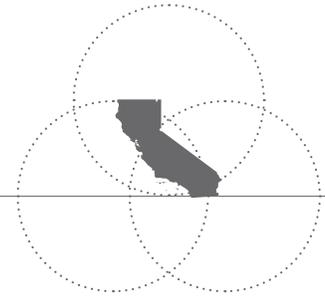


K-12 & AFTERSCHOOL POLICY BRIEF

CAREER PATHWAYS PARTNERSHIPS



SEPTEMBER 2010

On June 30, 2010, California awarded \$3 million to support teacher recruitment and training through the California Gang Reduction, Intervention and Prevention (CalGRIP) initiative, which assists young adults at risk of joining gangs in finding employment or pursuing an education. California chose to fund six Career Pathways Partnership projects as part of this initiative. The projects recruit, train and educate young adults in high-need communities to become credentialed teachers or pursue careers like youth counseling or social work. Unique partnerships between state universities, community colleges, school districts, community-based organizations and workforce development agencies provide guidance, case management and academic programs to ensure their success. Participants work part-time in afterschool programs, gaining valuable and career-relevant work experience and providing a positive example for at-risk children.

Investing in teacher recruitment and training is essential. Low academic achievement rates are often higher in areas with high poverty rates and large populations of ethnic minorities. While there are a variety of indicators that lead to this discrepancy in achievement, teacher effectiveness is a driving factor. Many students in California do not have access to highly trained and proficient teachers, and this is more pronounced in areas impacted by high poverty. It is difficult to recruit skilled teachers to move to these areas and difficult to retain those who do. While the current fiscal crisis has slightly reduced the demand for teachers, due to school closures and class size increases, the looming teacher shortage is actually being exacerbated. The Center for the Future of Teaching and Learning reports that the need for new teachers remains on the horizon.¹ And, when the economy improves and school districts are once again able to staff adequately and appropriately, the pool of available teachers will be significantly compromised due to the effects of today's pink slipping.² Career Pathways Partnership is an innovative strategy to help stem that trend.

Employment in afterschool is a key component of Career Pathways Partnership projects, and it pays current and future dividends. California has begun to make significant investments in afterschool programs as a way to improve pupil attendance, performance and well-being, and as a way to recruit educators from within the vulnerable communi-

ties the programs serve. Afterschool employment is often part-time or seasonal, providing workers the opportunity to attend school while they work. By recruiting, training, and motivating high-quality afterschool staff to work with at-risk children, the programs provide a natural apprenticeship for workers to become classroom teachers. Career Pathways Partnership provides the educational experience and practice that allows workers to enter the workforce with increased confidence and higher skill levels. It also encourages them to remain in their communities to help the high-need schools to which they are already connected. Supporting afterschool employment as a pipeline to teaching adds to the quality of local schools and provides students increased access to ethnically diverse, high-quality educators from within their own communities.

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“UTF STUDENTS COME TO US VERY WELL PREPARED FOR UNIVERSITY STUDY. THEY ARE STRONG STUDENTS, [HAVE] AN EXCEPTIONAL RETENTION RATE IN THE PRE-TEACHING AND TEACHER EDUCATION PROGRAMS, AND THEIR ‘TIME TO DEGREE’ IS FAR BETTER THAN THAT OF THE MAJORITY OF STUDENTS.”

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LYNNE COOK, PROFESSOR, CSU DOMINGUEZ HILLS

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CALGRIP GRANT PROGRAM

In May 2007, Governor Schwarzenegger proposed an initiative to fight gang violence in California. The California Gang Reduction, Intervention and Prevention (CalGRIP) initiative combines funding from different programs to target local efforts to curb gangs and gang-related violence. Those efforts include job training, education and intervention programs to encourage young adults to stay out of gangs. Since then, grants totaling more than \$14 million have been awarded to provide job training and education programs for

young adults seeking to leave gangs or who are at risk of joining them. Education and training that lead to employment are some of the most effective ways to help at-risk youth lead productive and violence-free lives.

In June 2010, Governor Schwarzenegger announced that \$3 million in new funding would be directed towards six Career Pathways Partnership sites, which include the following community college/California State University partnerships: Cerritos College/CSU Long Beach, Chabot College/CSU East Bay, Los Angeles Harbor College/CSU Dominguez Hills, Los Angeles Mission College/CSU Northridge, Mesa College/San Diego State University, and City College of San Francisco/San Francisco State University. Each site received a grant of \$490,230 and will target approximately 60 participants who are at risk of becoming involved in gangs.

“UTF HAS BEEN THE GREATEST THING THAT HAS EVER HAPPENED TO ME. IT GAVE ME A ROADMAP AND LOTS OF SUPPORT FROM MY CASE MANAGERS. THEY’VE GUIDED ME THROUGH THE PROCESS. I CAME OUT OF HIGH SCHOOL RIGHT HERE AT BANNING HIGH IN WILMINGTON, AND THEY TOOK ME OUT, AND THEN FOUR YEARS LATER I’M GOING TO RETURN TO THAT HIGH SCHOOL [AS A TEACHER].”

ROBERT JONES, UTF TEACHER CANDIDATE

Career Pathways Partnership programs develop key partnerships between education, workforce, community-based organizations, and afterschool employers and centers in order to recruit and prepare a diverse pool of teachers to work in high-need schools. Each program provides basic skills remediation and community college instruction towards an AA degree that is aligned with the California State University BA and teacher credentialing program. A key component of Career Pathways Partnership programs is that it provides participants the opportunity to work in high-quality afterschool programs to gain practical experience, earn financial support and impact the lives of at-risk children. Each program provides additional case management, including tutoring, coaching and wraparound services.

URBAN TEACHER FELLOWSHIP

In 2008, the Urban Teacher Fellowship (UTF) laid the groundwork for a career ladder to afterschool workers who want to become credentialed teachers. This initiative was designed by South Bay Center for Counseling (SBCC), LA Harbor College, and CSU Dominguez Hills, and was supported in part by CalGRIP funds. UTF sought to create employment opportunities for Los Angeles residents in high-need, urban neighborhoods; address the constant need for qualified staff in afterschool programs; and solve the shortage of qualified, highly skilled teachers in local schools.

Now in its third year, UTF supports students through skills remediation, tutoring and a cohort-based learning community model, as they take classes at a community college and then transfer to a local state university. The program also supports students through wraparound services, including part-time job assistance, financial aid and scholarship assistance, tutoring, free counseling, transportation assistance, job coaching and other services, as needed. A unique aspect of UTF is that a specialist supports each cohort of students. The support specialist attends all classes with the students, conducts group meetings and team-building sessions, and has monthly one-on-one meetings with each student. This consistent and intensive level of support ensures high levels of student success in the program. Since it was implemented, the initiative has yielded strong results.

60 students started the program in 2008:

- 100% experienced basic skill gains of at least three grade levels after the basic skills bridge program.
- 95% completed afterschool worker training.
- 65% worked in afterschool programs or as teaching assistants.
- Early retention data is also compelling: nationwide, about one in five students who enter a two-year college with the intention of earning a BA is able to accomplish that goal, while 31 students (52%) in the UTF program completed an AA degree and enrolled in a bachelor’s degree and teaching credential program at CSU Dominguez Hills.³ All 31 students are now entering their senior year at CSU Dominguez Hills.
- Of the 29 students who chose to leave the program, 80% continued in post-secondary education and 62% remained employed.

CONCLUSION

The CalGRIP Career Pathways Partnership programs recognize the importance of supporting pathways into teaching and highlights the key role afterschool programs can play in that process. The programs foster local collaboration between higher education, workforce agencies, school districts, afterschool providers and community-based organizations for the benefit of young adults on the path to becoming teachers, and the children in our schools and afterschool programs.

ENDNOTES

1. Center for the Future of Teaching and Learning, *Who will be Left to Teach? Pink Slips + Retirements = Empty Classrooms* (Santa Cruz, CA: Center for the Future of Teaching and Learning, 2010).
2. Center for the Future of Teaching and Learning, *Who will be Left to Teach? Pink Slips + Retirements = Empty Classrooms* (Santa Cruz, CA: Center for the Future of Teaching and Learning, 2010).
3. National Center for Education Statistics, *Digest of Education Statistics*, Table 332 (Alexandria, VA: National Center for Education Statistics, 2009).