

Network Overview & Vision

The Tulare-Kings College + Career Collaborative (TKCCC) — anchored by the Tulare County Office of Education (TCOE) and the Kings County Office of Education (KCOE)—is a regional network focused on transforming secondary education across the Central Valley. Through college- and career-aligned redesign, TKCCC helps districts create coherent systems that prepare every learner for success in postsecondary education and high-wage, high-growth local industries. The collaborative brings together districts, community colleges, workforce boards, and higher-education partners to align dual enrollment, career pathways, and work-based learning within an equity-driven framework.



Demonstration and Pilot Sites



Demonstration Site

Dinuba High School (Dinuba Unified School District): Serves as the lead demonstration site integrating *Linked Learning, Golden State Pathways, and dual-enrollment expansion*.



Pilot Sites

- **Corcoran High School (Corcoran Unified School District):** Student-centered learning experiences and Student Advisory Councils and distributive leadership models;
- **Orosi High School (Cutler-Orosi Joint Unified School District):** Expanded dual enrollment opportunities for all students and school-wide student support systems that assist in connecting students with supportive teams of adults;

- **Exeter Union High School (Exeter Unified School District):** Focuses on pathway coherence and alignment with local industry partners; Woodlake High School
- **Woodlake High School (Woodlake Unified School District):** Student-centered learning experiences that engage learners in meaningful industry and community centered activities and expanded dual enrollment opportunities for all students aligned to student-centered academic and social-emotional supports.

Key Partners & Collaborators

Higher Education Partners: College of the Sequoias, West Hills College Lemoore, Porterville and Reedley College expand dual-enrollment access and early-college pathways.

Workforce & Economic Development Partners: Tulare County Workforce Investment Board, Kings County JTO, and local chambers align pathway programs to regional labor-market demand.

Research Partners: Fresno State, UC Merced Extension, and Fresno Pacific University support teacher professional learning and research alignment.

Statewide Collaborators: Linked Learning Alliance, California Department of Education College and Career Pathways Office, and California Community Colleges Chancellor's Office support policy and technical alignment.

Redesigned Learning Examples

Redesign Element	Current Strengths
Every Student is Known & Supported	Across Tulare and Kings Counties, pilot districts have built small learning communities and advisory systems that ensure every student is known, supported, and connected to their school community. Student voice and leadership are central – At Corcoran High School, for example, the PAWS Student Advisory Committee collaborates with CTE teachers to expand pathway opportunities and highlight student achievement, fostering pride, belonging, and connection between schools and families.
Redesign Learning for Deeper Knowledge & Skills	Through Linked Learning and project-based instruction, students connect coursework to authentic community and industry challenges. At Dinuba High, pathways in health, technology, and agriculture combine dual enrollment, work-based learning, and career certifications; at Corcoran High, students design and manage ventures like the student-run Spirit Store and produce community media through a growing Video Production program.
Equitable Student-Centered Learning & Supports	The Counselor Network unites educators around social-emotional learning, dual enrollment, and postsecondary readiness, while Project AWARE expands trauma-informed and mental-health supports aligned with MTSS. A new regional dual-enrollment framework with four community colleges has dramatically increased access for rural students.
Promote Measurable Growth in Student Engagement & Learning	Across Tulare-Kings districts, engagement grows through real-world partnerships with families, community organizations, and industry leaders that connect learning to purpose. TKCCC tracks progress through clear outcomes—pathway completion, early college credit, and work-based learning—using data to drive continuous improvement across districts. Students demonstrate mastery through project-based and work-based learning, from Student Design Challenges and the College & Career Expo to authentic presentations before industry panels.
Design Sustainable Structures to Maintain Impact Over Time	Professional learning communities, block scheduling, and smaller class loads create time for co-planning and deeper instruction. Teacher-led redesign teams drive innovation using braided funding from CTEIG, K12 SWP, Perkins, and GSPP, ensuring continuity beyond grant cycles. Partnerships with TCOE, Fresno ROP, and local industries connect students to internships, mental health supports, and community-based learning.

Pilot Activity Highlights

- ✓ **Launch a Regional Redesign Network:** Establish a *Central Valley Learning Collaborative* for cross-district sharing on pathway coherence, career-connected learning, and dual-enrollment expansion.
- ✓ **Strengthen Demonstration Sites:** At Dinuba High, implement a *Portfolio and Capstone System* showing college- and career-readiness through authentic performance tasks.
- ✓ **Expand College & Career Pathways:** Scale *Golden State Pathways* and dual-enrollment opportunities through formal agreements between districts and community colleges.
- ✓ **Embed Continuous-Improvement Cycles:** Regional teams use shared data dashboards to analyze enrollment, persistence, and work-based learning participation; results inform professional learning and system redesign.
- ✓ **Host Regional Convenings & Site Visits:** Twice-annual *Valley Pathways Institutes* highlight student work, share data trends, and support replication across rural and suburban districts.

