



SAN DIEGO
COMMUNITY COLLEGE
DISTRICT

BOARD REPORT



APRIL 17, 2018

**SPECIAL MEETING OF THE SAN DIEGO COMMUNITY COLLEGE DISTRICT
AND SAN DIEGO UNIFIED SCHOOL DISTRICT BOARDS**



From left, front row: SDUSD Superintendent Cindy Marten; SDUSD Board Member Kevin Beiser; SDCCD Trustee Maria Nieto Senour; and SDCCD Chancellor Constance M. Carroll. From left, back row: SDCCD Trustee Bernie Rhinerson; SDUSD Board Members Sharon Whitehurst-Payne, Michael McQuary, and John Lee Evans; SDCCD Trustees Mary Graham, Rich Grosch, and Peter Zschiesche. Not pictured: SDUSD Board Member Richard Barrera.

On Tuesday, April 17, 2018, the governing boards of the San Diego Community College District (SDCCD) and the San Diego Unified School District (SDUSD) held their seventh annual joint meeting at the Clairemont High School. Following the Call to Order at 5:00 p.m., SDCCD Trustees Maria Nieto Senour (president), Mary Graham, Rich Grosch, Bernie Rhinerson, Peter Zschiesche, and Chancellor Constance M. Carroll, and SDUSD Board of Education Members Kevin Beiser (president), Richard Barrera, John Lee Evans, Michael McQuary, Sharon Whitehurst-Payne, and Superintendent Cindy Marten began the public meeting. The meeting was conducted in the form of a workshop and was facilitated by Dr. Carl Luna, Political Science Professor, San Diego Mesa College, and Director for the Institute for Civil Civic Engagement.

Below are some of the highlights:

- **College and Career Access Pathways Act (CCAP) Partnership Agreements (Concurrent/Dual Enrollment)**
 - **Concurrent/Dual Enrollment.** In 2017-18, concurrent/dual enrollment increased 55% to 4,153 students compared to 2016-2017. Concurrent/dual enrollment in classes on the high school campuses has increased 175% since 2015-2016 (3,132 students), due to the College and Career Access Pathways Agreements (CCAP). In addition, on average, approximately one-third of SDUSD graduates enroll annually at City, Mesa or Miramar colleges within one year following their high school graduation. Over one-fourth (26%) of concurrently/dually enrolled CCAP high school seniors enrolled in at least one course at the credit colleges after graduating high school.
 - **Placement Levels and Outcomes.** Students participating in the CCAP program show higher placement levels and outcomes. Almost three-fourths (70%) of prior CCAP students placed at transfer level reading compared to 53% of all SDUSD first-time college students, while 40% placed at transfer level writing compared to 22% of all SDUSD first-time college students. 70% of CCAP students placed at transfer/associate level math compared to 38% of SDUSD first-time college students. Prior CCAP students also had higher retention and success rates (94% & 76%, respectively) compared to other first-time college students (90% & 69%, respectively).
 - **Career Technical Education (CTE) and Career Access Pathways.** An update was provided on the new CTE CCAP Pathways including Business Administration and Administration of Justice. Additional CTE CCAP Pathways are being planned for 2018-2019.
- **English and Mathematics Alignment – Curriculum Update.** Following work by high school and college faculty to use critical concepts to align high school and college curriculum, students enrolled in the Mesa College Legacy program saw an average retention rate of 96% and success rate of 86%. When disaggregated by ethnicity, students performed at rates at least 13% higher across all ethnic groups compared to the overall college success rate.
- **Future Educators Pipeline.** An update was provided on efforts to recruit and retain high-quality and effective teachers by producing a pipeline for SDUSD graduates to become debt-free, credentialed teachers via paid apprenticeships, reduced tuition, and admissions agreements with four-year institutions.
- **Career Technical Education Update.** An update was provided on improvements to the credit by examination process for articulated Career Technical courses. In addition, there was an overview of the defined pathways to several in-demand workforce fields, including Computer Science and Cyber Security, for which there is a supply gap.
- **San Diego Promise Update.** The 2016-2017 and 2017-2018 cohorts were discussed, including a breakdown of the participants' demographic profiles and high schools of origin. Student outcomes were shared, showing higher outcomes for San Diego Promise participants compared to all other first-time, full-time students.



The governing board of the San Diego Community College District is composed of 5 elected members and 1 student trustee position. The student trustee position is filled on a rotating basis.

BOARD MEMBERS

- Mary Graham
- Rich Grosch
- Bernie Rhinerson (executive vice president)
- Maria Nieto Senour, Ph.D. (president)
- Peter Zschiesche

CHANCELLOR

Constance M. Carroll, Ph.D.
(secretary to the board)

STUDENT TRUSTEES

- Alana Mahal Bermodes
- Ignacio Hernandez Valverde
- Joseph Newell

BOARD OF TRUSTEES
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GOALS FOR THE FUTURE

• Update on Legislation.

○ **SB 1406 (Hill) Baccalaureate Pilot Program Amendments.**

SB 1406 amends current legislation to require that a student commence his or her degree by 2022, with a sunset to the program on July 1, 2026, consistent with the recommendation of the Legislative Analyst's Office (LAO) interim evaluation of the pilot program, which indicated that extending the sunset provision would allow for more student outcome data for the final evaluation. It was requested that the San Diego Unified School District Board consider a resolution in support of the legislation.

○ **AB 19 (Santiago) State-Funded Promise Program.**

AB 19, signed by Governor Brown in 2017, waives enrollment fees for the first year for all first-time, full-time California community college students who enroll in at least 12 units, and maintain a 2.0 GPA. Students who meet the requirements in their first year will have a second year funded by the San Diego Promise. The Boards reiterated their support for the program.

The San Diego Unified School District Board took action to amend the East Village High School Educational Partnership Agreement with San Diego City College in order to align the academic calendar; and to establish dates for each semester by which East Village High School (EVHS) will provide course requests and student names to San Diego City College.

Looking to the future, the two governing boards identified the **2018-2019 areas of emphasis** for their 5-Year Strategic Goals as follows:

1. 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.
- Professional development for K-12 teachers to focus on college- and career preparedness.
- A plan to work with "contributor" organizations, such as the Parent Institute for Quality Education (PIQE) and Community-Based English Tutoring (CBET), to promote college readiness to parents and communities.

2018-2019 Area of Emphasis:

- Teacher Pipeline.
 - Set goals for increasing the number of students in the pipeline.
 - Outreach to new Dean of Education at SDSU to continue momentum of the work that has been underway with previous Deans.
 - Advocate for TAG and/or "Front of the line" agreement admission to SDSU.
 - Examine SDICCCA internship program as possible pathway.
 - Identify expectations for future teachers to return to SDUSD to teach.
 - Explore connecting with the Education Fund.

2. Continue to track student outcomes data, including longitudinal data to track improvement over time.

2018-2019 Area of Emphasis

- San Diego Promise Program Expansion
 - Include students with disabilities in the disaggregated Promise data.
 - Continue to track outcomes for Promise program participants who are no longer eligible for the program.
 - Expand outreach to elementary and middle school families to promote early commitment to college.
 - SDUSD to consider employee payroll deduction program to support the San Diego Promise program.

3. Create clear career pathways for students that align with industry standards; and partner with employers that will support students through internships and mentoring programs.

2018-2019 Area of Emphasis

- Baccalaureate Expansion
 - Advocate for expanding Community College Baccalaureate to include teacher education pathways in high need areas (math, chemistry, bilingual education, special education).
 - Board members commit to lobby individual policy makers to support expansion.
- Workforce Partnership
 - Become active members in the Workforce Partnership efforts to connect 16-24 year olds to education and training.
 - Involve Dreamer Centers in effort.
- Career Technical Education (CTE)
 - Establish goals for increases in Cyber Security Pathways.
 - Degrees/Certificates awarded.
 - Job placement.
 - Disaggregate data by income, ethnicity, and disability.

4. 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.

5. Collaborate to support undocumented students and/or parents to navigate the complexities of services and programs at both districts ("One-stop shop for Dreamers").

2018-2019 Area of Emphasis

- Diversity/cultural competency, peer mentoring.
 - Scale peer mentoring for all concurrently enrolled students modeled after existing programs in place in other SDCCD programs.
 - Consider sharing syllabi across college and high school courses to show continuity.
 - Integrate cultural competencies in various disciplines.
 - Engage cross-system dialog in the social sciences.
 - Leverage SDCCD Cultural Climate Survey results to promote cultural competency at SDUSD.
 - Consider implicit bias training for all students.

6. Continue to collaborate on legislation that impacts both K-12 and the community colleges individually, and collectively

2018-2019 Area of Emphasis

- SDUSD resolution in support of SB 1406 – Baccalaureate Pilot Program amendment.
- SDCCD letter of support for AB 1743 – (O'Donnell) California Career Technical Education Incentive Grant Program (SD Unified). Extends the existing high school Career Technical Education (CTE) Incentive Grant past its fiscal year 2017-2018 sunset date, and increases funding for the grant.