

Career and college readiness (CCR): What is the community's role in rural areas?

*Dr. Lori Ellis, Career, College, Collaborative (C3)
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Counselor:Student Ratio

Recommended

1:250

Oregon

1:602

Demographics

- Population: 108,457
- Total students 4,969
- 92.9% white; 7.1% minority
- 88.7% HS graduate
- 15.7% Bachelor's degree

Survey

- 14 high schools
- 7 sections; partner mtgs

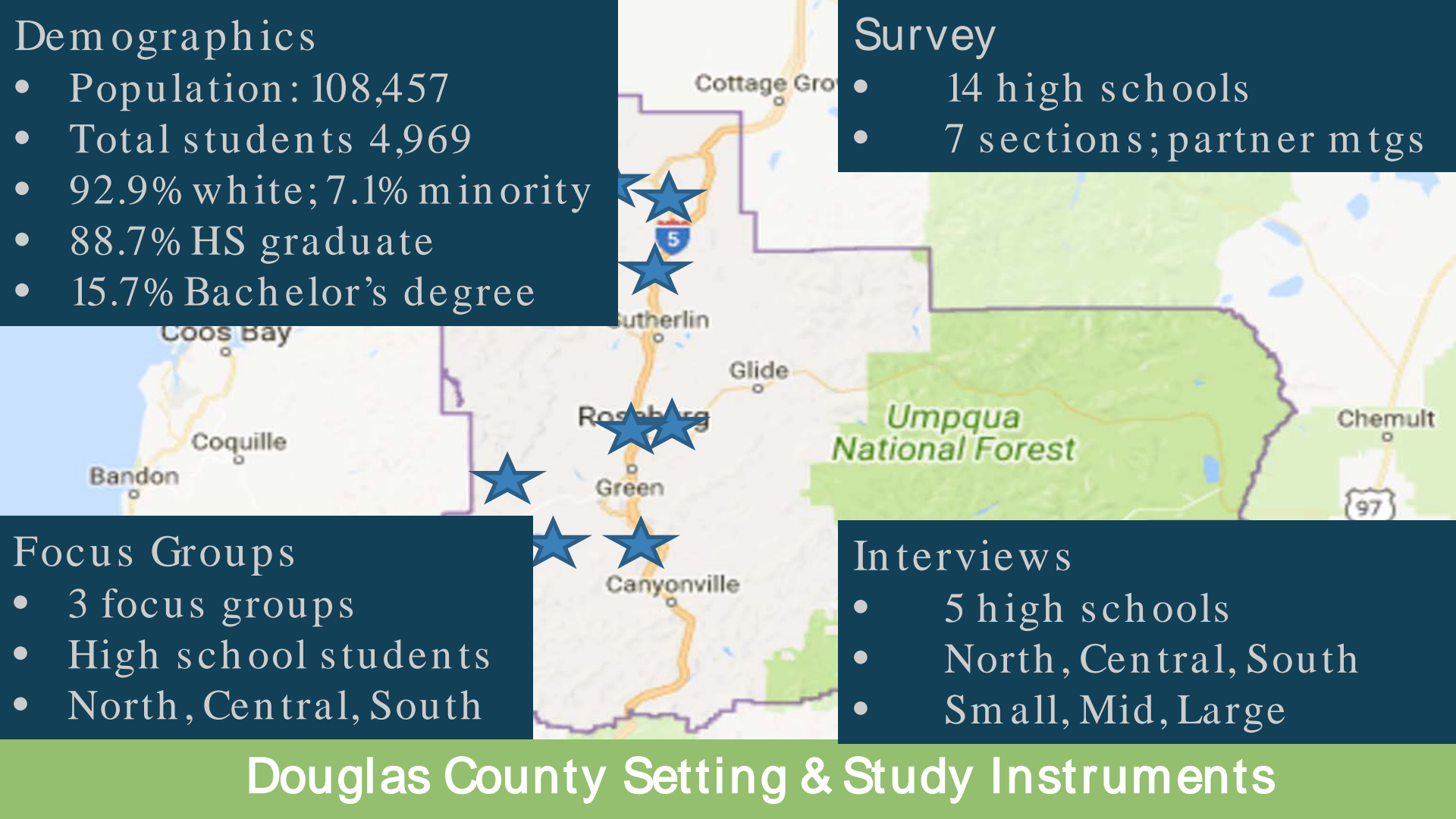
Focus Groups

- 3 focus groups
- High school students
- North, Central, South

Interviews

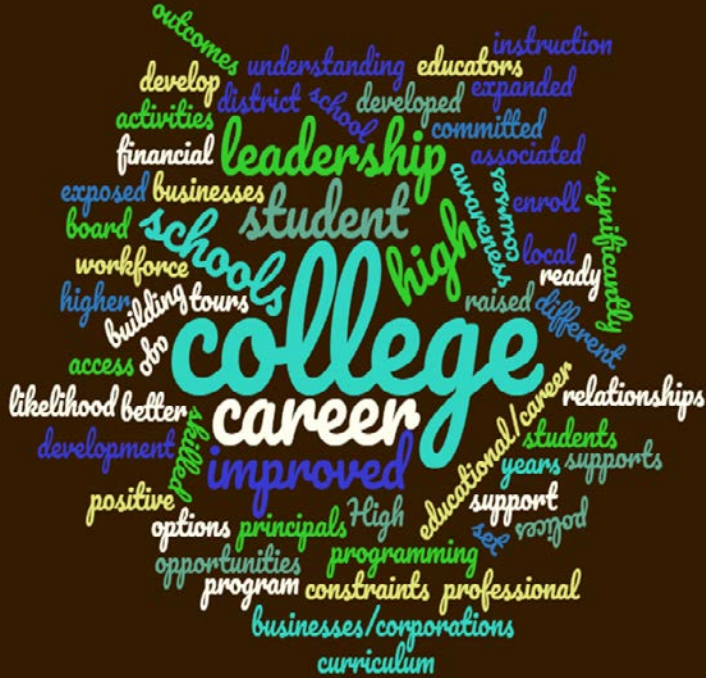
- 5 high schools
- North, Central, South
- Small, Mid, Large

Douglas County Setting & Study Instruments



Data Elements

- Student Population
- Free and Reduced Lunch
- Grade Levels
- Graduation rate
- College-going Rate
- Race/Ethnicity
- % of High School Graduation
- % of Higher Education
- Counselor Staff





Survey & Purpose



- **Your School:** CCR support activities and programs
- **Student Readiness:** Setting, meeting, & completing CCR goals
- **Career and College Options:** What career and college options available
- **Curriculum and Programs:** What is available and how is it used
- **Data:** Does school use data (what and how) for CCR to inform decisions
- **CCR Programs and Tools:** Types of programs to learn and track CCR
- **Professional Development:** What is offered and needed



Interviews & Purpose



- Overview
- School Statistics
- Students & Families
- College Access Programs & Opportunities
- Creating a CCR Culture
- Workforce & Community Partnerships
- CCR Coordinator
- Tracking Progress
- Challenges & Next Steps



Focus Groups & Purpose



- How does your school provide information on pursuing a career or college?
- In what ways does your school make you feel confident about pursuing a career or college?
- In what ways do you feel encouraged to pursue a career or college?
- Who provides you with support and information?
- Who do you seek out to talk to about what you want to do after high school?
- How do you get the CCR help you need when you need it?
- Has your school helped you develop the skills and knowledge you need to prepare for career or college? Why or why not?



Focus Groups & Purpose



- In what ways do you feel like you are prepared for college-level classes or training?
- How much do you know about what is expected of you when you get to college or career?
- What types of supports you can receive while in college?
- How will you pursue your interests?
- Have you attended any CCR event or programs?
- How do you track your goals and progress toward career and college?

Phases – Fluid Process

Phase 1: Interviews, Survey,
Focus Group, Mapping

Phase 2: Implementation &
Recommendation

Phase 3:
Implementation/Reflection

School Absorptive Capacity

- Prior Knowledge
- Communication Pathways
- Strategic Knowledge Leadership
- Resources

Organizational Learning

- Collective Knowledge
- Policy
- Routines

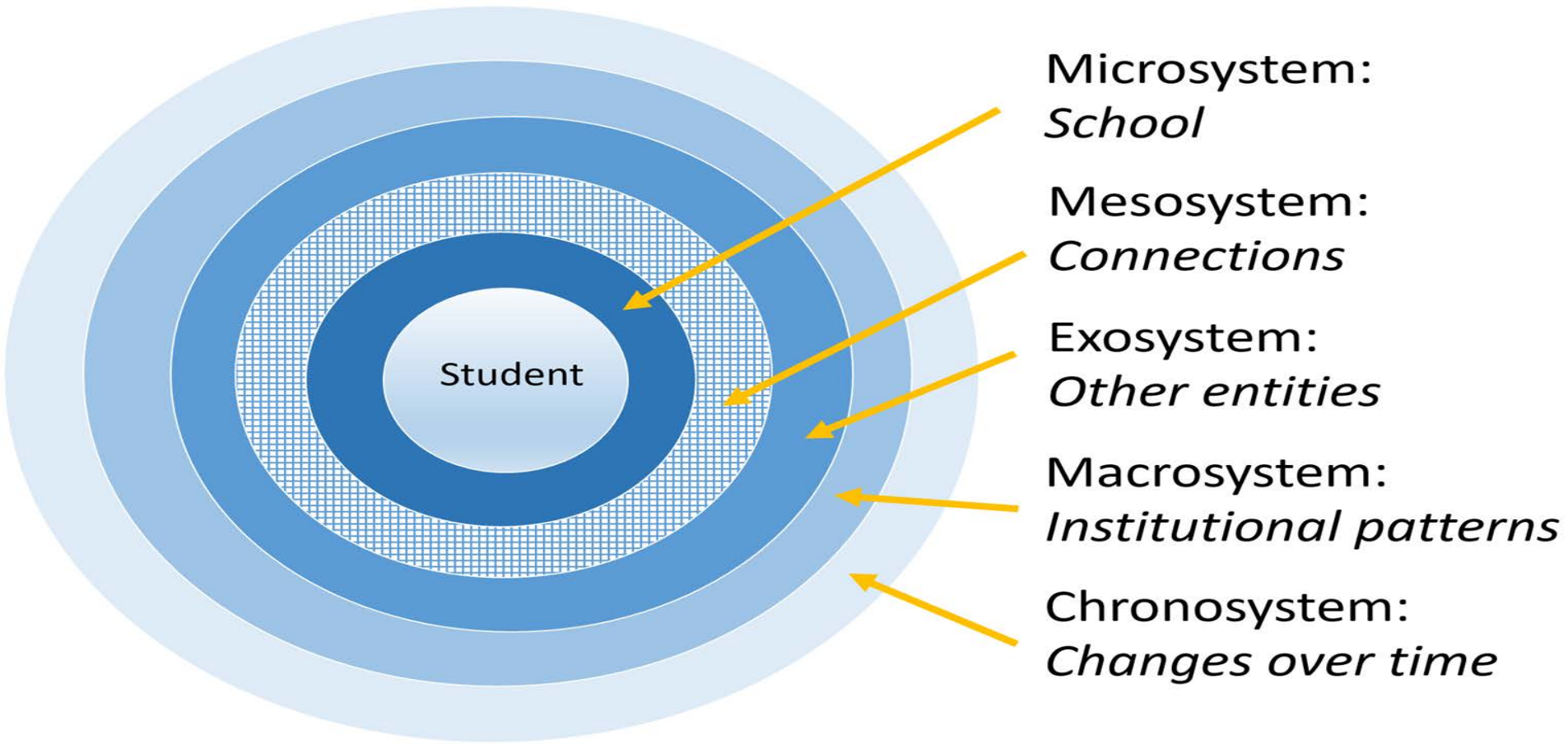
Interaction Between Partners & Schools

- Inter-organizational routines and tools
- Informal social interactions

Qualities of External Partners

- Guidance
- Flexibility and adaptability
- Norms and work practices

Theoretical Framework: Absorptive Capacity
(Farrell & Coburn, 2016)



Theoretical Framework: Ecological Model
(Bronfenbrenner, 1994)



Collective Impact

Common Agenda

- All participants have a shared vision for change

Shared Measurement

- Collect data and measure results consistently across all participants

Mutually Reinforcing Activities

- Participant activities are differentiated but coordinated

Continuous Communication

- Consistent and open communication across the many players

Backbone Organizations

- Separate organization with staff and skills to coordinate participating organizations

Findings and Recommendations (Phases)

Easy Lift

Starting the conversation

Place for CCR materials (CCR Hub)

Advisory CCR Curriculum

Professional Development

Medium Lift

Connect CCR staff within school

Boys & Girls Club

Churches

CCR Program (CIS/Naviance)

Big Lift

Business Partners (CTE)

Professional Learning Communities (PLC)

Leverage Partners and Resources

THANKS!
Questions?

