



# Leading Collaboratively Through Transformative Times

# Our Vision Forward:

*From the CCASN Leadership Team*

The University of California, Berkeley's College & Career Alliance Support Network (CCASN), located at the Lawrence Hall of Science, is excited about advancing the power of our collaborative partnership! We are continuously learning and reassessing what we value with what we prioritize. As an emergent learning organization, we are committed to equity-driven system change and believe that our collaborative strategic approach to transforming educational systems into institutions of educational equity have repositioned us in the field.

## CCASN's Direction

With guidance from our valued partners at the National Equity Project we are harnessing the power of appreciative inquiry, reflective assessment and meaning making. Considered the organization's "mirror work", our individual and collective efforts have led to a few adaptive changes:

- Revision of our organizational charter, mission, vision, service delivery model, and many organizational and financial practices. We've committed to becoming a continuously improving learning organization.
- Deeper capacity to facilitate equitable school and district system change design, and a refined methodology for leading constructive and trust-based support of equity leaders.
- A modified name centering trusted relationships and alliances within our network, a service-oriented support structure. CCASN worked with PJS Consultants and Collaborative Communications Group to identify our historical strengths and areas

**"You have to act as if it were possible to radically transform the world. And you have to do it all the time."**

—Dr. Angela Davis

of growth, assess, and upgrade our organizational resource collateral, and refresh our website.

- Strengthened work within the educational equity and advocacy movement through collaboration with network partners, advocates and leaders.
- Expanded and strengthened partnerships, such as with the UCB Professional Development Providers, the California Department of Education, the Linked Learning Alliance, and, of course, our valued partners at the Lawrence Hall of Science.

As CCASN's Leadership Team, we are celebrating CCASN's twenty-five years of service and we want to acknowledge all of you that we've worked with, learned from, supported, and partnered with, across the California landscape and beyond. In celebration of where we've been and where we are going, we highlight in this Reflective Summary a few of our powerful collaborative partnering efforts, enjoy!



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Executive Director



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# The Power of Partnerships:

## UC Berkeley Professional Development Providers

With leaders from across UC Berkeley who provide professional development to K16 educators, UCBPDP's explicit focus on educational equity is an essential partnership that operates through a distributed leadership model.

### The UCBPDP Community of Practice

This Community of Practice brings together staff leading UC Berkeley programs that provide professional development to K16 educators. The PDP collaboratively develops learning opportunities that promote equitable instructional practices and systemic policies that:

- Are grounded in research-based educational knowledge, practices, and resources,
- Aim to interrogate inequities, amplify marginalized voices, and model equitable practices in teaching and systems design,
- Support educators to meet their own and their students' interests, goals, and aspirations for career, civic, and global participation in constructing a more just world.

CCASN has contributed to numerous joint professional development activities with the UCBPDP Community of Practice, and currently serves as the UCBPDP liaison to Berkeley's Campus Sponsored Organizations unit.



# Equity-Driven Courageous Leadership

## California Statewide Convening



### Looking Back to Move Forward



CCASN facilitated a collaborative of equity-focused non-profit organizations to plan emergent strategic action to address racial equity in California’s education systems.

**Sankofa: Reflecting Forward to Racial Equity in California Education**, Nov 5, 2021, the 25th anniversary of Proposition 209’s passage, this event engaged a broad range of education stakeholders in authentic discussion about combating systemic oppression, and proposed strategies to advance a racial equity movement. Equity leaders participated from across systems, including California’s Secretary of State, UCOP

Provost, California Community College Vice Chancellor, and faculty and non-profit leaders. Equity champions who embody servant and transformative leadership conducted a Masterclass, reflecting on the past to activate a movement toward institutional and racial educational equity and social justice. A second session led by EdTrust-West reviewed historic policy decisions that contributed to current educational inequities, and presented a vision for racial justice in education, to activate a movement toward institutional and racial educational equity and social justice. A **Racial Equity E-Toolkit** was also disseminated to attendees.

**“We can do whatever we choose if it is in the interest of the children we want to push forward when we believe in the children we are teaching—when their future is our future.”**

—Dr. Shirley Weber, California Secretary of State  
*Masterclass: Wisdom of Leaders and Changemakers*



# Collaborating for Equitable Systems Change

## *OUSD-UC Berkeley Research Practice Partnership*

**CCASN, in partnership with other UC partners, led and facilitated processes and designed engagement strategies to support mutual learning and leadership development through practitioner-researcher collaboration, to impact systemic change and district-defined equity priorities. A snapshot of the engagement domains:**

### **Expanding Leadership Learning**

CCASN and other UCB partners supported OUSD's leadership and staff to analyze equity problems of practice at the Research Practice Partnership (RPP) Advisory Board to define priorities, then worked with practitioners and researchers to collaboratively create interview protocols, selection criteria, and data analysis priorities to explore new, un-credentialed teachers' experiences. CCASN conducted interviews with UCB faculty and OUSD staff to explore potential avenues for cycles of inquiry and participatory research.

### **Advisory Board Reflection**

In the context of OUSD system leaders' presentation of critical district priorities, CCASN designed and led an Advisory Board review, assessing challenges and successes relative to our stated mission and vision. The "Taking Stock" process centered district voice and priorities, opening space for reflective dialogue that recognized partners' perspectives and relative power. CCASN synthesized and shared reflective documents with Advisory Board members and OUSD district leaders to refine lessons learned and plan future direction.

### **Research Project Self-Assessment**

CCASN conducted interviews with Advisory Board and RPP Project participants on their experiences with various research projects initiated by the OUSD-UCB RPP. Each discussed the project's effect on their work, lessons learned, and considerations for future RPP work. Emergent themes were mapped, and reports and recommendations shared to inform ongoing work.



# Advancing Teacher Leadership

*CDE's California Partnership Academies*



**CCASN facilitated a Community of Practice with 20 California Partnership Academy (CPA) teacher leaders, the CPA Stewards, who worked for three years with nearly 100 CPA teams to strengthen the main components of California's model for college and career pathways.**

## **CPA Stewards**

In collaboration with the CDE, Orange County Office of Education and MDRC, CCASN convened the CPA Stewards as a Community of Practice. Over three years, CCASN facilitated and supported their work on the Moving the Needle (MTN) Institute. The MTN Institute included a week-long intensive using Human-Centered Design Thinking, where CPA Stewards led CPA teams' work to strengthen the three main components of

successful academies: the School-within-a-School model with embedded student supports; work-based learning opportunities; and partnerships with business, industry, community, and post-secondary partners. CCASN facilitated leadership development for CPA Stewards throughout the process and supported leaders and teams in conducting annual reporting sessions, in mentoring and advising CPA teams between intensive sessions.



**“Partnerships built upon mutual trust can empower all stakeholders’ to press for access to resources and changes in policies that address the causes of inequity, dismantle barriers and build bridges to student success...”**

*—Advancing Equity at Scale-Up: Research Priorities for College and Career Pathways*



# Facilitating Equity Leadership

## College & Career Pathway Research Collaborative

Since 2016, CCASN has facilitated a collaborative of research and policy-focused organizations to define and promote a research agenda that advances equitable college and career pathway policies and practices, through collaboration with equity-minded practitioners leading college and career pathway implementation.

**CCASN orchestrated four national symposia on equity-based research priorities for college and career pathways**, writing reports on each which were synthesized and published in a final summative report, ***Advancing Equity at Scale-Up: Research priorities for college and career pathways***. CCASN facilitated the College and Career Pathway Research Collaborative (CCPRC), which defined collaborative goals, including dissemination of the symposia reports, promoting research on the identified equity priorities, and sharing learning about equitable transformation of college and career pathway systems. In collaboration with the Linked Learning Alliance, we piloted tools for connecting college and career pathway leaders with CCPRC researchers to explore equity issues in work-based learning measures and data collection.

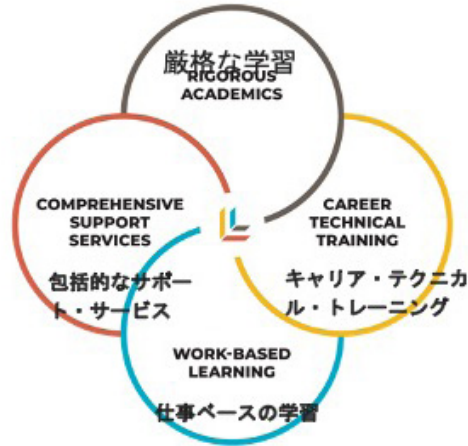


CCASN's Dr. Annie Johnston, Professor Thomas Philip, now of UC Berkeley's School of Education, with Susan Sepanik, of MDRC at symposium on ***Equity Issues in College and Career Pathway Teaching and Learning Practices***

# Sharing Learning in Japan

CCASN and Linked Learning Alliance Co-Present

## リンクト・ラーニング・アプローチ **Linked Learning Approach**



### **International Collaboration**

This connection evolved from the College and Career Pathway Research Symposia CCASN facilitated, attended by a leading career education scholar from Waseda University. Through extensive collaboration between CCASN and the LLA, we adapted our presentation to address the specific Japanese context, recent policy changes, and education leaders' interests. We incorporated video input from students, administrators, and teachers, and interviewed teacher leaders of environmental college and career pathways to record their insights on such topics as how to develop engaging interdisciplinary projects with industry partner involvement, and the role of counselors.

The virtual presentation was delivered at a hybrid JSSCE conference, for which we provided a recording in advance to facilitate simultaneous translation. We also provided materials that were translated, as well as references and practical resources to support their work defining what Linked Learning should look like in Japan.



CCASN collaborated with the Linked Learning Alliance (LLA) to provide a keynote presentation for the June 18, 2022 Japanese Society for the Study of Career Education (JSSCE). The presentation shared lessons from Linked Learning relevant to Japanese career

educators, teachers, and administrators concerned with educational equity, who were considering using environmental education as an overarching career theme as they integrated career education into their K12 school system.

# Engaging STEM Equity in Community: Learning, Research and Leadership

## *Emerging Young GeoScientists*

CCASN collaborated with colleagues at the Lawrence and WestEd in this project to engage high school students from historically excluded student groups in exploring Pathways into the Geosciences—Earth, Ocean, Polar and Atmospheric Sciences (GEOPaths).

### **Immersing Youth in Community-based STEM Learning**

Students from districts throughout the Bay Area Region were selected for this intensive immersion program that centered on student leadership, STEM access and identity, and included a college and career preparation module. Using a community-based learning environment, our diverse student cohort embarked on a journey across Lake Merritt in kayaks to collect water samples, learn environmental research methods, enjoy nature, and build leadership skills. They engaged in the exploratory experience of being young scientists, spent intensive time exploring STEM career options in multiple science fields and interacted with STEM leaders across multiple disciplines.

To top it all off, our Young Geoscientists took a fun tour of the UC Berkeley campus, including the Lawrence Hall of Science, and enjoyed a scavenger hunt, looking for every bear they could find on campus. Students who had never been on the campus quickly added Berkeley to their potential college list for the fall.



In its 25th year of organizational existence, CCASN extends gratitude and tremendous appreciation to our founding leaders, the CCASN Faculty Collaborative Advisors, our historical Network partners, the California Partnership Academies, our community and institutional partners, and the thousands of dedicated educators who we've been blessed to know along the way, all of whom have contributed to our collective efforts to disrupt and transform education systems that perpetuate historic and systemic inequities into learning centers for educational equity.

#### **Founding CCASN Leaders**

Dr. David Stern, CCASN Founding Visionary

Charlie Dayton, Founding Leader

Dr. Marilyn Raby, Founding Practitioner

Susan Tidyman, Founding CA State CDE Leader

#### **Faculty Collaborative Advisors**

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*We are especially grateful for our new family at the Lawrence Hall of Science who have welcomed us with open arms and hearts, offering tremendous new collaborative opportunities.*

