

Chabot Area Counseling Collaborative Executive Summary 2019

Intended Purpose

The intention of this summary is to help identify and solidify the benefits of intersegmental work, creating and supporting positive outcomes for the college and high school partners. It is also important to highlight the work of our partners and the strength and power of collaboration.

I. Overview of Chabot Area Counseling Collaborative

The Chabot Area Counseling Collaborative (CACC) began during the 2015-16 academic year with the support of the California Career Pathways Trust Grant (CCPT) which called for intersegmental alignment between Chabot College and four of its local school districts: Castro Valley USD, Hayward USD, San Leandro USD, San Lorenzo USD, and Eden Area ROP. The CCPT provided a unique opportunity to bring high school and college counselors together to work on creating smooth transitions for students and stronger relationships between institutions.

From the very beginning, CACC has had the support of high school and college administration and received technical assistance and guidance from the Career Ladders Project, as well as integration into the California Counseling Network (CACN). As part of this statewide network of high school and community college counselors, CACC counselors have benefited from regular counselor-focused professional development convenings, regional professional learning events, and an online community of practice that supports counselor networking.

CACN Benefits to High School and Middle School Counselors Include:

- Awareness of policy and systems change at the college, district, system and state levels
- Translating effective practice into policy; removing barriers to effective counseling practice
- Crafting local, system and state policies that support, sustain and institutionalize effective, evidence based practice
- Sharing frameworks of effective counseling practice
- Providing information from the field to agencies, legislature and other policy makers re: effective practice and policy
- Scaling effective counseling practice for all students
- Improving student success across segments, across systems, across sectors

CACC has four main focus areas: (1) smooth transitions for students, (2) career and college readiness, (3) early college credit, and (4) creating pathway connections between high school and community college. High school counselors, community college counselors and other student services professionals meet monthly at Chabot College. The Fall Counselor Breakfast and the Spring Counselor Professional Development Day are two events that have become institutionalized and provide regular updates and important information and sharing opportunities to cultivate a strong community of counselors in the Chabot College region.

2016 - 2017 CACC Focus Areas and Professional Development increased:

- K12 and Chabot College Administration/Teacher/Counselor/Faculty Collaboration
- Monthly Executive Leadership Roundtable, Dream Team Meetings
- Quarterly Attendance at Local Pathway Action Teams (LPAT) to improve pathway course sequences
- Attendance and shared leadership within the Chabot Area Counselor Collaborative (CACC)
- Pathway Career Days at Chabot College - serving hundreds of high school pathway students
- Awareness of multiple measures for improved college placement
- Awareness of Early College Credit as an Equity Strategy: Articulation, Concurrent Enrollment, Dual Enrollment
- Increased enrollment, student success, and smooth transitions to the Chabot College First Year Experience Pathways

2017-2018 CACC Focus Areas and Professional Development increased:

- Awareness of Career Technical Education and Chabot CTE pathways
- Enrollment in early College Credit: Articulation, Concurrent Enrollment, Dual Enrollment
- Increased smooth transitions and success for high school students to Chabot college
- Creation of pathway maps and education planning for students and families
- Improved transition services to K12 Alternative Education students

2018-2019 CACC Focus Areas and Professional Development increased:

- Increased Area representation in CACC
- Created more and better high school to Chabot College pathway connections for students and families
- Increased and improved Early College Credit for middle and high school students
- Increased College and Career Awareness for middle and high school students and families leading to improved K12 College and Career Indicators
- Improved transitions for special needs students
- Improved use of pathway maps and education planning for students and families

CACC has continued to grow and strengthen the relationships between Chabot College and its high school partners through counseling departments to create a more integrative, more effective outreach system. It has increased knowledge and awareness of our high school partners resulting in improved communication with students, a marked increase in early college credit opportunities, improved college and career pathways planning, and general preparedness for post-secondary opportunities. This partnership benefits both sides in that Chabot is receiving students equipped to begin a successful college experience, while the high schools also meet their college and career indicators.

CACC continues to ease transition, remove barriers, and increase students college and career readiness completely immersed in equal access for all students. Outlined in the following report is data to provide evidence of the impacts of CACC on early college credit opportunities, outreach, transition, and community relationships.

Highlights From Our Partners

At Castro Valley High School (CVHS), the counselors and I encourage students to take concurrent enrollment classes during the summer to start earning early college credits. During the 2017-2018 school year I worked with my school district and Chabot to bring a **Dual Enrollment course to Castro Valley**. Chabot now offers a class at the Castro Valley Adult Education & Career Education Center, with priority for the class going to our high school students and CVACE adult students. Although technically concurrent enrollment, we support the students as if it is a Dual Enrollment program, collecting applications at the high school and working closely with Chabot College to get the students enrolled. I conduct an orientation for the students going over Drop/Withdrawal dates, expectations of a college class, etc. and check in with them throughout the semester. We had over 20 students participate in Intro to Ethnic Studies in Fall 2018 and have over 20 students participating in Principles of Sociology this Spring.



Allison Zuckerbrow
Counselor @ CVHS

“Having a partnership with Chabot has allowed me to better advise students on college information as well as greatly increased my network of counseling colleagues in the area. These connections are so valuable to sharing resources and supporting each other.”

Highlights From Our Partners



Royal Sunset High School (RSHS) Counselor & Principal monitor a Dual Enrollment class taught on site to help manage students and provide support.

“Offering a dual enrollment class on our campus is giving students the opportunity to successfully complete a college course before graduating high school. This is an achievement they might never have thought possible.”

Monica Starr
Counselor @ RSHS

II. Elements of Growth, Sustainability and Impact

Over the last few years, the Chabot Area Counseling Collaborative (CACC) has seen immense growth. What once consisted of 12 counselors has now grown to nearly 100 members. This collaborative is comprised of Chabot College counselors, counselors from partnering districts, and other community supporters and technical assistance providers. Together we strengthen counseling supports for students transitioning throughout our schools, leading to greater success as well as cultivating a community of practice among practitioners.



To maintain effective collaboration and communication, the CACC uses the BASECAMP platform for messaging, announcements, calendaring, and storing resources. This tool is available at a minimal fee paid for by Chabot College without limiting the number of collaborators within each group.



This collaboration’s success is a reflection of the many partners who support the work of counselors throughout the Chabot Area. The CACC appreciates all the **high school partner administrators and counselors** for taking the time away from campus to participate in this collaborative. To the **Chabot College Counseling Department**, immense appreciation for the additional lift the team has carried to build out partnerships with neighboring high schools. In order to make Articulation and Dual Enrollment a success, we appreciate the **Admissions and Records department** for their collaboration and support, as well as the **instructors and liaisons** for developing courses and agreements, and to all the **managers, administrators, and other supports** involved in making early college credit available to our high school students.

Thank you for your endless support in addressing the equity gaps by making early college credit available to students.

Counselor Professional Development Numbers

<p>2015-16</p>	<p>Connecting High School & College Counselors In Spring 2016, 50 counselors from High School and College came together to kickoff the CACC’s first convening on information based and systems alignment that allowed a more holistic approach to improving student transitions.</p>
<p>2016-17</p>	<p>Gearing Up for Incoming Students During this school year, CACC held a Fall Breakfast for over 85 High School and College counselors to begin collaboration around improving and streamlining outreach, enrollment, orientation, and assessment for high school students. This ongoing work continued with the Spring Convening with over 100 counselors in attendance. The outcomes were improved relational communications and alignment between our systems.</p>
<p>2017-18</p>	<p>Pathway Development With increasing articulation and dual enrollment opportunities, counselors took on the task of identifying and developing pathways for students from high school to college. Conversations that began during the year culminated with a Summer Pathway Work Group that paired high school counselors with college counselors to review and connect high school pathway programs with programs at the college, including workforce information and transfer options. <i>2nd Annual Fall Breakfast with 85+ counselors in attendance</i> <i>3rd Annual Spring Convening with 100+ counselors in attendance</i></p> <p>Students Farthest From Opportunity The Spring Convening was focused on improving college awareness, support, and transition for students farthest from opportunity. The Alameda County Office of Education in their Project Pathways Program refers to the youth as “R4”. With great support from ACOE and partnering schools, the June PD was entirely focused on addressing equity issues across our region. This resulted in a heightened awareness and response to the needs of alternative education students as they transition to Chabot and an increase enrollment in Chabot’s successful First Year Experience pathways.</p>
<p>2018-19</p>	<p>Counseling Towards Guided Pathways As our schools go through change and new structures, Chabot College is moving towards Guided Pathways and bringing their relationship with high school counselors along for the ride. While the Chabot Guided Pathways Transition Planning Group explores ways to improve on-boarding our students, our current high school partners are involved and informing that process. <i>3rd Annual Fall Breakfast with 65+ counselors in attendance</i> <i>4rd Annual Spring Convening March 6th, 2019</i></p>

Highlights From Our Partners



**Counseling @
Brenkwitz High
School**

Students Farthest From Opportunity

Offering credit recovery and a sense of community, Brenkwitz High School is actively addressing issues of equity by supporting students through high school and into college. Improved pathway maps and communications about onboarding and post-secondary options makes Brenkwitz High School Chabot’s largest feeder continuation school. In particular, Brenkwitz has greatly supported our DSPS students in the transition to college.

III. Outcomes of Early College Credit

Early Decision @ Chabot College

Chabot College has experienced great improvement in their Early Decision Program. Although not solely a reflection of CACC’s work in outreach and relationship building, many of our high school partners have taken on the role of recruiting and encouraging students to apply to Chabot College through Early Decision.

Highlights From Our Partners



Biggest Feeder School -- San Leandro High School: “Our counseling team has seen that our students who have taken our College & Career class have a strong idea of their desired career pathway and the steps that are needed to achieve their career goal through their 10-year plan. Additionally, we have seen students making the connection of how their career goals connect to both A-G and graduation requirements.

-Nic Knudsen and Paula Vogt, Counselors @ SLHS

San Leandro HS has articulated their College/Career Seminar course to Chabot’s PSCN 10 “Career & Ed Planning Course”.



Highlights From Our Partners

Hayward Unified includes articulated and dual enrollment courses in the district's course catalog.

"We're making a big deal about our newly-articulated courses (Entrepreneurship and Sports Medicine) around here and working on more articulated courses."

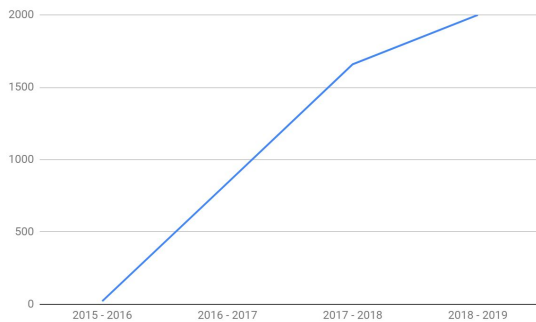
Paul Gonsalves, Counselor @ Hayward High School



CATEMA/Articulation Numbers

In 15 - 16, only 22 students received Articulated Credit by Exam (CBE)			
Year	Total Student Enrolled in CATEMA	Total Students Received CBE	%
16 - 17	1398	839	60%
17 - 18	2262	1659	73%
18 - 19	2991	Projected 2183	Projected 73%

Over 2,000 students now receiving CBE



24%

Of the 1398 students who took articulated courses in 2016-2017, a total of 1398, 24% enrolled at Chabot College in 2017-2018.

Dual Enrollment Research

- More likely to graduate high school.
(Karp et al., 2007; Rodriguez, Hughes, & Belfield, 2012; Cowan & Goldhaber, 2013; Haskell, 2016)
- More likely to complete college than their non-participating peers.
(An, 2013; Struhl & Vargas, 2012; Taylor, 2015)
- Can be particularly effective for young men of color, low income and 1st gen students
(Rodriguez, Hughes, & Belfield, 2012; Struhl & Vargas, 2012)

Positive Outcomes for Students and Counselors

In just four short years, CACC has produced tangible positive outcomes for students and counselors. The production of a Concurrent Enrollment Guide created by Chabot College has supported collaboration and development of increased Early College Credit Opportunities for students. **One of our continuation school partners has brought early college credit for the first time to the Royal Sunset High School campus in San Leandro. This course attracted 42 students to attend an after school class throughout the semester, a feat not easily accomplished.** In addition, high school partners and Chabot counselors spent Summer 2018 developing pathway maps to examine current articulation courses, potential dual enrollment, First Year Experience/Bridge Programs, aligning Chabot certificates and degrees, and employment trajectory for students in given pathways. These maps will be used by college and high school counselors, students and families, to make more informed choices about the college experience leading to their careers.

Early college exposure offers all students access and knowledge about post-secondary institutions.

One of the greatest successes is the growth of Early College Credit (ECC) that has led to the following implications:

- Research indicates students who earn ECC are more likely to enroll and complete college.
- Allows for increase in Financial Aid over time due to FREE college credit while in high school
- Easy and equitable access to all students regardless of high school performance
- Increases equitable and open access to college and exposure to pathways
- Increases offerings of prerequisite courses for pathways and programs
- Provides early college and career readiness and pathway awareness
- Supports students in making more informed choices about college pathways and programs
- Some courses provide transferable college credit towards a Bachelor’s Degree
- Boosts academic skills and confidence for historically underrepresented students in college
- ECC enhances curricular alignment between Community College and High School courses
- Helps High Schools sites reach their College and Career Indicator

Highlights From Our Partners



“Through collaboration with Chabot and SLZ, my work has been more powerful. It’s rewarding to know that with my support, I am part of this new chapter in each of my student’s life. The life of a High School student is already a tough time for a teenager. There are so many decisions, and experiences that can make a difference in a student’s life, taking a Dual Enrollment College Class can make a significant impact, as this decision can be made as early as 9th grade. It also increases their knowledge, awareness, and commitment to a lasting life of choices and responsibilities.”

Mayra Garcia
 Career Center
 Specialist
 San Lorenzo Unified

IV. Continued Work for CACC

The Chabot Area Counseling Collaborative members hope to continue the partnership, relationships, and collaboration between Chabot College Counselors and our High School Partners.

In sustaining and growing the CACC we hope to continue the following structures:

- CACC Monthly Meetings at Chabot College
- Fall Counselor Breakfast
- Spring Counselor Professional Development
- Annual Report on Activities

Additional Components for Continued Work

- **Release time for high school counselors** - Continued support from institutions to allow for release time for our high school partners is essential to sustaining the Collaborative.
- **Extending the Bridge to CSU East Bay** - We hope to expand our pathways from high school to Chabot and towards CSUEB through guided collaboration and alignment of pathway courses.
- **Communication** - Improve and expand communication of important information with High School partners about Chabot efforts on a regular and consistent basis
- **Strengthen Programs** - Cultivate relationship between high schools and special programs such as DSPS, general counseling, integrated student supports, learning communities and more
- **Students Farthest from Opportunity** - Integrate R4 focus into the overall planning (equity) so that we consistently focus on the unique needs of our R4 students, regardless of whether they attend alternative schools or traditional sites



Bridging CACC to Guided Pathways through Integrated Students Supports

- Connect the goals of the Chabot Guided Pathways Transition Planning Group effort with the HS Transition partners
 - Chabot 3SP Onboarding (Assessment, Orientation, Student Ed Plan) counselor focused input
- Learn from counterparts at other Community Colleges such as LA Trade Tech, College of the Canyons and others as they restructure integrated student supports in the Guided Pathways framework.
- Integrate high school perspective in advising recruitment and onboarding of new students while expanding dual enrollment that has the potential to increasing completion rates.

This summary was authored by the following:

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