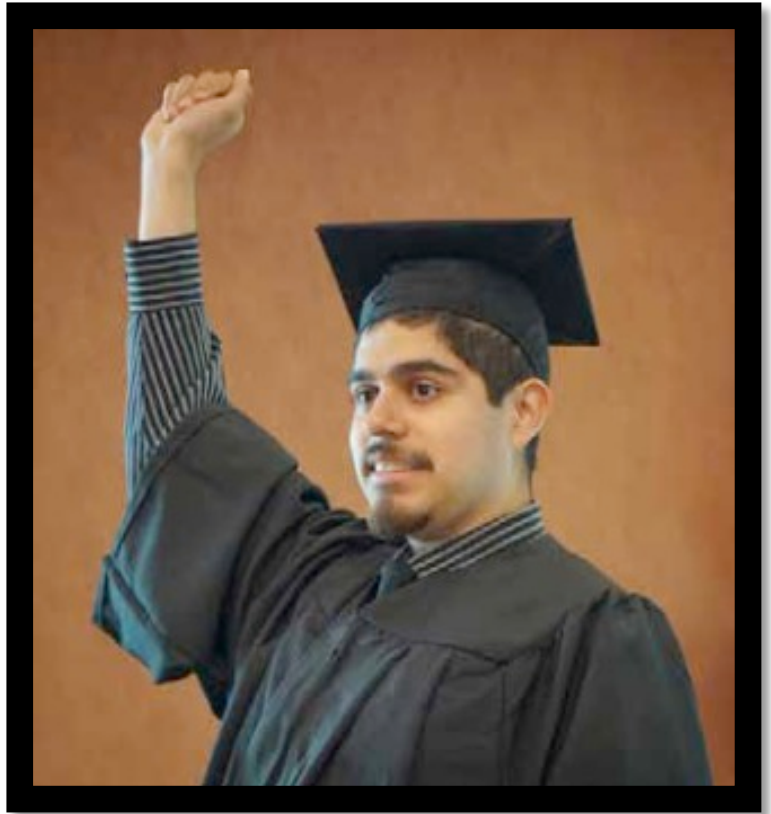# C2C Program Evaluation Report 2016-2018

Santa Rosa C2C student

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EXECUTIVE SUMMARY

In 2010, the California Department of Rehabilitation (DOR) in collaboration with the California Community Colleges Chancellor's Office established the College to Career (C2C) program as an inclusive three-year postsecondary education program with vocational preparation and training services for students with an intellectual disability (ID) to achieve competitive integrated employment (CIE) in the career of their choice. This was in response to growing demand by individuals with ID for access to postsecondary education and employment, and federal legislative changes (i.e., Higher Education Opportunity Act) that supported this choice. The initial five sites selected were: College of Alameda, Sacramento City College, San Diego Community College District, Santa Rosa Junior College, and North Orange County Community College District. In 2015, three additional colleges obtained funding to implement C2C programs: Fresno City College, Shasta College, and West Los Angeles College. A central component of the C2C programs is the academic and job supports provided for: developing study skills or (strategies), learning self-advocacy strategies, completing coursework, identifying job opportunities, preparing for interviews, communication strategies and skills, and troubleshooting any issues that arise while working.

C2C programs reported approximately 400 students participating across the eight C2C's during the 2016-2017 and 2017-2018 academic years. This report uses self-report data to describe characteristics of C2C students in 2016-2017 (n =349) and 2017-2018 (n =259), their course enrollments, supports received, work experiences (paid and unpaid), and academic and employment outcomes at exit across the eight C2Cs. It is important to note that California Community Colleges (CCCs) are accountable for and concerned with the following student outcomes: course completion, certificate and degree completion, and transfer to four-year institutions[1]. This report reflects that the vast majority of students completed courses, certificates and the degrees attempted. The program model consists of three years of participation in inclusive postsecondary education with a goal of exit to CIE. Findings show:

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[1] The C2C program model does not include transfer to four-year college or university as a goal.

Academic Highlights

- Majority of course enrollments were inclusive (2016-2017: 59%; 2017-2018: 55%).
- C2C students demonstrated a higher passing rate in their course enrollments (2016-2017: 85%; 2017-2018; 84%) compared to students in the California community college system (i.e., not enrolled in the C2C program).
- Five C2C students achieved Associate's degrees (two in 2016-2017, three in 2017-2018).
- Ninety-two C2C students completed certificates (20 certificates in 2016-2017; 72 certificates in 2017-2018).

Employment Highlights

- The majority of work experiences while participating in C2C in 2016-2017 were individual paid jobs (55%) and in 2017-2018 were largely a mixture of individual paid jobs (43%) and unpaid internships (30%).
- The average hourly wage for paid work experiences students had while in C2C was above minimum wage (2016-2017 average: $10.77 an hour; 2017-2018 average: $11.24 an hour).
- The majority of C2C students exited C2C with employment at or above minimum wage (2016-2017: 59%; 2017-2018: 52%).

C2Cs attribute their success to:

- their strong, caring, passionate staff who provide individualized support to their students,
- building relationships with DOR, regional centers, campus departments, and employers in the community to continue supporting C2C students as they achieve their educational and employment goals, and
- their involvement on advisory boards, parent advocacy groups and in the disability community in general.

BACKGROUND

Historically, opportunities for students with an intellectual disability (ID) to participate in inclusive postsecondary education (PSE) were very limited. Within California's community college system, students with ID primarily participated in educational assistance classes (formerly specialized classes) for students with disabilities including, adult education, independent living skills, adaptive physical education, and arts classes.[2] Some colleges required students with ID to demonstrate an ability to benefit from higher education and once enrolled were allowed to fail and repeat a course up to 3-4 times as the primary means of support.

Disabled Student Programs and Services (DSPS) held the central role for supporting students with ID and were limited by funding, pervasive low expectations, and lack of infrastructure to support these students. Colleges cited limited knowledge of universal design approaches to support students with disabilities (i.e., including ID) and indicated that funding was needed to provide additional support services, and to develop programs that would culminate in certificates.[3] Supports for students with ID (i.e., formerly classified as developmentally delayed learners (DDL) were among the lowest funded categories of students with disabilities, while DSPS directors indicated that services for these students required substantially more resources (e.g., staff and time).[4] There were limited replicable strategies for addressing the academic and workforce development needs of these students and across the CCCs.

Higher Education Opportunity Act

Changes in federal legislation increased higher education access for students with ID. The Higher Education Opportunity Act (HEOA, 2008) contained important provisions that increased accessibility to PSE among students with intellectual disabilities. These

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[2] Raynor, O., Hayward, K., Francis, W., & Campisi, C. (2016). Changing Systems to Provide Inclusive Higher Education for Students with Intellectual Disabilities. *Journal of Postsecondary Education and Disability*, *29*(3), 271-276.

[3] Focus Group with DSPS Directors and Coordinators, 2008

[4] IBID

included the expansion of models for inclusive PSE, federal financial aid and a national coordinating center. Think College, housed at the Institute for Community Inclusion at the University of Massachusetts, Boston is responsible for the development of quality and accreditation standards for PSE programs for students with ID.[56] HEOA defined inclusive academic access as a fundamental component of the PSE programs that should result in gainful employment. This legislation was a catalyst for the development of the groundbreaking C2C programs in California.

Recent research on predictors associated with paid employment[7] suggests that if students with ID are to experience CIE - like their non-disabled peers, PSE programs must move beyond independent living skills and provide access to: 1) general college courses, 2) a range of campus activities, and 3) a variety of ways to participate in their community.[8]

Other federal (Workforce Innovation and Opportunity Act) and state (Employment First) policies place a priority on individuals with intellectual and developmental disability (IDD) achieving CIE. Implementation of these polices has shown small incremental progress however the majority of individuals served by California's regional center system are not employed. In the most recently available data from 2017, the California Department of Developmental Services (DDS) reported that 14.5% of working-aged people with developmental disabilities were employed compared to 14.2% in 2016.[6] In 2017, an average of 23,265 regional center clients received wages with an average monthly wage of $725.

[5] Grigal, M., Hart, D., & Weir, C. (2011). Framing the future: A standards-based conceptual framework for research and practice in inclusive higher education. *Think College Insight Brief*, *10*, 1-3.
[6] 2019 Report of the Employment First Committee. Retrieved from: https://scdd.ca.gov/wp-content/uploads/sites/33/2020/07/efc2019.pdf on November 3, 2020.
[7] Qian, X., Johnson, D. R., Smith, F. A., & Papay, C. K. (2018). Predictors associated with paid employment status of community and technical college students with intellectual disability. *American Journal on Intellectual and Developmental Disabilities, 123*(4), 329-343. doi:10.1352/1944-7558-123.4.329
[8] IBID

The employment rate for individuals with ID served by DDS (i.e., the regional centers) remained as low as 13%. In order to improve the employment outcomes of individuals with ID, a change to the current systems and new opportunities that prepare individuals for CIE were needed. Rehabilitation outcome data reflected youth with ID who participated in PSE were 26% more likely to attain employment and to earn 73% higher wages than their peers who didn't attend college.

Development of C2C Programs

C2C's Relationship with the California Department of Rehabilitation (DOR)

The C2C programs initially began as pilot programs in 2010 in response to the raised expectations of young adults with ID and their families to attend college and gain CIE. One of the unique aspects of C2C is the involvement of the DOR and the expectation of CIE upon completion of the C2C program. Under a three-year cooperative case service contract between DOR and each Community College District, DOR provides funding for C2C program implementation. Each of the cooperative case service contracts between the Community College Districts stipulates that the DOR counselor(s) will: 1) open 20 cases (i.e., comprised of new DOR clients) per fiscal year, 2) develop an individual plan for employment (IPE) for each student, and 3) close approximately 15 cases successfully (i.e. the participant has obtained CIE for at least 90 days).[9]

The DOR counselor and C2C coordinator work collaboratively to assess program applicants and appropriate referrals to the program and ultimately select the C2C students who are determined can most benefit from receiving services through the C2C program. Once students are selected, the C2C program is required to provide some or all of the following services: 1) intake, 2) career assessment, 3) career and technical training, 4) work experience, 5) employment services, and 6) campus integration services. The DOR Contract Administrator provides contract oversight, technical assistance, fiscal monitoring, and support to assist the C2C programs in the provision of contract services. Additionally, one or more DOR counselors are assigned to support students participating in the C2C program services and authorizing or providing

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[9] For most programs, 15 vocational rehabilitation closures (i.e., to employment) are anticipated annually.

additional services necessary for the students to be successful. The assigned counselors are in frequent contact (i.e., several times per month) with the C2C program coordinators to discuss student progress and needs and to consult about program services to as many as 60 students. Additionally, the DOR Counselors receive monthly progress reports regarding each student receiving services within the C2C program. The collaboration between the DOR and the C2C staff is designed to facilitate cross-training across DOR and the Community College Districts. The DOR Contract Administrator and the counselors conduct quarterly meetings and extended site reviews with the C2C program staff to review the implementation of contract services. Lastly, frequent technical assistance is provided to strengthen the program's capacity to implement the cooperative case service contract between DOR and each college.
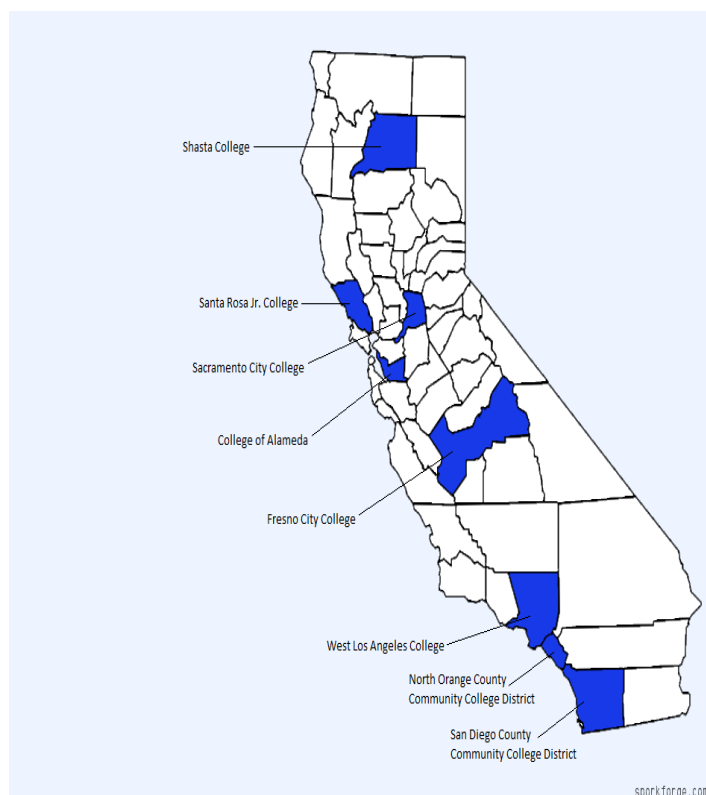
C2C Programs

Five California community colleges were selected in 2010 to implement C2C: College of Alameda, North Orange Continuing Education, Sacramento City College, San Diego Community College District, and Santa Rosa Junior College.[10] Three additional colleges (Fresno City College, Shasta College, and West Los Angeles College) obtained funding to implement C2C programs in 2015. See Figure 1. The purpose of C2C is to provide instruction and related support services, prevocational and vocational training, and job development and placement of individuals with ID.[11] The goal of the C2C program is for students' to 1) participate in an inclusive PSE experience, and 2) upon completion of the program for C2C students to attain CIE in an area and job site of their choice.[12]

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[10] Grigal, M., Hart, D., & Weir, C. (2013). Postsecondary education for people with intellectual disability: Current issues and critical challenges. *Inclusion*, *1*(1), 50-63.
[11] IBID
[12] College to Career, DOR website. Retrieved from from https://www.dor.ca.gov/Home/CpEducation on October 4, 2019.

Figure 1. Map of C2C Sites

Each college implements C2C under a cooperative contract with DOR to admit 20 students per year to receive services for three years. The programs were developed and administered by the college's DSPS Office. C2Cs provide academic and vocational counseling that assists each student to choose a course of study that aligns with their goals for PSE and CIE. Typically, the colleges accept student referrals from regional centers, K-12 school districts, DSPS program, and local DOR offices.[13] Eligible students are required to be consumers of the DOR and regional center (i.e., recipients of the state's developmental disability agency). Students are typically 18 years or older and have completed high school (i.e., with a certificate of attendance or high school diploma).

Program Characteristics

The C2C programs were developed using the provisions (i.e., definition of ID, inclusive participation, and the outcome of gainful employment) of the HEOA and the Think College Standards-Based Conceptual Framework for Inclusive Higher Education as grounding principles to design and build capacity to serve students. The framework (see Figure 2) consists of standards, quality indicators, and benchmarks developed by experts to guide institutions of higher education (IHE) practitioners in creating, expanding, and enhancing

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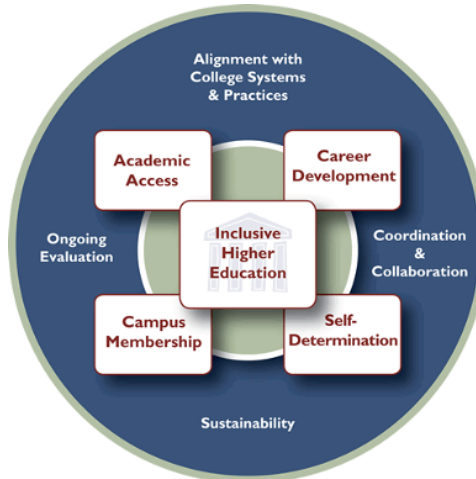[13] IBID

Figure 2. Think College Standards Based Conceptual Framework for Inclusive Higher Education.

PSE programs for students with ID.[14] It depicts four standard cornerstones of inclusive higher education: Academic Access, Career Development, Campus Membership and Self Determination. It guides postsecondary professionals in developing programs for students with ID. Table 1 displays selected practices that the colleges implemented to create, expand, or enhance the quality of the C2C programs based on the Think College Standards.

Table 1. Selected Practices Exemplifying Think College Standards

	C2C EVIDENCE FOR MEETING STANDARD
ACADEMIC ACCESS	
Quality Indicator 1.1: Provide access to wide array of college course types that are attended by students without disabilities	Students enrolled in courses that were aligned with their academic and career goals. Most C2C students participated in inclusive credit-bearing courses that lead to the completion of a certificate or associate degree. Common majors included Computer Business Technology (CBTE), Child Development, Multimedia/Graphics, Culinary Arts, and Auto Technology.
Quality Indicator 1.2: Address issues that impact college course participation	DSPS provided the supports, accommodations, and resources that students needed to succeed. Advised students about the timeline for updating and retrieving accommodation letters and met students to address disability-related concerns. Some students used assistive

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[14] IBID

	technology (AT), alternative media, computer related devices and other resources on the campuses' High-Tech Centers (HTC).
Quality Indicator 1.3: Provide students with the skills to access ongoing adult learning opportunities	Some students participated in classes (i.e., cooking classes) within their community.
CAREER DEVELOPMENT	
Quality Indicator 2.1: Provide students with the supports and experiences necessary to seek and sustain competitive employment	The campus launched a contract with employers to provide internship opportunities to C2C students for 100 hours on the campus and primarily at designated employers' cites (i.e., off-campus). The program worked with the Office of Child Development to provide information and opportunities to students. After completing interviews, seven students were placed independently at schools within the district.
CAMPUS MEMBERSHIP	
Quality Indicator 3.1: Provide access to and support for participation in existing social organizations, facilities, and technology	The program encouraged students to participate in campus clubs and activities and shared information about club activities and events with students via text messages or emails. Education coaches assisted students with reviewing the campus bulletin boards for opportunities to increase socialization and involvement on campus. Some students who participated in campus clubs ascended to leadership within the clubs (e.g., as Secretary of the Hospitality Club and Secretary of the Child Development Club.
SELF-DETERMINATION	
Quality Indicator 4.1: Ensure student involvement in and control of the establishment of personal goals	The program completed a comprehensive student education plan that served as a road map for the students to know what to expect. Periodically, the staff and students met to revisit and revise the plan as needed.
Quality Indicator 4.2: Ensure the development and promotion of the	The staff regularly met with students to discuss their academic and career interests.

self-determination skills of students with ID	The program implemented a variety of ways for students to monitor their academic progress, and trained them to navigate the online portal, Canvas, to view their grades.
Quality Indicator 4.3: Have a stated process for family involvement	Family input was incorporated with the approval of the student. That often led to great partnerships and support at home for students to enter into CIE.
ALIGNMENT WITH COLLEGE SYSTEMS AND PRACTICES	
Quality Indicator 5.1: As required in the HEOA, identify outcomes or offer an educational credential (degree or certificate) established by the institution for students enrolled in the program	The outcomes established by the C2C program were measurable and students participated in courses that led to certificates and degrees approved by the state Chancellors' office.
Quality Indicator 5.2: Provide access to academic advising	The programs provided guidance and advising to students for enrollment in courses related to their academic and career goals.
Quality Indicator 5.3: Provide access to college campus resources	Students had access to and were encouraged to use all campus resources (e.g., tutorial services, health center, dining services, the career center and other applicable programs) such as the Extended Opportunity Program and Services (EOPS) program.
Quality Indicator 5.4: Collaborate with faculty and staff	The C2C coordinator served as a resource by consulting with DSPS on critical student matters and collaborated with the district's Accounting offices and Financial Aid offices to support student participation at the IHE.
Quality Indicator 5.5: Adhere to the college's schedules, policies and procedures, public relations, and communications	The C2C program's academic schedule, policies and procedures are aligned with the college. C2C students participated in the graduation and a C2C Ceremony of Achievement.
COORDINATION AND COLLABORATION	
Quality Indicator 6.1: Establish connections and relationships with key college departments	Program staff established relationships with key departments (e.g., Student Services, Financial Aid, Strong Workforce, and the Workplace Environment Committee), participated on numerous institutional committees (e.g., Student Centered Funding Formula task force, District wide scholarship committee, Facilities Committee, Guided Pathways Committee), and worked closely with the Career and Employment Center.

Quality Indicator 6.2: Have a designated person to coordinate program-specific services of the comprehensive postsecondary program	Each C2C program retained a coordinator that was responsible for the comprehensive coordination of program activities. The C2C coordinator served as the internal (within the IHE) and external (with the community) liaison for the program.
SUSTAINABILITY	
Quality Indicator 7.1: Use of diverse sources of funding	Some C2C programs applied locally and obtained Student Equity funding to address the academic and tutoring supports that students needed.
Quality Indicator 7.2: Have a planning and advisory team	Some programs routinely used an advisory committee for accountability and decision-making.
ONGOING EVALUATION	
Quality Indicators 8:1: Conduct evaluation of services and outcomes on a regular basis	The C2C programs participated in the data collection and reporting related to program evaluation under the guidance of the UCLA Tarjan Center.

Each community college with a C2C program is responsive to the higher education and workforce development needs of its community. Depending on the local circumstances and resources of the campus, C2C students have access to different course offerings, campus activities, and community resources. Some characteristics of the C2C programs however, are consistent. The C2C programs, for example, require students to have an ID and to have completed high school. To facilitate academic participation, the programs provide career counseling and guidance from DSPS counselors to assist students to select an employment goal and academic counseling to select coursework that aligns with the vocational goal.

The colleges DSPS offices provide a range of services and supports (e.g., adaptive furniture, assistive technology, mobility assistance, adaptive learning device, interpreter, note taker, adaptive computer, recorded lectures, alternative media, enlarged print, extended time on tests, reader, scribe, quiet room, distraction reduced room, and echo pens) to students with disabilities based on the need for accommodations. The traditional services and supports provided by the colleges are augmented by

educational coaches and Job Developers. The C2C programs provide education coaches who provide academic support that is responsive to the individual student's needs to: understand course syllabi, develop study skills, navigate the campus, practice time-management, self-advocacy strategies (which translates into effective communication skills), and complete course assignments. Education coaching is a unique feature that the C2C program provides. The coaches provide tutoring, and group or one-on-one counseling that empowers students to become self-directed and life-long learners. They challenge students to reflect on their personal and professional goals in a collaborative and growing process. Through this type of support, students become more self-aware of their strengths, values and interests[15]. The coaches use the information students are discovering and relate it to their academic goals. In some cases, education coaches assist students with understanding and using accommodations in the academic environment[16]. Education coaches provide guidance to students to help them navigate college systems/offices (e.g., registration, financial aid), DSPS office, and EOPS and are the liaison between the C2C program, DSPS, and the student.

Each C2C provides a Job Developer. The Job Developer assists the student to identify job opportunities, complete and submit job applications, prepare for interviews, and to make decisions about when and how to approach employers. Every program has developed an infrastructure (internal and external) in response to the individual needs of students with ID, the circumstances of the college, and community. To understand the programs is to examine the work the C2C staff (coordinators, education coaches, Job Developers, DSPS counselors, and others) have done to build the systems of support for these students in higher education and in their communities.

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[15] J. Sanoh, personal communications, January 23, 2020.
[16] A. Fante, personal communications, January 23, 2020.

Evaluation of the C2C Programs

Under contract with the California Community College Chancellor's Office (CCCCO), the Tarjan Center oversees the C2C program evaluation. Annually, C2C programs enter information about their students including course enrollments, job preparation, and work experiences (paid and unpaid). An initial report (May 2016) described the first three years (2011-2014) of implementation among the original five C2Cs: student characteristics, enrollments and supports, work experiences, and examples of student success and attitudinal shifts. Tarjan Center staff have analyzed and presented data from previous years at conferences.

Limitations

The C2C data are self-reported, and certain questions or sections of the Think College Data Network were not completed. Incomplete data often resulted from staffing challenges, as there was high turnover in data entry staff. Data entry often started with one person, but continued by another staff member. The C2C Evaluator made multiple attempts to seek confirmation of data entered in the Think College Data Network, and for missing items deemed integral to this report worked with C2Cs to complete. Exit data come from a different data source, the DOR, and present a snapshot of students who have closed their DOR case with or without employment. Since a successful case closure only happens after a minimum of 90 days working, those who are working, but have not yet had their case closed are not represented in the data. This is discussed more in that section. These limitations should be kept in mind when reviewing the data in this report. C2C is a unique program, and is not representative of other PSE programs serving those with intellectual and other disabilities.

Purpose of the Report

This report describes C2C as a whole as well as site-specific information of interest to the C2Cs. The aim of this evaluation report is to describe:

- Who participated in C2C
- What types of courses C2C students enrolled in
- What kinds of student supports C2C students received

- What types of work experiences students engaged in while participating in C2C
- How many C2C students exit into CIE
- What are examples of positive student outcomes (personal, academic, and employment)

METHODS

Information is gathered about C2C students at the beginning of their first year: demographics, prior educational and work experience. Students are followed during their participation in the program, information is collected about courses taken, work experience, and educational, and employment supports received while participating in the program. Three types of data were compiled and are presented in this report including data from: 1) Think College Data Network, 2) DOR closure data (from production reports), and 3) C2C progress reports.

C2C Think College Data Network

The Think College Data Network online system was used to collect data on: student demographics, course enrollments, job preparation, and job experiences prior to exit. The C2C Coordinator, Job Developer, and/or data entry staff input data. An initial orientation to the Think College Data Network and any changes to the interface was provided by Think College staff, Frank Smith. Dr. Hayward, the C2C Program Evaluator, provided additional training on data entry and individual technical assistance to facilitate resolution of any issues encountered when entering data into the Think College Data Network.

Data from the Think College Data Network were analyzed in a Statistical Package for the Social Sciences (Version 25) to obtain frequencies and other descriptive statistics. When data were missing and a response could not be obtained, we reported the data for the number of programs or students we received from the C2Cs. In certain cases, C2C Coordinators were contacted to provide total counts for an area of interest for inclusion in this report. This happened, for example, to obtain grade information that was missing from 2017-2018 from two C2Cs.

DOR Closure Data

The Exit information is based on data collected by the DOR upon case closure irrespective of the students' year in the program. In addition to reporting data into the Think College Data Network, C2Cs must submit monthly reports to DOR throughout the year. One area DOR collects is information about C2C students' employment status when they exit the program. We present DOR closure data about whether a student exited into part or full time employment at or above minimum wage in the most inclusive setting possible, and has retained that employment at least 90 days. At this time, we do not have access to DOR data about employment (rate of pay, where employed, title, etc.) but future data collection will include these items.
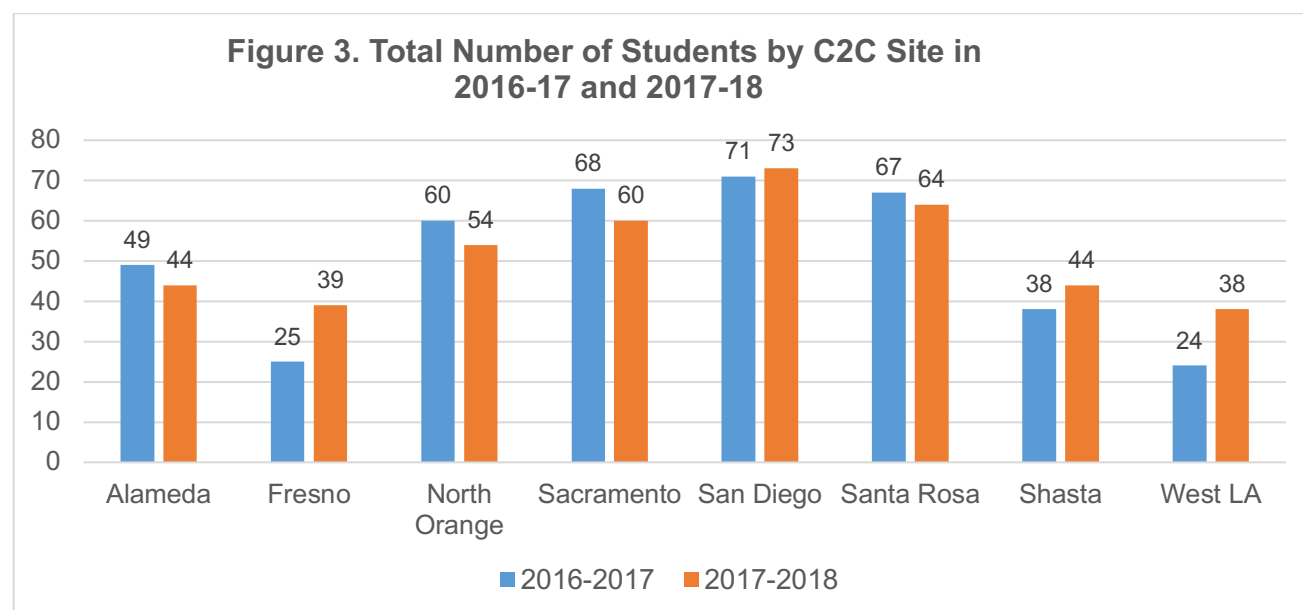
C2C Program Staff Input

Additional qualitative information about challenges and successes is presented based on responses provided by C2Cs to open-ended questions posed during teleconferences and C2C progress reports:

- What, if any, new relationships were developed with campus departments this year? Within the community? With employers?
- What has contributed to a positive employer relationship?
- What challenges have you encountered in implementing the program and how have you addressed them?
- What do you view as successes achieved this academic year? What factors do you think contributed to these successes?
- What else would you like to share with us about what makes your program unique? What are you particularly proud of?

C2C STUDENTS

There were 402 students reported participating in C2C across eight C2Cs in the 2016–2017 academic year with an average of 50 C2C students per site (range= 24-71). In 2017-2018, C2Cs reported a total of 416 students (average=52, range= 38-73). See Figure 3 for students by C2C site. The number of responses varied by question. For the

most part, unless otherwise noted, data is provided for 349 (87% of total) C2C students in 2016-2017 and 259 (62% of total) C2C students in 2017-2018.

Figure 3. Total Number of Students by C2C Site in 2016-17 and 2017-18

Site	2016-2017	2017-2018
Alameda	49	44
Fresno	25	39
North Orange	60	54
Sacramento	68	60
San Diego	71	73
Santa Rosa	67	64
Shasta	38	44
West LA	24	38

2016-2017 (All Students)

Demographic information was provided for 349 C2C students across the eight C2Cs in the 2016–2017 academic year. The majority of students were White (54%), 12% were Black or African American, 30% were Hispanic/Latinx, and 13% were Asian. Fifty-nine percent of the C2C students were male. Most students (92%) were between the ages of 18 and 30 with an average of 24 (s.d. =4.9) years of age. The most commonly reported age was 22 (15%).

In order to be eligible for C2C, students needed to have a developmental disability, which includes individuals on the autism spectrum with or without ID. C2Cs could select more than one disability per student; 75% of C2C students had an ID, 18% developmental delay, and/or 28% were on the autism spectrum. Twenty C2C students (6%) had a speech or language impairment; 18 students (5%) had an orthopedic impairment; 12 (3%) students had cerebral palsy (CP) and two (0.6%) had Down syndrome. Documentation of ID utilized by C2Cs included one or more the following: regional center documentation (63%), neuropsychological or psychological report

(46%), IEP (31%), and physician's documentation (19%). C2C students were asked about the type of benefits they were receiving at time of enrollment; 61% were receiving SSI. Forty-two percent of the students had previous employment at or above minimum wage prior to C2C.

2016-2017 Cohort (First Year Students') Demographics

One hundred five (30%) of the C2C students were new (in their first year) to the program. Appendix A displays the gender, race/ethnicity, disability(ies), whether the student was a client of DOR prior to C2C, and whether they had prior work experience at or above minimum wage. First year students in 2016-2017 tended to be male (60%). The exception was in Sacramento where females outnumbered males. A little more than half of first year students in 2016-2017 were non-White (55%). This pattern was observed in Alameda, Fresno, North Orange, and Sacramento C2Cs. Nearly half (45%) of the first-year students were clients of DOR prior to C2C, but differences are observed across the sites. A little more than a third (39%) of the 2016-2017 first year students are Hispanic/Latinx with at least half of those at Fresno, North Orange, Sacramento, and West LA identifying as Hispanic/Latinx. Twenty-seven percent of the 2016-2017 first year students were on the autism spectrum with Santa Rosa comprising the largest percentage of those on the spectrum. The average age of 2016-2017 first year students was 23 (mean age range 21-25) years old. All of Sacramento's first year students and nearly all (90%) of those at North Orange were DOR clients prior to C2C compared to Shasta where none of their first year students were established with DOR prior to C2C. Half (51%) of this year's cohort had previous paid employment at or above minimum wage; 80% or more of the Sacramento and Santa Rosa 2016-2017 first year students were previously employed before C2C.

2017-2018 (All Students)

Demographic information was entered for 259 of the C2C students. The majority (54%) of students were White, 10% were Black or African American, 33% were Hispanic/Latinx, and 9% were Asian. Most students (88%) were between the ages of 18 and 29 with an average of 23.8 (s.d. = 5.3) years old. The C2C students' age were

between 16 and 54 years old; the most commonly reported age was 22 years old (48%).

C2Cs could select more than one disability per student such as ID and autism spectrum; 75% of the C2C students had ID, 12% had a developmental delay, and/or 35% were on the autism spectrum. Thirteen (5%) of the C2C students had a speech or language impairment. Two students had CP. Documentation of ID utilized by C2C's included one or more the following: regional center documentation (66%), neuropsychological or psychological report (45%), IEP (29%), physician's documentation (24%). C2C students were asked about the type of benefits they were receiving at time of enrollment. Students were most commonly receiving SSI (60%). Forty percent of C2C students were employed for pay at or above minimum wage prior to C2C.

2017-2018 Cohort (First Year Students') Demographics
There were 122 students in their first year of the C2C program. Nearly three-quarters (72%) of the 2017-2018 cohort are male, 55% are White, 34% are Hispanic/Latinx, and on average were 23 years old (mean age range 20-26). A quarter (27%) of the 2017-2018 cohort were DOR clients prior to C2C. Twenty-nine percent of this cohort had previous work experience at or above minimum wage. Appendix B displays the composition of the 2017-2018 first year students by C2C site.

Differences can be observed in several areas. San Diego and West LA had a high percentage of students on the autism spectrum among their 2017-2018 first year students. All students in the 2017-2018 cohort at Sacramento were DOR clients prior to C2C whereas 8% of the San Diego's first year students were DOR clients prior to C2C entry. Sixty-five percent of the 2017-2018 first year students were receiving SSI benefits at Intake.[17] A large majority of the Fresno City College (95%) and West LA College (89%) first year students were receiving SSI. Twenty-nine percent of the 2017-2018 first year students had previous employment at minimum wage or above prior to entering

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[17] Data about receipt of benefits such as SSI was not available in 2016-2017.

C2C. North Orange was the only C2C that did not report any students with prior paid work experience. The other C2Cs reported between 15% (San Diego) and 60% (Shasta) of their 2017-2018 first year students having had paid work experience at minimum wage or above prior to C2C.

ACADEMICS

Of the 349 students entering C2C in 2016-2017, 46% had graduated high school with a certificate of completion or attendance, 41% had earned a standard diploma, 5% had a modified diploma, and 1% had obtained a GED or high school equivalency certificate (1%). Of the 259 students entering C2C (2017-2018), 57% had graduated high school with a certificate of completion or attendance, 33% received a standard diploma, 3% obtained a modified diploma or a GED or high school equivalency certificate (3% each). This section describes the types of courses all C2C students enrolled in and the supports they received.

Course Enrollments

2016-2017 Enrollments

In 2016-2017, C2C students were enrolled in a total of 1869 courses with an average of 5 course enrollments for the year. Santa Rosa reported 519 course enrollments, Shasta reported 357 enrollments, West LA reported 252 enrollments, both Alameda and North Orange reported 244 enrollments, Fresno reported 108 course enrollments, Sacramento reported 102 enrollments, and San Diego[18] reported 43 course enrollments.

Sixty-five percent (*n* =1217) of course enrollments were for standard credit; range of 14%-100% of enrollments were for credit across sites. All course enrollments were for credit at three C2C sites: Fresno, Sacramento, and Shasta. The majority (59%) of course enrollments were described as inclusive (range= 40%-82%); 38% were specialized. Inclusive courses are those that are attended by C2C and non-C2C
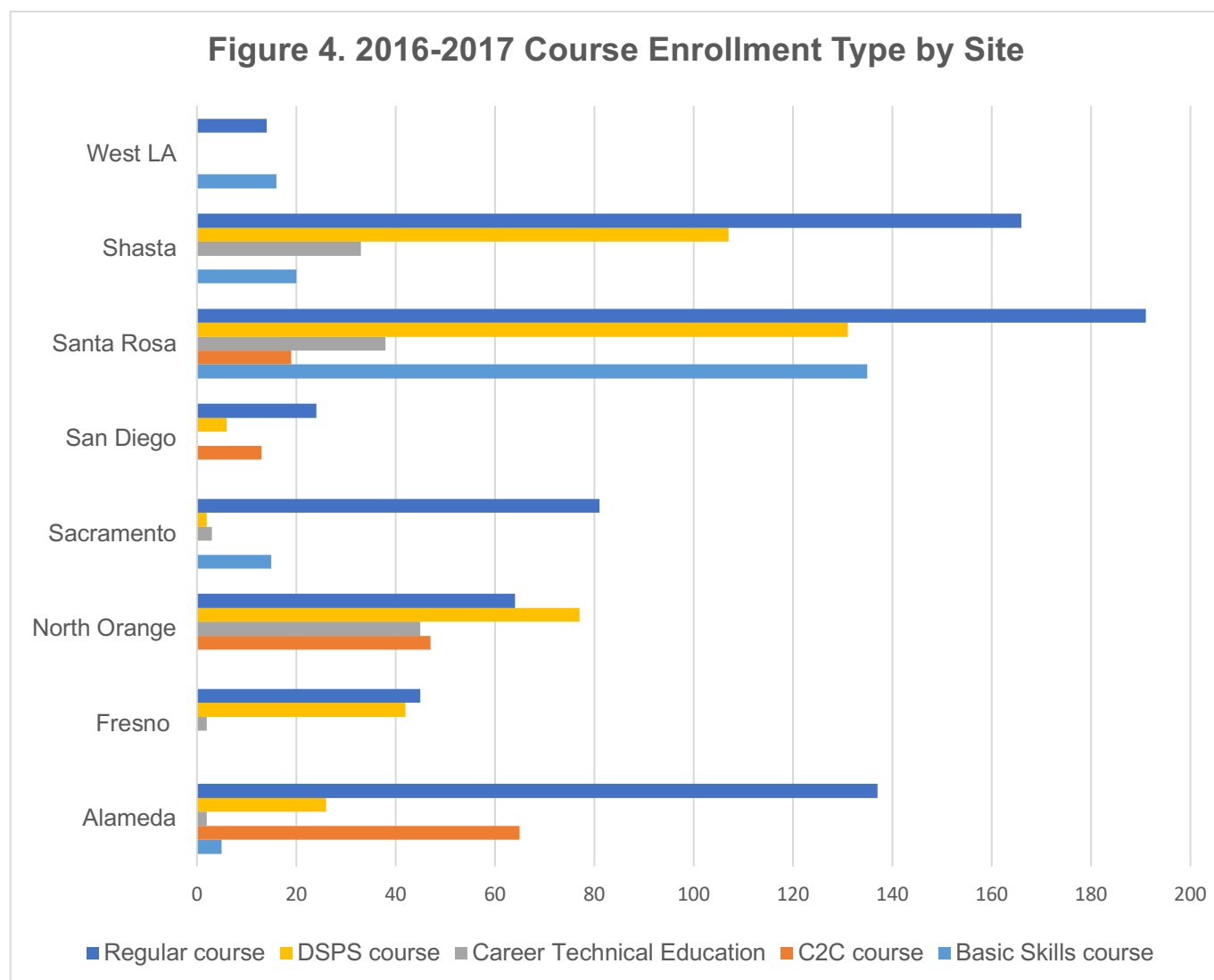
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[18] San Diego only reported enrollments for the new students.

students. Table 2 lists examples of inclusive course enrollments. Specialized courses are those attended only by C2C students.

Table 2. Examples of Inclusive Course Enrollments (2016-2017)
30 Ways to Shine as a New Employee
Aqua Aerobics
Attitude in the Workplace
Automotive Repair
Beginning Freehand Drawing
Blueprint for Customer Service
Communicating with People
Child Growth and Development
Child, Family, and Community
College Reading
Computer Literacy
Early Childhood Education – Introduction to Curriculum
Customer Service in the Workplace
General Work Experience
Graphic Communications
Hospitality
Introduction to Starting a New Business
Introduction to Post-Secondary Education
Math –Arithmetic, Pre-Algebra, Intermediate Algebra, Statistics
Sanitation and Safety
Stress Management in the Workplace
Theater

Further specificity of the type of courses was provided for 1571 enrollments: 46% of course enrollments were in regular courses, 25% DSPS (educational assistance courses) enrollments, 12% Basic Skill enrollments (foundational skills courses in

reading, writing, and math), 9% C2C enrollments (courses designed specifically for, and attended by C2C students), and 8% were Career Technical Education course enrollments. See Figure 4 for course type by C2C.

Figure 4. 2016-2017 Course Enrollment Type by Site

Grades were provided for 1411 course enrollments. Eighty-five percent of the grades received were of a passing grade; 54% of enrollments had a grade of C or above (28% A, 15% B, 11% C) and 31% had a pass or satisfactory. This was higher than the

statewide pass rate for spring 2017 (71%).[19] The pass rate across the C2Cs ranged from 68% to 96%.

Course enrollments were related to a student's career goals (58%), personal interest (40%), required for their degree/certificate (35%), and/or required for C2C credential (25%).

2017-2018 Enrollments

In 2017-2018, C2C students were enrolled in 1771 courses with an average of 6 course enrollments for the year. Santa Rosa reported 440 course enrollments, West LA reported 298 enrollments, Alameda reported 253 enrollments, Fresno reported 166 course enrollments, North Orange reported 123 enrollments, Shasta reported 338 enrollments, Sacramento reported 240 enrollments, and San Diego reported 63 course enrollments.

Reasons for enrolling in a course were provided for 1447 courses. The most common reason for enrolling in a course was that it was related to a students' career goals (66%); 59% of course enrollments were of personal interest, 35% of enrollments were required for their degree/certificate, and/or 32% of enrollments were required for C2C.

The majority of course enrollments (55%, n =791) were described as inclusive (range-36%-87%); 41% (n =589) were specialized. Inclusive courses are those that are attended by C2C and non-C2C students (regular courses, and career technical education). Specialized courses are those attended only by C2C students. See Table 3 for a list of examples of inclusive course enrollments in 2017-2018. Of the 1675 enrollments credit status was known, 72% were for standard credit (range=19%-100%).

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[19] Grade distribution pulled for Spring 2017 from
https://datamart.cccco.edu/Outcomes/Grades_Distribution_Summary.aspx on December 19, 2019

Table 3. Examples of Inclusive Courses Taken by Students (2017-2018)
Administration of Justice
Automotive Electrical
Child Development: Nutrition, Health and Safety
Child, Family, and Community
Communication: Public Speaking
Computer Applications for Administrative Assistant
Computer Information Technology- Fundamentals of Networking
Computer Literacy
Conflict Resolution
Culinary Arts
Elementary Spanish
Engine Performance
English-English Fundamentals, Reading and Writing
Fire Protection
Fundamentals for Workplace Success-Effective Communication and Leadership, Teamwork
Hospitality
Human Anatomy
Interpersonal Communication
Introduction to Ceramics
Introduction to Computers
Introduction to Microsoft-Windows, Excel, PowerPoint, Publisher
Introduction to Sociology
Math-Arithmetic, Basic Math, Pre-Algebra, Elementary Algebra, Intermediate Algebra
Physical Therapy Aide
Script Analysis and Playwriting
Small Group Communication
Values and Ethics

Further specificity of the type of courses was provided for 1169 (75%) of the courses: 35% of enrollments were in regular courses, 27% in DSPS courses (educational assistance classes[20] open to students with disabilities), 18% in Career Technical Education courses, 10% in C2C courses, and 10% of course enrollments were in Basic Skill courses. See Figure 5. Grades were provided for 1772 course enrollments; 83% of the grades were of a passing grade. This is higher than the pass rate across the California community college system (72% for spring 2018).[21] The pass rate ranged from 67% to 90% across the C2Cs. See Appendix C for pass rates for 2016-2018 by C2C site.

North Orange C2C student studying

In addition, C2Cs self-reported academic achievements of their students. In 2016-2017, two C2C students completed associate degrees (one at Santa Rosa Junior College and one at Shasta College) and 20 students completed certificates. In 2017-2018, three C2C students completed associate degrees (one at Fresno City College, and two students at San Diego Community College) and 72 students completed certificates. See Appendix D for number of certificates attained by site and year.

Academic Supports

2016-2017

Nearly all (97%, *n*=338) of C2C students received support or accommodations from the DSPS office. Typically, DSPS provides services such as intake, counseling and

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[20] Educational Assistance classes are instructional activities that are designed to address the educational limitation of students with disabilities who would be unable to substantially benefit from general college classes even with appropriate academic adjustments, auxiliary aids, and services.
[21] Grade distribution statewide for Spring 2018 pulled from https://datamart.cccco.edu/Outcomes/Grades_Distribution_Summary.aspx on December 19, 2019

assessment related to disability verification, access and accommodation. DSPS provided disability-specific accommodations (e.g., classroom note taking, sign language interpretation, testing accommodations, Braille text, large print, accessible technology, specialized equipment loans, and accessible classrooms) to ensure equitable access in the academic environment.
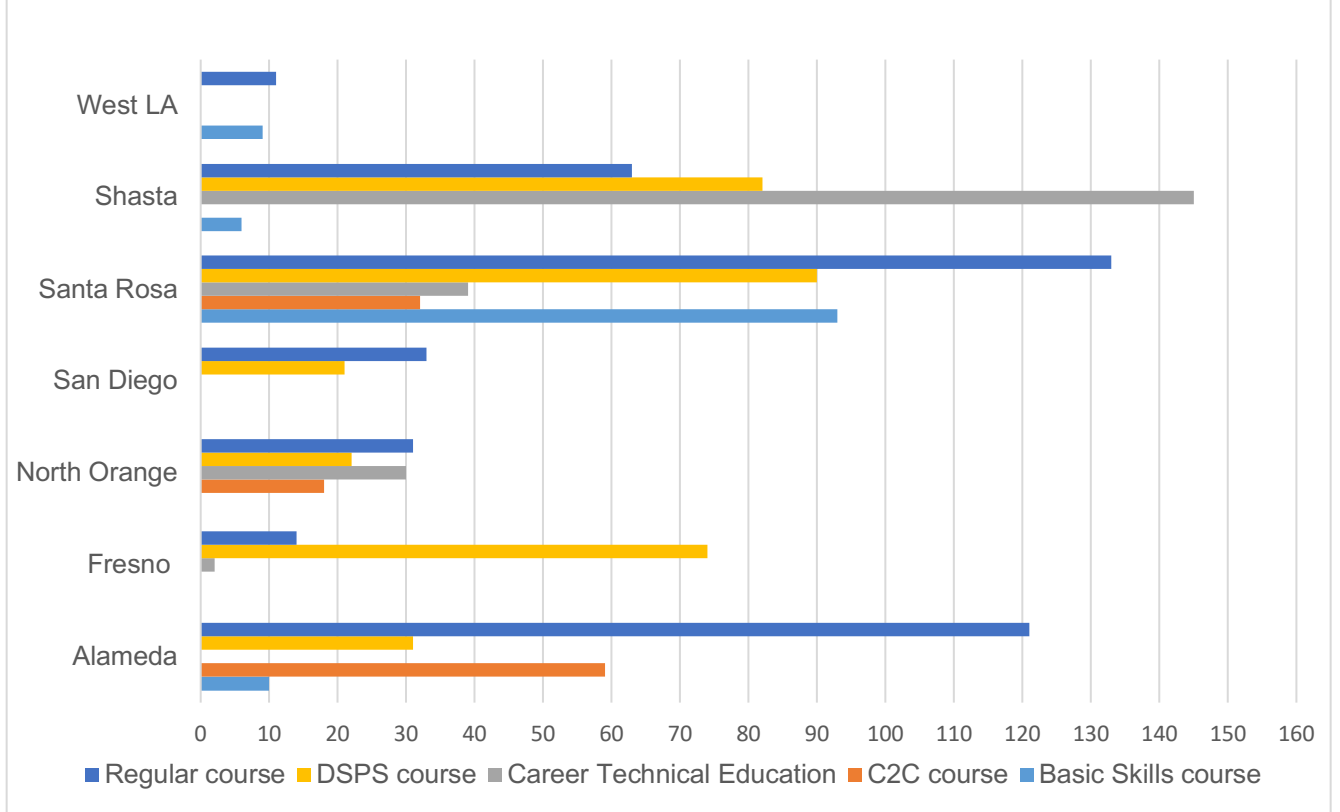

Sacramento C2C students with their certificates

DOR provided support for: books and supplies (88%), tuition/registration fees (67%), clothing for interviews or specific work clothing (53%), transportation to and from school or for job searches (33%). They also provided support for license tests (21%) and assistive technology (9%). C2C provided several types of assistive technology support including text to speech software (17%) and/or Livescribe/Smartpen (14%).

Job Development and Preparation

C2C students engaged in several job preparedness and job development activities throughout the year. Eighty-five percent of C2C students prepared a resume, 65% submitted their resume, 62% applied for a job, and 54% went for an interview. C2C students also: identified potential employers (71%), conducted an online job search (66%), created a list of references (68%), created a work portfolio (63%), visited a potential job site (34%), and went job shadowing (12%).

Figure 5. 2017-2018 Types of Enrollments by C2C Site

Legend: ■ Regular course ■ DSPS course ■ Career Technical Education ■ C2C course ■ Basic Skills course

Sites (top to bottom): West LA, Shasta, Santa Rosa, San Diego, North Orange, Fresno, Alameda

<u>2017-2018</u>

Similar to the previous year, nearly all (97%, *n* =251) C2C students were getting supports from DSPS. The most frequently utilized supports provided through DOR were books and supplies (83%) and/or registration fees (52%). In addition, 30% of students received support from DOR for interview and/or specific work clothing/tools. Eighteen percent of students received DOR support for transportation to and from school. In an effort to document the impact of the Workforce Innovation and Opportunity Act (WIOA), additional questions were asked about services provided by DOR. C2Cs indicated DOR provided: self-advocacy instruction (51%), social skills instruction (33%), workplace skills instruction (27%), benefits counseling (24%), and job coaching (18%).

C2C offers various assistive technology to support C2C students. Seventeen percent utilized text to speech software, 9% Livescribe/Smartpen, and/or 7% speech recognition

software. In addition, a third (36%) of the students received transportation training from the C2C program.

Job Development and Preparation

The top five job preparation activities undertaken by C2C students (*n* =259) in 2017-2018 were: 1) prepared a resume (79%), 2) identified potential employers (60%), 3) conducted online job search (60%), 4) created a work portfolio (58%), and 5) created a list of references (58%). A little more than half of the students submitted a resume (55%), another 52% applied for a job, and 50% went for an interview.

WORK EXPERIENCES

2016-2017

Three hundred ninety-five work experiences were reported during 2016-2017. The job setting was described for 260 of these experiences: 55% of work experiences were individual paid jobs, 23% were in unpaid internships, 16% volunteer experiences, and 1% paid internships. Fourteen (5%) of the work experiences were in training sites or sheltered workshops that typically pay less than minimum wage.

One hundred fifty C2C students had one or more paid jobs in 2016-2017, as reported in the Think College Data Network. One hundred eleven C2C students had 142 individual paid jobs. The hourly rate of pay was reported for 198 paid work experiences. The average hourly rate was $10.77 (median=$10.50; range $4.00-$15.34).[22] Ninety-one percent of paid work experiences were at or above minimum wage (using $10.00 as minimum wage for employers with 25 or fewer employees), with at least 43% being above minimum wage (above $10.50 for employers with 26 or more employees).

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[22] The California state minimum wage on January 1, 2017 was $10.00 for employers with 25 or fewer employees and $10.50 for employers with 26 or more employees. Retrieved from https://www.dir.ca.gov/iwc/minimumwagehistory.htm on October 2, 2019.

San Diego C2C student working at a bookstore

2017-2018

One hundred seventy-nine work experiences were reported for 2017-2018.

The job setting was described for 81 work experiences: 43% were individual paid jobs, 30% unpaid internships, and 27% involved volunteer work.

Ninety-eight C2C students had one or more paid jobs in 2017-2018. Sixty-eight C2C students had an individual paid job. The average hourly rate of pay, based on 82 work experiences was $11.24 an hour (median=$11.00). The hourly rate ranged from $9.00 to $15.34 an hour.[23] Eighty percent of paid work experiences were at or above minimum wage (using $10.50 as minimum wage). Sixteen percent of the paid work experiences were for $10.00 an hour and a third (34%) were for $11.50 and above an hour.

Employer Examples

Employers continued to be in the areas of: childcare, education (preschools, elementary schools, and community colleges), health care, retail (bookstores, grocery stores, and clothing stores), hospitality and food service.

Examples of employers between 2016 and 2018 included:
- Amazon
- Animal shelters
- Angels Stadium

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[23] On January 1, 2018, the CA minimum wage was $10.50 for employers with 25 or fewer employees and $11.00 for employers with 26 or more employees. Retrieved from https://www.dir.ca.gov/iwc/minimumwagehistory.htm on October 2, 2019.

- Big Lots

- City of Oakland

- Fresno Chaffee Zoo

- Home Depot

- Jamba Juice

- Kaiser

- LA Speech and Language Center

- Little Minds Preschool

- Public libraries

- Raven Film Center

- Safeway

- Sheraton Hotel

- Toyota

- Senior care

- Unified school districts

- Walmart

DOR CLOSURES AT EXIT

The following section on C2C students' exit from the program utilizes data from the DOR production reports. The advantage of utilizing the DOR closure data is that it is up-to-date information on employment status upon Exit. However, the data is also reflective of a particular point in time. The DOR reports case closure status based on a July 1st – June 30th year.

The DOR successful case closure designation aligns with the ultimate C2C program goal of CIE. Other reasons for exit without program completion include the student leaving the C2C program because they no longer wanted to participate, moving, family or other external influences, and being dismissed from the program usually due to difficulty in complying with college code of conduct. A successful case closure is defined as achievement of competitive or supported employment commensurate with the usual and customary wages for that position, and for employment to have been maintained for

at least 90 days. In 2016-2017 (July 1-June 30), 107 (24%) cases were closed across all programs. Fifty-nine percent (63) were successful closures.[24] In 2017-2018, 138 (28%) cases were closed, 52% (72) of which were successfully closed. See Appendix E for closure data by site. In order for a case to be successfully closed at the end of the June, it means that students would have had to start working at the very latest March of that year. The DOR production report data does not reflect students who may be working, but have yet to meet the 90 day requirement.

Challenges and Successes

Challenges

Administrative

The most frequently stated challenges related to the acquisition and retention of staff sufficient to provide core support services (i.e., academic and workforce development) based on the number of enrolled students. Over time, some programs leveraged resources to support staff positions (i.e., Academic Coaches and Job Developers). Where attrition occurred, it took months to fulfill campus human resource's requirements to acquire staff replacements. In addition to the need to increase and maintain staff, some programs cited a need for ongoing training for students, parents and college staff as follows:

Students

- Some students seek to defer internship and work experience activities for a few years. Generally, Job Developers prefer that students engage in these activities as soon as possible, after the first year of coursework, or sooner.

Parents

- C2C students and their parents/guardians need training on benefits (SSI) planning to support their daughter/son working towards economic independence

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[24] Successful closure refers to the Department of Rehabilitation goal of attaining employment and retention of employment for at least 90 days. At some offices, DOR counselors have waited past the 90-day period before closing a case.

- The colleges reported that some faculty were receptive to learning academic support strategies for how to work with students with autism and ID, while others were resistant to learn and implement new pedagogical approaches

In addition, some programs indicated a persistent need for professional development for community partners (K-12, regional centers, and DOR counselors) to overcome perceptions of low expectations and stigma associated with the potential of individuals with IDD. The need for training was evident in the low number of student referrals that were received by the program.

Student Success Stories

The academic achievements and closure data described above demonstrate some of the C2C successes, but do not offer the full picture. C2Cs described additional positive outcomes, that were not initially part of program goals, felt to be high achievements among C2C students and their families. These included C2C students' social and emotional growth, development of friendships, and integration in their campus and local communities.

The C2C programs provided the following student stories. The stories illuminate some of the challenges faced, and professional and personal successes achieved, by students who participated in the programs. We use pseudonyms in place of the students' names to protect their confidentiality. Each story provides insight into the program's role in providing supports, and describes the students' progress in the program.

K, College of Alameda

K started C2C in the fall of 2016. She was very shy and had few independent living skills. Her mother brought her to class and waited for her to finish so that she could escort her home. Because of her family's economic circumstances, K did not have a valid ID, a cell phone, did not have access to a computer, and sometimes ended up

using her transportation money for food. Her family lost their housing and was living with a friend. She was often called upon to watch her brother so she was usually late for class and often missed her educational coach appointments. In spite of this, K was serious about her classes, always called to say that she was going to be late or miss class and tried to make up all of her assignments. She was very mature for her age and had concrete goals and ambitions. K had potential, but it seemed like she might have to withdraw from C2C due to her lack of resources and community independent living skills. The staff spent time in case management meetings brainstorming how we could assist her to be more independent and access resources to participate fully in the program. By working closely with her DOR counselor, talking with her mother and regional center Counselor, we were able to start putting some supports in place to facilitate her success. She managed to pass all of her fall C2C classes with a C or better and returned in spring 2017. She was travel trained and started coming to the college independently. She became more able to speak up and advocate for herself. In the spring, she met with the coordinator and expressed interest in moving into the internship phase of the program so that "she could get a job and help her mom get them back on their feet". She continued in two C2C classes, participated in an internship at a local nonprofit, and attended a Voice class while enrolled in a Cooperative Ed/Work Experience class so that she could get credit for working at her internship. About halfway through the semester, she talked with the job developer about looking for a paid job. She added regular meetings with the job developer to her busy schedule and began applying for at least three jobs per week. In June, she had the opportunity to apply for a job at Amazon as a Sortation Associate. She worked hard to practice for the interview which included a phone screening, an in-person interview and an assessment. She passed them all with flying colors and got the job. In the end of the year meeting with her DOR counselor, regional center counselor, and the C2C staff, the team reflected on how much she accomplished in one short school year. She had become a confident, successful adult with a job, many new independent living skills and social connections. When asked if she had any final thoughts, she gave a list of her future goals: learn to manage her money so that she would always be able

to support herself, go back to school so that she could get a better job in the future, learn to drive, and work with her regional center counselor to get a place of her own.

Sylvester O., Fresno City College

Sylvester has been a student of the C2C Program since March of 2016. He was one of the first students accepted to the newly established C2C Program at Fresno City College. When we first met Sylvester, he was a little unsure of himself. His education and vocational goals included gaining the Horticulture certificate offered by the Disabled Students Program. He was not thinking of the "bigger picture" of being able to expand past disability services courses and onto mainstream college courses. After meeting with Sylvester and his family, it was decided that he would benefit from C2C services. Sylvester has been excelling in every way since day one. He not only received his horticulture certificate, but he is well on his way of earning a certificate in Welding Design and Fabrication from Fresno City College. Sylvester obtained a job with Fresno City College as a custodian while he continues to pursue his academic certificate. Sylvester loves working at the college being a part of campus life. He is the Vice President of the Bonsai Club on campus and enjoys his campus involvement.

Brian H., West Los Angeles College

Brian H. joined the C2C program at West Los Angeles College in fall 2016 as a first-generation college student. No one in his family had attended college before him. When he entered C2C, his communication skills were one of his major barriers and he was hesitant to face those fears. He did not like to ask questions nor speak up and talk freely about anything in class nor privately with staff. As the months passed, Brian developed confidence in finding his voice and participated in class discussions and social situations. His first internship was on campus in the campus convenience store (Paws) where he did so well that they wanted to offer him a paid position through work-study. The supervisor was so impressed with him and wanted him to be paid for all his hard work restocking shelves, inventorying product and assisting customers. By the end of his first year in C2C, he completed both the College's

College Readiness Certificate of Completion as well as the Job Readiness Certificate of Completion. He has been excelling in his studies in Hospitality and is currently working on his last class to complete a Hospitality Certificate of Completion. By the end of his time in the C2C program, Brian will talk about anything with staff and feels so comfortable and confident with himself, his relationship with his girlfriend of one year and his job. He also practices great self-advocacy and has become a positive influence and role model to his peers both in C2C as a mentor, and to general West Los Angeles College students. His positive advice to others whom are in a dilemma has been productive in social situations, and unprompted by staff. His discomfort with communicating and lack of confidence no longer exists and he can now speak to almost anybody about his experiences and successes in C2C. He began working for a soul food restaurant in Inglewood part-time and an Events Security company as an unarmed Security Guard, where he is thriving at both. Once he completes his Hospitality certificate, he hopes to secure a position in a hotel or events venue as the next step in his career journey.

Bernice L, Santa Rosa Junior College

Bernice applied to the C2C program twice before being accepted in the fall 2015. When Bernice started the program, she did not know how to use the voicemail on her phone or use her e-mail. She began using ILS support shortly before she started school, and this support allowed her to gain confidence, self-advocate, learn basic transportation and computer skills, get organized, and keep track of responsibilities. Bernice benefited from the curriculum of the C2C program that supported her in developing her organization, communication, health & fitness, English, and career preparation skills and goals. She also thrived in the daily structure of the program, providing her a space and opportunity to develop her skills and work incrementally toward her goal. Using the job development resources provided through C2C gave Bernice the opportunity to explore and apply for jobs with an updated professional portfolio and disability disclosure statement, which increased her confidence. She worked with the job developer to find an appropriate job opportunity, received

support throughout the job application process, and accessed job interview attire from the program's Dress for Success closet. Working with the job developer allowed Bernice to move through the job application process without becoming overwhelmed. The biggest change staff noticed in Bernice was her increased confidence through her incremental successes throughout the program. She also drew on the relationships she developed while in school to provide support and encouragement. Bernice loves helping people, so when the opportunity to work with the elderly came along, Bernice jumped at the chance. She now works at a retirement community where she has been promoted to increasingly responsible positions. She started as a dishwasher and, within the course of three months, became a busser and then a server in the assisted living unit. Bernice has a very busy schedule now and works over thirty hours per week. She needs very little ILS support and has set goals of getting off both Social Security Insurance and Disability Insurance. Her coworkers adore her and her career is secure.

Jorge P., North Orange County Community College District

Jorge has been participating in the Disability Support C2C and Cypress College's Automotive Program since 2013. Jorge has overcome several challenges and adversities in furthering his education, career, and overall independence. However, Jorge never lacked effort. His instructors and job coaches shared how Jorge's work ethic and sense of humor have allowed him to persevere and successfully achieve his goals. During his time at Cypress College, Jorge earned a spot on the President's Honor Roll. As a result of earning three certificates, along with his due diligence in pursuit of competitive employment, Jorge is now a working professional in the automotive industry. He also obtained a driver's license and recently made his first car purchase! Jorge's drive and passion for cars have steered him on the track to success as he continues to learn and develop both personally and professionally.

Factors Contributing to Success

C2Cs identified several factors they view as contributing to the successes of their students, such as having:

- Strong, caring, passionate staff who want to work with individuals with ID
- Good communication with all involved - student, parents, DOR, regional center, C2C staff
- Case management meetings for each student and the team each semester to keep everyone on the same page
- Good relationship with DOR counselor
- Established internship programs with local employers
- Utilized DOR work experiences
- Developed community partners
- Extensively prepared C2C students for their jobs (i.e. time management, self-advocacy, soft skills, and how to communicate in different work situations)
- Continued support of student in the first weeks of their job

C2Cs outlined several factors they attributed to their success in building relationships with employers including:

- Open communication, flexibility, and responsiveness with employers
- Proactively listening to employer concerns and working through potential issues before they become problems
- Attending community events to connect with employers, meeting face-to-face
- Sending prepared, qualified students that are the "right fit"

SUMMARY OF KEY FINDINGS

With the implementation of C2C, an increased number of students with ID have participated in inclusive PSE and successfully completed courses, achieved certificates, and degrees. The data illustrate that at least half of the course enrollments are inclusive. There was an increase in for credit course enrollments from 2016-2017 to 2017-2018. C2C courses, while specialized, often focused on career exploration and work preparation. The pass rate is very high, and something the C2Cs are proud of as it

demonstrates their students' academic ability with and without supports. C2C students engage in a variety of work experiences as part of their job preparation, the majority of which are paid individual jobs. Upon exit, the majority of students are working in competitive, integrated settings. The explicit stated goal of employment, the partnership with the DOR, relationship building within the college and community, and the high level of support from educational coach(es) and Job Developers are tied to this success.

Across the two academic years covered in this report, 75% of C2C participants were students with ID and at least 28% of students were on the autism spectrum. Students reported having a range of other developmental disabilities (e.g., CP, developmental delay, Down syndrome, speech or language impairment, and orthopedic impairment). The ages of C2C students (i.e., average age of 24 and most commonly reported age of 22) were consistent with the ages (i.e., ages 20-24) of students served across the CCCs, in 2016-2017.[25] In terms of race, the percentage of Asian students served by C2C was consistent with data of Asian students served by the CCCs. More White students (54% versus 26%) and less Hispanic/Latinx students (33% versus 45%) were served by C2C program compared to the percentage of those students served by the CCCs.[26] These student demographics may reflect the makeup of the community served by the programs.

The number and types of course enrollments were noteworthy and highlight important features of student participation in the program. The percentage of credit course enrollment steadily increased from 53% in the first year of C2C program implementation to 72%, in the 2017-2018 academic year. Fifty-eight percent and 66% of course enrollments were related to the students' career goals in 2016-2017 and 2017-2018, respectively. Thirty-five percent of course enrollments in both 2016-2017 and 2017-2018 were required for degree/certificate completion (i.e., compared to 6% in 2011-2012, 11% in 2012-2013, and 21% in 2013-2014 as reported in the previous C2C

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[25] https://www.cccco.edu/About-Us/Key-Facts retrieved on October 30, 2020
[26] IBID

Program Evaluation Report).[27] In addition, enrollment in career technical education (CTE) courses increased from 8% in 2016-2017 to 18% in 2017-2018. These data reflect that students participated at increasing levels of academic rigor and with greater focus on workforce preparation than previously reported.

C2C students' course pass rates were 85% (for 2016-2017) and 83% (for 2017-2018) compared to 71% and 72% for CCC students. In the 2016-2017 academic year, C2C students completed 20 certificates and they completed 72 certificates in the 2017-2018 academic year. Two students completed Associate degrees in 2016-2017, and three students earned Associate degrees in 2017-2018. When compared with data from the previous report[28] (i.e., 5 students completed the program and earned a credential and 4 students completed a degree/certificate program), these outcomes reflect that students' academic performance is notable.

C2C students were exposed to a range of employment opportunities through 395 work experiences (e.g., individual paid jobs, internships, and volunteer work) in 2016-2017 and 175 work experiences in 2017-2018. Each work experience provided information to the student about the workplace, and specific job responsibilities they were required to perform. The literature suggests that work experience predicts job attainment. Thus, work experiences at a range of job sites were beneficial. The number of students who attained employment in the 2017-2018 academic year increased by 15% (i.e., from 61 to 72 students employed) over the previous year.

Implications

The findings of this report provide evidence that students with ID may successfully participate (e.g., complete coursework, persist from semester to semester, and complete certificates and/or associate degrees) in PSE with individualized supports. It is important to note however, that C2C programs retain a coordinator who serves as a liaison to ensure that students need for support are addressed in real-time (e.g. in a

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[27] Hayward, K., Raynor, O., & Francis, W. (2016). Three Year (2011-2014) Report on the College to Career Programs. Los Angeles, CA: University of Los Angeles, Tarjan Center
[28] IBID

responsive and immediate fashion). The role of education coaches must also be underscored. Education coaches serve as peer mentors and academic support to provide tutoring, executive functioning, and campus navigational support on an as-needed basis. This support fades over time, but may be critical for some students during the initiation process (i.e., first couple of semesters in PSE).

The case management approach to identify students' interest (i.e., in a career, range of courses, and training to prepare for CIE) may be an effective practice for students with ID in higher education. Implementation of collaborative teaming comprised of the student, DOR (e.g., adult disability service professionals), and C2C (e.g., college disability and other higher education professionals) staff may emerge as a promising practice for providing the individualized academic adjustments, auxiliary aids, services and/or instruction that students with ID require for success in higher education.

Future Research

Further research is needed to identify causal relationships between academic and employment outcomes, and specific interventions. Little is known about what specific job development activities or other interventions lead to CIE for individuals with ID, and which existing practices may be eliminated for greater efficiency.

It is important to acknowledge that important policy (i.e., Guided Pathways and Assembly Bill [AB] 705) and initiatives (Paid Internship Program and On the Job Training) have been implemented since the data reporting periods discussed in this report (2016-2018). Statewide, the CCC began implementing Guided Pathways and AB 705, in the fall of 2019. Some C2C programs began implementing the Paid Internship Program (PIP), and On the Job training (OJT) in 2019 and 2020. Future evaluation reports will address these changes as well as how C2C students and programs adapted during the time of our current COVID-19 pandemic.

Appendix A

2016-2017 First Year Students' Demographics

	Alameda (n=14)	Fresno (*n*=21)	North Orange (*n*=20)	Sac (*n*=5)	San Diego (*n*=9)	Santa Rosa (*n*=20)	Shasta (*n*=4)	West LA (*n*=12)	Total (*n*=105)
Gender									
Male	10 (71%)	12 (57%)	11 (55%)	2 (40%)	6 (67%)	14 (70%)	2 (50%)	6 (50%)	**63 (60%)**
Female	4 (29%)	8 (43%)	9 (45%)	3 (60%)	3 (33%)	6 (30%)	2 (50%)	6 (50%)	**42 (40%)**
Race									
Asian	3 (21%)	2 (10%)	3 (15%)	0	0	0	0	2 (17%)	**10 (10%)**
Black/African-American	4 (29%)	3 (14%)	0	0	0	2 (10%)	0	2 (17%)	**11 (11%)**
White	5 (36%)	5 (24%)	4 (20%)	1 (20%)	8 (89%)	13 (65%)	3 (75%)	8 (67%)	**47 (45%)**
Ethnicity									
Hispanic	1 (7%)	13 (62%)	11 (55%)	3 (60%)	1 (11%)	5 (25%)	1 (25%)	6 (50%)	**41 (39%)**
Disabilities									
Autism spectrum	3 (21%)	5 (24%)	7 (35%)	0	2 (22%)	9 (45%)	0	2 (17%)	**28 (27%)**
Developmental delay	4 (29%)	0	0	0	1 (11%)	3 (15%)	0	2 (17%)	**10 (10%)**
Intellectual disability	9 (64%)	16 (76%)	20 (100%)	5 (100%)	4 (44%)	18 (90%)	4 (100%)	12 (100%)	**88 (84%)**
DOR case prior to C2C	4 (29%)	6 (29%)	18 (90%)	5 (100%)	2 (22%)	8 (40%)	0	2 (17%)	**45 (43%)**
Previous paid employment	5 (36%)	6 (29%)	12 (60%)	4 (80%)	3 (33%)	17 (85%)	2 (50%)	5 (42%)	**54 (51%)**

Appendix B

2017-2018 First Year Students' Demographics by Site

	Alameda (n=19)	Fresno (*n*=19)	North Orange (*n*=18)	Sac (*n*=10)	San Diego (*n*=13)	Santa Rosa (*n*=20)	Shasta (*n*=5)	West LA (*n*=18)	Total (*n*=122)
Gender									
Male	15 (79%)	13 (68%)	14 (78%)	6 (60%)	10 (77%)	14 (70%)	3 (60%)	13 (72%)	88 **(72%)**
Female	4 (21%)	6 (32%)	4 (22%)	4 (40%)	3 (23%)	6 (30%)	2 (40%)	5 (28%)	34 **(28%)**
Race									
Asian	3 (16%)	1 (5%)	2 (11%)	0	0	0	1 (20%)	2 (11%)	9 **(7%)**
Black/African-American	3 (16%)	0	2 (11%)	2 (20%)	0	0	0	4 (22%)	**11 (9%)**
White	7 (37%)	13 (68%)	3 (17%)	3 (30%)	11 (85%)	14 (70%)	4 (80%)	12 (67%)	67 **(55%)**
Ethnicity									
Hispanic/Latinx	8 (42%)	6 (32%)	8 (44%)	3 (30%)	3 (23%)	6 (30%)	0	7 (39%)	41 **(34%)**
Disabilities									
Autism spectrum	9 (47%)	5 (26%)	2 (11%)	1 (10%)	9 (69%)	9 (45%)	1 (20%)	11 (61%)	47 **(39%)**
Developmental delay	0	0	1 (6%)	0	1 (8%)	1 (5%)	0	0	3 **(3%)**
Intellectual disability	11 (58%)	14 (74%)	17 (94%)	9 (90%)	5 (39%)	19 (95%)	4 (80%)	18 (100%)	97 **(80%)**
DOR case prior to C2C	8 (42%)	6 (32%)	3 (17%)	10 (100%)	1 (8%)	2 (10%)	1 (20%)	2 (11%)	33 **(27%)**
Previous paid employment	8 (42%)	6 (32%)	0	4 (40%)	2 (15%)	6 (30%)	3 (60%)	6 (33%)	35 **(29%)**

Appendix C

Pass Rate by Year and C2C Site

	2016-2017 Total Passing Grades (*n*=1411 grades)	2017-2018 Passing Grades (*n*=1538 grades)
Alameda	159 (79%)	147 (67%)
Fresno	68 (71%)	64 (72%)
North Orange	102 (84%)	96 (96%)
Sacramento	77 (75%)	192 (80%)
San Diego	21 (68%)	138 (90%)
Santa Rosa	297 (91%)	297(87%)
Shasta	228 (80%)	274 (81%)
West LA	237 (96%)	263 (89%)
Total	**1189 (84%)**	**1471 (83%)**

Certificates by C2C and Year

C2C Program	2016-2017	2017-2018
College of Alameda	2	3
Fresno City College	0	5
North Orange Community College District	3	6
Sacramento City	10	9
San Diego Community College District	0	5
Santa Rosa Jr. College	1	0
Shasta College	0	12
West Los Angeles College	4	32
TOTALS	**20**	**72**

Appendix E

Closures by C2C Site and Year

C2C Sites	2016-2017		2017-2018	
	Total Closures	Successful Closures	Total Closures	Successful closures
College of Alameda	22	13 (59%)	26	14 (54%)
North Orange County Comm. College	22	20 (91%)	22	16 (73%)
Sacramento City College	11	6 (55%)	15	7 (47%)
San Diego Community College	17	3 (18%)	21	6 (29%)
Santa Rosa Junior College	18	15 (83%)	25	19 (76%)
Shasta Community College	4	2 (50%)	10	5 (50%)
Fresno City College	2	0	13	1 (8%)
West Los Angeles College	7	2 (29%)	9	4 (44%)
Totals	107	**63(59%)**	138	**72 (52%)**