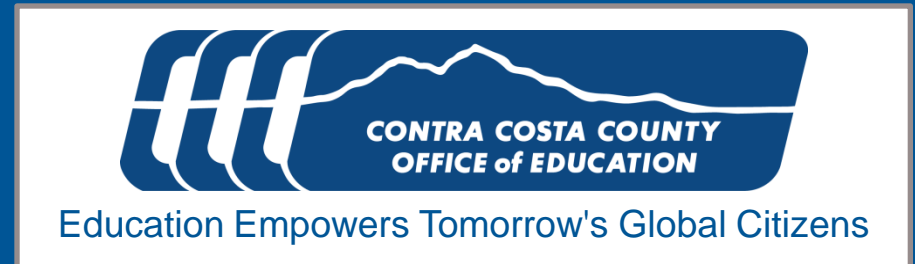


# Successful Transitions for Re-Entry Students Using Career Pathways, WSCS, Cognitive Behavioral Change and More



### POE and Open Society Foundation

- Points of Entry is a joint venture between The US Department of Education Office of Vocational Adult Education (OVAE) and a private foundation called Open Society Foundation.
- OSF is interested in funding pilots that will benefit the lowest skilled or most in need citizens.



## Open Society Foundation

- Open Society Foundation in the US focuses on poverty prevention.
- The Open Society Foundation started in 1984, to help countries make the transition from communism. Now, invested in over 70 countries in Europe, Asia, Africa, and Latin America.

# Points of Entry

### **Objective:**

To promote the development of career pathways and transition programs for low-skilled adults (6th to 8th grade level equivalent [GLE]) and prisoners in re-entry (6th to 12th GLE).

## We are 2 of 8 programs chosen

For this project, 8 demonstration sites were selected in four of the U.S. Department of Education, OVAE's Policy to Performance (P2P) states (Alabama, California, Massachusetts, and New York)

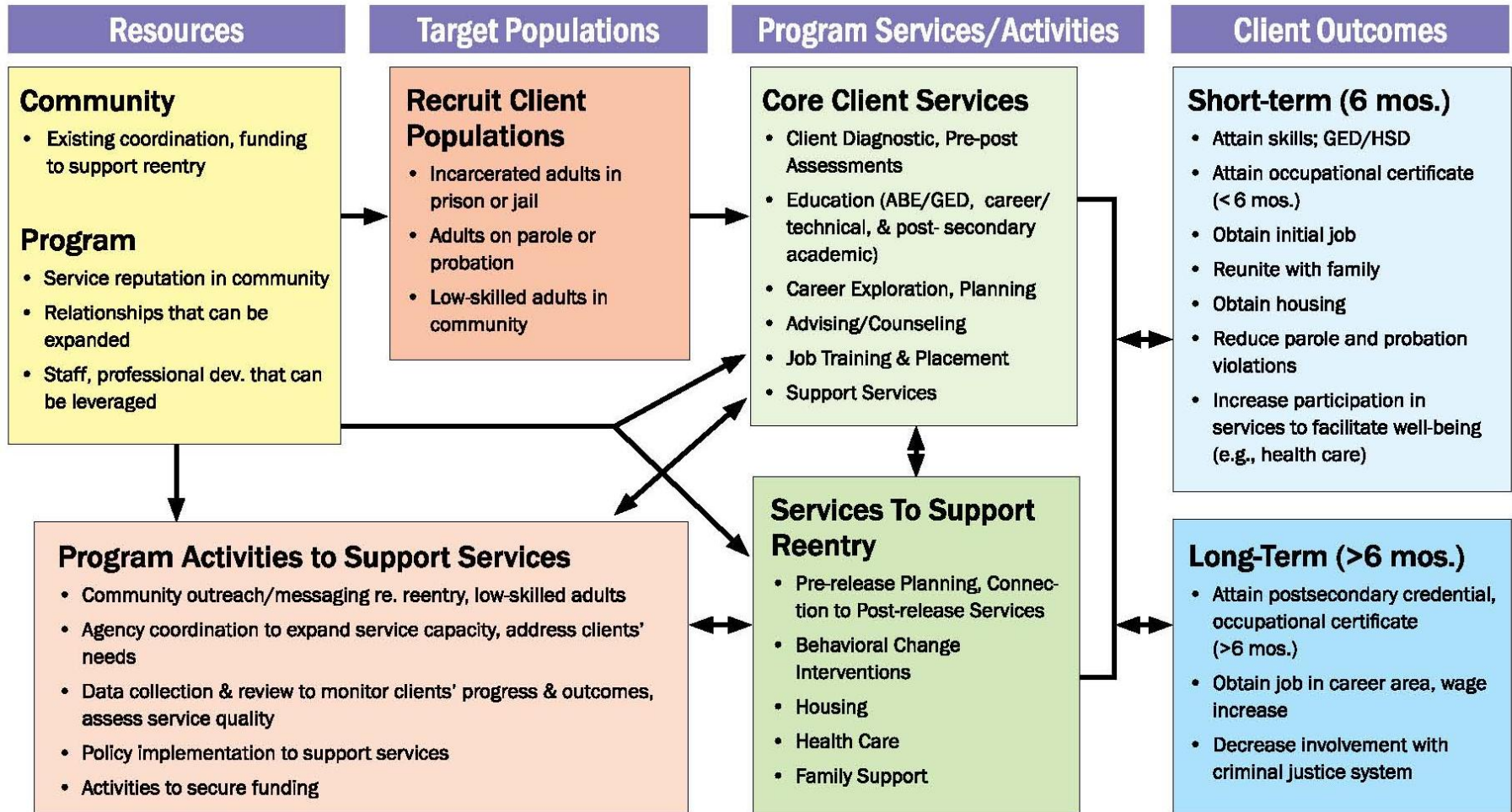
# Key Goals for Points of Entry

Key goals include:

- Education and career pathways
- Behavior change/personal growth services
- Ensuring that these successful approaches be sustainable beyond the life of the project.

(All sites to be evaluated by Abt Associates, Inc.)

### POINTS OF ENTRY PROJECT MODEL



# Successful Transitions for Re-Entry Students Using Career Pathways, WSCS, Cognitive Behavioral Change and More



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**Elk Grove Adult and Community Education**







- Identify Students for Points of Entry Cohort
- Pre-Release Services:
  - Adult Education Programs
  - Establish Relationship with Transition Specialist
  - Work with Job Coach
  - Community Partners
- Post-Release Services:
  - Continuation of Adult Ed Programs
  - Continued relationship with Job Coach and Transition Specialist
  - Post-Secondary Education
  - One-Stop Career Center
  - Social/Supportive Services

- Identification of Cohort Members:
  - Enrolled via teacher recommendation or education orientations
  - Serve total of 50 students
    - 26 Men / 24 Women
  - Students must meet qualifications, participate in program overview and sign agreements prior to enrollment in cohort
- Adult Ed Programs in Custody:
  - Academic (required)
    - GED Test Prep, ABE, ESL
  - Career Technical
    - Welding, Horticulture/Landscaping, Computer Technology, Culinary Arts
  - Cognitive Behavior
    - Thinking For a Change, Parenting, Re-Entry (WSCS – Soft Skills)

- Transition Specialist:
  - Recruitment of Cohort
  - Development of Individual Action Plan
  - One on One case management throughout program participation
  - Connection with post-release services
- Job Coach
  - Weekly visits to re-entry classes
  - Resume building, job leads & connection to local one-stop center
- Program Partners
  - Community college
    - Articulation of CTE programs
    - Enrollment for students while in custody
  - Adult Education
    - Academic advisor makes bi-monthly visits to jail
    - Referral system for students to continue coursework post-release

- Continuation of Adult Ed Programs
  - Referral forms for all students
    - Students directed straight to academic advisor
      - Eliminates confusion for students and staff
      - Familiar face for students to connect with
  - Registration fees waived for POE members
  - GED test fees covered for all students who begin testing in custody
    - Paid for by Sheriff's Department using inmate welfare funds
- Post Secondary Education
  - POE students referred directly to community college partner for 1 on 1 enrollment
  - Students completing welding or horticulture earn college credits
    - These students registered at college prior to release
  - Board of Governors (BOG) waiver to cover tuition costs
  - College students receive free public transit (Bus & Light Rail)

- **Social & Supportive Services**
  - One-Stop Career Center
    - Connect with job coach
      - Relationship established pre-release
      - Resume development, job leads, mock interviews, etc
    - Workforce Investment Act Services
      - Department of Rehabilitation
      - Department of Human Assistance
      - On the job training
  - Points of Entry Grant Funds
    - Transportation
      - Bus passes

- Increased gains in literacy levels
  - POE members raised scores on CASAS life and work reading tests at double the rate of non-POE members
- Progression towards GED completion
  - 76% of eligible students (CASAS 236+) passed at least one subject of the GED test
  - 4 students completed GED, 8 with only one test remaining
- Identification of Workforce Skills
  - 20% identified workforce skills through creation of WSCS Skills Profile
- Transition to post-release services
  - 41% of eligible students have accessed post release services



- Strengthened partnerships
  - Community College
    - Articulation Agreements for CTE Courses
    - Financial aid workshops offered at jail
    - Referral process for transitioning students
    - GED to be taught on college campus by EGACE (2012-13)
  - Sheriff's Department
    - Coordination of student schedules – reduce class/work conflicts
    - Improved communication with EGACE
    - POE as model for development of Sacramento County Re-Entry Council (headed by SD)
  - One-Stop Center
    - Better understanding of available services and processes for enrollment
- Monthly Partner Meetings
  - Improved communication amongst key stakeholders
  - Updates on program status



- Launch of new programs
  - Welding – Beginning and Advanced Levels
    - Articulated with community college – 3.0 credits for completers
    - Industry certification (19 students certified in first semester of program)
  - Thinking for a Change
    - Launch of program in Spring 2012
    - Staff members participated in local training
    - Five class sections offered – all areas of facility





- Development of existing programs
  - Horticulture/Landscaping
    - Articulation with community college – 3.5 credits for completers
  - Culinary Arts
    - Articulation with community college (in progress)
  - Re-Entry
    - Integration of Workforce Skills Certification System (WSCS) pilot into existing course model
  - Academic Courses
    - Increased frequency of GED/ABE classes from 3x to 5x/week
    - GED Testing increased from 2x/month to 4x/month
      - **49 GED completers – nearly doubled from 2010-11 (26)**
        - *Testing to continue through end of June 2012*

## ■ Funding

- Additional GED Tests
  - EGACE exceeded expected number of students prepared to test – additional tests covered by Sheriff's Department
- Curriculum/Training for CBT component
  - Costs of training covered by Sheriff's Department
- Launch of Welding Program
  - County office of Education provided initial funds to launch program
  - Equipment donated from previously closed programs

## ■ Communication

- Internally amongst staff
  - Rapid and on-going changes at program launch and throughout implementation
    - Provided Points of Entry Overview – open to all staff members
  - Connection between Transition Specialist, Job Coach and classroom Teachers
- With Sheriff's Department
  - Changes implemented quickly, all deputies not always aware of what has changed
  - Department policies not always uniformly enforced by all staff
    - Sergeant's worked with deputies and other staff to communicate changes

- **Assembly Bill 109**
  - Governor's plan for realignment of state prison system
  - Those previously sentenced to state prisons could serve out terms at county jails
    - Big impact on student population/demographics
      - Students now serving longer sentences – not released prior to end of grant period
      - Existing programs designed on a 10 week cycle to accommodate average sentence for students
- **Connection with students post-release**
  - Missed appointments
  - Poor communication
  - Lack of incentives for transition

- Need more incentives for students
  - Programs tied to college credits and/or industry recognized certifications in high demand during orientation
  - Students succeeding at higher rates than other programs
    - Ex: Welding Course
  
- Involvement of Community Stakeholders
  - Support of partners critical in success of program
    - Communication with Sheriff's Department to accommodate special workshops in custody
    - Partnership with community college to provide services to students in custody

- Implementation Plan
  - Adapted to better fit changes in population at county jail
  - Removed requirement that participants not have a GED or High School Diploma
  - Extended time frame for release from custody
  
- Points of Entry services extended through Dec. 2012
  - Cohort expanded to include 12 additional students during this period

- Points of Entry beyond December 2012
  - Community Involvement
    - Partners recognize importance of transition program for ex-offenders
    - Sacramento County Re-Entry Council established
      - Commitment of over thirty local organizations that support transitions program
  - Staffing
    - Job Coach
      - Salary covered by workforce partner
      - Time split between jail and one-stop center
    - Transition Specialist
      - Exploring options to fund full-time beyond grant

# Successful Transitions for Re-Entry Students Using Career Pathways, WSCS, Cognitive Behavioral Change and More



Education Empowers Tomorrow's Global Citizens

**Points  
of  
Entry**

*Guiding Adults to Education  
and Career Success*

**Contra Costa County Office of Education**

**Angela Hatter (Principal)**

**Blair Bradley (Coordinator)**

**Robert Walker (Coordinator)**

**Pam Ripley (Instructor, Visalia CLLC)**

**Jennifer Casals (Instructor, Riverside CLLC)**

**Chris Wilson (Technology Specialist)**



- Identify Students for Points of Entry Cohort
  - CASAS Reading 236, CASAS Math 226
  - Student Interest
  - Students with or without high school diploma or GED

- Cohort Members:
  - 15 students have participated in Visalia.
  - 22 Students have participated in Riverside.
  
- Course Schedule:
  - Open-Entry
  - 3 Hours, twice a week

## Existing Services

- Academic Skills
  - ABE, GED, College Prep
- Workforce Skills
  - WSCS, Soft Skills Training / LRI, Mavis Beacon
- Community Transition Planning

# Program Enhancements

- Career Planning
  - Choices Software
- Cognitive Behavioral Change
- Commitment to Change (2 hours per week)
- Enhanced Workforce Skills
- National Career Awareness Pilot
- Enhanced Soft Skill Training
  - Mock Interviews
  - Dress for Success Workshop
  - Workplace scenarios

# Program Enhancements

- Community Partnerships
  - Local city college
  - Employment Connection (“one stop”)
  - Employer Engagement – Guest Speakers
  
- Enhanced Community Transition Planning
  - Computerized CTP
  
- Incentives
  - Clothing for Jobs, Interviews, or College
  - Flash Drives
  - Portfolios



## Students Successes

- Visalia CLLC Pilot
  - 3 POE GEDs (7 GEDs in progress)
  - 7 students have been employed (5 students are working odd jobs)
  - 40+ resumes have been generated
  - Expanded guest speaker pool
- Riverside CLLC Pilot
  - Increased Parole Agent “buy in”
  - Increased Motivation to Enroll in Post-Secondary Education
  - Increased Self-Efficacy



## Joint Challenges

- AB109
  - Shrinking parolee population
  - Early discharge from parole
- Student Resistance to CBT Curriculum
- Decreased Time in Academic Skills
- High Unemployment Rate
- Lack of Community Resources
- Lack of Community Partners



## Modifications Made

- Implementation Plan

- Lowered CASAS Scoring Criteria
- Modified CBT Curriculum
- Added Extra Hours for Academic Skills
- Added Employment Resource Specialists

- Points of Entry services extended through December 2012



## Program Sustainability

- Points of Entry beyond December 2012
  - Community Involvement
    - Fostering Community Partnerships at other sites
  - Staffing
    - Employment Resource Specialists

## Program Sustainability

- Points of Entry beyond December 2012
  - Curricular components in place
    - LRI/ Soft Skills
    - Choices
    - NCAP and career-readiness lessons
    - Cognitive Behavioral Change curriculum is inexpensive
  - Staff trained in career pathways
  - Continuing professional development

## Contact Information

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## We value your feedback!

- Please fill out the evaluation form.
- Return the evaluation to your presenter.