OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

Memo

To	Board of Education
From	Allen Smith, Chief of Schools Lucia Mortiz, Director, Alternative Education
Board Meeting Date	April 27, 2016
Subject	**Annual Report on the Gateway to College Program at Laney College**

Action Requested

ACCEPTANCE BY THE BOARD OF EDUCATION OF THE 2014-15 ANNUAL REPORT ON THE GATEWAY TO COLLEGE PROGRAM AT LANEY COLLEGE

Background

A one paragraph explanation of why the consultant's services are needed.

Annually, the District is required to prepare a report to be submitted to the Board of Education and the California Department of Education.

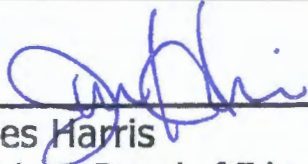**Discussion**

One paragraph summary of the scope of work.

Staff submits to the Board and requests the Board to accept the annual report for 2014-15 that has been submitted to the Staff of the State Board of Education and the California Department of Education on the Gateway to College program at Laney College.

Recommendation

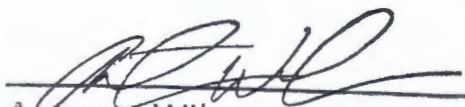**ACCEPTANCE BY THE BOARD OF EDUCATION OF THE 2014-15 ANNUAL REPORT ON THE GATEWAY TO COLLEGE PROGRAM AT LANEY COLLEGE**

Fiscal Impact

No funds involved

Attachments

- **ANNUAL REPORT ON THE GATEWAY TO COLLEGE PROGRAM AT LANEY COLLEGE**

James Harris
President, Board of Education

Antwan Wilson
Secretary, Board of Education

Gateway to College Annual Report

District: Oakland Unified School District; College: Laney College
School Year: 7/1/14–6/30/15

Reporting Areas	Response/Outcomes
Background	Every year, over a million teenagers drop out of high school or fail to graduate with their peers – adding up to nearly 25% of high school students in the United States who are at great risk for a future of poverty and limited opportunity. For students of color, the number is close to 50%. Compared to graduates, dropouts suffer much higher rates of incarceration, unemployment, and shorter lifespans. Helping these young people – reengaging them to get back in school and back on track to a positive future – is not only important for them and their families, it benefits society now and far into the future. Gateway to College (GtC) is a nationally recognized education model serving youth who have dropped out of high school. Across the country, GtC empowers youth who have dropped out or are not on track to graduate to earn dual credit – both high school and college credits – in a supportive college environment. The Gateway to College National Network (GtCNN) includes 43 colleges and 150 school districts in 23 states. GtC has served over 15,000 students directly, and their experiences cause countless positive ripple effects in the communities where they live. The involvement of colleges, school districts, and state departments of education helps GtCNN continue to work to build a stronger network, provide better training and coaching opportunities for GtC educators, and deepen our positive impact on young people, families, and communities. In June 2008, the Oakland Unified School District (OUSD) authorized the establishment of Gateway to College as an alternative education high school to be operated on the Laney College campus in Oakland, CA. The establishment of the school is the result of a partnership among OUSD, Laney College / Peralta Community College District, and the GtCNN. The program opened its doors to students in Fall 2009. Students attending Gateway at Laney (GtC-LC) are 16 to 20 years old and are concurrently enrolled in Laney College and OUSD. GtC-LC's "new learning community students," those in their first semester, complete a set of "foundation courses" that focus on basic academic skills, knowledge, and study skills they will need to succeed in college classes. Subsequently, as continuing students, they are enrolled in mainstream college classes. From their first day at Gateway, students earn credits toward both a high school diploma and an Associate's Degree. Students must complete all of their high school requirements before or during the semester they turn 21 years old. As is the case nationally, GtC-LC's student body in Oakland is largely comprised of students who face a variety of issues in their lives that have prevented them from fully engaging with and being successful in an educational environment. Key

Reporting Areas	Response/Outcomes
	challenges include poverty, family problems, teen parenting, homelessness, and recovery from drug and alcohol abuse, and other mental and physical health problems. In addition to our academic program, GtC-LC strives to provide or link students to a range of appropriate support services to address these barriers and equip them to succeed in school.
Mission Statement	Gateway to College at Laney College is a scholarship program that provides academically and economically disenfranchised Alameda County residents 16 to 20 years old with an opportunity to experience success in an academically rigorous, safe and supportive environment as they pursue their high school diplomas and transition into college.
Program Objectives	Consistent with the GtCNN's efforts, Gateway to College at Laney works to challenge low expectations for high school dropouts. We believe that dropout recovery and prevention must feature meaningful post-secondary opportunities. In this regard, we deeply believe that: • Breaking the cycle of poverty requires preparing young people to access the education and training needed for family wage jobs; • High school diplomas and GEDs cannot be considered terminal credentials; and • Students who have previously struggled academically recognize the need to complete post-secondary education. The core objective of the GtC program is to reengage students who have dropped out of high school and assist them the opportunity to complete their high school education and have access to college. To this end, GtC offers an alternative that challenges and inspires students utilizing best practices including: • Innovative instructional strategies, • Collaboration between faculty, • Learning communities of students, teachers, and support staff, • Wrap-around and solution-focused support, and • Curriculum that meets high school standards while allowing students to earn college credit.

Local Context
• **Target population**
• **Student profile**
• **Barriers to success in high school**
• **Socioeconomic factors**
	Target Population
	• **Community Dropout Rate** (Oakland Unified School District): 23.9%
	
	From Local Program
	• **Target population** (OUSD high school students class of 2013-14, data from CDE Dataquest):
	Dropouts (n=577) per cohort enrollment (n=2,415)
	    ○ Cohort dropout rate district-wide 2012-13 for OUSD = 23.9%
	        ■ See also *District-wide Dropout Demographics* table below

- **Student profile** (Data on GtC-LC students from GtCNN student database) (n=401):
  - Average age at entry = 18.2 years
  - Average credits at entry = 105
  - Average credits needed at entry = 87.8

See also *GtC Student Demographics* below

New student survey – Fall 2014
- **Student-reported barriers to success in high school** (Data from GtC-LC new student survey) (n = 37 for Fall and n = No Data for Spring; Total for AY = 37; n=335 total):
  - In total, 63.6% of all students and 64.3% of those who enrolled in AY 2014-15 reported 5 or more barriers to completing high school. These barriers include those shown in Table 1 (with % of students that reported each barrier):

Table 1. Academic Barriers	AY % (n)	Total % (n)	Barrier	AY % (n)	Total % (n)
Attendance	68 (30)	77 (232)	Legal issues	No Data	17 (51)
Academic problems	81 (25)	65 (197)	Nobody cared	40 (13)	45 (136)
Conflicts with work/need to work more	68 (25)	19 (56)	Problem with school admin and/or faculty	35 (19)	42 (125)
Did not feel the environment was safe	29 (18)	31 (94)	Problems speaking/reading English	No Data	7 (22)
Drugs and alcohol	17 (6)	11 (32)	Problems with family or household	49 (18)	61 (184)
Frequent moving	27 (10)	30 (91)	Problems with my peers	46 (17)	46 (137)
Health problems not related to drugs or alcohol	24 (9)	29 (86)	Teachers did not know me	46 (17)	32 (96)
Homelessness	16 (6)	15 (44)	Too many family responsibilities	No Data	45 (136)

Table 2. Socioeconomic Factors	AY % (n)	Total % (n)	Barrier	AY % (n)	Total % (n)
Received public assistance	60 (25)	28 (87)	Lived in a foster home	7 (3)	17 (34)
Has 1 or more child	5 (2)	10 (34)	First Generation College Student (NCES)	43(18)	58 (189)
Has a job	26 (11)	18 (59)	First Generation College Student (TRIO)	81 (34)	89 (291)

- **Socioeconomic factors** (data from new student survey) (n=335)
  - 28% of GtC-LC students come from households that have received public assistance (self-reported)
  - 10% of students reported having 1 or more children
  - 18% reported working
  - 10% of students have ever lived in a foster home
  - 89% of students are the first in their families to go to college according to the TRIO definition
  - 58% of students are the first in their families to go to college according to the NCES definition (see graph right)

*TRIO Definition: *Neither parent has attained a post-secondary credential (student reports neither has earned a bachelor's or higher, or don't know)*

**NCES Definition: *Neither parent has attended a post-secondary institution (student reports neither less than some college on the above questions, or don't know)*

Reporting Areas	Response/Outcomes
District-wide Dropout Demographics for OUSD Data source: CDE Dataquest Class of 2012-13 cohort (n=2,415)	As shown in Table 2, African American and Latino students in OUSD drop out at higher rates than the district's overall dropout rate. Of students who attend GtC at Laney, the largest groups by race/ethnicity are African-American and Latino (see Table 4). This is consistent with district dropout patterns.

Table 2. Race/Ethnicity of OUSD students	Cohort Students (Class of 2012-13)	Cohort Percent	Cohort Dropouts	Cohort Dropout Rate
African American, Not Hispanic	913	31.7%	216	23.7%
American Indian or Alaska Native, Not Hispanic	15	<1%	*	40.0%
Asian, Not Hispanic	511	20.3%	68	13.3%
Filipino, Not Hispanic	30	1.1%	*	16.7%
Hispanic or Latino of Any Race	797	31.7%	201	25.2%
Pacific Islander, Not Hispanic	41	1.6%	11	26.8%
White, Not Hispanic	169	6.7%	23	13.6%
Two or more races, Not Hispanic	13	<1%	*	15.4%
Not Reported	25	<1%	12	48.0%
OUSD overall	*2,514*		*704*	*21.6%*

*An asterisk (*) appears on the reports to protect student privacy where there are 10 or fewer students.

Reporting Areas	Response/Outcomes
College Demographics for Laney College Data source: IPEDS, College Navigator Fall 2013 (n=11,362)	Laney College serves substantial numbers of African American and Latino students; however, as shown in Table 3, Latino students are especially underrepresented as a proportion of students at the college as compared to school district demographics, while white and Asian students are over-represented. (figures rounded up)

Table 3. Race/Ethnicity of Laney College students	Count	% of Laney student body	% of students in OUSD overall
American Indian or Alaska Native	0	0%	<1%
Asian	2954	26%	13%
Black/African American	2841	25%	28%
Hispanic or Latino of Any Race	2159	19%	43%
Native Hawaiian or other Pacific Islander	114	1%	1%
White/Caucasian	1818	16%	10%
Two or more races	568	5%	3%
Race/ethnicity unknown	568	5%	2%
Non-resident	341	3%	-
Laney College overall enrollment	*11,362*	*100%*	*47,194*

Reporting Areas	Response/Outcomes
GtC Student Demographics Data source: New student surveys Fall 09 – Spring 14 (n=335)	GtC's student body reflects the diversity of OUSD (Table 4), although the vast majority of GtC's students are African American or Latino students – the groups at greatest risk for dropping out of high school. White students are underrepresented as compared to their presence in OUSD.

Table 4. Race/Ethnicity of GtC Laney students (n = 297)	Count	% of GtC student body	OUSD overall
American Indian or Alaska Native	3	<1%	<1%
Asian American/Pacific Islander	35	11.7%	13%
Black/African American	51	49.6%	28%
Hispanic or Latino of Any Race	48	34.0%	43%
White/Caucasian	3	2.0%	10%
Race /ethnicity unknown / other	29	2.0%	2%
Two or more races	-	-	3%
	335	100%	100%

Reporting Areas	Response/Outcomes
Why students choose the GtC program	The primary reasons why students choose to attend GtC are as follows: • Learning community model (small cohort of students, dedicated group of teachers, staff) • Ability to earn both college and high school credits (dual credit courses) – at no cost • Opportunity to on-ramp into college • Priority registration for college courses • Desire to learn in a college environment • Desire to be in a safe and positive academic environment • Dedicated program counselors • Supplemental instruction (tutors, math lab) • Positive feedback from peers and/or counselors about the program
Number of students served **Data source:** GtCNN Student Database **Fall 14-Spring 15 (n=144)** Count of unique students enrolled in 1 or more courses and who did not drop in the first 30 days	**Number of students served during 2014-15 academic year**: 119

Reporting Areas	Response/Outcomes
Summary of supports provided to students to include: • Type of support services • Frequency of the services provided	**Support services provided at GtC include**: • Academic and personal counseling • Career exploration and counseling • Life planning • Education planning • Crisis intervention • Tutoring and study skills coaching • Referrals to external nonprofit partners (housing, jobs & internships, mental / physical health services) • Parent outreach • Team-based approach to classroom management • Coordination of academic supports with instructors • Legal advocacy (e.g., support for probation / court hearing, referrals to attorneys) • Consultation and advocacy with other systems (e.g., case workers, probation officers) **Frequency of the services provided**: 20+ hours per week
Finance Summary	**Please see Itemized Program Expenditures report (attached)**
LCFF Funding Per ADA	$5,877.79 per ADA
Explain whether or not the community colleges receive funding from the State for the pupils participating in the GtC programs	Laney College and the Peralta Community College District do not receive FTEs or any additional funding from the State for pupils participating in the Gateway to College program.
Pass-through rate from school and community college district (Please list uses of the pass-	$5070.76 OUSD passes through 86.27 % of ADA to Laney College. OUSD utilizes the remaining 13.73% of ADA monies for indirect and direct expenses to support GtC, including the following: • State and Federal compliance monitoring, reporting, and support • Technology costs (Aeries, IFAS)

Reporting Areas	Response/Outcomes
through rate below for indirect and direct expenses)	- Data services - Financial services - Services from the district Legal Office - Oversight and support from High School Network Executive Officer and Director of Alternative Education - Student Assignment Office support (referrals, transfers) - Support from Department of Leadership, Curriculum, and Instruction (alignment of curricula, professional development) Laney College utilizes 5% of ADA remittance for administrative overhead, which the Peralta Community College District allocates for costs including: - State reporting - MIS data services - Fiscal oversight and support services

Reporting Areas	Response/Outcomes

• **Method of counting students for K–12 billing purposes**
• **Procedure of attendance accounting**
	GtC follows Community College attendance policies to count students for billing purposes. K-12 billing is based on community college census counts collected by Laney College.
	
	Although we do not conduct regular attendance accounting for apportionment purposes, we recognize that daily attendance is critical for student success. Research suggests that attendance is a better predictor of college grades than a host of other factors (Roche & Kieszczynka, 2010). Therefore, we have established processes to both monitor and support student attendance. We have put in place the following measures to ensure that students are physically present for their courses:
	  • New Learning Community students:
	    o Staff contact students by phone/email and/or text if they have not arrived by 9:30 am (classes start at 9 am)
	    o Program requires students who arrive late to request a hall pass in order to enter the classrooms; tardies (as well as general attendance) are currently tracked using MyAttendanceTracker (http://www.myattendancetracker.com/)
	    o Students are required to sign out Monday – Thursday (instructors take attendance)
	    o A learning coach or instructional aide monitors attendance during Academic Success Fridays.
	  • Continuing students:
	    o Students are required to sign-in and out on days they have classes
	    o Students required to submit a completed weekly attendance sheet on their last day of classes each week
	    o Staff contact students by phone/email and/or text if they are no submitting required attendance sheets (and progress reports)

Tuition billing arrangements	OUSD provides payment based on GtC program FTEs which provide funding to cover the following:
	  • 11.5 Units ($46 per credit x 11.5 credits = $529)
	  • Health Fee: $18
	  • Campus Use Fee: $2
	  • Clipper Card (AC Transit) Fee: $36
	  • Books

Total program costs for the year	$455,976 (not including $250,298 of in-kind expenses)

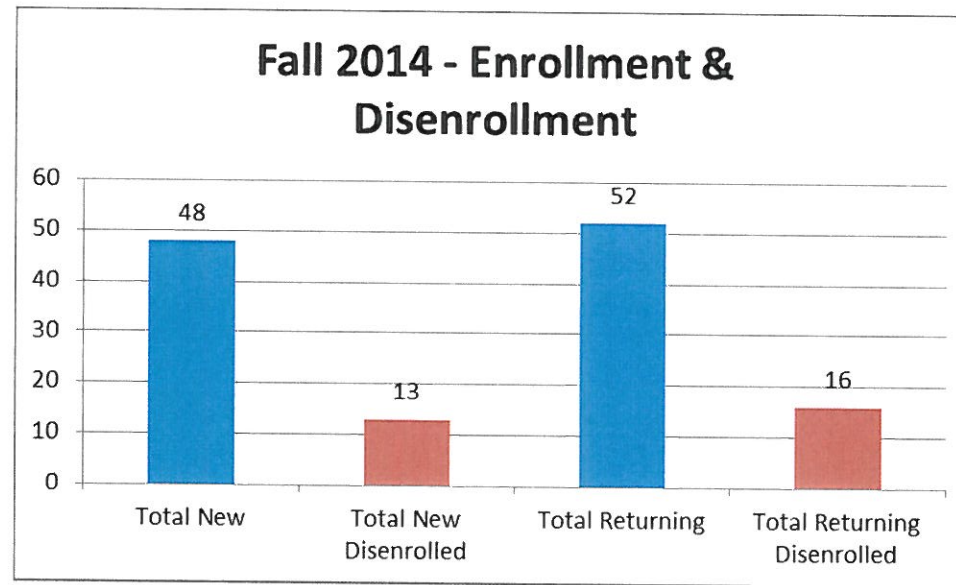| Reporting Areas	Response/Outcomes
Average program cost per student for the year	119 students were served during this fiscal year / $455,976 = $3,831.73 per student

In-kind college contribution:
 	
• Tuition remission
• Additional college staff time, include types of staff and services
• Office space, etc.
	<u>Tuition Remission</u>
	   • Credit ($46 per for up to 11.5/credits)
	
	<u>Space</u>
	   • 2 dedicated classrooms and 3 offices + supply closet
	   • 1 conference room
	   • Maintenance / housekeeping
	
	<u>Equipment</u>
	   • 3 phone lines and 5 phones
	   • 18 computers
	   • 4 printers
	   • 80 desks + 20 desk chairs
	
	<u>Other Campus Services & Resources</u>
	   • Math Lab
	   • Writing Lab
	   • Library
	   • Health Center
	   • Categorical Programs (e.g., TRiO)
	
	<u>Personnel Time</u>
	   • Administrators' and staff's time to support personnel recruitment, hiring and management; finance and administration; research and evaluation; maintenance

Student Enrollment Data source: Data source: GtCNN Student Database

Students enrolled in 1 or more courses and who did not drop in the first 30 days.

|	
Total number of students • *Enrolled* and *disenrolled* during the Fall 2014 term	The graph below indicates the numbers of both new enrollees and continuing students who attended GtC in Fall 2013 as well as the numbers from both groups who disenrolled.

Fall 2014 - Enrollment & Disenrollment

- Total New: 48
- Total New Disenrolled: 13
- Total Returning: 52
- Total Returning Disenrolled: 16

Total number of students • *Enrolled* and *disenrolled* during the Spring 2015 term	The graph below indicates the numbers of both new enrollees and continuing students who attended GtC in Spring 2014 as well as the numbers from both groups who disenrolled.

Spring 2015 - Enrollment & Disenrollment
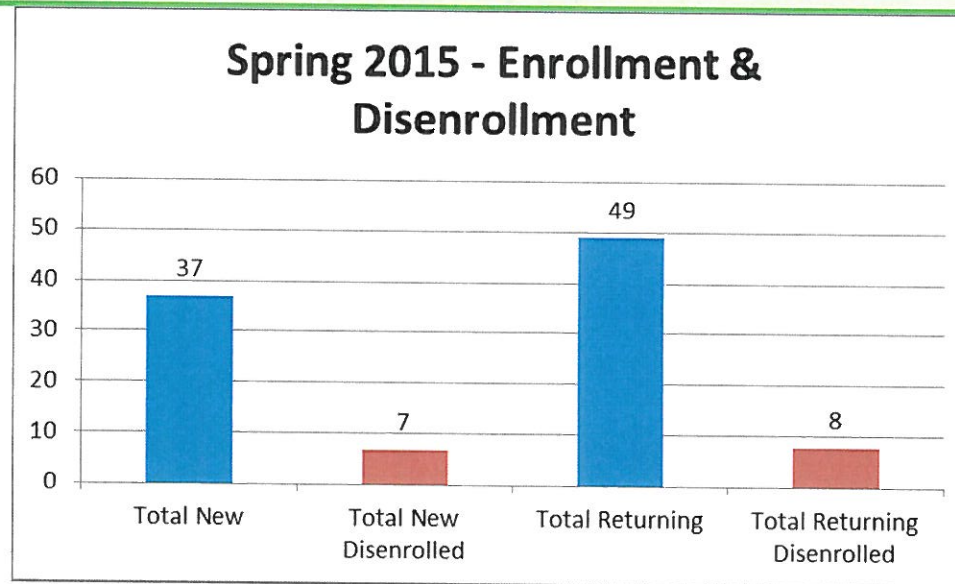
Persistence rates

Fall 2010 to Fall 2011: 35.0%
Fall 2011 to Fall 2012: 51.2%
Fall 2012 to Fall 2013: 55.8%
Fall 2013 to Fall 2014: 50.00%
Fall 2014 starting students (n = 208):

- 1st to 2nd term: 70.00%

Student Achievement

Data source: GtCNN Student Database

Number of students who received high school diploma by term

- Fall 2010 (1)
- Spring 2011 (3)
- Summer 2011 (0)
- Fall 2011 (0)
- Spring 2012 (0)
- Summer 2012 (2)
- Fall 2012 (2)

- Spring 2013 (3)
- Summer 2013 (3)
- Fall 2013 (9)
- Spring 2014 (2)
- Summer 2014 (1)
- Fall 2014 (10)
- Spring 15 (8)
- Summer 15 (5)
- Fall 15 (5 – projected)

GtC-LC serves students who enter with few high school credits and/or low GPAs. During that time, GtC has reengaged hundreds of students in school and given them the opportunity to continue their high school education and begin a college education. As expected the large majority of our students have not yet completed their diploma. At the same time, the number of students earning enough credits at GtC to graduate from high school is increasing, and our students are simultaneously accumulating college credits (*please see data below*). GtC is succeeding for many students who have not succeeded in other schools. Each class they pass gets them closer to earning their high school diploma and obtaining a college degree or certificate.

We have taken measures to reduce barriers to students' earning enough credits to graduate. For instance, to address the issue of many students having to take remedial courses which weren't counted toward graduation, we have revised our course articulation to help maximize students' ability to earn credits while building their academic skills and preparing them for success in college. Further measures we are taking to facilitate student persistence, credit earning, and graduation are detailed under "Plans for Continued Program Improvement" below.

Number of years or semesters students are enrolled prior to HS graduation

- Average number of months of enrollment for graduates: **18**
- Average number of terms of enrollment for graduates: **4**

Average number of high school credits earned by graduates

95 high school credits

Average number of college credits earned by graduates

30 college credits

Reporting Areas	Response/Outcomes

Describe the distinction between high school and college credits. Please indicate the number of college credits required to obtain an AA/AS

Student Testing—for Academic Year 2013-14

% of students who passed their Math and English California High School Exit Exam (CAHSEE)

Source: OUSD

- 1 college credit = 3.33 high school credits
- High school credits are rounded to the nearest whole number, e.g., 10.3 credits = 10 credits and 10.5 credits = 11 credits
- It is possible to earn 70 to 80 high school credits per year
- 190 credits are needed to earn a high school diploma
- 60 college units are needed to earn an AA/AS degree

All students take the CAHSEE exam during their first or second semester at GtC. The table below presents the number (count of those who tested) and percentage of students who passed the CAHSEE as of March of the 2014-15 academic year. While GtC students' CAHSEE pass rates were mixed, we see some positive trends. The passage rates for grades 11 and 12 were in line with or higher than the rates at other OUSD alternative high schools.

Grade	Math Pass		ELA Pass		Passing Both	
October 2013						
10	0	0	0	0	0	0
11	2 of 3	67%	0 of 1	0%	0	0
12	3 of 11	27%	8 of 16	50%	2 of 8	25%
February 2014						
10	0 of 2	0%	0 of 2	0%	0	0
11	1 of 1	100%	1 of 1	100%	1 of 1	100%
12	2 of 6	33%	0 of 3	0%	0	0
March 2014						
10	0 of 1	0%	1 of 1	100%	0 of 1	0%
11	0	0	0	0	0	0
12	1 of 2	50%	1 of 2	50%	0	0

Students who do not pass either component of the CAHSEE in their first year at GtC are given written materials and links to online resources to further build their academic skills and prepare them for the test in subsequent terms.

Student Achievement— Progress Towards Graduation (PTG) Data source: GtCNN Student Database

Students enrolled in 1 or more courses, who earned more than 0 credits hours, and who did not drop in the first 30 days.
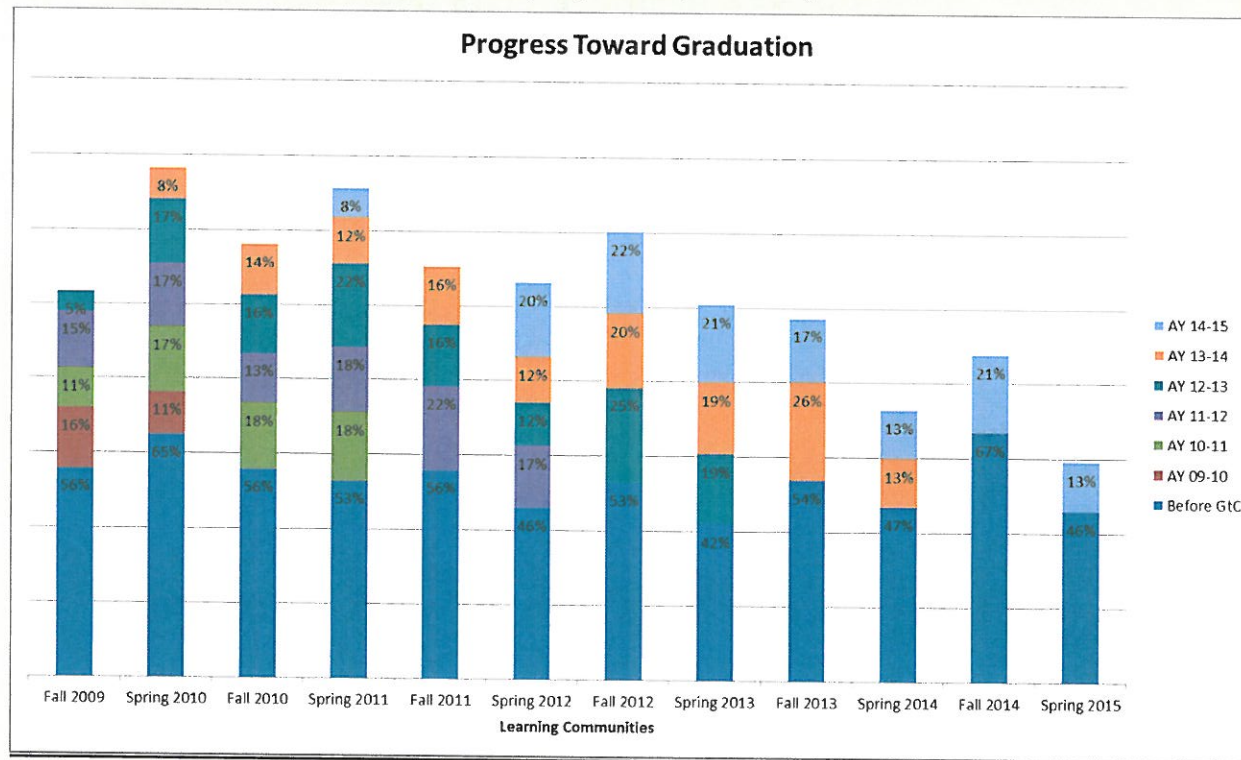Credits earned/courses passed with D or better, including pass/fail pass grades

Progress Toward Graduation (PTG)

Required high school credits to graduate = 190

- **PTG = (credits earned prior to GtC + Credits earned during GtC) / (the credits needed to graduate at the program)**

* Methodology and results have been updated from prior years to improve accuracy

Counts of students who earned more than 0 high school credits by learning community and term

Term	Before GtC	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
Fall 2009	56%	16%	11%	15%	5%		
Spring 2010	65%	11%	17%	17%	17%	8%	
Fall 2010	56%		18%	13%	16%	14%	
Spring 2011	53%		18%	18%	22%	12%	8%
Fall 2011	56%			22%	16%	16%	
Spring 2012	46%			17%	12%	12%	20%
Fall 2012	53%				25%	20%	22%
Spring 2013	42%					19%	21%
Fall 2013	54%					26%	17%
Spring 2014	47%					13%	13%
Fall 2014	67%						21%
Spring 2015	46%						13%

The data on PTG in the graph and table above show that GtC students are moving toward graduation at a rate faster than what they could expect in a traditional high school setting. Students from the Fall 2013 Learning Community who were active in the program for the entire 2013-14 school year earned 26% of the credit they needed to graduate during that school year. This moved them from 54% to 80% of their graduation requirements. However, in Spring 2014, Learning Community students earned only 13% of the credits they needed to graduate bringing their total credit accumulation to only 59% of those needed to graduate. The program staff and counselors are exploring ways to provide additional academic and social supports to ensure that students are completing the courses in which they are enrolled.

Also, while many students are leaving by the end of the second term, they are leaving with some credits toward their diploma and a college-based experience. This attrition is one of the areas GtC is working on decreasing through our continuous program improvement efforts, as detailed below.

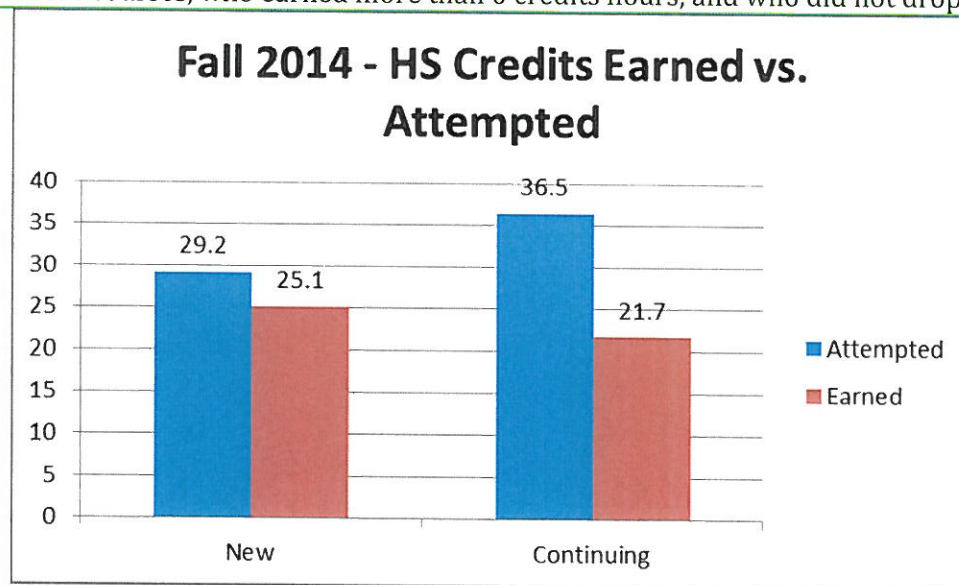## First Semester Success Rates Data source: GtCNN Student Database

Students enrolled in 1 or more courses, and who did not drop in the first 30 days

Fall 13	**72.1%** (31 of 43 students) passed two or more of their first term courses with a *"D" or better* **60.4%** (26 of 43 students) passed three or more of their first term courses with a *"D" course grade or better* **44.2%** (19 of 43 students) passed all their first term courses with a *"C" course grade or better*
Spring 14	**55.1%** (16 of 29 students) passed two or more of their first term courses with a *"D" or better* **55.1%** (16 of 29 students) passed three or more of their first term courses with a *"D" or better* (same) **33.3%** (9 of 29 students) passed all of their first term courses with a *"C" or better*
Fall 14	**20.5%** (9 of 44 students) received all W's **0%** (0 students) passed two or more of their first term courses with a *"D" or better* **36.4%** (16 of 44 students) passed three or more of their first term courses with a *"D" or better* (same) **43.2%** (19 of 44 students) passed all of their first term courses with a *"C" or better*
Spring 15	**28.0%** (7 of 25 students) received all W's **4.0%** (1 of 25 students) passed two or more of their first term courses with a *"D" or better* **48.0%** (12 of 25 students) passed three or more of their first term courses with a *"D" or better* (same) **20.0%** (5 of 25 students) passed all of their first term courses with a *"C" or better*

Student Achievement—Fall 2014 Data source: GtCNN Student Database

Students enrolled in 1 or more courses, who earned more than 0 credits hours, and who did not drop in the first 30 days.

Average number of high school credits earned / out of credits attempted during fall 2014 semester

Fall 2014 - HS Credits Earned vs. Attempted

Chart values:
- New: Attempted 29.2, Earned 25.1
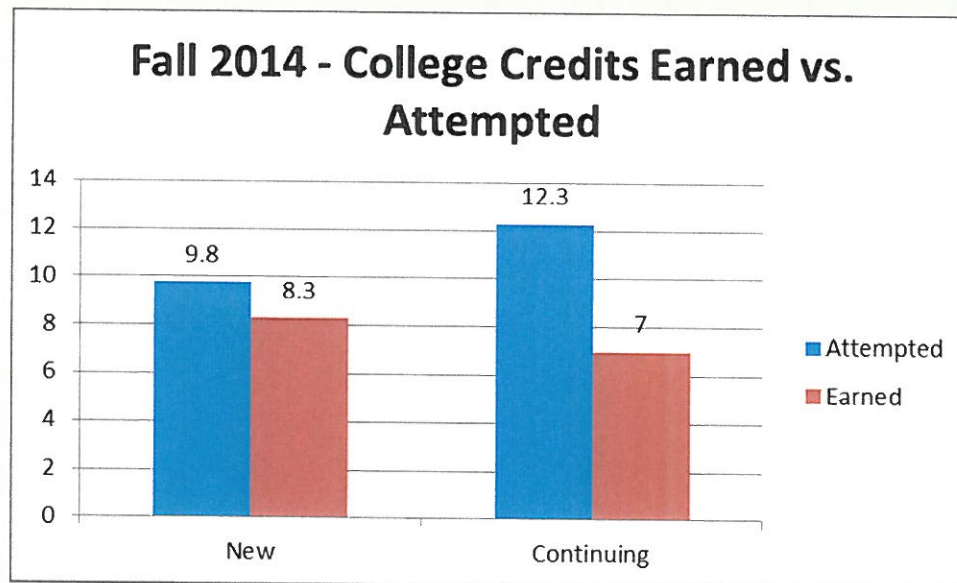- Continuing: Attempted 36.5, Earned 21.7

Legend: ■ Attempted ■ Earned

*D or better course grade, including pass/fail pass grades

- Fall 2014 New Learning Community students (n = 31) – credits earned out of credits attempted = **86%**
- Fall 2014 Continuing students (n =30) – credits earned out of credits attempted = **61%**

We would like to highlight that the average number of high school credits earned per semester at GtC has increased from year to year. The 40 of 45 credits earned on average by new students in fall 2013 exceeds the number of credits students could have earned in a traditional high school. However, program staff are concerned about the number of continuing (returning) students who do not complete all or most of the credits they attempt. Additional support services have been planned (see Plans for Continued Program Improvement below) to decrease the number of drops and withdrawals. In spite of the somewhat large number of drops and withdrawals, students are accruing college credits (see below), meaning that as they advance toward high school graduation, they are also progressing toward earning an AA degree.

| Average number of college credits/hours earned / out of credits/ hours attempted during fall 2014 semester | **Fall 2014 - College Credits Earned vs. Attempted**

* D or better course grade, including pass/fail pass grades
  - Fall 2014 New Learning Community students (n = 31) – credits earned out of credits attempted = **85%**
  - Fall 2014 Continuing students (n = 30)– credits earned out of credits attempted = **59%** |

Number of courses passed – Fall 2014

Fall 14 New Learning Community (n=44)

Courses Taken	Withdrawals	Courses Passed*	% C or better (letter grades only)
114	40	47	68%

Fall 14 Term Continuing students (n=60)

| Courses Taken	Withdrawals	Courses Passed*	% C or better (letter grades only)
162	75	48	57%

* C or better course grade, including pass/fail pass grades in fall semester

Student Achievement—Spring 2015 Data source: GtCNN Student Database

Students enrolled in 1 or more courses, who earned more than 0 credits hours, and who did not drop in the first 30 days.

Average number of <u>high school credits</u> earned / out of credits attempted during spring 2014 semester

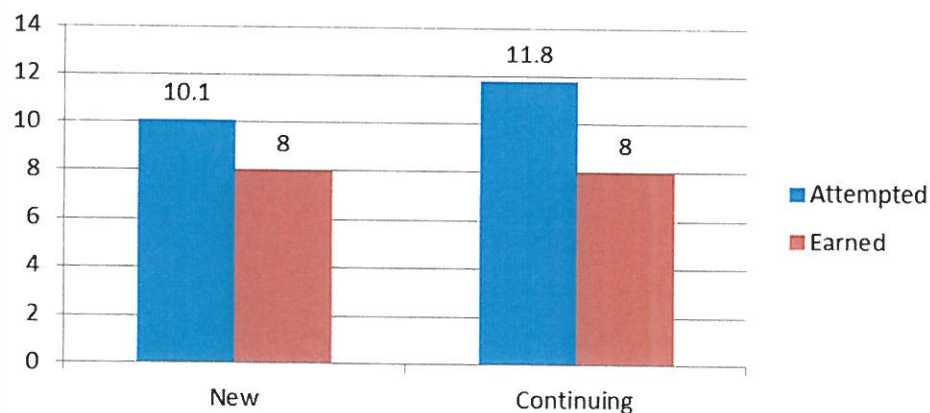### Spring 2015 - HS Credits Earned vs. Attempted
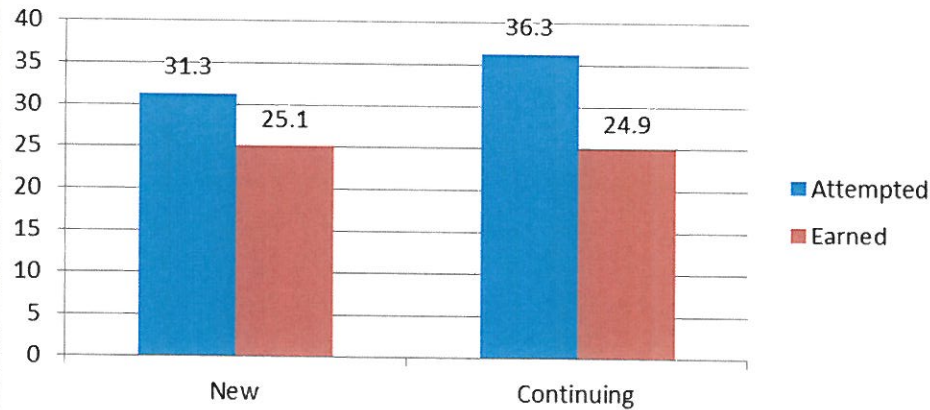
D or better course grade, including pass/fail pass grades

- Spring 2015 New Learning Community students – credits earned out of credits attempted = **81%**
- Spring 2015 Continuing students – credits earned out of credits attempted = **71.4%**

Average number of college credits/hours earned / out of credits/ hours attempted during spring 2015 semester	**Spring 2015 - College Credits Earned vs. Attempted**

D or better course grade, including pass/fail pass grades

- Spring 2015 New Learning Community students – credits earned out of credits attempted = **80%**
- Spring 2015 Continuing students – credits earned out of credits attempted = **70%**

Number of courses passed – Spring 2015

Spring 2015 New Learning Community students (n=28)

Courses Taken	Withdrawals	Courses Passed*	% C or better (letter grades only)
109	40	32	76%

Spring 2015 Term Continuing students (n=60)

Courses Taken	Withdrawals	Courses Passed*	% C or better (letter grades only)
160	57	77	75 %

*C or better course grade, including pass/fail pass grades in fall semester

Plans for Continued Program Improvement

Attendance:

Reflection	Continuing students are reluctant to participate in mandatory activities
Present Issues	Continuing students are not submitting weekly attendance sheets and monthly progress reports or participating in Academic Success Fridays (ASF)
Recommendations	• Reinforce importance of submitting attendance and progress reports during commitment week (e.g., requirement to track attendance for funding purposes) • Increase penalties for non-compliance. • Offer incentives for regular submission of these materials and attendance at scheduled events • Conduct major media campaign about ASF events and activities • Institute peer "buddy system" for mutual accountability. • Plan for more continuing student activities to increase cohort cohesion. Most continuing students state that they don't feel like "a whole class" but "like we are just a whole bunch of random students." This connects with the above recommendation.
Projections/Objectives	• Increase the overall attendance rate to 85%. (Overall attendance rate was 78% for fall 2013 and 63% for spring 2014)

Retention:

Reflection	• Many students don't realize that GtC is not a quick route to the high school diploma • Many students are dealing with financial and familial hardships that are negatively affecting their ability to focus on school
Present Issues	• Students are leaving the program after realizing they may need several semesters to graduate • Students leaving the program suddenly due to financial and family crises • Many students are experiencing direct and vicarious trauma that directly impacts their ability to progress in the program.
Recommendations	• Partner with College of Alameda's one-stop to link students to careers / jobs that are school friendly (school remains main job) • Continue to partner with Peralta CC health services to arrange therapeutic counseling sessions for students who need mental health support • Enhance and strengthen academic enrichment offerings (e.g., campus and college tours, test prep, field trips) during Academic Success Fridays • Partners with local non-profit organizations to provide additional support to students (e.g., housing, TANF, mental and physical health support) • Arrange college and campus tours • Invite guest speakers to share the importance of a postsecondary degree or credential to their personal and financial success • Expand foundation semester to two terms – fall and spring (still under consideration) • Partner with community mental health organizations to support students dealing with trauma
Projections/Objectives	• Increase in the number of students who remain at the end of each semester to 80%. (For fall start retention rate is 75.5%; for Spring start rate is 54.9%)

Term-to-Term Persistence:

Reflection	Many students become discouraged by the length of time required to complete high school graduation requirements. Many students claim to not see the benefit of continuing in the program because they cannot perceive an immediate benefit.
Present Issues	Several students have opted to continue their studies at an adult or continuation school instead of continuing at GtC
Recommendations	• Stress during information sessions and in marketing materials that GtC is not the fastest way to earn your diploma; really for students who see college in their immediate future • Inform recruitment sources that the program works best for students who are self-motivated and ready to start college classes versus those who are trying to get their credits up or just finish high school as quickly as possible • Change the recruitment narrative to emphasize the collegiate atmosphere of the program (e.g. access to student service center, health center, etc.). • Complete and share Student Education Plans with each student during first week and review at each of three mandatory counseling sessions • Partner with parents and/or other caregivers to develop a comprehensive "home and school loop"
Projections/Objectives	• Increase in number of students moving from pre-collegiate to college / transfer level coursework (70%) • Increase in number of students who complete HS grad requirements in the term outlined in their education plans (80%) • Increase term-to-term persistence rate (1st to 2nd and 1st to 3rd) from 72.1% to 75% for all students • Increase number of credits earned vs. credits attempted to 90% for new students and to 66% for continuing students • Increase program graduation rates by 38% for AY 2015-16

GPA:

Reflection	More students should be making satisfactory academic progress
Present Issues	GtC staff do not have enough proactive and consistent contact with students particularly continuing students
Recommendations	• Hire additional staff – counselors, instructional aide, tutors (learning coaches) and academic mentor – to provide additional support • Have staff trained in motivational techniques to learn to provide increased praise. • Have staff trained how to spot struggling students and bring this to the attention of counselors before finding about their struggles via grades/progress resports • Enhance and strengthen academic enrichment offerings (e.g., campus and college tours, test prep, field trips) during Academic Success Fridays • Rewriter sections of the Student Handbook and Student Contracts to more accurately reflect expectations. • Expand orientation (re-commitment week) activities for continuing students • Provide explicit lessons in digital literacy to ensure students are successful users of technology to complete college assignments • Launch peer-to-peer mentoring program which will pair continuing students with a foundation student
Projections/Objectives	• Increase percentage of students that meet SAP to 50%. (Met SAP: Fall 2013 43.2%, Spring 2014 20.0%--goal numbers will remain the same for AY 2015-2016)

Drops and Withdrawals:

Reflection	Too many students do not understand the seriousness of dropping and / or withdrawing from classes.
Present Issues	Students dropping or withdrawing from classes in large numbers often without informing program staff
Recommendations	- Stress mandatory submission of weekly attendance sheets and progress reports for continuing students. Also include in their student contract. - Contact the parents/caregivers of students who are absent or are more than five minutes tardy (daily) - Contact instructors of continuing students if student does not sign in for two weeks and arrange meeting between student and counselor - Increase the mandatory counseling sessions per term for each student; requires more than 1 PT counselor - Enhance and strengthen academic enrichment offerings (e.g., campus and college tours, test prep, field trips) during Academic Success Fridays - Recommend other programs for students that drop or withdraw from 2/3 of their courses
Projections/Objectives	Decrease drops and withdrawals to no more than 8% of credits attempted