Help me in!” - Removing Access Barriers for High School Students as they Transition to Postsecondary Education through Effective Collaborative Counseling Models

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Objectives for today’s session

• A lack of counselor collaboration – outlining the problem
• A model of Contra Costa College’s cross-counselor collaborative effort
• Recommendations for implementation
How do I apply for Community College?

You just go there and sign up.

HIGH SCHOOL COUNSELOR
Outlining the problem --
Counselor Support Is Critical For Students Of Color

- Study of nearly 10,000 high school students
- African-American and Latino students reported being the most strongly influenced by counseling services in their post-secondary plans (Lee & Ekstrom, 2011)
Outlining the problem --
Access to High School Counselors - Not Equally Distributed

Low-income students of color received less counseling services, compared to their white and high-income counterparts (Lee & Ekstrom, 2011).
Outlining the problem – Limited Policy: HS Counselors

• College planning not built into public high schools. No one is held responsible for college-going rates (McDonough, 2004)

• Counselor to student ratio 3000:1 (Ceja, 2000)
Outlining the problem --
Limited Policy: CC Counselors

- Until recently, no policy mandating educational planning support for recent HS graduates.
- No incentive to go into high schools
- Community college counselor to student ratio: 1000:1 (Pathways to Prosperity, 2011)
After-School Program Providers - National Policy to Help


- The GEAR UP initiative - authorized by Title IV of the 1998 Amendments to the Higher Education Act of 1965 and was signed into public law 1998 by President Clinton.
After-School Program Providers - Not Far Reaching Enough

• Study 23 urban high schools - less than half (42%) could access them (Noeth & Wimberly, 2004).
A majority of students of color land in the community college system.

**Enrollment by Ethnicity: 2010**

- **California Community Colleges**
  - Total Enrollment: 1,529,599
  - Latinos: 513,729
  - African Americans: 114,614

- **California State University**
  - Total Enrollment: 348,205
  - Latinos: 100,342
  - African Americans: 18,205

- **University of California**
  - Total Enrollment: 179,245
  - Latinos: 31,838
  - African Americans: 6,477

Source: Postsecondary Education Commission, 2010
Community College - most affordable option

- Recent study - 56% of African-American and Latino students indicated that college costs were a major obstacle in deciding whether they should pursue higher education (Noeth & Wimberly, 2004).

- Studies show that minority students lack financial information about colleges - a majority perceive that they cannot afford college, and therefore, do not attend (Noeth & Wimberly, 2004).

- Many are not informed that community college is an affordable option and is often free with fee waivers (Board of Governors’ Initiative, 2001).
Community College Information - Rarely Distributed in High Schools

Student feedback across five community colleges:

• Majority of students expressed frustration over the lack of information they had received about community colleges in their transition from high school.

• Students did not notice a community college presence at their schools - only received information about four-year colleges. Venezia (2010)
Community College Information
--Rarely Promoted

SFUSD Study

• Students heard about 4 year app process 70% of the time
• Students heard about CC app process 25% of the time
• Independent t-test showed statistical significance
Our high school counselors said they could not help us with the community college application, they were too busy helping 4-year bound students.
I knew I was planning to go to community college but the counselors wouldn’t help me, so I lied and said I was going to go to a 4-year just to get help.
Community college students do as well or better than students who went directly into a four-year institution from high school (Handel, 2006).
Contra Costa College
Richmond High School
Linked Learning Initiative
Dr. Rick Ramos
Department Chair Public Safety Education
Contra Costa College
San Pablo, CA
First Steps 1999-2011

- College Classes @ HS
- Articulation of courses
- Expand to Pinole and DeAnza
- RHS advisory committee
- Forensic workshops MCHS grant
- Youth Police Academy

First Steps 1999-2011
CCCLLI 2012 to Present

Coordinate with HS Academy staff

Data results: Students do not attend CCC or few complete at desirable rates.

Use the data to develop a new shared vision and propose outcomes.

Develop MOU to share student data

Streamline program of study
• Integrated coursework
• Blend student support services and instruction.
Action Committee

- West County Schools
  - Allen Mooney
  - Mary Kadri
  - Patty Blades
  - Cecelia Mendoza
  - Michael Aaronian

- Contra Costa College
  - Rick Ramos
  - Tristan Saldania
  - Charles Gibson
  - Kevin Martin
  - Rebecca La Count
  - Mark Yamamoto
  - Dona DE Russo
  - Nancy Rynd

- Genoveva Callaway, Mayor, City of San Pablo
- Maria Alegria, former Mayor, city of Pinole.
- Antonio Madrano, West County School Board
- John Marquez, President, CCCC board of trustees.
- Randy Tillery, Senior Dean, CCCC
- Pricilla Leadon, Dean of Economic Development, CCC
- Career Ladders Personnel
Strategies to narrow the gap

- Early high school assessment and help applying and enrolling
- Evaluation of high school writing samples
- Development of transition activities
- Conduct recruitment
Integrating instruction

Compare SLOs from developmental and content courses

Flipped classroom instruction

Podcasts were developed to deliver lectures
In-class time spent on critical thinking exercises to strengthen student engagement.

Develop common coursework

Student demonstrates mastery of content in a variety of ways to satisfy SLO’s in more than one course.

SLO assessment used to improve instruction.

Data collected
- Pre-Post testing
- Project evaluation

Instructional Strategies
Staff Development

• Summer bridge program

• Bi-Weekly meeting and training
  – Faculty could discuss individual student issues. (Hughes, 2011)
    • Build resiliency, other mothering
  – Develop common coursework and assignments
  – Analyze SLO data to improve instruction
    • Use D2L to manage SLO assessment
  – Faculty were provided training on how to leverage the LMS to analyze student learning
  – Update the Counseling-Study skills course (Karp & Bork, 2013)
    • See handout
Upon entering community college, most students aspire to transfer to a 4-year university and receive a bachelor’s degree.

Solorzano, Datnow, Park and Watford (2013)
2012-2013 Successes

- 88% earned full state certification
- 94% earned Powers of Arrest certification
- 70% of original cohort students are still enrolled at the college
- 26% persisted in Administration of Justice
- 42% are working at least part time in the field
- Several students who did not complete in the first year are currently fulfilling requirements to earn certificate which will increase completion to 76%
Data Comparison

- **Retention FA12**
- **Retention SP13**
- **Success FA12**
- **Success SP13**
- **Persistence**
- **Completion**

- **Linked Learning Students**
- **General College**

* To complete by FA13
What we are seeing now in cohort who benefitted from transition activities

- 26 ADJUS students and 18 EMED students
- ADJUS students were still “surprised” by the rigor of the college work but are responding to intervention
- Students are better prepared for English course
- 2 Transferred to UC Berkeley within two years.
- Over 50% have been placed in related employment
- Cohort 2012 have an average of 39.7 units completed (4sem)
  - Control group 25.6
- Cohort 2013 have an average of 23.9 units completed (3sem)
  - Control group 14.2
K12/Community College Collaboration Strategy

• Standing transition team meetings
  – Pilot program started in public service sector, expanding to health

• Changing how we normally do business
  – College and Career Counseling Collaborative

• Early outreach: Helms Middle School

• A true across-systems connection is critical
  – 68% of local high school students attend CCC

• How we're sustaining the work
  – It is the work via the new direction of Common Core
  – Use of data
Our continual struggle.....

• Creating funds of knowledge for first generation college transitioning students:
  – Academic advising- HS and College counselors meeting monthly
  – Career Planning- Assistant counselor positions (pilot)
  – Development of mentors and tutoring
  – Continual emotional and financial support that builds resiliency
  – Soft skills that support both college and employment goals (Karp & Bork, 2012)
    • Time management
    • Interpersonal communication
    • Conflict resolution
    • Critical thinking
    • Problem solving
Student Survey of High School Juniors

10 High Schools Surveyed
(5 students at each high school)

- Freedom High School
- Pittsburg High School
- Deer Valley High School
- Hercules High School
- Richmond High School
- Alhambra High School
- Las Lomas High School
- Dougherty Valley High School
- Monte Vista High School
- Liberty High School
Pushing Out the Program
Results from High School Juniors Student Survey

Are you considering attending college?
- 98% YES
- 2% NO

Have you ever considered attending a community college?
- 98% YES
- 2% NO

Is attending college something you’ve discussed with your parents?
- 71.4% YES
- 29.6% NO

High School Value Campaign
Results from High School Juniors Student Survey

How do you find information about college? (Check all that apply)

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<td>Internet</td>
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<td>Pamphlets</td>
<td>42.9%</td>
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<tr>
<td>Other</td>
<td>4.2%</td>
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</table>

What is your preferred method of finding out more information about your community college?

<table>
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<th>Method</th>
<th>Percentage</th>
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<td>Pamphlets</td>
<td>29.2%</td>
</tr>
<tr>
<td>Other</td>
<td>4.2%</td>
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</tbody>
</table>
Results from High School Juniors Student Survey

Which of the following are important when choosing a college to attend?

- Career Services: 69.4%
- Student Groups: 46.9%
- Fin Aid: 67.3%
- Counseling: 34.7%

Do you know about the resources available to students attending community college? (Check all that apply)

- Career Services: 23.4%
- Ed Plan: 19.1%
- Fin Aid: 27.7%
- Tutoring: 10.6%
College President join EMT students in local parade
Figure 9
Students’ Primary Source of Information about Postsecondary Education

- Peers; Internet; Church; Family: 43%
- Teachers: 20%
- School assignments; Classroom guest speakers; Teachers: 20%
- Counselor only: 4%
- Middle school; Non-HS program: 8%
- No one: 9%
- Combination of family, teachers, counselor: 16%

Original source of graphic: Jones (2013).
Data source: Pathways San Diego case study.
Leveraging Our Relationship
Questions or Comments?

rramos@contracosta.edu
510-501-8706
Suggested Implementation Strategies

• Each system identify a counselor to focus on college access
• Understand access data
• Cross system counselor collaboration
  – Professional development (matriculation process, pathways, undocumented students, etc.)
• Bring CC application process into the high school during the school day
• Promote the community college equal to the four year
• Systemic reform – change the way we do our work
“Help me in!” - Removing Access Barriers for High School Students as they Transition to Postsecondary Education through Effective Collaborative Counseling Models.

Thank you!

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