



California Counseling Network

A focus of the Career Ladders Project

Morning Guided Pathways Check-in



As you come in and get settled in please fill out post-its; label them with a circle, square, triangle and post them accordingly



- Individually, please think about and note on Post-its, with respect to guided pathways what:
 - ●: is circling in your mind?
 - ■: what you have squared away?
 - ▲: what three things do you need to move forward?
- We will come back to these later in the workshop



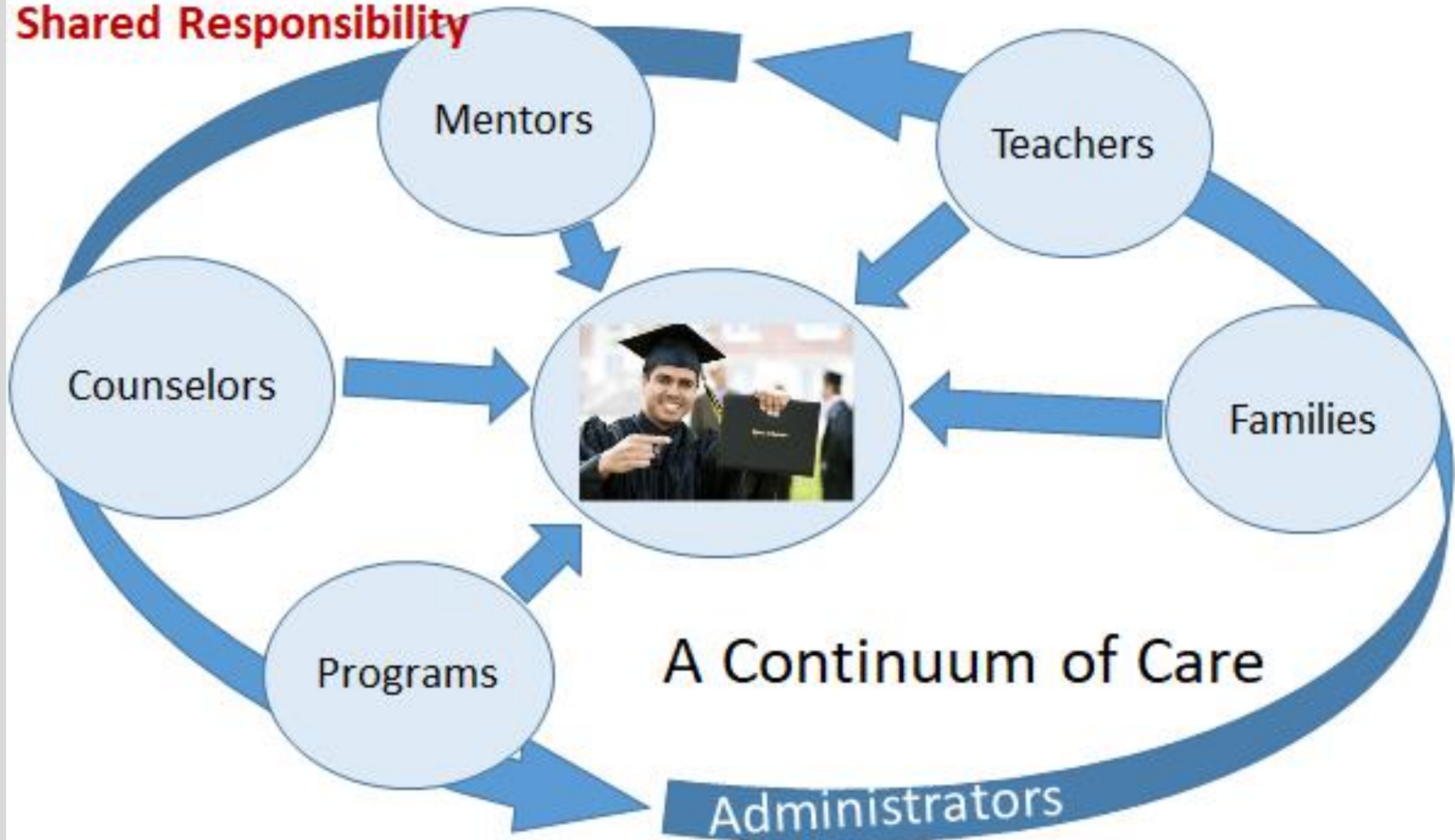
Counselor's Role in Integrating for Success and Equity

*Strengthening Student Success:
Making our Colleges Student-Ready*

Hyatt Regency Orange County

October 5, 2018

Shared Responsibility



A Continuum of Care

Administrators

As we begin...

- Our Team Today: Introductions
- Our Space Today: Wifi Network- “Hyatt_Meeting”
Password- SSS2018
- Our Purpose Today: Strengthening our collaboration while we deepen our understanding of equity, counseling, and Guided Pathways.



Today's Agenda

- **Counselor Collaboration – CaCN**
- **Understanding Guided Pathways-** engaging in Guided Pathways as critical partners in student equity and success
- **Dimensions of Counseling in Guided Pathways –** exploring counseling models/approaches
 - Rethinking/redesigning counseling approaches
 - Framing High School Partnerships
 - Workforce Development
- **Next Steps –** expanding the network of collaborative networking efforts



Reflecting on the Counselor's Role in supporting success and equity

- Working at your tables, read and discuss your 3 Interview selections from the “Recipe for a Great Counselor”
- As a group, complete the Coat of Arms poster by answering each question.
- Identify 2-3 highlights

My Counselor Coat of Arms

1. What are the three most useful skills or attributes to possess as a counselor?	2. What is a myth about counseling you'd like to eradicate?
3. What is the most overrated skill to have as a counselor? What is the most underrated skill?	4. What skill or attribute have you had to develop within yourself in an effort to become a great counselor?
5. What, overall, makes a great counselor?	6. In a word or image represent your work-life balance:



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SYSTEM SILOS

We need to see each other's value and support work that brings us together along the way.

**“Academic”/
Basic Skills
and Transfer**

**Student Support
Services/Counseling**

CTE

non-credit

Continuing ED

**Student Ed exp.
Community ED**



WHAT'S HAPPENING
TO CCC's IN
EDUCATION?



Charting New Paths to the Future in the California Community Colleges

from **SCATTERED EFFORTS**

from **EPISODIC EDUCATION**

from **LETTER GRADES**

from **TEXTBOOKS**

from **DEGREES**

from **ONE-SIZE-FITS-ALL**

from **BEST GUESSES**

from **STATIC ENVIRONMENTS**

Strengthening group identities

Easing and facilitating industry interactions at scale

Enlisting everyone as a visionary leader

Identifying and communicating points of synergy

Mechanisms for scaling grassroots innovation

Streamlined curriculum design

Becoming a resource for employer upskilling

Pinpointing standout programs

Employer-verified skill badging

Phasing school and work

Learning by making

Preparing students for the digital economy

Identifying equivalent measures

Digital upskilling opportunities

Experimenting with alternative funding models

Matching pathways in real time

Customizing definitions of success

Training the next generation of amplified worker

to **SOLUTIONS NETWORKS**

to **CONTINUOUS LEARNING FLOWS**

to **ACTIONABLE FEEDBACK**

to **UNBOUNDED RESOURCES**

to **DYNAMIC REPUTATIONS**

to **PERSONALIZED EXPERIENCES**

to **ALGORITHMIC MATCHING**

to **DIGITAL-PHYSICAL BLENDS**

Doing What MATTERS for Jobs and the Economy:
Charting Paths to Second Curve Innovation

Projects and investments DWM is taking on today that will chart the way for the second curve of the California Community Colleges



CALIFORNIA COMMUNITY COLLEGES
Doing What MATTERS™
FOR JOBS AND THE ECONOMY

Tech Titans Solutions





California Counseling Network

A focus of the Career Ladders Project

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



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.

Student Support (Re)defined

Student Support (Re)defined



Equitable
Integrated
Cost Effective

REDEFINING THE GOAL

THE TRUE PATH TO CAREER READINESS
IN THE 21ST CENTURY



KEVIN J FLEMING, Ph.D.

Capturing the Spirit of Counseling

Success
teams



California Counseling Network



— Integrated Supports

Career Ladders Project recognizes that counselors and student support services professionals play a key role in assisting students with transitioning, navigating, and completing college. Enhancing collaboration among counselors and student support colleagues is also critical to improving K-16 intersegmental alignment and student transitions. For these reasons, CLP has involved counselors and student support services professionals in projects and initiatives that aim to improve educational and career outcomes for students across postsecondary education.

Recently, CLP created the [California Counseling Network \(CaCN\)](#), a professional forum for collaboration and innovation among counselors and student support colleagues serving students in secondary and postsecondary pathways.

If you are interested in becoming a member of CaCN please fill out this short [survey](#).

If you are a member you can access your [online community of practice here](#).



Four Pillars of Guided Pathways



Create clear curricular pathways to employment and further education.



Help students choose and enter their pathway.



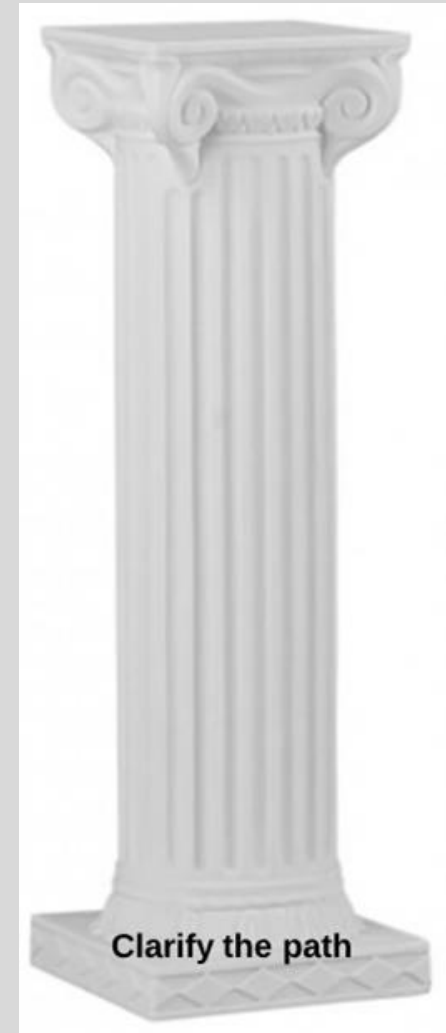
Help students stay on their path.



Ensure that learning is happening with intentional outcomes.

Moving from single stars to a galaxy!

- Consider the GP Pillar Framework as a picture of all that the Reedley Counseling family does together---where do you, your work, and your team show up across EACH and EVERY pillar?
- ACTIVITY, Rapid prototyping:
 - 5 minutes: In table groups, place star 'post-its' in the templated with efforts your college uses that fall in/across each guided pathway pillar, and please ADD YOUR STAR to the pillar
 - 10 minutes: Share out what do you see, what do you notice?



Panel: Redesigning Counseling Work: A practitioner's perspective



ISS Approaches: Chaffey College Counseling Faculty & Staff

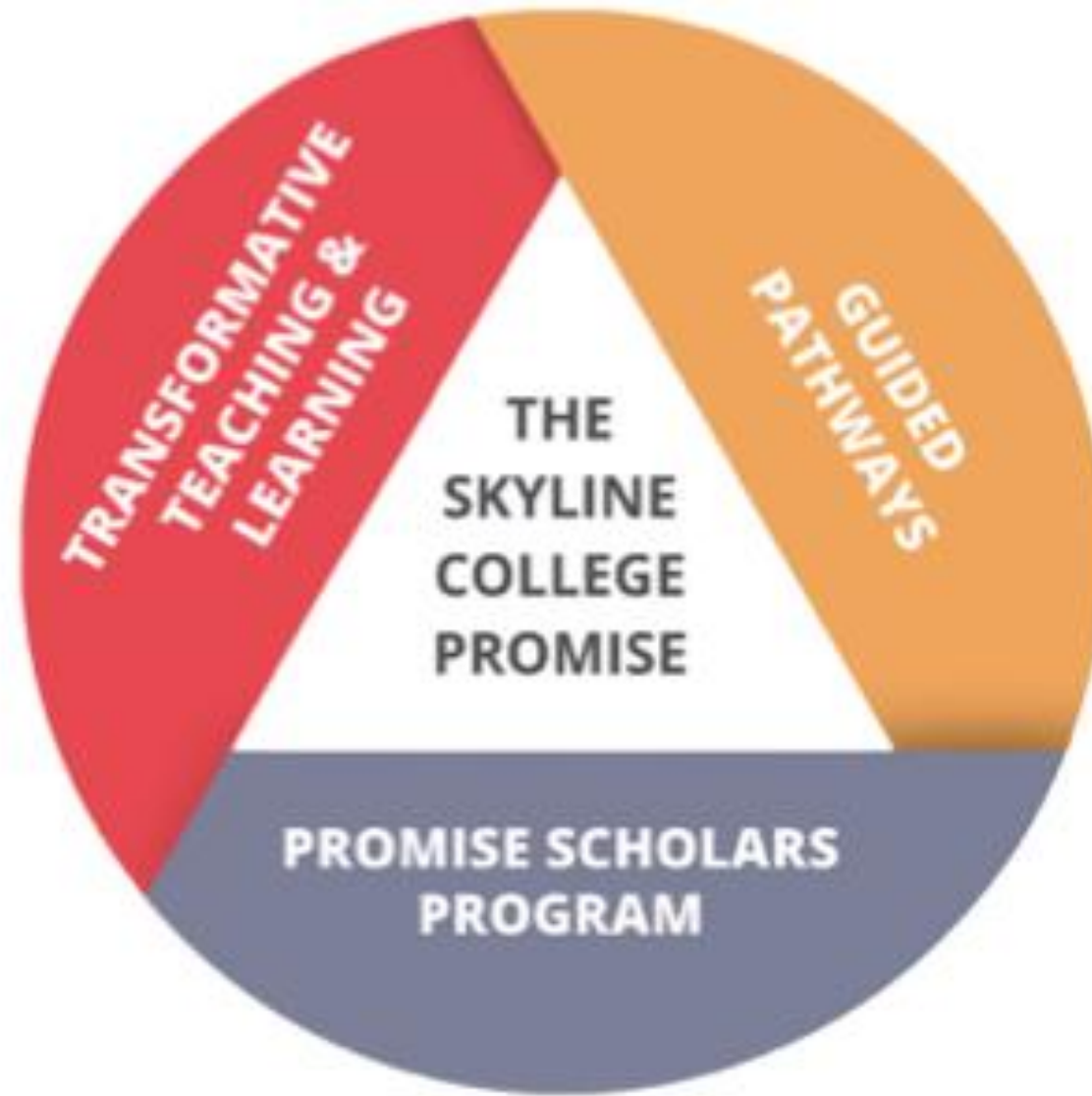
Process

- Counseling faculty and staff worked together to determine the roles and responsibilities for GPS Centers & Student Success Guides

Practices

- Student Success Guides
 - Masters Students
 - Mentored by Counseling Faculty
 - Support Chaffey Students with Academic Advising
 - Often hired by Chaffey and LA Basin Colleges





Skyline College Promise: Get in, Get Through and Graduate...on time!

COUNSELING GOALS

- **Getting In**
 - Develop approach in working with students as they enter the college to facilitate the selection of a meta-major and get them connected to support that fosters student success
- **Support Getting Through**
 - Develop a comprehensive approach to counseling to serve students equitably within the meta-majors and guided pathways framework and Comprehensive College Redesign
- **Career Development to Scale**
 - Develop intentional career development approach to scale that ranges from increasing awareness of career options up to career and job readiness

META MAJOR COUNSELING STRUCTURE

(FALL 2018/SPRING 2019 - 1800 NEW STUDENTS - 370:1 COUNSELOR/STUDENT RATIO)



All other general counselors (FT/PT) will see continuing students.

META MAJOR COUNSELING

BENEFITS OF MODEL

Intentional and personalized counseling

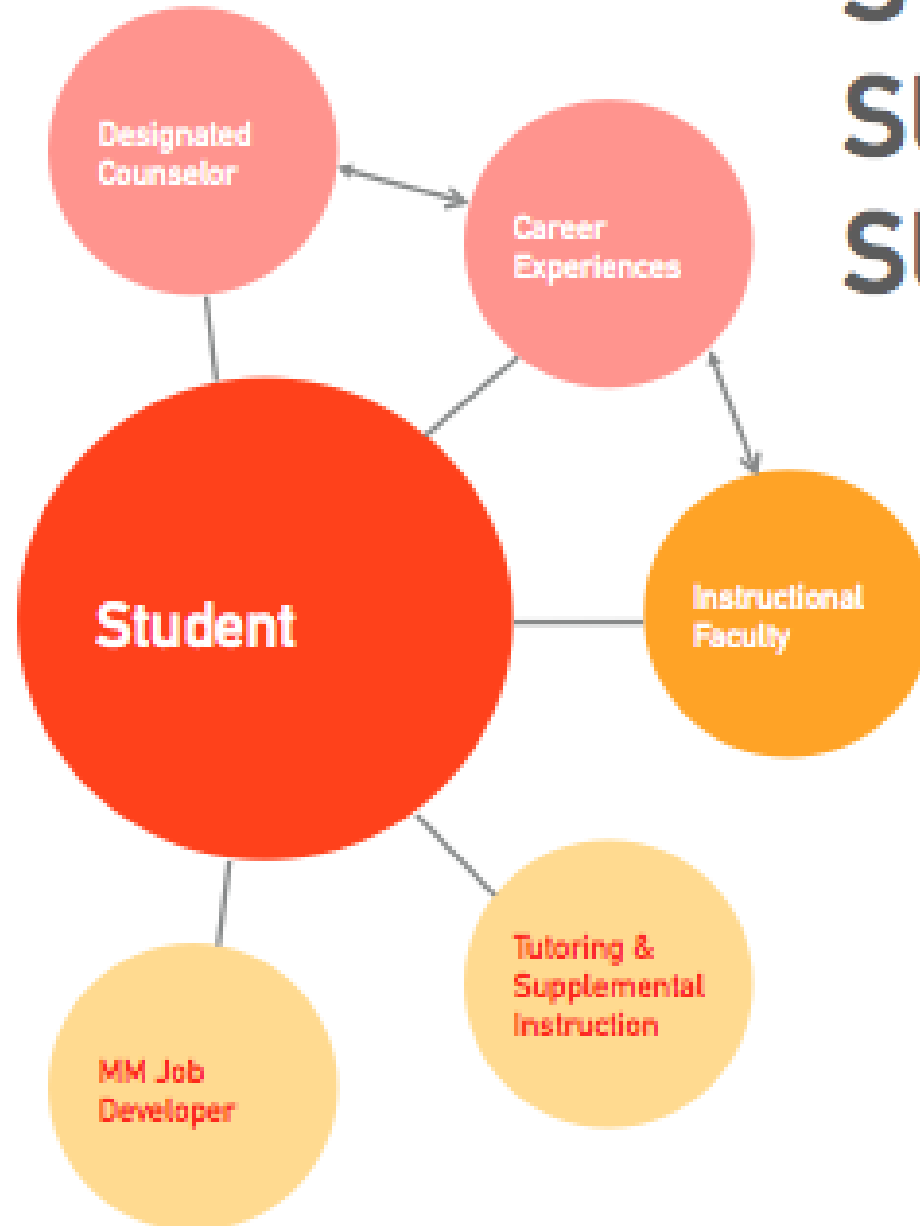
Depth of knowledge on a specific meta-major

Streamline and consistent source of information - point counselor

Personalized community support system - increase trust and participation

Student has a home; empowers the student that they are part of their own student success team

STUDENT SUCCESS SUPPORT



What are we learning?

*A quick look and National and State
Guided Pathway Redesign Efforts*



Learning Journey – East LA College

Support:

- Counseling Dean suggested that Counselors begin to brainstorm ways the department could support students in Guided Pathways. A team of 6 counselors started to meet.
- Career Ladders Project coordinated visits to American River, Skyline College, and Diablo Valley College Counseling Departments at the team's request. Visited late Spring, 2018.

Lessons Learned

- GP is not prescribed. There are many ways to approach the asks that are being made of Counseling. The colleges visited were approaching in different ways.
- It takes time for deep dive planning it is an on-going process. Brainstorm -try-evaluate-revise...
- It is important to respond to campus (instruction) Asks in a way that best serves students and makes sense within the counseling parameters. IE- want a counselor in every department... ?
- Build from what you have in place that is working. For example, build on existing Liaisons.

Recommendations

- Visiting and/or talking with other college counselor colleagues builds home-campus capital and agency. Able to bring broader perspectives to the campus community discussion.
- Engage in the GP planning to help guide the counseling support discussion. ELAC has 3 counselors that are on the GP Steering Committee.
- Consider the best way to introduce redesign to your department to get the best participation and to address any fears early on.

Last Word – Thank You ELAC

- “ After our visit, we felt good to learn that there are many ways to approach support for Guided Pathways and that we can do what works best for our students” Chris Garcia, Dept Chair, ELAC

Challenges we face:

- Fragmented supports
- No clear “go to” person/place for majority of students
- Services separated by functionality
- Lack of college “know how”
- Inoculation Approach



Sharing GP 20 Institute design principles

- Importance of early career exploration (prior to college)
- Create inescapable support (opt out rather than opt in)
- Redesign student services vs. redesign student support
- Normalize seeking support as part of the college experience.
- Importance of a point of contact (person and space)



Strategies Proven to Work

- Creating social relationships
- Clarifying aspirations and creating commitment
- Developing college know-how
- Making college life feasible
- Sustained and ongoing; Strategic, Intrusive, and Integrated, Personalized (SSIP) Strategy



National Samples

Integrated Student Support Approaches

- CUNY LaGuardia Teams
- Student mentors, counselor, and instructional faculty are ALL part of pathway 101 course team.
- LaGuardia CC At LaGuardia CC Instructional faculty teach first year seminar in their discipline and collaborate with ASAP counselors and staff. Grouping faculty into related degree and certificate pathways led deeper curriculum assessment and redesign. Students and faculty voiced relief!

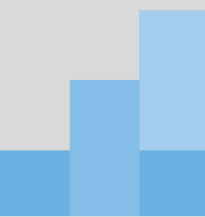


Community College



Proactive and Integrated Academic and Non-academic Supports

- **CUNY Instructional and Counseling faculty work closely together on student success:** At Guttman CC, students are assigned to a cross-functional group of instructional faculty, academic counselors, career advisers, and peer mentors who meet weekly to discuss individual students' progress



ISS Approaches

Integrated Student Support Teams!

- ASU
- Software
- PEOPLE!

Term 1	0 - 16 Credit Hours	Critical course signified by	Hours	Minimum Grade
		◆ CIS 105: Computer Applications and Information Technology (CS)	3	C
		◆ MAT 210: Brief Calculus (MA)	3	C
		ACC 101: Accountancy LEAP Program	1	
		ENG 101 or ENG 102: First-Year Composition OR ENG 105: Advanced First-Year Composition OR ENG 107 or ENG 108: First-Year Composition	3	C
		SOC OR PSY course (SB)	3	
		Humanities, Arts and Design (HU)	3	
		◆ Minimum 2.00 GPA ASU Cumulative.		
		Term hours subtotal:	16	
Term 2	17 - 31 Credit Hours	Critical course signified by	Hours	Minimum Grade
		◆ MAT 211: Mathematics for Business Analysis	3	C
		ECN 211: Macroeconomic Principles (SB) OR ECN 212: Microeconomic Principles (SB)	3	C
		ENG 101 or ENG 102: First-Year Composition OR ENG 105: Advanced First-Year Composition OR ENG 107 or ENG 108: First-Year Composition	3	C
		COM 100: Introduction to Human Communication (SB) OR COM 230: Small Group Communication (SB)	3	
		SOC OR PSY course (SB)	3	
		◆ Complete ENG 101 OR ENG 105 OR ENG 107 course(s).		
		◆ Minimum 2.00 GPA ASU Cumulative.		
		Term hours subtotal:	15	

ISS Approaches

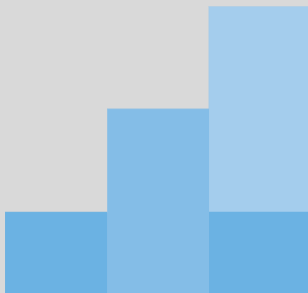


Integrated Student Support Teams, California style!

- Bakersfield College
- BC also has meta majors, they have developed response teams of instructional, counseling, and student support faculty and staff to serve MM and Affinity Groups
- More transactional items (career workshops, etc.) are supported by paraprofessionals to free up counseling faculty for direct advising support

Pausing to take stock...

- Rebecca responds to the review of college's efforts on GP work and their changes, redesign or innovations in Counseling and Student Support Services
- Whole group response and feedback

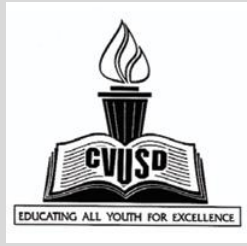


Panel: Framing High School Partnerships

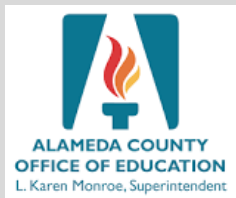
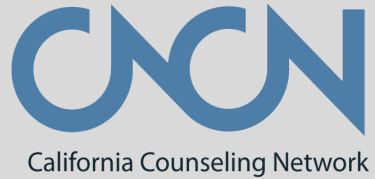


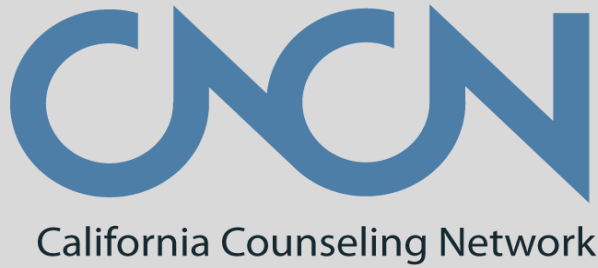
Got high school experience?

EXPERIENCE
HIGH SCHOOL



CACC: Chabot Area Counselor Collaborative





Chabot Area Counseling Collaborative (CACCC)

CACCC meets monthly at Chabot College. All 5 school districts within the Chabot service area are represented.

Goals:

- Support Smooth Transitions to Community College
- Creating More and Better High School to Community College Pathway Connections
- Increase and Improve Early College Credit Opportunities
- Improve Career & College Readiness/Awareness

Activities:






- Fall High School Counselor Breakfast
- Spring Counselor Professional Development Day
- HS-CC pathway transition support framework– program mapping
- Creation of High School Counselor Toolkit
- Alternative Education Counselor Convening

CACC

Chabot Area Counselor Collaboration working group

 Add/remove people

Campfire

-  heather oshiro 7:44pm
Reminder: Bay Area Counc...
-  Luis Chavez 9:13pm
Thanks Heather! Here's link ...
-  Deidre Hill-Valdivia, Ed.D 11:12am
Heather- Where do you wa...
-  heather oshiro 10:34am
CACC-- we are building a c...
-  heather oshiro 9:00pm
Hello CACC members-- let ...

Message Board







-  Summer/Fall 2019 Chabot College Application opens 1
-  Chabot College Umoja Program is Reaching Out! 1
-  Chabot College Transitions Planning Meeting 4
-  Event "TALK ABOUT TEACHING!" - September 21,
-  Save the Date: Tuesday, October 30 Chabot College

To-dos ● All done!

CACC Regional Calendar



Schedule

-  **Mon, Oct 8**
San Leandro Unified College and Carree Noght 
4:00pm - 6:30pm
-  **Tue, Oct 9**
Oakland Unified College Night 
4:00pm - 6:30pm
-  **Thu, Oct 11**
CACC Monthly Meeting 

Automatic Check-ins



Create recurring questions so you don't have to pester your team about what's going on.

Docs & Files

On-site Concurrent Enrollment @ Hayward High

Hayward High runs an afterschool on-site concurrent/dual

Excelencia Latina: Latin Folk Dance Group.

Greetings,
A group of students and I are interested in

Socio-Cultural Anthropol... Courses Spring 2018.

Please help me spread the word and encourage

Toolkits



...and 1 more

+ New message

Message Board

All messages



Summer/Fall 2019 Chabot College Application opens on October 1st

heather oshiro • Sep 26 — Hello Colleagues, This is just a reminder that on October 1st, students will be able to apply to Chabot College for Spring, Summer

1



Chabot College Umoja Program is Reaching Out!

heather oshiro • Sep 26 — Greetings, High School Counseling Colleagues- I would like to introduce a new member of our Chabot Area Counseling Collaborative who

1



Chabot College Transitions Planning Meeting

heather oshiro • Sep 17 — Dear CACC Colleagues In our last meeting we briefly discussed the Guided Pathways framework that is being adopted by the CA

4



Event "TALK ABOUT TEACHING!" - September 21, 2018

Jasmine Garcia • Sep 13 — [Talk about teaching.pdf]Hi All, The school year is underway and I hope you have all caught your breath. I want to share a series of



Save the Date: Tuesday, October 30 Chabot College Fall Counselor Breakfast

heather oshiro • Sep 9 — This event will run from 8:00 am to 12:00 noon. Please share with all high school counseling colleagues in the Chabot College region.



Be an Ally for Undocumented Students

heather oshiro • Sep 7 — [unnamed.png]

1



Safe Space Posters

Robin Galas • Sep 6 — These two posters are at Winton Middle School and are from CTA and California School Based Alliance. Both are in support of Dreamers.

4

+ New event

Schedule

[Add this Schedule to your Google Calendar, Outlook, or iCal...](#)

October							November						
SUN	MON	TUE	WED	THU	FRI	SAT	SUN	MON	TUE	WED	THU	FRI	SAT
	1	2	3	4	5	6					1	2	3
7	8	9	10	11	12	13	4	5	6	7	8	9	10
14	15	16	17	18	19	20	11	12	13	14	15	16	17
21	22	23	24	25	26	27	18	19	20	21	22	23	24
28	29	30	31				25	26	27	28	29	30	

Thu, Oct 4

Nothing's on the schedule

Add an event

Mon, Oct 8

San Leandro Unified College and Carree Noght 

4:00pm - 6:30pm

Tue, Oct 9

Oakland Unifed College Night 

4:00pm - 6:30pm

Thu, Oct 11

CACC Monthly Meeting 

9:00am - 11:30am

San Lorenzo Unified College Night 

4:00pm - 7:00pm

Tue, Oct 30

Hold for Fall Counselor Breakfast 

8:00am - 12:00pm

HS Toolkit Cover Page

HS Counselor Toolkit

[OpenCCC Tutorial for Graduating HS Seniors Applying to Chabot for Summer/Fall](#)

[OpenCCC Tutorial for HS Concurrent Enrollment Students](#)

[HS Concurrent Enrollment Information & Forms](#)

[Chabot College New Student Welcome Book](#)

[Chabot College Counselor Directory](#)

[Chabot College Financial Aid Information](#)

[Transfer Information for HS Counselors](#)

[Information for Dreamers](#)

[UCOP A-G Course List Search](#)

[UC A-G Course Submission Process](#)



Transfer Tidbits for High School Counselors (as of November 2016)

University Transfer - Using the community college as a stepping stone to the university

- Courses taken at community college are lower-division courses, similar to what one would take as a freshman or sophomore at the university.
- Courses taken at community college typically:
 - Prepare you for the classes required for university transfer (e.g. basic skills courses, PSCN 10 Career & Education Planning, PSCN 15 Study Skills, PSCN 18 University Transfer Planning).
 - Complete classes for your intended major at intended transfer institutions.
 - Complete some, most, or all of the general education (GE) courses for your intended transfer institutions (e.g. some majors at some UCs require full completion of the IGETC GE plan in order to be considered for transfer admission; others are fine with meeting UC minimum requirements)
 - If available, can complete courses to fulfill intended transfer institution's graduation requirements.

How long does it take to transfer from Chabot to a college to university?

The amount of time it takes to transfer to a college or university depends on a variety of factors, including, but not limited to:

- Student's English and Math placement in relation to the math course required for transfer
 - e.g. a student who places in Basic Math and wants to transfer to a CSU or UC campus would need 5 math classes before they are eligible for transfer admission consideration.
 - Student strategy: Do study for your Math Assessment. The Assessment Center has study guide resources. You want to be placed in the most appropriate level and build from there.
- The number of units the student takes each term.
 - For example: a student may take 6 units per semester because he/she works full-time and their intended transfer university may require 60 transferable units in order to be considered for transfer admission.
 - Student Strategy: Try to design a schedule that allow you to succeed in your courses the first time you take the class. This may mean taking less classes in order to be successful. It may feel like you are taking longer to transfer, but students who have tried to take more units per semester to "hurry" it up without building a schedule to allow for protected time to study, wrestle with, and ruminate on one's studies end up dropping or failing some classes, which ultimately slows down progress toward your ultimate goal.

What are the activities that you are doing
or have done in relation to high school
students
and/or high school counselors?

Our Changing Landscape

K12

1000+ School Districts; 58 County Offices of Ed

- Local Control Funding Formula (LCFF)
- Local Control and Accountability Plan (LCAP)
- Common Core State Standards
- Smarter Balanced Assessment
- Next Generation Science Standards
- CTE Standards and Framework
- CA Office to Reform Education (CORE) Waiver Districts
- CA Partnership Academies
- Linked Learning District Initiative
- AB790 LL Pilot Districts
- Career Technical Education Incentive Grant
- College and Career Readiness Indicators

CCC/K12/CSU/UC

- SB1070 CTE Pathways Program
- AB86: Adult Ed/CCC Regional Consortia
- AB86: CA Career Pathways Trust (CCPT)
- AB288: College and Career Access Pathways (CCAP) Partnerships
- Governor's Innovation Award (K16)
- California College Promise (K16)
- Bridging the Gap (K16)

CA Community Colleges

72 Districts (112 Colleges, 76 Centers); 15

Regions

7 Workforce & Econ Dev Regional Consortia

- Accountability Reporting for CC (ARCC); Scorecard and System Completion Goals (AB1417)
- Basic Skills Initiative
- Career Advancement Academies
- Enhanced Non-Credit
- SB1440 Assoc. Degrees for Transfer
- Student Success Act of 2012
- Online Education Initiative
- Common Assessment Initiative
- Multiple Measures Assessment Project
- Education Planning Initiative
- Doing What Matters
- Salary Surfer; Launchboard; CTE Data Unlocked
- CTE Enhancement Fund
- SB850 CCC Bachelor's Degree Pilots
- Student Equity Plans
- Basic Skills Student Outcomes & Transformation
- Institutional Effectiveness Partnership Initiative (IEPI)
- UC Transfer Pathways
- Strong Workforce Program
- CCC Guided Pathways Program (proposed)

Our Changing Landscape

CA Workforce Development Board

48 Local Workforce Development Boards (47 areas)

From *WIA* to *WIOA*

- CA Strategic Workforce Dev Plan 2013-17
- Local Strategic Workforce Plans 2013–17
- CA Unified Strategic Workforce Development Plan 2016-2020 (WIOA)
- *Local Boards Strategic Workforce Dev Plan - TBD*
- SB 118 Sector Strategies
- Prop 39 Clean Energy Job Creation Training Grants
- Workforce Accelerator Fund
- “Slingshot” Initiative (Regional Coalitions)
- ForwardFocus (AB2060 Recidivism Reduction Funds)

Other Regional Entities, Partnerships & Initiatives *Examples include:*

- LA County Econ Development Corporation (LAEDC)
- LA Chamber
- LA Compact/UNITE-LA
- United Way Los Angeles
- Aspen Forum for Community Solutions Opportunity Youth Incentive Fund (7 CA sites, incl. LA)
- James Irvine Foundation “Regional Hubs of Excellence”

Federal Initiatives & Grant Programs

- Perkins Career & Technical Education Act
- TAA Community College Training Grants
- Dislocated Worker Nat’l Emergency Grants
- Health and Human Services Grants
- SNAP Employment and Training Funds
- Apprenticeship USA State Expansion Funds
- Career Pathways for Youth
- Re-entry Demonstration Projects
- America’s Promise: American Tech Training Fund
- ETC.

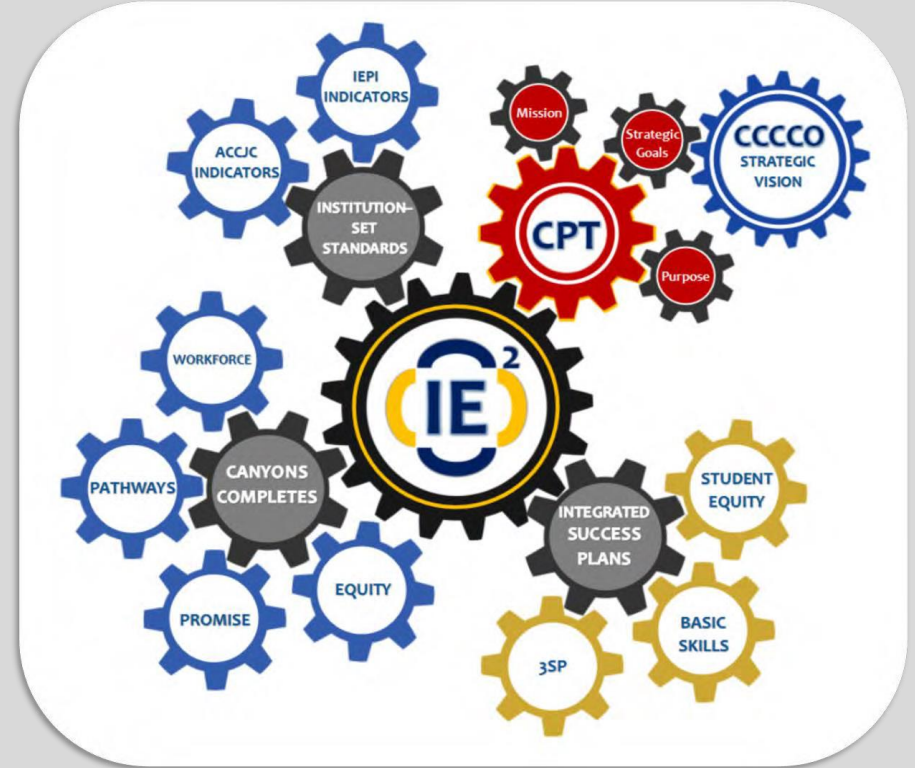
Other Related Agencies/Services in CA

- Governor’s Office of Business & Econ Dev (GO-Biz)
- Cities, Counties
- Other Workforce Programs: CalWorks; Rehabilitation; Corrections; Veterans Affairs, Apprenticeship; Health and Human Services; Social Services; Job Corps; Employment Training Panel; Public Utilities Commission; etc.

What other initiatives that we are all dealing in the circle .. What other initiatives highlight the HS to CC transition? What do our incoming students need? What are the barriers?

ISS Approaches: College of the Canyons Counseling

- K14 Pathways
 - Executive Steering/Standing Agenda Item
 - K14 Curricular Change
 - Counseling 10/110
- Career Coaches
- Guided Pathways: CoC HUB
 - Counseling Faculty
 - Academic Advisor
 - Career Coaches
 - Peer Advisors



Panel: Counseling in Workforce Development: Lessons Learned

Integrated Student Support Teams, California style!

- LA Trade Tech
- LATTC created pathways 10 years ago, counselors work within each pathway with instructional faculty to support students
- Student support faculty and staff are ALSO joining!!



L.A. TRADE TECHNICAL COLLEGE REPORT CARD



- Over 80% of our programs are CTE
- 30,000+ students enroll annually
- **Gender:** 54% Male; 46% Female
- **Ethnicity:** 54% Latino; 22% Black/African-American; 9% Two or More Races; 6% White; 5% Asian; 4% Unknown
- **Age:** 34% 20-24 years old; 29% 25-34 years old; 24% 35 and older; 13% Under 20 years old
- **Educational Goal:** 35% Transfer; 30% CTE; 17% AA/AS Degree; 12% Undecided; 6% Transitional
- **Unit Load:** 41% Less than 6 units; 33% 6-11.5 units; 26% 12 or more units
- **Prior Education:** 77% US HS/Equivalent; 9% Not a HS Graduate; 5% BA/BS or Higher; 4% AA/AS Degree; 3% Foreign HS; 2% Concurrent HS
- **Status:** 61% Continuing; 23% New Entering; 8% New Transfer; 6% Returning; 2 % HS Concurrent
- **Financial Aid:** 39% No Aid; 35% CA PROMISE & PELL; 21% CA PROMISE Only; 5% PELL only

Low rates of student progression and completion!

Our Guided Pathways



- The focus & strategies within our Pathways evolved from successful “boutique” program practices on our campus:
- **COMMON PATHWAY CHARACTERISTICS:**
- **Pathway Team:** A team of faculty and staff members located in each pathway (Building) that will work with students on their journey to academic and career success.
 - **Each Pathway Team** has an Administrator, Department Chair, Teaching Faculty, Counselor (Full-time & Adjunct), Classified Staff, and Supportive Programs & Services—Financial Aid, EOPS, DSPS, and Veterans.
- **Cohorts:** A group of students working together through the same academic curriculum.
- **Guided Choices:** A group of recommended General Education courses that are relevant or add meaning
- **Wraparound Services:** Support services offered within each pathway to help students throughout their college experience and quickly attain a certificate, degree and/or prepare them for transfer.

1. Advanced Transportation & Manufacturing (ATM)
2. Applied Sciences (AS)
3. Business & Civic Engagement (BCE)
4. Construction, Maintenance & Utilities (CMU)
5. Cosmetology (COS)*
6. Culinary Arts (CA)*
7. Design & Media Arts (DMA)
8. Health & Related Sciences (HRS)
9. Liberal Arts (LA)

Los Angeles Pierce College- GUIDED STRONG (Pilot)

What is Guided Strong?

A pilot program that emphasizes increases in completion of CTE units, degree/certificate completion, retention, transfer, community, and job/career attainment. Guided Strong looks to increase student services initiatives through proactive/intrusive and data-driven counseling strategies while meeting the goals and deliverables outlined in the [Strong Workforce](#), [Guided Pathways](#) and Chancellor's office Funding guidelines for CTE programs.

GUIDED STRONG Program Outcomes

- 50% Degree Completion Rate in 2-3 Years
- 85% Certificate Completion Rate within 1-2 Years
- 25% Increase in Semester CTE Units Completed per Program
- Overall Increase in Semester Class Retention and Completion
- Embedded Career Counseling Coursework/Workshops contextualized for major
- Internship/Work-based Learning
- 80% Employment post-graduation
- Scalable Size and Outcomes
- Case Management/Counseling

GUIDED STRONG Outline (Automotive Tech/Child Development Cohort)

Program Eligibility

- Commit to full-time enrollment (12-15 units per semester, including intersessions)
- No more than 15 semester units completed upon intake
- Immediate and continuous remedial course taking until math/english grad requirements are met for degree (AB 705 Dependent)
- Meet with Counselor at least 1-2x per semester dependent on need level (up to twice per month)
- Commit to attend at least 2 student services workshops per semester related to career and educational planning (will likely be embedded with program courses)
- **15 students per cohort**

Program Incentives

- Blocked and Consolidated Courses including contextualized Math and English courses
 - Utilizing PACE/8 week GE Courses
- Lending Library for:
 - Laptops
 - Books/Supplies
 - Tools (Auto)
- Funding for State/Industry Certifications
- Embedded Tutoring/CAS
- Transportation Assistance
- Embedded Career Readiness Courses (via non-credit)
- Dedicated Counselor(s) and CGCA's
- Career Placement/Internship/Work Based Learning

Counseling Strategies for Guided Strong

(The Fun Stuff)



Data-Driven Approach to Counseling

Data, Data, Data....

- What are we tracking?
 - Units IP
 - Units Completed
 - Major Reqs Completed
 - Remedial Coursework
 - At start of program
 - IP
 - Remaining
 - Semester End
 - Units Remaining for:
 - Degree Completion
 - Certificate Completion
 - Transfer

and more.....Data!!!

- GPA
 - Semester-to-Semester
- At Risk Status
 - High, Medium and Low Risk
- Academic Probation
- # of Counseling Apts
- Use of Embedded Services
 - Tutoring Lab (sign-in sheets)
 - Career Workshops
 - Lending Libraries
- Semester Data Cycle:
 - Start of Semester
 - Drop Deadline
 - Census Date
 - New Semester Enrollment Date

Use the Data to Identify and Tier At-Risk Students

High Risk

- <2.2, and/or have completed less than 15 units per semester, including Winter and Summer sessions.
- High-Risk students will also have 2 or more remedial coursework, regardless of GPA or Units completed.
- High-Risk students will be asked to meet with a counselor up to 2x per month for intrusive/proactive counseling and advisement.

Medium Risk

- Medium-Risk students can be identified as having a GPA between 2.2-2.8.
- <2 remedial courses, and/or have had prior academic struggles including failed coursework, numerous withdrawals and/or academic probation.
- Will be encouraged to see a Counselor at least 3x per semester for academic and personal counseling and advisement.

Imagine...data-driven counseling models that can predict and *address*...

- Accurate Graduation Projections (updated with frequency semester-to-semester)
- At-risk students...BEFORE they end up on academic probation/financial aid SAP issues
- Predictive data/information that can help counselors and teaching faculty identify troublesome narratives based on dropped classes, withdrawals, attendance (early alert), GPA, remediation, course completion...et al.
- Use of embedded services like tutoring, career counseling and contextualized workshops
- Additional program needs and services like group counseling, personal counseling, campus referrals et al

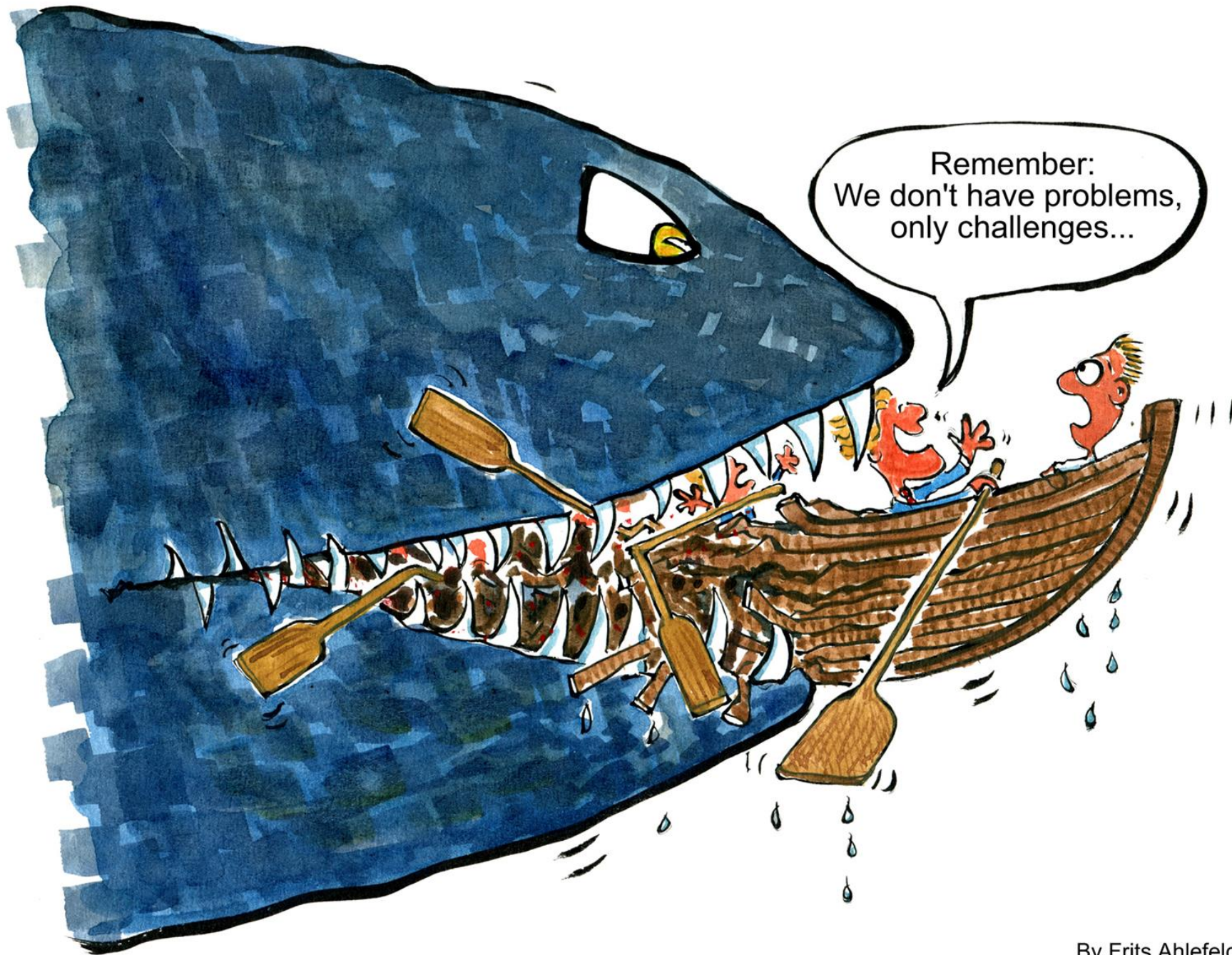
Challenges?

There are none...this is way too easy!!!

Ok JK...I'm totally freaking out!

Here are just a few of the anticipated challenges:

- Equity
- Role of Counselors/CGCA's/Support Staff/*Data Specialist
- Limited Counseling Staff
- Time Management
- Faculty and Administrator Buy-In
- Campus Politics (no such thing, right??)
- Scalability of Program
- Program Management and Evaluation
- Student, Counselor, Faculty Fatigue
- Etc...



By Frits Ahlefeldt

Questions?

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What does this mean for YOU?

Integration of WFD, GP, and Student Services/Counseling

Table Discussion Questions - Choose One (or not!)

1. Please describe what your counseling support of WFD looks like.
2. How do WFD, guided pathways and general counseling work together?
3. What have been some of the challenges you have had in building the counseling/WFD partnership?
4. How is working with WFD different than working with the general student population?
5. What equity considerations have you tried to address?

You are invited to join now!

Join our Network!

Go to: www.tinyurl.com/Join-CaCN

Complete the short survey



Quotes from users:

- *“The CaCN platform and various professional development opportunities have brought together counselors who otherwise would not have the opportunity to meet, much less have the time to work on a common area of concern.”*
- *“By engaging both community college and high school counselors, CACN provides unique and powerful relationship building for us to support our students.”*

Counselor Innovation Lounge

- At your table discuss what you learned today and what you'd like to apply or explore further.
- As a group pick one area, issue or topic to share collective knowledge or questions about the area, issue or topic and write it on your table tent or choose one already filled in.
- Designate one person from group to write highlights of discussion into CaCN State Basecamp identifying the topic area or issue of group discussion and what was the collective agreed upon actions the group brainstormed?



GP Check-in ●■▲ Revisited!

- Individually, please think about what you noted on Post-its this morning:
 - ●: is still circling in your mind?
 - ■: what you have squared away?
 - ▲: what three things do you need to move forward?
- Using dots, please mark:
 - Red: Addressed today!
 - Green: Still a question or something needed to move forward
- Whole group brief reflections and summary



Thank you!

Guest Panel Colleges

- ❖ Chabot College, Chaffey College, College of the Canyons, LA Pierce College, LA Trade Tech, Skyline College

Facilitators

- ❖ Robert Jaurequi, CLP Consultant drrobertjaurequi@gmail.com
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