RETHINKING PATHWAY DESIGN:
A BETTER STORY FOR STUDENTS AND THEIR COLLEGE AND CAREER SUCCESS

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Where are We Losing Students?

Each year dropouts represent $320 billion in lost lifetime earning potential.

MAJORITY OF ALL STUDENTS & 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
Why are we Losing Students?

- **Not College and Career Ready**
  - Lack of engagement, academic rigor, meeting A-G
  - Little exposure, experience, experimentation to help gain focus and confidence and make decisions
  - Little support in HS-college transition and enrollment

- **Basic skills crisis**
  - 2/3 CCC students are placed in remediation and this reduces completion.
  - Testing. Academic placement practices: 25-30% under-placed
  - Instruction. Need to engage students with rigor, relevance, critical thinking, problem-solving, integration.

- **Lack of structure in CC, steps are unclear**
Lack of Structure

“For many students at community colleges, finding a path to a degree completion is the equivalent of navigating a shapeless river on a dark night.”

Scott-Clayton (2015)
“Career Pathways, when well designed and implemented, prepare students for both college and career success, better preparing them to take advantage of the full range of post-secondary options, from university and community college, to apprenticeship, certificate programs … and direct employment.”

Linked Learning
COMPREHENSIVE PROGRAMS OF STUDY and COLLEGE PATHWAYS

• Greater structure and sequence - pathways can offer a comprehensive structure plus a strategic process for reform.

• Eased HS to College transitions – with exposure to college thru early college credit, improved academic placement

• Integrated instruction with challenging academics emphasizing real world applications. 9-14 faculty collaboration.

• Student supports—academic, social-emotional, college and career guidance, early matric. Counselor/faculty collaboration.

• A systemic approach to work-based learning - meet industry standards; integrated/aligned with program of study; students gain exposure, exploration, experience, focus, income.
The Case of CCC-WCCUSD

Public Service and Law Pathway
Contra Costa Community College

High School to College Transition, n=7502

Source: CalPass Plus data from 2008-2013
Notes: The graph includes students who attended Contra Costa College between fall 2008 and fall 2013 who were under 22 years of age, had attended a CA high school and had non-missing data for CA high school.
CPT=Career Pathways Trust participating high schools 2014
See Handout - CCC
Pathway(s): Public Service and Law

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<thead>
<tr>
<th>DE ANZA H.S. LAW ACADEMY</th>
<th>PINOLE VALLEY H.S. LAW &amp; JUSTICE ACADEMY</th>
<th>RICHMOND H.S. LAW &amp; JUSTICE ACADEMY</th>
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<tbody>
<tr>
<td><strong>Courses</strong></td>
<td><strong>WBL</strong></td>
<td><strong>Project/Student Support</strong></td>
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<tr>
<td>Dual Enrollment: ADJUS 138 Law and Democracy</td>
<td>Service Learning Project with outside entity in law as Graduation Requirement</td>
<td>CCC Application &amp; Early Assessment CCC Faculty visits</td>
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<td>Capstone</td>
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<td>Dual Enrollment: ADJUS 121 Concepts of Criminal Law ADJUS 122 Criminal Procedure</td>
<td>Summer Legal Fellowship Intern Program through BA/LL School/Cal Grades 11-12</td>
<td>CCC Faculty visits</td>
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<td>Appellate Court Case observation in San Francisco Grades 11-12</td>
<td>Law Enforcement Careers (RDP)</td>
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<td>Intro to Law</td>
<td>Mock Trial County-wide Competition, Martinez Courthouse Grades 10-12</td>
<td>CCC Faculty visits</td>
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<td>Guest Speakers from police, district attorneys, and public defenders Grades 10-11</td>
<td>Law &amp; Justice</td>
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<td>CCC Faculty visits</td>
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<td>CCC Faculty visits</td>
<td>Forensic Science</td>
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<td>Tour of Forensic Science Crime Lab</td>
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<td>CCC Faculty visits</td>
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**DRAFT DATE: 9/23/2015**

See Handout- WCCUSD
Today’s Focus:
How an Innovative CCC-HS District partnership is successfully implementing dual enrollment and student supports

- **Eased HS to College transitions** - early college credit, attention to pathway course sequencing

- **Student supports and counselor collaboration** — counselors give college and career guidance inside the high school to help with enrollment, placement, testing, preparing for choices
Why Implement Dual Enrollment?

- Students are more likely to graduate from HS
- More likely to enroll in college
- More likely to pursue a bachelor’s degree
- More likely to persist in college
- Less likely to take basic skills courses in college

Counseling is Critical

• Students receive little career counseling or help choosing a program of study and many choose courses at random. (Rosenberg et al 2008).

• Interviews with students reveal that many are surprised to learn that their courses do not count towards a major they eventually select (Nodine et al 2012).

• A majority of college students indicate that having an adult help them with their application while in high school was a critical factor in their college enrollment. (Farmer Hinton, 2008)

• A national longitudinal study determined that first-gen students were less likely to receive help from their schools compared to students whose parents attended college. (Choy, 2001)
Counseling Collaborative

Dona DeRusso, Contra Costa College
Counseling Collaborative: The Early Years

- Built on relationships and lessons from CCCLLI and HSI STEM grant
- Focus on improving transitions for students
- Scale practices to meet needs of all students
  - Application and assessment at high school campuses
  - Counselors provide workshops for academy students
  - Multiple measures English placement
- First Counselor Collaborative full meeting – October 2013
- Future work progressed smoothly – we had trust
Counseling Collaborative: The Evolution

- Spring 2015 – transition of Collaborative coordination to align with Student Success and Support Program and Career Pathways Trust
- September 2015 – 66 counselors and staff attended 2nd collaborative meeting
- Reaching back to Middle Schools
- Buy-in from counseling staff at WCCUSD and CCC
- BI-annual meetings
Collaborative: The Agenda

• Building the relationships
• Overview of initiatives at CCC and WCCUSD
• Learning the lexicon
• Brainstorming and “voting” on activities to improve transition from middle school to high school to college
• Defining college and career ready
Counseling Collaborative: The Structure

• Collaborative Steering committee meets monthly
  – Provides strategic direction
  – Coordinated collaborative activities – i.e. Parents NIght

• Full Counseling Collaborative
  – Middle, high school and college counselors from West Contra Costa County
  – Meet bi-annually for professional development and improving transitions

• Onsite local middle and high school counselor connections
  – Regular office hours
  – Workshops
  – Counseling and education planning
Activities to prepare student for college level work

• Continue application and assessment for high school seniors
• Workshops at middle and high schools for college information, careers and majors, college success
• Financial aid workshops for both high school counselors and parents
• Campus tours
Early College Experiences: Pilot

• Assess academy juniors (fall 2015) as an advisory for college preparedness
• Integrate counseling resources to guide students to appropriate English and math skills improvement
• Promote concurrent classes aligned with high school graduation and A-G requirements
• Support career exploration for middle and high schools students
• CCC counselors have office hours at high school campuses
Early College Credit

Kelly Schelin, Contra Costa College
Early College Credit: The Vision

• From articulation to dual credit
• Dual credit courses embedded in pathway
• Gateway courses to maximize opportunity
• Credits accelerate time to completion
• Replicable model that could be scaled
Building the Model

• Faculty-driven collaboration and buy-in
• Foundation of articulated credit
• Likelihood of student success
• Potential course sequence without math and English requirements
Building the Model

• Faculty champion
• Curriculum alignment and common course content
• Criteria for course selection
• Course sequence strategy
# Course Sequence

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<tr>
<th>Grade</th>
<th>Course/Program Titles</th>
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<tbody>
<tr>
<td>9th</td>
<td>Academy-specific courses/Introduction to Law</td>
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<tr>
<td>10th</td>
<td>Academy-specific courses/Introduction to Law</td>
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<tr>
<td>11th</td>
<td>ADJUS 121: Concepts of Criminal Law (3 units)</td>
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<td>ADJUS 122: Criminal Procedures (3 units)</td>
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<tr>
<td>12th</td>
<td>ADJUS 135: Law and Democracy (3 units)</td>
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<tr>
<td>Community College</td>
<td>Administration of Justice; Political Science; Pathway to Law School</td>
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Gradual Pilot

• Fall 2015: Course-to-course articulation
  – ADJUS 121: Concepts of Criminal Law (2 schools)

• Spring 2016: Dual Enrollment
  – ADJUS 122: Criminal Procedures (3 high schools)
  – ADJUS 135: Law and Democracy (3 high schools)

• 2016-2017: Full Implementation
Public Safety and Law Pathway

• Dual credit is applicable to many degrees and certificates

• Pathway to Law School Initiative
  – Partnerships with 6 law schools and State Bar
  – 6 core courses and additional supports

• Cohort model with contextualization
Supporting Structure

• Institutional/District Support
  – Concurrent/Dual Enrollment MOU
  – Concurrent Enrollment Taskforce
  – Staffing and compensation

• Professional development

• Community of Practice
## Funding Sources

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<tr>
<th>Grant/Initiative</th>
<th>Funding Source</th>
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<tr>
<td>CA Community College Linked Learning Initiative (CCCLLI)</td>
<td>Irvine Foundation Career Ladders Project</td>
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<tr>
<td>CA Career Pathways Trust (CCPT)</td>
<td>California Department of Education</td>
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<tr>
<td>Student Success and Support Program (SSSP)</td>
<td>CCCCCO</td>
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<tr>
<td>Hispanic-Serving Institutions STEM (Title III, Part F)</td>
<td>U.S. Department of Education</td>
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<tr>
<td>K-12 Linked Learning Initiative</td>
<td>Irvine Foundation</td>
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<td>FTES</td>
<td>CCCCCO</td>
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From a K-12 Perspective
Lessons Gleaned…

Mary Kadri,
West Contra Costa Unified School District
It was helpful that

• The ADJUS chair personally visited K-12 academy CTE teachers to open discussions and assess possibilities.
• A syllabus for each course was provided and textbook identified.
• Department Chair expressed flexibility and stayed in contact.
• PD, curriculum materials, and textbooks were provided to teachers in June.
• Counselors from CCC had met with counselors from WCCUSD in the past, but now they formalized a Counselors Collaborative and began discussions around dual enrollment.
It was also helpful that

- Career Ladders Project provided us with a draft MOU and helped identify potential pitfalls and solutions.
- That our pathways/academy dept. had forged stronger ties with the Curriculum & Instruction to align all our work to the Common Core, and that we invited them to the initial “focus group” meeting with CLP to talk about dual enrollment.
- That we held monthly “[Initiative] Alignment Committee” meetings together and had a face-to-face forum to give updates on dual enrollment progress, questions, and needs.
- We chose an area to pilot in which my background was very strong, so that as a pathway administrator on the K-12 side, I will be able to understand and support the rollout.
We had strong partners who did not give up

• CCC and in particular, Kelly, was very committed to working through problems and details. (Find a good partner!)

• That neither of us worked in isolation, and so found that we regularly had to bring new issues to one another that sometimes set us back, but did not derail us.

• That both of us were involved in the CCPT work, so we saw each other, and other thought partners, regularly
Biggest obstacles

• District insistence that the dual enrollment courses had to be submitted as A-G on the UC portal, and we had no model or instructions for that.

• Keeping courses open to all pathway students, while ensuring rigor. What to do about students who couldn’t “make it” even with supports?

• Reconciling schedules between the two institutions. When were grades due? What would be the last date to drop or withdraw.
And then there is

- Teacher unpredictability.
- Principals, Assistant Principals, and School Counselors: We should have brought them on board sooner. Copying them on emails was not enough!
- Crafting the dual enrollment message to students, staff, and parents.
- Our teachers still need to be trained on college grading system due to delay in hiring.
Q and A

• For others in the room in k12-cc partnerships, to what are the important elements of collaboration you’d found?
• Where are you making an impact through more partnership?
• Are there things about the CCC-WCCUSD story that resonate with your experiences with partnership?
• What do you take away from the progress on counseling collaboration and integration?
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