SAN DIEGO COMMUNITY COLLEGE DISTRICT
SAN DIEGO UNIFIED SCHOOL DISTRICT

JOINT BOARD MEETING
March 19, 2019

Board of Trustees
Dr. Maria Nieto Senour, President
Mary Graham, Executive Vice President
Sean Elo, Member
Craig Milgrim, Member
Bernie Rhinerson, Member
Dr. Constance M. Carroll, Chancellor

Board of Education
Dr. Sharon Whitehurst-Payne, President
Dr. John Lee Evans, Vice President
Richard Barrera, Member
Kevin Beiser, Member
Dr. Michael McQuary, Member
Cindy Marten, Superintendent

Facilitator: Dr. Carl Luna
Professor of Political Science, San Diego Mesa College
Director for the Institute of Civil Civic Engagement
Joint Board Goal
Continue to track student outcomes data, including longitudinal data to track improvement over time

Area of Emphasis
San Diego Promise Program Expansion

PRESENTER: Lynn Neault, SDCCD
San Diego Promise Program Expansion
Student Spotlight

Lavette Arciga, San Diego City College
Attended: Morse Senior High
CE Program Completed: Administrative Assistant and High School Equivalency (GED)
Major: Associate of Art degree in Elementary Teacher Education for Transfer
Goal: Obtain a master’s degree in Special Education

Ivonne Quintero, San Diego City College
Attended: Lindsay Community School
CE Program Completed: Certified Nursing Assistant (CNA) Program
Major: Nursing with a minor in Chicano Studies
Goal: Transfer to a university to earn a bachelor’s degree in nursing within the next two years
San Diego Promise Program Expansion

Background

- Provides **tuition-free education, book grants** (for students in need), and **support services** for first-time, full-time students, and students transitioning to college from Continuing Education

- Began with a small pilot program in 2016-2017
  - Partnership between SDCCD and SDUSD (186 students)
  - 2,042 students enrolled in San Diego Promise in 2018-2019

- In 2018-2019, AB 19 (The California Promise) provided funding for the first year for all first-time, full-time students
  - Enabled the District to expand the San Diego Promise Program to a **two-year program** focused on **access** and **completion**
San Diego Promise Program Expansion
Program Growth

Over three years, the San Diego Promise Program has served almost 2,500 students, growing 11 times its size from 2016-2017 to 2018-2019.
A total of **1,509 SDUSD students** have participated in the San Diego Promise Program.
Over the history of the program, Promise students have been more likely than their first-time, full-time peers to:

- Identify as Latinx, female, and/or first generation students
- Receive financial aid
- Utilize Extended Opportunity Programs and Services (EOPS)

**Spotlight on Students in Cohort 3**

- 84% racial/ethnic minorities
- 54% female
- 36% first-generation to college
- 72% financial aid recipients
- 51% former SDUSD students
- 7% Receiving Disability Support Services
## San Diego Promise Program Expansion

**High School and College Profile**

**Cohort 3 (2018-2019)**

<table>
<thead>
<tr>
<th>High School</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clairemont</td>
<td>26</td>
</tr>
<tr>
<td>Crawford</td>
<td>24</td>
</tr>
<tr>
<td>Garfield</td>
<td>5</td>
</tr>
<tr>
<td>Hoover</td>
<td>52</td>
</tr>
<tr>
<td>John Muir</td>
<td>2</td>
</tr>
<tr>
<td>Kearny Ed Complex</td>
<td>17</td>
</tr>
<tr>
<td>La Jolla</td>
<td>40</td>
</tr>
<tr>
<td>Lincoln</td>
<td>23</td>
</tr>
<tr>
<td>Madison</td>
<td>55</td>
</tr>
<tr>
<td>Mark Twain High</td>
<td>10</td>
</tr>
<tr>
<td>Mira Mesa</td>
<td>134</td>
</tr>
<tr>
<td>Mission Bay</td>
<td>35</td>
</tr>
<tr>
<td>Morse</td>
<td>15</td>
</tr>
<tr>
<td>Patrick Henry</td>
<td>29</td>
</tr>
<tr>
<td>Point Loma</td>
<td>44</td>
</tr>
<tr>
<td>San Diego Ed Complex</td>
<td>75</td>
</tr>
<tr>
<td>San Diego MET</td>
<td>2</td>
</tr>
<tr>
<td>San Diego SCPA</td>
<td>20</td>
</tr>
<tr>
<td>Scripps Ranch</td>
<td>71</td>
</tr>
<tr>
<td>Serra</td>
<td>53</td>
</tr>
<tr>
<td>University City</td>
<td>50</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>High School</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charter School of SD</td>
<td>25</td>
</tr>
<tr>
<td>Gompers Preparatory Academy</td>
<td>14</td>
</tr>
<tr>
<td>High Tech High Media Art</td>
<td>15</td>
</tr>
<tr>
<td>High Tech High</td>
<td>10</td>
</tr>
<tr>
<td>High Tech High International</td>
<td>4</td>
</tr>
<tr>
<td>Health Science High</td>
<td>10</td>
</tr>
<tr>
<td>King-Chavez Community High</td>
<td>11</td>
</tr>
<tr>
<td>Preuss School</td>
<td>2</td>
</tr>
</tbody>
</table>

### College Attendance

<table>
<thead>
<tr>
<th>College</th>
<th>Attendance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>San Diego City College</td>
<td>26%</td>
</tr>
<tr>
<td>San Diego Mesa College</td>
<td>48%</td>
</tr>
<tr>
<td>San Diego Miramar College</td>
<td>27%</td>
</tr>
</tbody>
</table>

873 students in **Cohort 3** were from SDUSD
San Diego Promise Program Expansion
Summary of Outcomes Across Cohorts

In general, compared to other first-time, full-time students, preliminary research suggests students who participate in Promise demonstrate:

- Greater **campus engagement**
- Higher **unit completion**
- Higher **successful course completion**
- Higher **Grade Point Average** (GPA)
- Higher **course retention**
- Complete transfer-level English and math
Compared to other first-time, full-time students, students in Cohort 1 (n=186) in their first year of the Promise Program were more likely to:

- Have higher campus engagement (e.g., participate in tutoring)
- Attempt a full-time college load (24+ units)
- Earn 24+ units
- Receive A, B, C grades
- Achieve a GPA of 3.0 or higher
- Pass transfer-level math and English in the first year
- Persist to the next academic year

Positive outcomes continued for the 118 out of the original 186 students in Cohort 1 (63.4%) who enrolled into their second year of the Promise Program.

Notably, 30 students from Cohort 1 did not re-enroll in the Promise Program but remained students at SDCCD in Fall 2017. These students experienced less positive outcomes than their peers who continued in the program, including attempting and earning fewer units, lower course retention and success rates, and lower annual GPAs.
San Diego Promise Program Expansion
Student Outcomes
Cohort 1, Year 1

Outcomes shown from left to right in order of most distinct differences observed between the two groups.

- Earn 24+ units: Promise Cohort 1, Year 1 = 55%, First-time, Full-time Students = 43%
- Enrolled in tutoring: Promise Cohort 1, Year 1 = 67%, First-time, Full-time Students = 56%
- Attempted full-time load: Promise Cohort 1, Year 1 = 82%, First-time, Full-time Students = 74%
- GPA of 3.0 or higher: Promise Cohort 1, Year 1 = 39%, First-time, Full-time Students = 31%
- A, B, C in courses: Promise Cohort 1, Year 1 = 76%, First-time, Full-time Students = 71%
- Persist to next academic year: Promise Cohort 1, Year 1 = 78%, First-time, Full-time Students = 73%
San Diego Promise Program Expansion

Student Outcomes

Cohort 1, Year 2

Outcomes shown from left to right in order of most distinct differences observed between the two groups
Compared to other first-time, full-time students, students in Cohort 2 (n=546) in their first year of the Promise Program were more likely to:

- Have higher campus engagement (e.g., participate in tutoring)
- Attempt a full-time college load (24+ units)
- Have higher course retention
- Have slightly higher term and annual persistence

A smaller distinction was observed between Promise students in Cohort 2 and the comparison group. Notably the program grew by 200% this year.

330 of the original 546 students in Cohort 2 (60.4%) are currently in their second year of the Promise Program. Annual outcomes are not yet available.
San Diego Promise Program Expansion
Comparison of Outcomes
Cohort 2, Year 1

Outcomes shown from left to right in order of most distinct differences observed between the two groups.
San Diego Promise Program Expansion

Student Success
Cohort 3 (2018-2019)

Compared to other first-time, full-time students, students in Cohort 3 (n=1,712) in their first term (Fall 2018) of the Promise Program were more likely to:

- Have higher campus engagement (e.g., participate in tutoring)
- Receive A, B, C grades
- Earn 12+ units
- Achieve a GPA of 3.0 or higher

Spotlight on SDUSD Students in Cohort 3
- SDUSD students in their first term of Promise (Fall 2018) experienced stronger educational outcomes than SDUSD students who enrolled in SDCCD full-time but were not Promise students (units earned, GPA, success and retention rates)
  - 44% of SDUSD students in Promise received a 3.0 or greater vs. 35% of their non-Promise peers
  - 57% of SDUSD students in Promise earned 12+ units vs. 48% of their non-Promise peers
Student outcomes for San Diego Promise students were notably higher in Fall compared to all first-time, full-time students.
San Diego Promise Program Expansion

Reasons Students Leave

A survey was conducted of Promise students who left the program; while the response rate was low, important information was revealed:

- The main reasons students gave for exiting the San Diego Promise Program were that they:
  - could not make the time commitment necessary
  - were unable to take a full-time college load
  - could not meet program participation requirements
- 74% of students were no longer taking courses at SDCCD
- 86% had a favorable experience with the Promise Program

Further investigation of students who did not continue in the Promise Program or the colleges is planned for Fall
San Diego Promise Program Expansion

Early Commitment to College Program

Goals

• Provide information about college to students in SDUSD starting in 4th and 5th grade
• Increase information and resources for parents
• Inform students about CCAP program starting in the spring of their 8th grade year
• Increase the number of students enrolling in CCAP courses in high school
• Increase the number of students who are college and career ready by 12th grade
San Diego Promise Program Expansion

Early Commitment to College Program

Overview of Activities

Elementary Schools
- College and career exploration through presentations and lunch activities
- Inform parents on how they can help their student become college ready

Middle Schools
- Assign a college ambassador to each middle school to hold monthly college awareness activities and career discovery activities
- 8th grade students will have the opportunity to visit a college and sign a Save Me a Spot in College pledge

High Schools
- 9th grade students will begin to plan and prepare for College and Career Access Pathways (CCAP) courses
- Students that successfully complete CCAP courses will seamlessly transition to the San Diego Promise program
San Diego Promise Program Expansion
San Diego Unified School District Payroll Deduction

• San Diego Unified School District implemented a payroll deduction program through Community Service Association (CSA), for the San Diego Promise Program
  • Became effective in January 2019

• Funds will be transferred to the San Diego Community College District Auxiliary Organization for the San Diego Promise Program at the end of each year
Joint Board Goal
Continue expansion of early and middle college partnerships, with special emphasis on programs at Crawford High School, Hoover High School, Lincoln High School and Morse High School

Area of Emphasis
Expansion of CCAP Dual Enrollment Opportunities

PRESENTER:
Lynn Neault, SDCCD
Dual Enrollment Update
College and Career Access Pathways (CCAP)

- Authorized by Assembly Bill 288 in 2016
  - Allows college classes to be offered on high school campuses
    - Closed to the public
    - Limited to public institutions
  - Waives tuition for dual enrolled students, regardless of the total units
  - Requires K-12 to provide all instructional materials
Dual Enrollment Update

Goals of the CCAP Program

- Create seamless pathways from high school to community college for Career Technical Education (CTE) or transfer preparation
- Shorten time to educational goal completion
- Improve high school graduation rates
- Equalize educational opportunities between advantaged and marginalized groups
- Provide all CCAP students with a foundation for success in higher education
Dual Enrollment Update

Categories of Dual Enrolled Students

**College and Career Access Pathways (CCAP)**
- College classes offered on the high school campuses

**Accelerated College Program CCAP (ACP/CCAP)**
- As part of the CCAP program, the goal of ACP is to accelerate time to degree attainment and transfer to a four-year university for high achieving high school students
- College classes offered on the high school campuses

**Other Dual Enrolled Students**
- Dual enrolled students in courses on the college campuses
Dual Enrollment Update

CCAP Program Growth

• SDCCD serves 4,796 dual enrolled students

• The CCAP program serves over 3,300 students (77% of all dual enrollments)

• The CCAP program has grown more than 100% since 2016-2017
Dual Enrollment Update
CCAP Program Growth

As the CCAP program continues to grow, fewer dual enrolled students are taking their classes on the college campus.
Dual Enrollment Update

CCAP Program Growth

Districtwide, CCAP sections have increased by 80% since 2016-2017
Dual Enrollment Update

CCAP Program Growth

Districtwide, CCAP enrollment has increased by 90% since 2016-2017

Growth of CCAP Enrollment

- 2016-2017: 4,095
- 2017-2018: 6,569
- 2018-2019: 7,774
Districtwide, total dual enrollment has increased by 80% since 2016-2017.

Growth of Total Dual Enrollments

- 2016-2017: 5,917
- 2017-2018: 9,235
- 2018-2019: 10,661
Dual Enrollment Update
Student Demographics

- The CCAP program serves a diverse student population (74% are students of color)

- In Fall 2018, 57% of the CCAP students were identified as female and 43% were identified as male
High School Dual Enrollment: Academic Success After High School Graduation
Academic Success After High School Graduation
Rate of Re-Enrollment

**Definition:** Former dual enrolled high school seniors, who enrolled at San Diego City, Mesa, or Miramar College the semester after graduating high school

- Former CCAP students are more likely to enroll at City, Mesa, and Miramar after high school graduation compared to all other dual enrolled students

**Note:** ACP students are excluded from the CCAP group in this comparison
Academic Success After High School Graduation

Ethnic Representation

2017-2018 CCAP Seniors

- White: 30%
- Asian: 20%
- Latinx: 38%
- Multiple Ethnicities: 8%
- African American: 4%

Seniors who enrolled in SDCCD in Fall 2018

- White: 17%
- Asian: 25%
- Latinx: 47%
- Multiple Ethnicities: 6%
- African American: 5%

Six percent of CCAP students who enrolled after high school graduation received DSPS services in Fall 2018

- Latinx, Asian, and African American students in CCAP have higher enrollment rates after high school graduation

Note: Students of Pacific Islander, American Indian or Alaska Native, and unreported heritage were excluded from the graphs, due to very small numbers
Academic Success After High School Graduation

Academic Profile

- CCAP students declared majors at a much higher rate upon entrance to SDCCD than other first-time students in Fall 2018

- Research shows community college students who declare a major within the first year show increased positive educational outcomes, including completion

Top 5 Majors

- Undeclared: 42% (Fall 2018 CCAP), 60% (Fall 2018 First-Time Students)
- IGETC General Education: 10% (Fall 2018 CCAP), 8% (Fall 2018 First-Time Students)
- Biology-Allied Health: 7% (Fall 2018 CCAP), 3% (Fall 2018 First-Time Students)
- Business Admin for Transfer: 5% (Fall 2018 CCAP), 3% (Fall 2018 First-Time Students)
- Transfer Program: 4% (Fall 2018 CCAP), 4% (Fall 2018 First-Time Students)
CCAP students had a higher proportion of enrollment in Math and English at the transfer-level compared to other first-time students in their first year.

CCAP students are more likely to enroll in STEM subjects, such as chemistry (+3%) and biology (+1%) compared to other first-time students.
Academic Success After High School Graduation
Persistence

- Former 2016-2017 CCAP seniors who enrolled at City, Mesa or Miramar College in Fall 2017 had higher term and annual persistence rates than other first-time students.

- Persistence rates are comparable between CCAP, ACP, and other dual enrolled students.
Academic Success After High School Graduation
Course Retention Fall 2018

- CCAP Students
- Other First-Time Students

Year 2017-2018:
- CCAP Students: 92%
- Other First-Time Students: 89%

Year 2018-2019:
- CCAP Students: 91%
- Other First-Time Students: 88%
Academic Success After High School Graduation

Retention

• CCAP students had higher overall course retention rates than other first-time students

• CCAP students had higher course retention rates for almost all groups when disaggregated by ethnicity, most notably:
  • African American students (+7%)

• Course retention rates were comparable between CCAP students and all other dual enrolled students

• Within the CCAP students, the course retention rate for DSPS recipients was 8% higher than non-DSPS recipients (99% compared to 91%)
Academic Success After High School Graduation
Course Retention Fall 2018 – by Ethnicity

- African American: 92% (CCAP), 85% (Others)
- American Indian or Alaska Native: 100% (CCAP), 98% (Others)
- Asian: 94% (CCAP), 93% (Others)
- Latinx: 89% (CCAP), 89% (Others)
- Pacific Islander: 83% (CCAP), 90% (Others)
- White: 93% (CCAP), 90% (Others)
- Multiple Ethnicities: 91% (CCAP), 88% (Others)
- Unreported: 95% (CCAP), 92% (Others)
- Overall: 91% (CCAP), 88% (Others)

Legend:
- Fall 2018 CCAP
- Other First-Time Students
In Fall 2018, CCAP students had higher success rates than other first-time students:

- Higher overall success rates (+6%)
- Higher annual GPAs (2.76 comparable to 2.56)
- Higher success rates for all ethnic groups:
  - African American (+18%)
  - Asian (+5%)
  - Latinx (+5%)
- Higher overall success rates in transfer-level math (+2%) and English (+3%)
- Higher success in transfer-level math and transfer-level English for all ethnic groups, most notably:
  - African American (+7%)
  - Latinx (+8%)
- Within the CCAP students, the course success rate for DSPS recipients was 11% higher than non-DSPS recipients (86% compared to 75%)
Academic Success After High School Graduation
Cumulative Units Earned After Three Terms

CCAP students from 2016-2017:
- Earned 10.8 more units on average
- Higher units earned for all ethnic groups
  - African American: +15.4 Units
  - Pacific Islander: +13.4 Units
  - Filipino: +13.8 Units
Academic Success After High School Graduation
Course Success Fall 2018

<table>
<thead>
<tr>
<th>Year</th>
<th>CCAP Students</th>
<th>Other First-Time Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-2018</td>
<td>74%</td>
<td>68%</td>
</tr>
<tr>
<td>2018-2019</td>
<td>75%</td>
<td>69%</td>
</tr>
</tbody>
</table>
CCAP Students from 2017-2018:
• Earned 6% Higher Overall Course Success
  • African Americans: +18%

Academic Success After High School Graduation
Course Success Fall 2018-by Ethnicity

Note: Course Success is defined as the rate of enrollments which resulted in a grade of A, B, C, or P
### Is the CCAP Program Meeting its Goals?

<table>
<thead>
<tr>
<th>Goal</th>
<th>Former CCAP students enrolled at SDCCD…</th>
</tr>
</thead>
</table>
| Create pathways from high school to community college for CTE or transfer preparation | • are less likely to have an undeclared educational goal  
• have higher success rates in transfer-level math and English than other first-time students |
| Shorten time to educational goal completion                         | • earned more units on average than other first-time students  
• have higher success rates in transfer-level math and English                                           |
| Equalize educational opportunities between advantaged and marginalized groups | • who belong to historically underserved groups, experienced improved retention and success  
• of all ethnicities, experienced higher success rates than other first-time students |
| Provide all CCAP students with a foundation for success in higher education | • have overall better outcomes than other first-time students |
Joint Board Goal
Create clear career pathways for students that align with industry standards; and partner with employers that will support students through internships and mentoring programs.

Area of Emphasis
Enhance Career Technical Education (CTE) Pathways

Presenters:
Cheryl Hibbeln, SDUSD
Pamela Luster, SDCCD
Paulette Hopkins, SDCCD
Mary Kjartanson, SDUSD
Al Love, SDUSD
Amertah Perman, SDCCD
Career Technical Education (CTE)
Student Spotlight – Biotechnology

Natalie Espanol
Biotechnology, Mira Mesa High School
Enrolled in Miramar College
• Pursuing Biotechnology Certificate of Achievement
• Accepted into UC Irvine and UC Davis for Microbiology
• Interested in a career in forensic pathology, neuroscience, or human connective tissue research

Kayla Vale Cruz
Biotechnology, Mira Mesa High School
Enrolled in Miramar College
• Pursuing Biotechnology Certificate of Achievement
• Accepted into UC San Diego and UC Davis for Pharmacology
• Interested in a career in psychological medication research
CTE Transitions Credit by Examination
Course Articulation Agreements

18 active course agreements across 7 sectors and 24 high schools:
• Advanced Manufacturing
• Education and Human Development
• Energy, Construction, and Utilities
• Information and Communication Technologies and Digital Media
• Life Science
• Public Safety
• Retail, Hospitality, and Tourism

2017-2018
1,885 SDUSD 9-12 grade CTE High School Students received credit at SDCCD

50% increase from previous year

San Diego Unified CTE high school students who were enrolled in an articulated course or program between SDUSD and SDCCD, and received at least one college credit. Includes grades 9 – 12. (1.5 to 4.0 College Credits per articulated course)
Source: CATEMA – SDUSD sponsored charter schools NOT included in data.
CTE Expansion of Credit by Exam Agreements
Information and Communication Technology (ICT)

2018-2019 Expansion Activities

• Jointly, SDCCD and SDUSD:
  1. Held 3rd annual Codechella event in partnership at City College
     • 115 middle and high school students showcased their coding skills
  2. Convened meetings with ICT faculty at each institution with SDUSD teachers
     and CTE program managers
  3. Mapped a Cybersecurity Credit by Exam pathway between SDUSD and City College
  4. Renewed existing credit by exam course agreements for Geographic Information Systems (GIS) and Web Design
  5. Identified over six new credit by exam course agreements for:
     1. Foundation of IT
     2. Game Design
     3. Computer Science
     4. Cybersecurity
Career Technical Education (CTE)
Kearny High School College Certificate Pilot

Background

• The Stanley E. Foster Family Donation

• Provides two resource teachers for four years to support career readiness
  • Post Secondary Preparation Coach (Adult/Partnership coordination)
  • Real-World Student Coordinator (Student coordination/engagement)
    • Articulation
    • Strengths, Interests and Values/Badging/Post secondary plans: Thrively
    • Faces for the Future: Hospital rounds/internships
    • EMT, Cybersecurity and Health Information Certification
    • Connect-to-Careers Summer Internships
CTE Kearny High School College Certificate Pilot
Emergency Medical Technician (EMT) Certification

• 7.6 Miramar College units
• 2-day boot camp to prepare for the courses
  • CPR and Immunization Screening
• 2-day Advanced Airway Course
• 9-week EMT Course
• Target current juniors who will graduate early next year
• **Goal:** Graduate college and career ready with a High School diploma and EMT Program Course Completion Certificate
• External partnership with American Medical Response Ambulance Company
CTE Kearny High School College Certificate Pilot
Cybersecurity Certification

• 10 units (Cybersecurity specialist) or 11 units (Cyber Incident Response) through City College
• Three courses and one laboratory
• Target current sophomores who can begin coursework in the Fall
• **Goal:** Graduate college and career ready with a diploma and Certification
• E2E laboratory availability for cybersecurity
CTE Kearny High School College Certificate Pilot
Health Information Management (HIM) Degree

- Associate Degree: 33 units at Mesa College
- Target current sophomores who can begin coursework in the Fall
- Backwards map coursework for articulation to Mesa in the Spring of senior year
Joint Board Goal
Create an accountability strategy that includes a clear message to students, parents, and the community that college and career readiness is the measure of accountability for SDUSD; K-12 teacher professional development; and a plan to work with contributing organizations to promote college readiness

Area of Emphasis
Teacher Preparation Pipeline

Presenter:
Genevieve Clark, SDUSD
A shared vision for debt-free credentialed teachers in 4 years in the high need areas of math, science, and special education.
## Teacher Preparation Pipeline

### 4 Years = BA + Credential

<table>
<thead>
<tr>
<th>Coursework</th>
<th>High School</th>
<th>Mesa College</th>
<th>National University</th>
</tr>
</thead>
</table>
| Adult/Young adult education pathway | • Adult/Young adult education pathway  
• Hoover High School  
• Others sites TBD | • Education-lens courses  
• Consideration of open-source materials  
• Summer slide | Partnership agreement pending board approval.  
Elements include:  
• Last dollar scholarships to ensure no out-of-pocket tuition, or  
• 46% decrease in tuition |
| Mesa LEGACY course completion | | | |

<table>
<thead>
<tr>
<th>Engagement &amp; Recruiting</th>
<th>High School</th>
<th>Mesa College</th>
<th>National University</th>
</tr>
</thead>
</table>
| Project-Based-Learning Scholars | • Project-Based-Learning Scholars  
• Educator Ambassadors  
• Identify a cohort of 50 | • 50 students, expecting 30 to transfer to National  
• .2 education counselor for concierge student services | |

<table>
<thead>
<tr>
<th>Funding Considerations</th>
<th>High School</th>
<th>Mesa College</th>
<th>National University</th>
</tr>
</thead>
</table>
| Strong Workforce Grant | • Strong Workforce Grant  
• SD Education Fund  
• Ed Rising Scholarships | • Guaranteed interviews for classified positions at SDUSD  
• Partnership with Connect-to-Careers to establish summer employment | |

Upon completion of MESA EDU 100 students are eligible for paid tutoring positions.
## Teacher Preparation Pipeline

### Young Adult/Adult Pathway Development

<table>
<thead>
<tr>
<th>Class of</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>2021</td>
<td>Critical Thinking &amp; Social Change</td>
<td>SKIP</td>
<td>Teaching for Diversity &amp; Social Justice</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><em>pilot fall 2020</em></td>
</tr>
<tr>
<td>2022</td>
<td>New <em>pilot fall 2019</em></td>
<td>Critical Thinking &amp; Social Change</td>
<td>Teaching for Diversity &amp; Social Justice</td>
</tr>
<tr>
<td>2023</td>
<td>PATHWAY FULLY BUILT OUT</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Joint Board Goal
Collaborate to support undocumented students and/or parents to navigate the complexities of services and programs at both districts (“One-Stop Shop for Dreamers”)

Area of Emphasis
Diversity, Cultural Competency and Peer Mentoring

Presenters:
Genevieve Clark, SDUSD
Ricky Shabazz, SDCCD
Lynn Neault, SDCCD
Partnership Focus on Student Equity
African American Achievement Summit 2018

- 23 Workshops
- 62 Volunteers
- 60 Near-Peer Mentors
- 657 Survey Responses
- 800 Students in Attendance
Partnership Focus on Student Equity
Dreamer Support Program

The SDCCD Dreamer Support Program provides guidance, support, and resources to undocumented students, mixed-status students, and their families. The program is dedicated to expanding and centralizing the coordination of legal services, community outreach, student outcome tracking, and research to improve academic success for undocumented students.

Program Activities:
• Expand Dreamer Resource Centers at San Diego City College and San Diego Mesa College
• Develop Dreamer Resource Services at San Diego Miramar College
• Facilitate Students Without Limits workshops at high schools throughout San Diego Unified School District
• Facilitate information sessions for counselors throughout San Diego Unified School District
• Develop new partnerships with community organizations currently serving undocumented immigrants
• Provide access to legal resources and translation services
• Cultural Competency Training
What Lies Ahead...

Presenters:
Al Love, SDUSD
Linda Woods, SDCCD
California CCAP STEM Pathways Partnership Academy Grant

- College and Career Access Pathways Partnership between Miramar College and San Diego Unified School District
  - $1.4 million, 4.5 year grant with possible extension

- Comprehensive cohort model pathway in Biotechnology leading to Certificates of Achievement and Associate of Science degrees at San Diego Miramar College, and middle skills jobs through:
  - Customized and flexible academic support and guidance
  - College and career readiness enrichment activities
  - Industry exposure and work experiences, including internships
  - Dual enrollment through the CCAP program agreement
  - Recruitment beginning with rising 9th graders
**Strong Workforce**

**K12 Grant Collaborative**

**Funding:**
- $164 Million total statewide funding
- $14.7 Million to the San Diego Imperial County region

**Goal:** To increase levels of college and career readiness among SDUSD students, supporting successful transition from SDUSD to SDCCD

**Three applications have been submitted by SDUSD:**
1. Student Engagement Continuum, Middle School to High School to Community College
   - Partnering with San Diego City, Mesa, Miramar Colleges, and Continuing Education
2. Institutionalizing FACES Health Program for Underrepresented and At-Risk-Students
   - Partnering with Mesa and City Colleges
3. Development of CTE Certificates and WBL Opportunities
   - Transportation Certifications – partnering with Miramar College
   - Biotechnology/AMGEN experience – partnering with Miramar College
   - Cybersecurity Certificate program – partnering with City College

**Applications selected based on alignment to regional Strong Workforce priorities:**
- High School Engagement, Middle School Engagement, & Career Pathways
Joint Board Goal
Continue to collaborate on legislation that impacts both K-12 and the community colleges individually, and collectively

PRESENTER:
Chancellor
Constance M. Carroll, SDCCD
Update on Legislation
AB 2 California College Promise (Santiago)

• Expands AB 19 California College Promise enacted in 2018

• Provides funding to waive fees for all **first-time, full-time** community college students for **two** academic years

**SDCCD Fundraising**

• If AB 2 passes, it will enable the District to target its fundraising efforts to support other critical needs including:
  • Part-time options for targeted groups such as foster youth, veterans, and returning adults
  • Other critical student needs including:
    • Books and materials
    • Transportation
    • Basic needs (food, housing)
Update on Legislation
**AB 30 College and Career Access Pathway Partnership**

- Extends the 2020 sunset date for AB 288, *College and Career Access Pathway Partnerships*, to 2027
- Eliminates requirement to approve CCAP agreements at two separate board meetings
  - Requires approval at one meeting
- Allows units completed while in high school to count toward priority registration
  - Current practice at SDCCD
- Requires California Community Colleges Chancellor’s Office to revise the CCAP student admission process by July 31, 2020
  - Completion of only one college application for admission for the duration of participation in CCAP program
QUESTIONS?