



*Oceans of Opportunities
Innovations and Excellence in Wraparound*

The National Center for Innovation and Excellence &
Brevard Family Partnership
2016 National Wraparound Conference
June 7-9, 2016 Melbourne FL



Empowering At-Risk Students Through Community, Curriculum & Coaching Improving High School & Postsecondary Education Outcomes

Creating community partnerships & achieving collective impact.

OUR MISSION:

Orange Duffel Bag Initiative, a 501c3, provides at-risk teens and young adults programs proven to improve their education success and ongoing advocacy; support to their guardians and caring adults; and service to the community in a spirit of offering hope and positive systemic change.

OUR INITIATIVE:

ODBI's initiative is to create community partnerships and achieve collective impact for positive systemic change and measurable results on behalf of our nation's most vulnerable students.

ODBI's Collaborations for Collective Impact!

Our Key Partners



Creating a Community of Opportunity!

Workshop Objectives

1. Case studies and student outcomes resulting from after school coaching intervention
1. Student retention impact of college coaching intervention
2. Best practices community-based solution to improve education outcomes for at-risk students
3. Designated Point of Contact impact bridging secondary and postsecondary

OUR PROGRAMS:

12-Week After School Programs:

ODBI provides executive level certified coaching to high school students who are homeless, in foster care, or experiencing high poverty – students at a significantly greater risk of not completing their education.

Coaching for College Completion (CCC):

ODB in partnership with the college or technical school coaches college students with limited resources to create an education plan and connects them to solutions for their post secondary success.

Goals of the 12-Week After-School Coaching Program are:

- Build upon academic learning of high school students
- Empower them to further their education
- Help the students create a life plan and education plan through the proven methodology of professional coaching
- Bridge the digital divide by giving the students a laptop computer, that they earn upon graduating the class
- Connect the students with ODB Youth Advocates who continue to provide ongoing guidance and mentoring after the 12-weeks
- Connect the students to community partners and resources that can help them achieve their plans for success

Desired outcomes:

- A comprehensive youth-driven life plan
- Career exploration
- High school education or GED
- Internships and apprenticeships
- Entrance into college or vocational schools
- Employment
- Peer-to-peer mentoring and leadership development



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ODB's Coaching program is independently evaluated



Pre and Post survey results:

- Academic standing: I know my exact GPA:
 - **Pre-program** 15% Yes; 85% No
 - **Post-Program** 46% Yes; 54% No.
- College Prep: I know how to prepare for SAT/ACT:
 - **Pre-program** 54% Yes; 46% No.
 - **Post-Program** 87% Yes; 13% No.
- College Prep: I know what I need for financial aid to attend college or vocational school:
 - **Pre-program** 43% Yes; 57% No.
 - **Post-Program** 79% Yes; 21% No.
- Financial Planning: I know about IDA accounts:
 - **Pre-program** 29% Yes; 71% No.
 - **Post-Program** 79% Yes; 21% No.

Midterm survey questions and results:

- Are the class assignments relevant to their life: **Avg. 90% Yes**
- Is this a class/situation that encourages you to bring out passions, dreams and your vision? **Avg. 95% Yes**
- Do you feel you have extended support of community within your class peers? **Avg. 80% Yes**
- Do you feel you have extended support of community within the ODB coaches and advocates? **Avg. 90% Yes**

Exit interviews are conducted with each youth:

"On average, youth interviewed agreed assignments improved their public speaking, writing skills, critical thinking and financial planning skills..."

— Dr. Rhonda Franklin, Clark Atlanta University



“The climate appears to be participant centered, which differs from school settings and home. The ODB coaches and advocates provide nondirective counseling. Participants would recommend the program to their peers because of the opportunities to look at their choices, future and plan.

“School stability benefited the homeless and high poverty students, as they had aspirations of attending college. ODB program helped them to create a plan to achieve that goal. Many of the youth in foster care did not see themselves attending a college. The ODB program helped them to understand that this was an option for them, and helped them to create a plan to achieve that goal.”

– **Dr. Teah Moore**, Interim Chair/Clinical and Field Experiences
Fort Valley State University

Consistent themes:

- sense of community
- critical thinking
- expressions of hope, future and planning
- understanding of goal setting
- commitment to education
- trust and acceptance of support (advocacy)
- development of positive peer relationships
- sense of belonging



What do the students say about the program?



"Sam's story, and this class, inspired me to apply to a school that I never thought I would be accepted into. My confidence and experiences would not have been possible if the ODB family had not lifted my broken spirit and helped me see that I was in control of my destiny no matter what my past in foster care had been. I am not my past and I control my future."

— *Gi'Nia, ODB Class 1 Grad, Student at Agnes Scott College*

"I always walked around mad at the whole world but you guys taught me how to look past that. And I thank you for that. All of you coaches and advocates gave me confidence. If it wasn't for you all, I probably would have dropped out of school. But you taught me to never give up, to never let your bad side get the best of you. And Now, I stay on that road."

— *Jordan, ODB Class 6 Grad, Junior in High School*

"Before I got in the Orange Duffel Bag program I was going downhill fast. I was headed for either death or jail. Look at me now, I am making all A's & B's. I have a job. I'm dual enrolled at a local technical college and plan to pursue my education and training as a nurse when I graduate from high school."

— *Kiara, ODB Class 3 Grad, Dual-enrolled*

700+ Orange Duffel Bag Grads at yearend 2015!

The results of “collaborating to achieve collective impact.”





Seeing is believing!



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Why Coaching for College Completion (CCC)?

- By 2020, more than 60 percent of job openings in Georgia will require some form of postsecondary education, whether a certificate, two-year degree, four-year degree, or beyond.
- Currently Georgia's postsecondary completion rates (6 years) are less than 55%, completion (4 years) are even worse, less than 20%. Meeting the state's projected occupational needs stated above requires strategic vision, which spurred the development of a statewide higher education plan

CCC Pilot in Partnership with United Way of Greater Atlanta, Carrie Steele Pitts Home, Georgia State University & The Governor's Office of Children & Family Services :

26 students at **Georgia State University (GSU)** and 32 students at **Atlanta Technical College (ATL Tech)** for a total CCC pilot cohort of 58 students. AT GSU, however, 11 students had to drop at the start because of class schedule changes resulting in a **CCC pilot cohort of 47.**

CCC Recruitment and Program Schedule:

For the GSU cohort: Freshmen and sophomores who were Pell-Eligible; a GPA of 2.0 – 2.5; first-generation college students; low-income, homeless, foster care and students that were at-risk of being placed on academic probation.

For the ATL Tech cohort: Accelerating Opportunity (AO) students, a national initiative designed to transform Georgia's adult education program into successful pathways leading to economic security for workers in today's demanding job market; students who are returning to school to obtain their GED® through one of Georgia's technical colleges; students from two tracks experiencing less than 30% retention

All CCC participants completed an application, participant agreement form, a FERPA form, and a student assessment identifying thirty factors that adversely affect their academic performance.

12 weeks of 3 hour CCC sessions were led by ODB's certified, executive-level life coach in cooperation with academic advisor resources and speakers on issues and subjects determined relevant to the class (based on CCC initial student survey that relates to academic, social, and financial challenges).

Georgia State University Cohort

Pre-Program Survey class needs and priorities:

1. GPA improvement to remain in college
2. Time management to keep from feeling overwhelmed juggling everything while in college
3. Fear management about not passing classes needed to graduate
4. Solution access to resolve challenges currently unable to overcome
5. Stress management to address high levels of worry and concern
6. Part-time employment to help fund their education

Pre-Program Academic Assessment results confirmed the following top issues shared by 60% or more of the participants:

1. Course load management
2. Stress management
3. Study habits and ability to study
4. Concentration
5. Test preparation
6. Test anxiety
7. Memorization techniques

Atlanta Technical College

ATL Tech being an access school and this population being older adults with numerous challenges in life that could adversely affect their academic progress.

Pre-Program Survey class needs and priorities:

1. financial aid
2. employment
3. housing
4. time management

Pre-Program Academic Assessment results were more critical needs vs. academic needs:

1. childcare
2. transportation
3. evictions from their home
4. deaths in the family
5. homelessness

CCC Program Results

Independent Evaluation of CCC – impact and outcomes

achieved. Conducted by a team of 5 Masters in Social Work (MSW) students under the direction of Dr. Fred Brooks, Georgia State University School of Social Work

Students have improved their grades, their relationships with their professors, three made the deans list, one determined they were in the wrong major and made a course correction in their collegiate plan, two self-identified as homeless and in need of resources and one self-identified as previously being in foster care and/or homeless.

Final number of CCC Graduates:

12 GSU

21 ATL Tech

Cohort Graduation/Success rate:

70% (33 successfully completed out of 47)

Achieved Academic Progress:

GSU Cohort, 12 for 12 improved GPA and/or exceeded by achieving Dean's list: 100%

C. A	2.50	2.60 +
T. B	1.89	2.00 +
W. B	Incoming Freshman	3.63 Dean's List
M. C	2.90	2.96 +
L. C	Incoming Freshman	3.28 Dean's List
P. D	2.40	2.45 +
M. M	Incoming Freshman	3.98 Dean's List
A. Mu	Incoming Freshman	3.67 Dean's List
C. E	2.89	3.05 +
A. E	Incoming Freshman	4.00 Dean's List
S. F	Incoming Freshman	3.62 Dean's List
K. O	2.92	3.49 Deans List

The Atlanta Tech Cohort:

All but one of the (AO) Carpentry students who successfully completed CCC, successfully achieved their GED and their Carpentry certification.

Carpentry and Medical Billing programs at Atlanta Tech historically have low retention and achievement rates – less than 50%. The ODB CCC cohort achieved a 66% retention rate with 20 of the CCC graduates remained enrolled and moving forward.

Key themes arose from the 8 opened-ended questions:

Quotes depict what participants felt was the most important thing they learned in this class that would help them continue college:

“Discipline, focus, desire.” –ATC Participant

“How to set attainable goals and how to set them so they can help you toward your long term goals and dreams.” –ATC Participant

“That life is about choices and every choice has consequences.” –ATC Participant

“How to manage stress, time, study habits, deciding on my career, and doing internships.” –GSU Participant

“The number of resources available to you; knowing how to set SMART goals follows through with them and hold yourself accountable and life lessons that were taught...” –GSU Participant

“How to set measurable meaningful goals and to reflect on my actions/choices and how they impact my life” –GSU Participant

“Students who participated in CCC are far more prepared for the next transition than their peers who stopped out, dropped out, or did not have an opportunity to benefit from the program. Perhaps the most pivotal point to me was hearing the students bring to fruition what they learned during the eleven weeks, hearing them open up and share their story and seeing the joy on their faces because people were listening, truly listening and caring about their successes and their future.”

Monique M. Faulkner, M. Ed Dean of Adult Education Atlanta Technical College

“Coaching for College Completion helped close the gap between those students who really want to succeed in college with those who are thriving as a result of their participation in the program.” — ***Michael Wyatt, Interim Director, Office of Black Student Achievement***

“It is only when youth have been coached to study their hearts can they change, love and pursue their dream of successfully completing college with the focus, drive and confidence necessary to live a vision that is far greater than they would have dared to imagine without their participation in Coaching for College Completion.”

— ***Evelyn A. Lavizzo, PhD, LCSW, Med, Executive Director, Carrie Steele-Pitts Home, Inc.***

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CCC Grads at Atlanta Technical College!



Best Practices

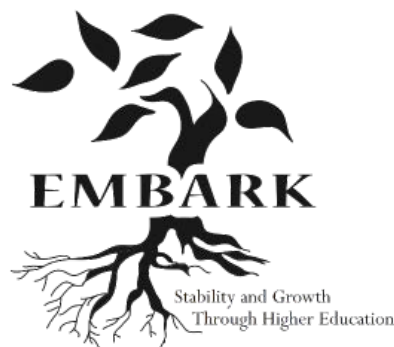
*Creating a Community of Opportunity for Collective Impact!**

1. Meet at the Leadership Level with the following:
 - Civic organizations
 - Agencies with shared missions
 - School districts
 - University/college heads
 - Group homes & homeless liaisons
2. Examine and discuss the needs of each area
3. Hone service to meet specific needs without compromising brand, quality or outcomes for the clients/students
4. Measure and evaluate outcomes
5. Stay connected with clients/students post service period
6. Share ideas, network and collaborate at every opportunity

***ODBI Model Highlighted at GA Statewide Chamber Meeting**

Designated Points of Contact

In 2014 ODBI's initiative joined forces with other statewide stakeholders to help influence the University System of GA and the Technical College System of GA to create a network whereby foster care and homeless high school and college students could more easily and readily connect with resources to aid with their education success.



The result: The Embark Georgia statewide network serves post-secondary professionals and institutions to ensure connectivity, share best practices, and provide information exchange among youth, community based stakeholders, and K-12 education.

2015

January



ODBI CLASS 19

February



CCC4

March



National Youth
At Risk
Conference &
CACS
Conference

April



CCC5

May



CCC6

June



GRAD
REUNION

July



TEEN SUMMIT

August



GOLF EVENT

September



ODBI C21

October



ODBI C22

November



ODBI C23

December



ODBI C24

CCC8

theODBi.org
EIN 27-1845671

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ON TRACK TO EDUCATION SUCCESS

"You gave me hope."
Ann - ODBI alum now
attending college

**"It was life changing for me.
And I watched every Friday
someone in our class change,
grow, challenge themselves,
and get better."**
Cassandra - CCC alum

**"ODBI provided the
missing link to enhance
our students' success."**
Brenda Brown, VP
Central GA Tech

Thank You For All You Do!

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