

2021 Annual Report



CONTENTS

3 Letter from the President & CEO

4 About ConnectED

5 Our Mission

5 Our Vision

5 Our Impact

6 What We Do

6 Our Reach

7 Our Work in Action

8 Regional Spotlight: Porterville Unified School District

10 Regional Spotlight: North Kansas City Schools

12 Regional Spotlight: Gallup-McKinley County Schools

13 Focus on Services

14 Emergency Response at the Height of the Pandemic: College & Career Webinars

16 Experiential Site Visits: Building Bridges to Connect Communities

17 Team & Financials

18 Organizational Overview

19 Champions of ConnectED

19 ConnectED Team

19 Financial Overview

Board of Directors

Sri Ananda, PhD (Secretary)

*Former Chief Program Officer,
WestEd*

Adam Anderson (Treasurer)

*President, Chief Operating Officer,
and Managing Director
District Management Group*

Alexandra Kennedy

*Global Head of Partnership Strategy
and Operations,
Twitter*

Clare Bertrand

*Director,
JFF Labs*

Marques McCammon

*Global Managing Director Automotive
& Industrial
Ricardo plc*

Brian Driscoll

*Development Director,
Lick Wilmerding*

Jeffrey Fisher (Board Chair)

*Partner,
Farella Braun + Martel, LLP*

Gary Hoachlander, Ph.D

*Ex Officio, President,
ConnectED*

JD Hoyer

*Special Advisor to ConnectED
Former CEO of NAF*

Butch Trusty

*Partner,
The Bridgespan Group*



Letter from the President & CEO

Dear Friend,

While ConnectED's 2021 Annual Report is focused primarily on FY21, we want to acknowledge that the conditions for our work with school districts is much-improved today compared to a year ago. After a summer to recharge, teachers and administrators returned to school with palpable enthusiasm and optimism. Students returned to classrooms with regained composure and focus. Time will tell whether these developments signal a return to normal or the beginning of a "new normal." But we can say with confidence that the communities served by ConnectED during the pandemic demonstrate an abiding commitment to **place students at the center of their own learning** through college and career pathways. Nowhere is this commitment better reflected than in the three communities spotlighted in this report.

Located among the citrus orchards and dairy farms that are the mainstay of California's central valley, Porterville is ConnectED's longest community partner dating back to 2007. Today, every high school in the district offers a **menu of college and career pathways** for all students. The outcomes are outstanding for Porterville's pathways students. Thanks to the commitment of district leaders, educators, school leaders, and local employers, **Porterville Unified School District** is nationally lauded as a trailblazer in the college and career pathways movement.

North Kansas City Schools, which is just north of the Missouri River that separates the district from Kansas City, is the second largest school district in Missouri. Visits to both Clairemont High School in San Diego and Long Beach Unified in California inspired the

leadership in North Kansas City to embrace elements of ConnectED's college and career pathways approach as a **comprehensive strategy** to improve the high school experience for its students. The 2021-2022 school year represents the second year of pathways implementation in North Kansas City Schools.

Located along historic Route 66 and on the southeast corner of the Navajo Nation, **Gallup McKinley-County Schools** serves young people in Gallup, New Mexico. The student population is more than 80 percent Native American and imbued with rich tribal culture. The district's vision is to expand pathways to all eight of its high schools. Six of the eight high schools are small and geographically remote, which creates new challenges for us as we work with local partners to adapt our pathways approach in small schools.

Porterville, North Kansas City, and Gallup represent three of the **40-plus communities** that ConnectED served over the last 15 years. We are more committed than ever to the young people and local partners in these communities. As we look ahead, ConnectED is eager to increase our reach, engage new partners, and accelerate the numbers of young people who participate in college and career pathways. We hope that you will join us and support our efforts to ensure every young person is on an exciting educational path to thrive in college, career, and life.

With hope,
Gary Hoachlander, Ph.D
President & CEO



ABOUT CONNECTED



OUR MISSION

ConnectED is committed to ending cycles of poverty by positioning students, teachers, and school districts to meet the future. We help develop integrated college and career pathways so that all students, especially those furthest from opportunity, are prepared for lasting success. We support communities in challenging and changing the status quo to make learning more real, relevant, and engaging for young people. We help students see what they can be.

OUR VISION

By 2027, we are committed to helping communities throughout the US build systems of pathways that will prepare an additional 100,000 students for success in college, career, and life.

OUR IMPACT

Over the past 15 years, we worked in 12 states to serve:

- More than 40 school districts.
- Over 300 high schools.
- More than 1,000 pathways.
- More than 85,000 students, graduating from high school ready for college and career.

Independent research shows students in college and career pathways supported by ConnectED:

- Are more likely than other students to graduate from high school with the real-world skills necessary to succeed in postsecondary education and the workplace.
- Earned more credits in high school when compared with peers.
- Reported greater confidence in their life and career skills.
- Reported they experienced more rigorous, integrated, and relevant instruction.
- **Were less likely to drop out and were more likely to graduate on time.**
- Made significantly better academic progress in high school, if they had low achievement scores in earlier grades.
- Increased their 4-year college going rate with **African Americans in pathways scoring twelve percentage points higher than peers not participating in pathways.**



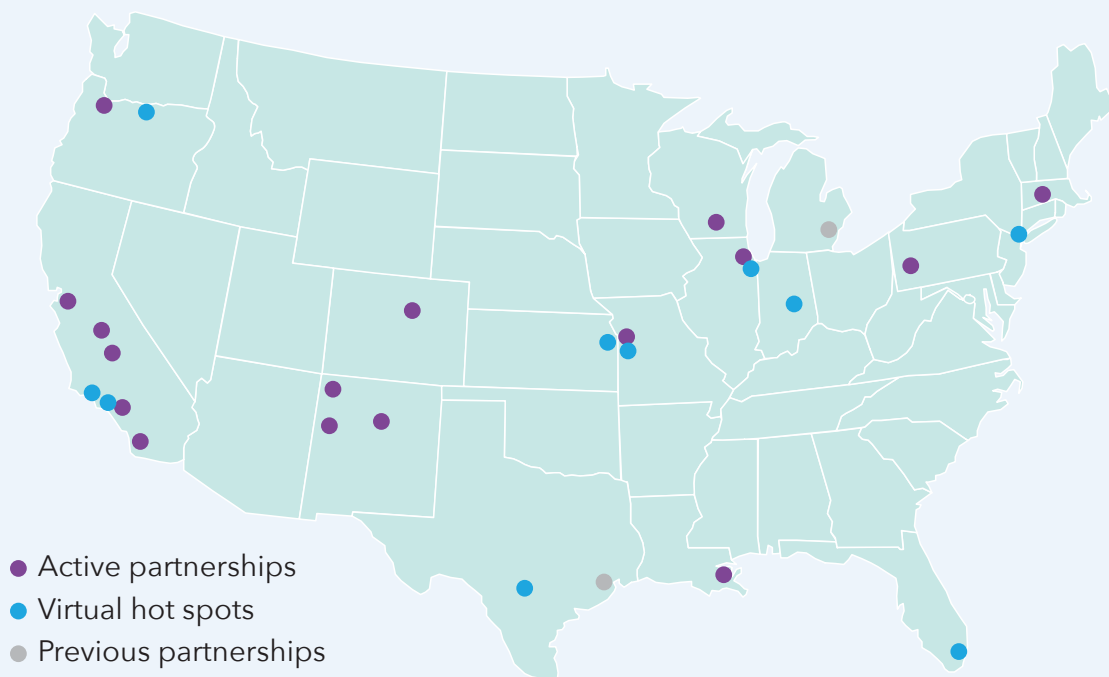
WHAT WE DO

ConnectED meets communities where they are to help local leaders design career-connected educational pathways that prepare students to thrive in college, career, and life. While we do not champion a one-size-fits-all model to support clients, we adhere to the following design principles:

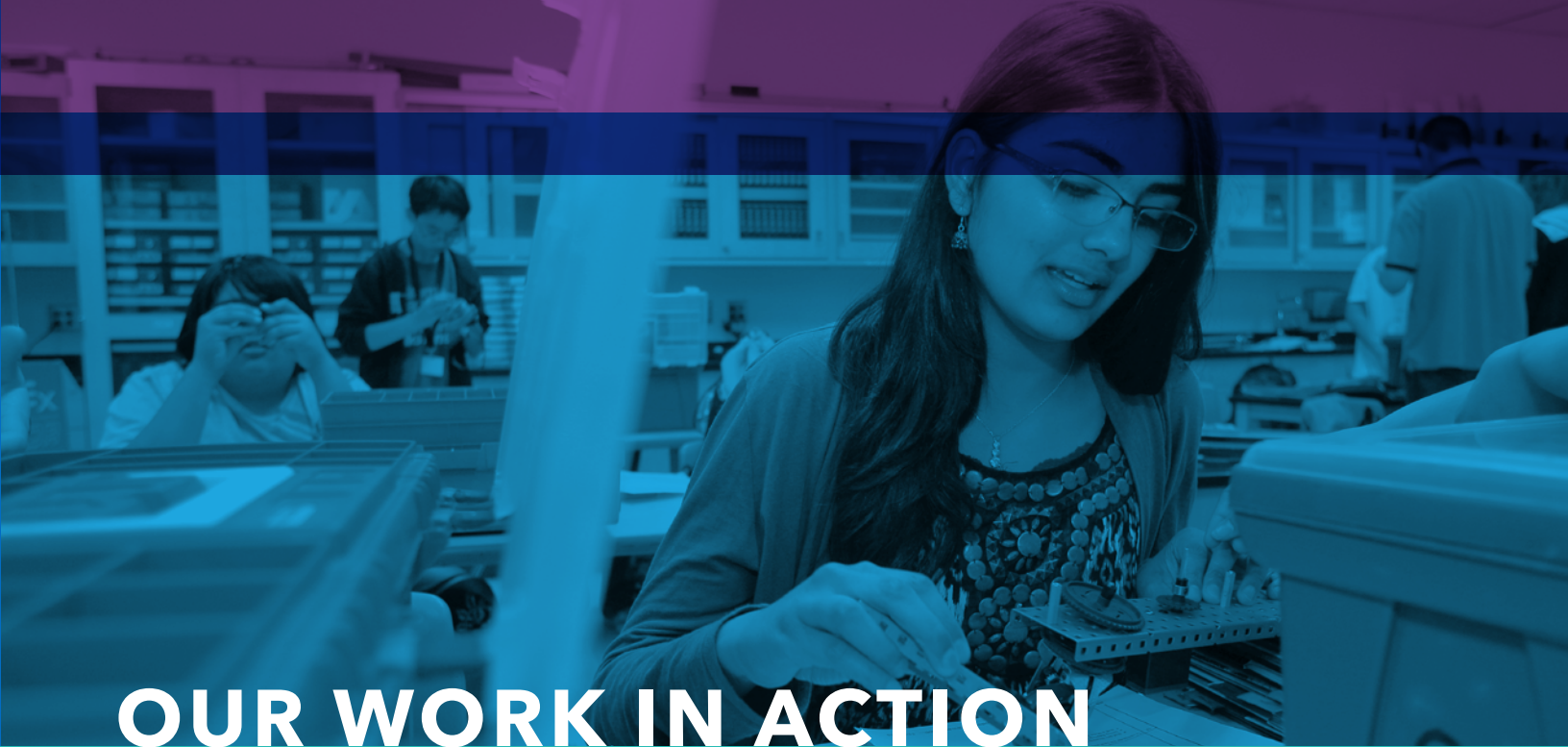
- Increase student equity and access
- Build district-wide support
- Design communities of practice that plan, implement, and reflect together
- Develop pathways that give students opportunities to engage with postsecondary partners and employers

OUR REACH

In addition to our current partnerships, ConnectED has seen a dramatic increase in virtual users. There are several regions around the country where there is high traffic visitation to our website. Over the last year we saw a 100 percent increase in website traffic. More than 800,000 people viewed a video in our Day at Work series.



To learn more, visit our virtual annual report at connectednational.org/2021-annual-report.



OUR WORK IN ACTION

Blazing a Trail for the Field through Student-Centered Learning and Employer Engagement

Porterville is a small city of about 60,000 people located in the Central Valley of California. The surrounding county, like much of the rest of the central valley, is predominantly agricultural. The largest employer in Porterville is **Porterville Unified School District** (Porterville USD), followed by the Porterville Developmental Center (one of four state-operated facilities providing services to people with developmental and intellectual disabilities), a Walmart Distribution Center, and Sierra View District Hospital. Most other employers are medium to small-sized businesses.

Porterville USD, which serves much of the surrounding county and the City of Porterville, **enrolls more than 14,000 students**. The district operates four comprehensive high schools in addition to Harmony Magnet, and around 80 percent of students are Hispanic. The vast majority of students come from economically disadvantaged backgrounds, and nearly a third of all students are English Learners.

Employer and Student Engagement

Prior to the adoption of college and career pathways, district leaders were unsatisfied with the educational experiences and outcomes for students. Director of Student Pathways Cynthia Brown recalls: “We knew we needed a **transformation of education – particularly at the high school level**. Our dropout rates were high, our students’ college eligibility was one of the lowest [in California], and academic achievement rates were only modestly successful. On top of all of this, our partnership with local community colleges and the City of Porterville really needed an alignment boost. And we needed more of the community’s industries to get involved in education.”

In response, in 2007, **Porterville USD launched a partnership with ConnectED** to transform high schools in the district and better prepare young people for

the real world. Based on ConnectED’s core principle of “integrated learning” to help students develop real-world skills, we collaborated with NAF to design career academies in the occupational areas of Engineering and Visual Performing Arts at Harmony Magnet High School. Through the integration of high-quality career and technical education with rigorous core academics, **ConnectED helped Porterville USD to scale college and career pathways** across all of its high schools.

Employers in Porterville and local industry partners played a critical role in the design and implementation of college and career pathways. Locally, business partners began to invest more in the lives of students by reaching them through the classroom. For example, pathways students engaged in exciting work-based learning opportunities with employers such as internships and project-based learning, which improved student motivation. As one district leader put it, “when business partners invest in pathways, they empower the future of students with extraordinary opportunities for both college and career.” He added, “pathways connect teaching in the classroom with real-world jobs.”

At the classroom level, students in pathways began to connect their learning experiences to personal passions, college aspirations, and early career goals. One high school senior shared, “I can positively tell you that my pathway program has impacted my life and shaped my future. I’ve been empowered by my pathway – and I chose my pathway – because I wanted to become a nurse ever since I was little.” She continued, “I considered that the Partnership Academy of Healthy Science would be the best place for me. Throughout my pathway experience, I was able to learn many skills. And these skills – and opportunities – helped me to know I want to attend a registered nursing program to become a nurse when I leave high school.”



Porterville's Systemic Approach

The pathways approach in Porterville USD is "systems rich." For example:

- **Systemic Approach:** College and career pathways are a district-level priority for both the superintendent and the board of education. In addition, the district established a leadership process to help school leaders and teachers develop and implement high-quality pathways.
- **Cross-Sector Partnerships:** The Porterville community established a broad-based coalition to support pathways implementation. The **P8 Coalition** represents a community-wide commitment by local leaders to support students who participate in college and career pathways. The Coalition convenes monthly and includes representation from Porterville College, City of Porterville, Porterville USD, Porterville Chamber of Commerce, Porterville Board of Education, Workforce Investment Board of Tulare County, and representatives from each of the pathway industry advisory boards. The P8 Coalition recently established a foundation to expand paid internships for students.
- **Quality Assurance:** ConnectED's frameworks are used to create an annual goal-setting and continuous improvement process. All career-themed pathways in the district are certified by a credible third-party provider of college and career pathways such as NAF and the Linked Learning Alliance. Porterville USD currently has nine career academies that received the "Distinguished" designation from NAF, **which is its highest level of achievement**. All pathways are silver certified through the Linked Learning Alliance.
- **Student Equity:** Porterville USD developed a comprehensive process to engage and recruit students to ensure they have open access to each

of the district's college and career pathways. **There is no screening process to apply or participate in pathways.** Regardless of residential boundaries, students have open access to apply to the career-themed pathway of their choice. Approximately 80 percent of all incoming freshmen are now enrolled in one of the 14 pathways offered in Porterville USD.

- **K-12 + Approach:** College and career pathways exist at each of the elementary and middle schools in the district. These pathways include a capstone experience for kids through the "**Animakerspace Lab**" for elementary students and the **Future Ready Lab/Qualcomm Thinkabit Lab** for middle school students. Porterville USD also established a partnership with Porterville Community College where hundreds of students currently participate in dual enrollment courses every year.

Student Outcomes

In comparison to California state "Annual Student Graduation" rate data, which showed that 87 percent of students graduated in 2019, Porterville Unified graduated 92 percent of its students. Porterville pathways students boasted impressive outcomes even through the pandemic and into the 2020–21 school year:

- ✓ **457** Industry Certifications and Licensures granted
- ✓ **Over 1,440 students** earned college credits through dual enrollment

Moreover, students in college and career pathways do significantly better than their non-pathways peers on district benchmark assessments and state tests in mathematics and English Language Arts. In addition, students in pathways report lower discipline rates and higher attendance and graduation rates.

To learn more about ConnectED Frameworks, check out our [resources](#) and caschooldashboard.org.

A Comprehensive Approach to Prepare the Next Generation to Succeed in Both College and Career

Located just north of Kansas City and the Missouri River, the North Kansas City School District (**North Kansas City Schools**) serves a number of communities in the northern Kansas City metropolitan area. It is the second largest school district in Missouri and serves more than 21,000 students. North Kansas City Schools operates four comprehensive high schools. Demographically, the student population is 55 percent White, 15 percent Black, 15 percent Hispanic, 3.4 percent Asian, 1.3 percent Pacific Islander, and less than 1 percent Native American. Nearly two-fifths of the student population is eligible to receive free or reduced-price lunch, and just under 7 percent of students are English Learners.

Like so many communities, disparities in educational outcomes led to limited opportunities for economic mobility – especially for kids of color and young people from low-income households. To combat these challenges and improve student equity, North Kansas City Schools adopted an ambitious vision to create a high school experience for all students that will put them on a path to graduate both “college and career ready.”

Key Design Features of a Comprehensive Pathways Approach

After exploring a range of high school redesign options throughout the country in 2020, North Kansas City Schools selected ConnectED as its primary implementation partner to transform the high school experience for students through a comprehensive pathways approach. To ensure college and career pathways would improve outcomes for all students, ConnectED helped the district adopt several key design features. At a glance:

- ConnectED worked with school leaders and teachers to design and implement pathways that **integrate core academic curriculum with high-quality career and technical education experiences for students.**

- We partnered with teachers to build their capacity to **integrate personalized student supports into pathways and strengthen postsecondary for all students** – including English Learners and students in special education.
- With support from district administrators, school principals, and teachers, ConnectED **helped the district launch pathways that place equity, access, and student choice at the center of a pathways design.**

Highlights from the Partnership

What is especially notable about our partnership with North Kansas City Schools is the speed and thoroughness with which they embraced the college and career pathways approach. From the beginning, district leaders were adamant that “all means all.” When full implementation is complete in fall 2024, every high school student in the district will be enrolled in a pathway. Here is a snapshot of the impressive efforts underway in North Kansas City Schools:

- ConnectED engaged **over 300 students, teachers, parents, district administrators, community members, and business partners** during our readiness assessment of the district. The assessment identified current strengths and areas for improvement to develop, implement, and sustain college and career pathways.
- All four comprehensive high schools in the district (i.e., North Kansas City High School, Oak Park High School, Staley High School, and Winnetonka High School) began the work to design college and career pathways.
- In both 2020 and 2021, over 150 teachers participated in ConnectED’s **Pathways Design Institute** to design pathway programs for each of the four career themes that schools offer. Last summer, design institute participants met and planned with more than 25 local business and community partners.



- All teachers of grades 9 and 10 participated in at least one business or industry externship.
- Adding a 9th grade cohort each year, all 9th and 10 graders are currently enrolled in one of four career-themed pathways programs: Health & Wellness; Human & Public Service; Business, Leadership, and Entrepreneurship; and Design, Innovation and Technology. The district has been especially attentive to ensure the demographics of each pathway reflect the demographics of the school and community.
- Beginning with the 2024–25 school year, every student in the district will enroll in one of these four pathways.

Community Voices

We believe that all members of a community should engage in the implementation of college and career pathways – especially young people, educators, and business partners. Below are a few local voices that reflect this ethos:

Students have tremendous pride in their high schools and believe that teachers are passionate about the subjects they teach. They appear excited to engage in career and technical education because it allows them to pursue their individual interests. As one student put it, “You never have to feel left out. You can always find something you like.”

Teachers share their students’ pride in the community, and they care deeply for the wellbeing of their students. One teacher shared that there is “very little staff turnover” in the district as staff “stay until retirement.” Teachers also appear excited to engage in pathways. According to Assistant Director of Work-Based Learning at North Kansas City Schools, Shannon Shelton, “There are more

requests from our teachers to continue professional development opportunities beyond the first teacher externship. Teachers are truly wanting to align their planning with the possibilities of developing client connected projects.”

District leaders in North Kansas City Schools embrace the college and career pathways approach as a way to reinforce their commitment to student equity. District Superintendent of Academics, Chad Sutton, shared the following vision for the work: “With the implementation of ‘Pathways,’ students are now entering North Kansas City Schools with a promise to have opportunities to discover their passion and strengths while graduating from high school with a purpose-driven future.” Further, Dr. Sutton believes that there is a substantive distinction between his district’s pathways approach and traditional high school. “Traditionally, the curriculum is tailored to how adults teach specific content areas. In contrast, college and career pathways align the curriculum around the interests of the students, which ultimately increases student engagement.”

Business leaders in the region made a commitment to allocate resources to support career pathways for students in North Kansas City Schools. Specifically, local employers agreed to partner with the district to provide work-based learning for students – including internships. This buy-in from regional employers is a huge asset for the work and speaks volumes about the business community’s investment in the district. Shannon Shelton, remarked: “I am noticing a new momentum with our business partners as they now feel as if they are truly helping and supporting our pathways. This is huge as we are working to continuously build college and career readiness within the schools and local community.”

Click [here](#) to learn more about our partnership with North Kansas City Schools!

College and Career Pathways Go Rural to Increase Student Equity and Access

McKinley County in New Mexico is home to nearly 72,000 people, including about 22,000 in the City of Gallup. The land in this corner of the state is high desert and stark. Around 80 percent of the county's population is Native American – mostly Navajo but also Zuni and Hopi. Although rich in heritage, artistry and a deep sense of community, there are challenges for many families in McKinley County including access to safe drinking water, electricity and Internet. Moreover, the COVID-19 pandemic had a disproportionate and devastating impact on local tribal communities. McKinley County's 32 percent poverty rate is also nearly three times the national average leaving 76 percent of enrolled students qualified for free and reduced lunch.

While the challenges are significant, the **Gallup-McKinley School District** has a strong vision for the transformation of its high schools. The district is committed to creating a more relevant and engaging learning experience where challenges do not limit a student's life trajectory and their dreams for their future.

Adapting our Pathways Approach to a Rural Context

Central to the vision in Gallup-McKinley County Schools (GMCS) is the development of college and career pathways that create economic opportunity for the next generation of young people. The implementation of pathways in a mostly rural environment with smaller schools isn't easy. It requires a customized approach that builds from the unique assets and aspirations of the schools and community. ConnectED's equity and access principles are critically important in a rural context to ensure *all students* can participate in high-quality learning experiences – regardless of the geographic barriers.

ConnectED's partnership with Gallup-McKinley County Schools began in 2018 at Miyamura High School where we helped implement four college and career pathways: Biomedical, Engineering, Multimedia, and Business. Based on the positive responses of students and faculty, district leaders asked ConnectED to support the expansion of pathways to all eight high schools.

Accomplishments

Accomplishments from our initial engagement in 2018 through the 2020–21 school year include:

- ✓ The district adopted a Graduate Profile with aligned rubrics; established a District Leadership Team and Industry Executive Council.
- ✓ ConnectED provided teachers and site leaders support to integrate academics (math, science, English) with career technical education.
- ✓ Despite COVID-19 challenges, pathway students continued to earn college credits throughout the 2020–21 school year.
- ✓ District internships were provided to students.
- ✓ Over 25 business leaders participated in Industry Executive Council meetings. The Council provided job shadow opportunities for 150 teachers to help them incorporate industry practices into curriculum design.

Community Voices

- ✓ "The training was awesome; I enjoyed it a lot and the facilitator was very informative and knowledgeable."
- ✓ Participants gave the Pathway Design Institute an average rating of 4.5 out of 5.

If you would like to learn more about the work in Gallup-McKinley County Schools, **please get in touch!**



FOCUS ON SERVICES

Emergency Response at the Height of the Pandemic: College & Career Webinars

COVID-19's sudden emergence created massive unrest across the globe and United States – including in school districts across the country. Concerns around widening student inequities in education intensified during the pandemic as teachers tried their best to adapt classroom lessons for remote and hybrid learning. The pandemic surfaced unprecedented challenges across all levels of the education system. However, these hardships were pronounced at the high school level as students had little time to acquire the knowledge and skills they desperately need to succeed at the postsecondary level.

College & Career Webinars

ConnectED traditionally delivers services to communities onsite because we believe it is important to embed ourselves in the community alongside our partners. But school closures and travel bans throughout much of the 2020–2021 school year made it difficult to provide on-site support. Yet, our commitment to our partners did not wane. In response to the requests of our partners and the unmet needs of other school districts, an intrapreneurial team at ConnectED adapted our services for virtual delivery – including a series of **College & Career Webinars**.

Over the course of five, one-hour webinars, we worked with our community partners to facilitate a national conversation for districts across the U.S. In total, **we served 619 participants across 29 states and two countries**. There were nine states that registered for all five webinars (i.e., California, Illinois, Louisiana, Massachusetts, New York, Ohio, Oregon, Texas, and Wisconsin). Beyond ConnectED's current community partners, **participants from 14 additional states registered for the webinars**.

The webinars allowed participants to hear directly from educators and leaders who were closest to the crisis in schools. We addressed the following topics:

- **Session 1:** Developing School and District Systems to Support College and Career Pathways featuring North Kansas City Schools and Porterville Unified School District.
- **Session 2:** Creating Career Technical Education Course Sequences Aligned to Graduate Profile Skills featuring Madison Metropolitan Public Schools, and Clairemont High School in San Diego Unified School District.
- **Session 3:** Integrating Career Technical Education and Academic Core Course Sequences to Graduate Profile Skills featuring North Kansas City Schools and Los Angeles Unified School District.
- **Session 4:** Integrating Work-Based Learning, Academic Core and Career Technical Education Courses to Graduate Profile Skills featuring Kearny High School in San Diego Unified School District.
- **Session 5:** Assessing Student Learning featuring Oakland Unified School District and Rooted School in New Orleans.

In addition, ConnectED created opportunities for students to interact with employers through a series of five Virtual Career Exploration webinars. These webinars allowed students to engage employers and learn about the career paths of industry professionals and the relevant skills required to succeed in the featured industries. In some instances students were also given an interactive Design Challenge as a part of the Career Exploration experience.



Testimonies and Insights

Julie Koenke, Director of Regional and District Support at ConnectED, shared additional thoughts about the genesis of the college and career webinars. Koenke added, "ConnectED heard some really amazing solutions and really amazing work that schools were doing to support kids – mostly around serving students' basic needs and being a first responder to the crisis. Educators came up with all sorts of creative ideas to keep students engaged and interested in school. This is really how we created the webinar series." She added, "People in the communities and schools were not just identifying challenges and problems. They were the ones who identified the solutions."

For example, in **Porterville Unified School District**, students in pathways programs developed lesson plans to help teachers virtually implement the district's graduate profile in ways that were richly engaging. The graduate profile outlines the skills, knowledge, and experiences that students should acquire to graduate from high school "college- and career-ready." Leaders in the **Madison Metropolitan School District** provide another example of rapid problem-solving amid the pandemic. District administrators willingly shifted roles and worked with teachers to develop and review the academic content that teachers delivered through online instruction.

Among webinar participants, a common challenge was the inability to effectively engage young people through remote instruction. That said, several pathways teachers shared that students in their programs appeared more engaged than students who did not participate in pathways programs. It appeared that students in pathways programs received greater social and emotional support from peers due to the program structure than non-pathway students. These educators also believed that their students were more engaged because pathways programs made learning "more relevant" for students.

Overall, every one of the College and Career webinars received a majority four or five star rating. Over 40 resources were provided to support educators through this major shift in practice. The webinars successfully addressed the top reasons why surveyed participants said they wanted to attend: to continue educating during the pandemic, to learn how others were supporting college and career readiness and to find additional online materials and resources.

Please go to connectednational.org/learn/key-resources/covid-19-resource to learn more!

Experiential Site Visits: Building Bridges to Connect Communities

What is an Experiential Site Visit?

ConnectED's college and career pathways approach requires educators to think in more collaborative ways to engage students through core academic content, career and technical education, and work-based learning experiences (e.g., job shadowing and student internships). Each community context is unique as school districts across the country vary considerably with respect to size, governance and leadership, strategic vision, and resource allocation. We realize that there is not a one-size-fits-all approach to prepare students to excel in college and career. This is why ConnectED gathers lessons from across the country to inform school-improvement efforts by our partners and improve outcomes for students.

We believe that school leaders, educators, and other local partners are the experts of their own community. Rob Atterbury, Director of Regional and District Support at ConnectED, remarked "Local leaders are the experts of their own community, which means they have to make the decisions that they believe will be best for their educators, students, and community as a whole." He concluded, "We have strong partnerships and encourage our partners to think about things from multiple perspectives...but at the end of the day, they own the final decisions."

But even experts seek guidance from peers in the field to combat stubborn challenges in their everyday work. To encourage the exchange of learning between the communities with which we partner, ConnectED provides a signature service that we call "**experiential site visits**." Experiential Site Visits allow visiting teachers, school leaders, and district administrators to observe firsthand how rockstar districts design and implement school innovations to support students' college and career

readiness. Co-hosted by ConnectED and a local district, experiential site visits occur over two or three days.

"ESVs" Go Virtual to Porterville

A major benefit of the experiential site visit is that visiting educators can engage with students and interact with other educators on site. But COVID-19 presented an obstacle for these visits during the 2020–2021 school year (e.g., school closures and travel restrictions). Adapting to these challenges, ConnectED co-hosted its first virtual experiential site visit in 2021 with a long-standing partner, Porterville Unified School District (Porterville USD).

Over the past 13 years, Porterville USD held in-person experiential site visits on an annual basis to show visitors how Porterville prepares its students for both college and career success. Director of Student Pathways Cynthia Brown explained, "preparing our students for both college and careers has really been a game changer for us. We hope [visitors] will glean some ideas from this experiential site visit to best meet their district's needs."

Porterville USD hosted nearly **300 participants** during its experiential site visits on March 3 and 10, 2021. Virtual visitors toured five campuses as well as the Future Ready Lab and the Garner Holt Animakerspace Lab. They heard from local school leaders, district administrators, teachers, counselors, students, and industry partners about how a district-wide system was designed to put students on a path to success in college and career. Visitors also learned about Porterville's dedicated **Pathways Department** and its 14 career-themed paths. The visit included an introduction to Porterville's broad-based coalition of local leaders called the **P8 Coalition** which provides support to implement and sustain pathways programs.

Check out our full list of resources for Experiential Site Visits at connectednational.org/learn/events/experiential-site-visits.



TEAM & FINANCIALS

Organizational Overview

In the areas of Impact, Leadership and Culture, ConnectED achieved the following during 2020–2021:

I. Impact and Results

In accordance with our 990 Tax Form, ConnectED services are divided into three categories:

Design and Implement High Quality College and Career Pathways:

Our work included:

- District Readiness Assessments
- Development of parameter setting guidelines for pathway implementation
- Pathway Design and Pathway Improvement Institutes
- Development of district conditions and collaborative practices

Strengthen Capacity for Effective Learning, Teaching and Leading:

Our work included:

- Identifying adult learning needs aligned with instructional plans
- Building the capacity of leaders to guide instructional improvement
- Supporting the development of a regional learning lab and internship hub
- Developing local communities of practice

Digital Learning and Media:

We made impactful additions to our online resources. ConnectED:

- Published revised frameworks to guide the work at all levels of the system including: Classroom, Pathway, School, District & Community
- Produced a five-part webinar series to assist college and career readiness teachers with over 600 participants from two countries
- Saw visits to our website increase by over 100%

II. Leadership and Adaptability

- ConnectED increased the number of women and people of color in leadership
- In response to social unrest, ConnectED, publicly committed to embedding equity practices throughout our work with partners and within our organization
- ConnectED met strategic planning goals to expand our national reach

III. Culture and Community:

ConnectED continued to value responsiveness and connectedness by:

- Collecting professional development feedback and refining our services accordingly
- Engaging in extended conversations with partners to co-design Scopes of Work that addressed their individualized support needs
- Supporting cross-role teams to collaborate and design implementation plans suited to their context and priorities
- Responding to our team's request to meet the growing demands of teachers during the Covid-19 pandemic by providing our team with additional time to collaborate and innovate

Champions of ConnectED

Our supporters are critical partners in the work. They understand that when a district is ready to make long-term, systemic change and support students to succeed in college, career, and community, they should have the opportunity to do so. Thanks to the support of foundations and individual donor contributions, we are changing the status quo so that students become more inspired and better equipped to make their potential exponential!

Philanthropic Supporters

- Bill & Melinda Gates Foundation
- Barr Foundation
- Stuart Foundation
- Walter & Elise Haas Fund
- Carnegie Corporation
- William Randolph Hearst Foundation

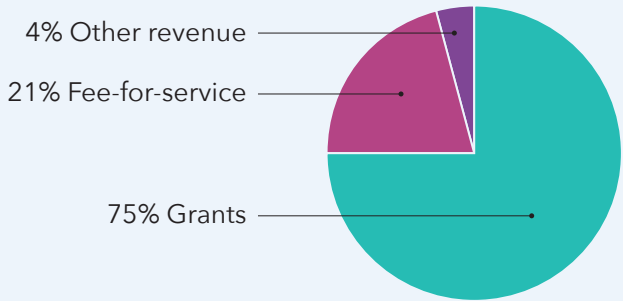
Financial Overview

Annual Income & Expenses

Revenue	\$8,506,816
Exp	\$5,398,948
Change in Net Assets	\$3,107,868

Surplus reflects accrual of multi-year commitment (Bill & Melinda Gates Foundation) for future services.

Annual Revenue



Your new and continued support is appreciated. [You can give here!](#)

ConnectED Team

Executive Leadership Team

- Gary Hoachlander**
President
- Daphannie Stephens**
Chief Program Officer
- Jason Quiara**
Chief Strategy and Partnerships Officer
- Maggie Williams**
Chief Financial Officer
- JD Hoyer**
Special Advisor to ConnectED

Administrative Team

- Michelle Berrios**
Senior Event Planner/ IT Administrator

- Joseph Hendry**
Administrator IT/ Management/ Operations
- Elizabeth Mendez**
Office Manager
- Angela Pacheco**
Executive Program Assistant
- Deana Penales**
Accountant
- Program Team**
 - Rob Atterbury**
Director, District and Regional Support
 - Kiera Brodsky Chase**
Director, Instructional Design and Research

- Ben Crosby**
Director, Technology and Media
- Julie Koenke**
Director, District and Regional Support
- Jennifer Lutzenberger Phillips**
Director, Learning, Teaching, and Pathway Development
- Shierra Merto**
Director, Finance and Contracts
- Pier Sun Ho**
Associate Director, Learning, Teaching and Pathway Development

ConnectED: The National Center for College & Career

2150 Shattuck Ave, Suite 750, Berkeley, CA 94704
(510) 849-4945

info@connectednational.org
www.connectednational.org