Intersegmental Pathways: K-16 Partnerships and Guided Pathways

Strengthening Student Success Conference
October 11, 2019
Career Ladders Project promotes equity-minded community college redesign.

We collaborate with colleges and their partners to build capacity for redesign. We research, demonstrate, and elevate promising practices. And, based on our work, we offer policy recommendations to help advance student-centered reform.
Today’s Agenda

9 - 9:40  Welcome and Opening Activity
9:40  Exploring the Framework
9:50 - 10:30  Connection
10:30 - 11:40  Intentional Design
11:40 - 12:15  LUNCH
12:15 - 1:15  Sustainability
1:15  Action Planning
Your Dual Enrollment Team Today

Naomi Castro  Amal Amanda Issa  Laurencia Walker  Carol Ortega  Lesley Bonds

Jackie Cruz  Lizzette Villegas
Poster Activity

Move around the room and answer the questions on the posters.
Gallery Walk

Use colored dots to indicate areas you can relate to and/or want to hear more about.
Connection
Dual Enrollment Framework

Connection

What connection means: K-12 schools and districts, community colleges, four-year institutions, employers, and community organizations connect through collective work focused on student success.

Intentional Design

What intentional design means: Serving students with pathways based on local needs that include scaffolded supports, clear milestones, and multiple on ramps and off ramps.

Sustainability

What sustainability means: Embedding thoughtful partnerships at the core of our institutions by creating new cultural norms and structures to support them.
Building a Coalition to Address Educational Attainment in Our Community

**High School Partners**
- Outreach & School Relations Office
- Principal’s Breakfast
- High School Counselor Conference

**Transfer Partners**
- Workgroup to Advance Regional Baccalaureate Attainment
- Transfer Pathways: Finish-in-4
- BCSW Co-Location

**Community Partners**
- Economic Mobility
- Social Mobility
- Community Health
A SHARED PURPOSE

2016 EDUCATION LEVELS

- California
- City of Bakersfield
- Bakersfield rural areas
Institutional & Regional Priorities
Drive Strategic Scale
The Payoff: Increasing Access

Trend in Unduplicated Headcount by Academic Year

- 2013-14: 25335
- 2014-15: 26432
- 2015-16: 28848
- 2016-17: 32711
- 2017-18: 34225
- 2018-19: 36992

46% growth
The Payoff: Increasing Access
The Payoff: Student Success

- 2014-15: 77% avg.
- 2015-16: 89% avg.
- 2016-17: 91% avg.
- 2017-18: 93% avg.

69% avg.
The Payoff: Equity Outcomes

<table>
<thead>
<tr>
<th>Year</th>
<th>African American</th>
<th>Latinx</th>
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<tr>
<td>2015-16</td>
<td>87%</td>
<td>90%</td>
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<tr>
<td>2016-17</td>
<td>88%</td>
<td>90%</td>
</tr>
<tr>
<td>2017-18</td>
<td>91%</td>
<td>90%</td>
</tr>
<tr>
<td>2018-19</td>
<td>84%</td>
<td>90%</td>
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</table>

67% avg. 52% avg.
The Payoff: Transfer Pathways
The Payoff: Appealing to the Taxpayer

BC Tuition: $46/unit

• Early College: 60 units to ADT = $2,760 savings to student
• 303 Early College Grads = $836,280 savings

• Average degree completer: 89 units to ADT = $4,094 cost
  • 29 units saved = $1,334 savings per student
  • 303 Early College Grads per year = $404,202 savings
Connection - LONG BEACH
Connection: Dual enrollment connects LB

- Define common terms
- Transition planning – pathways and alignment and curriculum
  - Professional development: faculty & counselors
- Data sharing
- Cross institutional committees All the ways we convene – handling overlap topics
- Promise 2.0 (partnership operationalized)
- Long Beach City College and Long Beach State students
- Infrastructure-roles
- Calendar and who is involved…no overlap
The overall objective of the Bridging the Gap (BTG) grant is to support the goals and mission of the Long Beach College Promise, and to become a regional exemplar of K-16 partners working together to ensure a smooth transition to postsecondary for high school graduates. Bridging the Gap is funded by the James Irvine Foundation.

Dual Enrollment

Academic Major & Career Exploration

Data Sharing
HARTNELL COLLEGE CONNECTIONS:

Curriculum Institute/ College Transition Summit

➢ Early iteration focus HS & HC math, English, & CTE curriculum
➢ Latest iterations HS, HC, & CSU policy updates & implications
➢ Areas of growth: better co-construction of events; inclusion of UCs and other content areas
HARTNELL COLLEGE CONNECTIONS:

**Dual Enrollment Faculty On-Boarding**

- Examine existing adjunct on-boarding processes
- Intentional inclusion in trainings (i.e., new faculty training; ESCALA Institute)
- Faculty assigned to Dual Enrollment Reference Guide

### DUAL ENROLLMENT FACULTY SHEET

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Hartnell E-mail:</th>
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<tbody>
<tr>
<td>School Course:</td>
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<td>Section number:</td>
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### IMPORTANT CONTACTS AT HARTNELL COLLEGE

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<tr>
<th>Area Dean:</th>
<th>Director of College Readiness:</th>
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<tr>
<td>Email:</td>
<td>Email:</td>
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<tr>
<td>Administrative Assistant:</td>
<td>Program Assistant:</td>
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<td>Phone:</td>
<td>Phone:</td>
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<tr>
<td>Email:</td>
<td>Email:</td>
</tr>
<tr>
<td>For questions regarding:</td>
<td>For questions regarding:</td>
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### IMPORTANT CONTACTS AT THE HIGH SCHOOL DISTRICT

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**IMPORTANT DATES**

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Using chart paper, discuss the following questions.

<table>
<thead>
<tr>
<th>How <strong>does</strong> my institution connect with K-12 partners?</th>
<th>How <strong>might</strong> your institution connect with others?</th>
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In May of 2015, The Promise was identified as a top award winner of the Governor’s Innovation Award, receiving a total of $5 million.

The 4 goals identified by The Promise partners were to:

1. Increase college participation rates for underrepresented students
2. Increase completions of Associate Degrees for Transfer
3. Increase completion of Bachelor’s degrees
4. Accelerate time to completion

PATHWAYS
- Business
- Education
- Engineering
- English Remediation
- Health
- Liberal Arts
- Life & Physical Sciences
- Math Remediation
Who is needed in the room? Stakeholders

- Faculty
- Support staff
- Administrators
- From all three institutional levels
  - K-12
  - Community College
  - CSU
- 9 stakeholders immediately to start the conversation
Eight Pathways

**Life & Physical Sciences**
- Focus on Chemistry course requirements for the different majors to identify how to better prepare students to succeed
- Examine alternative assessments using multiple measures
- Align outcomes to create a streamlined process in STEM fields across institutions

**Engineering**
- Examine the diversity of programs within Engineering at LBCC and CSULB
- Map Engineering program pathways from LBUSD, LBCC, and CSULB
- Ensure transfer from LBCC to CSULB

**Math Remediation**
- Develop consistent content and common student learning outcomes in algebra courses across institutions
- Identify concurrent enrollment opportunities for LBUSD students at LBCC and CSULB
- Identify professional development opportunities for LBUSD faculty on the use of ALEKS, team teaching, and flipped classrooms
- Seek opportunities to teach LBCC math courses at LBUSD

**English Remediation**
- Identify the skills that students need to read and write effectively in any discipline across institutions
- Align entry and exit skills across institutions
- Develop a common nomenclature
- Compare syllabi and course outlines of record to identify leaks

**Liberal Arts**
- Focus specifically on History pathway
- Use common language across LBUSD, LBCC, and CSULB to help students, faculty, and staff
- Inform and educate students at LBUSD and LBCC about the degree requirements at CSULB
- Seek opportunities to increase the number of concurrent enrollment courses and examine course success at CSULB for LBCC transfer students

**Education**
- Develop ways to encourage more students at LBUSD, LBCC and CSULB to consider a career in teaching
- Create Future Teachers Clubs at each of the three institutions to learn more about the teaching profession and also offer opportunities for students to interact with one another
- Align curriculum across the segments to allow for greater continuity

**Health**
- Identify foundational courses that can apply to multiple Healthcare majors and courses that can be offered via early college credit opportunities
- Increase early awareness of health careers and related program requirements
- Map sequences of courses grades 9-12/16
- Create a cross-institutional interactive technology tool to aid all stakeholders in navigating information regarding the pathways

**Business Administration**
- Increase course-to-course articulations between all three institutions
- Inform students of the need for students to take statistics before entering the CSU
- Develop visual course mapping and articulations to assist the students in completing faster
Curriculum Map Goals and Objectives

• Develop user friendly **electronic guided pathway maps (from middle school through university work)**

• Enhance accessibility of pathway options and resources for Long Beach students, parents, academic advisors, and the community at large

• Take pathway maps to a new level, enabling students to “walk through” sequences of courses **within and between the three major Long Beach academic institutions**

• Allow users to explore career options, identify a path early on, and understand what’s needed to stay on path through completion

• This web-based tool (Pathways Website) will be designed to complement and support the work of counselors, and provide clear access to Long Beach students to the specific routes required to transfer and/or obtain a degree/certificate in their chosen field.
Lessons from GIA

• Must adjust to change in participants, leadership, etc.
• Curriculum changes – mode of dissemination
• The maintained connections/goals are key to partnership
• Evolved into discussions that now frame 2.0
• The work is "the work" regardless of additional funding sources, while additional funding is nice, it is not what drives our efforts
• Development of relationships among faculty/staff is critical in maintaining our sustained efforts
PROMISE 2.0

Long Beach College Promise 2.0 is for LBUSD students whose goal is to attend Long Beach City College and transfer to an eligible major at California State University, Long Beach

• Dual LBCC-CSULB advising support
• Access to select CSULB clubs, events, and services
• Future Student ID cards with CSULB benefits
• CSULB local preference for transfer
HARTNELL COLLEGE Intentional Design: CSin3 & Panther Prep

Cohort Model for CS Education
CSin3

California State University
MONTEREY BAY
Extraordinary Opportunity

I AM HARTNELL PANTHER PREP DAY 2019
IS HARTNELL COLLEGE YOUR NEXT STEP AFTER HIGH SCHOOL?
IF SO, PARTICIPATE IN OUR OFFICIAL FRESHMAN WELCOME EVENT, PANTHER PREP DAY!

COMMITMENT TO COMMUNITY

FRIDAY | MAY 3, 2019
HARTNELL COLLEGE KING CITY CAMPUS

THIS EVENT IS WHEELCHAIR ACCESSIBLE. INDIVIDUALS REQUIRING SIGN LANGUAGE INTERPRETATION, REAL-TIME CAPTIONING, OR OTHER ACCOMMODATIONS SHOULD CONTACT THE COLLEGE PATHWAYS OFFICE AS SOON AS POSSIBLE.

CONTACT: COLLEGE.PATHWAYS@HARTNELL.EDU
HARTNELL COLLEGE Intentional Design: CSin3

2 Our efforts to address the inequality

Design Principles

- Build comprehensive higher education pathway around learning community of students
- Cross inter & intra institutional boundaries to strengthen student learning & growth experience across public-private lines
- Relentless focus on inclusive excellence
- Emphasis on problem solving, teamwork, communication & professionalism

North star:
- Retention & graduation rates,
- Internship, job & graduate school placements and
- Standardized assessment tools
HARTNELL COLLEGE Intentional Design: CSin3

Results (thus far)

<table>
<thead>
<tr>
<th>Fraction of CS graduates in the CSU system from CSUMB</th>
<th>in 2012</th>
<th>in 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1/42</td>
<td>1/17</td>
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</table>

<table>
<thead>
<tr>
<th>Fraction of female CS graduates in the CSU system from CSUMB</th>
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<tbody>
<tr>
<td>1/30</td>
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<tr>
<td>1/11</td>
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<table>
<thead>
<tr>
<th>Fraction of Latino/a CS graduates in the CSU system from CSUMB</th>
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<tbody>
<tr>
<td>1/34</td>
</tr>
<tr>
<td>1/13</td>
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Context:

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<thead>
<tr>
<th></th>
<th>CSUMB</th>
<th>CSU</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campuses</td>
<td>1</td>
<td>23</td>
</tr>
<tr>
<td># of students</td>
<td>7,600</td>
<td>460,000</td>
</tr>
<tr>
<td># degrees granted in 2018</td>
<td>1,868</td>
<td>105,431</td>
</tr>
<tr>
<td># of CS degrees granted in 2018</td>
<td>156</td>
<td>2,652</td>
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</tbody>
</table>

Compared to prior years, in the last four years, CSUMB-Hartnell students have accepted internship and job offers with organizations including:
Success Story: Devon Rusconi
HARTNELL COLLEGE Intentional Design: Panther Prep

- Series of workshops at feeder high schools to facilitate the Hartnell Steps to Success (Steps 1-3)

- Panther Prep Culminating Events
  - (Steps 4-7)
    - Friday at King City Ed Center to serve South County students (equitable access)
    - Saturday at Main Campus

- Dual Enrollment courses, such as our COU courses, embed Panther Prep activities as an early on-boarding strategy
HARTNELL COLLEGE Intentional Design: Admitted Otter Day

- Similarities to Panther Prep
- Pre-Admit Day Activity for Hartnell Students transferring to CSUMB
- General presentations Admissions/Fin. Aid
- Opportunity to meet with CSUMB Academic Advisors
- Opportunity to build community/sense of belonging
BC’s INTENTIONAL DESIGN
Flexibility & Precision by Design: Lessons from the SR-71

Source: https://theaviationgeekclub.com/that-time-a-blackbird-pilot-revealed-sr-71s-true-top-speed/
From this…

To this…
Early College Pathways to Completion

- Guided Pathways
- Dual Enrollment
- Early College
Early College

High school students starting college pathways as early as the 9th grade
<table>
<thead>
<tr>
<th>Level 1: Exploration</th>
<th>Level 2: Installation</th>
<th>Level 3: Implementation</th>
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<tbody>
<tr>
<td>High school students can complete college courses on-site through a combination of dual and concurrent enrollment offered on the high school campus.</td>
<td>High school students can complete a college degree or certificate through a combination of dual and concurrent enrollment offered on the high school campus.</td>
<td><em>All incoming 9th grade students are on a pathway to complete a college degree or certificate by 12th grade through a combination of dual and concurrent enrollment offered on the high school campus.</em></td>
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</tbody>
</table>

Shafter High School  
Delano High School  
BC SouthWest  
Valley Oaks Charter School

Arvin High School  
Wasco High School  
Wonderful Academy

McFarland High School
Embedding BC’s Bachelor of Science in Industrial Automation into EC Pathways
## IMPLEMENTATION
GE with Dual Enrollment Courses Only

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<th>9th</th>
<th>10th</th>
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<th>12th</th>
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<tr>
<td>English 9</td>
<td>English 10</td>
<td>English 11</td>
<td>ENGL B1A</td>
</tr>
<tr>
<td>Algebra 1</td>
<td>Geometry</td>
<td>Algebra 2</td>
<td>MATH B22</td>
</tr>
<tr>
<td>Biology</td>
<td>Chemistry</td>
<td>Earth Science</td>
<td></td>
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<tr>
<td></td>
<td>World History</td>
<td></td>
<td>Gov/Econ</td>
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<tr>
<td>Spanish 1</td>
<td>Spanish 2</td>
<td></td>
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<tr>
<td>STDV B3</td>
<td>Elective</td>
<td>Elective</td>
<td>Elective</td>
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<td>Health/PE</td>
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### Dual Enrollment
- **During High School Day**
- **Concurrent After School**
  - At HS Site
- **Concurrent Online**
  - Support during HS Day
**IMPLEMENTATION:**
Dual & Concurrent Enrollment Courses

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<td>MATH B22</td>
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<tr>
<td>Biology</td>
<td>Chemistry</td>
<td>Life Science</td>
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<tr>
<td>MUSC B27</td>
<td>World History</td>
<td>HIST B17A/B</td>
<td>POLS B1</td>
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<tr>
<td>Spanish 1</td>
<td>Spanish 2</td>
<td>SPAN B1</td>
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<td>STDV B3</td>
<td>COMM B1, PSYCH B1A</td>
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<td>PHIL B9</td>
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<td>Health/PE</td>
<td>PE</td>
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**Dual:** During High School Day

**Concurrent:** After School At HS Site

**Concurrent Online:** Support during HS Day
### IMPLEMENTATION:

Leveraging Summers

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<td>Biology</td>
<td>Chemistry</td>
<td>Life Science</td>
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<td>Major Req #4</td>
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<td>SPAN B1</td>
<td>PHIL B9</td>
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<td>PSYCH B1A</td>
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<td>Health/PE</td>
<td>PE</td>
<td>Elective</td>
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**Major Req #1**

**Major Req #2**

**Major Req #3**

**Dual- During High School Day**

**Concurrent- After School At HS Site**

**Concurrent- Online, Support during HS Day**
# B.S. in Industrial Automation

## Integrated Funding Model

### Programmatic Innovations

| $2.5M Strong Workforce | VTEA | General Fund |

### Facilities & Infrastructure

| $2M Rudy Salas | $500M Measure J | $500K Strong Workforce - Rural |
Design a pathway that begins in high school (middle school if you’re feeling adventurous). Include some of the following:

- Career exploration
- College courses
- Student supports
- WBL/experiential learning
- Transition to community college and beyond
- K-12/CC collaboration
While enjoying your lunch, you can...

- Continue Intentional Design Activity
- Revisit posters - new poster that captures conversation
Sustainability
• Stay current on policies and align with institutional goals/resources
  ○ HSI & BtG grants included activities associated with AB288 and AB705 implementation
• Discuss institutionalization early and often, when applicable
  ○ Participatory governance councils, HS and community meetings
• Identify and implement efforts when possible
  ○ Integrating faculty into the HC family
  ○ College redesign
• Always remember, “Students first!”

Hartnell College Redesign 2.0/Strategic Plan 2019-2024
| Identify an activity(ies) on campus that aligns well with another campus activity/function:  
(Activity A aligns well with X program on campus) | Whose support do I need and why?  
(People/Positions, Governance councils, community orgs., etc.) | When I return to campus, I will…  
(describe action you will take) |
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The BC Way

CULTURE & ENVIRONMENT
- Agile Teams
- Strengths-Based
- Transparency
- Crowdsourcing
- Pace to Finish

OPERATIONAL DETAILS
- Outcomes
- Master Planning
- Nodes of Local Expertise
- Intentional Design
- Absolute Clarity

STRATEGIC PRIORITIES
- Weekly Huddles
- Benchmark Sprints
- Work Plans
- Retreats
- Precision of Execution
Hierarchical Organizational Structure with Rigid Reporting Lines

PRESIDENT
Dr. Sonya Christian

VP, INSTRUCTION
Liz Rozell

- DEANS OF INSTRUCTION
  - Dr. Manny Mourtzanos
  - Corny Rodriguez
  - Dr. Stephen Waller
  - Dr. Bill Moseley
  - Richard McGrow
  - Andrea Thorson (Interim)
  - Billie Jo Rice (Interim)
  - Jason Dixon (Interim)

- ASSOC DEAN OF NURSING
  - Carla Gard

- ATHLETICS DIRECTOR
  - Sandi Taylor

- DIRECTOR, TRANSFER PATHWAYS
  - Dr. Khushmur Dadabhoy

- PROGRAM DIRECTOR, CTE
  - Tony Cordova

- DIRECTOR, DELANO CENTER & RURAL
  - Abel Guzman

VP, ADMIN/FINANCE
Dr. Donald Chrusciel

- DIRECTOR, MAINTENANCE & OPERATIONS
  - Bill Potter

- CHIEF, PUBLIC SAFETY
  - Chris Counts

- FOOD SERVICES MANAGER
  - Eric Sabella

- MANAGER, EVENT SCHEDULING
  - Mary Jo Pasek

- BUDGET ANALYST
  - Zach Quiroz

- DIRECTOR, INTERNATIONAL
  - Vacant

VP, STUDENT AFFAIRS
Dr. Zav Dadabhoy

- DIRECTOR, OUTREACH & SCHOOL RELATIONS
  - Steve Watkin

- DIRECTOR, STUDENT LIFE
  - Dr. Nicky Damania

- DIRECTOR, DSPS
  - Terri Goldstein

- DIRECTOR, FINANCIAL AID
  - Jennifer Achan

- DIRECTOR, EOP&S
  - Imelda Valdivz

- DIRECTOR, A&R
  - Michelle Peña

- DIRECTOR, STUDENT SUCCESS & EQUITY
  - Lesley Bonds

- DEAN OF COUNSELING
  - Grace Comnino

DEAN OF INSTITUTIONAL EFFECTIVENESS
Dr. Craig Hayward

EXECUTIVE DIRECTOR, FOUNDATION
Tom Gelder

DIRECTOR, IT
Todd Coster

DIRECTOR, COMMUNICATION
Norma Rojas-Mora

DIRECTOR, ACADEMIC SUPPORT SERVICES
Dr. Maria Wright
Hierarchical Organizational Structure with Rigid Reporting Lines
Networked Organizational Structure to Support Agile, Integrated teams
Networked Organizational Structure to Support Agile, Integrated teams

- Nodes of Expertise
- Integrated Teams
- Strengths-Based Team Composition
- Agility in Execution
Example: Institutionalizing Early College via Networked Operational Teams

**COMMUNICATION & VISIBILITY**
Lead: Lesley Bonds

**STUDENT SUPPORT & ENGAGEMENT**
Lead: Maria Wright

**PATHWAY DEVELOPMENT**
Lead: Kylie Swanson

**RESEARCH & DEVELOPMENT**
Lead: Amber Hroch

**STUDENT ONBOARDING & ENROLLMENT**
Lead: Ashlea Ward

**INSTRUCTOR HIRING & SCHEDULING**
Lead: Steven Watkin
SCALABILITY FOR A CENTRAL VALLEY COLLEGE

- Seed innovation
- Secure resources and visibility
- Scale regionally and statewide
• Beautiful Bakersfield Award for Dual Enrollment and Early College (2019)

• Institute for Higher Education Policy Summit Acceptance (2019)

• Strategic Enrollment Management Project Acceptance (2019)

• AACC/AASA National Convening Presenter Invitation (2019)

• Ellucian Impact Award Finalist for the Program Pathways Mapper (2019)
• CCCC0 $1.5M College Promise Innovation Award (2016)

• Campaign for College Opportunity Award for growth in ADT offerings (2016)

• CCCC0 Student Success Award for Transfer Pathways (2018)

• League of Innovation Award for the Program Pathways Mapper (2019)

• CCCC0 $2.3M Innovation Award (2017)
The Result: Substantial Categorical and Restricted Funding Growth

- 2014-15: $9,398,048
- 2015-16: $11,931,995
- 2016-17: $16,899,264
- 2017-18: $25,381,913
- 2018-19: $31,422,902
Sustainability - BAKERSFIELD - ACTIVITY

Review your institution’s organizational chart and ask yourself:

1. Does this reflect how decisions are made for your program?
2. How long does it take for a decision to be made in this structure?
3. Do the people with the right knowledge and skills all have direct reporting responsibility to your dual enrollment program?
4. Are the worker bees represented?

Sketch your networked reporting structure!
LEADERSHIP & COLLABORATION

- Commitment by the leadership across each of the 3 institutions and the mayor of Long Beach to work collaboratively to ensure student success
- Establishment of common goals and metrics for the Promise
- Includes key stakeholder organizations throughout the Long Beach community
BUILDING A COLLEGE GOING CULTURE

- Universal access to early childhood education
- College tours for all 4th and 5th grade students
- A middle school pledge that commits to college readiness is signed by 8th graders and their families
- Middle School Future Fair for all 7th graders
- The Long Beach Internship Challenge
- Tuition-free first two years at LBCC
- Faster transfer from LBCC to CSULB
- Guaranteed admission to CSULB
SUSTAINABILITY OF THE PROMISE

**Scalability:**
- Replicated throughout the state and nation
- Inspired the launch of President Obama’s America’s College Promise
- In California, new promises include:
  - Fresno, Humboldt, Los Angeles, Oakland, Riverside, Sacramento and San Bernardino
- 100% of LBUSD students (79,000) are Promise Students

**Sustainability:**
- The duties of The Promise are built into the CEO positions for the educational institutions
- Community leaders expect educational leaders and the city to work together to improve outcomes for all residents
Other considerations for sustainability

• Viewing projects and work through lens of LBCP
• Clarifying roles and who assigns roles (i.e., Marcia with video)
• Preparing onboarding materials
• Adjusting to transitions in leadership and stakeholders
• Leveraging the Long Beach College Promise to facilitate change within the individual organizations
Sustainability - LONG BEACH - ACTIVITY

Elevator Pitch:

**Goal:** Develop a “script” to launch a new partnership or expand a current partnership with an educational partner.

**Instructions:** Use the template to create a 30-60 second “Elevator Partnership Pitch”. Work with a partner and record your pitch.
Action Planning

**Individual** (5 mins) - what does the best integration of K16 transitions into your Guided Pathways work look like?

**Table Discussion** (10 mins) - share the awesomeness

**Plan** (10 mins) - how can you get to the best?
- Identify opportunities - who is best suited - by when?

**Share** (5 mins) - share the awesomeness
<table>
<thead>
<tr>
<th><strong>GOTS</strong></th>
<th><strong>NEEDS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>What is something you GOT from today’s session?</td>
<td>What is something you still NEED?</td>
</tr>
</tbody>
</table>
We appreciate your feedback!
thank you

Questions
Connection

Intentional Design

Sustainability
What we need from presenters

• A picture of yourself - if you’d like
• Slides for **Connection** (10 min presentation)
• Slides for **Intentional Design** (15 min presentation)
  – Consider addressing: customization, intense in-reach, intentional, looking at pipeline forward and backward, such good work happening before Guided Pathways, scaling and connecting effective work
• Slides for **Sustainability** (10 min presentation)
  – Need to pick a specific topic to discuss pertaining to sustainability
• **Activity** paired with your sustainability piece (10 min)
What Naomi and Amanda will do

- Organize and Clean up slides
- Print Agendas for all
  - Morning activity: Poster Activity
  - Session document (worksheet)
- Framework
  - Activity for **Connection** (10 min)
  - Activity for **Intentional Design** (15 min)
- Action Planning, Reflection/Survey
- Attendees Agenda
- Materials