WELCOME

Community College Pathways for Former Foster Youth Community of Practice Launch

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Executive Director

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Senior Director, Pathway and Sector Development

May 15, 2013

Thank you to the Walter S. Johnson Foundation and the Stuart Foundation for their support of the CCP Initiative.
CAREER LADDERS PROJECT

Fosters educational and career advancement through research, policy initiatives and direct assistance to community colleges and their partners.
DEMONSTRATING WHAT WORKS; SCALING EFFECTIVE PRACTICE

Initiatives and Demonstration Projects

- Career Advancement Academies (CAA)
- CA Community College Linked Learning Initiative (CCLLLI)
- Community College Pathways for Former Foster Youth (CCP)
- Concurrent Courses Initiative (CCI)
- Networked Communities of Practice
  - CA Counseling Network (CaCN)
  - Contextualized Teaching and Learning Faculty Inquiry Group

Sector and Pathway Projects/Partnerships

- Green Transportation Collaborative
- “Design It, Build It, Ship It” (East Bay Area TAA-CCCCT Grant)
- Patient Navigator Center (with AACI)
- Bay Area Manufacturing Renaissance Council (BAMRC)
LINKING POLICY AND PRACTICE

- LearningWorks
- California EDGE Coalition
  - California Interagency Leadership Council
  - California Legislative Workforce Policy Group
- California Career Pathways and Education Committee (CA State Workforce Investment Board)
- National Alliance for Quality Career Pathways
Wage Outcomes

• Statewide median for wages 5 years after award
  – $52,700 for Associate Degrees,
  – $49,700 for Certificates and
  – $42,200 for Locally Approved Certificates & Awards.
Wage Outcomes

• Nearly 50% of students from CCC who earned an AA/As and who had not transferred to a four year institution had median wages 5 years after earning the award of more than $54,000, the median wage for those in California who’s highest degree was a Bachelor’s Degree.

• 25% of students from CCC who earned an AA/AS and who had not transferred to a four year institution had median wages 5 years after earning the award of more than $81,000. This was higher than the median income for those in California who’s highest degree was a Master’s Degree ($72,000).
Wage Outcomes

• Median wages 5 years after award for students with associate degrees in vocational disciplines was $66,600 compared to $38,500 for those with non-vocational associate degrees.

• Over the past 20 years the number of graduates with associate degrees from California Community Colleges has increased by 77%.
Wage Outcomes

• Associate Degrees with the highest median incomes 5 year after award include Registered Nursing ($81,640), Radiologic Technology ($81,573) and Respiratory Therapy ($72,582).

• Certificates with the highest median incomes include Paramedic ($113,360), Electrical Systems & Power Transmission ($107,466) and Water & Wastewater Technology($79,205).
CCP is an active Community of Practice, engaging colleges around strategies which increase the number of foster youth completing college certificates and degrees.
TECHNICAL ASSISTANCE RESOURCES

- Connectivity through a Community of Practice and a large statewide network of stakeholders
- Tailored Support
- Peer Expertise
- Monthly Community Meetings
- E-community
- Annual Convenings for Campus Teams
- Broad Dissemination of Practice and Work
Sequestration’s affect on the Chafee Grant Awards

Posted on May 10, 2013 | Leave a comment

Sequestration’s affect on the Chafee Grant Awards

Posted in News

Senate Bill 528 – Supporting Parenting Youth in Foster Care

Posted on April 9, 2013 | Leave a comment

A webinar was sponsored recently by the John Burton Foundation to highlight Senate Bill 528 – Supporting Parenting Youth in Foster Care authored by....
• Provide expertise and guidance on
  o Policy advocacy
  o Linkages between education and child welfare
  o Housing resources
  o Resource development/Fundraising
• Technical Assistance Provider to over 80 established and emerging campus programs and networks
• Hosts the Annual Blueprint Conference (October 23, 2013)
• Provide Relevant Topics for Higher Ed through Workshops & Webinars
• College Pathways Website  cacollegepathways.org
TODAY’S OBJECTIVES
CCP 2013 Convening Objectives

- Increase college understanding of the CCP Initiative
- Foster college relationships and the Community of Practice
- Exchange of effective practices to improve student success

Promising Practices
- CC Sharing and Exchange, Reflection, Guidance
Get Ready! Get Set! Create!

What is your vision or theme?
What does it look like?
How is it going to happen?

Tools:
• Pipe Cleaners
• Anything on the table
•Anything on your person or with you

Report back
• Introduce team
• Articulate vision
• What you want to walk away with
(BRIEF) HISTORY LESSON

- First Guardian Scholars Program CSU Fullerton
- Philanthropic funding of programs
- Statewide Leadership: CSU Office of the Chancellor, UC Office of the President, CCC Chancellor’s Office, CDE, Philanthropy Partners, Career Ladders Project, John Burton Foundation
- If, Foster Youth enrolled in greater scale at CCCs
- Then, Community College Pathways (CCP) to focus on impactful strategies which increase college and career outcomes for foster youth.
CCP VIDEO
KEY ELEMENTS OF CCP

1. Collaboration between instruction and student services
2. Effective instructional programming
3. Integrated student supports
4. Data-driven decision making
**Integrated Student Support**

“How the LATTC Guardian Scholars Program Did It!”

Dr. Dione Washington

The LATTC campus Guardian Scholars staff developed an official team consisting of on-campus partners and off-campus partners that are service providers and educational experts to work collectively to assist former foster youth in reaching their career paths and educational goals.

**Activities:**

The LATTC campus Guardian Scholars staff invited on-campus and off-campus partners to participate in a higher education opportunity and innovative career development support program for former foster youth.

**Implementation of Activities:**

The LATTC campus Guardian Scholars staff will facilitate partnership recruitment orientations and informational meetings that will bring together a host of on-campus and off-campus partners, to discuss the provision of available services. This was accomplished by conducting partnership orientations and meetings every three months.

**Expected Outcomes:**

On-campus and off-campus partnerships deepened and resources leveraged to provide increased services to former foster youth attending LATTC.
The on-campus Guardian Scholars Partners include, but are not limited to the following programs:
Extended Opportunity Program and Services (EOPS)
Cooperative Agencies Resources for Education (CARE)
Greater Avenues for Independence
California Work Opportunities and Responsibility to Kids (GAIN/CalWORKs)
Financial Aid, Disabled Students Programs & Services (DSPS)
Student Information Center, Counseling
Matriculation
University Transfer Center
Learning Skills
Workforce and Economic Development Division
Foster & Kinship Care Education
Student Employment Center
Associated Student-body Organization (ASO)
Child Care Center, Staff/Administrators, etc.

The off-campus Guardian Scholars Partners should, but are not limited to the following programs:
One Stop Employment Program
Transitional Housing Authority
Transition Resource Center
Department of Children & Family Services
Children’s Alliance
Los Angeles County Regional Center
Local Foster and Kinship Care Provider associations,
CSU’s and UC’s
Faith Based Community
PANTRIES
Emergency Shelters
etc.

Integrated Student Support
Integrated Student Support

- **Skills needed:**
  - Planning
  - Research
  - Negotiation

- **Examples of how we work together:**
  - Food, Clothes, Resources
  - Referrals
  - Tutoring
  - Workshops
  - Conferences

- **Measuring outcomes to be measured by:**
  - The number of active on-campus and off-campus Guardian Scholars Partners.
  - Documentation, via sign-in sheets of meetings and events.
  - Tracking student outcomes (via a case management system) as it relates to team development, implementation and participation.
ORANGE COAST COLLEGE GUARDIAN SCHOLARS
Dameion Renault
ONE STOP SHOP
STACKABLE DEGREES/ CERTIFICATES

• Go over options
• Cert leads to cert leads to degree...
• Get experience while receiving education
• If there is a need to leave school there is relevant training
• Helps student relate material to real life
• Advocate for student assertiveness w/ counselors
SUMMER BRIDGE

• Choose a subject like math/English for basics help
• Use art/music to relate
• Helps create a cohort
• Use discussion to tie things together
COHORTS

• Find out who is in similar tracks
• A chance for students to relate to one another/ work together
• Maybe take other classes together
• Do in/out class projects in groups
• Feeling of connection
• Work in groups- see how things are worked out, give others chance to lead
• Out of seats – paper on walls
SCAVENGER HUNTS

• Use resources outside of class, online, library, student ctr, DSPS, G.S., EOPS, Health Ctr, Honors Ctr, Career Ctr
• Are the students using the resources after as well?
• How does this information relate to real life?
• Creating contacts
GET COUNSELORS ON BOARD

- Speak with college/ EOPS counselors
- About stackable degrees/ bridge programs
Collaboration between instruction and student services

- Evidence and Research-based
  - LearningWorks
- CCP informed by large scale innovative work
  - Career Advancement Academies
  - California Community College Linked Learning Initiative
  - Concurrent Courses Initiative
Kris Palmer, CLP

Data Driven decision making
## DATA USAGE IN A CULTURE OF INQUIRY

<table>
<thead>
<tr>
<th>From</th>
<th>To</th>
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<tbody>
<tr>
<td>Data collected for external report</td>
<td>Data for internal improvement</td>
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<tr>
<td>Data as a burden</td>
<td>Data as a useful tool for improvement</td>
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<tr>
<td>Only the manager knows that</td>
<td>Knowledge sharing across staff</td>
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<td>Culture of finger pointing &amp; blame</td>
<td>Culture of shared accountability</td>
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<tr>
<td>Functional or program “silos”</td>
<td>Cross-functional teams</td>
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<tr>
<td>“That doesn’t have anything to do with my job!”</td>
<td>“How can I help us reach our team goal?”</td>
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<tr>
<td>Fear of breaking rules and patterns</td>
<td>Support for making mistakes and trying new strategies</td>
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*CCP*
FFY Student

IDENTIFICATION

- MIS Former Foster Youth data flag
- Intake: Revised question on CCC Apply
- FAFSA
- Bring in college institutional researcher on the front end of program planning
- County Office of Education K-12 data sharing
- FFY serving programs

TRACKING

- Identify MIS fields of interest – demographics, services, outcomes for e.g.
- Pull historical MIS data
- Link MIS with social service databases
- Data reports produced
# Former Foster Youth (FFY)

<table>
<thead>
<tr>
<th>Year</th>
<th>Term</th>
<th># FFY</th>
<th>Course Success Rate</th>
<th>Course Retention Rate</th>
<th>Completion (#cert #AA, #transfer)</th>
<th>Ave Units attempted/ completed</th>
<th>GPA</th>
<th># Enrolled remedial English</th>
<th># Enrolled remedial math</th>
<th>Persistence Rate*</th>
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LOS MEDANOS COLLEGE PATHWAYS PROGRAM
Jennifer Blackman
Instruction and Student Services Collaboration
• Leveraged funding and Partnerships
• Faculty Community
• Cohort Based Instruction
• Case Management
• Contextualized Teaching and Learning
• Evolution
b2b AT LANEY COLLEGE

- Susan Truong, Laney College EOPS Counselor
- Carolann Perales, Laney College student
- Virgil Tooks, Laney College student
- Stephanie McLemore, Beyond Emancipation Case Management Coordinator
- Cohort based design
- Deep Partnerships
- Case Management
b2b VIDEO
PROMISING PRACTICES

• Q/A
LUNCH
Resume at 1:00 pm
PROMISING PRACTICES

• Q/A
  1. Collaboration between instruction and student services
  2. Effective instructional programming
  3. Integrated student supports
  4. Data-driven decision making
REFLECTION ON PROMISING PRACTICES

• What did you hear?
• What resonates with your planned CCP work?
• What additional questions do you have?
COLLEGE TEAMWORK

• How will your college implement activities to achieve and measure objectives?

• Of your college’s multiple objectives, what is it you want to take on in depth this year?

• What makes sense to stage for next steps?

• What do you need to have in place for youth enrolled in Fall 2013?
BUILDING ON THE COMMUNITY OF PRACTICE

- 2 Groups
- College Feedback Process
  - Colleges present their workplans
  - Guided Facilitation
  - Non-presenting Colleges provide feedback.

*Are there...*

- Other activities to consider to affect change?
- Additional resources to consider?
- Next steps to think about?
CCP GROUP PICTURE!
Dr. Darrick Smith
LearningWorks Center Director
• Wrap Up of the Day

• Next Steps
  – Proposal Collaboration
  – Grant Agreements
  – CLP campus visits
  – Community of Practice conference call in June

• Please go online and fill out the Program Evaluation surveymonkey.com:
  http://www.surveymonkey.com/s/SRMBW8T
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