

Educational Partners Collaborative Breakfast

Wednesday, November 6th, 2013

Participants: Stephanie Anello, Rosa Armindariz, Dave Belman, Jeffrey Benford, Ana Castro, Nancie Castro, Jorge Cea, Barbara Cella, Joy Dardin, Abe Doctolero, Greg Enholm, Don Gill, Ruth Goodin, Natalie Hannum, Chris Holland, Kevin Horan, Kiran Kamath, Bob Kratochvil, Gail Newman, Larry Oshodi, Ryan Pedersen, Louie Rocha, Linda Rondeau, Carla Rosas, Laura Rynott, Jennifer Sachs, Robin Schmitt, Eric Volta, Dave Wahl, Pat Walsh, Todd Whitmire, Ruth Whittington, Nancy Ybarra

I. Formalize Structure and Leadership of the Collaborative

Don Gill and Bob Kratochvil welcomed the partners and described that one of our goals from the last meeting was to formalize the structure and purpose of our group. Bob and Don will serve as the co-leads for the group. The plan is to move the group to action on the three areas identified as priorities in the last meeting:

- Conducting early outreach prior to senior year
- Enhancing efforts to support the success of African American students
- Providing orientation for High School seniors

II. Developing a Picture of our Pipeline

The group reviewed some initial data on the flow of students from the region's high schools into LMC, discussed what information we have available, and identified what additional data points could help us construct a clearer picture of our pipeline. One of the working groups (formed at this meeting) will continue to work on developing a research agenda for the collaborative, developing an MOU between CCCCD and each school district, and including other partners (i.e. local universities, CalPASS) in the discussions. Bob Kratochvil will serve as the lead for that group.

Data Feedback:

- Can we take a look at overall district enrollment vs. all high school grad enrollments?
- What is the average length of time it takes students who enroll directly from high school to complete their goal?
- What is the percentage of students ready to go to college?
- What are the transfer rate numbers for district high school grads?
- From Liberty Union: 40-50% of Liberty Union students state in a survey that they are planning to attend LMC. It appears that half who declare intent to attend LMC do not enroll. Why?
- Does the data cover concurrent enrollment students? Certificate programs?
- Ideally, can the high schools provide data on grads so LMC can follow them? This will create "true" stats.

- How many students do we lose from application to assessment process? There is interest in “tightening up” the enrollment steps, specifically assessment, to avoid losing students.
- To address the disconnect that occurs with the non-articulation of SID#, can LMC Receive proper ID# such as SS from mandatory transcript sharing, so we can best follow students?
- How can we improve HS/College articulation for dual credit?
- Can we develop an MOU about sharing data so it can be brought to a level for sharing CalPass data.
 - Kiran Kamath: All feeder HS’s are on CalPass with common ID numbers.
 - CCCCD can’t query CalPass. Must requisition data.
 - Use NSC data
- Identify a research contact from each school and form a working group.
- Pittsburg High School declared a 60% drop off in concurrent enrollment (Jorge: Check this?)
- How do we track students who attend community college and a CSU together or with multiple outcomes?
- When requesting transcripts, can a survey be attached?
- What about the Cal Academy Partner program?
- In the transitions between HS ->LMC ->CSU, can we get CSU in the room?
- Do students in the Linked Learning program have higher success rates? We have IDs to follow them.
- Recommendation to use CCCLLI and Linked Learning group from DVHS. Connecting with CSUEB.
- All agreed to openly share data

III. Forming Working Groups

Participants broke out into three groups based on the priority areas identified at our prior meeting. Teams brainstormed ideas for accomplishing each objective and for collaborating. A lead was selected for each working group. Each working group should meet and plan out activities or conduct activities before the next meeting in the spring 2014 (March date TBD) and be prepared to report out.

Early Outreach: Natalie Hannum, Joy Dardin, Abe Doctolero, Chris Holland, Kiran Kamath, Louie Rocha, Laura Rynott, Jennifer Sachs, Pat Walsh, Barbara Cella, Robin Schmitt (Lead: Robin)

- Increase faculty participation in transitioning from HS to College
- Address the psychological barriers between middle-high-college
- Create REAL partnerships
- Focus on consistent funding
- Expand articulation of HS and College Courses
- Imbedded sequencing
- Research and model existing program in and out of state
- Institutional Knowledge should be more widespread for continuity. Address the “1 person knows” problem.
- Tackle silos and the resultant communication gaps

- Two directional outreach plan with tangible and measurable outcomes
- Integrated outreach which includes counseling and CTE pathways
- Interventions/Initiatives/Funding:
 - Parent Ed
 - Bridge Programs
 - M. S. Students
 - Avid
- Student support services:
 - Assessment
 - Onsite counseling at the HS
 - Ed planning
- Career Pathways:
 - Articulation
 - Concurrent Enrollment
 - Career Ladders
 - Middle College
 - Roadmaps/Pathways
- Funding Sources:
 - SB70
 - SSI
 - Perkins
 - Matriculation
 - CAPP Grant

Success for African Americans: Stephanie Anello, Dave Belman, Jeffrey Benford, Don Gill, Ruth Goodin, Larry Oshodi, Todd Whitmire, Eric Volta, Carla Rosas, Ryan Pederson (Leads = Don and Stephanie)

- Disaggregate data to the level of ethnicity to capture a more accurate and detailed picture of African American student transition rates from feeder schools to LMC, as well as to post-secondary institutions in general
- Expand the discussion of African American student success, so that it connects secondary and postsecondary educators with other members of the community that have social capital with African American students -- especially current middle school, high school and collegiate African-American students ("vertical matriculation"). This approach would create a broader base for creative work, while at the same time redefining African-American student success as an issue for which all community constituents are responsible.
- Reframe the issue of African American student success from an asset-based point-of-view; for example, instead of colleges asking why African-American students show up on campus near the end of registration, ask how can the college deliver matriculation services to African-Americans sooner, or before they arrive to the campus?

- Initial action - identify innovative and effective initiatives currently underway at our various sites.
- In developing approaches, consider both technical competencies and expectations of students (i.e., knowledge they are to acquire as outcomes of service activities), as well as the cultural competencies that practitioners who serve African American students must have (e.g., intrusiveness in counseling). While not minimizing technical competencies or offering a structure pipeline, an emphasis must be placed on cultural competency, understanding the unique barriers that African American students face in their journey to high education.
- Consider developing a mentoring model that will connect students at middle or early high school levels with current LMC students; the LMC students would serve as intentional contacts/connections that will help bridge students from middle to high school and then from high school to college. The first task would be to develop trust relationships.

Orientation for Graduating Seniors: Jorge Cea, Nancy Ybarra, Linda Rondeau, Gail Newman, Nancie Castro, Ana Castro (Lead = Jorge)

- Revision of orientation content and format is underway
- How do we address the student who is already attending?
- Pipeline: what is the percentage of those who enroll based on assessment?
- Look at the timing of Orientation. Is it working?
- Have clubs and learning communities follow up based on interest cards
- Have a mid-summer activity for HS students
- Address the timing problem of assessment-before or after orientation?
- Look at the enrollment dates. Can/should they be changed?
- Have faculty and staff go to the High Schools for assessment prep
- Create a more interactive online assessment test prep
- Have assessments on Saturday
- Survey students who drop off the pipeline

IV. Next Steps

- Save the date for next EPC meeting: March 2014. (March 12, 2014 does not work. Propose more dates.)
- Save the date: High School Counselor Conference – February 19, 2014 at LMC
- Email: notes, PowerPoint, individual school data
- Request data for Black Diamond, Prospects, La Paloma
- Working groups meet to follow up on ideas.