

College Access and Success for Marginalized Communities

Leveraging Partnerships to Better Serve Alternative Schools,
Adult Learners & Formerly Incarcerated Students

Hyatt Regency Garden Grove, CA | Friday, October 5th
9:00am - 2:00pm | Room

Welcome



Framing the Conversation

Who are we talking about? What do we hope to accomplish?



What does it mean to be “marginalized”?

To marginalize a group of people means to make them feel isolated and unimportant.

We've always been marginalized, exploited, and constantly threatened.

Word Forms: marginal ized or marginal izing

To exclude or ignore, esp. by relegating to the outer edge of a group or by diverting the public's attention to something else.

To treat someone or something as if they are not important.

What Brings Us Here



Add additional responses to the posted questions throughout the day.

Community Builder

Turn and Talk

Introduce yourself to the person next to you and share either of the following:

- What inspires you to do this work?
- What is your spirit animal?



Creating Resources

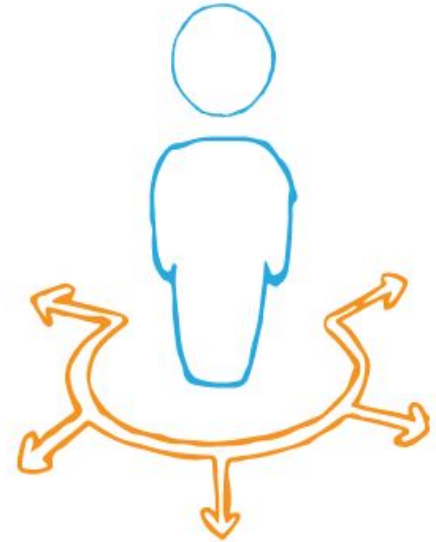


Creating a shared resource - use the *posters in the room* to leave questions and use the *google drive* to add resources you can share.

The folder will be shared TODAY so you can start adding resources.

Objectives for Today

- Examine models of promising practices in success for marginalized communities
 - Identify/share challenges - problem solving
- Access to resources and expand networks to support your work



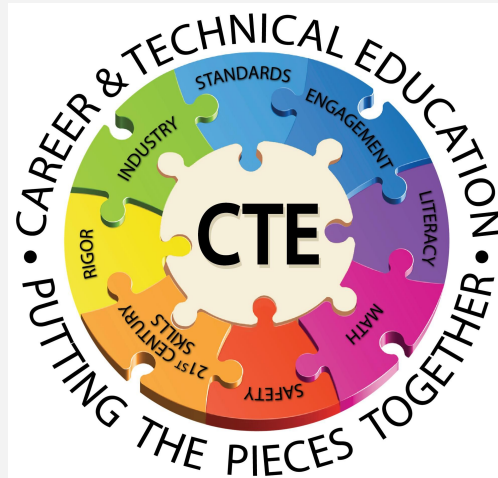
Lunchtime Table Topics

What topic(s) would you like to discuss during lunch today?

Fold a paper into a table tent
And write the topic on it.



Equity in Guided Pathways



To: _____ Cc: Bcc

Subject: **SIERRA**
COLLEGE

Full Name | Title
Site / Hour / Hours
Department
email@sierra.edu | T 323-200-XXXX

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sierra.edu | Facebook | Twitter | Instagram



Four Pillars of Guided Pathways

ONBOARDING



Create clear curricular pathways to employment and further education.



Help students choose and enter their pathway.



Help students stay on their path.



Ensure that learning is happening with intentional outcomes.

Guided Pathways

CLP

Career
Ladders
Project

Exploring Our Communities



ADULT EDUCATION



Adult Education

Peter Simon, Career Ladders Project

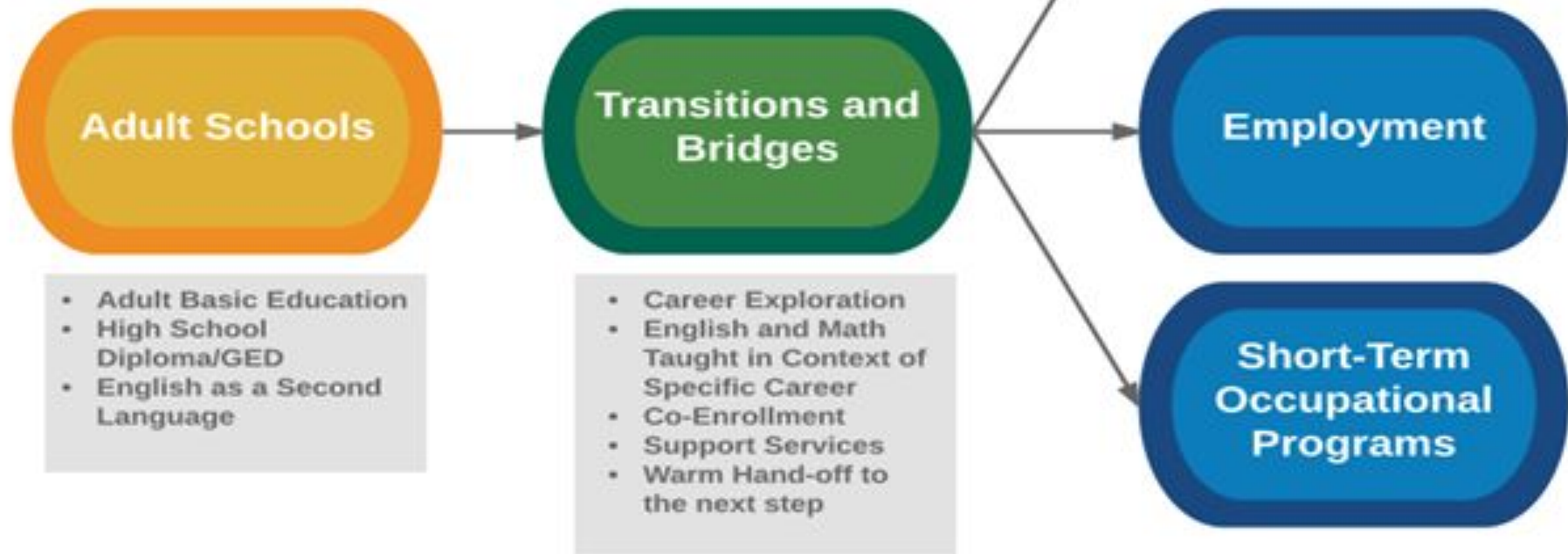
Beth Maher, Laney College

A green speech bubble graphic with a tail pointing downwards, containing the text 'What We Hope to Cover'.

What We Hope
to Cover

- **Capacity for Adult Education to address needs of marginalized population**
- **Examples of effective partnering with consortia and with community partners**
- **Leveraging resources and expertise**

Goal = Seamless Transition to College, Training, or Employment



Adult Education:
Collaborations
within
your Consortium

- **Noncredit Programs**
- **Immigrant Integration**
- **I-BEST Partnerships**

Adult Education:
Collaborations
with Community
Partners

- Workforce System / One Stops
- Community-Based Organizations
- Unions: Apprenticeship and Pre-Apprenticeship Programs
- Government Agencies

A decorative background featuring several concentric, curved lines in shades of gray, some solid and some dashed, creating a sense of motion and depth. On the left side, there is a green graphic element consisting of a horizontal bar at the top and a larger, rounded rectangular shape below it, resembling a speech bubble or a callout box. The text 'Noncredit Programs' is centered within this green shape in a white, sans-serif font.

Noncredit Programs

- Potential role of Enhanced Noncredit
- Adult Systems cut back and have limits to growth; colleges can fill the gap for this population using noncredit
- Developing programs in collaboration with adult system and community agencies
 - Co-locate classes in the community
 - Develop bridge classes in response to community need
 - Mirrored classes open door to undocumented students and allow access to higher levels of training

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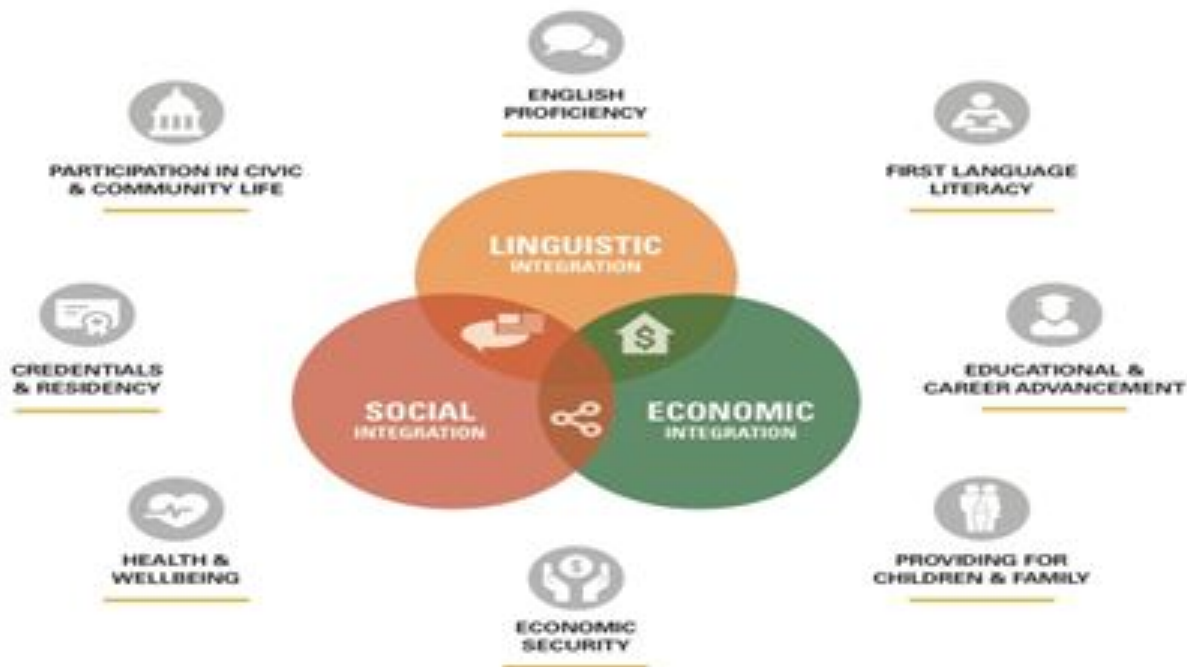
Immigrant Integration

**Immigrant students are particularly
marginalized**

- Documentation
- Housing
- Transportation
- Employment
- Health Care access

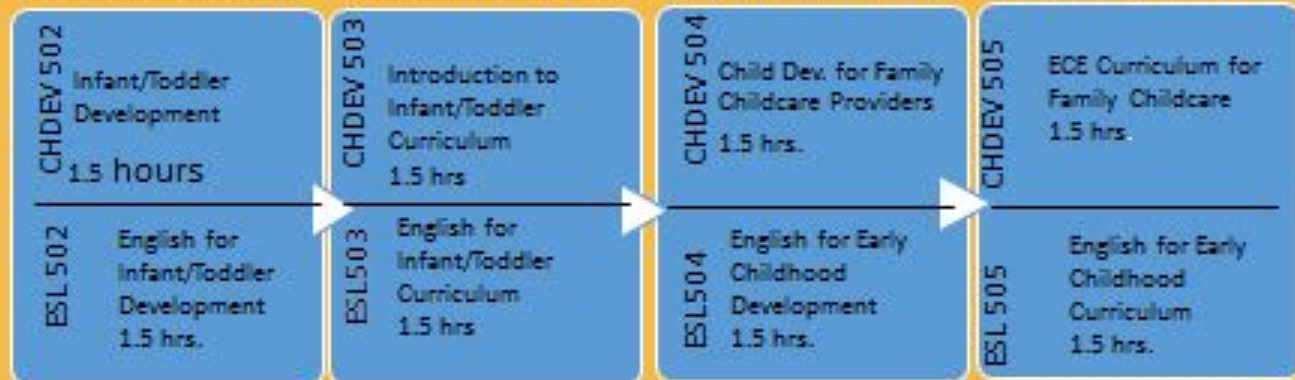
ALLIES Immigrant Integration Framework

Figure 4: Overview of the Immigrant Integration Framework



**EARLY CHILDHOOD EDUCATION (ECE) and
ENGLISH AS A SECOND LANGUAGE NONCREDIT COMMUNITY COLLEGE PROGRAM
(2 SEMESTERS TOTAL)**

8 weeks/ 3 hrs./wk. 8 weeks/ 3 hrs./wk. 8 weeks/ 3 hrs./wk. 8 weeks/ 3 hrs./wk



- 8- week Modules: Aligned ECE & ESL 3 hrs. a week
- Designed as "on ramp" or Prep for Credit-bearing ECE Pathway and/or Employment
- Enhanced Noncredit (CDCP)
- Joint Project of Merritt College ECE and ESL Departments

Certificates of
Completion
after every 2
modules



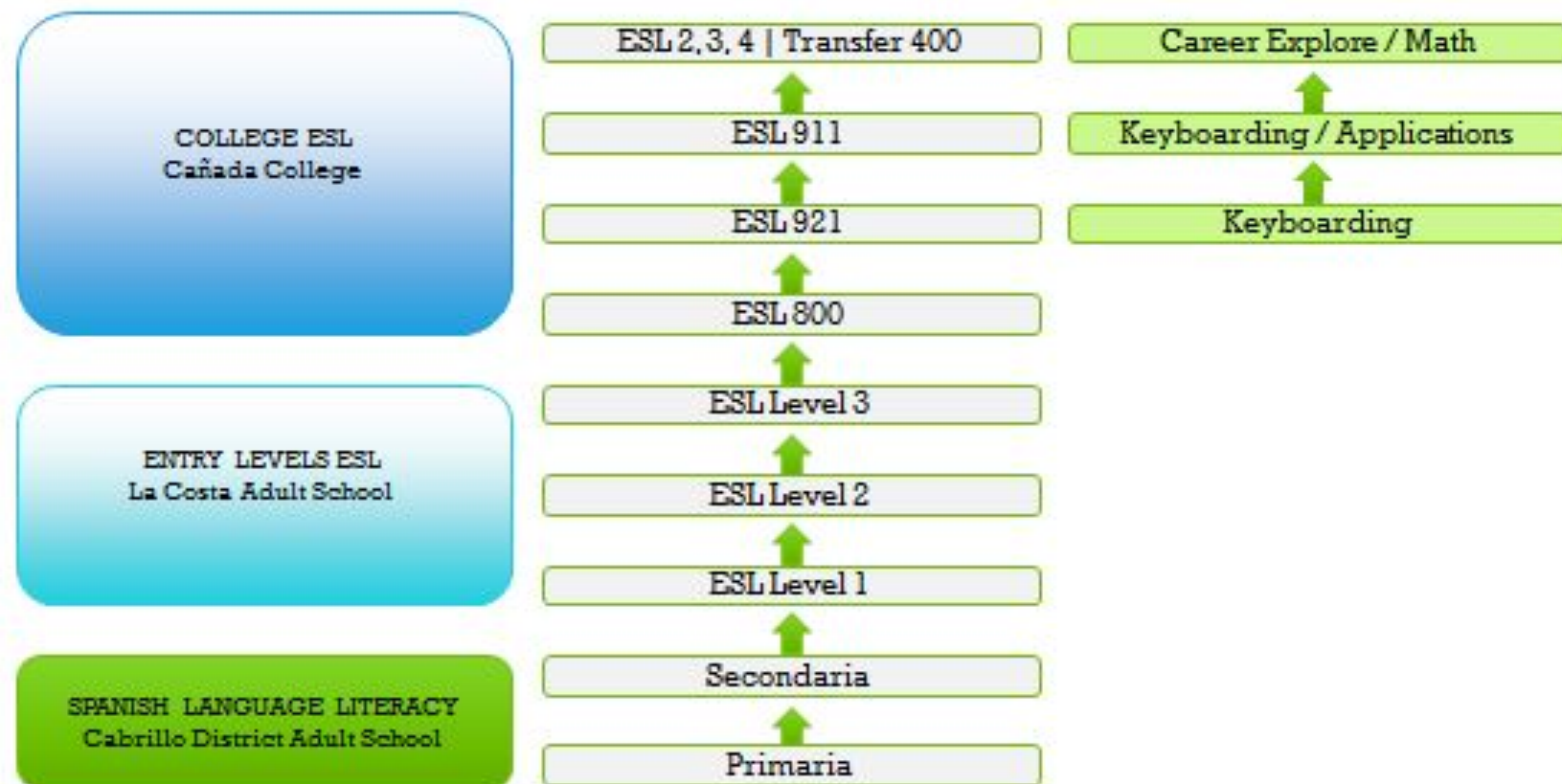
Bridge to Credit Program

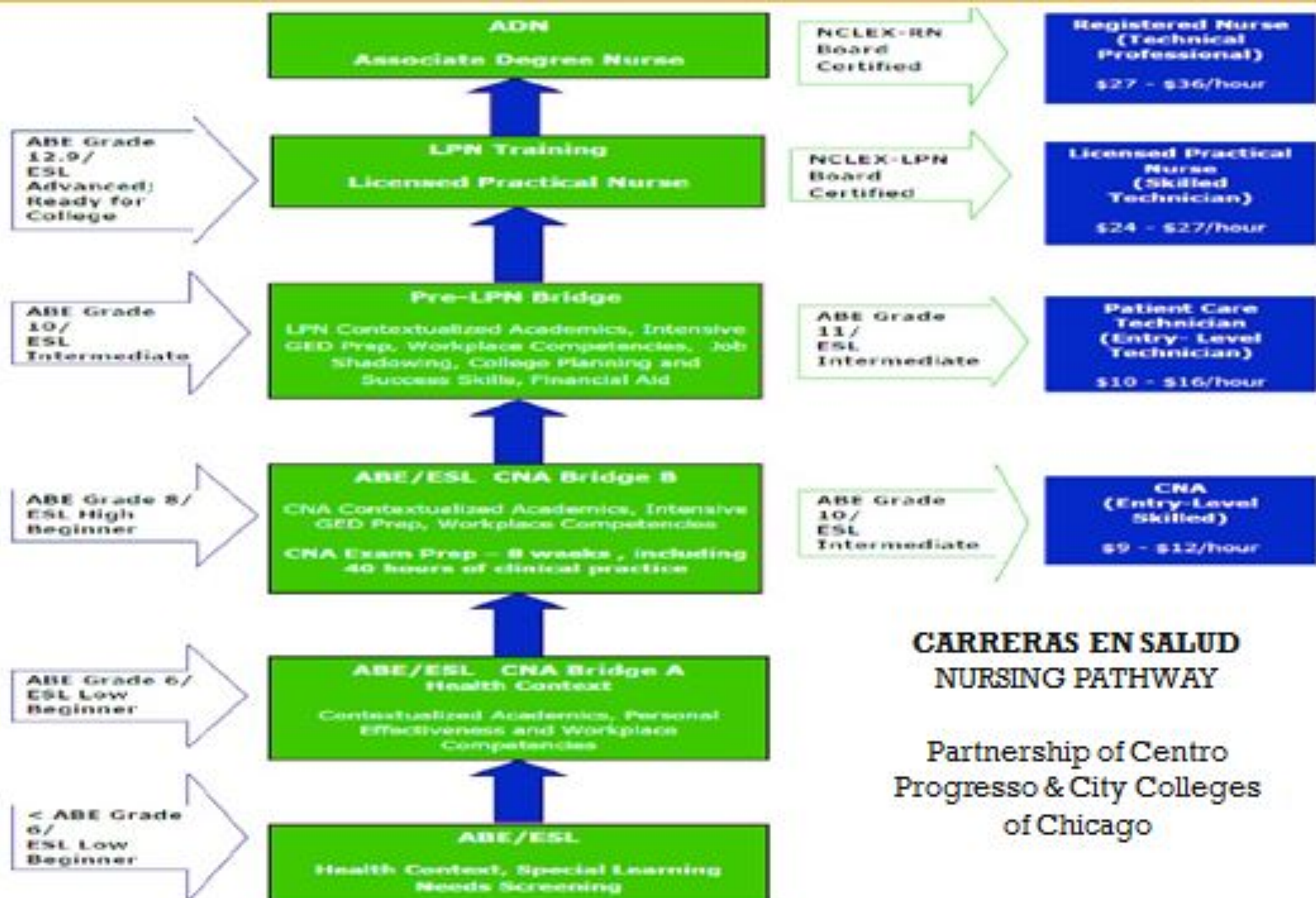
Structure: 4 8-week classes. 12 hours per week with embedded computer skills training.

Topics: About Me, About My Community, Work and Transitioning to College

- **Location:** Laney College and Alameda County Family Social Justice Center

ESL Progression: La Costa Adult School, Cañada College, and Puente de la Costa Sur





**CARRERAS EN SALUD
NURSING PATHWAY**

Partnership of Centro
Progreso & City Colleges
of Chicago



Sutter County Adult Education

- Sutter County Adult Education Partnership with Local Workforce Board
- ESL & GED classes offered at One Stop Career Center
- Integrated with Program Serving formerly incarcerated clients
- Probation Department supportive and refers people on probation & parole

Free!

• Obtain High School Diploma

Free!

• Obtain High School Diploma

Free!

• Obtain High School Equivalency (HiSET)

Free!

• Adult Basic Education

Free!

• English as a Second Language Classes

• Affordable Career Technical Education

(<http://www.sutteronestop.com/>)

- Supportive learning environment
- Easy enrollment process
- Flexible scheduling



SIGN UP TODAY!

Sutter County One Stop
950 Tharp Road #1000, Yuba City, CA 95993
530-822-5120
suttercountyadulted.org
Monday-Friday 8:00 AM - 5:00 PM



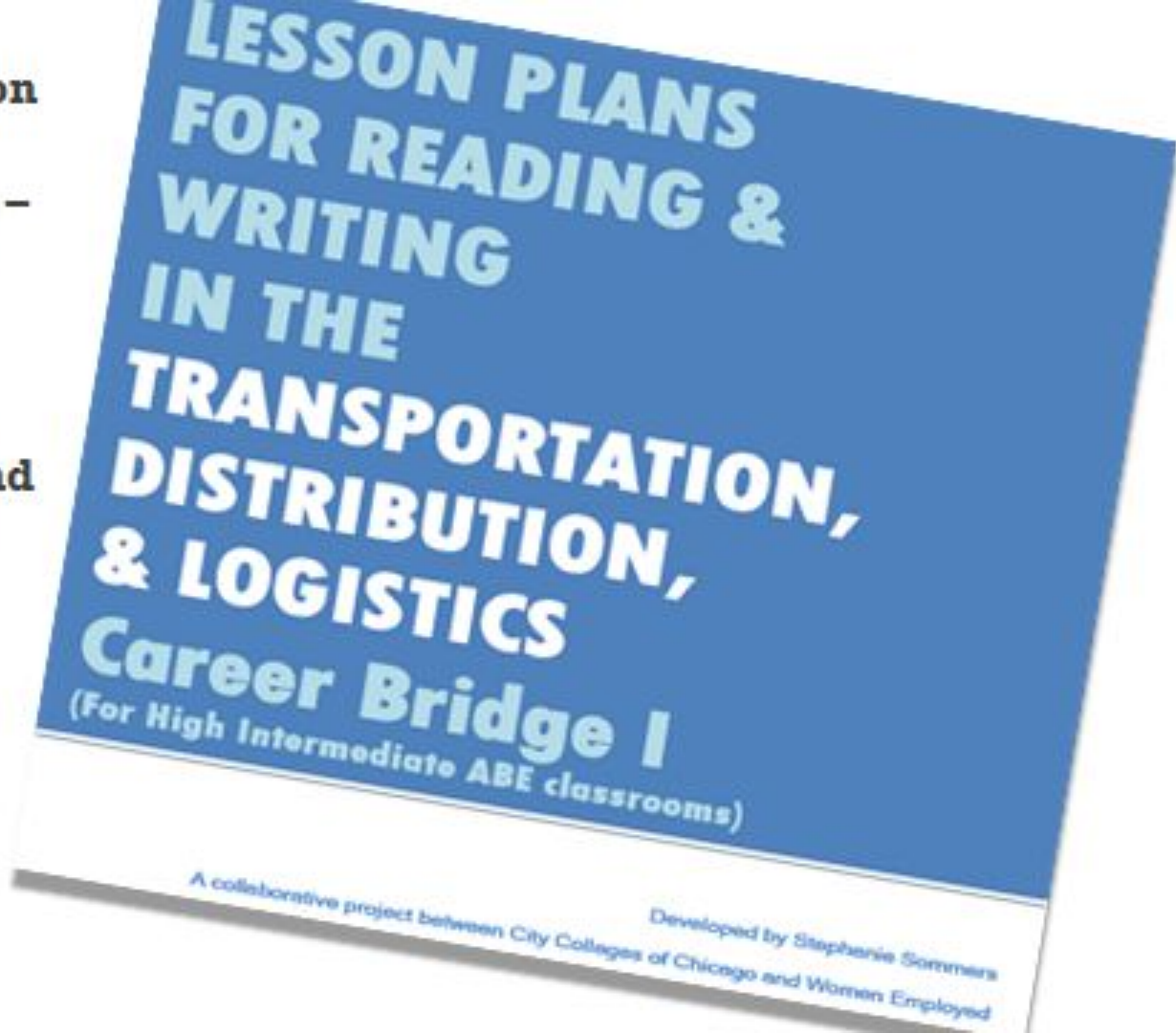
America's Job Center
of California

Small Business Solutions Program
Available only to workers and employers upon request to individuals with disabilities.

The Sutter County One Stop is a proud partner of America's Job Center of California™ network.

**High School Completion
/ GED Class
Contextualized to TDL –
Part of Adult School
Bridge**

**Partnership of City
Colleges of Chicago and
Women Employed**



The background features several concentric, curved lines in shades of gray, some solid and some dashed, creating a sense of motion and depth. A green speech bubble is positioned on the left side of the slide.

Partnering for Pre-Apprenticeship Program

- Marin County Adult Education Consortium partnered with Marin County Building Trades Council
- Received Prop 39 funds for 6 initial cohorts
- 99 students trained using MC3 Curriculum from AFL-CIO
- 43 are now working as apprentices in various building trades
- College of Marin awarded California Apprenticeship Initiative (CAI) funds to expand program over next year

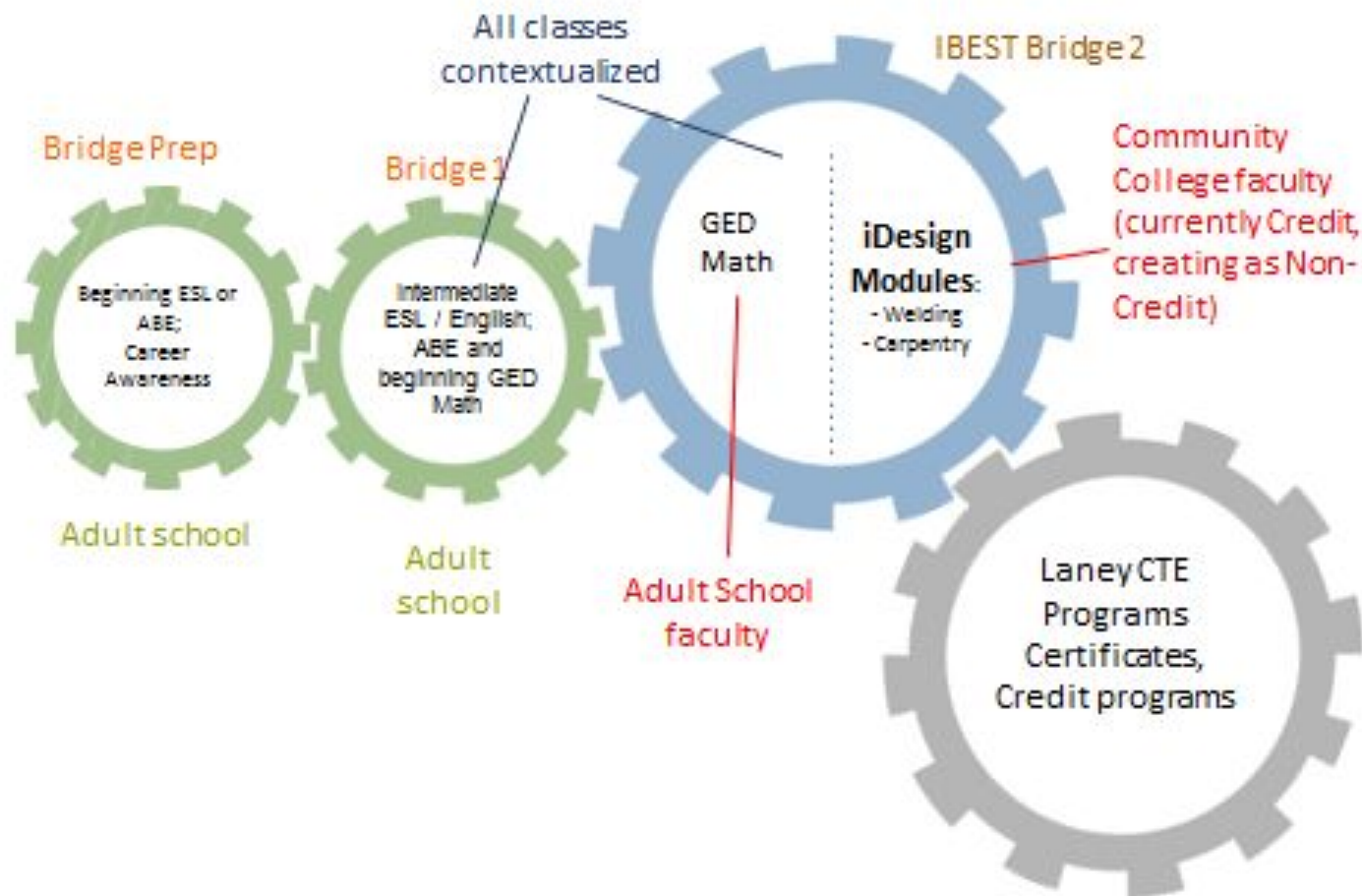
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IBEST Style Collaborations

Integrated **B**asic **E**ducation and **S**kills **T**raining

- Co-teaching model
- Contextualized basic skills instruction inside a CTE training program
- Shortens pathway from basic skills to employment
- Accelerates learning by teaching skills in context of specific occupation

Introduction to the Skilled Trades



GATEWAY TO HEALTH CAREERS

SIGN UP FOR
CLASS TODAY!

OFFERED IN TWO LOCATIONS

Stockton School For Adults

1525 Pacific Avenue, Stockton, CA 95204
(209) 933-7455



DELTA
COLLEGE

Monday thru Friday

June 5th - June 30th, 2017
8:00 am - 11:15 am

For more information:

Ken Churchill - (209) 933-7455
kchurchill@stocktonusaf.net

Lodi Adult School

542 Pine Street, Lodi, CA 95240
(209) 331-7605



DELTA
COLLEGE

Tuesday & Thursday

June 6th - July 20th, 2017
8:00 am - 11:00 am

For more information:

Lupe Guerrero - (209) 331-7605
lguerrero@lodiusaf.net

WHAT THIS COURSE WILL DO FOR YOU!

- Learn about vocabulary used in health careers
- Explore careers in the health industry
- Enhance communication and language skills
- Receive a certification in CPR and First Aid





Q&A | Discussion



10 minutes

FORMERLY INCARCERATED STUDENTS



Population Being Addressed

Over **600,000 people** are “Justice System-Involved” in CA

Prison: **130,000**

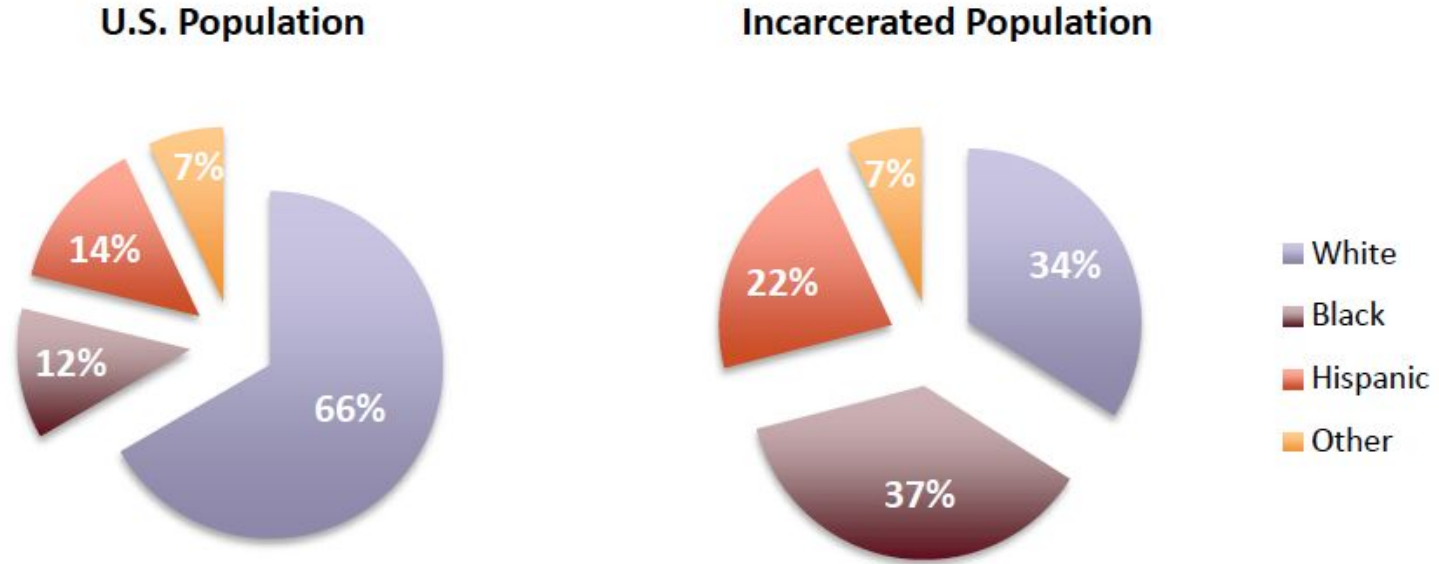
Local Jails: **80,000**

Probation / Parole: **400,000**

Source: Renewing Communities Two-Page Summary April 2014



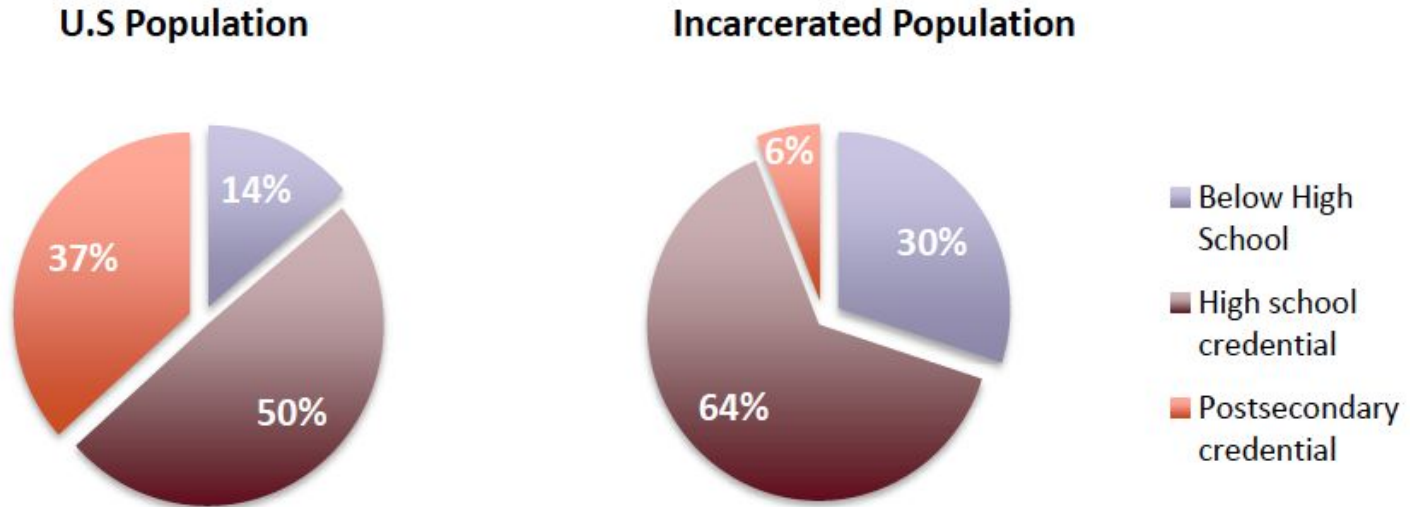
Disproportionate Impact



Source: *Highlights from the U.S. PIAAC Survey of Incarcerated Adults*,

Educational Attainment of Incarcerated Population

Figure 3. Educational attainment of incarcerated individuals compared to the overall U.S. population



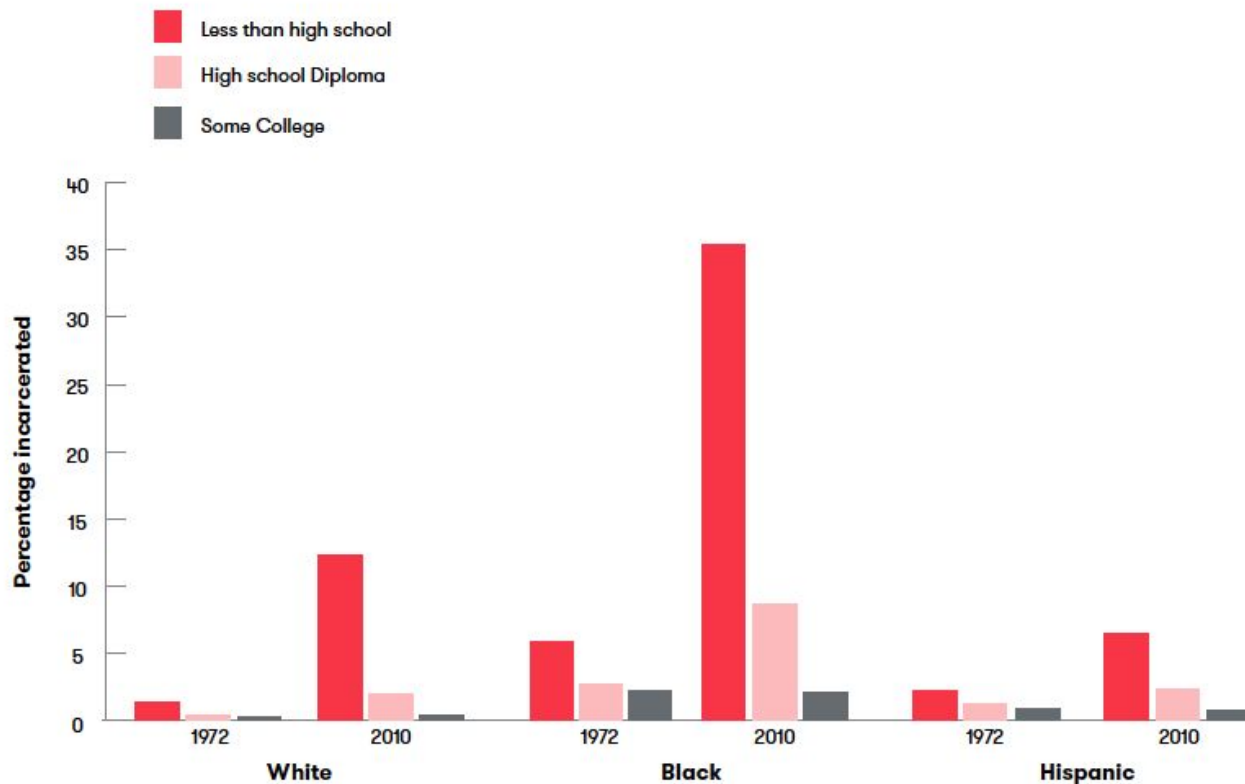
Source: *Highlights from the U.S. PIAAC Survey of Incarcerated Adults, 2014.*

| | Percent without high school diploma | Percent of incarcerated individuals without a high school diploma |
|-----------------------------------|-------------------------------------|---|
| All Men, 18-24 | 25% | 72% |
| White (non-Hispanic) men, 18-24 | 20% | 58% |
| Black Men, 18-24 | 29% | 72% |
| Hispanic Men, 18-24 | 43% | 83% |
| All Women, 18-24 | 19% | 66% |
| White (non-Hispanic) women, 18-24 | 15% | 83% |
| Black Women, 18-24 | 23% | 52% |
| Hispanic Women, 18-24 | 35% | 66% |

Table 1. Incarceration and Educational Attainment Disparities, 18 to 24 Year Olds

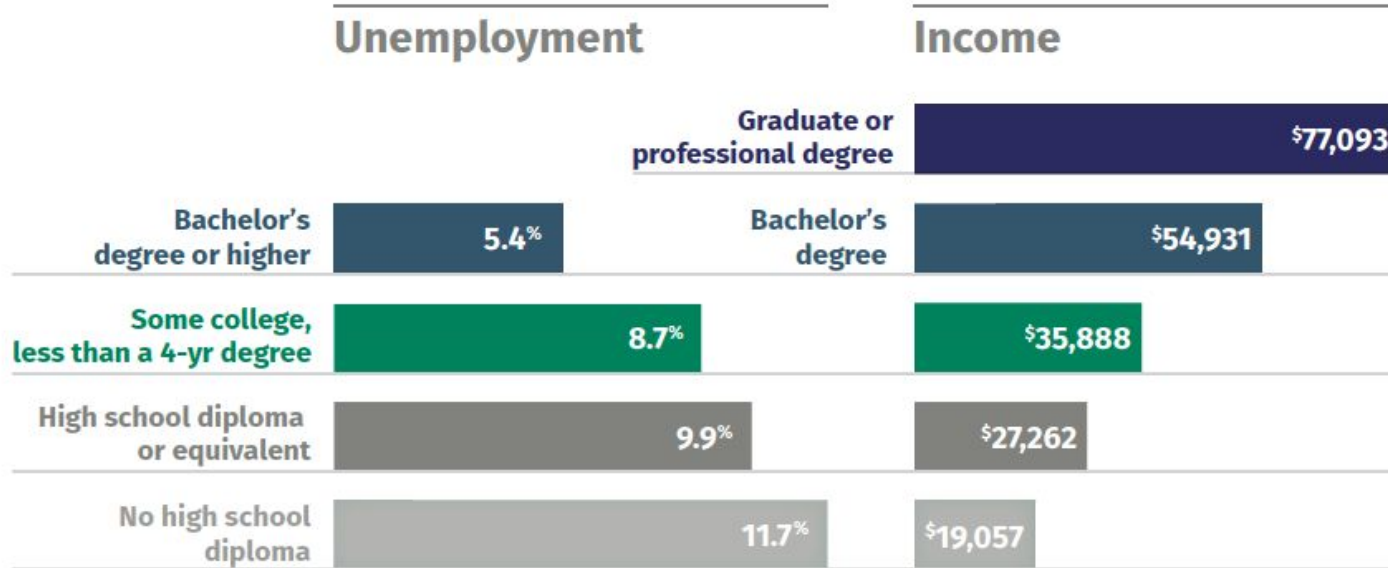
Source: United States Department of Justice Programs, Bureau of Justice Statistics, Survey of Inmates in State and Federal Correctional Facilities, 2004 <http://doi.org/10.3886/ICPSR04572.v2> and, United States Census Bureau, Current Population Survey, Educational Attainment, 18 to 24, 2004

Figure 1: Educational attainment of men in prison by race and ethnicity: 1972 and 2010



Source: Jeremy Travis, Bruce Western, and Steve Redburn, eds., *The Growth of Incarceration in the United States: Causes and Consequences* (Washington, DC: National Research Council, The National Academies Press, 2014), 67.

Figure 7. Unemployment³⁹ and Median Income⁴⁰ by Educational Level for Californians in 2013



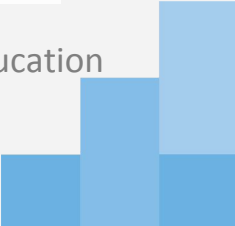
Note: Data for California population age 25 and over.

Debbie Mukamal, Rebecca Silbert, and Rebecca M. Taylor, Degrees of Freedom: Expanding College Opportunities for Currently and Formerly Incarcerated Californians, Stanford Criminal Justice Center (February 2015).

Measuring the Power of a Prison Education

“We looked at 30 years of research, to look at what we know about the effectiveness of prison education for inmates. What we found was that, if an individual **participates in any type of correctional education program – whether it be adult basic ed, GED preparation, college education or vocational training – they had a 13 percentage point reduction in their risk of being re-incarcerated.** That’s an enormous reduction in the risk. And for those that participated in **post-secondary education programs – college programs – their reduction in risk of reincarceration was 16 percentage.** A substantial reduction.”

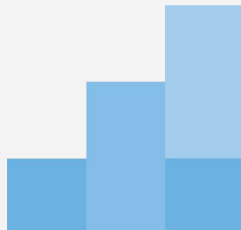
<https://www.npr.org/sections/ed/2015/07/31/427741914/measuring-the-power-of-a-prison-education>



Impact of AB 109 “Re-Alignment”

- Realignment **AB 109** (enacted in 2011) transfers responsibility for supervising certain kinds of felony offenders and state prison parolees from state prisons and state parole agents to county jails and county probation officers
 - Tasked Community Corrections Partnerships (CCR) with developing and implementing local plans
 - **Challenge:** Much greater demand on County Jail system resources and capacities
 - **Opportunity:** Significant on-going financial resources for educational programming and social supports
- 

Partnerships are a Critical Element



STEP-UP



Discover new **OPPORTUNITIES**

with **STEP-UP** (Sheriff's Technical Education Program - United Partnership)

STEP-UP is a joint partnership
between the following organizations:



**Start a successful college career
with certificates available in:**

- Welding
- Office Administration
- Business
- Heavy Equipment Operation
- Firefighting
- Automotive Technology

Start your future today, call (530) 242-7639



Shasta College

www.shastacollege.edu

Shasta College is an equal opportunity educator and employer.

STEP-UP Program

(530) 242-7639



Average Age of Student
41

Average Course Load
12 units

Work Part or Full-Time
48% of Students; averaging 29 hrs per week

**Educational Opportunity Programs and Services
(EOPS)**
82% Enrolled

Partners in Access to College Education (PACE)
26% Enrolled

STEP-UP STUDENT OVERVIEW

2017 – 2018 SPONSOR BREAKDOWN

Fall 2017

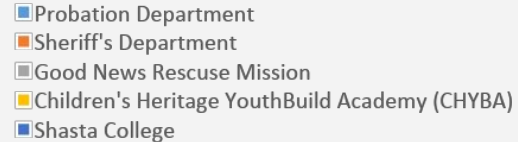
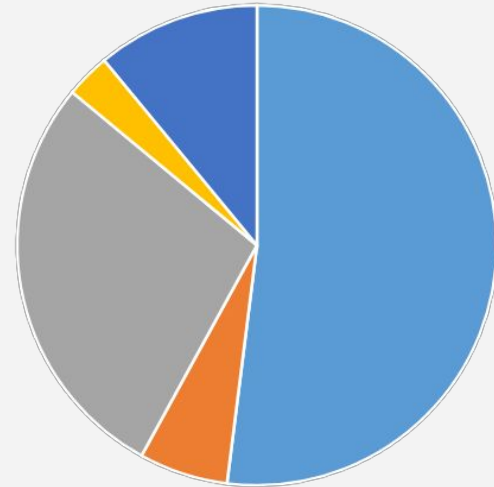
Shasta County Probation Department
48%

Shasta County Sheriff's Department
5%

Good News Rescue Mission
24%

**Children's Heritage YouthBuild
Academy (CHYBA)**
1%

Shasta College
22%



**SRJC
CORRECTIONS
AND RE-ENTRY
PROGRAM**



PROGRAM OVERVIEW

The Sonoma County Sheriff's Office contracts with Santa Rosa Junior College to provide adult education services to their low and medium-risk incarcerated population who seek to earn a high school diploma or equivalent, and work-based skills to reduce recidivism in the system.

We looked to expand offerings for the confined population in the areas of Adult Basic and Secondary Education, GED or similar high school diploma equivalency exam preparation, short-term CTE certification programs and pre-apprenticeship training.

Funding used to support the programs came from the Chancellor's Office Adult Education Block Grant. In addition, Workforce Innovation and Opportunity Act grant funds are used to support teacher training and assessment programs for the Adult Basic and Secondary Education programs.



PROGRAM COMPONENTS

Adult Secondary Education

- Accelerated direct instruction in 4 week rotations
 - High School Diploma (less than 40 credits needed to graduate)
 - High School Equivalency (more than 40 credits needed to graduate)
 - English
 - Mathematics
 - Physical and Biological Sciences
 - Social Science, History and Government
 - Weekend Tutorials

College Preparation and Post-Secondary Education

- One unit Developmental Education and Counseling courses to prepare students for the rigor of college
- Additional certificate and degree applicable courses in general education and career technical education disciplines



PROGRAM COMPONENTS

Workforce Preparation (How to keep a job)

- **Accelerated direct instruction in 3 and 6 week rotations**
 - Workforce Prep I: Soft Skills in the Workplace
 - Workforce Prep II: Lifelong Learning/Professionalism
 - Workforce III: Communication and Customer Service
 - Workforce Prep English
 - Workforce Prep Math

Career Skills Training

- Short-term non-credit courses linked with general education contextualized courses to prepare students for specific industry sectors
 - Restaurant and Hospitality Industries
 - Potential Future CTE programs
 - Pre-apprenticeship for Construction and Building Trades
 - Landscaping and Nursery Operations
 - Retail and Business



PROGRAM SUPPORT

- The Outreach Specialist (OS) is assigned full time to the Corrections-Reentry program and is funded through the Sheriff's Office, Probation Department and AEBG.
- The OS is scheduled at the two detention facilities and the Probation Department's Day Reporting Center, where he assists recently released students in getting registered for SRJC and/or connected with the Job Link Job Developer.
- The OS provides student support by answering administrative questions from the inmates regarding re-entry services such as financial aid, admissions and records, disability resources, Second Chance Club, career certificate programs, Job Link search and placement, program eligibility, etc.
- The OS provides instructor support through records administration, assessment, scheduling, in-class supervision, and ensuring instructional tools as well as textbooks/workbooks are available for students.
- The OS supports our vision of comprehensive and collaborative re-entry services.





TULARE COUNTY WORKFORCE INVESTMENT BOARD PARTNERSHIP

Workforce Investment Board

- **Oversee goals, objectives and deliverables.**
- **Schedule monthly meetings with partners to discuss progress, work plans, participant plans, and provide technical assistance**
- **Serve as the fiscal agent and grant manager.**
- **Monitor the subcontractor's program activity and compliance, including fiscal, program worksites, interview participants and employers.**
- **Provide login and access to EmploymentConnect.org via RESET portal.**

Tulare County Probation

- **RESET Job Readiness Program**
- **Two full-time dedicated Probation Officers**
- **Recruit and identify participants**
- **Funds two dedicated Business Resource Specialist at the Employment Connection Centers in Porterville and Visalia**
- **Provides supportive services**
- **Co-case manage with EC staff**
- **Provide follow-up services**
- **Participate in monthly partner meeting**



CASE MANAGEMENT SYSTEM

Tulare County Probation and Employment Connection shares a Case Management system

Tulare County Probation

- Assist participants to register into CalJobs via TCRESET.org
- Participant registers in CalJOBS Wagner/Peyser Basic career exploration, LMI, job leads and more
- System creates initial co-case management file. Probation enters case notes and uploads Referral form.

Employment Connection

- Determine eligibility
- Enrolls participants into appropriate grants and documents activities
- Enters case notes

PARTICIPANT JOURNEY

PRE RELEASE

CONTINUUM OF CARE

Probation discusses the individual needs and interests with the inmate. If alternative services are not needed, a referral is sent to the RESET program.

A MULTI-DISCIPLINARY TEAM CREATES REFERRALS FOR:

- Custodial Treatment
- Education
- RESET Program

1
PHASE

RESET JOB READINESS

PROBATION FACILITATES WORKSHOPS

Probationer receives an overview of the RESET program and the enrollment process.

Probationer participates in small group job readiness workshops including:

- Interviewing Skills
- Dressing Appropriately
- Workplace Communication
- Completes a CalJOBS registration
- Budget Planning

SUPPORT SERVICES

ALLEVIATING OBSTACLES TO EMPLOYMENT

Based on need, probationer receives the following:

- Bus Passes
- Food Vouchers
- Tattoo Removal
- Haircuts
- Hygiene Kits
- Assistance with California ID Fees

TRANSITION TO EC

PROBATIONER-LEVEL SERVICES

Probationer is referred to Employment Connection, where they receive an overview of job placement and training services, they then complete program intake including:

- Right to Work Documents
- Selective Service Verification
- Orientation of EC/AJCC Services

Upon completing Job Readiness training, the probationer transitions to Phase 2.

ACTIVE ENROLLMENT

PARTICIPANT COMPLETES ENROLLMENT

The participant continues regular interaction with Probation and meets his or her personal Career Coach. **Together they** complete a(n):

- Career Assessment
- Individual Employment Plan (IEP)

In addition, the Career Coach provides support services, helps address any existing obstacles, and makes referrals to other services.

2
PHASE

FRESH START

POSITIVE SELF PERCEPTION

Participants attend **Fresh Start** workshops to develop confidence and receive guidance on how to explain a conviction to a potential employer, the process of expunging records, and goal setting.

In addition, they attend **Job Squad** workshops to interact with local employers who present on job opportunities and other information related to their workplace.

BUSINESS ENGAGEMENT

EARN & LEARN TRAINING

Participant and the Business Resource Specialist work together to secure job placement or a training site.

Participants are offered:

- Transitional Jobs
- On-the-Job Training
- Job Placement
- Temporary Jobs

TRAINING

TRAINING CREDENTIALS

Participants have the opportunity to enroll into these certification programs within high-demand industry sectors:

- Pre-Apprenticeships
- Forklift Certifications
- OSHA Certifications
- Career and Technical Education Programs

PARTICIPANT IS ASSIGNED A DEDICATED BUSINESS RESOURCE SPECIALIST(BRS)

TEAM FOLLOW-UP

DUAL CASE MANAGEMENT

To ensure the participant is prepared to stay committed to the IEP and Career Pathways Plan, the team works with them on the items below:

- Employment verification
- On-going review of plan, including educational/vocational needs
- Address job retention challenges
- Job re-placements as needed
- Reengagement
- Supportive services

3
PHASE

JOB RETENTION

SUSTAINING EMPLOYMENT

Once the participant has sustained, or strived to sustain, employment for 90 days or more, they stay connected to their dedicated BRS and probation officer to:

- Receive additional supports, if needed
- Provide updates on their progress

REENGAGEMENT

If the participant is unable to retain a job, they will receive:

- Re-employment Services
- Job Referrals and Job Counseling
- Additional Soft-Skills Training

STAYING CONNECTED

CONTINUED SUPPORT

The RESET team ensures the participant has completed their IEP goals, and they continue with case management and evaluation regulatory.

This program is designed to not only prevent recidivism, but also to equip prior offenders with the tools to be self-reliant, contributing members of the community.

If participants retain employment and meet Probation requirements, they may qualify for reduced supervision.

REVOLVING SERVICES

CONSISTENT CONTACT
WITH PROGRAM STAFF

COLLABORATION +
FOLLOW-UP BY ALL
PARTNERS

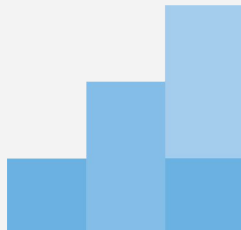
COMMITMENT TO THE
CONTINUUM OF CARE

PARTICIPANT SERVICE DELIVERY FLOW CHART



Humboldt County 2nd Chance Program

- Humboldt County Workforce Board in partnership with:
 - Probation Department
 - Sheriff's Department
 - College of the Redwoods (CTE / contract education)
 - Dave's Killer Bread Foundation
 - Local Employers
- Offer short-term (8 week) training to cohorts of formerly incarcerated clients – Construction, Auto Body, and Office Skills
- WIOA funds (stipends) for participants during training and job search





SUTTER COUNTY ONE STOP

WELCOME

The Sutter County One Stop is your local workforce development agency. The Sutter County One Stop helps job seekers & businesses meet their employment and educational needs.

DIRECTORY OF SERVICES:

ADULT EDUCATION: High School Diploma, GED, English as a Second Language (ESL) and High School Exit Exam Remediation.

JOB CENTRAL: Local Job Postings, Resumes, Cover Letters, Job Search, Veteran Assistance, CalJOBS Employment Listings, Typing Tests, Prove-it Testing, Applications and Employment Preparation Workshops.

HEALTH CAREER COURSES: Anatomy/Physiology, EKG Monitor Technician, Basic Patient Care (CNA), Home Health Care, IV Therapy/Blood Withdrawal, Medical Assistant, Medical Terminology, Vocational Nursing Program and Phlebotomy Technician I.

LOCATION AND HOURS: Sutter County One Stop is located at 950 Tharp Road #1000 in Yuba City. Our office is open Monday - Friday 8:30 a.m. – 5:00 p.m. Job Central is open Monday – Friday 9:00 a.m. – 5:00 p.m. For more information about any of these programs, please call (530) 822-5120 or TRS/VRS 711 or visit our website at: www.sutteronestop.com



Equal Opportunity Employer/Program
Auxiliary aids & services are available upon request to individuals with disabilities.

The Sutter County One Stop is a proud partner of America's Job Center of CaliforniaSM network.



Sutter County Adult Education

Free!

• Obtain High School Diploma

Free!

• Obtain High School Diploma

Free!

• Obtain High School
Equivalency (HiSET)

Free!

• Adult Basic Education

Free!

• English as a Second
Language Classes

• Affordable Career
Technical Education

(<http://www.sutteronestop.com/>)

• Supportive
learning
environment

• Easy
enrollment
process

• Flexible
scheduling



SIGN UP TODAY!

Sutter County One Stop

950 Tharp Road #1000, Yuba City, CA 95993

530-822-5120

suttercountyadulthood.org

Monday-Friday 8:00 AM -5:00 PM



Equal Opportunity Employer/Program
Auxiliary aides & services are available upon request to individuals with disabilities.

The Sutter County One Stop is a proud partner of America's Job Center of CaliforniaSM network.

Math Boot Camp



- Join Sutter County Adult Education for a fun and fast class to improve your math skills!
- Simply sign up with your current teacher!
- Pick up and complete class assessment starting **Nov 13th** (*Ask your teacher for more details*)

Who May Enroll?

- Adult Education students
- Students entering Health Career Courses

Program Details

- Starts Dec 1st!
- 10 week course
- Classes are on Friday's from 9-11am.

Week 1 (Dec 1st):

Pre/ Basic Math

Week 2 (Dec 8th):

Decimals

Week 3: (Dec 15th):

Percentages

Week 4 & 5 (Jan 12th, Jan 19th):

Fractions

Week 6 & 7 (Jan 26th, Feb 2nd):

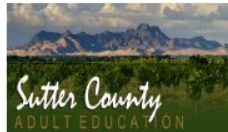
Ratios and proportions

Week 8 & 9 (Feb 9th, Feb 16th):

Measurements, charts, &
graphs

Week 10 (Feb 23rd):

Review



VISIT OUR OFFICE TODAY!

Sutter County One Stop
950 Tharp Road #1000, Yuba City, CA 95993
530-822-5120
suttercountyadulthood.org
Monday-Friday 8:00 AM -5:00 PM

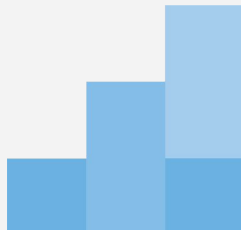


Equal Opportunity Employer/Program
Auxiliary aides & services are available upon request to individuals with disabilities.

The Sutter County One Stop is a proud partner of America's Job Center of CaliforniaSM network.

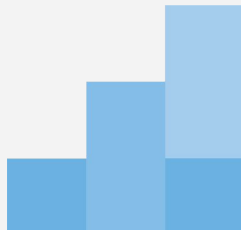
San Diego Continuing Education

- **Who We Are:** noncredit adult education institution of the San Diego Community College District
- 45000 students at 7 locations in the City of San Diego
- Career Technical Education, ESL, ABE/ASE, and Emeritus programming
- Strong social justice lens from Executive Leadership



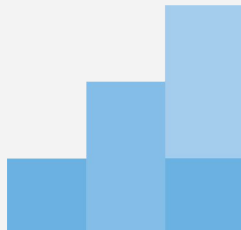
Second Chance

- Institutional based Job Center – DOL and Sheriffs funding
- AB 109 Partner
- Re-entry Roundtable
- Housing
- Job Readiness
- Transitional Jobs and Placement Services
- Juvenile Court and Community Schools



Partnerships

- Who in your community works with the population?
- Community-based vs. institutions = linkages
- Relationships with Probation, Judge, Sheriff key
- What is the structure for education inside the facilities?
- Evidence Based Practices
- Find a champion = start with leadership
- Attitudes towards the population of adult learners = not scary





DEGREES *of* FREEDOM

EXPANDING COLLEGE OPPORTUNITIES
for Currently and Formerly Incarcerated Californians



Stanford Criminal Justice Center
Stanford Law School

Chief Justice Earl Warren
Institute on Law and Social Policy
UC Berkeley School of Law

▶ Toolkit:

Fostering Success for Formerly
Incarcerated Students on Campus

Key References

Brazell, Diana, Anna Clayton, Debbie Mukamal, Amy Solomon, Nicole Lindal. [From the Classroom to the Community: Exploring the Role of Education during Incarceration and Re-entry](#), The Urban Institute + John Jay College of Criminal Justice (2009)

Delaney, Ruth, Ram Subramanian, and Fred Patrick. [Making the Grade: Developing Quality Postsecondary Education Programs in Prison](#), Vera Institute of Justice (2016)

Linton, John P. (moderator). [PIACC Prison Study: An Overview of the Skills of U.S. Incarcerated Adults](#), American Institutes for Research Webinar (February 22, 2017)

Mukamal, Debbie, Rebecca Silbert, and Rebecca M. Taylor. [Degrees of Freedom: Expanding College Opportunities for Currently and Formerly Incarcerated Californians](#), Stanford Criminal Justice Center (February 2015)

Toolkit: [Fostering Success for Formerly Incarcerated Students on Campus](#), Renewing Communities/Opportunity Institute + Stanford Criminal Justice Institute (2017)

Westervelt, Eric. [Measuring the Power of a Prison Education](#), National Public Radio, July 31, 2015 (transcript)





Q&A | Discussion

Lunch



ALTERNATIVE EDUCATION



Who are our alternative ed students

Highly vulnerable youth with multiple risk factors and significant obstacles in their lives.

- Credit deficient
- Socio-economically Disadvantaged
- Learning difficulties
- English proficiency
- Foster care
- Homelessness

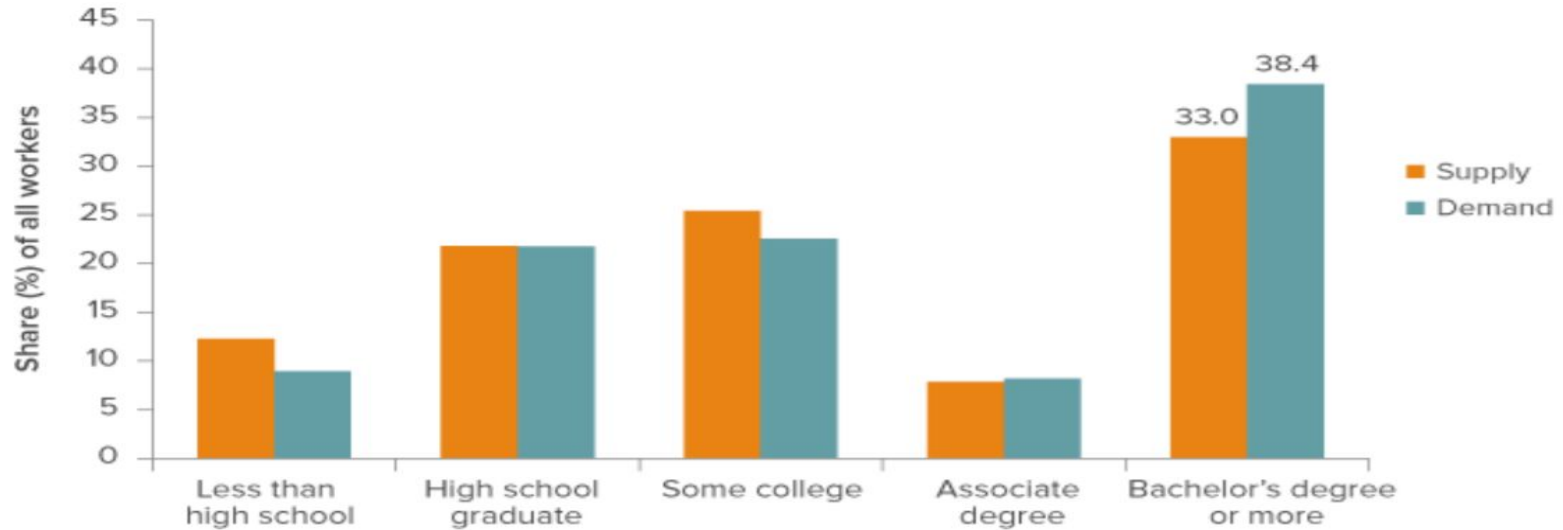


Seven Types of Alternative Schools

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

Need for Highly Educated Workers

Figure 1. Demand for highly educated workers will exceed supply in 2030



SOURCE: Authors' projections.

College and Career Going Culture



Half of all college students attend community college because they are **affordable, close to home, do not require an extensive application** progress, and can serve as a **transition** step to a bachelor's degree. [College Board](#)

Research identifies two critical aspects of college-going culture: **high expectations** and **high support** for college-going.

[Teachers](#)
[College Record](#)

Promising Practices for Alternative High School Practices

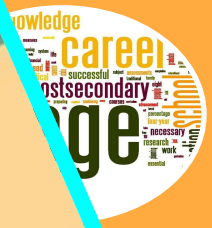


Support in
College



Career Ex

Instructional P



During



Peralta CTE Pathways



Students with greater **exposure to CTE** are more **likely to graduate** from high school, enroll in a two-year college, be employed, and earn higher wages.

[Education Writers Association](#)



Building & Construction Trades



Environment & Sustainability



Personal & Professional Services



Business & Entrepreneurship



Healthcare & Bioscience



Public & Human Services



Digital Media & Communications



Hospitality, Retail & Tourism



Public Service & Law



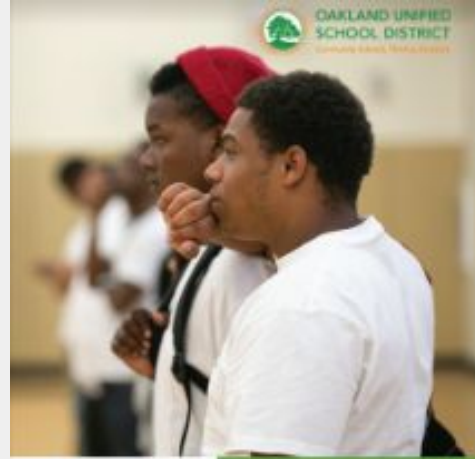
Engineering, Design & Production



Information & Communication Technology



Transportation & Logistics



Your career starts here.

RUDSDALE
Newcomer
Health Science • Medical Technology

Your career starts here.

BUNCHE
ACADEMY
hospitality • recreation • tourism

Your career starts here.

DEWEY
ACADEMY
Health • Medical Technology

Your career starts here.

RUDSDALE
ACADEMY
Media • Communication Technology



Characteristics of Alternative Education

- Students are **graduating at different times** throughout the year
- **New students are entering** at the start of each new 6 week hex-mester or 12 week trimester
- Students may have **limited choice** in selecting school
- **Available pathway** may not always be aligned with student preference
- **Limited available resources**
- **Sights of innovation**

Supporting Counselors



Counselor's from the CaCN + R4 Collaborative showing off their new college shirts.

Peralta College
CTE Tour

College of Alameda

Laney College

Merritt College

Berkeley City College



Recently with Los Medanos College, Contra
Costa College & Diablo Valley College

WHY INTEGRATED STUDENT SUPPORTS?

K14 COMPLETION CRISIS

California high school students who do not graduate in four

17% of all students

20% of Latinos

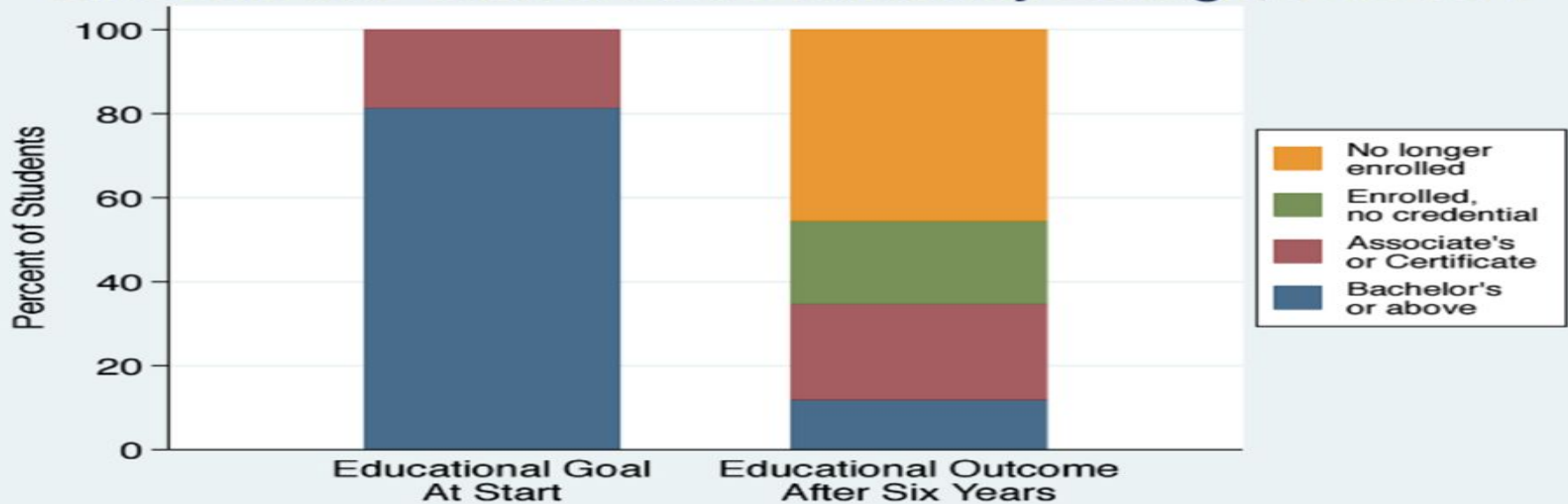
27% of African Americans

609,000

California youth, ages 16 to 24, are currently neither in school nor working.

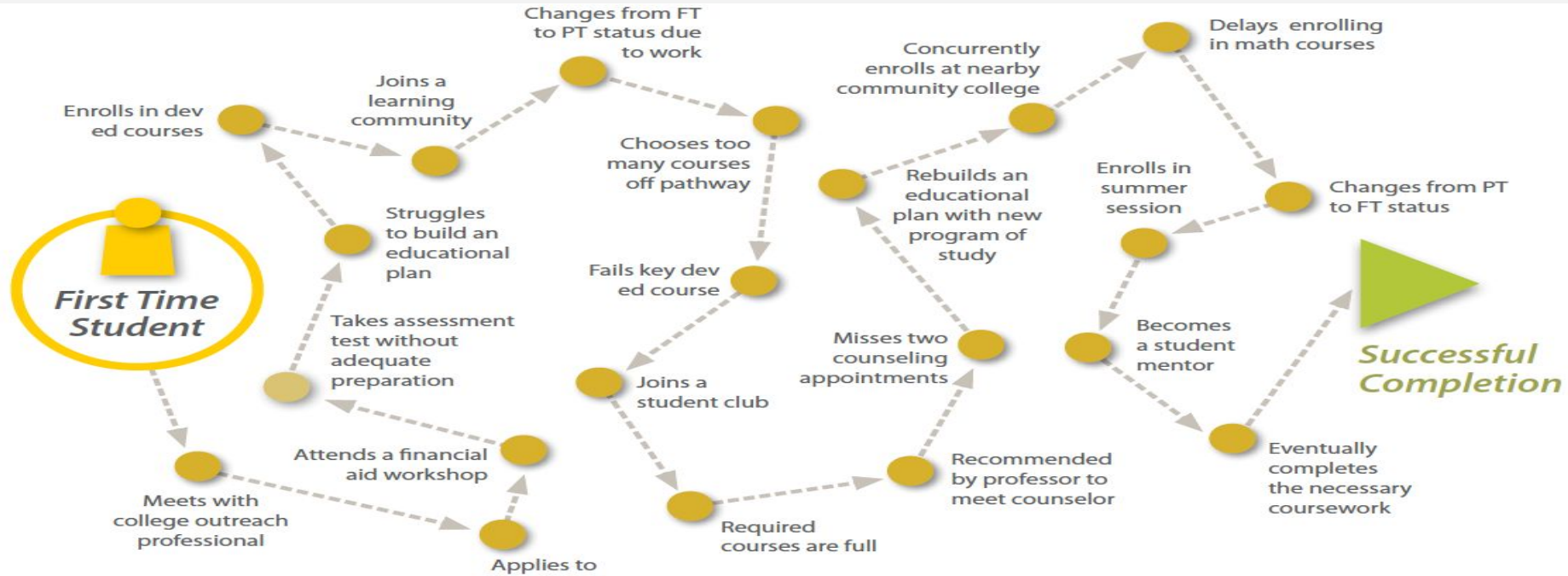
CC COMPLETION CRISIS...

Educational Goals and Six-year Attainment, Students who Started at a Community College, Fall 2003



Source: U.S Department of Education, National Center for Education Statistics, 2003 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:04/09)

WHY? NON-STUDENT CENTERED DESIGN



FROM APPLICATION & MAJOR SELECTION...

| Programs | Associate Degree | Transfer Degree | Certificate |
|--|------------------|-----------------|-------------|
| Accounting (AS) | AS | | |
| Accounting Technician | | | CA |
| Administration of Justice | AA | AS-T | |
| Administrative Assistant (AS) | AS | | |
| Administrative Assistant (COA) | | | CA |
| Administrative Assistant Entrepreneur | | | CP |
| Anthropology | AA | AA-T | |
| Aquatics | | | CA CP |
| Architecture | AA AS | | |
| Architecture Technology | | | CA |
| Art (Emphasis in Ceramics) | AA | | |
| Art (Emphasis in Painting) | AA | | |
| Art (Emphasis in Sculpture) | AA | | |
| Art (General) | AA | | |
| Art History | AA | | |
| Audio Recording | | | CP |
| Automotive Chassis Technology | | | CA |
| Automotive Drivetrain Technology | | | CA |
| Automotive Engine Machining | | | CA |
| Automotive Engine Performance Technology | | | CA |
| Automotive Maintenance Technology | | | CA |
| Automotive Service Consulting | | | CA |
| Automotive Technology | AS | | |
| Automotive Technology (Emphasis in BMW Manufacture Training) | AS | | |
| Automotive Technology Entrepreneur | | | CP |
| BMW Manufacture Training | | | CA |
| Behavioral Science | AA | | |
| Biology | AA | AS-T | |
| Biology (Emphasis in Allied Health) | AA | | |
| Bookkeeping | | | CA |
| Business | AS | | |
| Business Administration | | AS-T | |
| Business Graphics | | | CP |
| Business Transfer | | | CA |

...TO GE COURSE SELECTION

Basic Liberal Studies Requirements: [2 courses must include the Diversity (D) overlay]

English Communication: 6 credits; 3 credits must be in a writing course

Writing (ECw): ELS 112, 122 (nonnative speakers); HPR 326; WRT 104, 105, 106, 201, 227, 235, 302, 303, 304(D), 305(D), 333.

General (EC): COM 100(D), 110(D); LIB 120; PHL 101.

Fine Arts and Literature (A): 6 credits; 3 credits in Fine Arts and 3 credits in Literature

Fine Arts: ARH 120(D), 251(D), 252(D); ART 101, 207; FLM 101(D), 203(D), 204(D), 205(D); HPR 105, 124, 201A, 202A, 324; LAR 201; MUS 101(D), 106(D), 111, 292(D), 293(D); PLS 233; SPA 320(D); THE 100, 181, 351(D), 352(D), 381, 382, 383.

Literature: AAF 247(D), 248(D); CLA 391(D), 395(D), 396(D), 397(D); CLS 160(D); ENG 110(D), 160(D), 241(D), 242(D), 243(D), 247(D), 248(D), 251(D), 252(D), 260(D), 262(D), 263(D), 264(D), 265(D), 280(D), 300(D), 302(D), 303(D), 304(D), 317(D), 355(D), 357(D), 358(D); FRN 309(D), 310(D), 320(D), 391(D), 392(D), 393(D); HPR 105, 125, 201A, 202A; RUS 391(D), 392(D); SPA 305(D), 306(D), 307(D), 308(D); WMS 317(D).

Language/Culture (FC): 6 credits

- Demonstration of competence through the intermediate level by examination or successfully completing through 104 (living language) or 302 (classical language)
- Two-course sequence (or one course at the 113 level) in a previously studied language through at the appropriate level (all D): ARB 103, 104; CHN 103, 104; FRN 103, 104; GER 103, 104; GRK 301, 302; HBW 103, 104; ITL 103, 104, 111; JPN 103, 104; LAN 193, 194; LAT 301, 302; POR 103, 104; RUS 103, 104; SPA 103, 104, 111, 113, 210.
- Two-course sequence (or one course at the 111 level) in a language not previously studied (or studied for less than two years in high school) through the beginning level: ARB 101, 102; CHN 101, 102; FRN 101, 102; GER 101, 102; GRK 101, 102; HBW 101, 102; ITL 101, 102; JPN 101, 102; LAN 191, 192; LAT 101, 102; POR 101, 102; RUS 101, 102; SPA 101, 102.
- Study abroad in an approved program for one semester
- Major in a foreign language
- Formerly registered international students, students with recognized immigrant status, or naturalized citizens (at Dean's discretion)
- Two courses in Cross-Cultural Competence: CPL 300(D); FRN 309(D), 310(D), 320(D), 391(D), 392(D), 393(D); HIS 132(D), 171(D), 172(D), 180(D), 311(D), 327(D), 374(D), 375(D); HPR 201F, 202F; LET 151L(D), 151Q(D), 151R; NRS 300; PHL 331(D); RLS 131(D); SPA 320(D), TMD 224(D); six credits of a full-semester approved Intercultural Internship in a foreign country through the Office of Internships and Experiential Education

Letters(L): 6 credits

AAF 150(D), 201(D), 355(D), 356(D); APG 327; BGS 392(D); CLS 160(D), 235; EGR 316(D); ENG 110(D), 160(D), 243(D), 251(D), 252(D), 280(D), 355(D), 356(D); FRN 391(D), 392(D), 393(D); HIS 111, 112, 113(D), 114(D), 116, 117, 118(D), 130(D), 132(D), 141(D), 142(D), 145(D), 146(D), 150(D), 160(D), 171(D), 172(D), 180(D), 304, 305, 310(D), 311(D), 314, 323(D), 327(D), 332(D), 333(D), 340(D), 341(D), 346(D), 351(D), 355(D), 356(D), 374(D), 375(D); HPR 107, 201L, 202L, 307; JOR 110(D); LAR 202(D); LET 151L(D), 151Q(D), 151R(D); NUR 360(D); PHL 101, 103, 204, 210(D), 212(D), 215, 217(D), 235, 314, 316(D), 321, 322, 323(D), 325(D), 328(D), 331(D), 346, 355; PSC 341, 342; PSY 310; RLS 111(D), 125, 126, 131(D); WMS 220(D), 315(D), 320(D)

Mathematics(MQ): 3 credits satisfied by MTH 141

BUS 111, CSC 101, 201; HPR 108, 201M, 202M; MTH 106, 107, 108, 109, 111, 131, 141; PSC 109; STA 220.

Natural Sciences(N): 6 credits; satisfied by PHY

AFS 190, 210, 211; APG 201(D); AST 108, 118; AVS 101(D); BCH 190; BIO 101, 102, 105, 106, 286(D); BPS 201; CHM 100, 101, 103, 112; GEO 100, 102, 103, 110, 113, 120; HPR 109, 201N, 202N; MIC 190; NFS 207; NRS 190; OCG 110, 123, 131; PHY 109, 111, 112, 140, 185, 186, 203, 204, 205, 273, 274, 275; PLS 150, 190; TMD 113

Social Sciences(S): 6 credits

APG 200(D), 202, 203(D), 301(D); CPL 202(D); ECN 100(D), 201, 202, 306, 381(D); EDC 102(D); EEC 105, 310, 356; GEG 101(D), 104(D), 202(D); HDF 225; HPR 110(D), 201S, 202S; HSS 130; JOR 110(D); KIN 123(D); LIN 200(D); MAF 100; NUR 150(D); PSC 113(D), 116(D), 274(D), 288; PSY 103(D), 113(D), 232(D), 235(D), 254(D), 255(D); SOC 100(D), 212(D), 230(D), 240(D), 242(D), 274(D); TMD 224(D), WMS 150(D)

TO PERSISTENCE...

Two-Year Course Sequence Beginning in the Fall Semester

You can use the following pattern to complete an Associate in Science Degree for Transfer in Business Administration. This is only one possible pattern. If you wish to earn an associate degree, you must participate in the Student Success Program (Matriculation), which includes assessing academic skills and developing a Student Education Plan (SEP) with a counselor. This plan will map your sequence of courses to help you complete your degree regardless of the semester you begin classes.

1st Semester/Fall

| | Units |
|--|--------------|
| BUS 010 Introduction to Business | 3 |
| MATH 016A Calculus for Business and the Life and Social Sciences | 3 |
| General Education and Elective Courses | 9 |

2nd Semester/Spring

| | Units |
|--|--------------|
| BUS 002 Introduction to Business Law | 3 |
| ECON 001 Principles of Economics (Macro-Economics) | 3 |
| General Education and Elective Courses | 9 |

3rd Semester/Fall

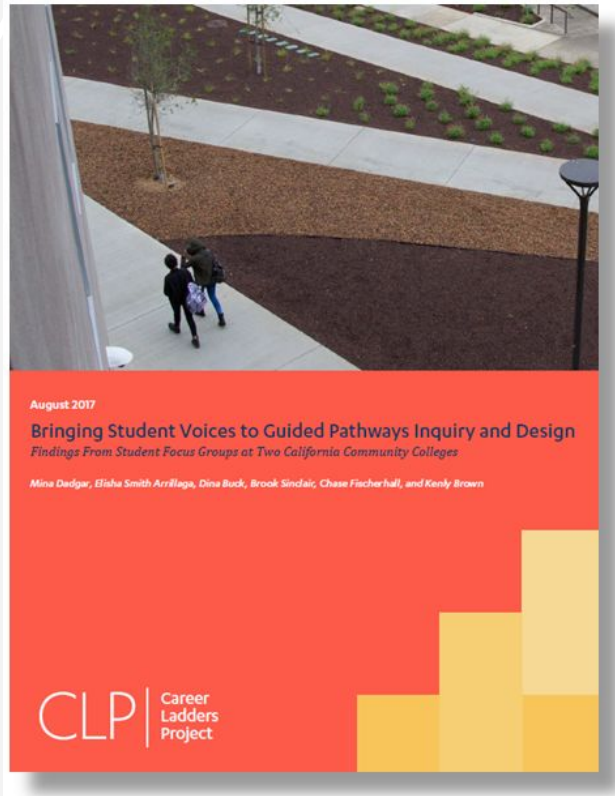
| | Units |
|--|--------------|
| BUS 001A Financial Accounting | 4 |
| ECON 002 Principles of Economics (Micro-Economics) | 3 |
| General Education and Elective Courses | 8 |

4th Semester/Spring

| | Units |
|--|--------------|
| BUS 001B Managerial Accounting | 4 |
| MATH 013 Introduction to Statistics | 4 |
| General Education and Elective Courses | 7 |

CLP: BRINGING STUDENT VOICES TO

PATHWAY



CLP: BRINGING STUDENT VOICES TO

PATHWAYS

- How do you choose a major?
- How do you choose courses each semester?
- Which supports are helpful or would be helpful to you?

ASKING OUR STUDENTS...

“I’ve been guilty of this—and it is a common thing in here—where you take class after class and you kind of forget your end goal... but it would be great to have something tangible like a shadowing program or something else that would get you excited about picking a major.”

ASKING OUR STUDENTS...

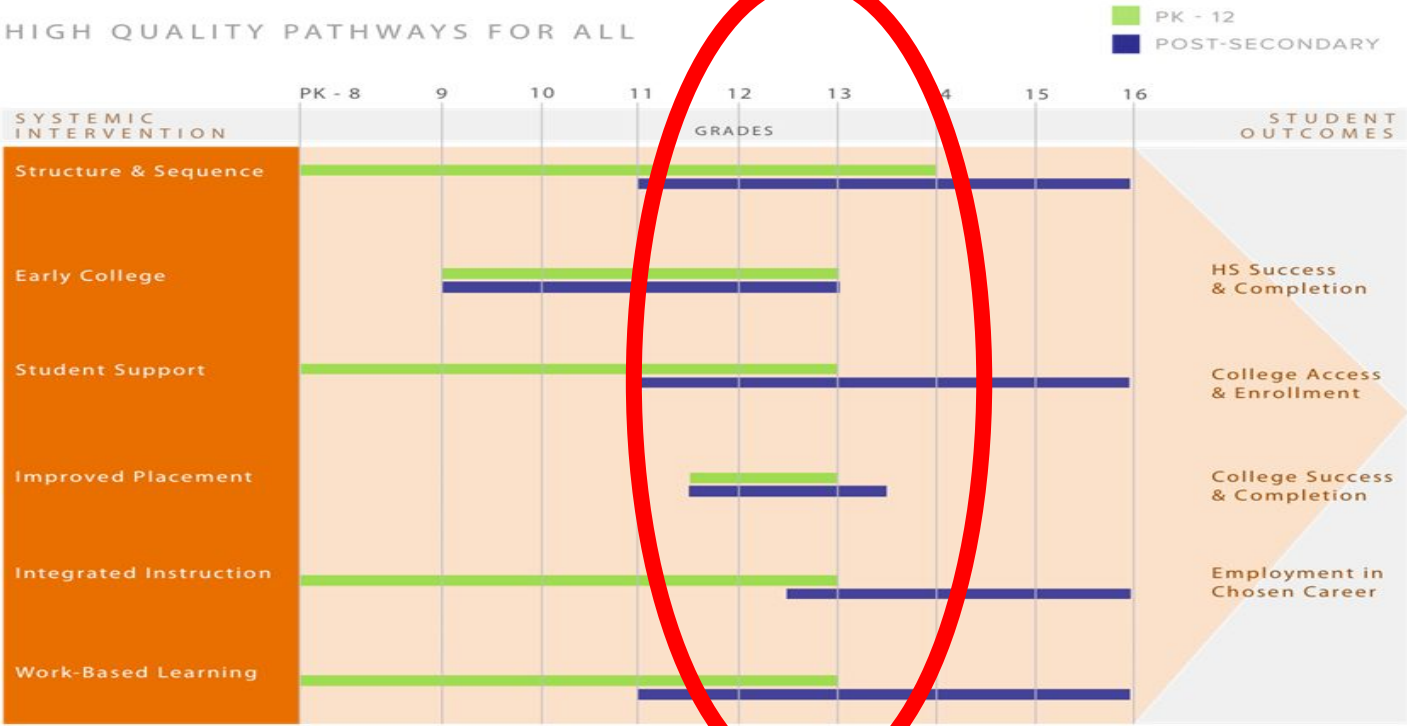
“This is the third time that I came back, and this time, I took the career assessment. I wish that I would have taken that the very first time because it would have set my path and maybe things wouldn't have been so out of reach.”

“At least for me, it was a lot of not knowing where to go. Like communications. Okay, where do you go from there? Do I become a professor? Do I work in TV? What kind of jobs do people have? It sounds corny, but are they happy in those jobs?”

SO, HOW EXACTLY CAN WE HELP OUR STUDENTS?

JOINING TOGETHER IN THE SWEET SPOT!

HIGH QUALITY PATHWAYS FOR ALL



BUT HOW? RESEARCH SAYS...

- **Move quickly** from the broad concept of “integrating services with instruction” **to clear and concrete goals** & program definitions.
- **Secure the support of senior leadership & employ strong program leaders who can bridge the gaps** between student services and academics.
- **Bring instructional & student services faculty & staff together immediately and consistently**, from planning and early implementation through program operation to program assessment and improvement.



CLP LAUNCHED CaCN WITH THIS IN MIND!



CAREER LADDERS PROJECT

FOSTERING EDUCATIONAL AND CAREER ADVANCEMENT FOR CALIFORNIANS

STAY UPDATED WITH CAREER LADDERS



[HOME](#) [INITIATIVES & PROGRAMS](#) [RESEARCH & RESOURCES](#) [CLP VIDEOS](#) [CLP LIBRARY](#) [COMMUNITIES OF PRACTICE](#) [ABOUT US](#)



California Counseling Network



An Initiative of the Career Ladders Project



— 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.

PLEASE CLICK HERE TO BECOME A MEMBER OF THE CALIFORNIA COUNSELING NETWORK

RESOURCES:

Career Ladders Project Resources:

[DBS Community of Practice](#)

[Improved Placement](#)

[High School to Community College Transition Tools](#)

Counseling Articles:

[The Role of Counseling in an Era of College Readiness](#)

J. Lee, J. Mishook

Annenberg Institute for School

March 21012

Pathway Articles:

[The Pursuit of Pathways: Combining Rigorous Academics with Career Pathways](#)

R.B. Schwartz

American Educator 2014

CACN CURRENT
ENGAGEMENTS

Diablo Gateways to Innovation

A CASE STUDY: SANTA CLARITA VALLEY GOLD!



SANTA CLARITA VALLEY CAREER PATHWAYS

- Santa Clarita Valley Setting
 - Location and Community
 - Educational Partners
 - William S. Hart Union High School District
 - College of the Canyons
- SCV Context
 - Social
 - Economic
- Opportunities
 - One-to-One K14 Pathways
 - Community trust and engagement

SCV CCPT CaCN: EMERGING DESIGN PRINCIPLES

- Build a Robust and Engaging Professional Learning Community
- Nourish Pathway Faculty and Staff Relationships AND in turn Pathways
- Develop Cross Functional Leadership Capacity for Long-term Sustainability

CROSS FUNCTIONAL LEADERSHIP CAPACITY FOR SUSTAINABILITY

- Structure & Collaboration
- Collaborative Quarterly Professional Developments
- Monthly Champion Meetings
- Weekly Online Professional Learning & Development Opportunities through Basecamp

CROSS FUNCTIONAL LEADERSHIP CAPACITY FOR SUSTAINABILITY

**Member of
Executive
Steering
Committee**

+

**Monthly
Counseling
Champion
Webinars**



**Standing CCPT Agenda Item
for Weekly Counseling
Department Meeting**

**Agenda Item for Monthly
Student Services Division
Meeting**

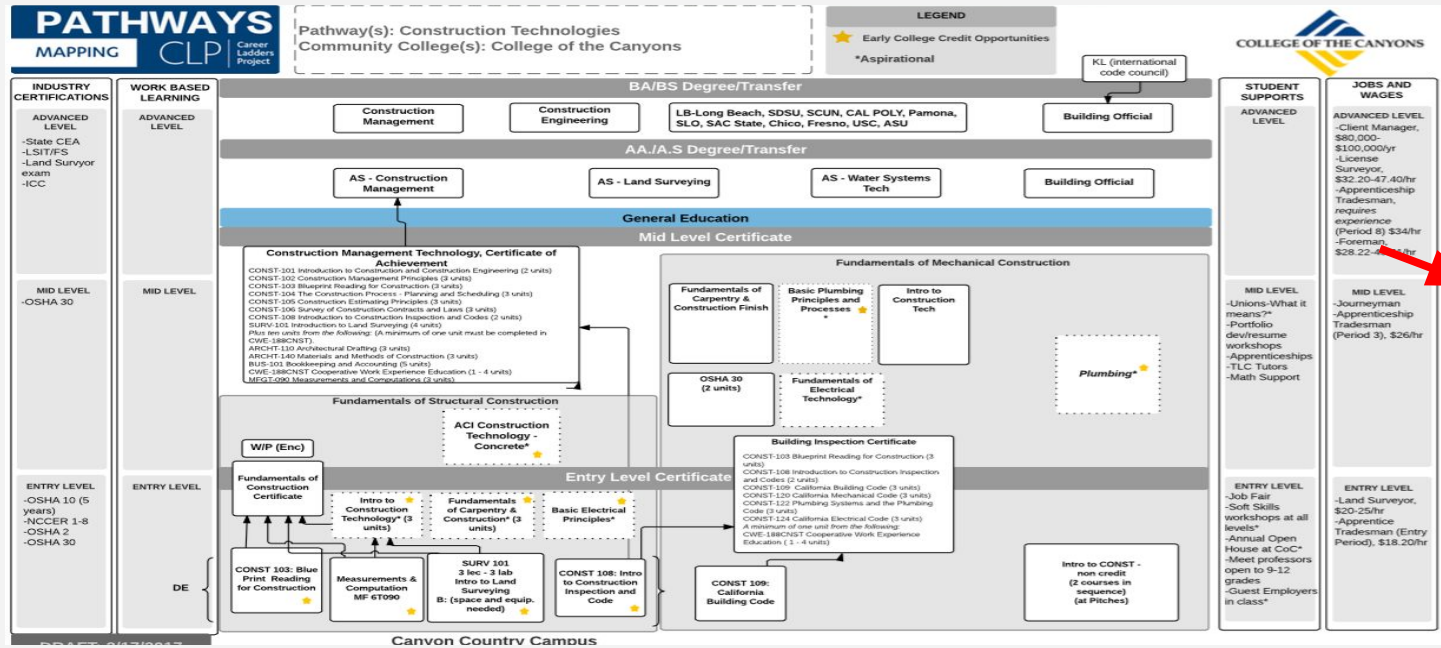
PATHWAY STUDENT EQUITY DATA QUERY

- Develop baseline understanding of current landscape
- Start with **Data! Data! Data!**
- William S. Hart District Data Team, Dan Sopher
- College of the Canyons Institutional Research, Planning & Institutional Effectiveness, Dean Daylene Meuschke

ENSURE ENGAGING ACCESS TO PATHWAY DATA

- Pathways Labor Market Information
- Pathways Student Equity Data

PATHWAYS LABOR MARKET INFORMATION



Client Manager - \$80,000-\$100,000/yr

License Surveyor- \$32.30-\$47.40/hr

PATHWAY STUDENT EQUITY DATA QUERY

- Where are Hart District Students (our students) Going?
 - UC Admission by Source School Link:
<https://www.universityofcalifornia.edu/infocenter/admissions-source-school>
 - UC Admission by Demographics
- Where are our students going after one year of graduating high school?

PATHWAYS STUDENT EQUITY DATA QUERY

- Data around Early College Credit Opportunities
 - Number of Students taking AP Courses
 - By School
 - By Demographics
 - By # of students receiving 1 & 2's on AP Exam
 - By # of students receiving 3, 4, & 5's on AP Exam
 - Number of Students in Dual Enrollment Courses
 - By School
 - By Demographics
 - Compared to overall HS demographics - link: <https://www.ed-data.org>

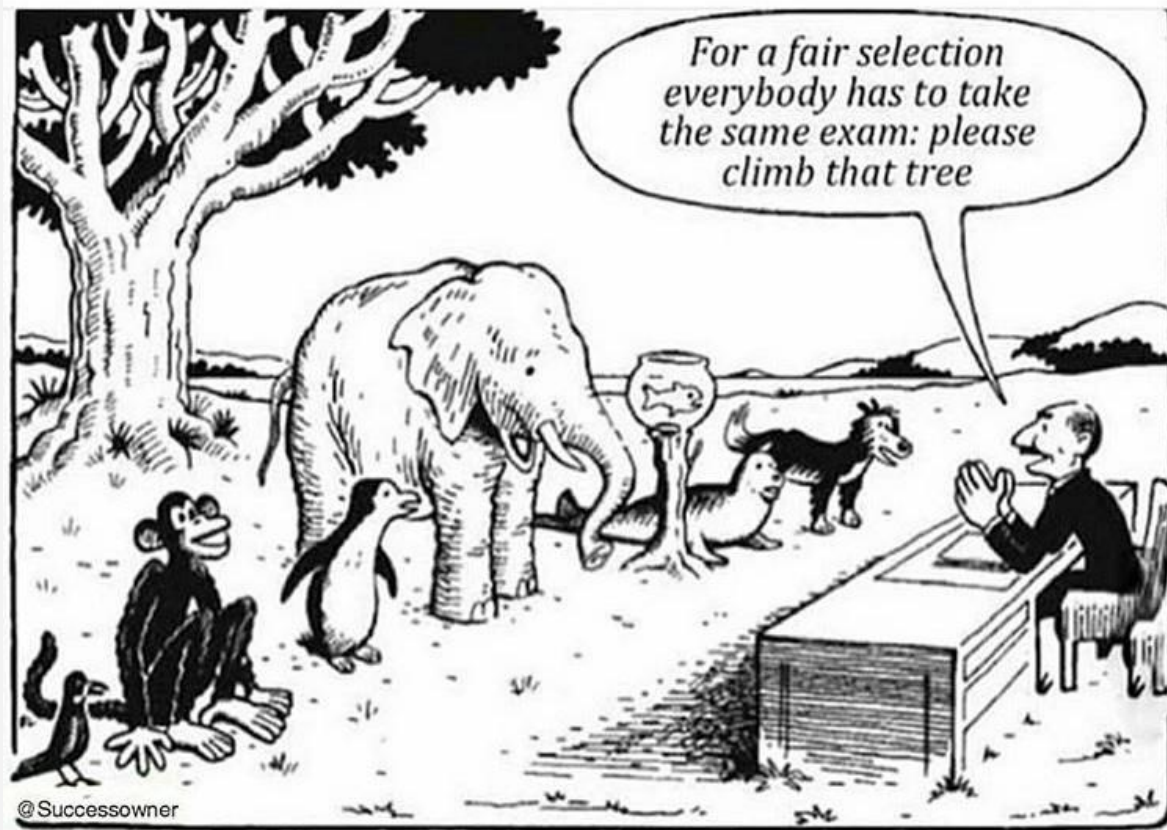
PATHWAYS STUDENT EQUITY DATA QUERY

- Equity Implications of the data
- Inclusive discussions - Menti.com
- Shifting culture through data

PATHWAYS STUDENT EQUITY DATA QUERY

- Welcome K14 Counseling and Student Support Faculty and Staff to the table early and often
- Provide access to, and welcome feedback on, Instructional Pathways
- Provide resources (time and funding) to support ongoing K14 counseling and student support faculty and staff engagement

Our education system..





Q&A | Discussion

Connecting and Future Planning



Apply for the 2019 Leadership Institute

for CA Community Colleges Serving Formerly Incarcerated Students

Corrections
to College California

Applications due October 22 by 5 pm

The California Community Colleges Chancellor's Office, the Stanford Criminal Justice Center, and Underground Scholars at the University of California, Berkeley announce a new Leadership Institute for California Community Colleges dedicated to developing, implementing and institutionalizing on-campus support services for formerly incarcerated students.



UPCOMING: INFORMATIONAL WEBINAR

Trauma-Informed Community of Practice

On November 2 at 10 am, we will host a webinar on the upcoming Trauma-Informed and Resilience-Focused Community of Practice for California Community Colleges teaching in our state prisons. Webinar link is forthcoming.

<https://correctionstocollege.ca.org/>

Lifting Up The Day

What did you hear or find today to be valuable?



If we were to do this again, what would you add?

Thank You

Safe travels home

