

Pre-college student access, with support, to CCC's Guided Pathway has been the focus for 2017-18 conversations among committee members. The following summary includes both the overarching recommendation being made as well as ideas generated in the subgroups during spring term which provide additional detail for how the recommendation will be piloted in 2018-19.

**Rationale for Recommendation:**

Precollege populations<sup>1</sup> are considered a viable recruitment pool for guided pathway opportunities, which include Career Pathways within each Educational Focus Area (EFA). Whether the student is college ready when enrolled in the high school or needs precollege skill building to become ready for college level coursework when enrolled at the College, the precollege population will require an integrated support structure (i.e., on-ramps) designed for them to make successful transitions to certificate & degree programs. As such, future work for how on-ramps will be designed is reliant upon the work occurring in other committees of Guided Pathways Taskforce, specifically curriculum mapping for the Educational Focus Areas (EFAs) and collaborative advising milestones.

The Precollege committee has determined that the design for "on-ramps" to a particular EFA pathway, will require both big-picture and detail-oriented planning to identify point-of entry according to "readiness needs" for a particular (EFA) and the individual student goals.

**The committee recommends continued design of the on-ramps for pre-college populations, which include both High School and Adult Basic Skills (ABS = ESL & GED) students as well as Developmental Ed. However, with specific focus on the Dev. Ed & ABS populations during a pilot year, the Irrigation Technician Career Pathway Certificate is a post-secondary program that can be used to design a model for how Clackamas, more broadly as a system, may approach constructing on-ramps specific to EFAs. The Pre-college committee recommends the following components be developed:**

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<sup>1</sup> Target populations for the pre-college pipeline have been identified as: i.) Current High School Connections students (i.e., current high school students); ii.) Recent high school graduates (including those about to matriculate to CCC); iii.) Nontraditional students; iv.) ABE/GED/Adult High School Diploma; and v.) ESL

- Professional Development opportunities for staff & faculty are important for successful implementation of Guided Pathways. Specifically, the committee has identified upcoming conferences and Professional Learning Communities (PLCs) that can support the work of designing onramps for pathways approach.
  - 1-2 day workshop on campus for faculty to learn about IET (Integrated Education & Training)<sup>2</sup> from national experts. Funded with \$4500 mini-grant award.
  - Travel, conference registration and hotel for 4 faculty, 2 staff and 1 administrator to attend COABE March 30-April 4, 2019. Funded with Career Pathways, Title II & General Fund; Professional Development.
  - GED Summit in October 2018. Funded with Title II grant.
  - Other PD as relevant and available.
  - ISPD priorities for faculty collaboration
  - PLCs as offered & supported with partnerships (e.g., CCRC, REL/EdNW, Career Pathways & Title II grants).
- Communication & Marketing materials are being developed specifically, for fall 2018 recruitment efforts which will be targeted for both ABS & traditional dev ed populations. More broadly the committee believes the experiences of the pilot will inform promising practice for future recruitment needs more broadly.
  - Flyer being developed to highlight eligibility requirements & information sessions.
  - Completion points and wage potential stacked for Career Pathway certificate, 1 year certificate, and potentially a 2 year as if an overall plan is made up with this in mind. Share early that a plan has been developed and experience could lead the student to additional opportunity in the future.
  - Recruitment is being targeted to industry groups, professional organizations, Essential Skills populations and across campus.
  - Using multiple measures relevant to these populations (e.g., CASAS, work history, high school coursework & GPA) eligibility requirements are being developed for fall recruitment efforts.
  - An information session is being designed to solicit interest during term.
  - Additional messaging as emergent.

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<sup>2</sup> Integrated Education & Training (IET) is an instructional model that uses occupation-relevant materials to improve reading, writing, listening, speaking & math skills so the student can simultaneously pursue college and career readiness skills while earning a post-secondary certificate or degree in an EFA.

- Logistics include block scheduling & staffing considerations as well as braided funding and space needs.
  - Fridays & Saturdays are considered the need for audience.
  - Block schedule will include content for course credit, supplemental instruction/GED Prep, and support/career goal planning.
  - Space, FACs and purchasing will be coordinated among program Administrative Assistants.
  - Braided funding with Career Pathways, Workforce Development/Title IB, Title II, Department general funds and other grants as available for instructional costs, testing fees, and student need (e.g., transportation, class equipment & books).
  - Staffing considerations will be determined with full-time faculty as leaders of the curriculum design and primary oversight for instructional success.
- Curriculum integration process is being developed using the Irrigation Technician Certificate program and materials provided through the NCTN (National College Transitions Network) materials from IET trainings attended by AJ Smith.
  - Full-time faculty responsible for design of at least 50% of the integrated curriculum within the Career Pathway.
  - Funding for faculty collaboration is needed to ensure integrated curriculum development as well as to address timely changes for classroom needs.
  - Professional development is needed to support planning & idea generation.
- Wraparound Team is being designed to provide the case management model for cohort.
  - Development of an agreement for working with students as a case manager (i.e., time commitment, attendance expectations, benefits for participation, CASAS testing/eligibility & skills gaps)
    - Attendance expectations for earning C or better should be in writing with student signature for agreements.
    - Financial investment should be made clear to students (in writing) and signed as an agreement with the consequences clearly communicated (in writing & signed).
    - Contingency planning for the “off ramps” is needed for students to address emergent life issues that impede progress.

- Pay level according to job placement potential & certificates/degree earned should be visually communicated to students for goal orientation & course planning.
- A single point of contact for student case management will be designated.
- Daily attendance reports will be shared among faculty & with case manager.
- Referrals to Workforce Adviser and Academic Adviser will be among the wraparound services available, which will include access to career planning tools & employment workshops, specifically.
- Funds to support individual needs—address barriers (limited funds available with SNAP 50/50 minigrant & also Workforce funds)—and the consequences for bad attendance linked to funding.

Designing on-ramps as the entry points for a particular EFA will allow both high school populations and ABS/Dev Ed populations to determine needs related to employment/career planning, essential skill-building, and support referrals. On-ramps may include courses that serve similar purpose as traditional bridge programs (e.g., LCOP, FYE, ASE042, etc.) as well as Integrated Education & Training (IET) courses, both of which could be attached to each EFA at Clackamas.

## **A few definitions drafted for Pre-college committee conversations as part of Guided Pathways conversations at Clackamas Community College:**

**On ramps:** An integrated system of both academic & non-academic supports that are designed with options for integrating coursework and support services (i.e., a wraparound approach) that a pre-college student seeking enrollment in a guided pathway at Clackamas may access for career exploration, skill building, and educational goal planning.

**Wraparound support model:** Integrated referral system designed to address student barriers through individualized plans, which are the product of collaboration among faculty & staff representing guided pathways.

**Barriers:** Institutional, situational and/or dispositional factors that impede a student's enrollment, retention and persistence which reduces opportunity for educational and economic success. ***Barriers may include:***

- Situational barriers (Childcare, transportation, etc.)
- Dispositional barriers (motivation, goal-orientation, help-seeking, etc.)
- Limited or no work history
- Non-native English fluency
- Background issues (e.g., incarceration)
- Lack of high school equivalency
- Under-employed, low-income or unstable jobs
- Low level reading, math, speaking & listening and/or writing

**Bridge Programs** are designed to provide a combination of academic and occupational instruction, career guidance, and support services for improving college & career readiness.

**Integrated Education & Training (IET)** is an instructional model that uses **occupation-relevant materials** to improve reading, writing, listening, speaking & math skills so the student can simultaneously pursue college and career readiness skills while earning a post-secondary certificate or degree in an EFA.

