

Proactive And Integrated Resources & Supports (PAIRS)

Wednesday, March 3, 2021

3:00-5:00 PM | [ZOOM](#)

Agenda & Minutes

When referring to foster youth we like to say **students who have experienced foster care** or **students in FAST Scholars**. We try hard not to identify our students solely by the conditions they have faced. When used for clarity or convention, the terms "Former Foster Youth" and "Foster Youth" refer to the circumstances, systems, and effects that disadvantage students once involved in the foster system.

- Welcome! (Start Recording and Closed Captioning)
- Student Success Teams for Students with Current/Former Foster Experiences (Sade)
 - What we currently do and need to do for
 - Overview of Program
 - **FAST Center:** the biggest resource; no other school in Region X has this. Come, hang out, an amazing space. Service: academic & personal counseling, books, priority, FAFSA, Chafee (\$5000 stipend who were in Foster care from ages 16-20), Scholarship application support. High speed internet; studying space; networking opportunities; group cleans - students want this; front desk services; access to program personnel - Markus, Melissa, Sade, Denise Arko (sp?); office supplies; tea, coffee, & food. A complete food pantry. Funded on a grant that Sade has written for five years. After this grant cycle, no more grant money.
 - **Website:** Student Stories (eg Ophelia, Luciano, Robyn). See their stories.
 - **NextUp Program:** State funded money. One example: helped student pay off student debt; can't transfer without transcripts. To be in NextUp, cal resident, qual for Promise, current/former foster experiences that continued through 16th birthday. Under age of 26 at the beginning of academic year. Must take at least 9 units or letter with DSPS (6 units); must be eligible for EOPS.
 - **How are programs different?** Mostly because of age. Resources based on age in the FC system. Such a small

- percentage qualify for Next Up. Sade is appealing to the State to change.
- Give academic personal and academic **counseling**; give **tutoring**
- Soon will have an **exit survey** to learn why students drop off - often because of Math, English, they don't feel like they can do it.
- Created an **Ally Sheet** - of those who understand what students with foster experience face. A team could refer students to allies. The relationship is built so instructor/professor can connect and inform of F/FY situation.
- Currently, Mesa does not support financially
- Gaps
 - **Instruction:** when a student walks into a class and prof doesn't know what the students with foster experience have faced, students are unsupported. They need more allyship.
 - **Resources:** Program is not institutionalized; currently funded through grants (FAST funding going away); Sade is paid through Equity funds.
- Theme of sustainable leadership; shared responsibility
 - **Sustainable leadership:** Important that if one person leaves the program doesn't fall apart. It has roots in the institution. We have shared responsibility. If an ally from Math leaves; relationship shouldn't end.
 - **Institutionalization -**
 - Creating a Friendly Environment for students with foster experience
 - How we lead, organize, intentionally toward groups.
 - Outreach
 - A person disappears and the program disappears. Part of the Pathways ethic. To move away from this.

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Mission: PAIRS will work with the campus community to integrate supports proactively along students' educational journeys, identifying and addressing inequity and structures of oppression where we find them.

- Pathways Mindset:
 - We're focusing on students with foster youth experience as a group to make that Path as rubble-free as possible. Connecting them to services. Getting them before they enter and to completion - there's much stress -we want to smooth this. Eliminate obstacles.
 - We'll start with implementing a Student Success Teams for students with foster experience, then branch out to other groups.
 - Students have to have a team around them and all across campus.
 - IMMEDIATE NEED: Streamlining the process; start with filling out CCC Apply
 - We want to know immediately!
 - This District hasn't accomplished this.
 - What's happening - the only way we know is if we ask the District.
 - IR has research we don't know about.
 - It took two years to get data from the District when the program began.
 - We're not capturing them immediately; they wander.
 - CRUISE helps to create this, those in group homes couldn't go to CRUISE; adults don't necessarily want to go.
 - If this group is also handling some of the Tech. If we're going to be handling the technology changes around pathways, tackling how CCC Apply feeds to the campuses would be something we could start doing.

- Questions:
 - Do students identify themselves as SFE to instructors? Sade: one thing we teach students is to identify themselves. It's their decision. Give them sense of this as a safe space. New FY say I'm not telling anyone I'm F/FY. But when they meet with profs who Sade has said is FY-Friendly, they do id themselves.
 - Want profs to know what "I'm a FAST Scholar" means.

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- A question comes up in EOPS often: “We believe a student is eligible for your program.” Two recommendations from EOPS: Listing it on their syllabus and/or during first couple days of class, let students know of important programs available. Have them call the main EOPS number. Not calling out one student population or individual students..
- Do we have any training for this? Sade: Used to offer students with foster experience training during Flex for faculty. (Include Classified too, Trina)
- It would be nice if we had a general statement for syllabi that lists services for students with varying situations/identities. A short list would be so helpful for faculty.
- Need training to say “this is a safe space.” Each group may have very unique needs that we may not recognize. So if we say “safe space” we should have necessary training.
- One main reason students leave is math; another gap is funding.
- Need Institutional support. Research says this: 1) they’re evaluation process isn’t rigorous; 2) the majority of programs aren’t sustainable because no funding is attached; resources/services aren’t offered because coordinator is busy finding resources. Could potentially be through Outreach and other offices/pots.
- Our program is evaluated and goes through program review. They receive frequent feedback from students. Funding is justified.
- Could we make
- Program review for soft-funded programs aren't a guarantee that the institution follows through on that commitment at all.
- Figuring out what needs to come out of general funds.
- It’s 3D connecting all pieces.
- If everyone is concerned, it falls off of one person’s shoulders.
- Let’s fix CCC Apply, right now. State it as a first priority for our first SSTs.
- Mesa Journeys is, in part, a bandaid for things we’re not getting from the District. Let’s plug those gaps.

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- Who are the F/FY; eligible for EOPS; STEM; LatinX in STEM. Especially all DI'd populations.
 - STEM Grant, don't know the majors of their students. Students taking CALC 1 must be a STEM major. IR doesn't know who the majors are.
- Student Success Teams (Gina)
- If we're going to put this together, how will we make it happen. Let's look - is it realistic to do it now, or hold until Summer (soft-launch) then Fall (fuller launch). Planning this semester is more realistic. We can get out that "reaction" mode. We need windows of time to look at how other schools. Breathing room for research.
 - Core Questions:
 - What are we doing? What is our purpose?
 - Pathways Initiative
 - We want students to succeed, complete their programs of study. Our FAST/Next Up are doing better than the national average. Less than 1% will go on to get a graduate degree.
 - Want to increase students who complete.
 - Filling gaps
 - Instruction
 - Want to make FAST Scholars sustainable
 - This is tricky; funding may not continue.
 - COVID made the ARTs necessity; there was funding; these conditions will change
 - Who? Who are the ARTs? Who can be on the team? For cohort who needs specialized care and training.
 - How many students have transferred out; maybe they could come back as retention specialists?
 - Graduate 8-10% of population every year (of 35)
 - Population about 60 of FAST and Next Up; usually 100 students.
 - Sade can think some examples.

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- Will this eventually feed into building to later. Who we are informing. Dream big with money. Retention specialists; direct student support;
- Create an inventory of needs and then assemble and purchase.
- How do we make it happen
 - Like OPP, ARTs
-
- What problem are we solving?
- Who will make up the team?
 - Who will make up the team?
 - Current collaboration: Financial Aid (personnel 50%); Tutor (strong relationship with Mark who allows tutors come to FAST centers - crucial relationship); Outreach (need to enhance); Admission (great relationship; some students move around; Admissions can quickly change their status. Smoothing out some transitions will help a lot.
 - Stealing from other school; retention specialist student says, “hey I don’t know what’s going on in FA” ART gets with that office to try to correct. Creating Just In Time services for students and not have students run all over campus.
 - Instructor - in on check in plan; maybe a retention specialist can drop in on class. Email isn’t great for crisis moments. More personal touch. Starting with smaller groups can be attractive. Also, not waiting until things are dire. Catch before first exam/project. Could use a “somebody.” This is why students are great. Someone will help pull things apart.
 - Instructors intimidate students; even friendly one. For instructors to be able to reach out to ART and ART could connect and encourage students to go to professor’s office hours. Lindy had this experience with a classroom tutor (like a TA).
 - Instructors can connect with strong students in class to help other students succeed. Students pend ½ before or after

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- Students don't know what they don't know. So many things are going on. Can be hard to figure out. They are meeting with instructor or tutor all the time. So those are touch points. Three-dimensional model. Trying to keep three dimensions in mind.
 - Supports are great but students don't know what they need always; when there are too many - overwhelming. We see one dimension. Students are in the middle of a whole 3D mix. Have to be mindful.
- What ideas can we implement
 - Sade - fall would probably be better. Whether we're back or not plays a huge role.
 - Retention specialists.
- What will their objectives be? How will we get there?
- What infrastructure is needed to get started?
- When can we reasonably start?
- How will we measure success?
 - How will we measure?
 - Retention & Graduation Rates
 - How else to say it's a success: soft measurements - sense of belonging; how comfortable? How do students view themselves. CRITICAL sense of "this isn't for me"? (this system wasn't created for you?)
 - Do get a change - if they feel different, you've done something different. If they don't feel different - then they cut off an arm and a leg to make it across the finish line.
 - They graduated but they got there battered and bruised.
 - Qualitative and quantitative data.
 - We could find a correlation; feel good; they stay.

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- Faculty has the loudest voice; faculty have to stand up and call for a change in what we value.
- Model - Mario brothers - the one who's battered doesn't get more points?
-
- How will we fund it?
 - This is a challenge: Success Coaches are very expensive. But students need more check-in points.
 - Since this is a limited cohort; this is a reasonable number of people we could work with (about 100).
 - If we can show a program like this moves a grad rate from 3 to 10% ; we can measure - link to Student Centered Funding Formula
 - Notes: Grossmont:
 - Success Coaches - Retention Specialists
 - bring back the tutoring and counseling hot spots!
 - Trina Added: Strong students identified; work experience credits; special acknowledgements; scholarship banquet acknowledgement; extra credit
 - Sade: Special Ed; DSPS - remember in middle school; guy would follow around to help; this was embarrassing. But when humbled; got help; then said "we need this." Having buddy in the class. Students team up. Going to be in class regardless; when teach material retain; look at in the instructional time; we could suggest to instructors; pairing students has been so hard in online environment.
 - We need more buy-in. Have to expand the choir. Need more folks to recognize the benefits to everyone. Everyone in the class has knowledge to contribute.
 - Student surveys - say why they didn't go to tutoring - shame. I'd go if no one knew I was going. Destigmatize help seeking behavior. Normalize collaboration. (White supremacist notion that we have to be independent doers/learners). The

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- heart behind that work. Space to build community in class. Not just the dreaded “group project.”
 - Have to move away from deficit thinking. Another power resource; like accommodations. Seeing counselors, study groups, etc.
 - Other colleges are doing this and having the same discussion.
 - DREAM BIG
 - We need a dedicated mental health supports for employees and students.
 - Student with a mental health emergency, prevents them from seeing tutor, undermines their success, downward spiral.
 - Students as people - holistic
- Student Success Team Models - What Models Do We Know Of? (Trina)
 - EOPS is the mother of all frameworks. Promise - came from EOPS model. Framework would look similar to what we’re doing in EOPS; go above and beyond. Work from this framework
 - Cohort models are a little more effective - a buddy system. Learning community; will be together for at least three classes, for example. An accountability system. Pathways: this is how we begin to create pathways; making the students responsible.
 - Umoja; Puente: Umoja: someone qualifies? Reach out to Michael Temple - guaranteed 9 units. Professors trained. Markus is talking about doing this for Foster Youth. At Cuyamaca, every student to take personal growth. Faculty keeps their eye out; temperature.
 - A robust model including instruction; we know in SS we can easily call each other, then once they move onto instruction; we have more difficulty. So many appointments are spent talking about Canvas support. Instructional support!
 - Other things from instruction that would be helpful? EOPS high-contact; robust follow-up, so they get familiar - we are all there for them. You have instructional reaching out; tech services reaching out?

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- Clusters? Cohort that branches out. Or does a PERG class join them all together? Even one class would help. Cohort, have to get in all the classes, not just one. Things like Math & English levels could break up cohorts. Chris and Gina can help. All students should be able to start at transfer. With the right instructor, all students succeed. This is a game changer for their whole academic career!
- Brian has great insights on what doesn't work well. <- valuable!
- Set EXPECTATIONS HIGH
 - Scholarly behavior, achievement, attendance, high grades.
 - High expectations, high support!
- **ACTION: Homework Request:**
 - Look at a framework; look at models; Sade needs feedback from everyone; fresh eyes!

See below for topic and resources wikis. Please add to it anytime. ([Link](#))

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TOPICS TO CONSIDER

Models

- Overview of Existing Models
- Debrief from OPP Meeting with Ailene & Ryan (**hold** for rescheduling)

Project Components (The W's)

- Who will make up the team?
- What will their objectives be?
- What infrastructure is needed to get started?
- When can we reasonably start?
- How will we measure success?

Core Outcomes

- Some sources to draw from
 - [The Pillars](#)
 - Key Performance Indicators
 - Student Success Metrics (same as our KPIs?) (soul crushing - larger societal issues; the quantitative is a frame of reference but not the be-all. But population needs to achieve these! Markus. Need to do both. If we're not, our system is failing! Elements - need to start in many ways in the classrooms; can't just throw a bunch of services. Have to start with faculty who are invested. Get away from banking model. Only so much we can do without buy-in from faculty. Professional learning for Pathways! Create a sense of belonging, etc., make sure PL is geared in this way.
 - PL needs to be part of union contracts. Must make it mandatory. Say a prayer that we get a strong dean who will come into Math and take leadership.

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Student Success Metrics

1. Associate Degrees (ADTs and AA/AS)
2. Baccalaureate Degrees
3. Credit Certificates
4. Completion of Transfer Math & English in 1 year
5. Transfer to 4-year
6. Attained Regional living wage

The 2019-20 budget bill made several changes to the calculations of outcomes in the student success allocation.

- Affective, Holistic Principles & Measures
 - Umoja
 - Basic Needs

Guiding Principles

- _____

Sustainability/Scaling Strategies

- Work with a Sustainability Mindset
 - Reframing what we already do in terms of team

Resource Needs

- Funding

Core Activities

- _____

Communication Plan

- Messaging
 - Canvas space or other digital meeting place

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- Branding
- Social Media
- Canvas

Intersections/Interweaving

- Roadshow (department meetings? needed?)
- Direct outreach to faculty?
- Direct outreach to service areas (for support, info sharing)
 - Outreach (as part of our model)
 - Connecting with Foster Youth
 - And later other populations
 - Could we focus on certain populations in our Outreach
 - (If you don't have a target/focus, you can't hit it.)

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College-Based Student Success Teams

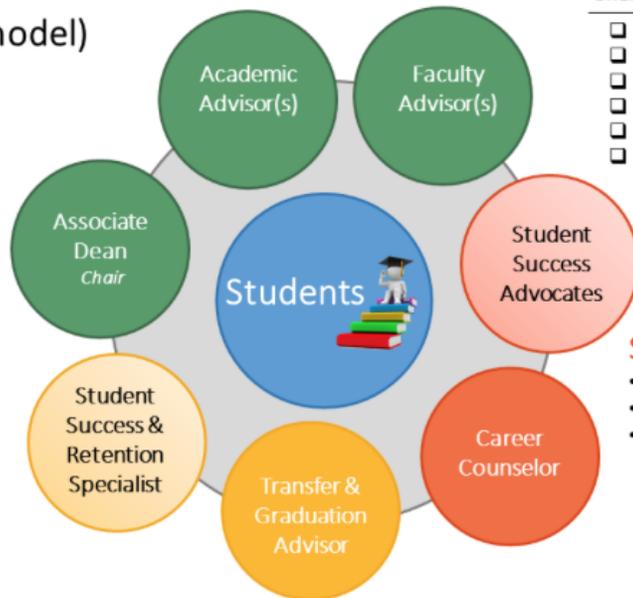
College-Based Student Success Teams (A conceptual model)

College

- Strategic leadership
- College-specific interventions
- Metrics, tracking and accountability

Academic Affairs

- Strategic direction
- Data-driven plans
- Training and resources
- Metrics, tracking and accountability



Shared Toolbox of Technologies

- Degree Progress Report (DPR)
- Student Success Dashboards
- MyPlanner (IAP)
- Schedule Builder
- GradesFirst
- Early Alert System

Student Affairs

- Student development
- Co-curricular engagement
- Holistic support and resources

Cal Poly Pomona's College-Based Student Success Teams leverage data to develop interventions that keep students on track to graduation.

The College-Based Student Success Team

College	Academic Affairs	Student Affairs
Associate Dean • Academic Advisor(s) • Faculty Advisor(s)	Student Success & Retention Specialist • Transfer & Graduation Advisor	Student Success Advocates • Career Counselor
<ul style="list-style-type: none"> • Strategic leadership • College-specific interventions • Metrics, tracking and accountability 	<ul style="list-style-type: none"> • Strategic direction • Data-driven plans • Training and resources • Metrics, tracking and accountability 	<ul style="list-style-type: none"> • Student development • Co-curricular engagement • Holistic support and resources

<https://www.cpp.edu/studentssuccess/oss/college-based-ssts.shtml>

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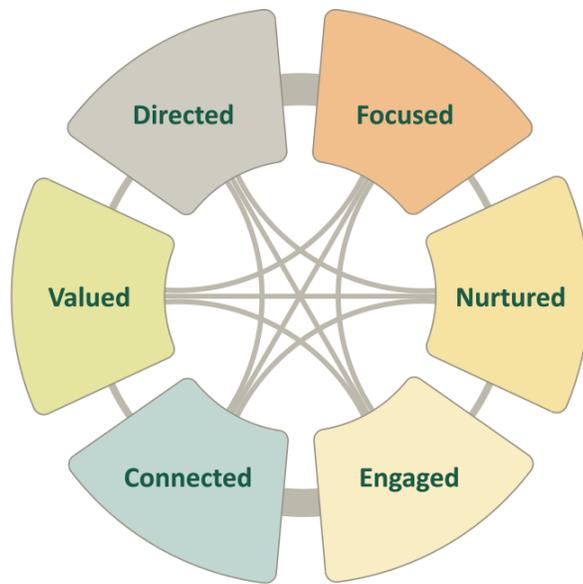
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Six Success Factors that Support Student Achievement

Research on community college support indicates that students are more likely to achieve their goals when “six success factors” are present.

- ▶ **Directed** — students have a goal and know how to achieve it
- ▶ **Focused** — students stay on track, keeping their eyes on the prize
- ▶ **Nurtured** — students feel somebody wants and helps them to succeed
- ▶ **Engaged** — students actively participate in class and extracurriculars
- ▶ **Connected** — students feel like they are part of the college community
- ▶ **Valued** — students’ skills, talents, abilities and experiences are recognized; they have opportunities to contribute on campus and feel their contributions are appreciated



What do 900 California community college students think



<https://laney.edu/english/supporting-student-success/>

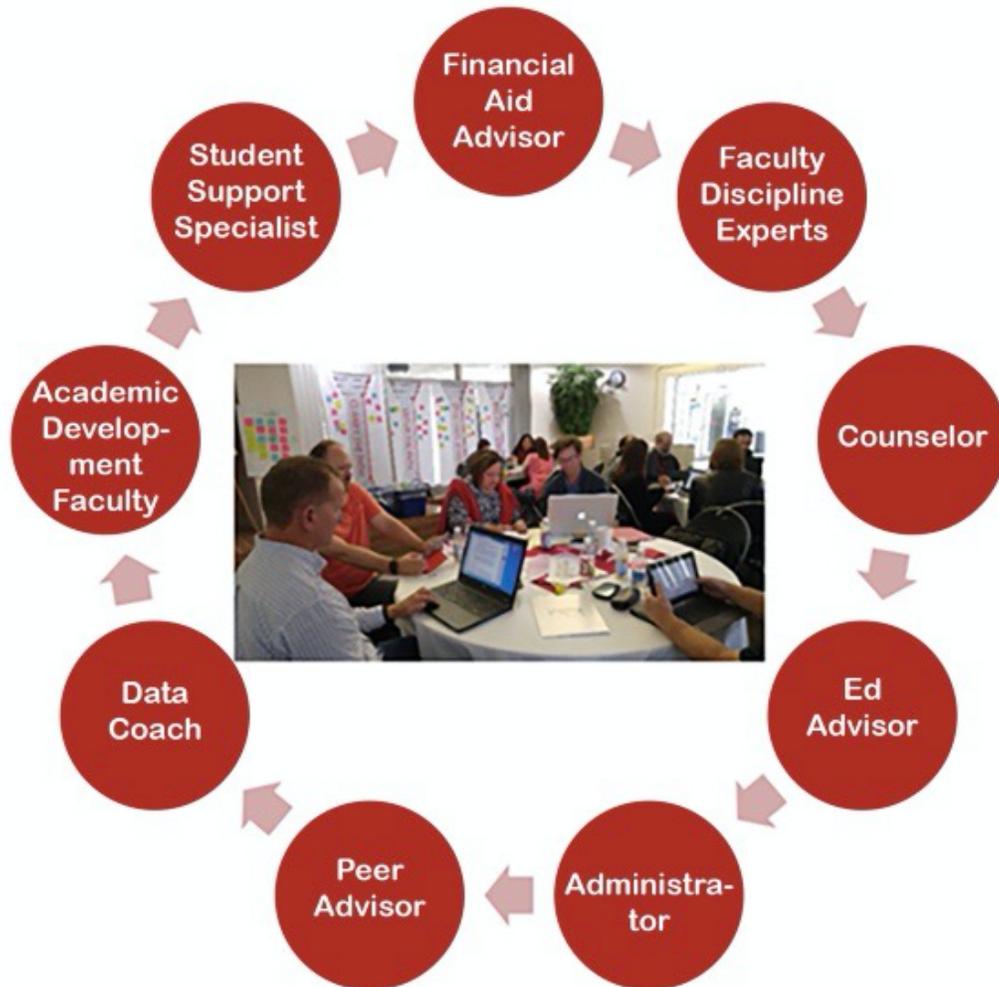
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Completion Coaching Communities



Bakersfield

<https://www.continuous-learning-institute.com/blog/student-success-team-challenges>

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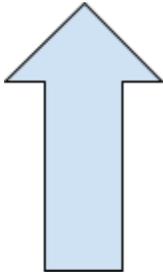
Student Success Team | Teaching & Learning Team Relationship

Coach Dr. Al Solano



*For this example, the Student Success Team number of members is arbitrary.

Here's a scenario of why instruction is key to Student Success Teams:



<https://www.continuous-learning-institute.com/blog/student-success-team-challenges>

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What are some considerations to plan Student Success Teams?

<https://www.continuous-learning-institute.com/blog/student-success-team-challenges>

An effective coach and/or internal college leader(s) would help the campus come up with its own homegrown Student Success Team configuration. I can do another article on this alone, but here are some initial questions to ask:

- - Who needs to be on each team and why?
- - Are there any costs or will the team be entirely time resource allocated?
- - Where will the teams reside? Within a division? Within meta-major? Within an existing school?
- - What will be their purpose?
- - What kind of training will they receive?
- - What's the agenda for the kick-off?
- - How much time will they be given to norm?
- - How often will they meet and for how long?
- - Who will be the [doers vs inputters](#)?
- - Who would be the lead or co-leads?
- - How often would the leads or co-leads of all teams meet?
- - Will the teams serve as inquiry teams and/or student support teams? A related question, what data will they analyze and why?
- - Will there be a data coach?
- - Will a few teams get started first or will the campus scale all at once?
- - What's the relationship between Student Success Teams and shared governance?
- - How will equity be infused via these teams?

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SUCCESS TEAM MINI-LIBRARY

Success Team Models *(see links & images above, too)*

- Video, “[Student Success Teams to Models: Case Management; Inquiry & Action](#)”
- SSTs @Community Colleges
 - Long Beach: [Long Beach CC One Pager](#)
 - Cosumnes River College: [Team Member Responsibilities](#)
 - Pasadena City College: [Success Coaches](#)
 - Santa Ana: [Santa Ana College SSTs](#)
- Virtual SSTs
 - [HERE](#)
- SSTs @Four Year
 - Fullerton: [CSU Fullerton by NACE](#); [CSU Fullerton by CSUF](#)

Related Issues

- [SST Challenges by Al Solano](#)

Tech Supports

- [Program Mapper Bakersfield](#)

Success Factors

- [Student Success \(Re\)Defined \(RP Group\)](#)
- [Success Factors Framework \(RP Group\)](#)
- [Predictors of Success/Coreq Model](#)

Needs & Barriers to Transfer

- [Students Speak the Truth about Transfer Overview](#)
- [Students Speak the Truth about Transfer Slideshow](#)
- [Students Speak the Truth about Transfer Full Report](#)

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- Student [Video](#) & Looking Back after Transfer

Experiences in Foster Care

- [“11 Phrases You Should Never Say to a Child in Foster Care,”](#) Derek Clark
- Stories of Our Students (tl couldn't find the student stories that Sade showed us)
- CCCO Office NextUP [“Real Stories”](#) (scroll down)
- [“Finding Your Purpose - Foster Care Story,”](#) Derek Clark (07:13)
- [“Magnificent Interview with a Foster Care Teen”](#) (29:55)
- [“Hailey’s Story | Aging Out of Foster Care | Legacy Housing”](#) (16:06)
- [“Zoe’s Story | Aging Out of Foster Care | Legacy Housing”](#) (12:28)
- [“8 Different Foster Homes - My Perspective on Foster Care”](#) (36:02)
- [“\(Un\)Wanted | Foster Care Documentary”](#) (25:56)
- [“The Day | Age Out: Part One”](#) (10:08)
- [“The Day | Age Out: Part Two”](#) (10:05)
- [“The Day | Age Out: Part Three”](#) (9:12)

Research Related to Students with Foster Experiences (SFE)

- [California College Pathways: FY and Post-Secondary Ed](#)

Mesa Data Related to Students with Foster Experiences (SFE)

- Should we ask Kyung Ae to share data related to SFE with us? / Teach us how to query?

Whole Student

- [“Measuring the Whole Student: Landscape Review of Traditional and Holistic Approaches to Community College Student Success,”](#) Melissa Blankstein & Chritine Wolff-Eisenberg

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