

# Welcome to our WAITING ROOM

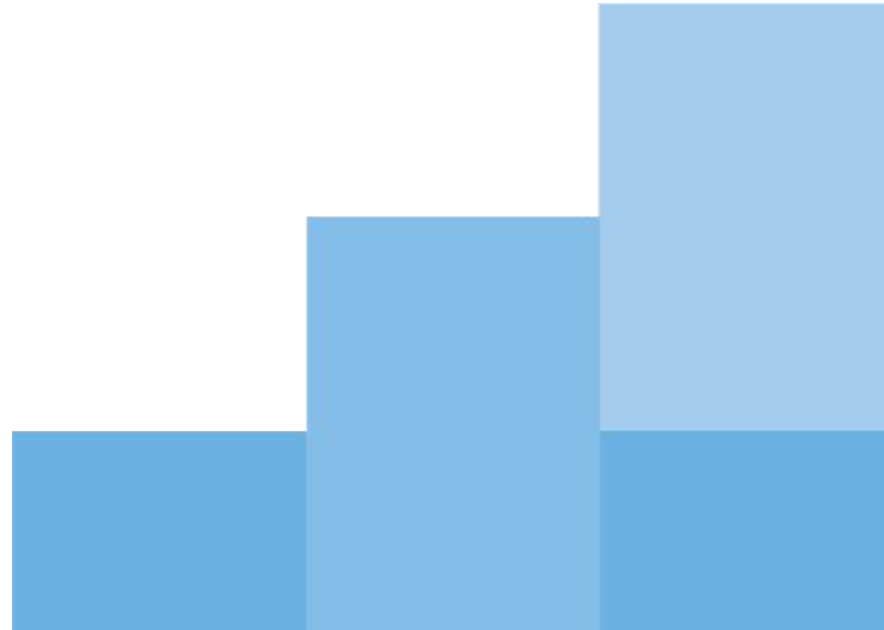
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## Redesigning with Transitions in Mind: A Guided Pathways Webinar

Friday, May 1  
10 a.m. - 12 p.m.

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# Technical Announcements

- Webinar Technology
  - When you join you will be MUTED
  - Your video will be OFF upon entry to zoom
  - If you are joining by phone and computer/tablet, please connect your phone to your computer/tablet (#participantID#)
- For any technology issues please ask for help in the chat and we will message you privately for support

# The Transitions Webinar CLP Team



**Naomi Castro**

Senior Director  
Career Ladders Project



**Amal Amanda Issa**

Director  
Career Ladders Project



**Sherry Shojaei**

Program Manager  
Career Ladders Project



**Eder Flores**

Program Associate  
Career Ladders Project

# Redesigning with Transitions in Mind

Colleges are redesigning transitions to college to reach and support students, especially those furthest from opportunity. This series of statewide webinars explores how colleges and their partners are reimagining transitions to college—such as early onboarding, bridge programs and dual enrollment — within the Guided Pathways framework.

# Dual Enrollment Framework

## Connection

What connection means: K-12 schools and districts, community colleges, four-year institutions, employers, and community organizations connect through collective work focused on student success.

## Intentional Design

What intentional design means: Serving students with pathways based on local needs that include scaffolded supports, clear milestones, and multiple on ramps and off ramps.

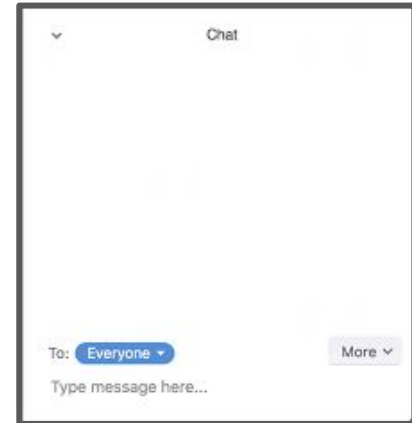
## Sustainability

What sustainability means: Embedding thoughtful partnerships at the core of our institutions by creating new cultural norms and structures to support them.

# Resources from today's webinar

Recording of this webinar along with other resources will be emailed to all participants in today's webinar.

If you registered we have your email, if you did not, please drop your email in the chat.



# Transitions Webinar Presenters

## The Long Beach Partnership



## Rising Scholars Network



SOUTHWESTERN COLLEGE



# How to ask questions during the webinar

Use the chat function on zoom to type your question.

- **If you have a question for a panelist** indicate the college before your question. ex: *LONG BEACH How do you....?*
- **If you have a general question** regarding dual enrollment use the following notation: *GENERAL What are colleges....?*
- **If you have a tech issue** use the following notation: *"TECH I can't hear."*

# Transitions Webinar Presenter

## The Long Beach Partnership-



# College Team and Pictures



**Kenna Hillman**  
Associate Dean of  
Academic Affairs  
Long Beach City  
College



**Heather Dy**  
Associate Professor,  
Life Sciences  
Long Beach City  
College



**Javier Villasenor**  
Counselor  
Long Beach City  
College



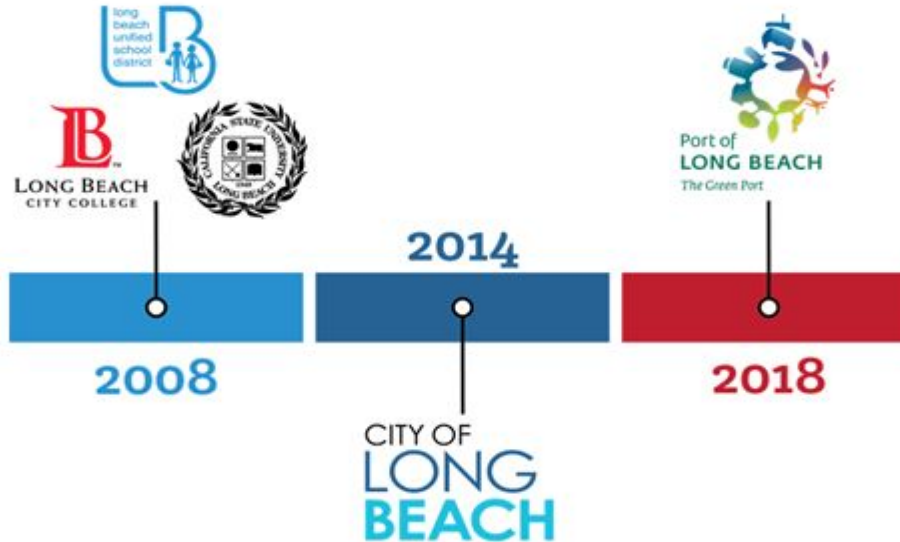
**Carol Ortega**  
Program Administrator  
Long Beach Unified  
School District



**Aimee Arreygue**  
Associate Director,  
Educational Partnerships  
California State University  
Long Beach

# Partnering with Purpose

COLLEGE PROMISE → PROMISE 2.0



THE LONG BEACH  
COLLEGE  
PROMISE

PROMISE 2.0

# Partnering with Purpose: An Example of How We Operationalize our Relationships for Systemwide Impact

- Monthly Counseling/Advising Meetings with Long Beach City College, Long Beach Unified School District and Cal State Long Beach are a foundational component that allows us to maintain open communication and address issues that impact our students across our three organizations.
- Increase need to provide Dual Enrollment opportunities for high school students
  - Benefits for each institution (LBUSD: Increase DE for CA Dashboard; LBCC: Increase of students enrolled in their programs; CSULB: Increase of students completing GE and Major Prep in a timely manner).
- **Problem:** How do we provide professional development to high school Counselors so that they are able to assist students in making sound decisions when selecting Dual Enrollment courses at the community college?
- **Solution:** Using information based on the Counseling 1, Orientation for College Success curriculum, a 6 hour workshop was created and delivered by LBCC Counselors to LBUSD High School Counselors.
- A joint funded summer workshop was developed and participants included Counselors and Advisors from all three institutions.
- A 55 page handbook was created with resources for the Counselors.

# Sustainability - CSU Long Beach

## Sustainability of the Promise

- ❖ Commitment by the leadership across each of the **3 institutions and the mayor of Long Beach** to work collaboratively to ensure student success
- ❖ Establishment of **common goals** and metrics for the Promise
- ❖ Includes **key stakeholder organizations** throughout the Long Beach community
- ❖ The duties of The Promise are **built into the CEO positions** for the educational institutions
- ❖ Community leaders **expect educational leaders and the city to work together** to improve outcomes for all residents



# Guided Pathways - LBCC Making Connections

Making Strong connections internally and externally = greater success

AACC - 30 colleges Nationally - 3 from California: Bakersfield, Irvine Valley, Mt. SAC

CAGP - 20 colleges in California

Remaining CCC - beginning GP  
There are a lot of GP Resources  
No need to reinvent the wheel!

- American River College
- Butte College
- Cabrillo College
- College of the Canyons
- Cosumnes River College
- Chaffey College
- Cuyamaca College
- Los Angeles Trade Tech College
- Long Beach City College
- MiraCosta College
- Modesto Junior College
- Norco College
- Reedley College
- Rio Hondo College
- Riverside City College
- San Joaquin Delta College
- Santa Ana College
- Santa Barbara City College
- Southwestern College
- Yuba Community College

# Internal Connections: Developing Roadmaps - Heather

## Jump Start Workshops

- Sequence the ADTs

## Phase 1/Phase 2 Department Meetings

- Gateway/Capstone Courses
- Milestones

## CSULB Promise Pathways Road Map Development

- Top 10 majors

**ASSOCIATE OF ARTS IN  
COMMUNICATION STUDIES  
FOR TRANSFER**

Plan Code: 5002B Aligns with  
General Education Requirements for [Plan B](#)

FIRST TERM				
Course Number	Course Title	C-ID #	Units	Category
COMM 10/10H	Elements of Public Speaking/Honors	COMM 110	3	Major/GE Area A1: Oral Communication
COMM 20 or COMM 30	Elements of Interpersonal Communication OR Elements of Group Communication	COMM 120 COMM 140	3 3	Major
ENGL 1/1H	Reading & Composition/Honors	ENGL 100	4	GE Area A2: Written Communication
COUNS 50 or LEARN 11	Career Planning: A Life-Long Process OR Learning and Academic Strategies		3 3	GE Area E: Lifelong Learning
HIST 11/11H	History/Modern America (Reconstr-Present)/Honors	HIST 140	3	GE Area C2: Arts & Humanities
<b>Subtotal Units</b>			<b>16</b>	

SECOND TERM				
Course Number	Course Title	C-ID #	Units	Category
COMM 20 or COMM 30	Elements of Interpersonal Communication OR Elements of Group Communication	COMM 130 COMM 140	3 3	Major
COMM 60	Elements of Argumentation & Debate	COMM 120	3	Major/GE Area A3: Critical Thinking
STAT 1/1H	Elementary Statistics/Honors	MATH 110	4	GE Area B4: Math
FILM 1	Introduction to Film Studies		3	GE Area C1 or C2: Arts & Humanities
	Any course #1-99		3	Elective
<b>Subtotal Units</b>			<b>16</b>	

THIRD TERM				
Course Number	Course Title	C-ID #	Units	Category
COMM 50	Elements of Oral Interpretation	COMM 170	3	Major/GE Area C1: Arts and Humanities
COMM 25	Elements of Intercultural Communication	COMM 150	3	Major
ANTHR 1/1H	Physical Anthropology	ANTH 110	3	GE Area B2: Life Science
	Any course #1-99		3	Elective
PSYCH 11	Social Psychology	PSY 170	3	GE Area D: Social Science
<b>Subtotal Units</b>			<b>15</b>	

FOURTH TERM				
Course Number	Course Title		Units	Category
SOCIO 1/1H	Introduction to Sociology/Honors		3	GE Area D: Social Science
GEOL 1/1H	General Physical Geology/Honors	GEOL 101	4.5	GE Areas B1 & B3: Scientific Inquiry
PSYCH 1/1H	Introduction to Psychology/Honors	PSY 110	3	GE Area D: Social Science
	Any course #1-99		2.5-3	Elective
<b>Subtotal Units</b>			<b>13.5</b>	
<b>TOTAL UNITS</b>			<b>60-60.5</b>	

# MILESTONES ON THE VIKING PATHWAY TO SUCCESS

## GETTING STARTED:

- Apply for admission
- Submit the FAFSA Financial Aid paperwork
- Meet with an academic or career counselor
- Register for classes



### FROM 0-15 UNITS YOU SHOULD:

- Meet with a counselor to create an Ed Plan
- Learn the layout of the college
- Learn to use the Library and Success Centers
- Attend "Major Exploration Day" and other college events
- Explore tutoring options

### FROM 15.5-30 UNITS YOU SHOULD:

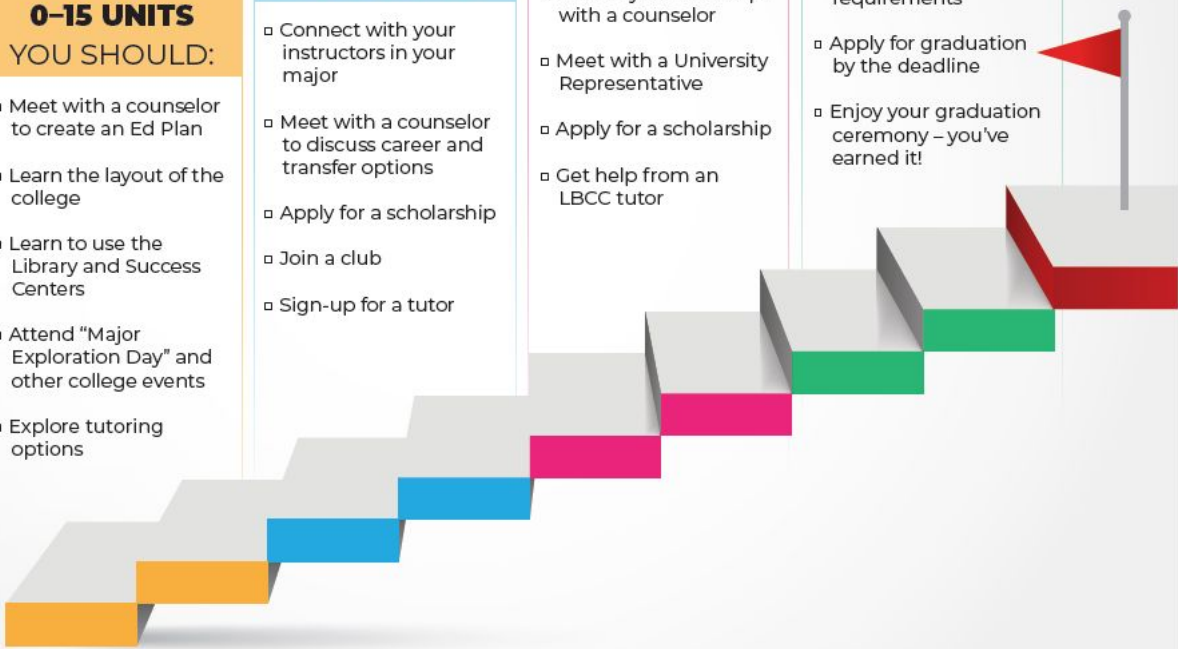
- Connect with your instructors in your major
- Meet with a counselor to discuss career and transfer options
- Apply for a scholarship
- Join a club
- Sign-up for a tutor

### FROM 30.5-40 UNITS YOU SHOULD:

- Review your transcript with a counselor
- Meet with a University Representative
- Apply for a scholarship
- Get help from an LBCC tutor

### FROM 45.5-60 UNITS YOU SHOULD:

- Verify that you have met all program requirements
- Apply for graduation by the deadline
- Enjoy your graduation ceremony – you've earned it!



## Bachelor of Arts in COMMUNICATION STUDIES

Fall 2019/Spring 2020 Major Fall 2019/Spring 2020 GE

4 year plan - 120 units required

Unofficial; Refer to University Catalog for current regulations and policies [www.csulb.edu/catalog](http://www.csulb.edu/catalog)

Courses at LBCC		Units	Courses at LBCC		Units
Semester 1			Semester 2		
ENGL 1	Reading & Comprehension (GE/A2)	4	COMM 20	Interpersonal Communication (GE/A1)	3
B4: GE MATH	Mathematics or Statistics (GE/B4)	4	COMM 60	Argumentation & Debate (GE/A3)	3
COMM 10	Elements of Public Speaking (GE/A1)	3	HIST 10 or 11	American History (GE/C)	3
LEARN 11	Learning & Academic Strategies	3	D: HUMANITIES	See Plan B Area (GE/D)	3
COUN 1	Orientation to College (GE/E)	1	B2/B1: NO LAB	See Plan B Area (GE B2/B1, No Lab)	3

Total Units			15	Total Units			15
Courses at LBCC			Units	Courses at LBCC			Units
Semester 3				Semester 4			
COMM 25	Intercultural Communication (GE/D)	3		COMM 50	Oral Interpretation (GE/C1)	3	
ENGL 2	Intro to Lit & Composition (GE/C)	3		D: SOCIAL SCIENCE	See Plan B Area (GE/D)	3	
B1/ B2: WITH LAB	See Plan B Area (GE: B1/B2, with Lab)	4		CSU ELECTIVE		3	
POLSC 1	Intro to Political Govt (GE/D)	3		CSU ELECTIVE		3	
CSU ELECTIVE		2		CSU ELECTIVE		3	

Total Units		15
Courses at CSULB		UNITS
Semester 5		
COMM 200	Gateway to Comm Studies	3
COMM 300	Survey of Rhetorical Theory	3
COMM Specified Electives		3
GE Upper Division Requirement 300 - 400		3
Elective Units		3

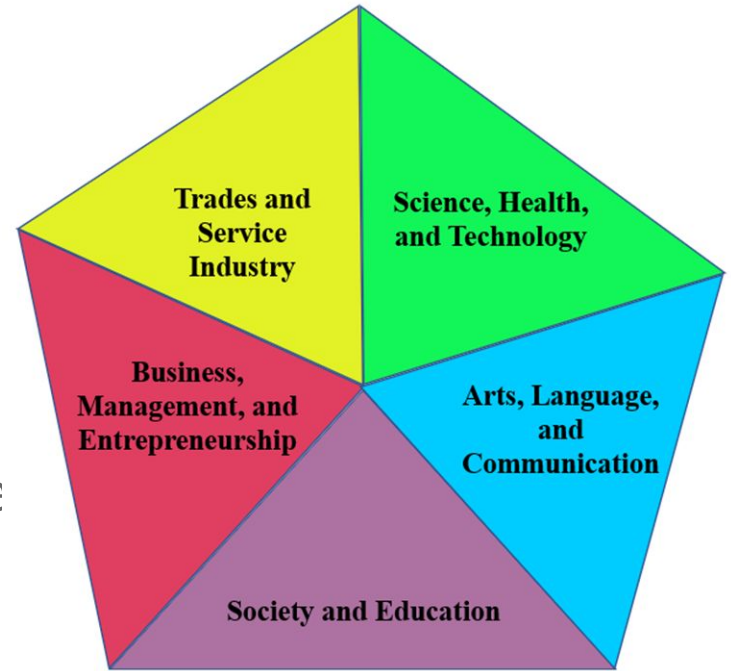
Total Units	15	
Courses at CSULB	UNITS	
Semester 6		
COMM 301	Communication Criticism	3
COMM 330	Intercultural Communication	3
COMM Specified Electives		3
GE Upper Division Requirement 300 - 400		3
Elective Units		3

Total Units	15	
Courses at CSULB	UNITS	
Semester 7		
COMM 306	Communication Theory	3
COMM 307	Measurement in Comm Research	3
COMM Specified Electives		3
GE Upper Division Requirement 300 - 400		3
CSU Elective Units		3

Total Units	15
Courses at CSULB	
Semester 8	
COMM 400-Level Specific Electives	3
COMM 400-Level Specific Electives	3
COMM 400-Level Specific Electives	3
CSU Elective Units	3
CSU Elective Units	3

# Connections – Meta-Major Clusters

- Career and Academic Pathways (CAPs)
  - Trades and Service Industry
  - Science, Health, and Technology
  - Arts, Language, and Communication
  - Society and Education
  - Business, Management and Entrepreneurship
- Incorporating CAPs processes



## Career and Academic Pathways (CAP) Activity

**Purpose:** To build your understanding of LBCC's Career and Academic Programs (CAP) and to be able to express reasons for your interest in certain LBCC majors for further exploration.

**Directions:** After hearing an introduction to the five Career and Academic Programs (CAP), you will be moving around the room to read, discuss, and answer how you match using the questions below.

### TRADES AND SERVICE INDUSTRY

Yes	No	Do you like to?	Yes	No	Are you?
<input type="checkbox"/>	<input type="checkbox"/>	Tinker with machines/vehicles	<input type="checkbox"/>	<input type="checkbox"/>	Hands-on
<input type="checkbox"/>	<input type="checkbox"/>	Work outdoors	<input type="checkbox"/>	<input type="checkbox"/>	Curious about the world
<input type="checkbox"/>	<input type="checkbox"/>	Use your hands	<input type="checkbox"/>	<input type="checkbox"/>	Independent
<input type="checkbox"/>	<input type="checkbox"/>	Be physically active	<input type="checkbox"/>	<input type="checkbox"/>	Interested in mechanics
<input type="checkbox"/>	<input type="checkbox"/>	Build things	<input type="checkbox"/>	<input type="checkbox"/>	A realistic thinker
<input type="checkbox"/>	<input type="checkbox"/>	Care for plants	<input type="checkbox"/>	<input type="checkbox"/>	A nature lover

TOTAL NUMBER OF BOXES CHECKED "YES":

**Directions:** Below are the majors within the CAP for the "Trades and Service Industry" offered at LBCC. Circle any that are interesting to you.

#### Advanced Manufacturing Technology

- Advanced Manufacturing and Design Technology
- Advanced Manufacturing Technology Core Skills

#### Advanced Transportation Technology

- Alternate Fuel Vehicles
- Electric & Hybrid Vehicles

#### Automotive Technology

- Automotive Engine and Transmission Service
- Automotive Engine Performance Service
- Automotive Maintenance Service
- Automotive Quick Service

#### Construction Technology

- Construction Pre-Apprenticeship
- Forklift Fundamentals
- Home Remodeling

#### Electrical Technology

- CISCO Certified Network Associate
- Electrical Apprenticeship Program
- Solar Photovoltaics Installation and Design
- Traffic Signal Systems 1
- Network Cabling Specialist

#### Electrical Technology, Automation Technician

#### Electrical Technology, CISCO Certified Network Installation

#### Electrical Technology, General Industrial Electrician

#### Electrical Technology, NETA High Voltage Test Technician

#### Electrical Technology, Solar Installation and Maintenance

#### Horticulture

#### Metal Fabrication Technology, Core/Advanced

#### Welding Technology

#### Shielded Metal Arc Welding (SMAW)

## SCIENCE, HEALTH, AND TECHNOLOGY

Yes	No	Do you like to?	Yes	No	Are you?
<input type="checkbox"/>	<input type="checkbox"/>	Explore a variety of ideas	<input type="checkbox"/>	<input type="checkbox"/>	Precise
<input type="checkbox"/>	<input type="checkbox"/>	Use computers	<input type="checkbox"/>	<input type="checkbox"/>	Curious
<input type="checkbox"/>	<input type="checkbox"/>	Read scientific or technical materials	<input type="checkbox"/>	<input type="checkbox"/>	Hard working
<input type="checkbox"/>	<input type="checkbox"/>	Analyze data	<input type="checkbox"/>	<input type="checkbox"/>	Systematic
<input type="checkbox"/>	<input type="checkbox"/>	Be challenged	<input type="checkbox"/>	<input type="checkbox"/>	Logical
<input type="checkbox"/>	<input type="checkbox"/>	Do research	<input type="checkbox"/>	<input type="checkbox"/>	Independent

TOTAL NUMBER OF BOXES CHECKED "YES":

**Directions:** Below are the majors within the CAP for the "Science, Health, and Technology" offered at LBCC. Circle any that are interesting to you.

Alcohol and Drug Studies  
AutoCAD I, II, III  
Biological Science  
CAD Professional Certificate  
Cloud Computing  
Computer Hardware Technician  
Computer Network Technician  
Computer Science  
Computer Security and Networking  
Computer Support Specialist  
Computer Technology  
Criminal Forensics  
Cyber Security  
Database Administrator Specialist  
Database Management  
Diagnostic Medical Imaging  
Computed Tomography  
Magnetic Resonance Imaging  
Dietetic Service Supervisor  
Drafting, Mechanical Design  
Emergency Medical Technical

Engineering  
Engineering Technology  
Automation Technology  
Fire Science  
Geography, Geology  
Home Health Aide  
Horticulture  
Kinesiology  
Mathematics  
Medical Assisting, Administrative/Clinical  
Microsoft Windows Networking Tech  
Nursing Assistant  
Nursing, Registered  
Nursing, Vocational/Practical  
Nutrition and Dietetics, Formula Room Technician  
Nutrition Assistant  
Personal Trainer  
Phlebotomy  
Physical Science  
Public Health Science  
SQL Programmer Specialist  
UNIX Network Administrator

# Connecting with LBUSD High School Students

- Each workshop was capped at 30 students
- 7 workshops ~ 130 students
- Greatest attendance at HS Campuses

Workshop Date	Workshop Location	Number of Attendee
March 2	PCC	18
March 3	LAC	17
March 4	LAC	15
March 9	Cabrillo High School	21
March 11	Cabrillo High School	13
March 11	Poly High School	29
March 12	Poly High School	24

# Incorporating CAPs

- Inclusion in the Matriculation Onboarding Guide
- Programming CAPs in our SIS system – PeopleSoft
  - Students can select a CAP cluster if they do not know their specific major
- Viking Preview Days and Fall 2020 Registration
- Fall 2020 Symposium with CAP clusters – sense of community
- Week of CAPs: panels, open house culminates in Major Exploration Day
- Website – front page carousel – each week focus on 1 CAP



## External National Connections – CAGP Site Visit Placemat Tool – Javier Villaseñor

- American Association of Community Colleges
  - Resources  
(<https://www.aacc.nche.edu/programs/aacc-pathways-project/pathways-participants/>)
    - Pathway Coaches – Ed Bowling
    - Example Placemat of Completion by Design

## PRIORITIES

1. Assist potential high school graduates to identify an LBCC meta-major and to make informed decision about their major/career options within students' first semester.
2. Offer career exploration workshops for high school during early registration season.
3. Update career website that includes career assessment tool for marketing of LBCC's programs and outreach of potential students.
4. Expand career exploration and services to local adult school.

1. Provide a career assessment once students matriculate and offer one-on-one career counseling to assist in making a career decision.
2. Expand the Career Center at both campuses to provide workshops, visits from counseling courses, and one-on-one student engagement.
3. Offer career exploration and career-related workshops such as skills building, resume and cover letter, and mock interviews

1. Offer Online career courses to ensure optimal opportunities of varies teaching format.
2. Offer non-credit courses (example: COUNS 50).
3. Create a Virtual Career Center on CANVAS to provide center's access for distance learning students and to provide additional resources for students enrolled in traditional course format.

1. Continue to provide career services to currently enrolled students.
2. Implement case management counseling to targeted population such as probationary students to ensure they progress and complete their educational goals.
3. Continue to implement career interventions through the Career Center to ensure student access, engagement, and motivation to complete their educational/career goals.

### Explore

### Clarify the path

### Launch

### Enter the path

### Navigate

### Stay on the path

### Land

### Ensure learning

## OUTCOMES

1. Increase students' knowledge of LBCC's meta-majors.
2. Increase students' confidence level in deciding on a major using MyMajors to assess clarity of major options and time to complete goal completion.
3. Increase students' knowled

1. Using a case management model, increase the number of career counseling appointments that would lead to creating a comprehensive student educational plan.
2. Increase the number of students, staff, and faculty members using the Career Center.
3. Increase the number of workshop attendance.

1. Increase the number of students enrolled in career courses.
2. Increase the amount of student usage of Virtual Career Center.

1. Increase the number of career counselors in order to support various career services.

*Write your questions in the chat box and we will read them aloud*

# Questions?

# Transitions Webinar Presenters

## Rising Scholars Network



# Presenters



**Rebecca Silbert**  
Senior Director,  
Rising Scholars  
Network  
Corrections to  
College  
California



**Robert Bowman**  
STEP - UP  
Program Director



**Abdishakur Omar**  
Counselor &  
Assistant Professor



**Roger Chung**  
Ethnic Studies Dept Chair



**Katie Bliss**  
Youth Law Center  
Founder Project Change @ CSM

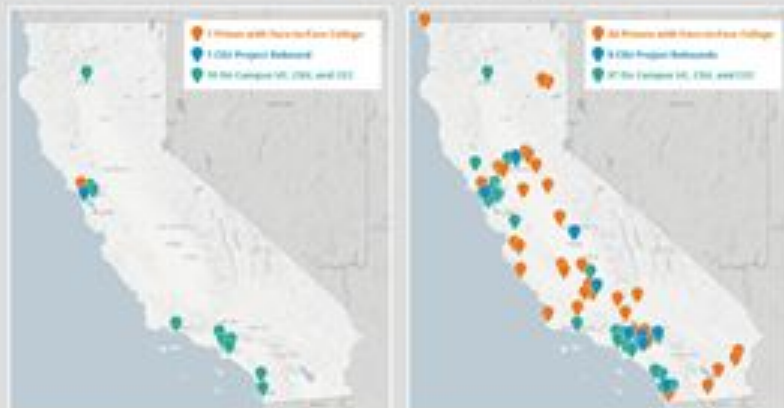


**Jacqueline Rodriguez**  
Student Leader; Project Change @  
CSM/Skyline College

# California Community College Rising Scholars Network

- CCCs serving incarcerated and formerly incarcerated students
- Formerly Corrections to College California
- AB 2341 (2020)
- Exponential growth since 2015

**Education Programs for Incarcerated and Formerly Incarcerated Students in California, 2014 - 2017**



# Rising Scholars Network



- 8 million Californians impacted
- Aligned to the California Community Colleges' mission
- 6,000 unique face-to-face AA/ADT students in prison;  
3,000 face-to-face students in jail doing CTE, credit and noncredit
- Thirty CCCs have onramp reentry pathway programs





**Shasta  
College**

**STEP-UP**

**Making Restorative Justice Through Education a Reality**

**CLP**

Career  
Ladders  
Project



**Shasta College**

## STEP-UP Leadership



**Eva Jimenez**  
STEP-UP Founder  
Associate Vice President Economic  
& Workforce Development



**Sandra Hamilton-Slans**  
Assistant Dean-Student Services



**Robert Bowman**  
STEP-UP Program Director

# CSAC NAMES SHASTA COLLEGE'S STEP-UP PROGRAM AS TOP AOJ PROGRAM IN CALIFORNIA



**Shasta College**

**STEP-UP**

# RESTORATIVE JUSTICE THROUGH EDUCATION

## Degrees and Certificates Conferred

Award	2016F	2017 S	2017F	2018 S	2018F	2019 S
Associates	1	1	1	4		7
Certificates	2	5	13	12	4	34
Total	3	6	14	16	4	41

## STEP-UP Students by GPA and Term

Term GPA	2016F	2017 S	2017F	2018 S	2018F	2019 S
2.0 to 2.5	3	3	9	5	15	5
2.5 to 3.0	2	3	7	10	12	12
3.0 to 3.5	5	4	10	11	17	15
3.5 to 4.0	20	34	41	34	32	50
Below 2.0	13	7	21	27	24	31



Shasta College

STEP-UP

# RESTORATIVE JUSTICE THROUGH EDUCATION

## WELDING

Certificate  
Welding Technology

AS Degree: Welding

Training Facility for  
AWS certification

## OFFICE ADMINISTRATION

Certificate:  
Health Information  
Management

AS Degree: Administrative  
Office Professional

## BUSINESS

Certificate:  
Business Analytics

AS Degree: Business  
Administration

## HEAVY EQUIPMENT OPERATIONS

Certificate: Equipment  
Operation and  
Maintenance

## FOREST HEALTH/LOGGING

Certificate: Logging &  
Timber Operations

## AUTOMOTIVE TECHNOLOGY

Certificate:  
General Automotive  
Technology

AS Degree:  
Automotive Technology

Support for National  
Automotive Service  
Excellence credential  
training



Shasta College

STEP-UP

# HOW STAKEHOLDERS TIE IN TO EACH OTHER

## LEAD AGENCY



Shasta College  
**STEP-UP**

SHASTA COLLEGE'S TECHNICAL EDUCATION PROGRAMS - JOINTED PARTNERSHIP



## PUBLIC AGENCIES:

- Probation
- Sheriff
- Butte County Office of Education
- CDCR Adult Parole

## NON-PROFIT ORGANIZATIONS:

- Good News Rescue Mission
- California Heritage Youthbuild Academy (CHYBA)
- Job Training Center/SMART



Shasta College

**STEP-UP**

# QUESTIONS

ANY QUESTIONS???

*Have a question? Write it in the chat..*

*Ex: SHASTA how do you....*



**Shasta College**

**STEP-UP**

## FOR MORE INFORMATION CONTACT

Robert Bowman – STEP-UP Program Director

Phone – (530) 242-7639

Email – [rbowman@shastacollege.edu](mailto:rbowman@shastacollege.edu)

OR VISIT

<http://www.shastacollege.edu/Student%20Services/Step-Up/Pages/default.aspx>



**Shasta College**

**STEP-UP**

# On Boarding Southwestern College

- Team approach( Having one person in each office for our students i.e Admissions, Fin. Aid, Counseling & Mental Health, Student Equity and employment, Food and Housing insecurity.
- Monthly meeting with all allies on campus to discuss challenges and best practices.
- Systematic change and breaking barriers empowering students at each step.
- Humanistic Approach to our students and restore dignity.
- Being equity focused and understanding the power of language.



**RESTORING OUR  
COMMUNITIES**



# ***Before and After:***

***The Extended Pathway for Formerly Incarcerated Students***



- **BEFORE:** Currently and Formerly Incarcerated Students often have harmed relationships to education: *Do they trust the pathway?*
- **AFTER:** Education can be individually transformative...*But can it transform a criminal background check when applying for employment?*

# ***“The Before”***

## ***Formerly Incarcerated Program Leads***

- Now more than ever, formerly incarcerated individuals are welcomed as *students* on community college campuses...
- Will the largest postsecondary system in the US also welcome them to be *employees*?
- Working locally with Human Resources, and using the *State Chancellor’s Legal Opinion* on implementing background checks to hire the most experienced candidates—*formerly incarcerated persons*.



# ***“The After”***

## ROC and the Alameda County Public Defender

- Accelerating Criminal Record Relief (dismissals and reductions) using educational achievement and evidence of work readiness
- ROC trained in “legal triage”—establishes eligibility, coaches student in letter writing to judge, and prepares letters of support and documentation for court date
- “Release of Information” authorization form allows communication about mutual clients
- Has widened pathway to **employment, housing and DACA**



# Juvenile Justice Youth Pathways to College

Youth Law Center  
College of San Mateo, Project Change



# Unique Challenges and Opportunities with Juvenile Justice Youth College Support

## Challenges JJ Youth Encounter:

- Disjointed educational experience
- Lack of role models or encouragement for college
- Deficiency in credits
- Lack of support for postsecondary transition and negative perception of capabilities and future options.

## Opportunity: Providing Dual Enrollment College Courses to JJ Youth

- Provide students with dual credits to achieve both their high school diplomas and college credit
- Prepares them in advance both academically and psychologically for postsecondary work
- Demystifies college and illustrates it is attainable
- Changes student identity to viewing oneself as a college student with positive pathways and goals, positive peer and adult mentors, and positive sense of self.



### Early Outreach

- Dual enrollment while students are in juvenile hall.
- General Education courses: Golden 4
- Academic identity building through peer speaker series

### Collaborative Transition

- Financial aid support
- Campus tours and orientations
- Direct support with high school transcripts for successful placement
- Allies in each department on campus to help navigate the college system

### Academic and Social Support

- Program lead on campus coordinating the support for students (faculty or staff)
- Student club on campus for peer support
- Designated Counselor

# Student Voice: Experiences with Juvenile Justice System and Education

## School to Prison Pipeline

- Prior educational experience being a form of control instead of a form of enrichment
- School discipline policies are punitive rather than restorative
- Tracking students into the justice system instead of college
- Deficit minded rather than growth mindset
- Disjointed educational experience as a result of involvement in JJS resulting in falling behind in credits, loss of community and connection to school.
- Limited assumptions about student's trajectory. Often assuming only certain pathways, like CTE rather than university transfer.

# Student Voice: What Success Looks Like for College Transition

## Identity

- Opportunity to expand on current identity inclusive of college with clear and direct pathways for academic goals for completion/transfer
- Faculty, staff, administrative and peer mentors who have or are currently navigating the college experience with a history of juvenile justice involvement

## Leadership

- Chances for leadership roles in the classroom, on campus, and in the community; space to voice their perspectives, share their stories, and advocate
- Courses that facilitate critical thinking, leadership, and allow students to express their narrative while preparing for transfer: Golden Four: Oral Communication, Written Communication, Critical Thinking, Mathematics/Quantitative Reasoning; Ethnic studies and sociology

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*Write your questions in the chat box and we will read them aloud*

# Questions?

# Future Webinars

## **Problem Solving Webinar Series: Moving Dual Enrollment Online**

Every other Thursday, starting May 7th from 10 a.m. to 11 a.m.

## **Moving Student Services Online**

Every other Wednesday, starting May 13th from 2 p.m. to 3 p.m.

For more information [CLICK HERE](#)

*thank you for joining us today.*

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