Community College Pathways: Overview video

http://www.careerladdersproject.org/videoa/assets/videos/ccpoverview.wmv
College and Career Pathways for Student Success:
Integrating Student Services and Instructional Approaches for former foster youth

Linda Collins
Theresa Rowland

CCP Community of Practice
June 2, 2010
“Right now, three-quarters of the fastest-growing occupations require more than a high school diploma. And yet, just over half of our citizens have that level of education. We have one of the highest high school dropout rates of any industrialized nation. And half of the students who begin college never finish.”

President Obama, *Address to Joint Session of Congress*, Feb 2009
Community College “Pays Off”

• WA: “tipping point” at 1 yr + credential; $7,000/yr + wage gain (Tipping Point Study, 2005)

• CA: 63% to 100% wage gain 3 yrs out w/ certificate or degree (CCCCO ARCCC reports)
Data Points

• 46% of FFY drop out of HS, 25% become homeless and 51% are unemployed.

• 7-13% FFY enroll in college v. 60% all youth

• 30% of 21 yr old FFY complete 1 yr of college v. 53% of all 21 yr olds

• 1-11% FFY get degree v. 30% general population

• Over 70% of foster youth want to go to college
CCP: Key Partnerships

- Campus based connections: instruction, student services, research
- CCCCCO, FYSI, ILP, YESS, CalPASS, CC25
- California College Pathways, CSU, UC
- External agencies, CDSS/CFS, workforce orgs, CBOs, business and industry, philanthropy
Helping FFY reach their goals

• Meeting students critical financial and stabilization needs.

• An integrated college environment that meets struggling students needs
  – Support services
  – Instructional design and delivery
Postsecondary Education & Training Success: Students from Foster Care

Casey Family Programs, Supporting Success: Improving Higher Ed. Outcomes, 2008, p. 6
College Pathway/Guardian Scholars:

- Year round housing and other basic needs
- Financial aid
- Academic advising, career counseling
- Guidance, counseling, supplemental support
- Community engagement & leadership
- Planned transitions (to college and employment)

RP Group: Foster Youth in CCCs

- Resource development
- Broad support network within college
- Case management approach
- Data collection & program evaluation

RP Group, Serving Former Foster Youth in CCCs: Successes, Challenges and Recommendations, Oct 2008
College Completion: “The Big Goal”

By 2025,

• Bill & Melinda Gates Foundation: Double # low-income adults w/ degree or certificate by age 26.

• Lumina Foundation: Increase # with degree/credential to 60% (from 40%)
President Obama: “The Big Goal”

Asks every American to commit to at least one yr. or more of higher education or career training

By 2020,
• America to have highest proportion of college graduates in world
• Additional 5 million CC graduates
Foundational/Basic Skills Key

• In WA only 20% starting in basic skills or ESL achieve CC college certificate or degree

• In CA, closer to 10%
College and Career Pathways

• Long-term, comprehensive strategies that enable students to combine school and work in order to advance over time to better jobs and to higher levels of education.

• Series of connected education/training programs—and related support services—that connect to employment within a specific industry sector or cluster.

• Each step designed to prepare for advancement to next level of education and career.

• Focus on careers which are in demand, pay family-sustaining wages and have ongoing advancement opportunities.
Essential Program Elements of Career Advancement Academies

• Cohort-based learning communities

• Support services
  — embedded in the learning community
  — leverage external supports/public benefits

• Integrated basic skills and career technical education:
  — contextualized and accelerated approaches

• Clearly defined career pathways with attention to transitions
  — options for both continuing education and employment
  — strong connections with employers
  — stackable certificates, “learn and earn”, stepping out and back in

• Address specific needs and barriers for targeted students
Ethnicity breakdown CAA students: Fall 2007- Spring 2010

- Hispanic: 55%
- White Non-Hispanic: 18%
- African-American: 18%
- Asian: 8%
- Other: 1%

Percentages are based upon matched MIS data provided by Cal PASS.
Source: Cal-PASS April 2010.
## Course Success and Retention for CAA Students
### Fall 2007 – Fall 2009

<table>
<thead>
<tr>
<th>Region</th>
<th>Course Success</th>
<th>Course Retention</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALL REGIONS</td>
<td>78%</td>
<td>92%</td>
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</tbody>
</table>

Course success = A, B, C, Pass or Credit in attempted units.
Course retention = A, B, C, D, F, Pass, NP, Cr. or No Cr. in attempted units.

Source: Public/Private Ventures and Cal-PASS, April 2010.
Evidence in CCCs

Students in contextual math compared to standard math courses:

• 327% more likely to pass contextual course
• 387% more likely to pass degree applicable coursework in the same semester
• 400% as likely to pass transfer-level course in same semester

Contextualized students also more likely to complete degree applicable as well as transfer-level courses in subsequent term.

These effects more pronounced for Black and Hispanic students.

Effectiveness of Contextual Approaches to Developmental Math in CCCs
W. C. Wiseley, Univ. of Pacific, May 2009
Career Advancement Academies: Overview video

featuring student perspectives on the power of contextual learning and the cohort experience.

http://www.careerladdersproject.org/videoa/vpages/caaoverview10.html
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fosters educational and career advancement through research, policy initiatives, and direct assistance to community colleges.

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