



Integrated Student Supports in Continuation Schools

California Association of Black School Educators (CABSE)
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Career Ladders Project promotes equity-minded community college redesign.

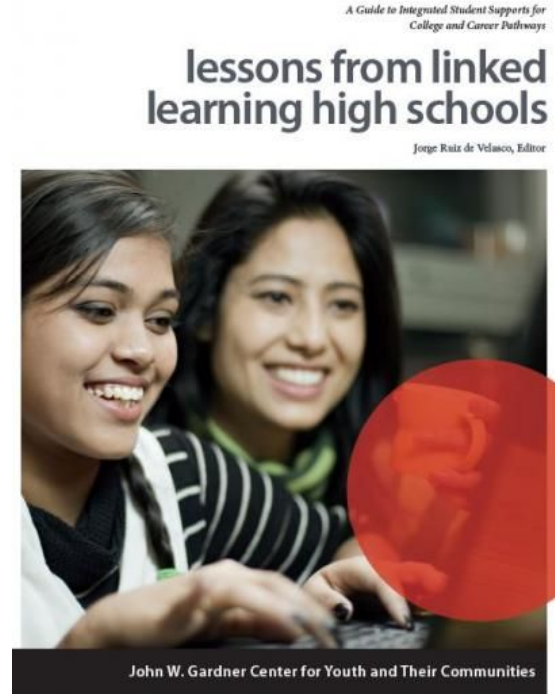
We collaborate with colleges and their partners to discover, develop, and disseminate effective practices. Our policy work, research, and direct efforts with colleges lead to system change—and enable more students to attain certificates, degrees, transfers, and career advancement.



A Guide to Integrated Student Supports for College and Career Pathways: Lessons from Linked Learning High Schools

Chapter 7: Continuation High Schools

Building college and career knowledge in continuation high schools for youth vulnerable to dropping out of high school.



Collaborators



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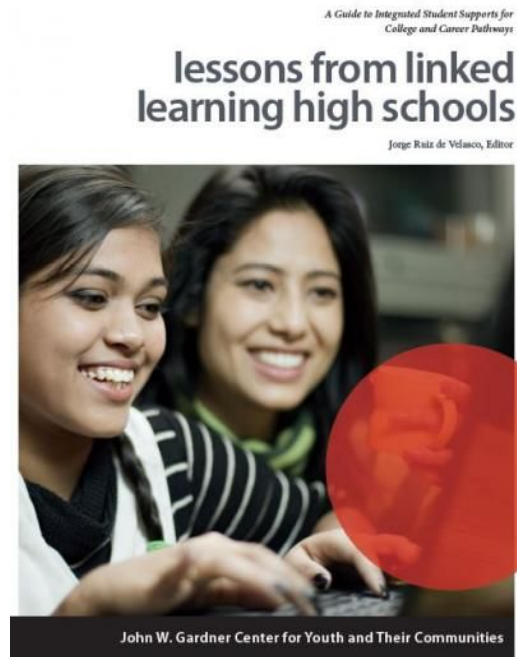
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Chapter 7: Continuation High Schools

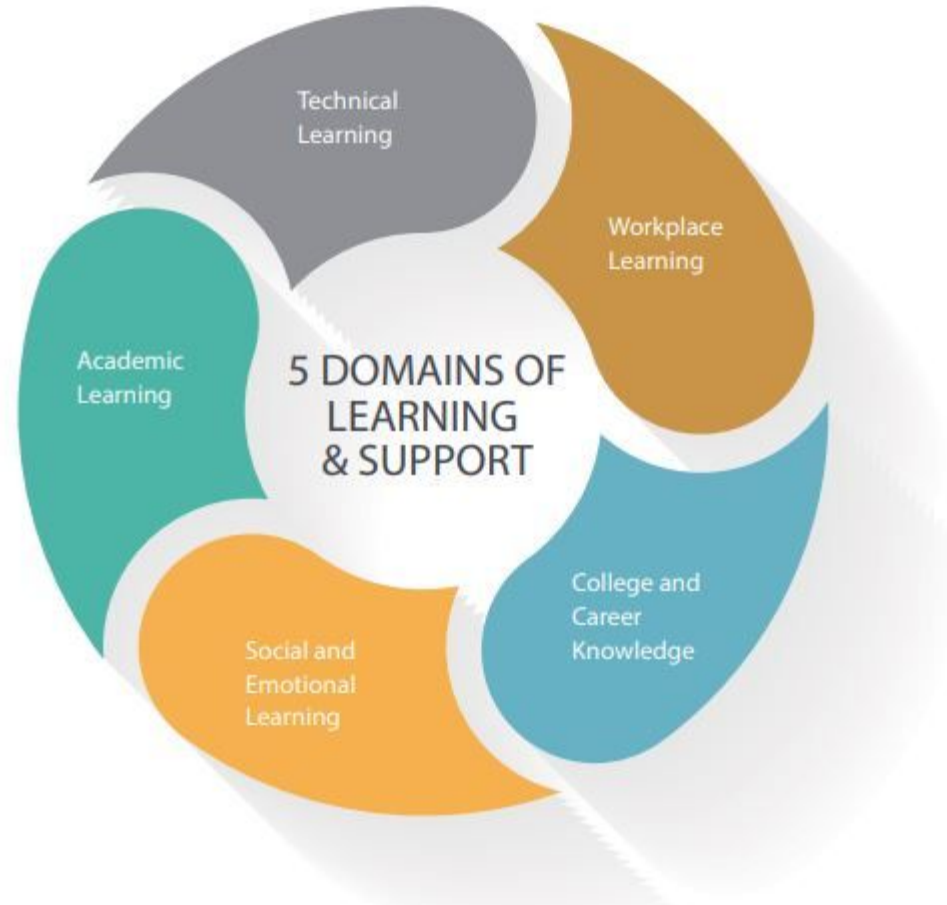
Building college and career knowledge in continuation high schools for youth vulnerable to dropping out of high school.

Download at:

gardnercenter.stanford.edu/linked-learning-guide

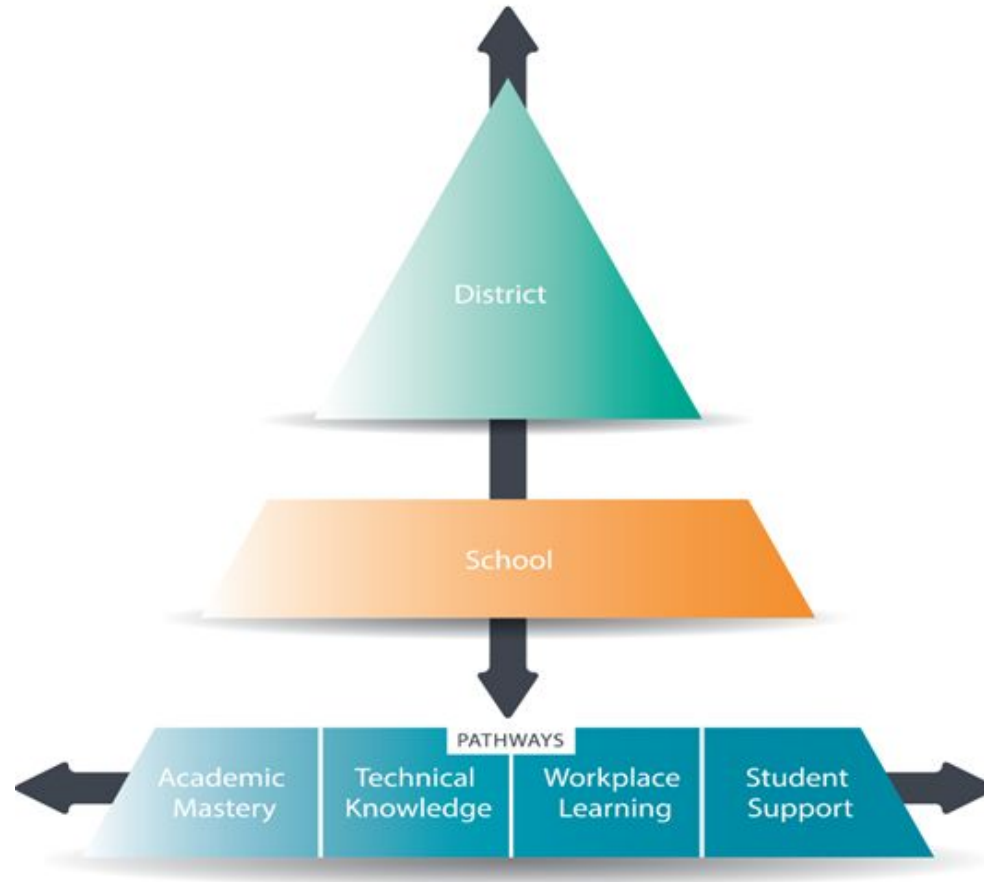


Comprehensive Student Supports



Ruiz de Velasco, J. (Ed.). (2019). A Guide to Integrated Student Supports for College and Career Pathways: Lessons from Linked Learning High Schools. Stanford, CA. John W. Gardner Center for Youth and Their Communities.

Integrated Supports



An Illustrative Guidebook to Integrated Student Supports

Seven Case Examples:

1. Workplace Learning/Internships and SEL Competencies
2. Community Based Partners and Support Providers
3. Counselors
4. Families and Youth
5. The District Role
6. Opportunity Youth – Continuation High Schools
7. Post-Secondary Engagement

3 Core Practices for Designing and Building Pathways in Oakland Continuation High Schools



Continuation Schools



PRACTICE 1

Integrate the Pathway with Existing School Assets

Asset Mapping: Asset mapping includes a review of the master schedule, available field trips, programs, pre-existing supports from partners; also surveys staff to identify teachers with a background in specific industries to teach DE courses.

Parent, Teacher, Student Involvement in Pathway Design: Involving the school community of parents, students, teachers, and school staff in pathway design to ensure it reflects what the community was most invested in and what career pathways were aligned locally.

Partnerships with Local Colleges: What colleges are nearby and/or accessible physically or virtually? What can they offer? Does the high school district have a memorandum of understanding (MOU) in place with a college?



PRACTICE 1 (Continued)

Integrate the Pathway with Existing School Assets

Industry and Community Partnerships: Identify an industry partner and collaborate with existing community partners whose staff demonstrated a desire to support youth.

The Importance of Staff buy-in: Staff development can nurture a more trusting and determined group of educators who are willing to take on the work of pathway implementation with eagerness and creativity.



PRACTICE 2

Expose students to college through field trips and Dual Enrollment

Role of College Instructors: Having instructors who are willing to look beyond traditional instructional methods is key to quality Dual Enrollment programs

Course Articulation Agreements: High schools can adapt one of their current classes to align with a course offered at the college. Given college approval, students who receive a grade of A or B can be eligible for college credit.

Additional Supports: School leaders, teacher, and district support is was necessary for student success during the Dual Enrollment course semester.





BENEFITS OF DUAL ENROLLMENT?

- More likely to graduate high school.
(Karp et al., 2007; Rodriguez, Hughes, & Belfield, 2012; Cowan & Goldhaber, 2013; Haskell, 2016)
- More likely to enroll in college than their non-participating peers.
(Karp et al., 2007; Speroni, 2011; Rodriguez, Hughes, & Belfield, 2012; Struhl & Vargas, 2012; Cowan & Goldhaber, 2013; Taylor, 2015)
- 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)

Dual Enrollment Landscape

Models of Dual Enrollment

Dual Enrollment, Concurrent Enrollment, Articulation = **Early College Credit**

AB288/non AB288

Middle/Early College

Contract Ed

Career/Pathway Specific

Office of Dual Enrollment/Dual Enrollment Committees

Dual Enrollment Success

Students in high school perform better than their college classmates.

Merritt College | Blended Course

COMM 20 Interpersonal/Intercultural Communication

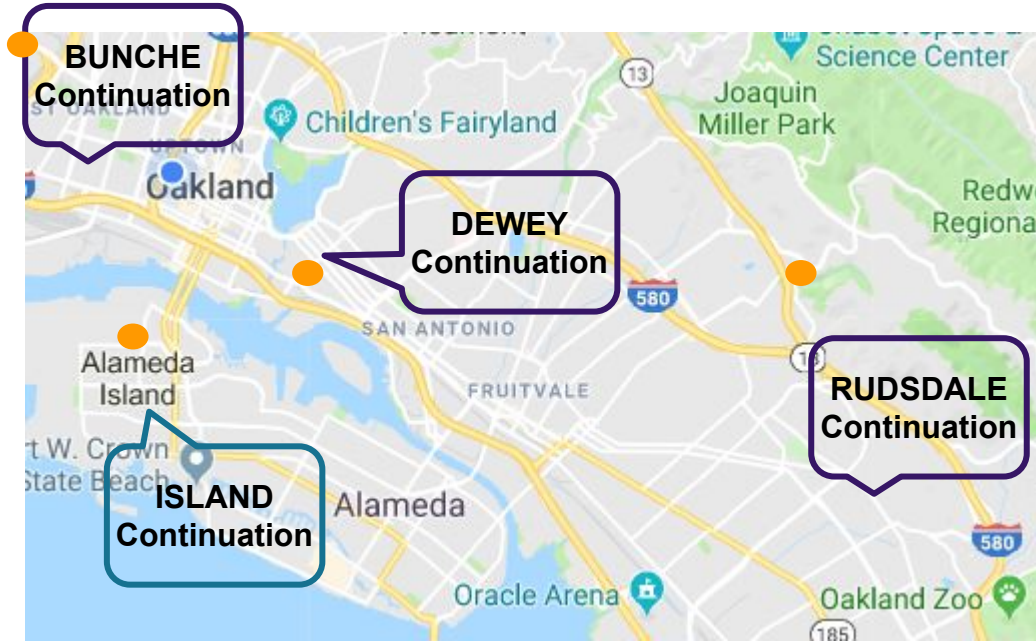
While all student groups show gains in dual enrollment, some studies low-income, lower academically achieving male students show higher gains.

[CCRC]

Barriers to Dual Enrollment in Continuation Schools

- Revolving student enrollment
- Credit recovery
- Small class sizes
- Finding skilled instructors for the population
- Ability to follow college calendars

Dual Enrollment in Continuation Schools



● Peralta Community Colleges

Leadership Structure

Oakland Unified School District
**Central Office Dual Enrollment
Manager**

Alameda Unified School District
School Principal

Bunche Academy

CUL 214: Hospitality Careers	100 students enrolled in 4 courses throughout the year, with 90% completion rate.
CUL 216: Food Science	
BUS 80: Financial Literacy	All courses taught by college instructors at the high school campus.
AFRAM 13: Ethnic Studies	

Dewey Academy

COUNSELING 201: College and Career Success	25 enrolled 15 complete
KINESIOLOGY 141: Personal Trainer Certification	29 enrolled 10 complete
HEALTH 14: First Aid & CPR	60 complete
All courses taught by college instructors at the high school campus.	

Island High

COUNSELING 207	Coming Soon
EARLY CHILDHOOD EDUCATION	16 enr/8 com
CARPENTRY (Summer Exploratory)	6 complete

Rudsdale Academy

PHYS ED: HEALTH Education	20 enrolled 10 complete
Rudsdale has recently engaged in a pathway redesign posing some challenges for DE options.	

PRACTICE 3

Work-based learning (WBL)

WBL Liaisons: Work-based learning liaisons at each site support teachers and students by managing and developing pathway-relevant workplace learning opportunities. Individuals in these roles were often already part of the school community as prior staff or partners, so they were able to quickly build relationships with staff and students.

Appropriate WBL opportunities: High schools work with their community college and industry partners to identify appropriate work-based learning opportunities. This depends on building strong relationships with champions at the various colleges to build bridges between the college and the high school.



PRACTICE 3 (continued)

Work-based learning (WBL)

Credit-Bearing Work-Based Learning Experiences: Students often face difficulties when asked to participate in work-based learning experience if activities did not result in additional credits.

College and Career Wednesdays and Fitness Fridays: Each school made efforts to intertwine aspects of their pathway with pre-existing structures and routines.

- At **Rudsdale**, teachers incorporate pathway supports and common practices during their weekly advisory classes referred to as College and Career Wednesdays.
- At **Dewey Academy**, the school community participates in Fitness Fridays, a weekly event that allows students to interact in friendly physical activity challenges with peers and staff.





How Dual Enrollment Supports Continuation Schools

California School Dashboard

The Fall 2017 Dashboard shows how districts and schools are performing on test scores, graduation rates and other measures of student success.

Enter a portion of a school name, district name, or county office of education, and then select the Search button to obtain a list of results.

Search

Dashboard Release

Getting started: Take 2 minutes and learn about what you'll see.

[Fast Start Guide](#)[Video Tutorial](#)[Get to Know the Dashboard](#)[Communications Toolkit](#)

The Fall 2017 Dashboard reports are based on the latest state data available. Read our [fall 2017](#) Data Reference Guide to learn more. The Dashboard will be updated each fall with the most recent available data and design improvements will be made based on user feedback.

Questions or comments? Send them to lcff@cde.ca.gov

<https://www.caschooldashboard.org>

Color-Coded Dashboard Ratings



Blue (Highest)



Green



Yellow



Orange



Red (Lowest)

The dashboard ratings factor in the current **status** of schools and districts on different measures (like graduation rates, suspensions, math and English test scores, etc.) and the **changes** on these measures over time (whether scores are going up or down). The school or district color-coded ratings are a combination of **status** and **change** on these measures, **blue** indicating the highest score and **red** indicating the lowest.

Graduation Rate Indicator Five-by-Five

Here is an example of how the status and change in district performance are combined to come up with the color-coded rating for graduation rates.

Graduation Change

		Graduation Change				
		Declined Significantly by more than 5%	Declined by 1% to 5%	Maintained Declined or improved by less than 1%	Increased by 1% to less than 5%	Increased Significantly by 5% or more
Graduation Status	Very High 95% or greater	N/A	Blue	Blue	Blue	Blue
	High 90% to less than 95%	Orange	Yellow	Green	Green	Blue
	Median 85% to less than 90%	Orange	Orange	Yellow	Green	Green
	Low 67% to less than 85%	Red	Orange	Orange	Yellow	Yellow
	Very Low Less than 67%	Red	Red	Red	Red	Red

The Dashboard and Alternative Schools

- Currently, alternative schools have empty pages on the California School Dashboard
- The California Dept. of Ed is currently developing alternative school-specific indicators.
 - One-Year Graduation Rate
 - College/Career Indicator
 - Local Indicators
- The State Board of Ed. has already adopted the one-year graduation rate

College & Career Indicator

Metrics for All High Schools

- SBAC Assessments
- A-G completion
- State Seal of Biliteracy
- Articulated CTE Courses
- Stand Alone Courses (Emergency Medical Technician, Certified Nursing Assistant)
- Leadership/Military Science
- Passage Military Entrance Exam
- Work-based Learning and Internships
- Industry Certification
- Golden State Seal Merit Diploma
- AP and IB exams
- **Dual enrollment**

Metrics for Alternative Schools

- Exploratory Work Experience Education (EWEE)
- General Work Experience Education (GWEE)
- *CTE Work* Experience Education (CTWEE)
- Workability Program Courses
- Workability Work-Based Learning
- Workforce Readiness Certificate
- Completion of a Pre-Apprenticeship Program
- State or Federal Job Program

2018 California School Dashboard

Technical Guide **FINAL VERSION:**

2018–19 School Year

College Credit Course (formerly known as Dual Enrollment)

Students who pass a college-level course with a *grade of C minus or better and earn college credit upon completion of the course* are considered for the CCI. The number of college credits earned is not a factor in considering whether or not the course counts.

Courses may be in either academic disciplines (e.g., English) or CTE disciplines (e.g., welding). For purposes of the CCI, physical education courses are not counted.

The college-level course does not have to be taken in sequential order. For example, three classes taken during one fall quarter, or one class taken during the fall semester and one class taken during the spring semester, will be counted as completing two semesters/three quarters of college credit courses as long as the student: (1) passed the courses with a grade of C minus or better and (2) earned college credit.

thank you

Questions



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