Welcome!

When you sign in, please identify with one of the following roles and place a dot on your name badge opposite of your current red dot.

- Yellow - Counselors
- Dark Blue - Instructors
- Red - Administrators
- Light Blue - Researchers
- Green - General Support Staff/Others

Sit at a table with different colored dots. (Tables with one of each color)
An Inclusive Front Door: Strategies for Ensuring Smooth Transitions and Early Success in Community College for All Californians

Luis Chavez
Amanda Amal Issa

October 13, 2017
WORKSHOP AGENDA

Community Building
Overview of Alternative High Schools/Community Colleges
Highlighting Promising Practices
Counselor to Counselor Collaboration
Early College Credit
Working Lunch/Action Planning
Wrap Up
Introductions

WWW.CareerLaddersProject.org
Group Norms

At your tables, get to know your group
• Role, school site
• One positive thing this week
• One question that bring you here

As a group decide on three norms for our work today. Come up with one for each of the following.
(YOURSELF  AUDIENCE  PRESENTER)
Coat of Arms

Expanding Partnerships

Using the worksheet provided, complete your group’s responses to *coat of arms*.

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**Establishing Partnerships**

**Coat of Arms**

1. What are three most useful skills or attributes to possess when working with opportunity youth?

2. What is a myth about “at risk” also referred to “at promise” students you’d like to eradicate?

3. What are necessary skills to have when collaborating across institutions/organizations?

4. What skill or attribute have you had to develop within yourself to work more efficiently with your students or participants?

5. What are the qualities of an adult who aims to support success for opportunity youth?

6. In what ways do we make our work culturally relevant to our students?

What is your motto?
ALTERNATIVE SCHOOLS IN CALIFORNIA
## Seven Types of Alternative Schools

<table>
<thead>
<tr>
<th>School Type</th>
<th>Number of Schools</th>
<th>Fall Enrollment</th>
<th>Target Population</th>
<th>Administrative Entity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuation</td>
<td>468</td>
<td>62,830</td>
<td>At risk of not graduating</td>
<td>District</td>
</tr>
<tr>
<td>Independent Charter</td>
<td>61</td>
<td>28,931</td>
<td>Expelled, suspended, truant, or dropout</td>
<td>Independent</td>
</tr>
<tr>
<td>Community</td>
<td>68</td>
<td>15,202</td>
<td>Expelled, behavior or attendance problems or on probation or parole</td>
<td>Regional</td>
</tr>
<tr>
<td>School of Choice</td>
<td>38</td>
<td>13,283</td>
<td>Expelled, suspended, truant, or dropout</td>
<td>District or regional</td>
</tr>
<tr>
<td>Community Day</td>
<td>234</td>
<td>7,353</td>
<td>Expelled or behavior or attendance problems</td>
<td>District or regional</td>
</tr>
<tr>
<td>Juvenile Court</td>
<td>76</td>
<td>6,776</td>
<td>Incarcerated in local detention facilities</td>
<td>District or regional</td>
</tr>
<tr>
<td>Opportunity</td>
<td>29</td>
<td>2,212</td>
<td>Attendance, behavior, or academic problems</td>
<td>District or regional</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>974</strong></td>
<td><strong>136,587</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
California’s Alternative Schools

• District, county, or charter operated
• Schools operate independently of others
• Average student enrolled < 4 months
California’s Alternative Schools Can Be Sites of Innovation

• Most students enroll voluntarily
• Smaller sites, many < 100 students
• Students have recommitted to school
Community College Reform Efforts
Target ALL Students

• Student Success and Support Programs
• Student Equity
• Basic Skills Initiative
• Strong Workforce
• Career Pathways Trust Fund
Promising Practices in Alternative High School and Community College Practices

- **Preparation**
  - Career Exploration
  - Instructional Practices

- **Transition**
  - Early College Credit
  - Postsecondary Bridging
  - Counselor to Counselor Collaboration

- **Support in College**
  - Student Supports During College

CLP | Career Ladders Project
"At Risk" to "At Promise"

Victor Rios
Why we do this work

Reflect on a particular student.
Write about this student or words to describe them on the student cutouts provided.
A focus of the Career Ladders Project
Academic Advising on Steroids

Advising Program Must Be In Place for Every Student at Every College
Community College Week | 2016 February 29

Terry O’Banion

There is a growing assertiveness in the language used to address the challenges we are facing in community colleges, particularly the challenges we face in trying to meet the goals of the Completion Agenda: “mandatory” placement, “disruptive” innovations, “accelerated” instruction, early “alert,” data “driven,” “deeper” engagement, scalable “interventions,” “high impact” practices, etc. The American Association of Community Colleges (AACC) asserts that we are caught in a “leadership crisis” because of a “tsunami of transitions.” The old passivity associated with change is giving way to something more robust and energetic; colleges are picking up momentum because the charge is clear and the timeline short. Never in our history have so many stakeholders galvanized behind a common goal as they have around the Completion Agenda. Never in our history have so many foundations provided so many funds to support our efforts to reach the goals of completion and student success. Never in our history have we had so much access to sound research to guide and support our efforts. It is our 15-minutes-of-fame on the national stage, and failure is not an option.
— California Counseling Network (CaCN)

Under the guidance and support of the Career Ladders Project, the California Counseling Network (CaCN) provides a professional forum for collaboration and innovation among counselors and student support colleagues serving students in secondary and post-secondary career pathways. CaCN functions as a platform for dialogue, resource sharing, and dissemination of effective practices with the goal of strengthening the impact of counseling on students’ academic and career success. CaCN furthers the objectives of the California Career Pathways Trust (CPT) and other education reform initiatives by fostering partnerships and improving intersegmental alignment across systems which support transitions from high school to career. Expertise and collaboration from counseling and student-direct support systems are useful resources for CPT initiatives.

View the CaCN online Community of Practice here!

If you are interested in becoming a member of CaCN please fill out this short survey.

Career Ladders Project Resources:

Integrated Supports
Under the guidance and support of the Career Ladders Project, the California Counseling Network (CaCN) provides a professional forum for collaboration and innovation among counselors and student support colleagues serving students in secondary and post-secondary pathways. *CaCN functions as a platform for dialogue, resource sharing, and dissemination of effective practices with the goal of strengthening the impact of counseling on students’ academic and career success.* CaCN furthers the objectives of the state and local reform initiatives by fostering partnerships and improve intersegmental alignment which support transitions from high school to career. Expertise and collaboration from counseling and student-direct support systems are critical for all initiatives.
PANEL

Alice Rice | Student Support Specialist, SIATech Charter High

Dr. Deidre Hill-Valdivia | Counselor, Brenkwitz Continuation High School
Promising Practice
BADEN HIGH SCHOOL
SKYLINE COLLEGE

Alina Varona
Breakout Groups

Curriculum and Content Collaboration
Lorraine DeMello, Counseling Faculty

Program Design and Implementation
Alina Varona, Faculty Coordinator

Best Practices for High School Students
Jeremy Evangelista, Program Services Coordinator
Working Lunch 11:45 - 12:30

What is something you want to try and implement at your site?

With your workgroup, use the Planning Templates provided to guide your work.

We will come back together at 12:30
WORKING LUNCH
QUESTIONS?

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