

Innovations Award

Humboldt Post-Secondary Success Collaborative

Coordinating Institution: Humboldt State University

Contact: Vikash Lakhani, Associate Vice-President for Enrollment Management

Vikash.Lakhani@humboldt.edu

707-826-5381

1 Harpst St, Arcata, CA 95521

Participants: The Humboldt Post-Secondary Success Collaborative includes representatives from the following *Decade of Difference* Member Organizations:

- Humboldt State University
- College of the Redwoods
- Humboldt County Office of Education
- Partnering K-12 School Districts:
 - Arcata School District,
 - Big Lagoon Union Elementary School District,
 - Bridgeville Elementary School District,
 - Cuddeback Elementary School District,
 - Cutten Elementary School District,
 - Eureka City Schools,
 - Ferndale Unified School District,
 - Fieldbrook Elementary School District,
 - Fortuna Elementary School District,
 - Fortuna Union High School District,
 - Freshwater Elementary School District,
 - Garfield Elementary School District,
 - Green Point School District,
 - Hydesville Elementary School District,
 - Jacoby Creek Charter School District,
 - Kneeland Elementary School District,
 - Loleta Union Elementary School District,
 - Maple Creek Elementary School District,
 - Mattole Unified School District,
 - McKinleyville Union School District,
 - Northern Humboldt High School District,
 - Pacific Union School District,
 - Peninsula Union School District,
 - Rio Dell School District,
 - Scotia Union School District,
 - South Bay Union School District,
 - Southern Humboldt Unified School District, and
 - Trinidad Union School District.

Assurance and Signature

I assure that I have read and support this application for an award. I understand that if this application is chosen for an award, my institution will be required to submit, for approval by the Committee on Awards for Innovation in Higher Education, a report indicating proposed uses of the award funds and, as the fiscal agent, will be responsible for distributing funds to any other participating entities. I also understand that, if this application is selected for an award, my institution will be required to submit reports to the Director of Finance by January 1, 2018, and by January 1, 2020, evaluating the effectiveness of the changes described in this application.

A handwritten signature in cursive script that reads "Lisa A. Rossbacher".

Lisa A. Rossbacher, Ph.D.
President
Humboldt State University

ABSTRACT: Humboldt Collaborative Key changes initiated since January 10, 2014

Issue: A troublingly low percentage of North Coast students attend and complete college, resulting in a citizenry unprepared for a global economy, threatening local prosperity and individual well-being.

Align: At the January 31, 2014, GATEWAY Student Success Summit, educational segment leaders identified areas of focus to galvanize momentum to 1) improve program access and alignment, 2) close the achievement gap for underrepresented populations, 3) improve academic preparation, 4) strengthen persistence, and 5) clarify four-year degree pathways.

Innovate: Historically, independent efforts have addressed these areas. Now, a coordinated series of actions has been selected, tracked across segments, systematically reviewed by those closest to students, and modified as needed to make measurable differences. *Unification of effort focused on shared data is the innovation.*

Collaborate: In Spring 2014, the newly named “Humboldt Post-Secondary Success Collaborative” was created, composed of representatives from K-12, College of the Redwoods, Humboldt State University, and business. They united to initiate, support, and measure strategies county-wide aimed to increase the number of North Coast students pursuing and completing post-secondary education.

Measure: In July 2014, the Collaborative became one of five groups funded by the College Access Foundation to receive technical assistance from Stanford University’s John Gardner Center. The Collaborative is developing a consistent, dynamic tool to share data on specific annual trends in each educational segment for dissemination, close study, discussion, and responsive actions. Data determines “best fit” strategies and provides information on the impact of those actions over time. Efforts are modified or replaced based on data indicators.

1 CONTEXT:

The Post-Secondary Success Collaborative’s goals mesh well with the State’s—to assure local students:

- 1) are well-prepared for college-level work;
- 2) develop an early understanding of post-college career options and the post-secondary education required;
- 3) have adequate funds to pay for and to reduce the total cost of college; and
- 4) move through the educational pipeline to four-year degree completion at an appropriately rapid pace.

The Collaborative’s member organizations have each been working toward independently-developed goals naturally aligned to each other’s goals and to the State’s priority areas. That alignment, described below, demonstrates the urgency of the need and the potential for maximizing outcomes through blending time and resources across segments. In each organization, decisions about funds and program changes have been aligned to these goals.

- **Humboldt State University (HSU):** HSU’s “Priorities 2012-2016” document identifies student success as Priority 1. This is defined by
 - increasing graduation rates,
 - decreasing time to degree, and
 - closing the achievement gap.

A similar goal in the “HSU Campus Diversity Plan (2013)” is Goal #1: “Access to Excellence,” defined as “a student body representative of the population of CSU-eligible California high school graduates.” This document, importantly, cites the “unique role of [HSU] in serving students from the many tribal communities in our surrounding area.” HSU serves students from six Native American Tribes, including the Yurok Tribe, largest in the State of California. The Diversity Plan’s Goal #2 is identified as “Inclusive Excellence” defined by eliminating the gap in retention and graduation for traditionally underrepresented populations.

- **College of the Redwoods (CR):** The 2013-14 Annual Plan states the theme of “Increasing Persistence,” with Student Success as Goal #1. Three CR plans, starting with the Educational Plan and the Strategic Plan, address this goal, calling for:
 - “structured academic pathways;”
 - assurance that “Students will be able to complete their desired educational goals;” and
 - increased transfers as well as degree and certificate completion, especially among underrepresented populations.

The third plan, the “Student Success and Support Program Plan,” fully delineates institution-wide systems and processes to achieve the goal of student success.

- **K-12 Programs:** 31 school districts, ranging in size from 8 to 3,730 students, make up Humboldt County’s K-12 programs which are a large part of the Decade of Difference (DoD) initiative. DoD is a community-funded effort involving all education segments and the business community. Supported by the Humboldt County Office of Education (HCOE) and by local and state-wide foundations, DoD’s goals target early intervention and skill development: 1) 100% of 4th grade students will demonstrate grade-level mastery in reading and math; 2) 95% of entering high school freshmen will complete a high school diploma; and 3) 90% of high school graduates will enroll in a post-secondary educational program. This project was initiated to address the crisis of an under-educated citizenry.

2 PROFILE OF STUDENTS SERVED:*

	Fall 2014	2013-14	2013-14
	HSU	CR	HCOE
Male	3,655	3,170	9,232
Female	4,309	3,976	8,822
Total	7,964	7,146	18,054

Ethnic and racial categories:*

	Fall 2014		2013-14		2013-14	
	HSU	%	CR	%	HCOE	%
American Indian or Alaska Nat.	80	1	668	9	1,720	10
Asian	275	3	288	4	631	3
Black or African American	311	4	227	3	222	1
Hispanic or Latino	2,370	30	1,068	15	2,787	15
Native Haw; other Pac Islander	21	1	--	--	139	1
White	3,761	47	4,489	63	10,907	60
Some other race	531	7	286	4	511	3
More than one race**	508	7	-	-	1,173	6
Nonresident Alien	107	1	-	-	-	-

**As federal reporting requirements change & as the diversity of the student body continues to change, it is probable this category will increase. The traditional way of looking at individuals as a single ethnic/racial category will continue to be challenged & speaks to the need for educational agencies to reconsider how they define and speaks to the term “diversity.”

Proportion of students in the following categories:*

	Fall 2014		2013-14		2013-14	
	HSU	%	CR	%	HCOE	%
Current/Former Foster Youth	110	1	90	1	285	1
Students with disabilities	408	5	529	7	2,614	14
Low-income students	3,452	43	2,553	36	10,049	55
Veterans	112	1	2	0	-	-
Total in Special Categories	1,853	23	3,174	44	12,948	71

*Sources: HSU-- <http://pine.humboldt.edu/~anstud/humis.html>

*CR-- Department of Institutional Research: angelina-hill@redwoods.edu;

*K-12 / HCOE: <http://data1.cde.ca.gov/dataquest/>

Factors Affecting Humboldt Students’ Abilities to Attain Bachelor’s Degrees:

Impact of Low Academic Foundation Skills: Baseline data for DoD shows 36% of Humboldt County’s 4th graders below grade level proficiency in both math and reading. Children who are not proficient in 4th grade level math and reading skills are unlikely to catch up or to master high school content for graduation, thus probably unable to complete the a-g sequence of courses required for admission to a four-year college. The rate of 4th grade proficiency shows up eight years later in the 83% high school graduation rate and more dramatically in the (2013) 29.7% a-g completion rate—10% below the State average. Low K-12 achievement impacts placement scores for enrollment at CR: an astonishing annual average of 75% of approximately 1,400 entering students from the Humboldt County area (mostly high school grads) are required to enroll in one or more pre-collegiate courses before taking college classes toward degrees and/or transfer.

Impact of Low Degree of Exposure to Career Fields, Inadequate Preparation: In a community with a centuries-old natural resources economy, the relatively recent need to prepare for diverse career goals has limited students' awareness of options as well as educational requirements for those careers. Challenges include helping Humboldt's students understand that these economic changes are permanent; helping them find and prepare for other career options; and helping them sign on to more rigorous secondary education to prepare for college. These challenges are especially difficult to tackle in a community where, within the past two generations, a comfortable existence could be had even without a high school diploma. The Collaborative's first step is to build understanding of the importance of college and the capacity for college courses, reducing the number needing additional preparation for college readiness.

Impact of Isolation; Poverty—Cultural Concerns; Balancing Work, School, & Life: Humboldt County's school-aged population is spread across 4,052 sparsely populated square miles, with Eureka/Arcata/Fortuna on the western edge forming the county's only high-density population. Public transportation is severely limited, and poverty—no car, no gas—further isolates rural settlements from one another and from exposure to other people, career options, and educational opportunities. Families living in rural outposts are those who for generations relied upon natural resources to survive. Parents are willing but poorly prepared to promote or assist in college planning. They are themselves inadequately prepared to provide in-home tutoring in math, reading, and science. Lingering cultural concerns about sending children away for schooling further impedes home-based encouragement toward higher education. Parents and influential adults, unaware of the community's changed economic base, fail to promote the importance of education. A lack of knowledge about college funding options further dissuades parents from planning with their children for college. Also, poverty often compels immediate post-high school employment, made more problematic by lack of easy access to part-time college options which is also an issue for potential students who are young parents. In some communities, traditional attitudes toward college-going steer away college aspirants, who fear isolation from peers and family.

Response: Make Aware, Expose, Immerse—*First*, educators and community members, especially parents and families, must be made aware of the urgency of post-secondary education, of current achievement levels, and of local data regarding college preparation, attendance, and persistence. Systematic, clear, compelling, and continuous communication is essential to alert the community to the crisis and to support methods to address it. *Second*, periodic and sequential exposure for students throughout the K-12 years to career options and preparation requirements will help students to participate in choosing and developing their own pathways through post-secondary education. *Third*, providing opportunities for students and their families to spend time on a college campus, to immerse themselves in the college culture and become familiar with what it means to attend college, will improve understanding about who can go to college, what one does in order to attend, how college can be afforded, what one will become by attending college, and how it all unfolds, step by step. Positive outcomes have been achieved by immersion opportunities.

Teach and Motivate: Education is a collaborative process. Teachers need to teach with high expectations, and students need to be motivated to achieve to high expectations. A major effort of the Post Secondary Success Collaborative will be to support the professional growth of all educators to discover, invent, experiment with, apply, and practice the means for achieving the student/teacher compact for increased achievement. Educator training and networking is an important piece of the Collaborative's response to the local context.

3. INNOVATIONS PRIOR TO JANUARY 10, 2014: A variety of efforts, shown below, were initiated prior to the formation of the Post-Secondary Success Collaborative:

- **Academy of the Redwoods:** This was one of the first “early college high schools” in California. Launched in 2005-06 as a partnership between HCOE and HSU located on the CR campus, it is now a part of Fortuna Union High School District. It offers an accelerated and rigorous college preparatory curriculum, fulfilling the promise of providing qualified students with dual enrollment to achieve a high school diploma and up to two years of college credit—even a two-year degree—during their four-year high school education. **Impact:** Between 2008 and 2012, 59 high school seniors completed two-year degrees.
- **Decade of Difference (DoD):** Serves as a hub to solicit, coordinate, develop, and deploy resources to improve early literacy, high school graduation rates, career preparation, and post-secondary enrollment. Actions focus especially on supporting historically underrepresented, low income and/or first generation students to gain the skills necessary for post-secondary success, plus improving access to financial resources. **Impact:** The DoD initiative leverages volunteer time and funding sources to support student achievement. It has been a means to effectively market a county-wide academic improvement agenda. It sometimes serves as a K-12 “skunk works” to test school improvement strategies. ^{B-1}
- **KUDER Navigator:** The DoD provides each Humboldt County 6th to 12th grade student with a free life-time account in the Kuder Career Navigator program for career exploration, for electronic portfolio development, and for developing individual six-year (11th grade through 4-year degree) pathways. **Impact:** Catalyzes families into college planning.
- **GO! Beyond High School:** DoD, assisted by the College Access Foundation, coordinates “Cash for College” workshops for financial aid dissemination to 11th and 12th graders and their families. Workshops are an annual collaboration by HCOE, high school, CR, & HSU counselors. **Impact:** Increases the number of students and parents who complete Free Application for Federal Student Aid (FAFSA). Whenever appropriate, students are also assisted in completing the Development, Relief, and Education for Alien Minors (DREAM Act) application. ^{B-2}
- **7th Grade “I’ve Been Admitted to College”—CR:** This is a one-day event for 7th graders. The agenda includes an overview of community college, financial aid, campus tours, and hands-on courses led by CR faculty. The day culminates with students meeting the college President and receiving an admission guarantee to CR. **Impact:** 1,100+ 7th graders/year. ^{B-3}
- **8th Grade “I’ve Been Admitted to College”—HSU.** This is a one-day event for 8th graders. The agenda includes an overview of the 4-year college opportunity, financial aid, campus tours, and classroom visits. The day culminates with students meeting the college President and receiving a guarantee of admission to HSU. **Impact:** 1,200+ 8th graders/year. ^{B-3}
- **Preview Days—HSU—**Local seniors and their parents attend a one-day Preview Day at HSU to meet counselors, review financial aid, take campus tours. **Impact:** 539 participants.
- **Preview Plus Days—HSU—**150 low-income, first-generation students from Los Angeles, the Central Valley, and the Bay Area attend Preview Day with local seniors. They remain an additional day to experience dorms, campus life, and the community. All aspects of this event are provided at no cost to these students. Students develop social networks, receive responses to their individual unique questions. **Impact:** Increases enrollment & retention; improves HSU student diversity. (See Report, Appendix D-3.)
- **Foster Youth program—“Lunch with the Presidents”:** 6th through 12th grade Foster Youth have lunch with both college presidents, alternating between CR and HSU each year. They meet former Foster Youth enrolled at both colleges, learn about available resources, and meet

and dialog with both presidents. **Impact:** Inspires future college students. Supports leadership development of former Foster Youth from both institutions. ^{B-4}

- **“ELITE Scholars Program” at HSU:** The “Excelling and Living Independently through Education (ELITE) Scholars” program provides support for HSU’s former Foster Youth. It provides mentoring connections between HSU students who were formerly Foster Youth and Humboldt County’s K-12 Foster Youth. **Impact:** Mutual support among Foster Youth and HSU former Foster Youth increases the persistence of HSU’s Foster Youth and inspiration for those young people who are currently Foster Youth. ^{B-4}
- **Student Support Services Collaborative—Partnership among HCOE, CR, and HSU:** Counseling staff from each education segment access high quality professional development and support to share best practices, understand new legislative policies, update college and financial aid advising, and provide professional peer-to-peer opportunities. **Impact:** Quality control for college counseling. Promulgates promising practices across the county.
- **Alliance Humboldt: Partnership for Clinically-Based Teacher Preparation:** HCOE and HSU collaborate to transform teacher preparation at HSU, from traditional course-based learning, with student teaching relegated to the last year; to classroom experiences from the start, with coursework woven around clinical practices. ^{B-5}

Lessons Learned:

Preview Plus, Preview Days, and I’ve Been Admitted to College: Risks associated with attending these programs have ranged from the minor misbehavior of students to the heartbreaking tragedy of the bus accident in April 2014. In the accident, some future students, chaperones, and an HSU recruiter en route from Los Angeles to HSU perished, along with a number of serious injuries to other students on the bus. The Humboldt community at large rallied to provide resources to aid the recovery of the survivors. This community support helped assure the enrollment of the survivors at HSU in Fall 2014 despite the trauma of the accident. The community at large also created a scholarship fund for future Preview Plus students.

Importance: Data indicates these programs, which provide temporary immersion in the college environment, improve enrollment and persistence rates. This positive data—regardless of the inevitable risks associated with travel—support continuation and expansion of these activities.

ELITE Scholars and Lunch with the Presidents: This event at first had a formal tone meant to show respect. Instead, it seemed intimidating. Former and current Foster Youth now plan and produce the annual “Lunch with the Presidents” event for 6th -12th grade Foster Youth. Student planners have increased the high touch, high inspiration factor. Data show HSU has successfully enrolled and supported former Foster Youth from outside Humboldt County. Increased outreach is needed to assure local Foster Youth this same success at HSU as well.

GO! Beyond High School: Financial aid workshops initially overwhelmed parents with the volume and complexity of information. Recently, they have been shortened and simplified. Speakers get to the bottom line faster, a correction which has been overwhelmingly appreciated by parents who attended in much higher numbers in 2014 than in previous years.

Uniting Efforts: The most important lesson learned from the multiplication of efforts like those above is this: Given the similarity of goals across the educational segments and in the business community, collaboration has the power to amplify positive outcomes. Joint ventures cannot expand infinitely, however. It is essential to work together to select strategies, review base-line and results data, and blend resources to assure maintenance of promising practices over time.

4 KEY CHANGES SINCE JANUARY 10, 2014:

Introduction to This Section:

Key events during 2014 have led to the submission of this award application. These events were catalysts for powerful cross-segmental conversations. The first of these was the January 2014 GATEWAY Student Success Summit hosted by College of the Redwoods. Individual institutional changes, described below, have been planned or implemented since the GATEWAY Summit, informed by the perspective acquired through the cross-segmental conversations.

Next, in June of 2014, the leaders of each segment came together again and formalized the Post Secondary Success Collaborative to support, study, and initiate further actions aimed at changes county-wide. Most recently, in October of 2014, the Collaborative jointly decided to submit, as a promising and replicable innovation, this newly-formed Post Secondary Success Collaborative structure for the Innovations in Higher Education Award. The members believe that this depth of collaboration is a significant innovation with high promise in the coming years to align and galvanize action toward local and State goals. All Collaborative efforts are focused on impacting rates of preparation, enrollment, persistence, and four-year college degree completion on the North Coast.

Action Taken That Led to the Formation of the Post-Secondary Success Collaborative:

On January 31st, the GATEWAY Student Success Summit^{C-1} at College of the Redwoods provided the unique chance for cross-segment comparisons of the opportunities and challenges of new Federal and State mandates. In addition, the Summit provided time for discussion of achievement data: specifically the impact of each segment's degree of student success and failure on the other segments. These conversations informed the action plans of individual agencies, resulting in the changes in policies, programs, and systems described below, agency by agency.

Then, on June 4th, upon selection of the Humboldt region to receive technical assistance from the John Gardner Center of Stanford University, funded by the College Access Foundation, representative leaders from local educational segments and the Humboldt Area Foundation (HAF) took action to formalize the new Post-Secondary Success Collaborative.^{C-2} As a first action, in July the Collaborative structured a data instrument for use to inform stakeholders of college-preparation, college-going, and college-completion trends. An important part of this work will be to help the staff members and leaders of each educational segment in best practices to locate, sift through, read, compare, make real sense of, and take action in response to data.

Why this will help: Among the data provided, annual statistics have been drilled down to specific local high schools—a contrast to, for example, providing reports with general, county-wide, five-year trend summaries that very few staff members in any educational organization (and even fewer community members) ever read and that few understand. Awareness and understanding of this crucial data will catalyze informed responses at the point of impact for real change.^{C-3} This will be especially important for teachers and leaders in Humboldt County's 31 school districts, most of which are very small—too small to support robust data systems.

Below are the significant changes made by individual organizations following the GATEWAY Success Summit:

Actions Taken in 2014 by the Decade of Difference:

1. **Financial Aid Advising:** Expanded and improved existing financial aid advising to ensure all students receive the maximum available financial aid, including assistance to which they are entitled. Called “North Coast Cash for College,” these workshops promote and support universal Free Application for Federal Student Aid (FAFSA) completion. In addition, eligible students receive support in completing the California Development, Relief, and Education for Alien Minors (DREAM Act) applications. North Coast Cash for College events are held at multiple locations across the county to assure access for outlying communities. Following FAFSA / DREAM Act awareness efforts, staff members follow up to identify participating students who have not completed the FAFSA/DREAM Act applications. Staff members make appointments with students and their families to assist them in successfully completing and submitting the FAFSA and the DREAM Act documents.

Why this helps: The FAFSA and DREAM Act completion rate in Humboldt County is well below the State average. Many North Coast students and parents assume college is unaffordable, and—already feeling despair on this topic—they do not complete the steps to qualify for financial assistance.

Impact: Making parents and students aware of financial assistance available has already increased the number of completed FAFSA and DREAM Act applications filed annually in Humboldt County. The rate of completion will continue to rise as this becomes an activity parents and students consider routine along the North Coast. This increase translates into an increase in the number of local students who become eligible for and receive assistance to attend college. As available support for financing college is better understood, student enrollment in college and persistence to degree completion will also undoubtedly rise.

Actions Taken By College of the Redwoods:

1. **Associate Degree for Transfer (ADT) Opportunities:** In line with California’s new joint transfer program, CR has increased the number of ADT opportunities,^{C-4} working collaboratively with professors at HSU.

Why this helps: Students who complete Associate of Arts Transfer (AA-T) or Associate of Science Transfer (AS-T) degrees are guaranteed admission to CSU. This reduces the financial burden of college—to the student as well as to the State—by reducing duplication of efforts as students pursue degrees efficiently instead of enrolling in classes which look promising for transfer but which, in the final count, do not actually qualify for credit toward a degree. It also helps students to see definitive pathways that lead to their career goals and to have confidence in the institutional commitment to maintain those pathways.

Impact: State and institutional commitments through the new joint transfer program have provided access to and support for the completion of two college degrees—an Associates and a Bachelors—with only 120 units. This program reduces time to degree and thus the costs to

both the student and the State. It also delivers a degree-holding employee to a career path within two years at the earliest. This action will increase the number of students who take appropriate steps to complete both a two-year degree and a four-year degree. Should they not be able to complete a four-year degree, they have a two-year degree to show for their efforts rather than stepping away from college with neither. As of Fall 2014, 1,628 CR students had enrolled in one of eight new Associate Degree—Transfer (AD-T) programs. This commitment to a degree pathway with four-year college transfer guaranteed upon completion is a game-changing innovation, providing a new structure and mind-set for students. This is expected to increase two-year completion rates by at least 15% by 2020.

2. College Success Skills Courses: CR added to their course catalog two new classes to assist with college planning and success, titled respectively “Ready, Set, Go to College” and “Explore your Career Options.” These classes are also available to students in high school.

Why this helps: These courses assist students who are new to college in learning the best steps to take to be successful in college courses, to utilize college learning opportunities to create and achieve career goals, and to navigate the college systems efficiently.

Impact: These courses are anticipated to increase AA degree completion as well as increase the retention of new students at CR by a minimum of 5% by 2020.

3. Re-calibrated the cut scores for placement exams: CR staff members made comparisons with other California community colleges and learned that their “cut scores”—the dividing line between needing pre-collegiate classes and moving directly to college credit classes—were set higher than the norm. This resulted in a higher percentage of CR students enrolled in pre-collegiate courses during the first year of college in order to become eligible to enroll in college credit and degree pathway courses.

Why this helps: This allows students to make a faster start along a degree pathway as they enroll in immediately in courses that provide college credit. It reduces the number required to participate in pre-collegiate courses prior to starting degree courses.

Impact: This change is expected to increase retention of new college students by at least 10% by 2020. This change will also reduce the costs to the State associated with staffing multiple sections of pre-collegiate math and English. In 2015-16, this change is anticipated to reduce enrollment in pre-collegiate courses by 25%.

4. New Pre-collegiate Courses: Pre-collegiate courses titled English 102 and “Path2Stats” may now be taken as accelerated preparation for degree pathway courses in English and math.

Why this helps: Rather than to have to start college by repeating high school level courses in math and English, students can enroll in a single-semester pre-collegiate course in math and/or English and accelerate their learning. A single semester of pre-collegiate course work is all that is required, replacing one full year and sometimes more of preparatory courses.

Impact: This change decreases the time to degree completion for the student, lowering the total cost of college. It also decreases the frustration factor of starting college essentially re-taking courses from high school. This leads to increased retention and degree completion. In

spring of 2014 when the option first opened, 38 students enrolled. By fall of 2014, when the English 102 course was piloted, 65 students opted for the swifter route to collegiate level courses. This number is expected to at least double in fall of 2015.

Impact: This change is expected to increase the retention of students through two-year degree completion by 10% by 2020.

5. Co-Enrollment of High School Students in College Courses: CR has expanded the “early college” opportunities by placing college courses at Eureka and Mattole High Schools to allow more high school students to utilize dual enrollment for earning college credit during high school. Areas of focus: Computer Science, Engineering, Pre-Medical, and Accounting/Finance. (This is slated to be rolled out at more Humboldt County high schools in 2015-16.) High school student co-enrollment in courses at CR has increased over the past four years by 39%--especially significant in light of the fact that over-all enrollment at CR has declined significantly (approximately 25%). High school student enrollment at CR is predicted at 260+ students for fall of 2015.

Why this helps: The success of the students who participate in Academy of the Redwoods over the past decade indicates that allowing high school students to experience college courses demonstrates to them their ability to be successful in college. It also provides the opportunity for high school students to build connections with college staff and faculty, increasing the odds that they will set and achieve specific career goals sooner. This practice, furthermore, accelerates credit accrual toward an AA or AS degree, thereby reducing the total cost of college to the student and the state.

Impact: From 2006 to 2012, 59 Academy of the Redwoods students completed two-year degrees during high school. Providing more students in Humboldt County with this opportunity will increase the current number of students accruing college credit during high school and making plans to enroll in college immediately following high school. Having already accrued college credits, they have an early start toward a degree to build upon, shortening the time to completion. It also increases the number of students who define a career pathway early, who know the steps to take to earn the degree, and who follow through with the ability to pursue the degree efficiently and swiftly.

6. English as a Second Language Course: Restructured to allow enrollment of English learners in ESL as well as in college level courses simultaneously.

Why this helps: This change allows English learners to make a faster start toward earning two-year degrees by allowing them to enroll immediately in courses that college credit. English acquisition happens simultaneously with progress toward degree instead of acting as a barrier to degree pursuit.

Impact: This action has already increased the number of English learners enrolled in ESL courses at CR, from below 100 in 2013-14 to almost 200 in 2014-15. It will, again, facilitate a shorter time to degree completion, thereby decreasing the cost to the student.

Actions Taken By HSU—

1. Employment for Former Foster Youth: A local Rotary Club has provided grant funding to support facilitation and brokering of local employment placements for ELITE (Excelling and Living Independently through Education) Scholars. Members of ELITE Scholars are former Foster Youth.^{C-5}

Why this helps: This program assists by easing finance constraints and by connecting students to community mentors, further engaging students with career goals.

Impact: This program improves graduation rates for students participating in internships both due to assistance with finances and also as a result of the mentoring that is part of the employment opportunity. In the Fall 2014 school term, 25 of the 85 currently enrolled ELITE Scholars are employed in the community through this program.

2. Mathematics Teacher Preparation Project: HSU is a lead agency in the State-wide Robert Noyce Scholarship Program. Previously focused on preparing teachers for the primary grades, HSU's teacher education program expanded this project in 2014 by placing teachers in training with outstanding, veteran, middle and high school teachers in Humboldt schools. This mentoring, combined with the academic preparation of HSU, prepares teacher candidates who both know their disciplines and who can also work effectively with children and adolescents in middle school and high school math classrooms. This project is especially effective for preparing new teachers to provide instruction characterized by high expectations and effective motivational strategies to low-income and first-generation college-going families.

Why this helps: This program assures the best preparation for future teachers who will serve within and beyond Humboldt County. Strong early grounding in mathematical skills and understanding (known as “numeracy”) is the only assurance of developing capacity for college prep mathematics courses in high school.

Impact: Each teacher candidate (five in Spring 2014, 12+ by 2019) works in secondary classrooms with up to 150 students per year. Teacher candidates benefit from mentoring by master teachers, and classroom students benefit from reduced student-teacher ratios as well as from the high energy and new ideas of the candidates. Placements in mentor teachers' classrooms are brokered and supported by HCOE/Decade of Difference team members.

Conclusion to This Section: Since January 2014 (and also before that time), all segments of the North Coast education community and business partners have engaged in efforts associated with the goal of increasing college preparation, attendance, and completion rates for North Coast students. The formation of the Post Secondary Success Collaborative formalized and made systematic and routine the cooperative ventures of all partners in this endeavor. The Collaborative is poised to take the next steps, as scheduled, beginning in January 2015. The next steps are game-changers. Shared data will provide all stakeholders with a vital, robust mechanism for reviewing support programs. It will allow the partners to create actionable intelligence grounded in theory, research design, and inferential statistics. This work is the innovation that promises to “move the needle” for college education on the North Coast.

5 CHANGES--POLICIES, PRACTICES, SYSTEMS AFTER JANUARY 9, 2015

Action to Be Taken By Collaborative:

Data Tool: Complete for dissemination by **Spring 2015** a dynamic data-sharing tool to communicate and discuss across all segments of the educational pipeline and with the business community. This will provide comprehensible, actionable data to efficiently and effectively advance partnership goals targeting college preparation, college going, and four-year degree completion, with special attention to closing the gap for traditionally underrepresented groups. **Why this will help:** A well-designed data tool can help to sift out and to organize meaningful, actionable information from the volumes of raw data available from each individual organization. This information will guide genuine strategic planning by the separate organizations and by the Collaborative as a whole. It will aid in the selection of “best fit” promising practices for achieving local and State goals. It will also support, when appropriate, wise selective abandonment of efforts that do not move the needle sufficiently in the desired direction. Until now, individual K-12 institutions have not had systematic access to meaningful data about how their former students have fared or the impact of students’ success or lack of success on the colleges and the community as a whole. **Commitment:** Funded by College Access Foundation for one year;^{D-1} continuing support by the DoD, HCOE, and Collaborative.

Actions to Be Taken by CR—

1. Tuition-free Bridge to College Summer Program. **Why this will help:** Beginning **Summer 2015**, students may attend only the portion(s) of the program they need, whether that is a short session of refresher math or English or workshops on career exploration and college financial aid opportunities. First generation college-going students will become familiar with the CR campus and programs prior to starting school. **Commitment:** This new program is fully funded in CR’s operating budget and part of the college’s strategic plan. **Anticipated impact:** Contribution toward 10% increase in retention and degree completion by 2020.
2. Ellucian program monitoring software. **Why this will help:** This web-based program allows students 24/7 access to specific information regarding their personal pathway planning and progress. It will also be used by instructors and counselors to collect data and intervene with students showing risk. It replaces the traditional intervention after failure with real-time intervention as indicated by multiple data entries by instructors, students, or support personnel. **Commitment:** This program is fully-funded in the CR budget. It is installed and under development and will be **operational for Fall 2015.** **Anticipated impact:** Contribution toward 10% increase in retention and degree completion by 2020.

Actions To Be Taken by HSU—

1. Expand Preview Plus in Spring 2015 to include 50+ eligible local students in the all-expenses-paid weekend visit to the campus. **Why this will help:** Immersion into the college environment propels enrollment and persistence.^{D-2} This experience will help local students, especially those in traditionally underrepresented groups, realize that college attendance is attainable. **Commitment:** This is a significant expansion of a long-standing successful program at HSU. Funding increase will not be significant in that students are already there to attend Preview Day, will be hosted in dorms by current students, and will participate in meals and activities already within HSU’s recruitment budget. **Anticipated impact:** Increase enrollment and persistence by local students by 10% by 2020.

2. Restructure Psychology 104.^{D-3} This course, with high freshmen enrollment, historically has notably high failure rates especially among underrepresented students. **By Fall 2015**, the course will be reformatted. Students will attend a large lecture for two hours/week taught by a specially selected professor (two sections of 160 students each). Students will spend one hour per week in small discussion sections (12 sections with approximately 27 students each) taught by lecturers. **Why this will help:** This innovation is expected to improve the success rate for this course and to improve the teaching ability of the lecturer pool to achieve greater student engagement and success. An experienced, successful faculty member will serve as principal instructor supervising a selected group of lecturers using course-dedicated instructional materials. **Commitment:** Budgeted for 2015-16 with anticipation that costs in future years will be covered by increased student retention. **Anticipated Impact:** Reduce failures by 33% by 2020, especially among traditionally underrepresented students. Increase retention.
3. Internships within local businesses, **beginning Spring 2015**, aligned to career goals for undergraduate students. **Why this will help:** Internships are high-impact practices that allow students to make connections with their faculty, areas of study, and career areas. Students may either earn college credit or a stipend (not both). Internships have been shown to significantly improve student learning, achievement, graduation, and job placement. Students who participate in internships graduate at a significantly higher rate than their counterparts who do not take part in such experiences. **Commitment:** Funds for this program have been provided by the McLean Foundation^{D-4} to cover administration & student stipends (when appropriate) for five years, through 2019. **Anticipated impact:** Has the potential to reduce number of years to B.A. completion for students participating in internships by at least 7% by 2020.

Actions To Be Taken By Decade of Difference—

1. Tuition Guarantee Program—With Humboldt Area Foundation, DoD is creating a program to open **Fall 2016** to cover the cost of attendance at CR for two consecutive years after all other sources of financial aid have been exhausted. Students must complete the FAFSA; any unmet need will be covered by the Tuition Guarantee Program. Students must enroll at CR directly after graduating high school. **Why this will help:** This project will build a culture of hope for students who otherwise might not see themselves as college students at least in part due to financial concerns. **Commitment:** This innovation, funded by the Humboldt Area Foundation (HAF), is within the adopted vision, mission, goals, and finances of the HAF. **Anticipated impact:** Increase the number of local students, especially Underrepresented Minority students, enrolled in College of the Redwoods by 2% per year through 2020.
2. The On-Line North Coast College Access scholarship application will improve equity in distribution of local scholarship funds beginning in **Spring 2015**. **Why this will help:** Allowing ALL students to go on line, review funds available, and apply through the open process will reduce barriers to accessing funds for low income and underrepresented students and assist in equitable distribution of scholarships. **Commitment:** Developed in house by HCOE, the funds as well as personnel to support this initiative are included in the County Superintendent's budget **Anticipated impact:** This is anticipated to increase the number of students who apply for and receive all of the public funding to which they are entitled and eligible for by 10% by 2020. It is likely this will contribute to increased college enrollment rates of a minimum of 2% per year to 2020.

6 HOW CHANGES IN #5 WILL IMPACT COST TO B.A.: The Post Secondary Success Collaborative’s efforts are focused on goals which have the potential of reducing the cost of a Bachelor’s degree to the student/family, the institute of higher education, and the State by reducing, together and singly, up to one extra year of college for 10% of all students:

- 1) improving academic preparation during high school to reduce the number of pre-collegiate requirements during college,
- 2) increasing the opportunity to earn college credit during high school,
- 3) accelerating required pre-collegiate coursework to speed access to degree-pathway classes,
- 4) clarifying, articulating, and guaranteeing two- and four-year degree pathways to improve efficient transfer across segments,
- 5) reducing the failure rate in specified high-enrollment college courses.

Potential savings for the student seeking a Bachelor’s degree over the course of four years is based upon CR’s and HSU’s estimates of student costs.^{G-1} Percentage of students benefitting from the changes are estimates for the first year(s) of the innovations.

K-12 Changes (e.g. increasing a-g completion, EAP pass rate, college credits earned in H.S.):

- Reducing one year saves the student: \$ 10,122
- Reducing one year for 50% of 1,436 1st year students saves CR (1/2 of \$10,462 “core cost” minus State reimbursement of \$4,565/student): \$ 4,234,046
- Reducing one year for 50% of 1st year students saves the State (1/2 of \$4,565/student): \$ 3,277,670

CR’s Changes (e.g. accelerating pre-collegiate courses, clarifying AD-Ts, e-monitoring progress)

- Reducing one year at CR saves the Student: \$ 10,122
- Reducing one year for 25% of 1,436 1st year students saves the College: (\$10,462 “core cost” per student for 359 students): \$ 3,755,858
- Reducing one year for 25% of 1,436 1st year students saves the State: (\$4,565 State payment per student for 359 students): \$ 1,638,835

HSU’s Changes (e.g. increase retention, reduce course failures, add internships, support diversity, increase mentoring):

- Reducing one year of HSU attendance saves the Student: \$ 22,824
- Reducing one year for 8% of HSU’s 2014 cohort of 1,386 1st time students: (\$15,670 “core cost” for 111 students)—saves HSU: \$ 2,117,023
- Reducing one year for 8% of HSU’s 2014 cohort of 1,386 1st time students: (\$8,807/student for 111 students)—saves State \$ 977,577

Finally, the Collaborative’s goal of increasing the number of North Coast students who attend Humboldt State University achieves two additional economic benefits. 1) Presently, fewer than 1/5 of HSU’s students come from the HSU’s service region. An increase in enrollment by local students would decrease the cost of recruitment efforts for Humboldt State University and lower the over-all cost of college attendance for students and their families. 2) Increasing the number of local students who complete college will benefit the local as well as State economy by delivering a full tax-paying worker to the employment ranks.

RISKS OR TRADEOFFS

7 The actions described in Section #5 are focused on reducing or removing the impediments to college enrollment and success, especially for students from groups underrepresented in college. It is a fact, however, that actions initiated by the best intentions still carry potential unintended negative consequences. These can arise from unique circumstances and individual cases impossible to anticipate. Examples of risks that can be anticipated are identified below, with steps identified to minimize the negative possibilities:

Potential Risks—Data Sharing: This initiative combines cross sectional and longitudinal data from multiple organizations and data sources. Successful program evaluation that assists in answering the question, “Did it work?” should include examining student trend patterns at the unit record level. It also should contain both quantitative and qualitative analyses that include a robust level of statistical rigor and adhere to best practice research standards.

- **Overcoming Potential Risks—Data Sharing—Institutional Review Board:** HSU's Policy for Protection of Human Subjects in Research protects the rights and well-being of human subjects of research and supports the research efforts of HSU faculty and students. The policy encourages recognition of the basic ethical principles for the use of human subjects: respect for persons, beneficence, and justice. As the lead in the Collaborative, HSU will utilize this policy for all work involving student data, submitting projects to the Committee for the Protection of Human Subjects in Research, also known as the Institutional Review Board (IRB). All student data related projects will comply with Federal regulations and will protect the rights and well-being of the subjects. All research personnel, including students, who have direct contact with research participants will complete the appropriate Collaborative Institutional Training Initiative (CITI) training and will be listed on the IRB application. (Scope and purpose of the IRB can be found at: <http://www2.humboldt.edu/irb/>.)
- **Overcoming Potential Risks—Data Sharing—FERPA:** The Federal Education Rights and Privacy Act (FERPA) defines a few appropriate, legal conditions for sharing student data. Sharing data across educational segments is lawful and warranted for specified purposes which pertain to the innovations described in this application. The right to access data is provided to other schools to which a student is transferring; specified officials for audit or evaluation purposes; and organizations conducting certain studies for or on behalf of the school—all conditions of this innovation. Data accessed for the Collaborative will be shared under a Memorandum of Understanding for each agency providing the access and will only be utilized for achievement of the Collaborative's goals.

Potential Risks— Creating or Continuing Stigmas: Traditional reluctance to openly and proactively share comparative data stems from a very real concern misuse or misunderstanding of the data. Student achievement data can be over-simplified within the community, with implications for teachers, students, administrators, and school boards. For example, low achievement data in one school and high achievement in another can lead to such concerns as these: “Are teachers at School X better teachers than those at School Y?” “Are students at school Y less capable of college prep work than those at School X?” Aggregated data about student performance is already available to the public, but compiling it in a format that allows deep discussions can also set the stage for assigning blame, finger-pointing, and stigmatizing.

- **Overcoming Potential Risks—Creating or Continuing Stigmas:** The potential to oversimplify data and responses to data must be addressed each time the data are reviewed. Importantly, the data should be shared in a way that invites deep conversations and that presses for “up-stream” answers (health and safety concerns impacting achievement, community expectations and experience, etc.). The goal of data sharing must be to focus on who has been successful in “moving the needle” in the right direction regardless of the starting point, and on sharing high-impact practices. To move beyond objections to sharing data, it is important for schools systems to create policies and precedents which honor openly looking at data and moving to powerful and lasting solutions over time.

Potential Risk—Reducing Pre-Collegiate Courses at Colleges: Some responses to the changes in pre-collegiate programs at community colleges suggest that students who are not prepared for college work will face greater challenges if they are thrown into college level courses without further preparation.

- **Overcoming Potential Risks—Reducing Pre-Collegiate Time at Colleges:** A system-wide move away from the one-size-fits all approach to preparatory courses offered by colleges does not eliminate support. Students who arrive at college apparently underprepared for college-level rigor may choose or be counseled to enroll in support courses concurrently with college-level credit classes, a practice which appears promising as implemented in colleges across the state and the nation. Effective counseling and progress monitoring is the appropriate mitigation for this risk, something the new Ellucian software will simplify and support.

Potential Risk—Labor Concerns: Some of the efforts described in Section #5 above could include changing of work conditions. For example:

- HSU’s Psych 104 restructuring involves a sort of “master teacher” relationship with lecturers and a uniform structure for delivery of the instruction;
 - CR’s restructuring of remediation options could reduce pre-collegiate sections and, thus, the employment status of some CR instructors; and it could further impact CR instructors by placing less-well-prepared students in the regular college program with skill sets still under development;
 - K-12’s data drill-down could appear to negatively expose teachers with low student achievement data to community criticism.
- **Overcoming Potential Risks—Labor Concerns:** Each member of the Collaborative with labor units that could feel or be negatively impacted by changes should take care to use best management practices to share the reasons for taking these steps with key leaders. Building buy-in from these important stakeholders is essential. Allowing them to understand and to help shape changes will go far toward creating and sustaining a culture that recognizes the primacy of student needs as well as the full merit of the reasons for increasing enrollment and accelerating progress toward completion of more students, especially those from underrepresented populations.

SUSTAINABILITY:

8 The Post Secondary Success Collaborative is an innovation with promise for exceptional durability. It is a sustainable innovation for the reasons described below:

Leadership: In recent years there has been significant turn-over at College of the Redwoods, but each new leadership team finds a strong, pre-existing relationship in place for continuing collegiality across the educational pipeline. Stable leadership at HSU has been helpful. In preparation for the retirement of the last president, maintaining the established and important relationships with CR and with the K-12 and business communities in Humboldt County was a piece of the transition carefully tended by all the partners. And while there is—as everywhere—regular turnover in Humboldt County among the leaders of the K-12 districts, three continuous decades of stable and consistent leadership at the HCOE has helped to stabilize the K-12 systems in the county and has preserved the central focus on county-wide collaboration with other organizations toward shared ends. The County Superintendent of Schools is known and respected and has been successful in leveraging additional resources from the business and philanthropic communities to enhance opportunities in Humboldt County.^{F1} While collaboration has been the continuous model, all parties anticipate that the strength of the new data sharing and planning model holds promise of furthering the efforts beyond what has been achieved to date, especially with regard to improving college-going/persistence among local youth. HSU team members will be especially crucial to the other partners in the Collaborative to sustain and continue finding and utilizing actionable data to make significant improvements.

Existing relationships among the application participants: The strong, long-term, collaborative relationships among the leaders of the partner institutions, regardless of who is at the helm in any given year, is a positive feature of the Humboldt community and a strong indication of the sustainability of the innovations described. Further, shared crises galvanize relationships, as evidenced in Humboldt over the past five years especially—from mutually weathering the state-wide fiscal crisis, to supporting CR through accreditation renewal, to the loss of future students (and support staff members) from Los Angeles in the violent accident en route to visit HSU. Each crisis has provided further demonstration that pulling together community-wide and across organizational boundaries not only has helped all to survive in the past but also brings about even better opportunities than were envisioned prior to the crises.

Institutional commitment: Each partner in the Collaborative has individually-devised goals focused on the outcomes also desired by the State. These are not new goals, but there is a renewed commitment and a shared sense of mission through this Collaborative that will be strongly supported by the new data tools and by collaborative analysis of the data to discover and respond to actionable data. Finding ways to “move the needle” will now be easier—from better strategies to improve early literacy, to best practices to strengthen teacher preparation, promising programs to increase preparedness for college— all of these efforts leading more local students toward rewarding careers that will also sustain the local economy.

External partnerships and leveraging resources: Three major foundations within Humboldt County provide significant funds for the projects described in this application. They and other partners are described below.

1) The Humboldt Area Foundation, founded in 1972 by Vera Perrott Vietor, began with a vision of building a better community. Through the generosity of the community, Mrs. Vietor’s original \$2.4 million has grown to more than \$78 million and has resulted in nearly \$60 million

in grants and scholarships to local charitable organizations and students throughout the North Coast community. The Humboldt Area Foundation is a key partner in the Decade of Difference initiative and the central agency in planning and implementing the Tuition Guarantee program.

2) The McLean Foundation supports education-related projects focused on the betterment of the community in which the family lumber business operated for many years. Since it was established in 2000, the Foundation has supported over \$12 million in grants throughout the community. Specific to this application, the McLean Foundation has provided funds for five years, through 2019, to support the Internship program at HSU which will launch in 2015.

3) The Headwaters Fund, in its first nine years of operation, has infused a total of \$16 million into the local economy. That \$16 million has leveraged close to \$40 million in additional funds. As its name implies, the Headwaters Fund is a source—a well-spring of funding for important economic development projects in Humboldt County. Like a “headwaters,” the Fund is often at the very beginning of a significant flow of ideas, energy, and money. The Headwaters goal is to make Humboldt County a more prosperous place to live. Its impact comes from being a catalyst for community development. The Headwaters Fund provides major support for the Decade of Difference Initiative.

4) College Access Foundation of California (CAF) is a private foundation that is committed to increasing the number of low-income students who attend and complete college across the State. Based upon the belief that improving college achievement is central to preserving California’s future, the Foundation works to provide low-income and historically underrepresented student populations with the knowledge, resources, and tools they need to make that achievement possible. Funds support programs and organizations that offer college scholarships, financial aid advising, and specialized support services to these students. The Foundation’s endowment is approximately \$400 million. The College Access Foundation provides funds to HCOE to support DoD initiatives consistent with the CAF program goals. It has also provided the funds for a year of technical assistance from the John Gardner Center to support the launch of the Post Secondary Success Collaborative’s use of data to improve decisions.

5) The region’s CalSOAP funding is equitably administered and distributed across the region through HCOE.^{F-3}

6) Local businesses: The Steering Committee for the Decade of Difference initiative includes eleven representatives from local businesses and industries which rely upon a strong local workforce for employees and leaders within their enterprises. Humboldt County is not a place where businesses can tap into a vast pool of skilled workers. The viability of the economics for this region depends upon strong local preparation of both the work force and of the community’s leadership. This dependence provides the impetus for local businesses to actively involve themselves in improving the educational pipeline in Humboldt County.

7) Local service organizations: A number of strong organizations throughout Humboldt County, most notably Rotary Clubs, have taken an active role in creating and supporting educational opportunities. The Eureka Noon Rotary Club is a major and continuous underwriter of the Humboldt County Science Fair, and most recently the Arcata Noon Rotary Club funded the grant placing ELITE Scholars—HSU’s former Foster Youth—in employment roles across the county.

9 ENGAGING STAKEHOLDERS:

A strong core group of stakeholders beyond the educational community has already been engaged in this effort through the Decade of Difference Steering Committee.^{G-1} Presentations to county and city leaders, public service messages on radio and television, training and placement of volunteers in classrooms through the Early Literacy program, and collaboration with the Humboldt Area Foundation Board of Directors has expanded stakeholder engagement over the past few years. Further engagement will be accomplished through the use of the new, inclusive, consistent, and collaboratively devised data tools for presentations to businesses and K-12 communities.

Achieving commitment to goals / changes to policies, practices, and/or systems:

Achieving commitment to the goals and to the changes, policies, practices, and systems will not be a challenge in Humboldt County. This is not a place where students leave school and melt away into a mass of humanity as can happen in a large metropolis. Educational outcomes are lived out publically and visibly across Humboldt County. Failures do not disappear.

The community at large is aware of the number of young people who do not move through the educational pipeline smoothly. Students whose educational pursuits are prematurely discontinued are unemployed or under-employed within the community once they leave school. Leading members of the community at large have articulated the crisis and have called for a strong response from the educational segments.^{G-2} The Post-Secondary Support Collaborative has established as its agenda to respond to this call for improvement.

Achieving commitment to these goals will not be a one-time activity. Persistent, consistent updates, presentations, and discussions of the goals—and of the actions taken to achieve the goals—will maintain commitment to the goals and, subsequently, to the policies, practices, and systems established to help achieve the goals. Built into the review and discussion is the opportunity for selective abandonment whenever policies, practices, and systems have been demonstrated to be minimally productive or, at worst, counter-productive.

Annual updated presentations of the data tool in every school district and in each college to faculty and key leaders will keep the goals prominent. Continued messages regarding the urgency of college preparation, enrollment, and completion will maintain commitment in the minds of the stakeholders. Progress will be celebrated as there is evidence that actions have succeeded in “moving the needle” in the desired direction. Successful innovations will be the result of utilizing actionable data to create impactful innovations, and each success will further engage stakeholders who will see the outcomes as evidence of the viability of the Collaborative’s efforts.

CHANGES SUSTAINED WITHIN EXISTING RESOURCES:

10The innovations described in this application can be sustained within existing financial resources. At some points this will require utilizing data to evaluate current resources and to recast them for greater impact. No activity or change listed in this document, in order to be implemented, requires the receipt of these or other “hoped for” (not yet committed) grant or award funds.

The actions prior to January 2015 have been achieved utilizing resources available within the institutions and the community or through seeking grants from private agencies. All plans referenced in this application for January 2015 forward are covered through current budget projections within individual organizations. This history of solid funding for actions related to the goals of this award is evidence of the institutional and community-wide commitment to achievement of those goals.

Actions calendared for completion through the Collaborative as a team are within the current scope of work of leaders and specifically assigned staff members at both institutes of higher education and within the Humboldt County Office of Education and the Decade of Difference initiative. These actions are within the scope of work described for and staffed by the Decade of Difference initiative funded through at least 2020 utilizing community resources.

To expand Preview Plus opportunities to local youth, HSU will continue the practice that has worked well previously: to supply lodging in “host” student dorm rooms, and to support the costs of Preview Plus activities (transportation to campus, meals, and activities) within the currently existing recruitment budget of the Department of Admissions.

As further evidence of progress toward the State’s goals and the HSU’s continuing commitment to achieving them utilizing existing resources, it is important to note that HSU is already showing an increase for completion of the B.A. degree by students from within the HSU service region—a contrast to other parts of the state.

11 **EVALUATION--** Outcome data will be utilized to make decisions about what policies, practices, and innovations to continue; what to modify or abandon; and what to try when data points seem “stuck.” The evaluation process will be characterized by academic rigor and will seek to answer the “So what?” questions pertaining to the innovations. Numerical targets are shown in Section 12.

Use of evaluation feedback to inform future changes: Completion of a data tool is the first task outcome for the Collaborative. This tool will be utilized to:

- a) evaluate & respond to college prep data from each Humboldt County high school;
- b) track college enrollment, retention, and 4-year graduation rates.

Based on the research, controlling for individual differences, the innovations described should yield appreciable results in the following areas:

1. Qualitative Evaluation:

The project will utilize a questionnaire to track student progress and success by capturing and communicating the students' stories. During high school senior year and upon admission to CR and to HSU, students from local high schools will be asked several questions about when they decided to go to college, why they chose CR or HSU, how they decided what pathway to pursue, how they are paying for college, and what will help them most toward completing college. Local students who finish a two- or four-year degree will also be asked to respond to simple questions that will inform the Collaborative about what has worked best to assist them to complete their degrees.

2. Quantitative Evaluation:

- a) Increase the number of Humboldt high school students, enrolled at either CR or HSU within a year after finishing high school, who are ready for collegiate-level courses measured by either the Early Assessment Program (EAP) scores or by other assessment and placement tools used by the colleges;
- b) Increase the number of Humboldt high school students who have completed the a-g requirements at the time of high school graduation, making them eligible for UC/CSU;
- c) Increase the number of CR students who transfer to HSU upon completion of an Associate Degree-Transfer;
- d) Increase the number of local students at HSU who graduate in four years;
- e) Reduce the achievement gap.

3. Quantitative measures to monitor annually:

- a. Near term (fewer than four years):
 - Significant percentage increase in number of local high school students who enroll directly into collegiate-level (non-remedial) courses at CR or HSU within one year of finishing high school, especially among underrepresented groups;
 - Significant percentage increase in number of local high school students who complete a-g requirements by end of high school, especially among underrepresented groups;
 - Significant percentage increase of students completing Associate Degree—Transfer programs at CR and enrolling at HSU (or any other CSU), especially among underrepresented groups;
 - Significant percentage increase in students completing a BA at HSU in four years.
- b. Long term (four years or more):
 - By 2019, a significant percentage increase of local students completing 4-year college degrees, in four years.

12 TARGET OUTCOMES—Targets are based on a system-wide effort deemed achievable: to improve by approximately 2%+ per year over four years, accelerating that rate for traditionally underrepresented students in order to close the gap. Targets are starting points only and will be reviewed annually, increased when movement suggests it is warranted.

Humboldt Cty. High Schools	Target Area of Increase	Baseline*** 2012-13	2015-17	2016-17	2017-18	2018-19
ALL	11 th Grade College-ready per EAP*	English 44% Math 58%	46% 60%	48% 62%	50% 64%	52% 66%
	Completed a-g Courses**	30%	32%	35%	38%	40.0%
Am Ind/ Alaska Nat.	11 th Grade College-ready per EAP	English 35% Math 0%	39% 5%	43% 10%	47% 20%	51% 30%
	Completed a-g Courses	11%	16%	21%	26%	31%
Asian	11 th Grade College-ready per EAP	English 33% Math 13%	37% 20%	41% 27%	45% 34%	49% 41%
	Completed a-g Courses	37%	39%	41%	43%	45%
Black/AfAm****	11 th Grade College-ready per EAP	Too few took it to report	46% 50%	48% 54%	50% 58%	52% 60%
	Completed a-g Courses	50%	52%	52%	54%	54%
Hisp/Latino	11 th Grade College-ready per EAP	English 27% Math 35%	31% 39%	35% 43%	39% 47%	44% 51%
	Completed a-g Courses	26 %	28%	30%	32%	34%
NatHaw/ Pac.Islander****	11 th Grade College-ready per EAP	Too few to report	46% 50%	48% 54%	50% 58%	52% 60%
	Completed a-g Courses	14%	18%	22%	26%	30%
White	11 th Grade College-ready per EAP	English 51% Math 60%	52% 61%	53% 62%	54% 63%	55% 64%
	Complete a-g Courses	33%	35%	37%	39%	41%
Two or More Races	11 th Grade College-ready per EAP	English 45% Math: N/A	47% 50%	49% 54%	51% 58%	53% 60%
	Complete a-g Courses	15%	19%	23%	27%	31%
Current/Former Foster Youth	11 th Grade College-ready per EAP	Not reported	46% 50%	48% 54%	50% 58%	52% 60%
	Complete a-g Courses	Not reported	16%	21%	26%	31%
Low Income	11 th Grade College-ready per EAP	English 33% Math 53%	37% 55%	41% 57%	45% 59%	49% 61%
	Complete a-g Courses	18%	22%	26%	30%	34%

*<http://eap2014.ets.org/viewreport.asp>

**<http://dq.cde.ca.gov/Dataquest>

***EAP data as of 2014-15 will include data on **all** 11th grade students as it becomes a mandated test for 11th graders. (Up to 2014-15, it was an optional test.)

****Year to year variation may be due to volatility of small sample sizes.

NOTE: Both HSU and CR utilized multi-year (HSU four year, CR six year) cohort data for baseline and set rolling multi-year targets to match the same period selected for the baseline cohort.

CR Baseline Cohort*: Percentage of degree, certificate and/or transfer-seeking students starting 1st time in 2007-08 tracked for six years through 2012-13 who completed a degree, certificate or transfer-related outcome. (Some data not reported on the Calif. Comm. Colleges Scorecard, indicated by N/A, will be reported through the Collaborative’s process beginning in Fall 2015.)

2007-08 through 2012-13	Completed by 6th year	Target: 2015-17	Target: 2016-17	Target: 2017-18	Target: 2018-19
ALL	43%	44%	45%	46%	47%
Am Ind/ Alaska Nat.	23%	5%	6%	7%	8%
Asian	37%	38%	39%	40%	41%
Black/AfAm	48%	49%	50%	51%	52%
Hisp/Latino	33%	34%	35%	36%	37%
NatHaw/Pac.Islander	40%	41%	42%	43%	44%
White	45%	46%	47%	48%	49%
Two or More Races	N/A	TBD	TBD	TBD	TBD
Current/Former Foster Youth	N/A	TBD	TBD	TBD	TBD
Pre-Collegiate (Not college ready)	36%	37%	38%	39%	40%
Low Income (Pell Eligible)	N/A	TBD	TBD	TBD	TBD
1st Generation	N/A	TBD	TBD	TBD	TBD

*<http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=161#home>

HSU Baseline: Cohort 2005-2009 and Four-Year Degree Completion Targets: The CSU Chancellor has recommended a goal of 8% increase by 2025 for HSU, based on comparisons with similar institutions nation-wide. HSU is committed to doing everything possible to meet this goal, including fully engaging in the Post-Secondary Success Collaborative. The 4% increase should be achieved by the half-way point of 2018-19, with higher rates set for traditionally underrepresented groups to close the gap.

2005-2008	Completed within 4 yrs	Target 2015-17	Target 2016-17	Target 2017-18	Target 2018-19
All	13%	14%	15%	16%	17%
Am Indian/ Alaska Native	6%	8%	10%	12%	14%
Asian	12%	13%	14%	15%	16%
Black/African American	6%	8%	10%	12%	14%
Hispanic/Latino	26%	27%	27%	28%	28%
Native Hawaiian/ Pacific Islander	7%	8%	10%	12%	14%
White	17%	17%	17%	18%	18%
Two or More Races	18%	18%	18%	19%	19%
Pell Eligible	10%	11%	12%	13%	14%
Pre-Collegiate	10%	11%	12%	13%	14%
1st Generation College Going	11%	12%	13%	14%	15%
From Humboldt Service Area (Local)	16%	17%	18%	19%	20%

HUMBOLDT STATE UNIVERSITY

Office of the President

January 8, 2015

California Department of Finance
Education Systems Unit—Innovation Awards
915 L Street, 7th Floor
Sacramento, CA 95814

Dear Review Committee:

This letter attests the full and active participation and support of the leadership within Humboldt State University for the Humboldt Post-Secondary Success Collaborative application for the Innovations in Higher Education Award. The Post-Secondary Success Collaborative is a major innovation in our approach to higher education on the North Coast.

HSU is taking a lead role in the collaborative efforts to increase B.A. completion and reduce the costs of a college education on California's North Coast. Our collaborative team includes College of the Redwoods, key members of the local philanthropic and business community, and, through the Decade of Difference (DoD) initiative of the Humboldt County Office of Education, all the participating DoD K-12 agencies within Humboldt County.

At HSU, in addition to dedicating our efforts to improving four-year B.A. completion rates and to reducing the cost of a B.A. to our students and to the State, we have also continuously committed to the goal of increasing the enrollment, persistence, and successful degree completion of underrepresented groups—including Black, Hispanic, Native American, and former Foster Youth students. The application for the Innovations in Higher Education Award will detail the rich variety of these innovations and our continuous improvement model of data analysis used to monitor and adjust our efforts for greater impact.

The work done in Humboldt County in partnership with the Decade of Difference has already had a positive impact on the college-going population in the contiguous counties of Mendocino, Trinity, and Del Norte, as well as on those students we actively recruit from beyond the North Coast, with specific efforts focused on the Bay Area and the Los Angeles basin.

We appreciate the opportunity to share with the Department of Finance the efforts underway through this collaborative.

Sincerely,



Lisa A. Rossbacher, Ph.D.
President



COLLEGE
OF THE
REDWOODS

December 18, 2014

California Department of Finance
Education Systems Unit—Innovation Awards
7th Floor
915 L Street
Sacramento, CA 95814

Dear Committee:

This letter attests the full and active participation and support of the leadership within College of the Redwoods to the application for the Innovations in Higher Education Award. The application highlights innovative collaborative efforts of the educational segments and the business community in Humboldt County.

For at least the past decade, such collaboration has been more habit than happenstance along the North Coast, but in the 2013-14 academic year this collaboration has kicked into higher gear to address the dire need of an educated citizenry in our own community; our own local students are woefully underrepresented in post-secondary programs. We are an active and integral part of the collaborative efforts to increase the number of local students completing college degrees.

College of the Redwoods is a key segment of the educational pipeline to four-year college degrees on the North Coast. We recognize the crucial role played by College of the Redwoods to reducing the cost of college for our students and for our state. As a part of our re-accreditation through WASC/ACCJC and in keeping with emerging laws related to students attending community colleges, we have committed to vigorously pursuing the goal of increasing enrollment, persistence, and successful degree attainment for all our students. To this end, we have focused our efforts on facilitating the transfer of our students to HSU with newly revised Associate Degree Transfer pathways.

We are also giving special attention to improving the rates of enrollment and completion of underrepresented groups, especially Native American and former Foster Youth, both of which are significant populations within our service area. The application for the Innovations in Higher Education Award articulates in detail the variety of these innovations and the data analysis used to monitor and adjust our efforts for greater impact. A piece of our work naturally involves creating a culture shift across campus to increase the impact of our design for student support.

The work done within Humboldt County’s boundaries in partnership with HSU and the Decade of Difference will have a positive impact on the college going population in the contiguous counties of Mendocino and Del Norte. Innovations collaboratively

*Office
of the
President*

7351 Tompkins Hill Rd.
Eureka, CA 95501-9300
707.476.4170

FAX: 707.476.4402



COLLEGE
OF THE
REDWOODS

developed from conversations within the educational segments of Humboldt County benefit all CR students.

We appreciate the opportunity to share with the Department of Finance the efforts underway within this collaborative.

Sincerely,

Kathryn G. Smith
President/Superintendent

*Office
of the
President*

7351 Tompkins Hill Rd.
Eureka, CA 95501-9300
707.476.4170
FAX: 707.476.4402



GARRY T. EAGLES, Ph.D., Superintendent

901 Myrtle Avenue, Eureka, California 95501-1294

Phone: 707/445-7000

FAX: 707/445-7143

www.humboldt.k12.ca.us

December 23, 2014

California Department of Finance
Education Systems Unit—Innovation Awards
915 L Street, 7th Floor
Sacramento, CA 95814

Dear Selection Committee:

I am writing this letter to give my full support to Humboldt State University's Post-Secondary Support Collaborative application for the Innovations in Higher Education Award. The Post-Secondary Support Collaborative provides the most recent and most promising system for increasing college-going and college completion by the students on California's North Coast.

I have served as a leader within the Humboldt County's education community for over 34 years. Cooperative efforts are not unusual among the education segments on the North Coast, but with new access to compelling comparative data, our whole community has come to embrace the vision of a more well-educated citizenry. There is broad general commitment toward the goal of assuring that our local students complete post-secondary programs.

The Humboldt County Office of Education has been an early-user of innovations to restructure education for over 25 years. Our collaborative projects with Humboldt State include a radical rethinking of teacher education at HSU, imbedding classroom experiences for aspiring teachers during their first year of college. Our partnerships have included one of the earliest early-college high schools in the State; outdoor education in our redwoods and coastal bioregions; coordination of college visits for all 7th and 8th graders and much more as outlined in the enclosed application.

We are strong and supportive partners to the mission of higher education on the North Coast. The Decade of Difference (DoD) initiative of the Humboldt County Office of Education brought in local businesses and philanthropic organizations to unite these wide-ranging and comprehensive efforts. Now, with the help of Stanford University's Gardner Center, using a unified system to share compelling data, all collaborative partners will select actions with the most promise for moving the needle to improve college-going and college-completion rates for our local students and to assure that the cost of college does not prevent local students of any income level from attending college. We will especially focus on increasing the enrollment, persistence, and successful degree completion of underrepresented groups—including Black, Hispanic, Native American, and former Foster Youth. We appreciate the opportunity to share with the Department of Finance the efforts underway within this collaborative.

Sincerely,

Garry T. Eagles, Ph.D.
Humboldt County Superintendent
of Schools



Making a Difference

901 Myrtle Avenue • Eureka, California 95501
 707-441-4552 Fax: 707-445-7180 <http://www.decadeofdifference.org>

November 2014

To Whom It May Concern:

This letter attests the full and active participation and support of the Decade of Difference (DoD) team in regards to Humboldt State University's submission of an Innovations in Higher Education award application. The DoD team has been an active participant in many ways with our regional Post-Secondary Pathways collaborative—made up of Humboldt State University, College of the Redwoods, and local K-12 organizations. We believe this partnership is both unique and exemplary.

Our three-way collaborative focuses on coordinating efforts 1) to assure our students are prepared for (or begin early) their college-level work; 2) that they have adequate funds to pay for college; 3) that they develop a rich understanding of post-college career options; and, 4) that they move through our educational pipeline smoothly and at an appropriately rapid pace with the assistance and support of the whole community.

DoD represents all participating K-12 agencies in Humboldt County consisting of 31 separate school districts with services extending beyond the borders of Humboldt and into Del Norte, Trinity, and Mendocino Counties. The DoD philosophy, spirit, and effort is having an impact on all college-going efforts in the service areas of our two local institutions of higher education: Humboldt State University and College of the Redwoods.

The DoD initiative is aimed at increasing and facilitating the success of students through all segments of the educational pipeline, from pre-school into and through college and to career attainment. DoD is motivated by the desire to assure the economic strength of the North Coast.

DoD supports all students and aims especially to increase enrollment, persistence, and successful degree attainment of underrepresented groups, with particular emphasis on large populations of Native American, low income, homeless, and Foster Youth. The application for the Innovations in Higher Education Award will articulate in detail the rich variety of these innovations and the data analysis used to monitor and adjust our efforts for greater impact.

We offer our complete support of Humboldt State University and believe our collaborative innovations are not only distinct but also replicable across the state.

Sincerely,

John Dalby, President, Redwood Capital Bank

Decade of Difference Steering Committee Representative

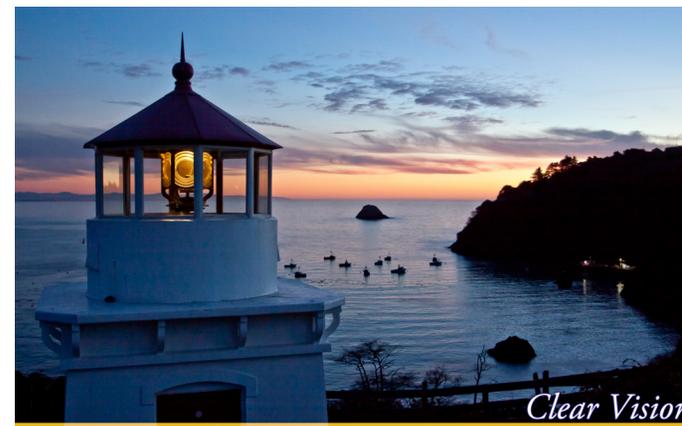


Inspired Youth • Vibrant Economy • Healthy Community



Decade of Difference Making a Difference in 2010-2020

Get Connected!



The Decade of Difference is a ten-year community initiative designed to prepare our youth to be contributing and productive members in our society, community, and economy.

Goals:

- 100% of 4th grade students will demonstrate grade level mastery in reading and math;
- 95% of entering high school freshmen will graduate with a high school diploma; and,
- 90% of high school graduates will continue their education and enroll in a post-secondary educational program.

Decade of Difference Making a Difference in 2010-2020

**Humboldt County Office of Education
901 Myrtle Avenue, Eureka, CA 95501**

For more information, contact:
Heidi Moore, Initiative Coordinator
at (707) 441-4502 or

Jenny Bowen, Community Outreach Coordinator
at (707) 441-4552

www.decadeofdifference.org



Early Success, Kindergarten Readiness & Early Literacy



Youth Entrepreneurship, Creativity & Innovation



College & Career Resources



Financial Literacy, Savings & Planning



Parent & Community Engagement



Professional Development & Teacher Training



College & Career Related



Student Planners:

A comprehensive daily planner that includes organizational tips, information regarding important local resources, college deadline reminders, and more. Students, teachers, and parents are encouraged to use this as an important communication tool between school and home. *(6th-12th grades)*



Kuder Navigator:

A web-based college and career exploration tool that navigates students through a process of assessing their post-secondary interest, and guides them to develop a plan that supports their goals. The tool includes resume builders, college search, interest assessments, access to peer reviewed portals, and an on-line portfolio.

(7th-12th grades)



I've Been Admitted to College (IBAC):

This program provides 7th grade students across the county with exposure to the wealth of courses and interactive workshops offered at our local community college, College of the Redwoods. Additionally, 8th grade students experience a similar exposure at Humboldt State University, our local CSU institution. Both programs include a focus on student support services, admission requirements, and financial aid overview.

All participating students receive a compact guaranteeing future admission.

(7th-8th grades)

Cash for College Workshops:

An interactive hands-on event held at our comprehensive high schools designed to provide parents and students the support needed to successfully apply for financial aid by completing the FASFA or Dream Act applications.

(12th grade/parents)

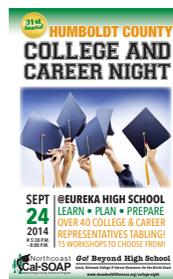
Northcoast Cal-SOAP:

The Northcoast Cal-SOAP Consortium provides academic tutoring and college advisement to low-income and first-generation students who have the potential to succeed in post-secondary education. Programs range from in-class tutoring and workshops on financial aid and how to apply for college, to college tours and college and career fairs.

(7th-12th grades)



Resources & Planning



Humboldt College/Career Night:

An evening designed to provide high school students and their families with information about college and career opportunities. College representatives from across California and the nation provide school specific information. Additionally, break-out sessions are held regarding NCAA eligibility, CSU and UC Admissions, the California Community College System, and financial aid.

(Public welcome, high school students/families encouraged)

High School Financial Aid Nights: Informational presentations for high school students and parents designed to explain and prepare for the FAFSA (Free Application for Federal Student Aid) or Dream Act application process.

(12th grade /parents)

“Ideas at Work” Middle School Career Camp:

This is a week-long summer camp, hosted at College of the Redwoods, for incoming 7th and 8th graders to explore the local Targets of Opportunity through their participation in interactive project-based courses. Students also participate in comprehensive industry tours with the camp culminating in a unique ‘show-and-tell’ for parents and families.

(incoming 7th-8th grades)

Financial Aid Lesson Plans: Six lesson plans have been designed to support Civics and Economics teachers with a comprehensive tool that engages 12th grade students in the successful completion of the FAFSA or Dream Act applications.

(12th grade students/Civics/Economics Teachers)

College Access Scholarship: This is a scholarship program designed to support eligible low-income and first generation students to help offset the costs associated with college. This program also provides ongoing advising and support to students who are prior scholarship recipients in an effort to increase successful degree attainment.

(Eligible 12th graders/Eligible for renewal in college)



College/Career Planning

Susi Huschle | (707) 601-4307

Cal-SOAP

Cindy Porter | (707) 441-3973

Financial Aid/Scholarships

Sue Benzinger | (707) 441-3927

Visit our website for more info.,
www.decadeofdifference.org



Go! Beyond High School FAFSA Completion Project

2014-15 Schedule of Cash for College Events for Humboldt & Del Norte County High Schools

School Site	Date	Day	Time	Location
Ferndale High	Jan. 6	Tues.	12:30-4:00 PM	Library
South Fork High	Jan. 7	Wed.	2:00-7:00 PM	Library
McKinleyville High	Jan. 8	Thurs.	2:00-7:00 PM	Library
Hoopa Valley High	Jan. 13	Tues.	2:00-6:00 PM	Computer Lab
Fortuna High (w/Dream Act)	Jan. 14	Wed.	2:00-7:00 PM	Computer Lab B
Del Norte High	Jan. 15	Thurs.	2:00-6:00 PM	Computer Lab A2
NEW! Humboldt Co Office of Ed	Jan. 15	Thurs.	2:00-7:00 PM	HCOE TRC Lab
Arcata High	Jan. 22	Thurs.	2:00-7:00 PM	Library
Eureka High (w/Dream Act)	Jan. 27	Tues.	2:00-7:00 PM	Navi Lab – M105

**Drop in basis/Open lab time* *Revised Dec. 10, 2014*

Seniors—Cash in on a \$2,000 Scholarship!

Here's how: attend a Cash for College workshop, complete an exit survey, submit the FAFSA or California Dream Act Application and apply for a Cal Grant by the March 2nd deadline. **You will then be entered to win a \$2,000 Incentive Scholarship!***

(*Other scholarship opportunities and student benefits also available. Winners will be selected by CSAC in a random drawing and announced in late Spring 2015.)



Presented by the **Go! Beyond High School FAFSA Completion Project**, through Humboldt County Office of Education's Decade of Difference Initiative, and in partnership with North Coast Cal-SOAP Program and the Financial Aid Departments at Humboldt State University & College of the Redwoods.

GO! Beyond High School
FAFSA COMPLETION PROJECT

Sue Benzinger, Financial Aid & Scholarship Lead
sbenzinger@humboldt.k12.ca.us | 707.441.3927
www.decadeofdifference.org/go-beyond



Inspired Youth • Vibrant Economy • Healthy Community





Go! Beyond High School FAFSA Completion Project

What to bring to a Cash for College Workshop:

- ✓ Driver's license, if you have one
- ✓ Alien registration number, if you are not a U.S. citizen
- ✓ Most recent 2014 income & tax information for you & your parent
(It's okay to estimate 2014 tax & income figures using last year's info if you don't have your 2014 tax return completed yet. You will need to correct this later on the Student Aid Report (SAR).)
- ✓ Most recent 2014 bank statements
- ✓ Any records of untaxed income such as welfare benefits, Social Security benefits, or child support payments
- ✓ List of colleges you are interested in attending
- ✓ Social Security card or number

ALL students planning to attend college or pursuing **ANY** kind of career technical training after high school should apply for financial aid through the FAFSA (Free Application for Federal Student Aid) or California Dream Act applications no later than March 2nd, and reapply every year!

IMPORTANT WEBSITES:

- Understand the FAFSA better by watching the videos in the "FAFSA: Apply for Aid" playlist at www.YouTube.com/FederalStudentAid.
- FAFSA: www.fafsa.gov
- California Dream Act Info: www.caldreamact.org
- Cal Grant & Cash for College Info: www.calgrants.org
- WebGrants4Students Info: www.webgrants4students.org

DON'T LEAVE FINANCIAL AID MONEY ON THE TABLE!!!

Remember...

The earlier you submit the FAFSA or CA Dream Act application after January 1st, the faster it will be processed, and the greater likelihood you will receive the MAXIMUM amount of financial aid you are entitled to.

**Apply online between
January 1st – March 2nd at
www.fafsa.gov or
www.caldreamact.org.**

Top 5
things
YOU
MUST DO
to
maximize
your
financial
aid...

1. Submit Free Application for Federal Student Aid (FAFSA) at www.fafsa.gov between Jan. 1 – March 2.
2. AB 540 students complete the free, secure online CA Dream Act Application at www.caldreamact.org between Jan. 1 - March 2.
3. Confirm that your high school submits your verified GPA for the Cal Grant program by March 2.
4. Apply for national & local scholarships. Check out free searches online and see your school counselor for help.
5. Talk to your family about paying for college. Tell them they can assist just by helping you complete the FAFSA.

GO! Beyond High School

FAFSA COMPLETION PROJECT

Sue Benzinger, Financial Aid & Scholarship Lead
sbenzinger@humboldt.k12.ca.us | 707.441.3927
www.decadeofdifference.org/go-beyond



Inspired Youth • Vibrant Economy • Healthy Community



Humboldt State University—Innovation Application #1: Post-Secondary Success Collaborative



2014/15 I've Been Admitted To College
Middle School College & Career Readiness Program
 Sponsored by Decade of Difference 2020 Initiative

I've Been Admitted To College is a program for 7th graders to visit College of the Redwoods (CR) and 8th graders to visit Humboldt State University (HSU) so that students can get a taste of what college is like and provide information about what they can do to get go beyond high school. It's about motivating them and getting them excited about post-secondary training and education. In the process of these campus tours, they realize that their education is relevant for their future.

It is important to get the students onto the campuses as this first-hand experience inspires the concept that they really can do this. After touring the campus and learning about how to prepare academically they receive a certificate, called a Compact, stating they have already been admitted - if they do their part. This removes one of the barriers students face about not being equipped for college. They know what is required of them academically and that motivates them to excel.

In addition to their Compact, students also receive a resource folder containing useful next-step information for they can review with their parents/guardians to plan choices that are right for them.

1289 8th graders will visit HSU and 1154 7th graders will visit CR, comprising 30 schools across the county.

Aldergrove Charter	Freshwater Charter	Pacific Union
Big Lagoon	Hoopla El	Redwood Prep Charter
Bridgeville	Hydesville	Scotia
Burnt Ranch	Jack Norton	South Bay MS
Casterlin	Loleta El	Sunny Brae MS
Coastal Grove	Mattole Charter	Toddy Thomas
Cuddeback	McK MS	Trinidad
Ferndale El	Miranda MS	Trinity Valley
Fieldbrook	Monument	Winship MS
Fortuna MS	Orleans Elementary	Zane MS

PARTNERSHIPS FOR SUCCESS



Case Studies in Successful Collaboration Between Child Welfare and Higher Education

September 2013

Humboldt State University—Innovation Application #1: Post-Secondary Success Collaborative

- * The Committee served as a liaison for the placement of California Social Work Education Center (CaISWEC) MSW students on various college campuses to work directly with Foster Youth attending those campuses;
- * The Committee secured a CALSWEC MSW student to be stationed at the Children's Courthouse to talk with transition-aged youth when they came to court for their hearings.
- * Efforts are currently underway to create a more user-friendly interface for the ILP program's online portal along with an outreach campaign to make youth aware of services available through ILSP.

Humboldt County

Formation: Humboldt County's collaboration grew out of the California Connected by 25 Initiative (CC251) which provided funding for the Humboldt County Child Welfare Services Agency to build comprehensive foster youth supports and services for youth ages 14 through 24. An essential component of this effort was focused on improving educational outcomes and the Humboldt County Foster Youth Education Steering Committee was created to address education-related issues. In 2009 a subcommittee on higher education was established apart from the larger steering committee, to address the unique issues and needs related to foster youth participation in post-secondary education. In addition, as part of the CC251 effort, funds were used to bring in an outside consultant to advise on improving collaboration between the Child Welfare Services and higher education.

Participants: The core group of the sub-committee consists of representatives from College of the Redwoods, Humboldt County Office of Education Foster Youth Services, Humboldt County Department of Health and Human Services - Child Welfare Services, (including the Independent Living Skills Program and Transition Age Youth Program), Talent Search (Federal TRIO Program), Humboldt County Probation and Humboldt State University.

Organizing Structure: The Higher Education Sub-committee meets about two times a month for an hour and a half. The organizing structure of the Higher Education sub-committee meetings tends to be fairly informal. The core group is very task-oriented and focuses on larger system issues rather than specific cases. The meetings usually include a check-in that allows for cross system information sharing followed by a discussion of specific issues or upcoming events. Coordination that is necessary regarding specific case scenarios is generally dealt with separately over the phone or by-mail as issues arise.

In addition, many members of the Higher Education sub-committee have assisted with the local Beyond the Bench events, which are coordinated out of the office of the Humboldt County Superior Court. The Beyond the Bench meetings are organized by the Juvenile Court Judge with assistance from a newly created educational liaison position housed within the Child Welfare Services Agency and other committee participants. The location of these meetings at the courthouse facilitates the participation of the child welfare judges.

Accomplishments:

- * Built a strong network of collaboration around issues related to access and success in post-secondary education.

Humboldt State University—Innovation Application #1: Post-Secondary Success Collaborative

- Creation of a Standing Court Order which allows all major agencies to communicate with each other in regards to foster youth educational issues without individual Releases of Information. This was a very significant piece that opened up many doors to improve collaboration.
- A mentorship program has been initiated with students from the Social Work and Sociology Departments serving as mentors to youth entering college.
- Publication of the Humboldt County Interagency Education Guide to which Indian tribes, child welfare, minor's attorneys and juvenile probation contributed. The guide is updated annually and provides an overview of the legislative mandates related to foster youth and education.
- Hosting of a yearly foster youth luncheon for 6th-12th graders with approximately 55-60 youth in attendance each year. This event alternates between the local community college and Cal State University and has taken place for five years. Funding has come from a variety of sources including the Rotary Club and Humboldt State University. College and university staff organize the event and the Child Welfare Agency provides transportation for youth and outreaches to eligible foster youth. Over time the planning of the event has become progressively more youth driven.
- Organized a series of team-based trainings for foster parents, CASA volunteers and probation staff. The training covers the basics of higher education such as the A-G requirements, the role of supportive adults in encouraging students to pursue higher education, working with tribal students, etc.
- Creation of relationships with college campuses to facilitate transition to college. For example, College of the Redwoods now conducts outreach efforts to help new foster youth students get registered and settled. Foster youth are able to get individualized attention including direct linkages to appropriate persons within campus departments such as admissions and records, financial aid, Disabled Students Programs and Services and student assessment.
- Creation of the Elite Scholars program for foster youth attending Humboldt State University.
- Creation of an agreement with the Talent Search program at Humboldt State (a pre-college program that provides services to help improve the academic strengths and college readiness of students in the 6th through 12th grades) that guarantees admission into the program for foster youth who are referred by participating agencies.
- Ongoing work to create a program that allows Elite Scholars to mentor younger foster youth.

RECOMMENDATIONS

The recommendations below are a compilation of ideas that emerged from interviews with collaborative participants from the counties described above.

- * Take the time to find the right contact within each agency and at each campus. If the effort is being initiated by the child welfare agency, the FYSI liaison or the EOPS program can be a good place to start to identify participants from the local community colleges. Many public four-year universities have foster youth specific campus support programs or foster youth

Alliance Humboldt

Partnership for Clinically-Based Teacher Preparation

This partnership focuses on transforming teacher preparation from the traditional course-based preparation with student teaching at the end to classroom experiences from the onset with coursework woven around clinical practices.

Partnership Goals and Outcomes:

- Establish clinically-based teacher preparation program with a focus on improving PreK-12 student learning, motivation, and achievement
- Establish a culture of PreK-18 partnerships at PreK-12 and post-secondary educator preparation programs
- Enhance pre-service and in-service educator programs
 - ✓ job-readiness upon completion
 - ✓ understanding of school systems
 - ✓ focus on student learning, motivation, and achievement
 - ✓ practice utilizing high-impact instructional strategies
 - ✓ extensive experience collaborating with practicing educators and community leaders

Program Phase / Undergraduate Year	Sample Courses	Clinical Preparation / Classroom Placement
Pre-Professional: Freshman	Freshman Experience Observer/Participation Methods	Directed Classroom Observations
Pre-Professional: Sophomore	Developmental Literacy Math/Science Processes Exceptional Individuals	Early Literacy Tutoring: Reading and Math Special Education Observations
Option: Transfer Bridge / Pre-Professional Phase Equivalency		
Professional: Junior	Math for Elementary Educators Literacy Pedagogy Science Processes and Pedagogy Social Sciences for Teachers	Clinical Tasks with Small Groups: Reading and Math Preparing and Delivering Science and Social Science Experiences 2 Half-day Placements
Professional: Senior	Math/Science/Arts Integrated Lang Arts/Soc Sci Integrated Physical Education	Assessing, Delivering, Creating Lessons All Content Areas Integration Emphasis 1 Full-day Placement
Option: Post-Baccalaureate/ Professional Phase Courses		

Decade of Difference Goals:

- Preparing youth to be contributing and productive members in our society, the community, and economy
- Targeted services to and partnership with pilot districts and schools
- Parent, business, and community involvement
- Teacher training



Alliance Humboldt

Partnership for Clinically-based Teacher Preparation

1. What is Alliance Humboldt?

Alliance Humboldt is a strategic partnership between Humboldt County K-12 schools and Humboldt State University which seeks to implement clinically-based teacher preparation. The partnership is a key component of the Decade of Difference community initiative. The ultimate goal is to support K-12 student learning.

2. What is Clinically-based Teacher Preparation (CBTP)?

CBTP encompasses various state and national initiatives that seek to transform teacher preparation. Commonly, these involve moving away from traditional university/course-based preparation with student teaching as the culminating event to a program in which school-based coursework and fieldwork are completely integrated and extensively supervised as part of a strong partnership between schools and universities.

3. What are the key features of CBTP?

- **Strategic partnerships** are formed between K-12 partners and the university.
- **Specific sites** are designated and funded to support embedded school-based teacher preparation with teacher educators and mentors who are rigorously selected and prepared.
- The teacher preparation program is **jointly designed, implemented and evaluated** by university and school districts.
- **Clinical preparation is integrated** throughout every facet of teacher education.
- A candidate's progress is continuously judged on the basis of data **with K-12 student learning as the focus**.

4. Is there an ideal or model for CBTP?

While several models exist, these were formed as a result of K-12 and university partnerships which may or may not reflect our local demographics, needs and resources. Alliance Humboldt seeks to design, implement and evaluate a model that meets our local needs.

5. Where can I learn more about CBTP?

- Transforming Teacher Education through Clinical Practice: A National Strategy to Prepare Effective Teachers (2010). National Council for Accreditation of Teacher Education.
<http://www.ncate.org/LinkClick.aspx?fileticket=zzeiB1OoqPk%3d&tabid=715>
- Darling-Hammond, L. (2000). How Teacher Education Matters. *Journal of Teacher Education*, Vol. 51 (3), 166-173.
- Darling-Hammond, L. (2006). *Powerful teacher education: Lessons from exemplary programs*. San Francisco: Jossey-Bass.
- The Clinical Preparation of Teachers: A Policy Brief. American Association of Colleges of Teacher Education (2010). http://www.oacte.org/pdf/ClinicalPrepPaper_03-11-2010.pdf
- Zeichner, K. (2010). Rethinking the Connections between Campus Courses and Field Experiences in College and University-based Teacher Education. *Journal of Teacher Education*, Vol. 61 (1-2), 89-99.

Humboldt State University—Innovation Application #1: Post-Secondary Success Collaborative

2014 Gateway Student Success Summit Agenda**Friday January 31****Location: AT 103/104**

- 11:30am Welcome and Summit Overview— President/Superintendent Kathy Smith
Welcome from Academic Senate—Bob Brown
- 12:00 pm General Information
- Our Community: Our Student Success Data (*30 minutes*)
Presenter: Angelina Hill
- Impact of the new K-12 Common Core (*30 minutes*)
Presenters: Coleen Parker, Principal Del Norte High School
Erin Wall, Associate Dean of Humanities
- Improving student success: A panel discussion on what we're doing. (*60 minutes*)
Panelists: Peter Blakemore, English Professor
Jay Dragten, Counseling/Articulation Officer
George Potamianos, History Professor and Curriculum Committee
Chair
Julia Peterson, Director of Business Training Center and Noncredit
Sheila Hall, Director of Counseling and Advising
Chris Gaines, Professor of Business
Michael Dennis, Professor of Economics and Business
Todd Olsen, Math Professor
Facilitators: Kintay Johnson & Paul DeMark
- 2:00 pm Discussion Roundtables—Identifying Ideas for follow-up.
- Improving alignment between high school and college curriculum
Facilitators: Erin Wall & Bob Brown
- Closing the achievement gap for underrepresented population
Facilitators: Tracey Thomas & Angelina Hill
- The High School to Community College to University/Employment Pathway
Facilitators: Sheila Hall & Keith Snow-Flamer
- 3:00 pm Brief report out
- 3:30 pm Closing— President/Superintendent Kathy Smith

Humboldt State University—Innovation Application #1: Post-Secondary Success Collaborative

From: Marty Campbell [mailto:mcampbell@collegeaccessfoundation.org]

Sent: Friday, September 26, 2014 9:08 AM

To: Heidi Moore; Garry Eagles; Jon Sapper

Cc: Tamara Moore; Amy Gerstein (Gerstein@stanford.edu); Baharav, Hadar (hadarb@stanford.edu)

Subject: Potential next steps with John Gardner Center

We have been pleased to support outreach by the John W. Gardner Center to discuss your current collection and use of data to inform the Decade of Difference (DoD) **college and career readiness and college-going strategies**. The Gardner Center engaged with you as well as four other community initiatives that the [College Access] Foundation currently supports.

The purpose of this outreach was to introduce the Gardner Center to you, explore together your needs, capacities, and practices in data collection, sharing, reporting, and use in decision-making, and identify opportunities for your data capacity development. We offered this support in response to your expressed interest in expanding your use of data to both focus and leverage key stakeholder commitments toward your community partnership's goals. We hope you found this first round of visits and interactions to be informative to you and your partnership.

While we had initially thought that we'd conclude this first outreach phase with data capacity-building plans co-developed with you, we now recognize that more groundwork is needed across all of our partner sites in terms of strategy development and guiding questions in order to clarify the associated data and research needs to ensure any data plan is tailored to your goals.

Themes from initial meetings and site visits: Gardner Center's initial conversations and site visits with you and our other community initiatives helped us better understand the role that data plays in your work. We identified that community initiatives vary widely in several dimensions, including how they relate to data, in their data capacity, and how they use data, as follows:

- *Relationship to data:* Sites varied in their attitude toward data and the purpose and audience for the data (e.g., accountability; planning; decision-making; or learning).
- *Data capacity:* The Gardner Center distinguishes between *technical capacity* and *conceptual capacity*. The former includes data availability, ownership, linking, data management systems, and human capital for data management and analysis; the latter represents data as it concerns the community initiative's stated goals. Again, there is variation in sites across both of these dimensions of data capacity.
- *Data use:* Sites also varied in whether data is actually used – a practical expression of a site's relationship to data and its data capacity

The variation across the community initiative sites suggests that any capacity building work that might be undertaken would necessarily look different in each community.

More specifically for DoD, the Gardner Center team found that DoD partners share a commitment to their common goals, and to using data. Both staff and community partners described the value of data for informing and evaluating their work. Over time, the collaborative has made substantial progress integrating data into its work and using data to inform and target its efforts. Specifically, creating and using early literacy assessment tools has proven to be very useful at the student, teacher, and school levels. In addition, the local community foundation is beginning to collect regional data on scholarships. These represented initial steps in using data. However, DoD needs to expand its use of data to more consistently use data outside of its programs, and to

follow scholarship and non-scholarship students along the K-post-secondary (and into the workforce) continuum.

We understand that HCOE expressed interest in capacity building in relation to its objectives. Your team described a set of priorities for future work, all related to data use within DoD: (a) identify indicators for success, (b) link data across multiple districts and agencies to assess progress and inform learning, and, (c) establish a strategy for the evaluation of the work. As DoD partners engage further in discourse and activities aimed to engage stakeholders more deeply in reform efforts and to increase your conceptual capacity as defined above, you will gradually clarify what data to collect and track, and for what purposes. Along the technical capacity front, support will likely be needed regarding data linking permissions and securing Data Use Agreements (DUA) that will open the door for data linking. Finally, with your recent planning grant from the Foundation to develop a regional college completion agenda, you have an opportunity to explore local, state and national approaches and strategies to improve degree attainment. These are areas that Gardner Center could provide technical assistance and coaching to you, as described further below.

Next steps: To build on this initial outreach, our Board recently approved a one-year grant to the Gardner Center to provide the following supports to HCOE on behalf of the DoD in this next phase of work:

- 1) Assist you to map your strategy, articulating short- and long-term outcomes that address targeted individual student and systems changes.
- 2) Coordinate with your consultants to help inform the planning process for a regional college access and completion plan and align strategy.
- 3) Co-develop a plan for data use and development of data infrastructure and key questions to guide data collection, linking, analysis, and use.
- 4) Serve as a resource and coaching support on methods to collect and use data to advance partnership and ultimate equity goals.
- 5) Conduct targeted research to support your partnership's work as appropriate, including reviews of promising practices in the literature, policy scans and/or memos

This work will involve both site visits by Gardner Center staff and consultation with you and your consultants by email and phone. In addition, we will organize a convening of representatives from the Community Initiative sites for 1-2 days next spring in Oakland. The convening will provide an opportunity to share current practices, surface common goals, and learn about various approaches to using data to inform decision-making and in cross-sector and cross-system data interpretation and use.

We are eager to move forward with this support for you if you agree and look forward to continued partnership.

With kind regards,

Marty Campbell
Chief Learning Officer
College Access Foundation of California
One Front Street, Suite 1325, San Francisco, CA 94111
Phone: [415-287-1825](tel:415-287-1825)
www.collegeaccessfoundation.org | Follow us on [Twitter](#)

Humboldt State University—Innovation Application #1: Post-Secondary Success Collaborative

COLLEGE OF THE
REDWOODS**Cross Institution Infographic Toolkit Project: July 2014****Introduction**

Following a productive data share session on June 26 with each project participant, we want to further frame and focus our collective infographics data project.

Planning framework

Continuing the conversation begun in July between HCOE, HSU, and CR, we want to encourage each participant to think about this data infographic project in the context of your work. **Please use this framework for collaborative planning among your team prior to our next conversation.** Note that page 3 includes a range of examples of sample content.

Step 1

Start with your organizational direction—goals, strategies, context. *Ask: What matters most to us today?*

HSU- local enrollment trends. Can we increase our enrolled freshman who matriculate from local high schools? What does that data tell us in terms of past trends? Current realities? How do our local grads do relative to successful completion? Are there efforts we can implement to improve? Where are our HS graduates placing on the EAP or other placement exams relative to transferable ELA and/or mathematics?

CR- same as above.

HCOE/K12- What happens to our local graduates? How successful are they? How do we know? What are the gaps in data that we do not have current access To? What does the data tell us regarding the quality of preparation K12 has engaged in?

Step 2

Identify a primary audience for this project. *Ask: Who do we most need to reach and engage?*

Cross communication between HSU, CR, and our local high schools for the purpose of intentional and meaningful data sharing. This will set the stage for careful across institutional analysis of our efforts and outcomes and will help identify priorities in moving forward.

Step 3

Define an objective that this project can help you achieve. *Ask: What is our tangible measure of success?*

Currently, not structure exists for the confidential sharing of data across institutions. In that CR is a logical feeder to HSU and our local high schools are logical feeders to both CR and HSU, it is imperative that we all know how we are doing relative to the bottom line...graduating students with AA and or BA degrees within a timely period. We want to develop a confidential and appropriate data sharing relationship amongst and between institutions to be able to identify areas of relative strength and areas where collaborative efforts can be employed to improve outcomes.

Humboldt State University—Innovation Application #1: Post-Secondary Success Collaborative

Step 4

Name your primary delivery method/media. *Ask: How will we convey information with this audience?*

The Post-Secondary Strengthening Committee team that represent as wide cross section of HSU, CR, and local K12 representatives including but not limited to higher education leadership, Deans, K12 Superintendents, Principals, and faculty across institutions.

Step 5

Choose the primary data to feature. *Ask: What information is essential to our communication?*

An analysis of where our high school graduates (by local high school) have enrolled in post high school graduation as well as how well they have done relative to successful degree obtainment. Are there variances between local high schools? If so, why? How can we leverage those successes. What strategies will yield significant positive change?

Step 6

Explore other applications that can amplify your communication. *Ask: How else can we share this data?*

We envision sharing individual high school data with each high school and their district representation along with successful practices that have been demonstrated to improve outcomes. It is not our goals to "out" individual school performance in a public manner at this time, rather hope the internal sharing of data will elevate the importance of our collective job to provide the highest quality, and most relevant education possible to set the stage for successful participation and completion in higher education.

Project outputs

We will collectively create an infographic template that highlights the information we believe is important to guide future instructional and policy related decision making and prioritization. The template will allow for customization as appropriate.

■ TRANSFER (ADT)

About the program

The new joint transfer program from the California Community Colleges and the California State Universities makes it easier for students like you to transfer between the two school systems. For the first time in California history, community college students who complete a new AA-T or AS-T will be guaranteed admission to the California State University (CSU) system. With this new degree, you have the opportunity to complete two degrees with only 120 units if you apply and are admitted into a similar degree program.

Through the new program, students who complete an AA-T or AS-T will be given a special GPA advantage when applying to CSU impacted campuses or majors.

The best part of the deal? Students with an AA-T or AS-T enter the CSU system with junior standing. Students who are admitted to a program that has been deemed similar will need only 60 more semester units (or 90 quarter units) to complete a bachelor's degree.

Completion Requirements

1. Completion of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including both of the following:

- a. The Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education – Breadth Requirements.
- b. A minimum of 18 semester units or 27 quarter units in a major or area of emphasis, as determined by the community college district.

2. Obtainment of a minimum grade point average of 2.0.

ADTs also require that students must earn a C or better in all courses required for the major or area of emphasis. A "P" (Pass) grade is not an acceptable grade for courses in the major.

Degrees within this Program:

- Associate in Arts in History for Transfer
- Associate in Arts in Psychology for Transfer
- Associate in Arts in Studio Arts for Transfer
- Associate in Science in Early Childhood Education for Transfer
- Associate in Science in Mathematics for Transfer
- Associate in Arts in Political Science for Transfer
- Associate in Science in Physics for Transfer

Similar Degrees/Certificates offered at CR:

- Associate of Arts Degree, Liberal Arts: Agriculture
- Associate of Arts Degree, Liberal Arts: Behavioral & Social Science
- Associate of Arts Degree, Liberal Arts: Business
- Associate of Arts Degree, Liberal Arts: Fine Arts
- Associate of Arts Degree, Liberal Arts: Humanities, Language & Communication
- Associate of Arts Degree, Liberal Arts: Mathematics
- Associate of Arts Degree, Liberal Arts: Science
- Associate of Arts Degree, Liberal Arts: Science Exploration



**Associate Degree
for Transfer**
A Degree with a Guarantee.™

Transfer Opportunities

- Visit the "A Degree With a Guarantee" website at <http://adegreewithaguarantee.com/> for more information on transfer opportunities.

For more information

- CR Counselor Jay Dragten
707.476.4108
jay-dragten@redwoods.edu

Students considering transfer to another college or university should see a counselor or academic advisor before selecting additional courses and electives.

DEGREES AND CERTIFICATES

Transfer Degrees from CR to HSU

Note: Associate Degrees for Transfer (ADTs) were developed state-wide using Transfer Model Curriculum (TMCs) agreed to by both the California Community Colleges and the California State Universities. To date, CR has adopted and developed the following ADTs that allow a CR graduate to transfer to HSU as a junior and earn the following HSU degrees by completing an additional 60 units.

<u>CR ADTs</u>	<u>HSU TMC Degrees</u>		<u>Similar/ Compatible</u>
Early Childhood Education	BA	Child Development	Similar
History	BA	History	Similar
	BA	Geography-General	Compatible
	BA	Native American Studies-General	Compatible
	BA	Philosophy-General	Compatible
	BA	Political Science-General	Compatible
	BA	Religious Studies-General	Compatible
	BA	Sociology-General	Compatible
Mathematics	BA	Applied Math	Similar
	BA	Math	Similar
	BA	Geology	Compatible
Physics	BA	Physics-General	Similar
Political Science	BA	Political Science-General	Similar
	BA	History	Compatible
	BA	Communication-General	Compatible
	BA	Critical Race, Gender & Sexuality Studies	Compatible
	BA	Religious Studies-General	Compatible
Psychology	BA	Psychology-General	Similar
	BA	Criminology & Justice Studies-General	Compatible
	BA	Critical Race, Gender & Sexuality Studies	Compatible
	BA	Philosophy-General	Compatible
Studio Arts	BA	Art Studio	Similar
English	BA	Literary Studies	Similar
	BA	Communication-General	Compatible
Geology	BA	Geology	Similar

Humboldt State University—Innovation Application #1: Post-Secondary Success Collaborative

CR ADTs	HSU TMC Degrees	Similar/ Compatible
<i>Pending Chancellor's Office Approval</i> -----		
<i>Anthropology</i>	BA Anthropology - General	Similar
	BA Criminology & Justice Studies - General	Compatible
	BA Geography-general	Compatible
	BA Native American Studies	Compatible
	BA Psychology-general	Compatible
	BA Sociology-general	Compatible
<i>Business Administration</i>	BS Accounting	Similar
	BS Finance	Similar
	BS International Business	Similar
	BS Management	Similar
	BS Marketing	Similar
	BA Communication-General	Compatible
	BA Geology	Compatible
	BA Applied Mathematics	Compatible
	BA Mathematics	Compatible
<i>Kinesiology</i>	BS Exercise Science/Health Promotion	Similar
	BS Pre-Physical Therapy	Similar
<i>Sociology</i>	BA Sociology-General	Similar
	BA Anthropology-General	Compatible
	BA Criminology & Justice Studies-General	Compatible
	BA Geography-General	Compatible
	BA History	Compatible
	BA Critical Race, Gender, & Sexuality Studies	Compatible
	BA Child Development	Compatible
	BA Native American Studies-General	Compatible
	BA Philosophy-General	Compatible
	BA Political Science-General	Compatible
	BA Psychology-General	Compatible
	BA Religious Studies-General	Compatible
<i>Administration of Justice</i>	BA Anthropology-General	Similar
	BA Criminology & Justice Studies-General	Compatible
	BA Political Science-General	Compatible
	BA Psychology-General	Compatible
	BA Sociology-General	Compatible
<i>Communication Studies</i>	BA Communications-General	Similar

Humboldt State University—Innovation Application #1: Post-Secondary Success Collaborative

Narrative

Statement of Need

Humboldt State University (HSU) has made great inroads in being a leading edge catalyst to increase the college going, retention, persistence, and graduation rate for former foster youth. In 2011, staff began documenting incoming students who had self-identified as former foster youth. Recognizing a need, the ELITE Scholars (Excelling and Living Independently through Education) Program was established. (See Attachment 1) Our program is an “opt out” program. Thus, every student that is self-identified via the California State University application or the Free Application for Federal Student Aid (and verified by HSU Financial Aid staff) is automatically enrolled in the ELITE Scholars Program and eligible for services.

During our initial review we discovered that a large number of the former foster youth currently enrolled in HSU are from the Los Angeles area (approximately 14 hour drive south of campus) not from the local area; we also receive a large portion of our students from California Community Colleges (CCC). The majority of the Southern California former foster youth have been referred to HSU by alumni, social workers and/or counselors because of the slower pace of living and HSU’s ability to offer them a 22:1 student to professor ratio.

Bay Area/Sacramento	Central California	Transfer from Community California College	Local High Schools (Humboldt, Trinity, Mendocino Counties)	Los Angeles Area High Schools
17	3	46	9	47
14%	2%	38%	7%	39%

One of the challenges for students at HSU is our geographic location. The campus is located within the “Redwood Curtain” a local term referring to the lack of available metropolitan activities (shopping malls, nightlife, arts and entertainment). Many of our former foster youth report feeling isolated and it isn’t long before many begin to withdraw. Out of that need the ELITE Scholar support program was designed and implemented. Its staff is committed to empowering former foster youth to succeed in navigating the academic pipe-line in their pursuit of a quality college education.

Of concern to us is the number of students who are working full-time, in low paying positions, off campus. Students are not able to participate in campus activities and/or events. They have limited time for studying and they are working in jobs that are not related to their intended field of study. Although there is benefit in these placements we would like to explore the ability to set-up opportunities for students such as: professional memberships, job training workshops/events, faculty projects and research, major related placements/internships and more on-campus work.

The unemployment rate in Humboldt County remains around 8% as compared to the National rate of 6.7%. Unemployment claims increased by 39.8% and unemployment claims increased by 7.0 from this time last year. (Humboldt Economic Index – January 2014) Due to the depressed economy in Humboldt County and the lack of employment opportunities the competition for minimum wage positions is fairly competitive. Several of our students have had to rely on grave yard shifts to seek supplemental funding for their education. This is problematic, due to lack of sleep.

Humboldt State University—Innovation Application #1: Post-Secondary Success Collaborative

Project Overview

We are looking to implement a strong strategically placed employment and career training program for ELITE Scholars at HSU. Our goal is to establish a program that validates the university's curriculum in a working environment for students. Students will not only gain exposure to available employment in their intended field of study, but also increase their employability skills; those that can be utilized across all industries. Students will increase their confidence as they develop their communication, writing, problem solving, decision making and interpersonal and strategic skills. In addition, we want to provide ELITE Scholars with training to assist them in becoming cognizant of traits of effective employees: dependable, positive attitude, self-disciplined, professional and independent.

Last year, with the decrease in Chafee funds in California, Chafee awardees were notified mid-fall that funding had run out. They were then forced to scramble to secure funds originally deferred by HSU Financial Aid. Most ended up taking out loans; while others dropped out completely. Fortunately, a few were able to utilize AB12 funding from their home county. We are looking to establish on- and off-campus job placements where students can improve their employment marketability skills and boost their resumes.

With adequate funding, we hope to increase student engagement through a variety of endeavors. On campus positions can be obtained that will groom them for professional careers, build their confidence and, most importantly, add relevance to their college curriculum. We will develop a campaign to increase awareness of the availability of community work study as an incentive for businesses to hire students and federal work study for on-campus jobs. There are many such jobs available on and off-campus. For example, students could work as tour guides; showing prospective students around campus will improve their speaking and presentation skills. Having them assist faculty with projects or research will increase their interaction with faculty from their major and put them in line for stronger academic success. Some may be in line to offer on-campus IT support, where they can gain technological skills. Tutoring and mentoring local youth will increase their teaching and communication skills. Local banking positions can increase their finance and customer services skills.

To strengthen the internship opportunities for former foster youth attending HSU, we will be partnering with faculty, HSU Career Services and Service Learning & Internships. In addition, we will reach out to local businesses and agencies in an effort to establish positions designed with learning outcomes.

Key Activities -

We are seeking funding to provide the following:

- ❖ Student membership in professional organizations
- ❖ Employment & interview etiquette training
- ❖ Travel to professional conferences to present and network
- ❖ Entrepreneur/small business development workshops
- ❖ Student stipends as incentive for participating in events, trainings and/or internships
- ❖ Honorarium for faculty, business professionals for presentation and mentoring
- ❖ Match for community, state and federal work study for temporary placements

Evaluation /Assessment -

Learning Objectives:

1)Personal Improvement –

Humboldt State University—Innovation Application #1: Post-Secondary Success Collaborative

- Enhancing social skills and work habits to increase employment marketability and self-confidence.
- Determining if the selected major is appropriate with skills and preferences.
- Familiarize self with professional associations and/or trade groups related to major.

2)Professional –

- Develop effective communication skills, both oral and written.
- Build interviewing and resume writing skills.
- Strengthen faculty and professional interaction.

Procedures for Assessment:

- Participants will fill out an inventory form to generate goals that they hope to achieve with their engagement in the ELITE Scholars Program – career advancement component.
- A formal orientation to the program and intake assessment will be given. Whereby, students can actively participate in mapping out their goals for each semester.
- Each student will be evaluated each semester by their employer to measure 1)Job Competence; 2)Professionalism; 3)Interpersonal Relations; and, 4)Personal Attributes.
- In an attempt to assess the learning outcomes, each student will self-evaluate themselves prior to participation in the program and at the culmination.
- A survey will be completed by participants each semester. It will give them an opportunity to express how the assignments/duties assisted in their professional development.
- An internal audit will be conducted to evaluate project to ensure quality placement and learning experiences.

Strategic Alignment –**Mission:**

We will provide former and foster youth academic and personal support to aim high and reach their educational and career goals.

Vision:

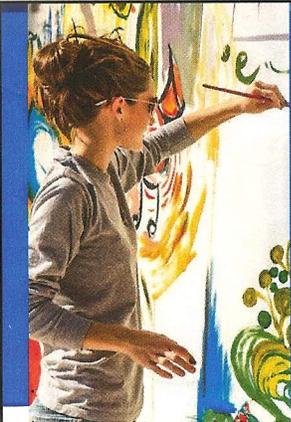
Every HSU ELITE Scholar will have the opportunity to engage in employment related to their major and be prepared for the workforce upon graduation.

We will work to improve the educational and employment opportunities for participating former foster youth attending Humboldt State University by:

- Equipping them with strategic job placement that can be both rewarding and beneficial to their academic success and, ultimately, their careers.
- Supporting their college engagement by teaching them the art of balancing work and college.
- Providing them with financial planning and budgeting skills.
- Strengthening their qualifications to assist them with their career path.
- Cultivate work habits and social skills.
- Increase self-confidence in a professional environment.

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DRAFT - SAMPLE



Preparing Youth to Succeed

Go Beyond High School
Local, State and Federal & County Collaborators for the World to Come

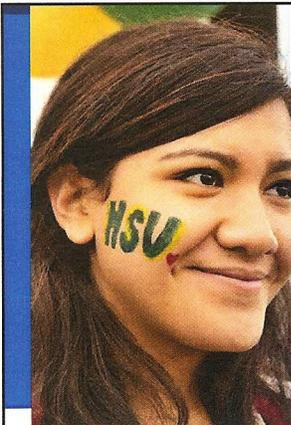
Humboldt County Office of Education

Straight to college
 FALL ENTRY FOLLOWING HIGH SCHOOL GRADUATION

Eureka High

Class of	Graduates	Entering Humboldt State University	Entering College of the Redwoods
2012	318	30	121

Humboldt County Office of Education



DECADE OF DIFFERENCE

A ten-year community initiative designed to prepare our youth to be contributing and productive members in our society, community and economy.

Humboldt County Office of Education

Straight to college
 FALL ENTRY FOLLOWING HIGH SCHOOL GRADUATION

Eureka High

Class of	Graduates	Entering Humboldt State University		Entering College of the Redwoods	
		Remedial level	Transfer level	Remedial level	Transfer level
2012	318	9	21	95	26
		7	21	90	31
				ENGLISH	
				MATH	

Humboldt County Office of Education

Straight to college
 FALL ENTRY FOLLOWING HIGH SCHOOL GRADUATION

Eureka High

Class of	Graduates	Entering Humboldt State University	Entering College of the Redwoods
2010	307	18	120
2011	284	17	122
2012	318	30	121
2013	290	23	TBD
2014	245	22	TBD

Humboldt County Office of Education

Transfer level courses
 EUREKA HIGH TO HUMBOLDT STATE UNIVERSITY

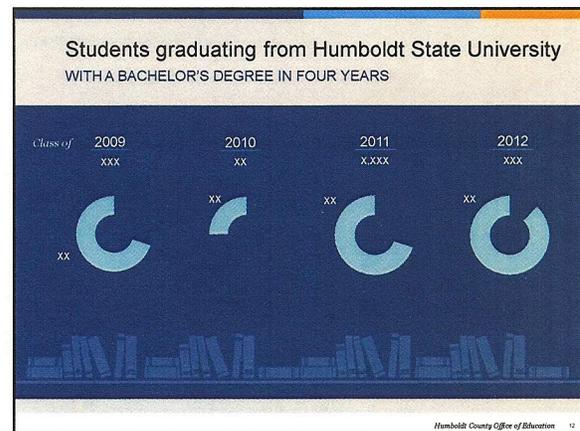
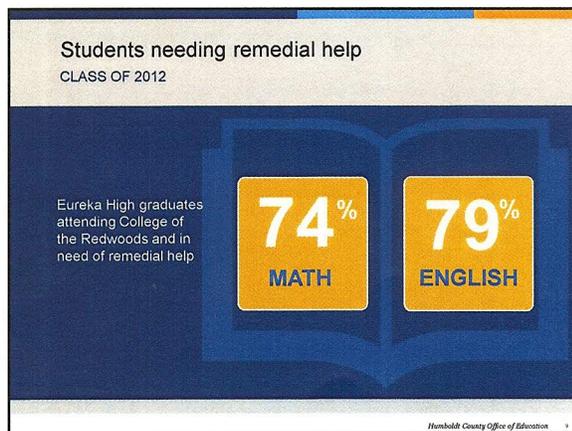
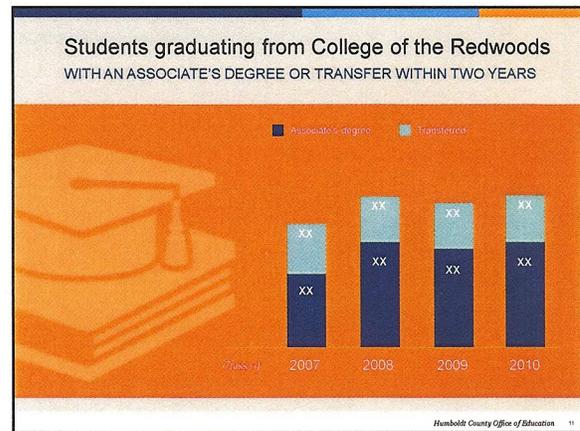
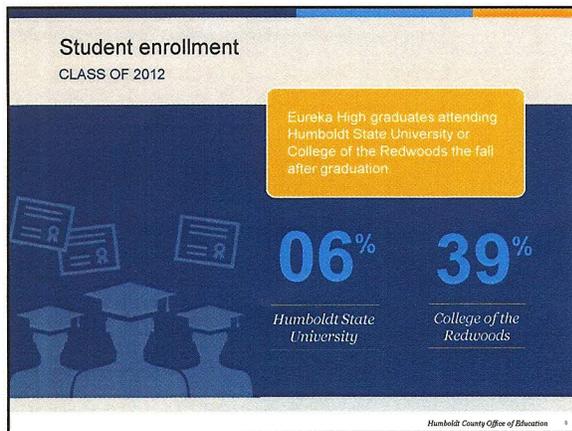
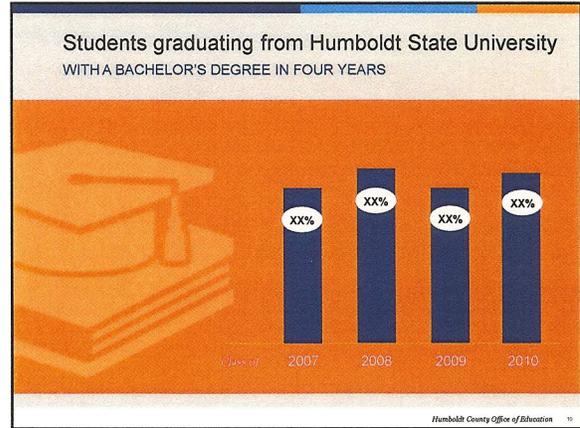
Graduates eligible to begin transfer-level Math at Humboldt State University

75%

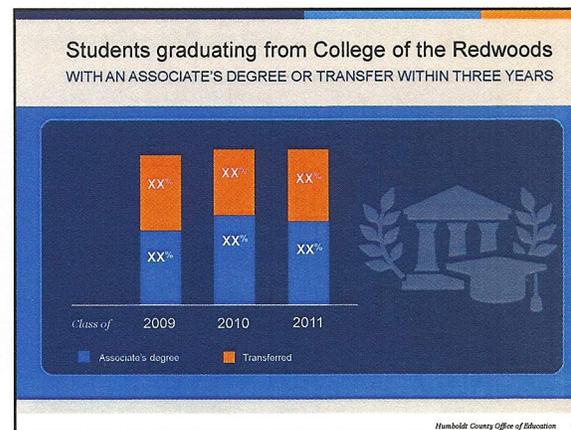
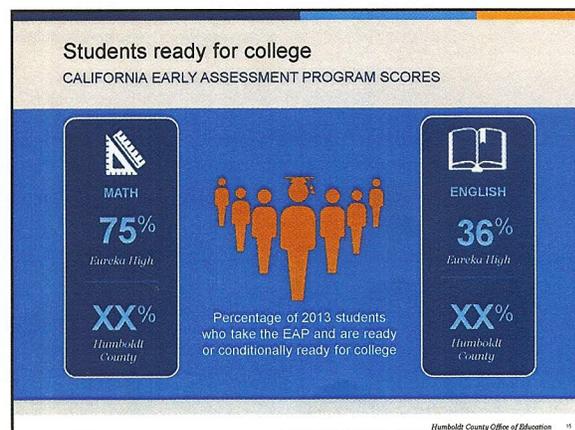
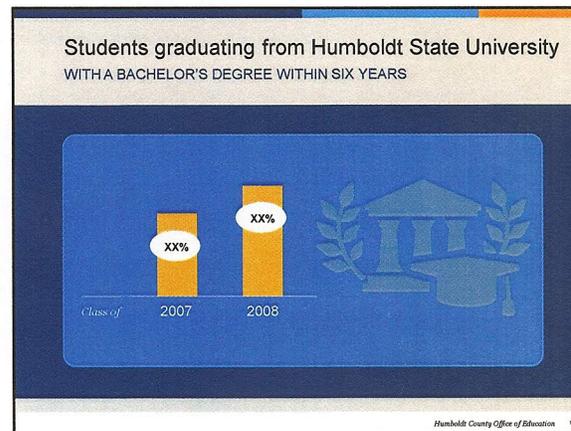
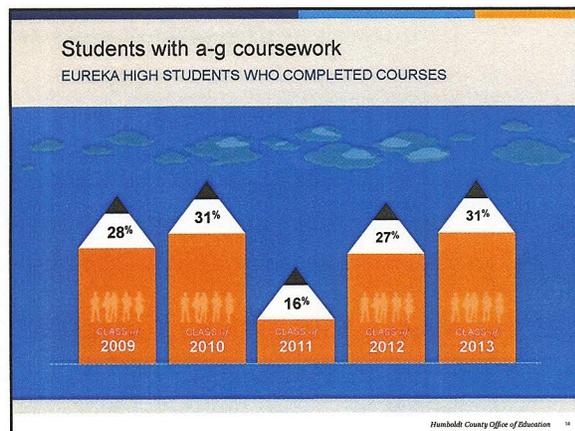
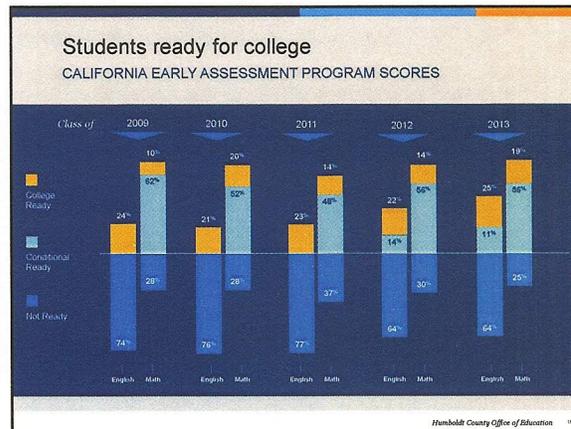
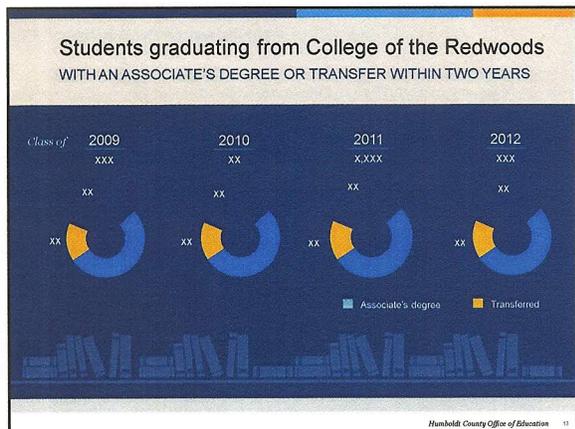
GRADUATES
 Class of 2012

Humboldt County Office of Education

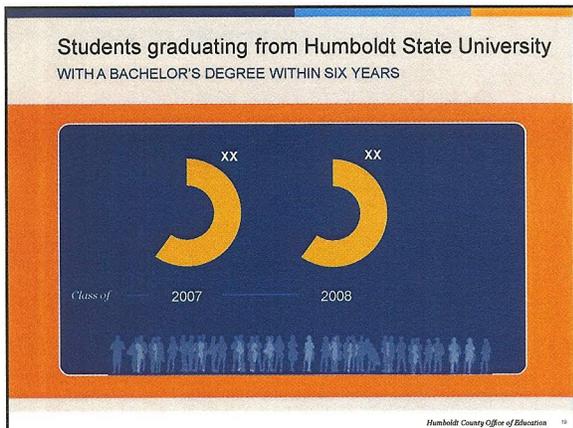
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Humboldt State University—Innovation Application #1: Post-Secondary Success Collaborative



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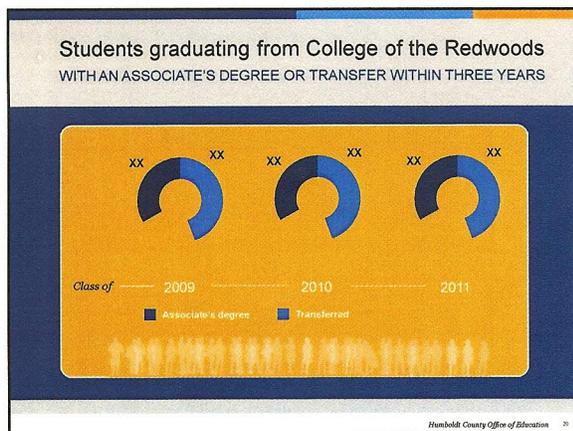


Presentation of data
made possible through

COLLEGE ACCESS
FOUNDATION
of California
Opportunities for Students

The Foundation has a significant, growing database that includes information for 20,000 students and spans five years, bridging high school and postsecondary education.

20



Preparing Youth to Succeed

22

Preparing Youth to Succeed

23

DECADE OF DIFFERENCE

A ten-year community initiative designed to prepare our youth to be contributing and productive members in our society, community and economy.

Humboldt County Office of Education 24

Student Academic Support Outreach Services (SASOP)

HSU PREVIEW PLUS EVALUATION April 12-14 2012

63 Surveys collected

1. How would you rate your overall preview experience?

Number of responses	Poor	Fair	Good	Excellent	
60	0	0	17	43	
			28.3%	71.7%	

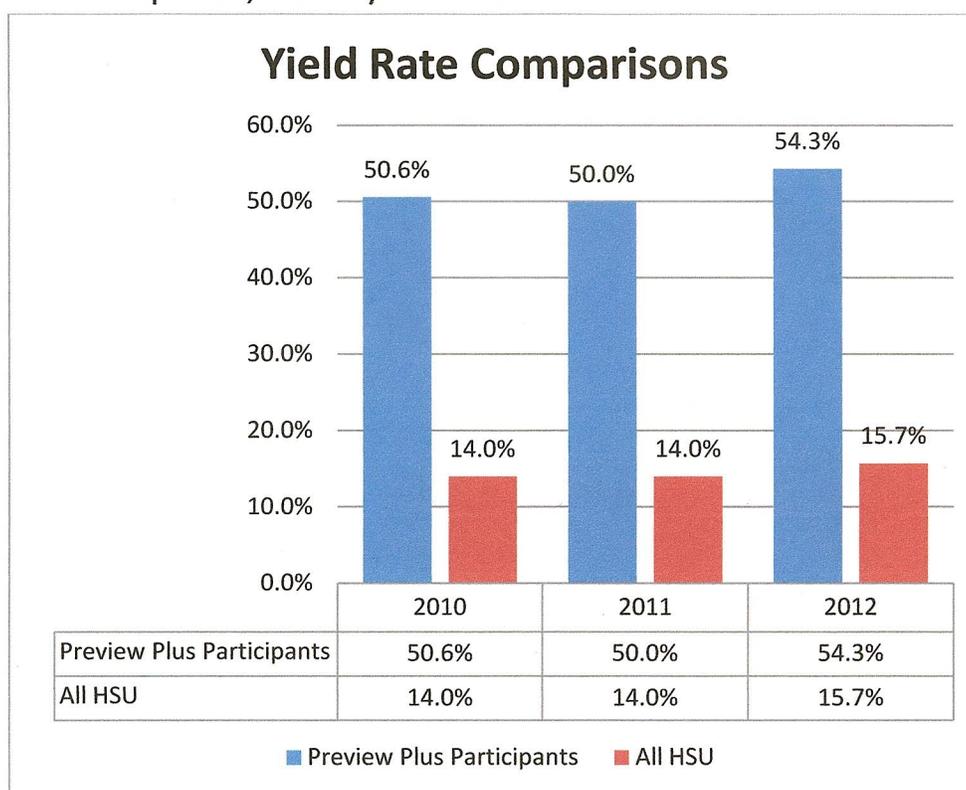
Host/Hostess and Accommodations

Number of responses	Poor	Fair	Good	Excellent	Did not participate
63	3	6	8	44	2
	5%	9%	13%	70%	3%

Did this visit to Humboldt Preview help you decide if HSU is for you?

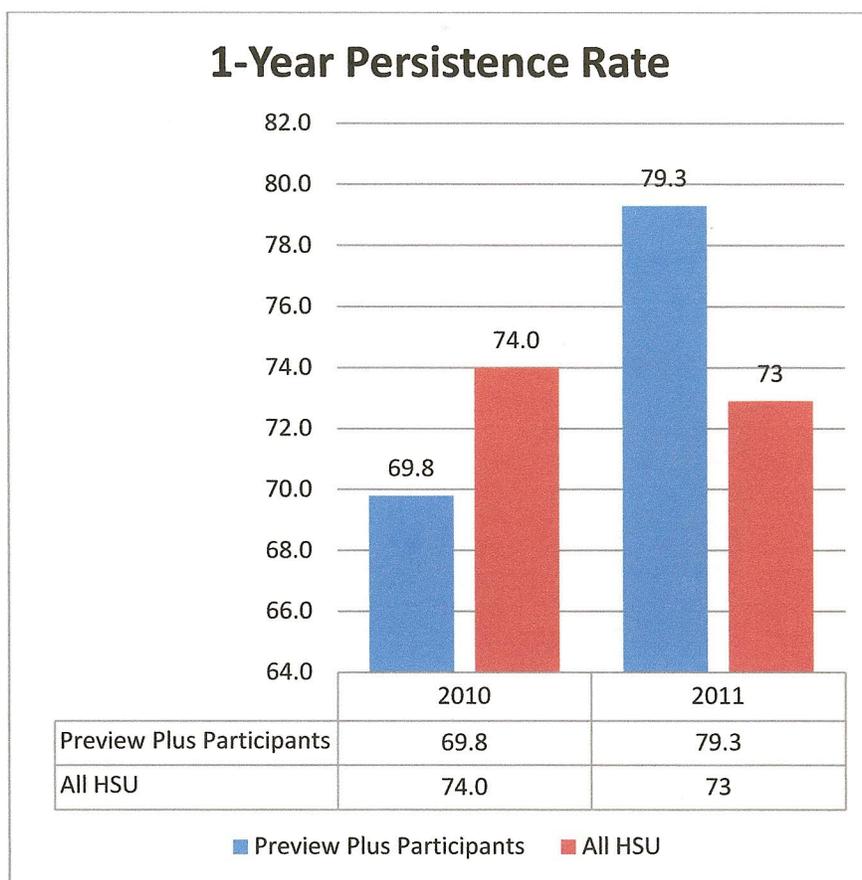
Number of responses	Yes	No
62	58	4
	94%	6%

Yield Rates: Students who participate in Preview Plus are 3-4 times more likely to subsequently enroll than are all other admitted students. Data on yield rates among underrepresented students has been requested, but not yet received.



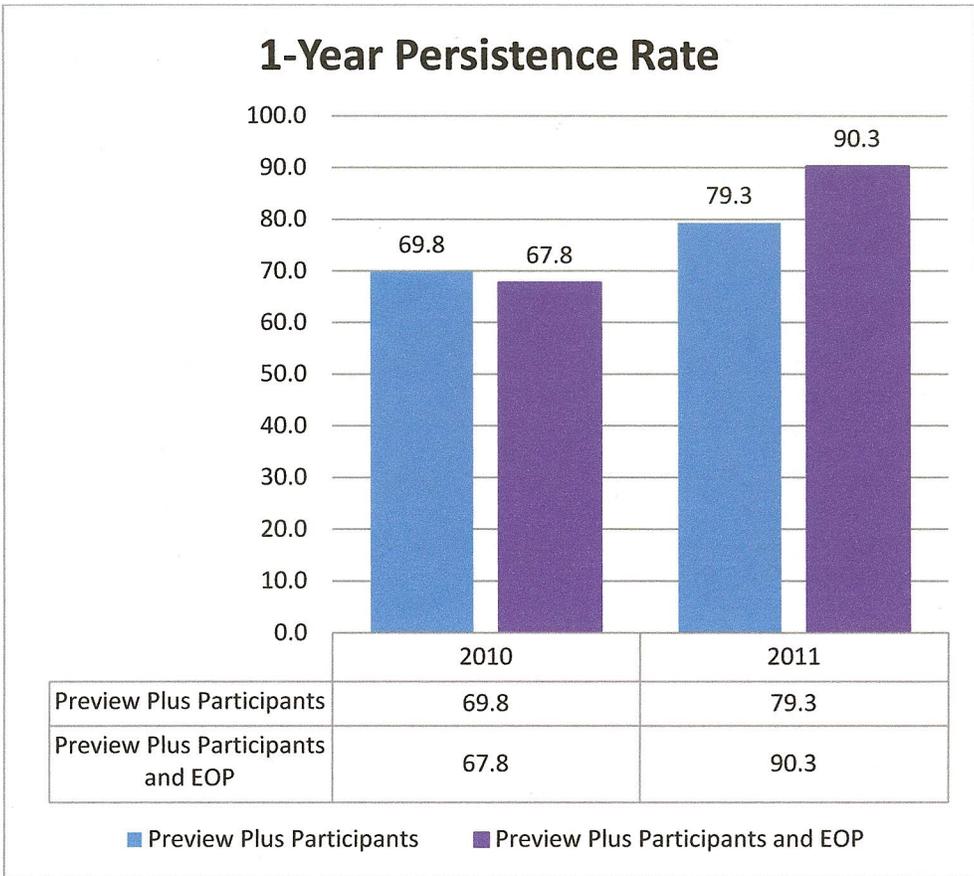
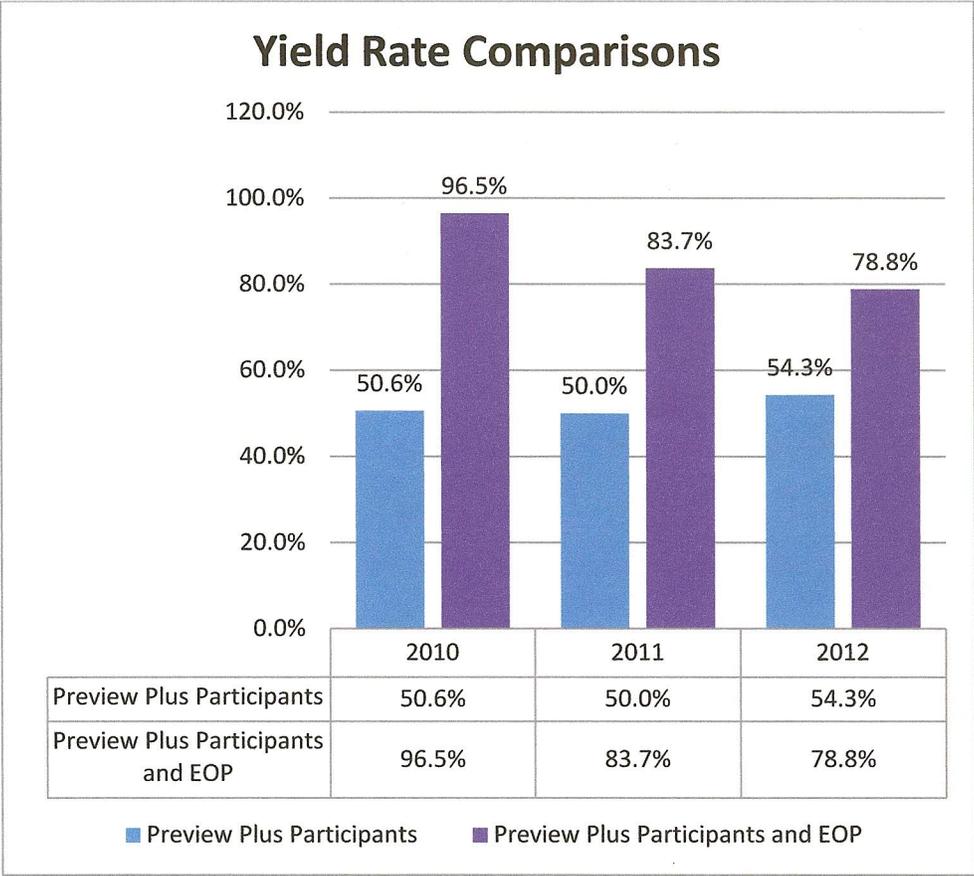
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1 Year Persistence: In review of our most recent cohorts, 1 –year retention for Preview Plus participants is inconclusive, yet promising. For the cohort who entered in the Fall 2011, over 79 percent have currently enrolled into their second year, nearly reaching our campus goal of 80% continuation rate.



Leveraging Preview Plus to Meet HSU Goals for Diversity: Given the high yield rate and promising persistence rate among Preview Plus participants, we propose to further leverage this preview opportunity to advance the enrollment management goal of “attaining diversity within our student population that reflects the State of California’s demographics”. Specifically, in collaboration with the HSU Admissions office, targeted outreach and marketing for Preview Plus can be directed to attract more African American and Native American students.

Additionally, with the organizational re-alignment of SASOP and EOP, we anticipate a continued partnership in our outreach efforts to prospective students, leveraging EOP services for Preview Plus participants who can benefit from EOP support once they arrive to campus. The partnership between EOP and Preview Plus participants show promising opportunities for further narrowing the achievement gap for underrepresented students, as evidenced in the data below.





11/4/2014

Department of Psychology

PSYCHOLOGY 104 COURSE TRANSFORMATION PROPOSAL

DRAFT FOR DISCUSSION ONLY

Proposal Summary

Nationally, Introductory Psychology is the second most popular undergraduate course after English Composition¹, the latter typically a required course. At HSU, Psychology 104 (Introduction to Psychology) is considered a gateway course in Psychology. This course has demonstrated a relatively high failure rate of 20% (URM students 24%) across AY2009 and AY2013. The impact of this failure rate is compounded by the fact that Psyc 104 is a high-enrollment course ($M = 542/\text{year}$).

The primary goals of this course transformation are to improve student success in Introductory Psychology (Psyc 104), and to reduce the disparity in failure rate for URM students. We intend to do this by moving from a C1 (Large Lecture) format to a hybrid C1/C4 format (lecture/discussion). Students will meet in a large lecture for 2 hours/week taught by Dr. Melinda _____ (two sections of 160 students each) plus one hour per week in small discussion sections (12 sections with approx. 27 students each) taught by lecturer _____. By using an experienced, successful faculty member in the role of principal instructor (master teacher) supervising a selected group of lecturers within a cohesive, structured model, using course-dedicated instructional materials, we expect to improve the success rate in this course. One subgoal is to improve the teaching ability of our lecturer pool with respect to student engagement and success. These lecturers will then be able to transfer the skills of acquired to develop students' success into their teaching of other courses in the major.

The proposed lead instructor for the course transformation is Dr. _____. Dr. _____ has taught mostly undergraduate courses at HSU for 20 years. Her student evaluations for Psyc 104 average 4.6 (dept. avg. 3.9). The failure rate in her course is lower overall and for URM students. Dr. _____ has also been mentoring new lecturers and new tenure-track faculty in Psychology for the past two years.

Implementation Plan

This course transformation derives, in part, from instructional methods used by Dr. _____ in Psychology 104 under the current C-1 large lecture format. The discussion section curriculum and activities to be developed as a major component of this course transformation will allow a more focused, small-group format that is expected to enhance students' learning and course engagement.

During Spring 2015 and Summer 2015 Dr. _____ will develop the curriculum and activity manuals for the discussion sections, adapting existing activities and using classroom-tested resources available from the APA's Division 2 (Teaching of Psychology)^{3,4,5} and other sources. Discussion section curriculum and activities will be manualized to ensure consistency across sections. This will allow for the determination that all student outcomes noted below are included in the course curriculum. Discussion section instructors will be recruited from the existing lecturer pool. The student assessment and evaluation protocol for demonstrating the efficacy of the course transformation will be developed in collaboration with the Psychology Department chair, Dr. William Reynolds, who will have primary responsibility for the outcome assessment and project evaluation components. During late Summer, 2015 discussion section instructors will be trained in the curriculum and assessment protocol. The course transformation will occur in Fall, 2015. During implementation, Dr. _____ will

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meet weekly with lecturers to review student progress and obtain formative evaluations of discussion content and activities, and review materials and instructional goals for the next week. Students in the course will complete assessment measures at the start of the semester and at the end of the semester, along with other measures of course satisfaction. Multiple assessments will occur during the semester to provide students with feedback on their classroom learning and course performance.

Anticipated Outcomes

The Psychology Department instructional goals for the major are derived from criteria specified by the American Psychological Association (APA)². Beginning skills development occurs during the Introductory Psychology course. We expect to see students develop a knowledge base in Psychology, including a basic understanding of scientific inquiry and the development of critical thinking skills. These learning objectives are undertaken with an emphasis on the mindful inclusion of ethics and social responsibility. Specific outcomes derived from these goals include the ability to 1) describe key concepts and themes in Psychology, 2) use scientific reasoning to interpret psychological phenomena, 3) incorporate sociocultural factors into assignments, 4) apply ethical standards to understanding past and present research, 5) build and enhance interpersonal relationships with instructors and peers, 6) develop values that build community at local, national and global levels, 7) develop effective presentation skills for different purposes, 8) develop effective writing skills for Psychology, 8) increase self-regulation and sense of self-efficacy, 9) enhance teamwork capacity and 10) understand how information and skills derived from the study of Psychology can assist career goals.

The short-term outcome goals are to demonstrate increases in the specific outcomes described above, in both Pre-Post within group and between group (Spring/Fall) comparisons. In addition, the class performance difference between URM and nonURM students is expected to be reduced. As noted above, specific outcome measures will be developed to assess the majority of these short-term goals. In addition, increases in meaningful noncognitive variables (e.g. academic self-concept) will be examined as important secondary outcome measures.

The long-term outcome goals are to examine the success outcomes of psychology students who take this transformed course in comparison to students who took the course in the Spring semester as well as student who have taken Psyc 104 from other instructors. Long term success indicators will include number dropping out, percent completion in 4 years, mean time to completion, GPA in Psychology, and other markers. Comparisons will also be made between URM and nonURM groups of students.

Assessment Plan

There will be multiple outcome measures and procedures used to examine the efficacy of the course redesign. The overall design will be a modified pretest-posttest non-equivalent control group design, and given the parameters of setting constraints, is considered a quasi-experimental design. For this design, the pretest (knowledge of general psychology and concepts, skills, and information in the 10 specific outcomes described in the previous section) and post-test will be administered to Dr. _____ Psychology 104 class in Spring 2015 ($N = 160$) which will serve as a non-equivalent control condition. The course transformation with small discussion sections will be conducted in Fall 2015, using the same textbook as the previous spring semester and with similar assessments pre and post. Institutional Review Board approval will be required prior to the start of this project.

The exams and grading criteria will be the same for both Spring 2015 and Fall 2015 courses. Additional outcome measures will be percent passing, course GPA, attendance, and other academic and nonacademic metrics. A summative evaluation of the course transformation will be obtained, that examines student satisfaction with the discussion sections and the administration of the class, as well as other factors. This will include both quantitative as well as qualitative data.



1336 MAIN STREET
FORTUNA, CA 95540
707.725.1722
MCLEANFOUNDATION.ORG

November 7, 2014

Craig Wruck
Vice President of University Advancement
Humboldt State University Advancement Foundation
1 Harpst Street
Siemen's Hall 215
Arcata, CA 95521

Grant # 9601312 – Humboldt State University Advancement Foundation – HSU School of Business Internships

Dear Craig,

The McLean Foundation is most pleased to inform you that its Board of Directors has approved a grant up to \$175,000.00 to the **Humboldt State University Advancement Foundation** for the charitable purpose of **supporting the School of Business Internship Program – Fortuna and the Eel River Valley.**

Enclosed you will find two copies of the Grant Agreement. Please read the Grant Agreement carefully. *You will need to return one signed copy to the Foundation and retain the other copy as well as the Grant Award Letter for your records.* Funds will not be released until the Foundation has received the signed Grant Agreement form and any referenced attachments.

All of the grant funds are to be used for, and only for, the charitable purpose of **supporting the costs of the Internship Program through the HSU School of Business to be broken down in the following manner: \$25,000.00 total for administrative costs which can be invoiced at \$5,000.00 per year in advance of expenditure for five years; for \$3,000 per intern up to ten interns per year, to be invoiced annually for five years.** Use of any portion of the grant funds, including any interest earned thereon, for any other purpose must have the prior written approval of the Foundation. If there are any changes, external or internal, to your organization that might affect the purposes for which the grant was originally intended, please let us know immediately. Any portion of the grant funds not committed to the purposes described above must be returned to the Foundation.

Please remember that this is a 5 year grant which will expire: **August 27, 2019.**

Again, we offer our heartfelt congratulations to you! We are grateful for the opportunity to be partners with you in making our community such a special place. Please do not hesitate to contact us with whatever assistance you might need.

Very Sincerely,

The McLean Foundation

By: *[Signature]*

Title: *President*

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Impact of Changes on Reducing Cost of HSU Bachelor's Degree

1) Estimated total cost of attendance for an undergraduate starting in Fall 2014

• Tuition and Fees	\$ 7,152
• Food & Housing	11,644
• Books & Supplies	1,612
• Misc.	1,364
• Transportation	<u>1,052</u>
• Total	\$22,824

--Source: <http://www.humboldt.edu/cost>

2) Actual total cost to Humboldt State University per full time HSU student in 2014

- \$15,670

--Source: HSU Business Department representative, 1-8-2014

3) Total cost to the State of California per full time HSU student in 2014-15:

- \$8,807

--Source: HSU Business Department representative, 1-8-2014

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Impact of Changes on Reducing Cost of Two-Year Completion at CR:

- 1) Estimated total cost of to students of attendance full-time at College of the Redwoods in 2014-15:

<u>Residing with Parents/Family:</u>		<u>Residing on Campus (Dorms):</u>	
• Tuition and Fees*	\$ 1,182	• Tuition and Fees(\$ 1,182
• Food & Housing	4,000	• Food & Housing	7,503
• Books & Supplies	1,746	• Books & Supplies	1,746
• Miscellaneous	2,014	• Miscellaneous	1,638
• <u>Transportation</u>	<u>1,180</u>	• <u>Transportation</u>	<u>900</u>
• Total	\$10,122	• Total	\$12,969

Fees are based on full-time enrollment of 12 units per semester at \$46 per unit, plus the \$19 health fee per term plus \$10 student fee plus \$10 technology fee (24 units per year x \$46 per unit + fees = \$1182).

--Source: <http://www.redwoods.edu/financial-aid/costs.asp>

- 2) Actual total cost (known as “core cost”) to College of the Redwoods for full-time student in 2014 (Some of this cost is reimbursed by the State, some by the student.)

- \$10,462

--Source: CR Business Department representative, 1-8-2014

- 3) Total cost to the State of California per full time College of the Redwoods student in 2014-15:

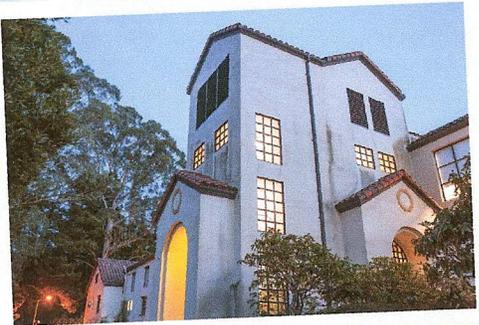
- \$4,565

--Source: CR Business Department representative, 1-8-2014



HSU

K-12, HSU, and CR Partnerships & Collaborations



Inspired Youth • Vibrant Economy • Healthy Community




Partnership Overview

This guide captures many of the important K-12, CR, and HSU partnerships and collaborations that currently exist. Many such partnerships have been years in the making and collectively, we are very pleased about the formalization of these relationships as we all share the belief that our students, staff and faculty, and our broader community benefit when institutions are able to leverage their strengths in a manner that is responsive to regional needs.



HSU Overview

"I pledge to explore and take into account the social and environmental consequences of any job I consider and will try to improve these aspects of any organizations for which I work."

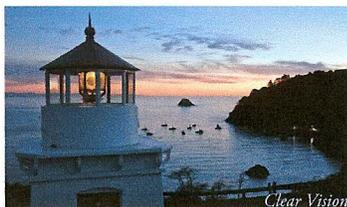
The Humboldt State University Graduation Pledge represents HSU's commitment to offering an affordable, high-quality education that is responsive to the needs of a fast-changing world that helps individuals prepare to be responsible members of diverse societies.



The array of partnerships between HSU, CR, HCOE, and our K-12 districts exemplifies the power of collaboration in making a real difference in our local communities and beyond.

HCOE Overview

The mission of the Humboldt County Office of Education is to advocate on behalf of the needs of local districts and students, provide expanded learning opportunities for students, promote improved student achievement, and support fiscal responsibility in local school districts.



HCOE sponsors the Decade of Difference, a ten year community initiative designed to prepare our youth to be contributing and productive members in our society, community and economy.

This will be achieved through strategic efforts focused on kindergarten readiness, early literacy in reading and math, financial literacy, college and career planning, creative and innovative entrepreneurship activities, teacher training and professional development, and parent, business and community engagement.

Goals:

- 100% of 4th grade students will demonstrate grade level mastery in Reading and Math
- 95% of entering high school freshmen will graduate with a high school diploma
- 90% of high school graduates will continue their education and enroll in a post-secondary educational program.

CR Overview

College of the Redwoods puts student success first by providing outstanding developmental, career technical, and transfer education. The College partners with the community to contribute to the economic vitality and lifelong learning needs of its service area. We continually assess student learning and institutional performance and practices to improve upon the programs and services we offer.



Early Success, Kindergarten Readiness & Early Literacy

Early Success Workgroup Participation

HSU and CR have provided workgroup participation supporting the Decade of Difference's development and implementation of resources and activities supporting youth ages 0-5 years old.

HCOE - Cathy Dickerson HSU - Claire Knox CR - Sydney Fisher Larson

Trauma Informed Workshops

In partnership with HCOE and Redwood Palliative Psychology, HSU will host the Trauma. Addiction. Social Change. Conference September 4-7, 2014.

HCOE - Meg Walkley HSU - John Lee

Early Literacy Partners Program

Training for aspiring elementary educators enrolled in the Liberal Studies Elementary Education Credential Program at HSU.

(Reading: TK, K, 1st; Math: 1st - 2nd grade)

HCOE - Cathy Dickerson HSU - Mary Dingle



Data to Inform Early Success

Local agencies are collaborating to share collected data and identify data and indicators needed to monitor progress on early success. Participating agencies include Changing Tides Family Services, First 5 Humboldt, Humboldt County Health and Human Services Departments, Humboldt State University Child Development Department, Northcoast Children's Services and others. A community databook or data dashboard will be developed to inform the community about progress. The Center for Rural Policy, associated with HSU, has been instrumental in helping to facilitate conversations as well as compile relevant data associated with the workgroup's identified indicators.

HCOE - Cathy Dickerson HSU - Connie Stewart CR - Julia Peterson



Kindergarten Readiness
Meg Walkley | (707) 441-2015

Early Literacy Volunteer Recruitment
Jenny Bowen | (707) 441-4552

Early Literacy Volunteer Support & Placement
Janel Gagnon | (707) 445-7077

Professional Development & Teacher Training

Early Literacy Partners Teacher Training
 Training for aspiring elementary educators enrolled in the Liberal Studies Elementary Education Credential Program at HSU.

(Reading: TK, K, 1st; Math: 1st - 2nd grade)

HCOE - Cathy Dickerson HSU - Mary Dingle

Early Literacy Partners Program

Financial Aid Training

Providing comprehensive training in the Free Application for Federal Student Aid (FAFSA), Cal Grants, Dream Act, and other post-secondary funding resources to those who provide academic counseling services and advising to high school youth and their families.



(student support services professionals)

HCOE - Sue Benzinger HSU - Vikash Lakhani CR - Morgan Thompson

Concussion Recovery

HSU has been a lead partner in working with local high schools to develop responsive and responsible concussion related protocols and procedures. Additionally, they offer pre- and post-concussion assessments as requested.

(High school athletic programs)

HCOE - Kimberly Comet HSU - Chris Hopper

HSU's Teacher Training Program

A strategic partnership between Humboldt County K-12 schools and Humboldt State University which seeks to implement a clinically-based teacher preparation program.

(HSU teacher training program participants)

HCOE - Cathy Dickerson HSU - Mary Dingle



Cathy Dickerson
 (707) 445-7088
 cdickerson@humboldt.k12.ca.us

Environmental Education & Technology

Redwood EdVentures

In partnership with HCOE, California State Parks, and more, HSU has provided students within their environmental education practicum classes to support the development of 11 outdoor adventure quests integrating environmental stewardship spanning from Jedediah Smith Park to Richardson Grove Park and points due west. Additionally the marketing class developed related marketing plans and materials promoting the quests and Redwood EdVentures (K-12th grade/parents)



HCOE - Beth Chaton HSU - Jen Tarlton and Deidre Pike

Environmental Education in After School Programs

HSU has developed and implemented environmental education curricula and programming that are deployed throughout 4 after school programs spanning between Scotia and Trinidad.

(K-8th grade)

HCOE - Beth Chaton HSU - Jen Tarlton

Zane - STEAM Partnerships

Zane Middle School has sought the support of the Engineering Department at HSU to assist in the design and execution of their school garden. They hope to broaden this relationship to assist them in implementing their new Science, Technology, Engineering, and Math (STEAM) focus.

(6th-8th grade)

Zane - Ron Perry HSU - Engineering Department

GATE Academy

Over 800 gifted students in grades 4-8 gather at Humboldt State University each January for a day of creative thinking and learning that extends well beyond core curriculum and compliments their individual talents. The Academy features local professional presenters in a wide variety of subjects such as archaeology, drum making, engineering, and math mysteries for 4th-5th graders. For 6th-8th graders, sessions can include movie making, compass and straight edge construction, and sketching.

(4th-8th grade)

HCOE - Colleen Taste HSU - Julie Van Sickle

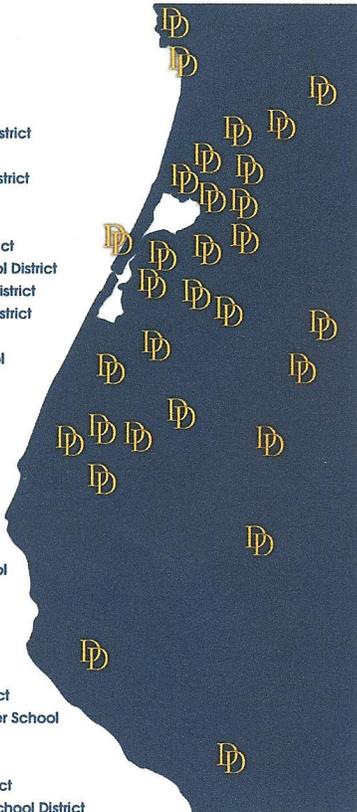


Contact: Beth Chaton
 (707) 445-7000
 bchaton@humboldt.k12.ca.us

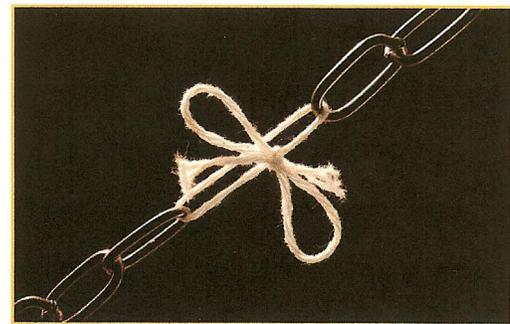
Regional Impact

Participating K-12 Districts

- Alder Grove Charter School
- Arcata Christian School
- Arcata Elementary School District
- Big Lagoon School District
- Cuddeback Union School District
- Cutfen School District
- Eureka City Schools
- Ferndale Unified School District
- Fieldbrook Elementary School District
- Fortuna Elementary School District
- Fortuna Union High School District
- Freshwater School District
- Fuente Nueva Charter School
- Garfield School District
- Hydesville School District
- Jacoby Creek Charter School District
- Klamath-Trinity Joint Unified School District
- Kneeland School District
- Maple Creek Elementary School District
- Mattole Valley Charter School
- McKinleyville Union School District
- Northern Humboldt Union High School District
- Pacific Union School District
- Peninsula Union School District
- Redwood Preparatory Charter School
- Rio Dell School District
- Scotia Union School District
- South Bay Union School District
- Southern Humboldt Unified School District
- Trinidad School District



Get Connected!



The Decade of Difference
 Humboldt County Office of Education
 901 Myrtle Avenue, Eureka, CA 95501

Coordinator: Heidi Moore
 hmoore@humboldt.k12.ca.us | (707) 441-4502

Community Outreach & Marketing: Jenny Bowen
 jbowen@humboldt.k12.ca.us | (707) 441-4552



Financial Literacy, Savings & Planning

Tuition Guarantee Program

In partnership with Humboldt State University, College of the Redwoods, and Humboldt Area Foundation, we are developing a program that will support reducing financial barriers for students who wish to go on to college or technical training. Ideally, this program will provide gap funding for those who have shown perseverance in applying for all eligible federal and state aid and scholarships and still have enrollment fees that might prevent them from successfully completing their degree or training. *(graduating 12th graders)*

HCOE - Jenny Bowen HSU - Vikash Lakhani CR - Keith Snow-Flamer

California State University Counselor Conference

Humboldt State University hosts this regions annual CSU Conference for high school counselors. Topics include: changes in admission requirements, financial aid, scholarships and more.

HCOE - Cherie Zygaczenko HSU - Jessica Bishop



Contact: **Jenny Bowen**
(707) 441-4552
jbowen@humboldt.k12.ca.us

Youth Entrepreneurship, Creativity, & Innovation

INNOVATE! Business Challenge

A developmentally appropriate approach to promoting the principles of entrepreneurship, creativity, and innovation. Integration with important financial literacy concepts, branding and marketing is included. The ultimate goal is to help launch student business start-ups with local business mentoring. HSU's Entrepreneurship Club has been an integral partner. *(K-12th grades)*



HCOE - Karen Brooks HSU - Nancy Vinsor



Contact: **Karen Brooks**
(707) 445-7563
kbrooks@humboldt.k12.ca.us

Resources & Planning

Northcoast Cal-SOAP

The Northcoast Cal-SOAP Consortium provides academic tutoring and college advisement to low-income and first-generation students who have the potential to succeed in post-secondary education. Programs range from in-class tutoring and workshops on financial aid and how to apply for college, to college tours and college and career fairs. Eligible tutors are selected from HSU and CR. *(7th-12th grades)*



HCOE - Cindy Porter HSU - Work Study CR - Work Study

Humboldt College/Career Night

An evening designed to provide high school students and their families with information about college and career opportunities. College representatives from across California and the nation provide school specific information. Additionally, break-out sessions are held regarding NCAA eligibility, CSU and UC Admissions, the California Community College System, and financial aid. HSU typically provides tabling and the CSU session. *(Public welcome, high school students/families encouraged)*



HCOE - Cindy Porter HSU - Vikash Lakhani CR - Angela Stewart

Post-Secondary Strengthening Committee

Working with HSU, CR, and High Schools to ensure local graduates have better opportunity to successful enter our local post-secondary institutions ready for college transferable courses and complete degree in a timely manner.

HCOE - Heidi Moore HSU - Vikash Lakhani CR - Keith Snow-Flamer

Advisory Committee

Selected committee members representing HSU, CR, HCOE and local industries of opportunity work together to ensure reliable, high quality post-secondary pathways are in place to feed local employer needs.

HCOE - Jon Sapper HSU - Lisa Rossbacher CR - Kathy Smith



College/Career Planning
Susi Huschle | (707) 601-4307
Cal-SOAP
Cindy Porter | (707) 441-3973
Financial Aid/Scholarships
Sue Benzinger | (707) 441-3927

College & Career Related



Student Planners

A comprehensive daily planner that includes organizational tips, information regarding important local resources, college deadline reminders, and more. Students, teachers, and parents are encouraged to use this as an important communication tool between school and home. HSU and CR have provided important facts to remember and college-specific highlights. *(6th-12th grades)*

HCOE - Susi Huschle HSU - Talent Search CR - Sheila Hall

I've Been Admitted to College (IBAC)

This program provides 7th grade students across the county with exposure to the wealth of courses and interactive workshops offered at our local community college, College of the Redwoods. Additionally, 8th grade students experience a similar exposure at Humboldt State University, our local CSU institution. Both programs include a focus on student support services, admission requirements, and financial aid overview. All participating students receive a compact guaranteeing future admission. *(7th-8th grades)*



HCOE - Heidi Moore/Susi Huschle HSU - Talent Search CR - Prudence Ratcliff

Cash for College Workshops

An interactive hands-on event held at our comprehensive high schools designed to provide parents and students the support needed to successfully apply for financial aid by completing the FAFSA or Dream Act applications. HSU and CR assist by making members of the Financial Aid Office available to support successful FAFSA and Dream Act Completion. *(12th grade/parents)*

HCOE - Sue Benzinger HSU - Vikash Lakhani CR - Morgan Thompson

High School Financial Aid Nights

Informational presentations for high school students and parents designed to explain and prepare for the FAFSA (Free Application for Federal Student Aid) or Dream Act application process. HSU and CR Financial Aid staff are critical in delivering accurate and reliable financial aid, Dream Act and scholarship information. *(12th grade /parents)*

HCOE - Sue Benzinger HSU - Vikash Lakhani CR - Morgan Thompson

Parent & Community Engagement

Parent Partners in Education

In partnership with the CSU Chancellors Office and HSU, this parent education program offers classes designed to increase parent engagement and promote a college-going culture for all families, with special efforts to reach those parents who may not have had the opportunity to attend college themselves. *(K-12th grade/parents)*

HCOE - Linnea Mandell HSU - John Lee CR - Julia Peterson

Community Outreach & Volunteerism

Educating our community about the Decade of Difference Initiative and the ways in which they can engage and get involved. Opportunities exist to support programs, activities, services that connect to an individual's specific interest, time availability and level of expertise. HSU and CR have provided the Decade of Difference with various tabling opportunities at events. *(all)*

HCOE - Heidi Moore HSU - Stacy Becker CR - Angela Stewart

Physical Fitness Testing

HSU assists interested elementary schools in the administration of the state required FITNESSGRAM. This is a physical fitness assessment that is required for students in grades five, seven, and nine. The purpose of the FITNESSGRAM is to provide information that can be used by students, teachers, and parents to better understand fitness levels of those assessed. *(5th, 7th, 9th grades)*

HSU - Chris Hopper

President's Advisory Representation

HSU affords our local K-12 system to have a place at the President's Advisory Committee. It is a vehicle for K-12 to be able to advocate and inform HSU's president relative to important priorities.

HCOE - Heidi Moore HSU - Mary Hackett

Lunch with the Presidents

In collaboration with the HCOE Foster and Homeless Youth Program and, identified students are invited to dine with the presidents of HSU and CR where they experience an afternoon of inspiration as well as learn about both institutions' support services.

HCOE - Roger Golec HSU - Adrienne Colegrove-Raymond CR - Kintay Johnson



Volunteerism and Partnerships
Jenny Bowen | (707) 441-4552
Community Transition Teams
Meg Walkley | (707) 441-2015
Parent Partners in Education
Linnea Mandell | (707) 441-4541

From: Marty Campbell [mailto:mcampbell@collegeaccessfoundation.org]
Sent: Friday, September 26, 2014 9:08 AM
To: Heidi Moore; Garry Eagles; Jon Sapper
Cc: Tamara Moore; Amy Gerstein (Gerstein@stanford.edu); Baharav, Hadar (hadarb@stanford.edu)
Subject: Potential next steps with John Gardner Center

We have been pleased to support outreach by the John W. Gardner Center to discuss your current collection and use of data to inform the Decade of Difference (DoD) **college and career readiness and college-going strategies**. The Gardner Center engaged with you as well as four other community initiatives that the [College Access] Foundation currently supports.

The purpose of this outreach was to introduce the Gardner Center to you, explore together your needs, capacities, and practices in data collection, sharing, reporting, and use in decision-making, and identify opportunities for your data capacity development. We offered this support in response to your expressed interest in expanding your use of data to both focus and leverage key stakeholder commitments toward your community partnership's goals. We hope you found this first round of visits and interactions to be informative to you and your partnership.

While we had initially thought that we'd conclude this first outreach phase with data capacity-building plans co-developed with you, we now recognize that more groundwork is needed across all of our partner sites in terms of strategy development and guiding questions in order to clarify the associated data and research needs to ensure any data plan is tailored to your goals.

Themes from initial meetings and site visits: Gardner Center's initial conversations and site visits with you and our other community initiatives helped us better understand the role that data plays in your work. We identified that community initiatives vary widely in several dimensions, including how they relate to data, in their data capacity, and how they use data, as follows:

- *Relationship to data:* Sites varied in their attitude toward data and the purpose and audience for the data (e.g., accountability; planning; decision-making; or learning).
- *Data capacity:* The Gardner Center distinguishes between *technical capacity* and *conceptual capacity*. The former includes data availability, ownership, linking, data management systems, and human capital for data management and analysis; the latter represents data as it concerns the community initiative's stated goals. Again, there is variation in sites across both of these dimensions of data capacity.
- *Data use:* Sites also varied in whether data is actually used – a practical expression of a site's relationship to data and its data capacity

The variation across the community initiative sites suggests that any capacity building work that might be undertaken would necessarily look different in each community.

More specifically for DoD, the Gardner Center team found that DoD partners share a commitment to their common goals, and to using data. Both staff and community partners described the value of data for informing and evaluating their work. Over time, the collaborative has made substantial progress integrating data into its work and using data to inform and target its efforts. Specifically, creating and using early literacy assessment tools has proven to be very useful at the student, teacher, and school levels. In addition, the local community foundation is beginning to collect regional data on scholarships. These represented initial steps in using data. However, DoD needs to expand its use of data to more consistently use data outside of its programs, and to

follow scholarship and non-scholarship students along the K-post-secondary (and into the workforce) continuum.

We understand that HCOE expressed interest in capacity building in relation to its objectives. Your team described a set of priorities for future work, all related to data use within DoD: (a) identify indicators for success, (b) link data across multiple districts and agencies to assess progress and inform learning, and, (c) establish a strategy for the evaluation of the work. As DoD partners engage further in discourse and activities aimed to engage stakeholders more deeply in reform efforts and to increase your conceptual capacity as defined above, you will gradually clarify what data to collect and track, and for what purposes. Along the technical capacity front, support will likely be needed regarding data linking permissions and securing Data Use Agreements (DUA) that will open the door for data linking. Finally, with your recent planning grant from the Foundation to develop a regional college completion agenda, you have an opportunity to explore local, state and national approaches and strategies to improve degree attainment. These are areas that Gardner Center could provide technical assistance and coaching to you, as described further below.

Next steps: To build on this initial outreach, our Board recently approved a one-year grant to the Gardner Center to provide the following supports to HCOE on behalf of the DoD in this next phase of work:

- 1) Assist you to map your strategy, articulating short- and long-term outcomes that address targeted individual student and systems changes.
- 2) Coordinate with your consultants to help inform the planning process for a regional college access and completion plan and align strategy.
- 3) Co-develop a plan for data use and development of data infrastructure and key questions to guide data collection, linking, analysis, and use.
- 4) Serve as a resource and coaching support on methods to collect and use data to advance partnership and ultimate equity goals.
- 5) Conduct targeted research to support your partnership's work as appropriate, including reviews of promising practices in the literature, policy scans and/or memos

This work will involve both site visits by Gardner Center staff and consultation with you and your consultants by email and phone. In addition, we will organize a convening of representatives from the Community Initiative sites for 1-2 days next spring in Oakland. The convening will provide an opportunity to share current practices, surface common goals, and learn about various approaches to using data to inform decision-making and in cross-sector and cross-system data interpretation and use.

We are eager to move forward with this support for you if you agree and look forward to continued partnership.

With kind regards,

Marty Campbell
Chief Learning Officer
College Access Foundation of California
One Front Street, Suite 1325, San Francisco, CA 94111
Phone: [415-287-1825](tel:415-287-1825)
www.collegeaccessfoundation.org | Follow us on [Twitter](#)



December 1, 2014

**Consortium
Partners**

- Arcata High School
- California College Access Foundation
- College of the Redwoods
- Crescent Elk School
- Decade of Difference
- Del Norte High School
- Educational Talent Search
- Eureka High School
- Ferndale Elementary
- Ferndale High School
- Hoopla Valley High School
- Humboldt Area Foundation
- Humboldt County Office of Education
- Humboldt State University
- McKinleyville Middle School
- Pacific Union Elementary
- Six Rivers Charter School
- South Bay Charter School
- Sunny Brae Middle School
- Toddy Thomas School
- Upward Bound- HSU
- Upward Bound- CR
- Zane Middle School
- Zoe Barnum High School

To Whom It May Concern:

The Northcoast Cal-SOAP Consortium is another great example of the strong collaborative partnership between K-12 and higher education in Humboldt and Del Norte Counties. The consortium, funded by local match and a grant through the California Student Aid Commission since 1996, is comprised of representatives of secondary schools (nine middle and seven high schools), a four-year college or university (Humboldt State University (HSU)), a community college (College of the Redwoods (CR)), and a non-profit (Humboldt Area Foundation). The consortium meets quarterly to govern the program's finances and services which benefit all middle and high schools in these two counties. The intent of the legislation that established Cal-SOAP is that consortiums will accomplish the following goals:

- Increase the availability of information to students about the existence of postsecondary education and the available sources of financial aid
- Improve students' access to higher education by raising their achievement levels
- Reduce the duplication of services by coordinating outreach efforts

These goals clearly align with the State's efforts to significantly increase the number of bachelor's degrees awarded, allow students to complete bachelor's degrees within four years after beginning higher education, and ease transfer through the state's education system by better recognizing and supporting powerful learning that occurs across the state's education segments as well as beyond the school-house doors.

Specifically, Northcoast Cal-SOAP accomplishes its goals through the following services:

- Employing 30+ HSU and CR college students to provide over 9,000 tutoring hours to 1,500 middle and high school students in math, English, and study skills.
- Employing two HSU college graduates who provide 10 hours of small group intensive college and financial aid advising services to 45 high school students.
- Lead organizer of the only college fair in the Humboldt and Del Norte Counties that brings over 40 college and career representatives to table and provide workshops. This year's event drew over 1,000 high school students and parents in attendance.
- Lead organizer of a "College Day" on College of the Redwoods/Del Norte Campus for every 4th grader in Del Norte County.
- Provided a 75-page LifePrep Academy College & Career Guide to every Freshman in both counties (front and back covers were customized with local information).
- In order to not duplicate services, Cal-SOAP also provides additional support (financial and/or staffing) to many other existing college and career events, including but not limited to: "I've Been Admitted to College (all 7th graders to CR Campus and all 8th graders to HSU campus), AVID College Trips, Ideas at Work Career Camp, and Cash for College Financial Aid Workshops.

Through these activities, Cal-SOAP is able to be a conduit between the K-12 system and higher education, helping students to see the pathway of continuing their education beyond high school.

On behalf of the Northcoast Cal-SOAP Consortium, we support the application for the Innovation in Higher Education Award. We have no doubt that this collaboration deserves this honor and will continue to creatively press resources toward these goals.

Sincerely,

Cindy Porter,
Northcoast Cal-SOAP
Program Director

Kathleen Honsal,
Northcoast Cal-SOAP
Board Chairperson

Funded by a grant from
California Student Aid
Commission (CSAC)

901 Myrtle Avenue
Eureka, CA 95501
Phone 707.441.3973
Fax 707.445-7180

Humboldt State University—Innovation Application #1: Post-Secondary Success Collaborative
Decade of Difference: Steering Committee Members

Steering Committee:

John Dalby, President/CEO
Redwood Capital Bank

Jacqueline Debets, WIB Executive Director
County of Humboldt

Garry T. Eagles, Superintendent
Humboldt County Office of Education

Jackie Deuschle Miller, Retired
Green Diamond Resource Co.
Headwaters Fund Board Member

Rosa Dixon, Co-Founder
Natural Decadence

Erin Dunn, CEO
Fortuna Chamber of Commerce

J. Warren Hockaday, General Manager
KIEM TV

Mark Lovelace, Supervisor, Third District
Humboldt County Board of Supervisors

Rollin Richmond, Past President
Humboldt State University

Kathy Smith, President/Superintendent
College of the Redwoods

Fred VanVleck, Superintendent
Eureka City Schools

Edward (Buzz) Webb, Retired Dean,
Humboldt State University
Headwaters Fund Board Member

Vision: Ensuring a Dynamic Alignment Linking Business, Workforce Development, Economic Development and Education and Training to Strengthen the North Coast Economy

North Coast
Prosperity Graphic

Coordinating Council
An interactive forum for local Business, Workforce Development and Economic Development priorities to be aligned and integrated with North Coast Education and Training Programs.
(Meeting Schedule: quarterly for year one, then biannually; September and February)

Business
Participating in the Growth & Development of the North Coast Economy

- Industry Leadership Council (ILC) from Industry Clusters & Targets of Opportunity

MEMBERS

Representatives from Industry Clusters/Targets of Opportunity (ILC).....	8
Headwaters Fund Board.....	1
Humboldt County Comprehensive Economic Development Strategy (CEDS)	1
Prosperity Network	1
Workforce Investment Board	1
Decade of Difference Entrepreneurship Education	1
Humboldt State University.....	2
College of the Redwoods	2
Humboldt County Office of Education	1
Humboldt County High School Districts	6
Del Norte County Office of Education & Unified School District	1

Workforce Development
Promoting a Highly Skilled Workforce Competitive in the Marketplace

- Workforce Investment Board
- Decade of Difference – Creativity, Innovation & Entrepreneurship Impact Area

Economic Development
Providing Leadership for a Vibrant, Healthy Economy and Community

- Prosperity Network
- Humboldt County Comprehensive Economic Development Strategy (CEDS)
- Headwaters Fund Board

Education & Training
Responding to the Needs of Citizens and Local Business and Industry

- Humboldt State University
- College of the Redwoods
- Humboldt County Office of Education
- Humboldt County High School Districts
- Del Norte County Office of Education & Unified School District

Coordinating Council's Purpose . . .

- Aligning career pathways with Industry Clusters, Targets of Opportunity and Humboldt County's Comprehensive Economic Development Strategy.
- Identifying Business, Industry, Education and Training needs in each career pathway.
- Strengthening the work of Common Advisory Committees through extensive Business and Industry involvement.
- Marketing Career Pathway Education and Training opportunities throughout the North Coast.
- Assisting in Integrating Entrepreneurship Education into each Career Pathway.
- Promoting career exploration, work experiences, and internships for students, including career-related mentoring and community projects integrated into the curriculum.

Celebrating our Community Partners

Presenting Partners:



Garry T. Eagles, Ph.D.
Superintendent



HUMBOLDT COUNTY
Headwaters Fund

Educational Partners:



COLLEGE OF
THE REDWOODS

BUSINESS PARTNERS

- | | |
|--|---|
| Arcata Economic Development Corp. | Mad River Hospital |
| Bicoastal Media | North Coast Small Business Development Center |
| Blue Ox Millworks | North Valley Bank |
| Business and Entrepreneurship Center of Shasta College | O&M Industries |
| Coast Central Credit Union | PG&E Corporation |
| Community Credit Union | Redwood Capital Bank |
| Cypress Grove Chevre | SHN Consulting Engineers |
| Danco | State Farm Insurance |
| Eureka Broadcasting | Sun Valley Floral Farms |
| Express Personnel | The Link |
| Fire & Light | Times Printing |
| George Petersen Insurance | Times Standard |
| Greenway Partners | TJS Leasing & Holding Company |
| Holly Yashi | Tomas Jewelry |
| Humboldt Waste Management Authority | Umpqua Bank |
| Humboldt Investment Capital | US Bank |
| Hunter, Hunter & Hunt, CPA's | Wallace & Hinz |
| Internews | Wells Fargo Bank |
| JR Stephens | Wildwood Manufacturing |
| KIEM News Channel 3 | Wing Inflatables |
| Kokatat | Wyatt and Whitchurch, Inc. |
| Kuder, Inc. | |

COMMUNITY ORGANIZATIONS

- | | |
|---|-----------------------------------|
| Changing Tides Family Services | Humboldt County Library |
| Child Abuse Prevention Council | Humboldt LIVE! |
| Educational Talent Search | Ink People |
| Financial Resource Center | Local Child Care Planning Council |
| First 5 Humboldt | North Coast SBDC |
| Humboldt County Department of Health & Human Services | Nurse Family Partnership |
| Humboldt County Employment Training Department | Rotary Clubs of Humboldt County |

FOUNDATIONS/PROGRAMMATIC SUPPORT

- | | |
|---|-------------------------------|
| California College Access Foundation | Humboldt Area Foundation |
| CSU's Chancellor's Office | Mel & Grace McLean Foundation |
| Guy Fieri Cooking with Kids Foundation | North Coast Cal-SOAP |
| Humboldt Regional Occupation Program (HROP) | Rising Stars Foundation |

INDIVIDUALS

Plus over 500 community volunteers supporting Early Literacy, Financial Literacy, Youth Entrepreneurship, and College & Career Preparation.



Get Connected! Heidi Moore, Initiative Coordinator
(707) 441-4502 | hmoore@humboldt.k12.ca.us

Decade of Difference Making a Difference

in 2010-2020

The Decade of Difference is a ten-year community initiative designed to prepare our youth to be contributing and productive members in our society, community, and economy. This will be achieved through strategic efforts focused on kindergarten readiness, early literacy in reading and math, financial literacy, college and career planning, creative and innovative entrepreneurship activities, professional development, teacher training, and parent, business, and community engagement.



Vision Statement:

The community will unite and engage in long term strategies to prepare our youth to be successful contributing members in our community. As a result, employers will have a well-educated workforce that is trained, ready, willing, and capable. Entrepreneurial thinking, creativity, and innovation will become a part of the culture for our youth. We will see an improved standard of living in our region evidenced by decreased reliance on social services, decreased young adult criminal activity, and decreased poverty rates.

Goals:

- 100% of 4th grade students will demonstrate grade level mastery in reading and math;
- 95% of entering high school freshmen will graduate with a high school diploma; and,
- 90% of high school graduates will continue their education and enroll in a post-secondary educational program.



Inspired Youth • Vibrant Economy • Healthy Community



Decade of Difference Making a Difference in 2010-2020



Inspired Youth



Vibrant Economy



Healthy Community

"Just wanted to thank you for all you did to make career camp happen. It has been a tool that has my daughter thinking about her future. . . . We need this for our kids in our community. It is well worth the effort."
 - Patty V., Middle School Parent

"Because of the Young Entrepreneurs Business Challenge, I became a business owner! I got all of my stuff together and got the appropriate paperwork done so that I could be a real business in the community. I have met so many people and had so many opportunities brought to me, through Decade of Difference, that I couldn't possible imagine my life without it."
 - Madeira Seaman, High School Student, Owner-Maditude Adjustment

Research strongly shows that a long-term strategy where families, schools, and communities work together will be required to equip our students with 21st century skills that they will need to experience academic, social, and economic success. The Initiative strategies and related impact areas were selected as there is strong evidence that demonstrates a positive correlation between each as they relate to future educational and vocational success. In partnership with the community, the Initiative is incorporating increased focus and attention on the identified Impact Areas.

Impact Areas: Activities & Resources



Early Success, Kindergarten Readiness & Early Literacy

- "Baby's First Year" Activity Calendar
- Community Transition Teams
- Pre-School Story Time Kit
- Kindergarten Screening Tool
- Early Literacy Partners Program Reading (TK, K, 1st) Math (1st-2nd)

Kindergarten Readiness:
 Meg Walkley (707) 441-2015
 Early Literacy Volunteer Recruitment:
 Jenny Bowen (707) 441-4552
 Early Literacy Volunteer Support/Placement
 Janel Gagnon (707) 441-4505



Youth Entrepreneurship, Creativity & Innovation

- North Coast Youth Culinary All-Stars Salsa Competition
- The Awesome Pretzel Cart
- Innovate! (K-8)
- Innovate! Business Challenge (9-12)
- Community Connected Learning Teacher Training Program

Karen Brooks (707) 445-7563



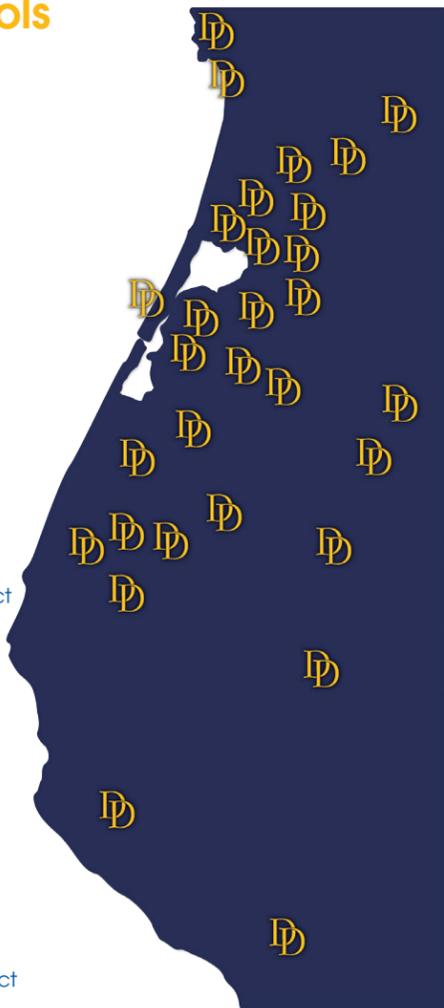
College & Career Resources

- Student Planners (6th-12th graders)
- Kuder Navigator online career exploration tool
- The Humboldt Hub
- "I've Been Admitted to College" Program (CR & HSU)
- "Ideas at Work" Middle School Career Camp
 Susi Huschle (707) 601-4307
- Cal-SOAP (Student Opportunity & Access Program)
 Cindy Porter (707) 441-3973
- Financial Aid Advising, Funding & Resources
 Sue Benzinger (707) 441-3927

Regional Impact . . . Broadening our Reach!

Participating Schools and Districts

- Alder Grove Charter School
- Arcata Christian School
- Arcata Elementary School District
- Big Lagoon School District
- Cuddeback Union School District
- Cutten School District
- Eureka City Schools
- Ferndale Unified School District
- Fieldbrook Elementary School District
- Fortuna Elementary School District
- Fortuna Union High School District
- Freshwater School District
- Fuente Nueva Charter School
- Garfield School District
- Hydesville School District
- Jacoby Creek Charter School District
- Klamath-Trinity Joint Unified School District
- Kneeland School District
- Maple Creek Elementary School District
- Mattole Valley Charter School
- McKinleyville Union School District
- Northern Humboldt Union High School District
- Pacific Union School District
- Peninsula Union School District
- Redwood Preparatory Charter School
- Rio Dell School District
- Scotia Union School District
- South Bay Union School District
- Southern Humboldt Unified School District
- Trinidad School District



Steering Committee:

- John Dalby**, President/CEO
Redwood Capital Bank
- Jacqueline Debets**, WIB Executive Director
County of Humboldt
- Garry T. Eagles**, Superintendent
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- Erin Dunn**, CEO
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- J. Warren Hockaday**, General Manager
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- Mark Lovelace**, Supervisor, Third District
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- Kathy Smith**, President/Superintendent
College of the Redwoods
- Fred VanVleck**, Superintendent
Eureka City Schools
- Edward (Buzz) Webb**, Retired Dean,
Humboldt State University
Headwaters Fund Board Member

"Everything you have brought to us through the Decade is great. We can count on this to be good."
 - Karla Darnall, Superintendent/Principal



Financial Literacy, Savings & Planning

- Promote early and ongoing student savings
- Elementary School Financial Literacy Lessons
- High School Financial Literacy Program
- Promotion of Financial Literacy Month and National Savings Day

Jenny Bowen (707) 441-4552



Parent & Community Engagement

- Community Outreach & Volunteerism
- Partnership, Sponsorship & Planned Giving Opportunities
 Jenny Bowen (707) 441-4552
- Parent Education Opportunities (0-5)
- Community Transition Teams
 Meg Walkley (707) 441-2015
- North Coast Parent Partners in Education Program (K-12)
- Computer Refurbishing Project
 Linnea Mandell (707) 441-4541



Professional Development and Teacher Training

- Financial Aid Training
- Early Literacy Partners Teacher Training
- Kuder Navigator Training
- Community Connected Learning Program
- HSU Teacher Training Program
 Cathy Dickerson (707) 445-7088



Visit: decadeofdifference.org

Inspired Youth • Vibrant Economy • Healthy Community

