CPT Public Service & Law

EAST BAY CAREER PATHWAYS
OCTOBER 2, 2014

Theresa Rowland
Jennie Mollica
Career Ladders Project (CLP)

Annie Johnston
CCASN

Ahmad Mansur, Merritt College
Working Group Member
Welcome and Introductions

- Share your name,
- the institution you work with,
- and your role.
CLP and CCASN
Technical Assistance and Professional Development

- Deliver professional development and training in pathway teams and workshops
- Facilitate action planning, help gain buy-in, spur systems reforms
- With ACOE direction, inform data and accountability structures and processes
- Provide information, research and tools, documentation
- Be a resource to CPT i880 leadership/coordinator and college and k12 leadership
880 CPT: THREE (INTERCONNECTED) “BUCKETS” OF WORK:

- Successful Transitions
- Pathway Development
- Career Connections
STUDENT OUTCOMES

More students:

- Enrolled in pathways
- Enrolled dually or concurrently in high school and college
- Engaged in work-based learning
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<td>Pathways 101 (for District leadership new to pathways)</td>
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<td><strong>October 2 AM: Launch PM: Regional Pathway Teams</strong></td>
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**Pathway Devt Teams**

**Transition Teams**

**Career Connections**

**Data Sharing**

**East Bay CPT Consortium Work Timeline – DRAFT 8-26-14**

**WBL Forum?**

**Local Transition Work:**

**CLP**

- Student Supports
- Placement/Remediation
- Dual Enrollment

**Local Pathway Work:**

- Eng/Manuf
- ICT/DM
- Health Science
- Public Service
YEARN ONE

Colleges and high schools *locally*:

- Deepen K12-college connections
- Get more students enrolled by starting/expanding college and career pathways
- Improve pathway quality by:
  - Aligning K-12/college curricula
  - Increasing and integrating work-based learning and credit-based internships
- Transitioning more students to college
  - Enroll students early (dually/concurrently)
  - Better remediation, improved academic placement
  - Improve matriculation, outreach, exposure
Colleges and high schools *regionally*:
- Learn practices from peers, experts and local teams to begin, improve, expand pathways
- Hear and respond to industry needs
- Inventory and action planning
- Move progressively towards taking action on issues to be addressed regionally (and/or sub-regionally/locally)
- Learning Communities
FOR MORE INFORMATION:

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Connection as we begin...

- Pair up with someone new and introduce yourself.
- Discuss:
  - What is one thing that excites you about the EBCPT work?
  - What is one question that you would like addressed about the EBCPT work?
- Report Out
Promising Practice

• Rick Ramos, Contra Costa College
• Alan Mooney, Richmond High School
Contra Costa College
Richmond High School
Linked Learning Initiative
Rick Ramos, EdD
: Contra Costa College
rramos@contracosta.edu

Allen Mooney:
Richmond High School
AMooney@wccusd.net
First Steps 1999-2011

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

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.

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

- 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
Instructional Strategies

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
Staff Development

- Summer bridge program
- Bi-Weekly meeting and training
  - Faculty could discuss individual student issues.
  - Develop common coursework and assignments
  - Faculty could analyze SLO data to improve instruction
  - Faculty were provided training on how to leverage the LMS to analyze student learning
- Quantitative data collection
  - Mid semester
Upon entering community college, most students aspire to transfer to a 4-year university and receive a bachelor’s degree.
Contra Costa College: Public Services and Emergency Medical Services

**INDUSTRY CERTIFICATION**
- Certified Medical Assistant
- National Security Associate (State Dept)
- POST (Peace Officer Standards and Training) Commission

**B.A. Transfer**
- A.S. Degree - Administration of Justice
- A.S. Degree - Correctional Law Enforcement
- A.S. Degree - Registered Nursing
- A.S. Degree - Medical Assistant
- Police Academy, 21 years old minimum, plus A.S., plus B.A.

**JOBS & WAGES**
- **Advanced Level Employment**
  - Probation officer: B.A. Degree $27-$65/ hr
  - Correctional Treatment Specialist: B.A. Degree $27-$55/ hr
  - Corrections Officer: $24-$37/ hr
  - Police Patrol Officer: $25-$45/ hr
  - Juvenile Counselor: A.S. Degree in Corrections $11-$41/ hr

**Certificate**
- Fire Arms Certificate
- Paramedics (private programs)

**General Education**
- Law Enforcement/Corrections Certificate
- Homeland Security
- Loss Prevention Certificate

**Specialists Certificate**
- List these

**Medical Assistant Certificate of Achievement**

**Intermediate Level Employment**
- Loss Prevention: $10-$20/ hr
- Retail Grocery
- Transportation Logistics
- Anise/Hotel Operator

**Certificate of Achievement**
- Emergency Medical Technician; Office of Emergency Services
- Work Keys (Police Officer Security)
- Bail License
- Powers of Arrest
- OC spray (pepper spray) Certification

**Emergency Medical Services, 12.5 units ADJUS**

**Security Specialist, 12 units ADJUS**

**ADJUS LSSA; 8 hours online**

**TBD**
- Pinole Valley High School
  - Law and Justice
  - Health
- Richmond High School
  - Law and Justice
  - Health
- De Anza High School
  - Health
- Related Work Experience
  - Explorer Scout (service learning)
  - Police Cadet - R.P.D.
  - $13-$16/ hr
- General Public, CSO and with referral

**Emergency Medical Technician**
- Emergency Medical Technician: $10-$21.50/ hr

**Entry Level Employment**
- Security Officer: $10-$11.50/ hr
- Police Apex: $10-$12.50/ hr
- Transportation Security Screen: $12.50-$22/ hr

CLP Dept 24 24 2023
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

*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)
- Cohort 2013 have an average of 23.9 units completed (3sem)
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 social capitol for first generation college transitioning students:
  - Academic advising
  - Career Planning
  - Development of mentors and tutoring
  - Continual emotional and financial support that builds resiliency
  - Soft skills that support both college and employment goals
    - 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
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
How do you find information about college? (Check all that apply)

- HS admin: 85.7%
- HS event: 55.1%
- Parents: 51%
- Internet: 71.4%
- Pamphlets: 42.9%
- Other: 4.2%

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

- HS admin: 64.6%
- HS event: 43.8%
- Parents: 22.9%
- Internet: 60.4%
- Pamphlets: 29.2%
- Other: 4.2%

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%
Figure 9
Students’ Primary Source of Information about Postsecondary Education

Original source of graphic: Jones (2013).
Data source: Pathways San Diego case study.
CLAS Workshops

+ **Sponsor:** California State Bar Association

+ **Primary Focus:** Increase diversity in legal professions pipeline

+ **Meets:** Every summer in SF, 2-3 days
CLAS Participants

- Law Academies and Related Organizations
  CDE, CCASN, Linked Learning

- Industry Professionals
  Attorneys, Judges, Court Staff

- Colleges
  UC Berkeley, Peralta Community College

- Law Schools
  Boalt, USF, McGeorge

- Law-Related Educational Institutions
  Constitutional Rights Foundation, Street Law, National Judicial College, California Bar
CLAS Projects

- Mentoring
- Internships
- Senior Projects
- Capstone Courses
- Implicit Bias
- Tracking Alumni
- Community College Pathway to Law School
Agendas 2013-2014

+ 2013

+ 2014 Capstone

+ 2014
Thank You!
Questions or comments?
Juniors Gurdeep Doel, left, and Harpreet Singh, and senior Sergio Mendoza learn to swing police batons with their Administration of Justice class in Richmond High’s Health and Human Services Academy. Retired Berkeley police Sgt. Rick Ramos teaches the class.

School-to-career academies work

Preparing students for life after high school —
Articulate coursework
Inventory Activity

• Stand at the pathway poster that best represents the way you prepare students
• Form a team of 3: one HS, one PS, one that expands the diversity of your team
• Review the inventory matrix
  • Corrections, updates, additions to master copy, passed around table to table
• Use the analysis tool to analyze the data:
  • Promising practices data; workforce and geographical data; matrix data
• Report out Strengths & Areas for Work
Survey... Priorities & Planning

• Regroup with other people from your own organization if possible.
• Review the survey individually (5 min)
• Discuss your priority actions with your team, and determine what collaboration is needed (5)
• Send emissaries to other organizations (if they are present) to discuss collaboration. (15)
• Determine reasonable goals for year one, and commitments from your organization. (10)
• Report out by grouping (10)
Leading Design Teams and the Pathway Action Team

- Dec. 4: next meeting of the Pathway Action Team
- Who will work with CCASN and CLP to plan the December 4 meeting?
- Design Team work will take place outside of the Pathway Action Teams
- What first steps could begin between now and December 4?
  - Who will convene the collaborative design teams?
  - Who will work on the collaborative design teams?
  - What assistance do you need from TA Providers?
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