><strong>Funding</strong></td>
<td>Secure initial funding from one or more public and/or private funding sources, with agreed-upon progress measures designed to inform future funding.</td>
<td>Secure multi-year funding from multiple public and private funding sources, committed to collaborating in order to achieve long-term partnership outcomes.</td>
<td>Increase funding to expand the CoP, formalize operations, and invest in research, policy, and communications.</td>
<td>TBD</td>
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<tr>
<td><strong>Policy</strong></td>
<td>Examine the policy landscape and assess the viability of potential strategic options.</td>
<td>Engage key partners for initial dialog about ways in which policy shifts could support the project’s goals, as well as viable strategies to advance the policy levers.</td>
<td>Evolve from policy dialogs to a concrete policy agenda designed to support effective project implementation, creating a viable incentive for school districts and networks to invest resources in pursuing partnership goals.</td>
<td>TBD</td>
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<td><strong>Research</strong></td>
<td>Engage a small research working group to explore relevant research questions and funding options.</td>
<td>Craft a research agenda designed to evaluate both progress and impact. Begin to seek funding.</td>
<td>Initiate a funded multi-year research agenda to evaluate the progress and impact of Scaling Student Success by the participating school districts and networks.</td>
<td>TBD</td>
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<td>Communications</td>
<td>Research, write, and publish a grounding white paper that effectively builds the case for partnership expansion.</td>
<td>Build awareness of whole child education and Graduate Profiles through conference presentations, earned media, blog posts, etc.</td>
<td>Gather and share success stories and lessons learned through earned media. Publish first annual report.</td>
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<td>Data Platform</td>
<td>Research data platforms used across the country to recognize, capture, and report student progress on 21st Century skills and SEL outcomes.</td>
<td>Identify and share with districts and networks a limited number of the most viable data platforms available to recognize, capture, and report student progress on 21st Century skills and SEL outcomes.</td>
<td>With participating school districts and networks, pilot the use of data platform(s) to recognize, capture, and report student progress on 21st Century skills and SEL outcomes.</td>
<td>TBD</td>
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<td>IHE Engagement</td>
<td>Research colleges and universities using innovative admissions strategies to diversify their student body in order to admit a greater percentage of traditionally underserved students.</td>
<td>Explore interest and desirable conditions for CA colleges and universities to incorporate students’ demonstration of 21st Century skills and SEL outcomes in admissions and placement decisions.</td>
<td>Formalize agreements with public and private CA colleges and universities to pilot strategies for considering student demonstration of SEL outcomes and 21st Century skills in their admissions and placement processes.</td>
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<td>Advisory</td>
<td>Identify and invite a core group of experts to advise the partnership. Establish leadership roles. Initiate quarterly meetings.</td>
<td>Expand advisory board, as needed; convene quarterly meetings; and invite advisors to work with designated working groups.</td>
<td>Evolve advisory board into an independent body, less reliant upon coordination by the partnership director.</td>
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<td>Project Admin</td>
<td>Skeletal staff to launch partnership and put in place the foundational structures, processes, and procedures; leverage time and expertise of “on-loan staff” from partner organizations and volunteers from the advisory board.</td>
<td>Create plans to staff a partnership team with specialized roles; formalize organizational structure, processes, procedures, leadership, and culture.</td>
<td>Hire additional staff with differentiated roles, and engage staff, advisors, and partners in strategy sessions in order to foster continuous growth and improvement.</td>
<td>TBD</td>
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**2022 and beyond:**

While it may be a useful exercise to propose year-by-year high-leverage activities beyond the first three years of the partnership, the chances of those projections being realistic decreases year-by-year, so this will become an ongoing effort that emerges with advisement from and consultation with partners and the advisory group.
Practitioner Strategies for School Districts and Networks

Participating school districts and networks will be supported to move through a process that effectively operationalizes a Graduate Profile to assure a sense of shared accountability around students demonstrating progress toward and mastery of the articulated students learning outcomes. Specifically, each district or network would move through the following phases of development (to be refined in collaboration with the community of practice and described in a Blueprint document):

**Phase 1**: Develop a community-informed **Graduate Profile** (if not already completed)

**Phase 2**: Establish K-12 **benchmarks** for each Graduate Profile outcome

**Phase 3**: Adopt and/or adapt **common rubrics** against which to assess student progress/competency

**Phase 4**: Design and implement a **system of performance assessment** to regularly provide authentic ways for students to demonstrate their competency in the Graduate Profile outcomes

**Phase 5**: Put in place multiple features of a system of **shared accountability**, including data systems, locally-controlled reporting mechanisms, professional capacity, organizational culture, and more

**GRADUATE PROFILE**

**Phases of Development and Operationalization**

- **Phase 1**: Develop Graduate Profile
- **Phase 2**: Benchmark Outcomes
- **Phase 3**: Adopt Common Rubrics
- **Phase 4**: Build System of Performance Assessment
- **Phase 5**: Share Accountability

**Collaborative and Inclusive Processes**
- Include all stakeholders
- By design, include cycles of inquiry and feedback
- Be transparent through effective communication

**Supportive Professional Development**
- Solicit input from teachers to identify PD needs
- Promote a teacher-led collaborative planning process
- Build capacity by sharing facilitation with teacher leaders

**Systemic Implementation**
- Consider implications for all levels of the system, from teachers to the board
- Promote alignment and coherence by leveraging existing structures, processes and policies
**Policy Levers**

While many school districts and networks have created Graduate Profiles, they often lack the incentives to fully operationalize them. The local and state policy levers itemized below are designed to (a) establish a more compelling reason for school districts and networks to invest in fully operationalizing their Graduate Profiles; (b) hold themselves collectively accountable for results; and (c) promote scaling and sustainability of promising practices in a way that affords all youth, regardless of background, the opportunity to succeed. The goal is to be clear about the outcomes while allowing for local control of the inputs selected based on the local context, organizational culture, and community values.

- **Report cards.** In local schools and districts, incorporate student progress on 21st Century skills and SEL outcomes into regular report cards, grades K-12, in order to raise the level of attention (for parents, students, and teachers) to the importance of these critical skills.
- **High school transcript.** In school districts, pilot new formats for high school transcripts that document student demonstration of 21st Century skills and SEL outcomes (see related blog post).
- **Local Control Accountability Plan (LCAP).** Encourage school districts to include Graduate Profile outcomes, with the associated research-based practices likely to foster those outcomes, in their LCAPs. Encourage the CA Department of Education to incorporate language about Graduate Profiles in any new/revised LCAP templates.
- **State dashboard.** Collaborate with the CA Department of Education to define “College and Career Readiness,” and the associated College/Career Indicator (CCI) on the CA School Dashboard, in order to better assess and report on the desired outcomes for students.
- **WASC accreditation.** Collaborate with the Western Association of Schools and Colleges (WASC) to incorporate the creation and operationalization of a Graduate Profile into the guidelines of the self-study process.
- **University admissions and placement.** Work with public and private institutions of higher education to recognize student demonstration of 21st Century skills and SEL outcomes in their admissions and/or placement processes.
- **Industry certification.** Work with private companies, industry associations, and chambers of commerce to establish and promote a valid and reliable process for creating and issuing a portable certificate that recognizes student demonstration of competency in 21st Century skills and SEL outcomes.

**Research Agenda**

Our research partners will convene to develop a research agenda to monitor progress, evaluate impact and inform policy. Below is an initial, brainstormed list of research questions that may be considered.

- **SHARED LEARNING.** What are school districts and/or networks learning as they proceed through the process to operationalize their respective Graduate Profiles? What lessons learned can inform the work in other districts and/or networks? What are districts and networks doing to assure equitable implementation and outcomes? Is it working?
- **IMPACT.** How is the work in districts beginning to shift public opinion, instructional practice, leadership style, organizational culture, student outcomes, and more? Longitudinally, what impact has the partnership had on student success as they advance to college, career, and civic engagement?
- **POLICY IMPLICATIONS.** How is the work of the partnership beginning to inform and/or influence policy, particularly the “policy levers” (articulated above)?
Alignment with Current Initiatives

This partnership has been designed to recognize and honor the exciting work underway in CA (and across the country) and build upon the successes of these efforts in order to maximize positive impact. Leaders of all of these efforts have been approached and invited to participate actively as valued partners and advisors.

<table>
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<tr>
<th>Current Initiative / Project</th>
<th>Strategic Partnership Opportunity</th>
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<tbody>
<tr>
<td><strong>California Performance Assessment Collaborative (CPAC)</strong> - Led by Learning Policy Institute</td>
<td>The most active school districts in this community of practice (Pasadena, LA, Oakland, San Francisco, Sacramento) are well-positioned to benefit most from Scaling Student Success, as several are ready to scale their performance assessment systems, if they have not done so already, and may be eager to pursue local and state policy levers to advance their work to the next level.</td>
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<tr>
<td>(LPI) in partnership with Envision Learning Partners and ConnectEd, CPAC represents educators,</td>
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<td>policymakers, and researchers who work to study and advance authentic approaches to assessment, such as presentations, projects, and portfolios, which require students to demonstrate applied knowledge of content and use of 21st century skills.</td>
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<td><strong>Assessment for Learning Project</strong> (ALP) - Led by the Center for Innovation in Education (CIE).</td>
<td>With leadership from LPI, several CA districts, including Pasadena, Oakland, and LA participate in ALP. With support from Envision Learning Partners (ELP) and ConnectEd, each district is making progress on scaling performance assessment. The partnership can learn from and broaden the reach of ALP in CA.</td>
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<td>Next Generation Learning Challenges (NGLC) at EDUCAUSE, and design partner 2Revolutions, this partnership leverages the specific expertise and strengths of each organization while amplifying shared goals.</td>
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<td><strong>Reimagining College Access</strong> (RCA) - LPI partners with EducationCounsel in a national effort to support the use of K-12 graduation performance assessments, such as student portfolios, capstone projects, and senior defenses, in higher education admissions, placement, and advising decisions.</td>
<td>Scaling Student Success could either support or lead a CA pilot for RCA, pursuing a strategy to encourage public and private institutions of higher education to recognize performance assessment in their admissions, placement, and advising.</td>
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<tr>
<td><strong>Promoting Authentic College, Career, and Civic Readiness Assessment Systems (PACCCCRAS)</strong> -</td>
<td>PACCCCRAS has led a charge to redefine the College/Career Indicator (CCI) of the CA Dashboard. Scaling Student Success hopes to leverage/join their efforts and continue working with the CA Dept of Education, State Board of Education, and other policy leaders to first define college and career readiness (CCR), align the definition of the CCI, and incorporate civic readiness through the Seal of Civic Engagement.</td>
</tr>
<tr>
<td>Leverages a diversity of perspectives and insights to inform the evolution of a new statewide accountability system that supports positive shifts in instructional practice and promotes innovation and continuous improvement of schools and district to effectively and equitably engage and prepare students for college, career and civic life</td>
<td></td>
</tr>
<tr>
<td><strong>CORE Districts</strong> - Powered by data, innovation, research, and continuous learning, the 8 large urban school districts (Fresno, Garden Grove, LA, Long Beach, Oakland, Sac City, SF, Santa Ana) are collaborating to solve inequities in educational systems to give every student what they need to thrive.</td>
<td>Initially, Scaling Student Success districts my benefit from joining the CORE Data Collaborative to facilitate assessment of students’ social-emotional learning, academic growth, and school culture. Down the road, Scaling Student Success districts may greatly benefit from other key strategies and lessons learned from the CORE districts.</td>
</tr>
</tbody>
</table>

July 2020, v.12  Concept Paper - Scaling Student Success: A California Partnership 14
<table>
<thead>
<tr>
<th>Current Initiative / Project</th>
<th>Strategic Partnership Opportunity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CA Collaborative on District Reform</strong> - The Collaborative aims to inform district-level efforts to improve instruction and outcomes for all California students by bringing together practitioners, policymakers, researchers, and funders in ongoing evidence-based dialogue and collective problem solving. Central to this work is the identification of persistent and pernicious opportunity gaps between advantaged and traditionally underserved students as well as strategies for addressing and eliminating the gaps.</td>
<td>TBD</td>
</tr>
<tr>
<td><strong>CA Collaborative for Educational Excellence</strong> – The CCEE is a statewide agency working to strengthen CA’s public school system so that districts can build their capacity to improve student outcomes. Our agency does this by working collaboratively with other statewide agencies, county offices of education, and stakeholders so we — as a collective group — can tackle challenges as a team. In some cases, the CCEE can also offer one-on-one support to districts through direct technical assistance.</td>
<td>Scaling Student Success could effectively partner with county offices of education to support Graduate Profile operationalization, perhaps as a strategy for assisting with the improvement of schools and districts identified for support through LCFF and/or ESSA.</td>
</tr>
<tr>
<td>CA Linked Learning District Initiative – Directed by ConnectEd from 2008-2016, this project popularized the notion of creating Graduate Profiles to define college and career readiness. While no longer operating as a formal collaborative, the 9 participating districts remain active leaders in other initiatives and ConnectEd tools and expertise continue to guide and influence the field.</td>
<td>The nine participating districts - Antioch, Long Beach, Los Angeles, Montebello, Oakland, Pasadena, Porterville, Sacramento, and West Contra Costa – continue to lead the field in their pursuit of Graduate Profile outcomes, shifts in teaching and learning, etc. Scaling Student Success will build on their leadership and work, highlight their success, and support continued growth.</td>
</tr>
<tr>
<td><strong>Deeper Learning Dozen</strong> – Led by Jal Mehta (Harvard GSE) and John Watkins, the Deeper Learning Dozen supports superintendents, through a community of practice, to transform their school districts to support equitable access to deeper learning experiences and outcomes for all students and adults.</td>
<td>West Contra Costa USD and Monterey Peninsula USD are the two CA districts participating in this initiative. Scaling Student Success could benefit from the project’s guiding principles, engaging methodologies, and early focus on equitable leadership and adult learning.</td>
</tr>
<tr>
<td><strong>Mastery Transcript Consortium (MTC)</strong> - MTC takes the transcript from a flat, two-dimensional accounting of student time spent on single subjects and a listing of grades without context, to an interactive, digital transcript that highlights mastery of both content and interdisciplinary skills. Rather than reducing 4 years of a student’s work to a single number, the MTC focuses on the higher order skills necessary for success today.</td>
<td>Scaling Student Success can learn from the preliminary work of MTC to engage schools and school districts in adopting an alternative transcript that reflects student mastery of 21st Century Skills and Social Emotional Learning outcomes. Some participating Scaling Student Success districts may opt to adopt or adapt the MTC prototype, while others may be inspired by it to create their own.</td>
</tr>
<tr>
<td><strong>CSU Student Success Network</strong> – Facilitated by EdInsights Center at Sac State University, the Network fosters innovation and experimentation, decentralized collaboration, and shared responsibility within the CSU system. It also seeks to establish rigorous quality controls and an evidence base for continued progress.</td>
<td>Scaling Student Success can model after the student-centered, evidence-based, collaborative learning and leadership development practices embraced by the CSU Student Success Network, and even use a similar problem-based learning model for the Scaling Student Success community of practice.</td>
</tr>
</tbody>
</table>
Partnership Administration

Partnership Structure

In order to be successful, it is important to establish the partnership as a collaborative among multiple organizations, each able to assume leadership in one or more areas of need – i.e., project-based learning, performance assessment, social emotional learning, community engagement, equity, leadership coaching, school culture, data systems, policy advocacy, research, and communications. While the partnership would launch with a core group of founding practice partners, other partners would be added over time, as needed.

Operationally, Scaling Student Success was approved (in July 2019) for fiscal sponsorship through Community Partners in Los Angeles. This was a strategic decision designed to assure that no one partner has more ownership in the partnership than the other founding partners, as well as to offer a presence in both northern and southern California.

Similar to the collaboration among partners, it is important for Scaling Student Success to have multiple funders, all of them assuming a share of the responsibility, but none of them claiming the partnership as their own initiative. Coordinating funding in this way will offer flexibility and promote greatest opportunity for sustainability over the life of the partnership.

Partners

This partnership will be a vibrant collaboration among and between organizations with varied expertise, each of which will be well-positioned to play a critical role in advancing the common agenda. Initially (May 2019), Scaling Student Success received letters of intent from nine (9) carefully selected founding partners (including practice, research, and policy). Over the next year, partners shifted as needs changed, prioritizing practice partners (with 12 partners as of July 2020). Over time, we anticipate that Scaling Student Success will require the following types of designated partners:

- **Practice partners** with expertise in all stages of operationalizing a Graduate Profile, including those with demonstrated success in building capacity of teachers and coaching leaders
- **Funders** committed to advancing equitable opportunities and improved outcomes for CA youth
- **Policy partner(s)** with expertise in advising shifts in local school board policy and influencing shifts in state policy
- **Research partner(s)** with expertise in designing studies that inform continuous improvement and evaluate impact
- **Communications partner(s)** with expertise in capturing partnership successes and lessons learned, and scripting compelling narrative for multiple audiences and purposes
- **Equity partner(s)** with expertise in keeping a collaborative effort grounded in and focused on equitable opportunities and outcomes for youth
- **Data partner(s)** with expertise on how to design and implement data systems effectively able to measure, record, and report student progress on and mastery of 21st Century skills and SEL outcomes

**School Districts and School Networks**, referred to as “Members” and described below
Members
The number of participating school districts and school networks will grow over time as members of an active community of practice (CoP). We anticipate three types of members (to be clarified in consultation with advisors, partners, and founding members):

Founding Members
Based on recommendations from Scaling Student Success partners, the partnership has identified a limited number (5-10) of school districts to serve as founding members. Those identified already have in place a Graduate Profile and are advancing through the phases of implementation. As such, they are well-positioned to serve as leaders in the field by sharing lessons learned and advising partnership strategy. Membership fees would be waived in perpetuity, in exchange for designating a representative to serve on the partnership advisory board, opening its doors for visits, hosting convenings of the community of practice, co-presenting at conferences, serving as subjects for research efforts, and contributing in other ways.

Active Members
Active members would consist of school districts and school networks that embrace the partnership’s vision, agenda, and guiding principles; wish to participate actively in the community of practice and commit to the process of operationalizing their Graduate Profile; participate in partnership convenings and other networking opportunities; and receive support from partnership curated support providers and tools. Active members would pay annual fees until they become Graduated Members.

Graduated Members
Graduated members would consist of school districts and school networks that have operationalized their Graduate Profile and reached a (to be determined) stage of development, that may be characterized by demonstration of shared accountability, capacity of teachers and leaders, scale and quality of their system of performance assessment, growth of an enabling organizational culture, assurance of equity, and more. Graduated members would no longer pay annual fees, but would continue to have access to project assets – convenings (with registration fee), networking opportunities, curated service providers and tools, etc.

Funding Strategy
Scaling Student Success will pursue a blended funding model. In the first year, the partnership will conduct an individual donor campaign and seek foundation support in order to establish itself, launch, and gain credibility. Beginning the second year, the partnership will add membership fees from school districts and networks participating in the community of practice (see above).

Individual Donor Campaign
Using Network for Good, a platform provided by our fiscal sponsor, Community Partners, Scaling Student Success will leverage its network to conduct an individual donor campaign, beginning in September 2019.

Foundation Grants
Initially, Scaling Student Success will cultivate relationships and seek small capacity-building grants from private foundations. Within a year of launch, the partnership expects to receive its first larger private foundation grant.
**School District Membership**

In order to advance the community of participating districts and networks as a coordinated body, all focused on achieving similar long-term outcomes, Scaling Student Success would expect annual membership fees (except for Founding Districts), which will serve as a binding agreement that assumes the following commitments for both school district/network and the partnership:

<table>
<thead>
<tr>
<th>Scaling Student Success commits to…</th>
<th>School district or network commits to…</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Provide free registration for most convenings and events for teams of 3-7 site and district leaders</td>
<td>• Participate in regular convenings and events with a team of 3-7 district and site leaders</td>
</tr>
<tr>
<td>• Coordinate, plan, and support networking opportunities for Community of Practice members to share lessons learned</td>
<td>• Participate in networking opportunities to share lessons learned and advance the field</td>
</tr>
<tr>
<td>• Grant free access to tools created, collected, and curated by the partnership team to advance partnership work, including a Blueprint for operationalizing the Graduate Profile</td>
<td>• Embrace the Scaling Student Success vision and adhere to the partnership’s guiding principles</td>
</tr>
<tr>
<td>• Access to curated practice partners who agree to adhere to the partnership’s guiding principles</td>
<td>• Work earnestly toward operationalizing its Graduate Profile, guided, as desired, by the Blueprint and curated tools and support providers</td>
</tr>
<tr>
<td>• Offer free high level consultation from partnership executive director and other staff</td>
<td>• Participate with research partner(s) on requests for visits, information, etc.</td>
</tr>
<tr>
<td>• Arrange additional networking opportunities (i.e., webinars, videoconferences and calls, working groups, etc.)</td>
<td>• Assign a cabinet-level district representative to the Scaling Student Success advisory board (Founding Members only)</td>
</tr>
<tr>
<td>• Reserve one seat on the Scaling Student Success advisory board (Founding Members only)</td>
<td></td>
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</tbody>
</table>
Advisory Council

The partnership’s advisory council consists of approximately one-third (1/3) of its membership from each of the following three groups:

- Executive directors (or designees) from each of the Founding Partners
- Superintendents (or cabinet-level designees) from each of the Pioneering Districts
- At-large members who add a critical perspective, area of expertise, professional relationships, etc.

The “at-large members” have been recruited from the list of individuals who were consulted on the design of the partnership, listed in Appendix C. The Advisory Council convenes quarterly to advise on critical questions designed to inform partnership direction.

Project Director

After 10 years serving as a public school teacher, augmented by site and district leadership responsibilities, Roman Stearns has spent the past 20+ years successfully directing large-scale multifaceted projects and partnerships focused on systemic educational transformation in California. All of the projects had policy implications and required development and management of sustained partnerships bridging K-12 education with partners across all stakeholder groups.

- (2008-2014) California Linked Learning District Initiative

Working at ConnectEd: The California Center for College and Career, Roman first served as Director for Policy, building a surprising coalition of partners to support Linked Learning (which evolved into the Linked Learning Alliance), and then, beginning 2008, served as Director for Leadership Development, directing the CA Linked
Learning District Initiative – a large-scale, 7-year, $30M proof of concept demonstration with 9 medium and large school districts (942,000 students) to pilot and expand Linked Learning across California.

- (2000-2005) UC a-g Guide Project

Working at the UC Office of the President, Roman first directed the statewide “a-g Guide Project” aimed at better aligning university eligibility and admissions with high school reform efforts. For the latter part of his tenure, he served as the Special Assistant to the Statewide Director of Undergraduate Admissions, still overseeing the project, but taking on broader responsibilities aimed at shifting university admissions practices and policies to more equitably serve the current and future needs of CA youth, particularly those who had chosen non-traditional paths to the university (i.e., middle/early college HS, online course-taking options, home schooling, independent study, career pathways, Big Picture schools, etc.).

- (1996-1999) EASTBAY Learns (School-to-Career Partnership)

Working at the Alameda County Office of Education, Roman served first as associate director and then director of EASTBAY Learns, one of the largest school-to-career partnerships in California. With a $5M federal grant, he directed systemic shifts to better align education with workforce development in an expansive effort that included 20+ school districts in Alameda and Contra Costa counties, along with 10 community colleges, Cal State East Bay, and EASTBAY Works (a network of 10 one-stop career centers).

For a more complete biographical sketch, please see Roman’s LinkedIn profile or Eliad Group team member page.
APPENDIX A:

The Future of Education in California
Where are we going? How will we get there? By when?

DECADES OF EXPERIMENTATION

**Networks of alternative schools**
(Big Picture Learning, High Tech High, Expeditionary Learning, etc.)

**Networks of charter schools**
(Envision Schools, Summit Public Schools, etc.)

**Service providers supporting powerful learning**
(Buck Institute, ConnectEd, etc.)

**Pioneering work by states**
(New Hampshire, Virginia, others)

**Consortia for performance assessment**
(Reimagining College Access, CA Performance Assessment Consortium, NY Performance Standards Consortium, etc.)

**Foundation led initiatives**
(Deeper Learning Collaborative, CA Linked Learning District Initiative, etc.)

**Shifts in college admissions**
(Common App, reduced reliance on standardized tests, etc.)

WHERE IS IT ALL LEADING?

Proposal for improved coordination toward a clearly defined set of goals
CURRENT efforts

Ending Point: Some general sense of improved state of things

Starting Point: Status quo

Experimentation by Pioneers

Valuable Lessons Learned

Characterized by:
- Generalized upward progress
- Undefined intended final state
- Undefined timeline
- Undefined roles
- Lack of coordination

Process:
Disparate efforts aimed at general improvement, but no attempt to coordinate

Proposed NEW efforts

Ending Point: Clearly defined system outcomes

Starting Point: Status quo

Experimentation by Pioneers

Clear Goals

Characterized by:
- Accelerated progress
- Defined final state
- Defined timeline
- Defined roles
- Coordination

Process:
Multiple, coordinated efforts intentionally aligned to achieve a defined outcome within a defined time period
WHAT DO WE NEED TO GET THERE?

THE RIGHT CONDITIONS

- Consortium of funders dedicated to educational equity and quality
- Well known, respected figure head(s) leading the effort
- Well-respected, national organization(s) to house the effort
- High-powered advisory council made up of a diverse group of leaders in the field
- Pitch a big tent to promote inclusiveness
- Culture that models best practices – transparency, continuous improvement, data-informed decisions, research-based practices, freedom to experiment and fail fast, learning culture, servant leadership

WHAT DO WE NEED TO GET THERE?

COORDINATED WORK

- Clearly defined goals for the field (similar to the UN Sustainable Development Goals)
- Annual benchmarks to monitor progress
- Aligned strategies focused on practice, policy, research, and communications
- Commitments by member organizations, initiatives, consortia, etc.
- Supportive structures (e.g., working groups, advisory board)
Appendix B: Theory of Change (graphic version)

Impact:
- Shifts in college admissions and placement processes
- Shifts in options for state accountability
- Improved student readiness, leading to positive economic impact

Outcomes:
- Local reporting of student progress on and mastery of 21st Century skills and SEL outcomes
- Shift in community expectations
- IHE and policymakers sitting up to take notice

Outputs:
- Renewed vision of and commitment to student readiness
- Enhanced teacher capacity to use PBL, performance assessment
- Shifts in leadership and organizational culture that support deeper learning

Implementation Strategies:
- Build Community of Practice of districts, networks
- Support all phases of Graduate Profile development
- Promote shared accountability for student outcomes

Assumptions & Risks:
- IHEs and CA policymakers will step up and leverage opportunities
- Systems of performance assessment will become valid and reliable
- Data systems will be able to accurately capture, report
- Districts will emerge as learning organizations
- Implementation will be equitable

Output indicators:
- Fully operationalized Graduate Profiles
- Prevalence of PBL and high quality performance assessment

Outcome indicators:
- Report cards indicating student progress on 21st Century skills and SEL
- Transcripts reporting mastery of 21st Century skills and SEL outcomes
- Shifts in college admissions

Assumptions & Risks:
- Districts will be motivated and find necessary resources
- Communities will support
- Teachers will build capacity

START HERE
## Appendix C:
### Individuals Consulted during the Partnership Design Process (Feb – July 2019)

<table>
<thead>
<tr>
<th>Organization</th>
<th>Individual(s)</th>
<th>Title(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CA Collaborative for Educational Excellence (CCEE)</td>
<td>Iishwara (Iish) Ryaru</td>
<td>Director, Continuous Improvement</td>
</tr>
<tr>
<td>CA Collaborative on District Reform</td>
<td>Jennifer O’Day</td>
<td>Chair</td>
</tr>
<tr>
<td>CA Community Colleges Chancellor’s Office (CCCCO)</td>
<td>Laurie Scolari</td>
<td>Guided Pathways Regional Coordinator, San Francisco Bay Area; Director, San Francisco Bay Center of Excellence for Labor Market Research; K-14 Pathways - Regional Technical Assistance Provider (TAP), Foothill College</td>
</tr>
<tr>
<td></td>
<td>John Carrese</td>
<td></td>
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<td></td>
<td>Sharon Turner</td>
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<tr>
<td>CA Department of Education (CDE)</td>
<td>Keric Ashley</td>
<td>Deputy Superintendent (former); Director, Analysis, Measurement &amp; Accountability Reporting Division; Director, College &amp; Career Transition Division (former)</td>
</tr>
<tr>
<td></td>
<td>Cindy Kazanis</td>
<td></td>
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<tr>
<td></td>
<td>Donna Wyatt</td>
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<tr>
<td>CA Parent Teachers Association (PTA)</td>
<td>Mary Perry</td>
<td>Vice President for Education</td>
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<tr>
<td>CA State Board of Education (SBE)</td>
<td>Michael Kirst</td>
<td>President (former)</td>
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<tr>
<td></td>
<td>Ting Sun &amp; Ilene Straus</td>
<td>Members</td>
</tr>
<tr>
<td></td>
<td>Sara Pietrowski</td>
<td>Policy Consultant</td>
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<tr>
<td>Career Ladders Project (CLP)</td>
<td>Luis Chavez</td>
<td>Senior Director</td>
</tr>
<tr>
<td>Center for Innovation in Education (CIE)</td>
<td>Paul Leather</td>
<td>Director of State &amp; Local Partnerships</td>
</tr>
<tr>
<td>Children Now</td>
<td>Samantha Tran</td>
<td>Senior Managing Director</td>
</tr>
<tr>
<td></td>
<td>Efrain Mercado</td>
<td>Director, Education</td>
</tr>
<tr>
<td>College &amp; Career Academy Support Network (CCASN), UC Berkeley</td>
<td>Dr. Tameka McGlawn</td>
<td>Executive Director</td>
</tr>
<tr>
<td>Organization</td>
<td>President</td>
<td>Vice President</td>
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<tr>
<td>ConnectEd: The Nat’l Center for College and Career</td>
<td>Gary Hoachlander</td>
<td>Daphannie Stephens</td>
</tr>
<tr>
<td>CORE Districts</td>
<td>Rick Miller</td>
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<tr>
<td>Deeper Learning Dozen</td>
<td>John Watkins</td>
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<tr>
<td>EdLeader21</td>
<td>Valerie Greenhill</td>
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<tr>
<td>Education Insights Center</td>
<td>Andrea Venezia</td>
<td></td>
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<tr>
<td>Education Trust – West</td>
<td>Andy Wong</td>
<td></td>
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<tr>
<td>EL Education</td>
<td>Ron Berger</td>
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<tr>
<td>Envision Learning Partners (ELP)</td>
<td>Justin Wells</td>
<td></td>
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<tr>
<td>Inflexion (formerly EPIC)</td>
<td>Matt Coleman</td>
<td></td>
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<tr>
<td>John W. Gardner Center for Youth and their Communities, Stanford University</td>
<td>Jorge Ruiz de Velasco</td>
<td></td>
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<tr>
<td>KQED</td>
<td>Robin Mencher</td>
<td></td>
</tr>
<tr>
<td>Learning Policy Institute (LPI)</td>
<td>Patrick Shields</td>
<td>Anna Maier</td>
</tr>
<tr>
<td>Mastery Transcript Consortium (MTC)</td>
<td>Ben Rein</td>
<td></td>
</tr>
<tr>
<td>New Tech Network (NTN)</td>
<td>Mark Morrison</td>
<td></td>
</tr>
<tr>
<td>Partnership for Children &amp; Youth (PCY)</td>
<td>Jennifer Peck</td>
<td>Katie Brackenridge</td>
</tr>
<tr>
<td>Partnership for the Future of Learning</td>
<td>Cyrus Driver</td>
<td></td>
</tr>
<tr>
<td>PBL Works (formerly Buck Institute for Education, BIE)</td>
<td>Bob Lenz</td>
<td>Brandon Wiley</td>
</tr>
<tr>
<td>Organization</td>
<td>Sally Kingston</td>
<td>Senior Director of Research &amp; Evidence</td>
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<td>------------------------------------------------------</td>
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<tr>
<td><strong>Pivot Learning Partners</strong></td>
<td>Robert Curtis</td>
<td>Vice President</td>
</tr>
<tr>
<td><strong>Policy Analysis for California Education (PACE)</strong></td>
<td>Heather Hough</td>
<td>President</td>
</tr>
<tr>
<td></td>
<td>Jeannie Myung</td>
<td>Director of Policy Outreach</td>
</tr>
<tr>
<td></td>
<td>Alix Gallagher</td>
<td>Director of Research-Practice Partnerships</td>
</tr>
<tr>
<td><strong>Promoting Authentic College, Career, and Civic Readiness Assessment Systems (PACCCRAS)</strong></td>
<td>Hueling Lee</td>
<td>Director</td>
</tr>
<tr>
<td><strong>Turnaround for Children</strong></td>
<td>Gretchen Livesey</td>
<td>Vice President, Partner Impact</td>
</tr>
<tr>
<td><strong>UC Berkeley, Graduate School of Education (GSE)</strong></td>
<td>David Stern</td>
<td>Professor Emeritus</td>
</tr>
<tr>
<td><strong>UC Office of the President (UCOP)</strong></td>
<td>Han Mi Yoon-Wu</td>
<td>Interim Associate Vice President, Admissions; Director, Undergraduate Admissions</td>
</tr>
<tr>
<td><strong>WestEd</strong></td>
<td>Nikola (Nikki) Filby &amp; Neal Finkelstein</td>
<td>Co-Directors, Innovation Studies</td>
</tr>
<tr>
<td></td>
<td>Matt Gaertner</td>
<td>Director of Research</td>
</tr>
<tr>
<td></td>
<td>Svetlana Darche</td>
<td>Senior Research Associate</td>
</tr>
<tr>
<td><strong>Western Association of Schools &amp; Colleges (WASC)</strong></td>
<td>Marilyn George</td>
<td>Deputy Executive Director</td>
</tr>
<tr>
<td></td>
<td>Valene (Val) Staley</td>
<td>former Chair, Accrediting Commission for Schools</td>
</tr>
<tr>
<td><strong>OTHER INDIVIDUALS</strong></td>
<td>Tony Smith</td>
<td>Superintendent (former), State of Illinois; and Superintendent (former), Oakland USD</td>
</tr>
<tr>
<td></td>
<td>Brad Stam</td>
<td>Deputy Superintendent (former), San Francisco USD; and Vice President (former), ConnectEd</td>
</tr>
</tbody>
</table>

**Leaders from dozens of School Districts and County Offices of Education**, including, but not limited to

**County Offices of Education** – Butte, Napa, San Bernardino, San Diego

**School Districts** – Antelope Valley UHSD, Centinella Valley UHSD, Colton JUSD, Davis JUSD, Elk Grove USD, Evergreen SD, Hayward USD, Long Beach USD, Monterey Peninsula USD, Novato USD, Oakland USD, Palm Springs USD, Pasadena USD, Porterville USD, Sacramento City USD, San Leandro USD, West Contra Costa USD, and Yucaipa-Calimesa USD
APPENDIX D:
Related Resources

*From a Nation at Risk to a Nation at Hope* (2019). Washington, D.C.: The Aspen Institute National Commission on Social, Emotional, and Academic Development


