College Access and Success for Marginalized Communities

Leveraging Partnerships to Better Serve Alternative Schools, Adult Learners & Formerly Incarcerated Students

Hyatt Regency Garden Grove, CA | Friday, October 5\textsuperscript{th}  
9:00am - 2:00pm | Room
Welcome
Framing the Conversation

Who are we talking about? What do we hope to accomplish?
What does it mean to be “marginalized”? 

To marginalize a group of people means to make them feel isolated and unimportant. 

_We’ve always been marginalized, exploited, and constantly threatened._

Word Forms: marginalized or marginalizing 

To exclude or ignore, esp. by relegating to the outer edge of a group or by diverting the public's attention to something else.

To treat someone or something as if they are not important.
What Brings Us Here

Add additional responses to the posted questions throughout the day.
Community Builder

Turn and Talk

Introduce yourself to the person next to you and share either of the following:

- What inspires you to do this work?
- What is your spirit animal?
Creating Resources

Creating a shared resource - use the *posters in the room* to leave questions and use the *google drive* to add resources you can share.

The folder will be shared TODAY so you can start adding resources.
Objectives for Today

● Examine models of promising practices in success for marginalized communities
  ○ Identify/share challenges - problem solving
● Access to resources and expand networks to support your work
What topic(s) would you like to discuss during lunch today?

Fold a paper into a table tent
And write the topic on it.
Equity in Guided Pathways
Four Pillars of Guided Pathways

ONBOARDING

Create clear curricular pathways to employment and further education.

Help students choose and enter their pathway.

Help students stay on their path.

Ensure that learning is happening with intentional outcomes.

Guided Pathways
Exploring Our Communities
ADULT EDUCATION
Adult Education

Peter Simon, Career Ladders Project
Beth Maher, Laney College
What We Hope to Cover

- Capacity for Adult Education to address needs of marginalized population
- Examples of effective partnering with consortia and with community partners
- Leveraging resources and expertise
Goal = Seamless Transition to College, Training, or Employment

- Adult Schools
  - Adult Basic Education
  - High School Diploma/GED
  - English as a Second Language

- Transitions and Bridges
  - Career Exploration
  - English and Math Taught in Context of Specific Career
  - Co-Enrollment
  - Support Services
  - Warm Hand-off to the next step

- Community College
- Employment
- Short-Term Occupational Programs
Adult Education: Collaborations within your Consortium

- Noncredit Programs
- Immigrant Integration
- I-BEST Partnerships
Adult Education: Collaborations with Community Partners

- Workforce System / One Stops
- Community-Based Organizations
- Unions: Apprentice and Pre-Apprentice Programs
- Government Agencies
Noncredit Programs

- Potential role of Enhanced Noncredit
- Adult Systems cut back and have limits to growth; colleges can fill the gap for this population using noncredit
- Developing programs in collaboration with adult system and community agencies
  - Co-locate classes in the community
  - Develop bridge classes in response to community need
  - Mirrored classes open door to undocumented students and allow access to higher levels of training
Immigrant students are particularly marginalized

- Documentation
- Housing
- Transportation
- Employment
- Health Care access
ALLIES Immigrant Integration Framework

Figure 4: Overview of the Immigrant Integration Framework

- English Proficiency
- First Language Literacy
- Educational & Career Advancement
- Providing for Children & Family
- Economic Security
- Economic Integration
- Social Integration
- Linguistic Integration
- Participation in Civic & Community Life
- Credentials & Residency
- Health & Wellbeing
EARLY CHILDHOOD EDUCATION (ECE) and
ENGLISH AS A SECOND LANGUAGE NONCREDIT COMMUNITY COLLEGE PROGRAM
(2 SEMESTERS TOTAL)

8 weeks/ 3 hrs./wk  8 weeks/ 3 hrs./wk  8 weeks/ 3 hrs./wk  8 weeks/ 3 hrs./wk

- **CHDEV 502**
  - Infant/Toddler Development
  - 1.5 hours

- **ESL 502**
  - English for Infant/Toddler Development
  - 1.5 hrs.

- **CHDEV 503**
  - Introduction to Infant/Toddler Curriculum
  - 1.5 hrs.

- **ESL 503**
  - English for Infant/Toddler Curriculum
  - 1.5 hrs.

- **CHDEV 504**
  - Child Dev. for Family Childcare Providers
  - 1.5 hrs.

- **ESL 504**
  - English for Early Childhood Development
  - 1.5 hrs.

- **CHDEV 505**
  - ECE Curriculum for Family Childcare
  - 1.5 hrs.

- **ESL 505**
  - English for Early Childhood Curriculum
  - 1.5 hrs.

- **Certificates of Completion after every 2 modules**

- 8-week Modules: Aligned ECE & ESL 3 hrs. a week
- Designed as “on ramp” or Prep for Credit-bearing ECE Pathway and/or Employment
- Enhanced Noncredit (CDCP)
- Joint Project of Merritt College ECE and ESL Departments
Bridge to Credit Program

Structure: 4-8 week classes, 12 hours per week with embedded computer skills training.

Topics: About Me, About My Community, Work and Transitioning to College

Location: Laney College and Alameda County Family Social Justice Center
ESL Progression: La Costa Adult School, Cañada College, and Puente de la Costa Sur

COLLEGE ESL
Cañada College

ENTRY LEVELS ESL
La Costa Adult School

SPANISH LANGUAGE LITERACY
Cabrillo District Adult School

ESL 2, 3, 4 | Transfer 400
ESL 911
ESL 921
ESL 800
ESL Level 3
ESL Level 2
ESL Level 1
Secondary
Primaria

Career Explore / Math
Keyboarding / Applications
Keyboarding
CARRERAS EN SALUD
NURSING PATHWAY

Partnership of Centro Progresso & City Colleges of Chicago
Sutter County Adult Education

- Sutter County Adult Education Partnership with Local Workforce Board
- ESL & GED classes offered at One Stop Career Center
- Integrated with Program Serving formerly incarcerated clients
- Probation Department supportive and refers people on probation & parole

Obtain High School Diploma
Obtain High School Equivalency (HiSET)
Adult Basic Education
English as a Second Language Classes
Affordable Career Technical Education
(http://www.sutteronestop.com/)

Supportive learning environment
Easy enrollment process
Flexible scheduling

SIGN UP TODAY!
Sutter County One Stop
950 Tharp Road #1000, Yuba City, CA 95993
530-822-5120
suttercountyadulted.org

America's Job Center of California
The Sutter County One Stop is a proud partner of America's Job Center of California™ network.
High School Completion / GED Class
Contextualized to TDL – Part of Adult School Bridge

Partnership of City Colleges of Chicago and Women Employed

LESSON PLANS FOR READING & WRITING IN THE TRANSPORTATION, DISTRIBUTION, & LOGISTICS Career Bridge I (For High Intermediate ABE classrooms)

Developed by Stephanie Sommers

A collaborative project between City Colleges of Chicago and Women Employed
Partnering for Pre-Apprenticeship Program

- Marin County Adult Education Consortium partnered with Marin County Building Trades Council
- Received Prop 39 funds for 6 initial cohorts
- 99 students trained using MC3 Curriculum from AFL-CIO
- 43 are now working as apprentices in various building trades
- College of Marin awarded California Apprenticeship Initiative (CAI) funds to expand program over next year
**Integrated Basic Education and Skills Training**

- Co-teaching model
- Contextualized basic skills instruction inside a CTE training program
- Shortens pathway from basic skills to employment
- Accelerates learning by teaching skills in context of specific occupation
Introduction to the Skilled Trades

Bridge Prep
- Beginning ESL or ABE; Career Awareness
- Adult school

Bridge 1
- Intermediate ESL / English; ABE and beginning GED Math
- Adult school

All classes contextualized

iDesign Modules:
- Welding
- Carpentry

GED Math

IBEST Bridge 2

Community College faculty (currently Credit, creating as Non-Credit)

Laney CTE Programs
Certificates, Credit programs

Adult School faculty
GATEWAY TO HEALTH CAREERS

SIGN UP FOR CLASS TODAY!

OFFERED IN TWO LOCATIONS

Stockton School For Adults
1525 Pacific Avenue, Stockton, CA 95204
(209) 933-7455

Monday thru Friday
June 5th – June 30th, 2017
8:00 am – 11:15 am

For more information:
Ken Churchill - (209) 933-7455
kchurchill@stocktonuad.net

Lodi Adult School
942 Pine Street, Lodi, CA 95240
(209) 331-7605

Tuesday & Thursday
June 6th - July 20th, 2017
8:00 am – 11:00 am

For more information:
Lugo Guerrero - (209) 331-7605
gguerero@laidfund.net

WHAT THIS COURSE WILL DO FOR YOU!

- Learn about vocabulary used in health careers
- Explore careers in the health industry
- Enhance communication and language skills
- Receive a certification in CPR and First Aid
Q&A | Discussion
10 minutes
FORMERLY INCARCERATED STUDENTS
Over 600,000 people are “Justice System-Involved” in CA

Prison: 130,000

Local Jails: 80,000

Probation / Parole: 400,000

Source: Renewing Communities Two-Page Summary April 2014
Disproportionate Impact

Source: [Highlights from the U.S. PIAAC Survey of Incarcerated Adults](https://www.bjs.gov/index.cfm?ty=pbdetail&iid=9544).
Educational Attainment of Incarcerated Population

Figure 3. Educational attainment of incarcerated individuals compared to the overall U.S. population

U.S. Population
- Below High School: 37%
- High school credential: 14%
- Postsecondary credential: 50%

Incarcerated Population
- Below High School: 6%
- High school credential: 30%
- Postsecondary credential: 64%

Source: Highlights from the U.S. PIAAC Survey of Incarcerated Adults, 2014.
<table>
<thead>
<tr>
<th></th>
<th>Percent without high school diploma</th>
<th>Percent of incarcerated individuals without a high school diploma</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Men, 18-24</td>
<td>25%</td>
<td>72%</td>
</tr>
<tr>
<td>White (non-Hispanic) men, 18-24</td>
<td>20%</td>
<td>58%</td>
</tr>
<tr>
<td>Black Men, 18-24</td>
<td>29%</td>
<td>72%</td>
</tr>
<tr>
<td>Hispanic Men, 18-24</td>
<td>43%</td>
<td>83%</td>
</tr>
<tr>
<td>All Women, 18-24</td>
<td>19%</td>
<td>66%</td>
</tr>
<tr>
<td>White (non-Hispanic) women, 18-24</td>
<td>15%</td>
<td>83%</td>
</tr>
<tr>
<td>Black Women, 18-24</td>
<td>23%</td>
<td>52%</td>
</tr>
<tr>
<td>Hispanic Women, 18-24</td>
<td>35%</td>
<td>66%</td>
</tr>
</tbody>
</table>

Table 1. Incarceration and Educational Attainment Disparities, 18 to 24 Year Olds

Figure 1: Educational attainment of men in prison by race and ethnicity: 1972 and 2010

### Figure 7. Unemployment\(^{39}\) and Median Income\(^{40}\) by Educational Level for Californians in 2013

<table>
<thead>
<tr>
<th>Education Level</th>
<th>Unemployment</th>
<th>Income</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor’s degree or higher</td>
<td>5.4%</td>
<td>$77,093</td>
</tr>
<tr>
<td>Bachelor’s degree</td>
<td></td>
<td>$54,931</td>
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<tr>
<td>Some college, less than a 4-yr degree</td>
<td>8.7%</td>
<td>$35,888</td>
</tr>
<tr>
<td>High school diploma or equivalent</td>
<td>9.9%</td>
<td>$27,262</td>
</tr>
<tr>
<td>No high school diploma</td>
<td>11.7%</td>
<td>$19,057</td>
</tr>
</tbody>
</table>

Note: Data for California population age 25 and over.

Debbie Mukamal, Rebecca Silbert, and Rebecca M. Taylor, *Degrees of Freedom: Expanding College Opportunities for Currently and Formerly Incarcerated Californians*, Stanford Criminal Justice Center (February 2015).
Measuring the Power of a Prison Education

“We looked at 30 years of research, to look at what we know about the effectiveness of prison education for inmates. What we found was that, if an individual participates in any type of correctional education program – whether it be adult basic ed, GED preparation, college education or vocational training – they had a 13 percentage point reduction in their risk of being re-incarcerated. That’s an enormous reduction in the risk. And for those that participated in post-secondary education programs – college programs – their reduction in risk of reincarceration was 16 percentage. A substantial reduction.”

Impact of AB 109 “Re-Alignment”

• Realignment **AB 109** (enacted in 2011) transfers responsibility for supervising certain kinds of felony offenders and state prison parolees from state prisons and state parole agents to county jails and county probation officers

• Tasked Community Corrections Partnerships (CCR) with developing and implementing local plans

• **Challenge**: Much greater demand on County Jail system resources and capacities

• **Opportunity**: Significant on-going financial resources for educational programming and social supports
Partnerships are a Critical Element
Discover new OPPORTUNITIES
with STEP-UP (Sheriff's Technical Education Program - United Partnership)

STEP-UP is a joint partnership between the following organizations:

Shasta College

Start a successful college career with certificates available in:
- Welding
- Office Administration
- Business
- Heavy Equipment Operation
- Firefighting
- Automotive Technology

Start your future today, call (530) 242-7639

Shasta College
www.shastacollege.edu

STEP-UP Program
(530) 242-7639
Average Age of Student
41

Average Course Load
12 units

Work Part or Full-Time
48% of Students; averaging 29 hrs per week

Educational Opportunity Programs and Services (EOPS)
82% Enrolled

Partners in Access to College Education (PACE)
26% Enrolled
2017 – 2018 SPONSOR BREAKDOWN

Fall 2017

Shasta County Probation Department  
48%

Shasta County Sheriff’s Department  
5%

Good News Rescue Mission  
24%

Children’s Heritage YouthBuild Academy (CHYBA)  
1%

Shasta College  
22%
SRJC
CORRECTIONS
AND RE-ENTRY
PROGRAM
The Sonoma County Sheriff’s Office contracts with Santa Rosa Junior College to provide adult education services to their low and medium-risk incarcerated population who seek to earn a high school diploma or equivalent, and work-based skills to reduce recidivism in the system.

We looked to expand offerings for the confined population in the areas of Adult Basic and Secondary Education, GED or similar high school diploma equivalency exam preparation, short-term CTE certification programs and pre-apprenticeship training.

Funding used to support the programs came from the Chancellor’s Office Adult Education Block Grant. In addition, Workforce Innovation and Opportunity Act grant funds are used to support teacher training and assessment programs for the Adult Basic and Secondary Education programs.
PROGRAM COMPONENTS

**Adult Secondary Education**
- Accelerated direct instruction in 4 week rotations
  - High School Diploma (less than 40 credits needed to graduate)
  - High School Equivalency (more than 40 credits needed to graduate)
    - English
    - Mathematics
    - Physical and Biological Sciences
    - Social Science, History and Government
    - Weekend Tutorials

**College Preparation and Post-Secondary Education**
- One unit Developmental Education and Counseling courses to prepare students for the rigor of college
- Additional certificate and degree applicable courses in general education and career technical education disciplines
## Workforce Preparation (How to keep a job)
- Accelerated direct instruction in 3 and 6 week rotations
  - Workforce Prep I: Soft Skills in the Workplace
  - Workforce Prep II: Lifelong Learning/Professionalism
  - Workforce III: Communication and Customer Service
  - Workforce Prep English
  - Workforce Prep Math

## Career Skills Training
- Short-term non-credit courses linked with general education contextualized courses to prepare students for specific industry sectors
  - Restaurant and Hospitality Industries
  - Potential Future CTE programs
    - Pre-apprenticeship for Construction and Building Trades
    - Landscaping and Nursery Operations
    - Retail and Business
The Outreach Specialist (OS) is assigned full time to the Corrections-Reentry program and is funded through the Sheriff’s Office, Probation Department and AEBG.

The OS is scheduled at the two detention facilities and the Probation Department’s Day Reporting Center, where he assists recently released students in getting registered for SRJC and/or connected with the Job Link Job Developer.

The OS provides student support by answering administrative questions from the inmates regarding re-entry services such as financial aid, admissions and records, disability resources, Second Chance Club, career certificate programs, Job Link search and placement, program eligibility, etc.

The OS provides instructor support through records administration, assessment, scheduling, in-class supervision, and ensuring instructional tools as well as textbooks/workbooks are available for students.

The OS supports our vision of comprehensive and collaborative re-entry services.
**TULARE COUNTY WORKFORCE INVESTMENT BOARD PARTNERSHIP**

### Workforce Investment Board
- Oversee goals, objectives and deliverables.
- Schedule monthly meetings with partners to discuss progress, work plans, participant plans, and provide technical assistance.
- Serve as the fiscal agent and grant manager.
- Monitor the subcontractor’s program activity and compliance, including fiscal, program worksites, interview participants and employers.
- Provide login and access to EmploymentConnect.org via RESET portal.

### Tulare County Probation
- RESET Job Readiness Program
- Two full-time dedicated Probation Officers
- Recruit and identify participants
- Funds two dedicated Business Resource Specialist at the Employment Connection Centers in Porterville and Visalia
- Provides supportive services
- Co-case manage with EC staff
- Provide follow-up services
- Participate in monthly partner meeting
Tulare County Probation and Employment Connection shares a Case Management system

**Tulare County Probation**
- Assist participants to register into CalJobs via TCRESET.org
- Participant registers in CalJOBS Wagner/Peyser Basic career exploration, LMI, job leads and more
- System creates initial co-case management file. Probation enters case notes and uploads Referral form.

**Employment Connection**
- Determine eligibility
- Enrolls participants into appropriate grants and documents activities
- Enters case notes
Humboldt County 2nd Chance Program

- Humboldt County Workforce Board in partnership with:
  - Probation Department
  - Sheriff’s Department
  - College of the Redwoods (CTE / contract education)
  - Dave's Killer Bread Foundation
  - Local Employers

- Offer short-term (8 week) training to cohorts of formerly incarcerated clients – Construction, Auto Body, and Office Skills
- WIOA funds (stipends) for participants during training and job search
SUTTER COUNTY ONE STOP

WELCOME

The Sutter County One Stop is your local workforce development agency. The Sutter County One Stop helps job seekers & businesses meet their employment and educational needs.

DIRECTORY OF SERVICES:

ADULT EDUCATION: High School Diploma, GED, English as a Second Language (ESL) and High School Exit Exam Remediation.

JOB CENTRAL: Local Job Postings, Resumes, Cover Letters, Job Search, Veteran Assistance, CalJOBS Employment Listings, Typing Tests, Prove-it Testing, Applications and Employment Preparation Workshops.

HEALTH CAREER COURSES: Anatomy/Physiology, EKG Monitor Technician, Basic Patient Care (CNA), Home Health Care, IV Therapy/Blood Withdrawal, Medical Assistant, Medical Terminology, Vocational Nursing Program and Phlebotomy Technician I.

LOCATION AND HOURS: Sutter County One Stop is located at 950 Tharp Road #1000 In Yuba City. Our office is open Monday - Friday 8:30 a.m. - 5:00 p.m. Job Central is open Monday – Friday 9:00 a.m. – 5:00 p.m. For more information about any of these programs, please call (530) 822-5120 or TRS/VRS 711 or visit our website at: www.sutteronestop.com
Sutter County Adult Education

- Obtain High School Diploma
- Obtain High School Equivalency (HiSET)
- Adult Basic Education
- English as a Second Language Classes
- Affordable Career Technical Education (http://www.sutteronestop.com/)
- Supportive learning environment
- Easy enrollment process
- Flexible scheduling

SIGN UP TODAY!
Sutter County One Stop
950 Tharp Road #1000, Yuba City, CA 95993
530-822-5120
suttercountyadulted.org
Monday-Friday 8:00 AM - 5:00 PM
Math Boot Camp

- Join Sutter County Adult Education for a fun and fast class to improve your math skills!
- Simply sign up with your current teacher!
- Pick up and complete class assessment starting Nov 13th (Ask your teacher for more details)

Who May Enroll?
- Adult Education students
- Students entering Health Career Courses

Program Details
- Starts Dec 1st!
- 10 week course
- Classes are on Friday’s from 9-11am.

Week 1 (Dec 1st):
Pre/ Basic Math

Week 2 (Dec 8th):
Decimals

Week 3: (Dec 15th):
Percentages

Week 4 & 5 (Jan 12th, Jan 19th):
Fractions

Week 5 & 7 (Jan 26th, Feb 2nd):
Ratios and proportions

Week 8 & 9 (Feb 9th, Feb 16th):
Measurements, charts, & graphs

Week 10 (Feb 23rd):
Review

VISIT OUR OFFICE TODAY!
Sutter County One Stop
950 Tharp Road #1000, Yuba City, CA 95993
530-822-5120
suttercountyadulted.org
Monday-Friday 8:00 AM-5:00 PM

The Sutter County One Stop is a proud partner of America’s Job Center of California™ network.
San Diego Continuing Education

• **Who We Are:** noncredit adult education institution of the San Diego Community College District

• 45000 students at 7 locations in the City of San Diego

• Career Technical Education, ESL, ABE/ASE, and Emeritus programming

• Strong social justice lens from Executive Leadership
Second Chance

- Institutional based Job Center – DOL and Sheriffs funding
- AB 109 Partner
- Re-entry Roundtable
- Housing
- Job Readiness
- Transitional Jobs and Placement Services
- Juvenile Court and Community Schools
Partnerships

• Who in your community works with the population?

• Community-based vs. institutions = linkages

• Relationships with Probation, Judge, Sheriff = key

• What is the structure for education inside the facilities?

• Evidence Based Practices

• Find a champion = start with leadership

• Attitudes towards the population of adult learners = not scary
Degrees of Freedom

Expanding College Opportunities for Currently and Formerly Incarcerated Californians

Stanford Criminal Justice Center
Stanford Law School

Chief Justice Earl Warren
Institute on Law and Social Policy
UC Berkeley School of Law
Toolkit: Fostering Success for Formerly Incarcerated Students on Campus
Key References

Brazell, Diana, Anna Clayton, Debbie Mukamal, Amy Solomon, Nicole Lindal. From the Classroom to the Community: Exploring the Role of Education during Incarceration and Re-entry, The Urban Institute + John Jay College of Criminal Justice (2009)

Delaney, Ruth, Ram Subramanian, and Fred Patrick. Making the Grade: Developing Quality Postsecondary Education Programs in Prison, Vera Institute of Justice (2016)


Mukamal, Debbie, Rebecca Silbert, and Rebecca M. Taylor. Degrees of Freedom: Expanding College Opportunities for Currently and Formerly Incarcerated Californians, Stanford Criminal Justice Center (February 2015)

Toolkit: Fostering Success for Formerly Incarcerated Students on Campus, Renewing Communities/Opportunity Institute + Stanford Criminal Justice Institute (2017)

Lunch
ALTERNATIVE EDUCATION
Who are our alternative ed students

Highly vulnerable youth with multiple risk factors and significant obstacles in their lives.

- Credit deficient
- Socio-economically Disadvantaged
- Learning difficulties
- English proficiency
- Foster care
- Homelessness
# Seven Types of Alternative Schools

<table>
<thead>
<tr>
<th>School Type</th>
<th>Number of Schools</th>
<th>Fall Enrollment</th>
<th>Target Population</th>
<th>Administrative Entity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuation</td>
<td>468</td>
<td>62,830</td>
<td>At risk of not graduating</td>
<td>District</td>
</tr>
<tr>
<td>Independent Charter</td>
<td>61</td>
<td>28,931</td>
<td>Expelled, suspended, truant, or dropout</td>
<td>Independent</td>
</tr>
<tr>
<td>Community</td>
<td>68</td>
<td>15,202</td>
<td>Expelled, behavior or attendance problems or on probation or parole</td>
<td>Regional</td>
</tr>
<tr>
<td>School of Choice</td>
<td>38</td>
<td>13,283</td>
<td>Expelled, suspended, truant, or dropout</td>
<td>District or regional</td>
</tr>
<tr>
<td>Community Day</td>
<td>234</td>
<td>7,353</td>
<td>Expelled or behavior or attendance problems</td>
<td>District or regional</td>
</tr>
<tr>
<td>Juvenile Court</td>
<td>76</td>
<td>6,776</td>
<td>Incarcerated in local detention facilities</td>
<td>District or regional</td>
</tr>
<tr>
<td>Opportunity</td>
<td>29</td>
<td>2,212</td>
<td>Attendance, behavior, or academic problems</td>
<td>District or regional</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>974</strong></td>
<td><strong>136,587</strong></td>
<td></td>
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</tbody>
</table>
Need for Highly Educated Workers

Figure 1. Demand for highly educated workers will exceed supply in 2030

SOURCE: Authors’ projections.
Half of all college students attend community college because they are affordable, close to home, do not require an extensive application progress, and can serve as a transition step to a bachelor’s degree.

Research identifies two critical aspects of college-going culture: high expectations and high support for college-going.
Promising Practices in Alternative High School and Community College Practices

Career Exploration
Instructional Practices
Early College Credit
Postsecondary Bridging
Counselor to Counselor Collaboration
Support in College During Transition Preparation
Support in College
Peralta CTE Pathways

Students with greater exposure to CTE are more likely to graduate from high school, enroll in a two-year college, be employed, and earn higher wages.

Education Writers Association
Characteristics of Alternative Education

- Students are **graduating at different times** throughout the year
- **New students are entering** at the start of each new 6 week hex-mester or 12 week trimester
- Students may have **limited choice** in selecting school
- **Available pathway** may not always be aligned with student preference
- **Limited available resources**
- **Sights of innovation**
Supporting Counselors

Recently with Los Medanados College, Contra Costa College & Diablo Valley College
WHY INTEGRATED STUDENT SUPPORTS?
California high school students who do not graduate in four years.

- 17% of all students
- 20% of Latinos
- 27% of African Americans

609,000 California youth, ages 16 to 24, are currently neither in school nor working.

Annie E. Casey, *Youth and Work: Restoring Teen and Young Adult Connections to Opportunity*, 2013
CC COMPLETION CRISIS...

Educational Goals and Six-year Attainment, Students who Started at a Community College, Fall 2003

WHY? NON-STUDENT CENTERED DESIGN

1) Systems for Shared Language and Knowledge
2) Collaborative Process in design planning
<table>
<thead>
<tr>
<th>Programs</th>
<th>Associate Degree</th>
<th>Transfer Degree</th>
<th>Certificate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting (AS)</td>
<td>AS</td>
<td></td>
<td>CA</td>
</tr>
<tr>
<td>Accounting Technician</td>
<td>AS</td>
<td></td>
<td>CA</td>
</tr>
<tr>
<td>Administration of Justice</td>
<td>AA</td>
<td>AS-T</td>
<td>CA</td>
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<td>Administrative Assistant (AS)</td>
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<td>Administrative Assistant (COA)</td>
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<td>Administrative Assistant Entrepreneur</td>
<td>AA</td>
<td>AA-T</td>
<td>CP</td>
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<td>Art (Emphasis in Ceramics)</td>
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<td>Art (Emphasis in Painting)</td>
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<td>Art (Emphasis in Sculpture)</td>
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<td>Automotive Drivetrain Technology</td>
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<td>Automotive Engine Machining</td>
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<td>Business AE Transfer</td>
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</table>
Basic Liberal Studies Requirements: [2 courses must include the Diversity (D) overlay]

**English Communication:** 6 credits; 3 credits must be in a writing course

- General (GC): COM 100(D), 110(D); LIB 120; PHL 101.

**Fine Arts and Literature (A):** 6 credits; 3 credits in Fine Arts and 3 credits in Literature

- Fine Arts: ARH 120(D), 251(D), 252(D); ART 101, 207; FLM 101(D), 203(D), 204(D), 205(D); HPR 105, 124, 201A, 202A, 324; LAR 106, MUS 102, 103, 104, 105; SPA 320(D), THE 100, 181, 351(D), 352(D), 381, 382, 383.
- Literature: AAF 247(D), 248(D); CLA 391(D), 395(D), 396(D), 397(D); CLS 160(D); ENG 110(D), 160(D), 241(D), 242(D), 243(D), 247(D), 248(D), 251(D), 252(D), 260(D), 262(D), 263(D), 264(D), 265(D), 268(D), 280(D), 302(D), 303(D), 304(D), 317(D), 355(D), 357(D), 358(D), 359(D), 400(D), 401(D), 403(D), 405(D), 406(D), 407(D), 408(D), WMS 317(D).

**Language/Culture (C):** 6 credits

- Development of competence through the intermediate level by examination or successfully completing through 104 (living language) or 302 (classical language)
- Two-course sequence (one course at the 113 level) in a previously studied language through at the appropriate level (all D): ARB 103, 104; CHN 103, 104; FREN 103, 104; GER 103, 104; GRK 301, 302; HEB 103, 104; ITL 103, 104, 111, 112, 113, 114; JPN 103, 104; LAN 193, 194; LAT 301, 302; POR 103, 104; RUS 103, 104; SPA 103, 104, 111, 112, 210.
- Two-course sequence (one course at the 111 level) in a language not previously studied (or studied for less than two years in high school) through the beginning level: ARB 101, 102; CHN 101, 102; FREN 101, 102; GER 101, 102; GRK 101, 102; HEB 101, 102; ITL 101, 102; JPN 101, 102; LAN 191, 192; LAT 101, 102; POR 101, 102; RUS 101, 102; SPA 101, 102.
- Study abroad in an approved program for one semester
- Major in a foreign language
- Formerly registered international students, students with recognized immigrant status, or naturalized citizens (at Dean's discretion)
- Two courses in Cross-Cultural Competence: CPL 300(D), FREN 309(D), 310(D), 320(D), 391(D), 392(D), 393(D), HIS 132(D), 171(D), 172(D), 180(D), 315(D), 317(D), LET 151(D), 153(D), 154(D), 155(D), NRS 300; PHL 331(D); RLS 131(D); SPA 320(D), TMD 224(D); six credits of a full-semester approved Intercultural Internship in a foreign country through the Office of Internships and Experiential Education

**Letters(L):** 6 credits

- AAF 150(D), 201(D), 335(D), 356(D); APG 327; BGN 392(D); CLS 160(D), 235; EGR 316(D); ENG 110(D), 160(D), 243(D), 251(D), 252(D), 260(D), 263(D), 356(D); FREN 391(D), 392(D), 393(D), HIS 111, 112, 113(D), 114(D), 115, 117, 118(D), 133(D), 134, 135(D), 141(D), 142(D), 145(D), 150(D), 160(D), 171(D), 172(D), 178(D), 180(D), 204, 305, 310(D), 311(D), 314, 323(D), 327(D), 332(D), 333(D), 340(D), 341(D), 346(D), 344(D), 251(D), 255(D), 266(D), 374(D), 375(D), 376(D); HPR 107, 201L, 202L, 207; JOR 110(D); LAR 200(D), LET 151(D), 153(D), 154(D), NUR 360(D), PHL 101, 103, 204, 210(D), 212(D), 215, 217(D), 235, 314, 316(D), 321, 322, 323(D), 325(D), 328(D), 331(D), 346, 355; PSC 341, 342; PSY 310; RLS 111(D), 125, 126, 131(D); WMS 220(D), 315(D), 320(D)

**Mathematics(MQ):** 3 credits satisfied by MTH 141


**Natural Sciences(N):** 6 credits; satisfied by PHY

- AHS 190, 210, 211; AST 100, 118; BCS 190(D); BCH 190; BIO 101, 102, 105, 106, 286(D); IPS 201; CHM 100, 101, 103, 112; GEO 100, 102, 103, 110, 113, 120; HPR 109, 201N, 202N; MIC 190; NFR 190; OCG 110, 123, 131; PHY 109, 111, 112, 140, 155, 156, 203, 204, 205, 273, 274, 275; PHS 130, 130; TMD 113

**Social Sciences(S):** 6 credits

- APG 200(D), 202, 203(D), 301(D); CPL 202(D), ECN 100(D), 201, 202, 306, 381(D); EDC 102(D); EEC 105, 310, 356; GEG 101(D), 104(D), 105(D), HED 225; HPR 110(D), 123, 202, 203, 330; JOR 110(D); KIN 123(D), LIN 200(D); MAP 100; NUR 150(D); PSC 111(D), 116(D), 124(D), 274(D); PSY 103(D), 113(D), 232(D), 235(D), 254(D), 255(D); SOC 100(D), 212(D), 230(D), 240(D), 242(D), 247(D), 274(D); TMD 224(D), WMS 150(D)
Two-Year Course Sequence Beginning in the Fall Semester

You can use the following pattern to complete an Associate in Science Degree for Transfer in Business Administration. This is only one possible pattern. If you wish to earn an associate degree, you must participate in the Student Success Program (Matriculation), which includes assessing academic skills and developing a Student Education Plan (SEP) with a counselor. This plan will map your sequence of courses to help you complete your degree regardless of the semester you begin classes.

<table>
<thead>
<tr>
<th>1st Semester/Fall</th>
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<tbody>
<tr>
<td>BUS 010 Introduction to Business</td>
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<tr>
<td>MATH 016A Calculus for Business and the Life and Social Sciences</td>
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<td>BUS 002 Introduction to Business Law</td>
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<td>ECON 001 Principles of Economics (Macro-Economics)</td>
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<tr>
<td>ECON 002 Principles of Economics (Micro-Economics)</td>
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<th>4th Semester/Spring</th>
<th>Units</th>
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<td>BUS 001B Managerial Accounting</td>
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<tr>
<td>MATH 013 Introduction to Statistics</td>
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<tr>
<td>General Education and Elective Courses</td>
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CLP: BRINGING STUDENT VOICES TO PATHWAYS

• How do you choose a major?

• How do you choose courses each semester?

• Which supports are helpful or would be helpful to you?
“I’ve been guilty of this—and it is a common thing in here—where you take class after class and you kind of forget your end goal... but it would be great to have something tangible like a shadowing program or something else that would get you excited about picking a major.”
“This is the third time that I came back, and this time, I took the career assessment. I wish that I would have taken that the very first time because it would have set my path and maybe things wouldn't have been so out of reach.”

“At least for me, it was a lot of not knowing where to go. Like communications. Okay, where do you go from there? Do I become a professor? Do I work in TV? What kind of jobs do people have? It sounds corny, but are they happy in those jobs?”
SO, HOW EXACTLY CAN WE HELP OUR STUDENTS?
JOINING TOGETHER IN THE SWEET SPOT!

HIGH QUALITY PATHWAYS FOR ALL

SYSTEMIC INTERVENTION

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GRADES

STUDENT OUTCOMES

PK - 12

POST-SECONDARY

HS Success & Completion
College Access & Enrollment
College Success & Completion
Employment in Chosen Career
BUT HOW? RESEARCH SAYS...

• **Move quickly** from the broad concept of “integrating services with instruction” to clear and concrete goals & program definitions.

• **Secure the support of senior leadership & employ strong program leaders who can bridge the gaps** between student services and academics.

• **Bring instructional & student services faculty & staff together immediately and consistently**, from planning and early implementation through program operation to program assessment and improvement.

[Integrating Student Support Services and Academic Instruction at Community Colleges, MDRC]
CLP LAUNCHED CaCN WITH THIS IN MIND!

**California Counseling Network (CaCN)**

Under the guidance and support of the Career Ladders Project, the California Counseling Network (CaCN) provides a professional forum for collaboration and innovation among counselors and student support colleagues serving students in secondary and post-secondary career pathways. CaCN functions as a platform for dialogue, resource sharing, and dissemination of effective practices with the goal of strengthening the impact of counseling on students’ academic and career success. CaCN further’s the objectives of the California Career Pathways Trust (CPT) and other education reform initiatives by fostering partnerships and improving intersectoral alignment across systems which support transitions from high school to career. Expertise and collaboration from counseling and student-direct support systems are useful resources for CPT initiatives.

**Please click here to become a member of the California Counseling Network**

**Resources:**
- Career Ladders Project Resources:
  - DBS Community of Practice
  - Improved Placement
  - High School to Community College Transition Tools

**Counseling Articles:**
- The Role of Counseling in an Era of College Readiness
  - J. Lee, J. Mihock
  - Annenberg Institute for School
  - March 21012

**Pathway Articles:**
- The Pursuit of Pathways: Combining Rigorous Academics with Career Pathways
  - R.B. Schwartz
  - American Educator 2014
A CASE STUDY: SANTA CLARITA VALLEY GOLD!
SANTA CLARITA VALLEY CAREER PATHWAYS

- Santa Clarita Valley Setting
  - Location and Community
  - Educational Partners
    - William S. Hart Union High School District
    - College of the Canyons
- SCV Context
  - Social
  - Economic
- Opportunities
  - One-to-One K14 Pathways
  - Community trust and engagement
SCV CCPT CaCN: EMERGING DESIGN PRINCIPLES

• Build a Robust and Engaging Professional Learning Community
• Nourish Pathway Faculty and Staff Relationships AND in turn Pathways
• Develop Cross Functional Leadership Capacity for Long-term Sustainability
CROSS FUNCTIONAL LEADERSHIP CAPACITY FOR SUSTAINABILITY

- Structure & Collaboration
- Collaborative Quarterly Professional Developments
- Monthly Champion Meetings
- Weekly Online Professional Learning & Development Opportunities through Basecamp
• Develop baseline understanding of current landscape

• Start with Data! Data! Data!

• William S. Hart District Data Team, Dan Sopher

• College of the Canyons Institutional Research, Planning & Institutional Effectiveness, Dean Daylene Meuschke
ENSURE ENGAGING ACCESS TO PATHWAY DATA

- Pathways Labor Market Information
- Pathways Student Equity Data
Client Manager - $80,000-$100,000/yr
License Surveyor - $32.30-$47.40/hr
• Where are Hart District Students (our students) Going?
  – UC Admission by Source School Link: https://www.universityofcalifornia.edu/infocenter/admissions-source-school
  – UC Admission by Demographics
• Where are our students going after one year of graduating high school?
PATHWAYS STUDENT EQUITY DATA QUERY

- Data around Early College Credit Opportunities
  - Number of Students taking AP Courses
    - By School
    - By Demographics
    - By # of students receiving 1 & 2’s on AP Exam
    - By # of students receiving 3, 4, & 5’s on AP Exam
  - Number of Students in Dual Enrollment Courses
    - By School
    - By Demographics
  - Compared to overall HS demographics - link: https://www.ed-data.org
PATHWAYS STUDENT EQUITY DATA QUERY

• Equity Implications of the data

• Inclusive discussions - Menti.com

• Shifting culture through data
Welcome K14 Counseling and Student Support Faculty and Staff to the table early and often

Provide access to, and welcome feedback on, Instructional Pathways

Provide resources (time and funding) to support ongoing K14 counseling and student support faculty and staff engagement
Our education system..

For a fair selection everybody has to take the same exam: please climb that tree.
Regional Collaboration | Peer Consultancy

What are current efforts in supporting marginalized groups?
How can we improve connecting marginalized communities to colleges?
Can community college redesign support historically underserved students?

Be prepared to share a takeaway from this collaboration time.
Connecting and Future Planning

Good things are going to happen.
Applications due October 22 by 5 pm

The California Community Colleges Chancellor’s Office, the Stanford Criminal Justice Center, and Underground Scholars at the University of California, Berkeley announce a new Leadership Institute for California Community Colleges dedicated to developing, implementing and institutionalizing on-campus support services for formerly incarcerated students.

UPCOMING: INFORMATIONAL WEBINAR

Trauma-Informed Community of Practice

On November 2 at 10 am, we will host a webinar on the upcoming Trauma-Informed and Resilience-Focused Community of Practice for California Community Colleges teaching in our state prisons. Webinar link is forthcoming.

https://correctionstocollege.ca.org/
Lifting Up The Day

What did you hear or find today to be valuable?

If we were to do this again, what would you add?
Thank You

Safe travels home