Building a Foundation for Strong Guided Pathways from High School to College

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Who is in the house?
Counseling Collaborative: Fostering a Community of Practice

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.

- A professional forum for counselors and student support colleagues
- A network for collaboration within and across secondary and post-secondary educational pathways
- A Community of Practice engaged in dialog and implementation of state and local reform initiatives
- An online platform for exchange of innovation, information, discussion, and collaborative project planning focused on topics and areas of interest
CaCN Community of Practice Partnerships

- Chabot Area Counseling Collaborative (CACC)
- CaCN and R4
- Chabot and R4
- Chaffey College Counseling Collaborative (CCCC)
- Counseling Innovating for Student Success (CISS)
- East Bay Counselor Collaborative (EBCC)
- Southwest Bay Counselor Collaborative Network (SWBCCN)
CACC Goals:

● Improve HS-College Smooth Transitions for Students
● Increase area representation in CACC/Promote the Work and Role of Counselors
● Create More and Better HS-CC Pathway connections
● Increase and Improve Early College Credit Opportunities
● Increase Career & College Readiness/Awareness

Examples of CACC Activities:

● Monthly Meetings
● Professional Development (Fall Breakfast, Spring PD Day, Alternative Ed Counselor Convening, etc)
● Summer Pathway Mapping Project
Table Discussion

1. What do you know about your incoming new, first time in college students?
   a. How familiar are you with your college’s service area in terms of high schools, adult schools, community-based programs, etc?
   b. What are their needs? (first gen, low income, disproportionately impacted communities, etc)

2. What are the student success outcomes related to “Strong Start” /“Entering a Path” you are hoping to address?
High School Counselor Reflections

Paul Gonsalves, Counselor @ Hayward High School

- Early College Credit
- Pathway Mapping from HS to College
- HHS Career Pathways Map
- HHS Chabot SOAR webpage for students
Questions

1. How did you come to be involved in CACC?
2. What has been the primary benefit from your perspective?
3. In what ways have your students benefited from your involvement with CACC?
4. What advice would you give others considering a HS-CC collaboration like CACC?
Chabot College New Student Data for Fall 2018 - Comparison of Incoming Local HS Students versus All Other New Students

Total Students: 14,501 First Time in College: 2,519

52% of new, first time college students come from 13 local HS

- 54% attend full-time versus 36% of all other new students
- 62% awarded financial aid versus 53%
- 35% completed transfer level English in one year versus 14%
- 78% persisted from Fall 18 to Spring 19 versus 59%
- Fall 2014 cohort that earned a degree or certificate in 4 years
  - Degrees: 14% versus 9%
  - Certificates: 5% versus 4%
Comparing Chabot College FA 19 New Student Data:

Local HS Students versus All Other New Students

Total Students: 14,501

First Time in College: 2,519

52% of new, first time college students come from 13 local HS

<table>
<thead>
<tr>
<th>Comparison Element</th>
<th>Local HS Students</th>
<th>Other New Students</th>
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<tbody>
<tr>
<td>Full Time status</td>
<td>54%</td>
<td>36%</td>
</tr>
<tr>
<td>Financial Aid Award</td>
<td>62%</td>
<td>53%</td>
</tr>
<tr>
<td>Completed Transfer Level English first year</td>
<td>35%</td>
<td>14%</td>
</tr>
<tr>
<td>FA18 - SP19 persistence</td>
<td>78%</td>
<td>59%</td>
</tr>
<tr>
<td>FA 14 cohort completing degree in 4 years</td>
<td>14%</td>
<td>09%</td>
</tr>
<tr>
<td>FA 14 cohort completing certificate in 4 years</td>
<td>05%</td>
<td>04%</td>
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## CACC Supports Chabot’s Goals

<table>
<thead>
<tr>
<th><strong>Chabot College Goals</strong></th>
<th><strong>CACC Activities</strong></th>
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<tbody>
<tr>
<td><strong>Guided Pathways</strong></td>
<td>Fall HS Counselor Breakfast, Spring PD Day &amp; Alternative Ed Counselor Convening</td>
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<tr>
<td>● Enter a Path</td>
<td>● Focus on Fin Aid process, Matriculation &amp; Connecting Pathways</td>
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<tr>
<td>○ Undecided Students</td>
<td>● Support of Alt Ed, Special Ed, Teen Parents, etc.</td>
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<td>● Intersegmental Alignment</td>
<td><strong>Summer HS-CC Pathway Mapping Project</strong></td>
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<td><strong>Student Success, Equity &amp; Achievement (SEA)</strong></td>
<td><strong>Early College Credit Campaign</strong></td>
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<tr>
<td>● Equity focus</td>
<td>CACC as Advisory to Deans (ex: early Application Opens Oct. 1)</td>
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<td>● Closing achievement gap</td>
<td><strong>High School Toolkit</strong></td>
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<td>● Strong Start</td>
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<td><strong>Student Centered Funding Formula</strong></td>
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<tr>
<td>● Supplemental Allocation:</td>
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<tr>
<td>○ Promise Grants, Pell Grants, AB540</td>
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</tbody>
</table>
Using BaseCamp for ongoing collaboration and communication
Table Activity

1. What does transition to college/onboarding look like on your campus for incoming HS students?
   a. What is working well? What is possible to scale up?
   b. Where are the pauses/gaps/opportunities for improvement?

2. How might a HS-CC Counseling collaborative help address the gaps?
Questions