San Diego Community College District
San Diego Unified School District

Joint Board Meeting

March 15, 2022

Facilitator Remarks

Dr. Carl Luna

Joint Partnership Structure

Supporting the Joint Board Goals

Joint Partnership Committee
- **Members:**
  - ○ SDCC District leadership (Educational Services: Outreach, Institution Research, Career Education)
  - ○ College Vice Presidents of Instruction and Student Services
  - ○ SDUSD leadership - Jennifer Roberson, Instructional Support Officer (TOC) - Secondary Schools, Leadership & Learning
  - ○ SDUSD CCTE Office Leadership
- **Primary Focus:** Joint Board Goals

Joint Partnership Workgroup
- **Members:**
  - ○ SDCC District Student Services, Outreach, Institutional Research, and Career Education
  - ○ College CCAP and Articulation leads and outreach
  - ○ SDUSD CCTE Office - leads on Articulation and CCAP
- **2021-22 Primary Focus**: Early College Credit Process Improvements

Joint Partnership Committee Commitments

Across All Goals & Focus Areas for 2021-2022:

1. **Equity Minded** - a joint commitment to Black student success
2. **Customized Outreach** - a joint commitment to tailored parent and student outreach by career pathway and high school community
3. **Pathways to Success** - a joint commitment to designing pathways for student success and meaningful career readiness
4. **Focus on Outcomes** - a joint commitment to equitable outcomes and closing the gaps in student success
5. **Meaningful Structure** - a joint commitment to supporting the work through investment in a supportive structure, consistency, and communication

JOINT PARTNERSHIP FOR STUDENT SUCCESS
Strengthening Post-Secondary Engagement Opportunities for College and Career Success

2022

EARLY COMMITMENT TO COLLEGE PROGRAM
- SDCCD College Visits
- Increase awareness of Early College Credit
- Early College and Career Planning

EARLY COLLEGE CREDIT OPPORTUNITIES (COLLEGE & CAREER ACCELERATION)
- CTE Transitions Credit by Exam Opportunities
- Dual/CCAP Enrollment
- Concurrent Enrollment

PROMISE PROGRAM
- Guarantee Admissions
- Free College
- Wrap Around Support

Post-Secondary Engagement
6th | 7th | 8th | 9th | 10th | 11th | 12th

High School Graduation

Post-Secondary Success

TRANSFER & CAREER SUCCESS

PARENT & STUDENT OUTREACH
Targeted College and Career Outreach including SDUSD Classroom Access and SDCCD College Visits

COLLEGE & CAREER READINESS
CTE Pathways   A-G Completion   Work-Based Learning

CERTIFICATE & DEGREE COMPLETION
Graduate High School with progress towards and/or completion of career education certificate and degree programs, industry credentials.

Accelerate College Certificate & Degree Completion

Equitable Access | Data Informed Student-Centered Intervention | Career Planning Before Ed Planning | Student Success = Career Success

Joint Board Goals & 2021-22 Focus Areas

Seven Joint Board Goals across the following areas/themes:

- Accountability

- Data & Research

- Outreach & Parent Engagement

- Collaboration & Communication

- Career Pathways and Early College Credit

- Promise

- Legislation & Advocacy

- Racial Justice & Equity

Activities & Outcomes

2021-22 Partnership Efforts:

1. Outreach & Engagement
2. Early College Credit
3. Pathway and Program Alignment

Collaborative Outreach & Engagement

Goal #1: *A clear message to students, parents, and the community that college and career readiness is the measure of accountability for SDUSD.*

Goal #3: *2021-22 Area of Emphasis: Explore building on the City College Outreach model to fourth/fifth grade students.*

Goal #4: *2021-22 Area of Emphasis: Expand outreach programs and services equitably across SDUSD high schools to support universal senior enrollment in SDCCD and Improve communication and outreach between SDCCD and SDUSD counselors to high school freshmen to facilitate enrollment in ACP/CCAP.*

Goal #5: *Make it possible for every eligible first time, full-time SDUSD graduate (who wants to) to enroll in the San Diego Promise program; 2021-22 Area of Emphasis: Expand the Early Commitment to College programs to serve all middle schools within SDUSD and Strengthen community college brand-building with K-12 counselors, parents, and students.*

Goal #6: *2021-22 Area of Emphasis: Expand support services, outreach activities, and transition services for undocumented students.*

Collaborative Outreach & Engagement

Intentional Outreach

SDUSD/SDCCD Connectivity
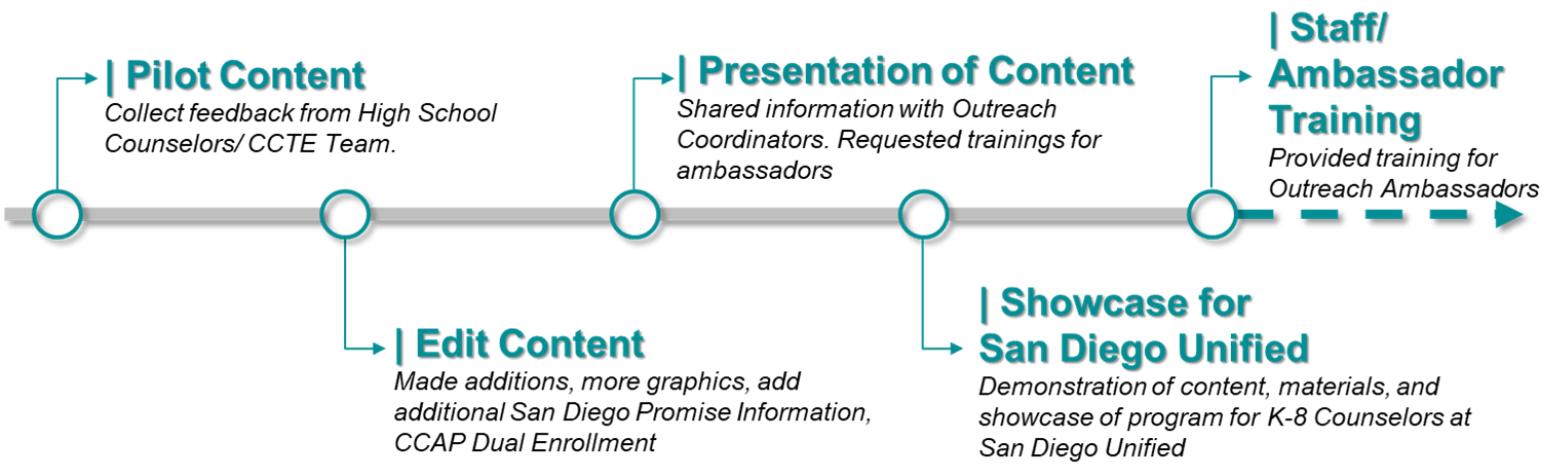
Early Commitment to College & Career

The Promise Program

Early Commitment to College and Career

Timeline for the Commitment

| Pilot Content
Collect feedback from High School Counselors/ CCTE Team.

| Edit Content
Made additions, more graphics, add additional San Diego Promise Information, CCAP Dual Enrollment

| Presentation of Content
Shared information with Outreach Coordinators. Requested trainings for ambassadors

| Showcase for San Diego Unified
Demonstration of content, materials, and showcase of program for K-8 Counselors at San Diego Unified

| Staff/ Ambassador Training
Provided training for Outreach Ambassadors

Goal #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
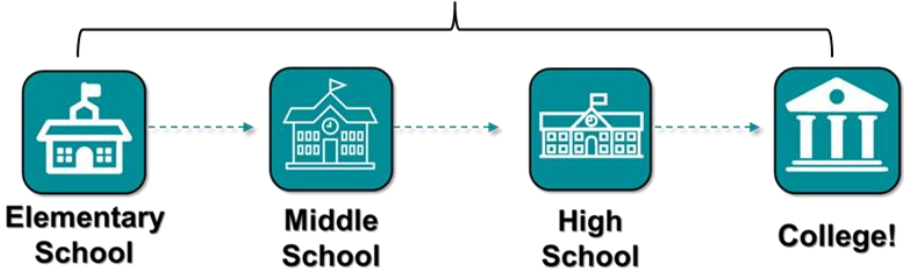
Goal #3: The Chancellor and Superintendent will collaborate on expanding opportunities for students in schools south of Interstate 8, including identifying and eliminating barriers to opportunities.

Goal #6: 2021-22 Area of Emphasis: Expand support services, outreach activities, and transition services for undocumented students.
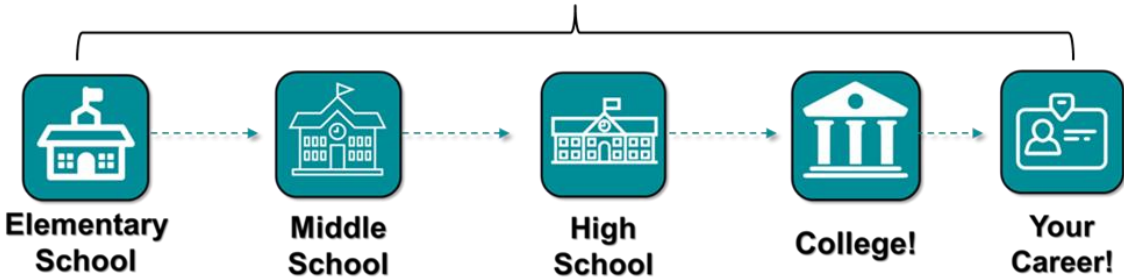
Early Commitment to College and Career

Career Education Addition

Ver. 1.0

Elementary School → Middle School → High School → College!

Ver. 2.0

Elementary School → Middle School → High School → College! → Your Career!

Early Commitment to College and Career

Program Insights

| Marketing

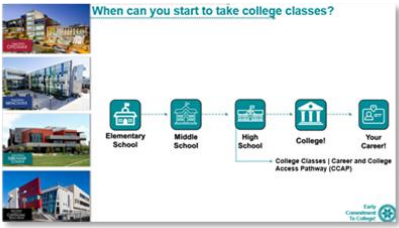
| CCTE Pathways

| CCAP/ Dual Enrollment

| Timeline to College

| The San Diego Promise!

| Certificates

Goal #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

Goal #3: The Chancellor and Superintendent will collaborate on expanding opportunities for students in schools south of Interstate 8, including identifying and eliminating barriers to opportunities.

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SDCCD | SDUSD Connectivity

SDCCD Showcase

San Diego City College
San Diego Mesa College
San Diego Miramar College
San Diego College of Continuing Education

SDUSD Counselors
(Fall 2021)

Roadmap to Success
(Spring 2022)

**Community Partners/
Organizations/ Service providers**
who support SDUSD Students.
(On Going)

Goal #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*

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Goal #6: *2021-22 Area of Emphasis: Expand support services, outreach activities, and transition services for undocumented students.*

Intentional Outreach & Engagement

San Diego Promise Information Night!

Four Sessions Total
- Two English Sessions with translation services
- Two Spanish Sessions

Translation Services
- Vietnamese, Spanish, Tagalog, Somali, Japanese, and ASL

SDCCD Dreamer Conference

SDCCD Campus Representation
- Dreamer Resource Programs on hand to support with connectivity for students and the community.

Resources
- Insights, support, next steps, and opportunities to plug into the Dreamer Support Centers Services.

SDCCD | Get Started Series

One Stop Enrollment
- Application for admission
- Financial Aid (FAFSA, CA Dream Act
- SDCCE
- MySDCCD Help Desk
- *****San Diego promise**
- *****Dreamer and Black Student Resources**

SDCCD Black Student Resource

SDCCD Campus Representation
- Black Student Support Programs on hand to support with connectivity for students and the community.

Resources
- Insights, support, next steps, and opportunities to plug into the Black Student Services.

Goal #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

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Goal #6: 2021-22 Area of Emphasis: Expand support services, outreach activities, and transition services for undocumented students.

San Diego Promise 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 of **186 students** in 2016-2017 and has, as of this year, grown to serve **8,084 students** across all cohort years

- Assembly Bill (AB) 19, and Assembly Bill (AB) 2, *The California Promise*, provides funding for first-time, full-time students in their first and second years of community college

- In addition to state funding, the SDCCD provides privately raised funds to support **part-time** or non-traditional Promise students
  - Currently, **154 part-time and non-traditional students** are in the Promise Program
  - SDCCD continues to seek fundraising to support non-traditional students

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San Diego Promise Program
SDUSD Participants by Cohort (Headcount)

Of **8,084** Promise students, **4,704 graduated from SDUSD high schools**

Total Headcount by Cohort

Cohort 1: 186
Cohort 2: 546
Cohort 3: 1,712
Cohort 4: 1,917
Cohort 5: 2,053
Cohort 6: 1,670

Cohort	Headcount
Cohort 1 (2016-2017)	156
Cohort 2 (2017-2018)	473
Cohort 3 (2018-2019)	780
Cohort 4 (2019-2020)	996
Cohort 5 (2020-2021)	1,069
Cohort 6 (2021-2022)	748

Percentage of SDUSD Promise Students by cohort:

Cohort 1 - 84%   Cohort 2 - 87%   Cohort 3 - 46%   Cohort 4 – 52%   Cohort 5 – 55%   Cohort 6 - 48%*

Of the 1,670 Cohort 6 Promise students with reported high schools, 48% are from SDUSD.

Goal #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*

Goal #5: *Make it possible for every eligible first time, full-time SDUSD graduate (who wants to) to enroll in the San Diego Promise program; 2021-22 Area of Emphasis: Expand the Early Commitment to College programs to serve all middle schools within SDUSD and Strengthen community college brand-building with K-12 counselors, parents, and students*
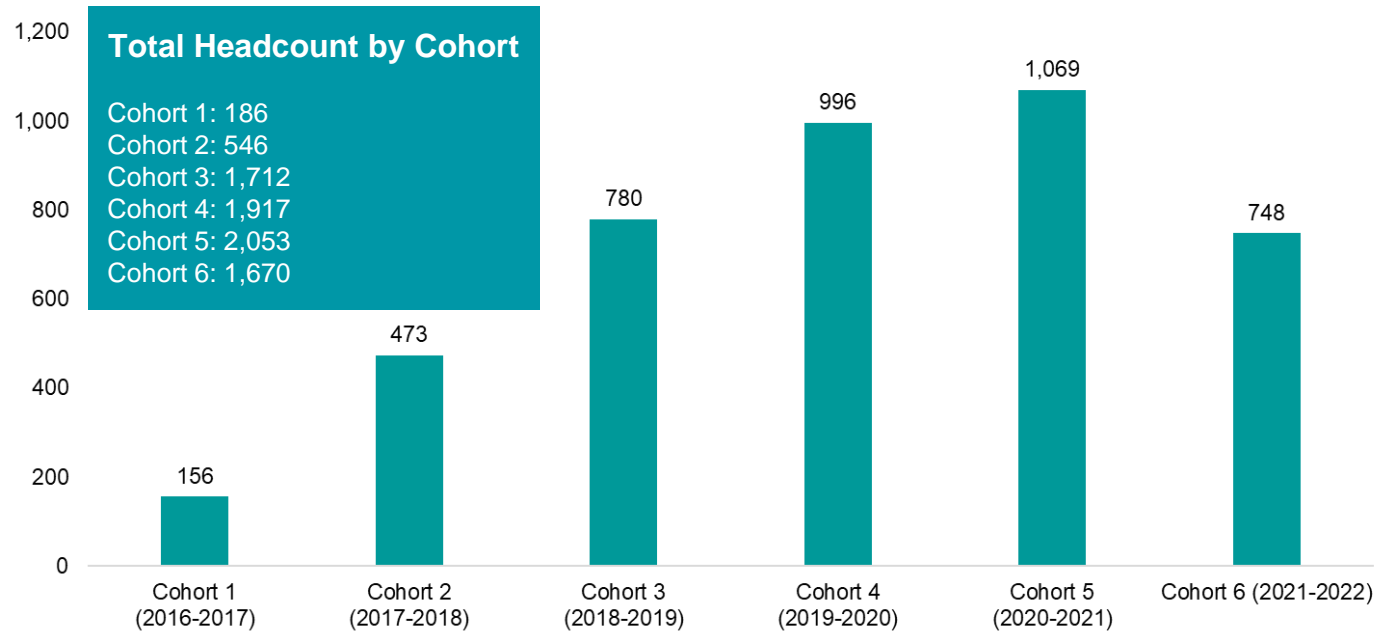
San Diego Promise Cohort 6 (2021-2022)

2022

SDUSD Public High School of Origin

High School	Students
Canyon Hills High School	28
Clairemont High	38
Crawford High	32
Garfield High	1
Henry High	45
Hoover High	54
Kearny Senior High	22
La Jolla High	15
Lincoln High	23
Madison High School	44
Mira Mesa High School	128
Mission Bay High	39
Morse High School	24
Mt. Everest Academy	6
Point Loma High	44
East Village Middle College High School	2
San Diego High School	68
San Diego MET High School	10
Scripps Ranch High School	45
SDSCPA High School	14
Twain High School	12
University City High School	52

748 SDUSD students entered Cohort 6

This is 48% of Cohort 6 with reported High Schools

2 students listed 'SDUSD' as their High School

Top 5 SDUSD High Schools
Mira Mesa: 128
San Diego Ed Complex: 68
Hoover: 54
University City High: 52
Henry High: 45

San Diego Promise Program
First Semester Student Success (Cohort 6 - Fall 2021)

Compared to the non-Promise comparison group, Promise students in Cohort 6 generally had higher outcomes.

Overall, **Cohort 6 had higher course completion (+5%), higher success rates (+9%), and higher average GPAs (+0.31)** compared to their non-Promise first-time full-time peers.

When disaggregated by race/ethnicity, **racially marginalized students in Cohort 6 generally did better than their non-Promise peers.**

Overall Fall 2021 Outcomes

- Comparison Group
- Cohort 6

	Completion Rate	Success Rate
Comparison Group	85%	62%
Cohort 6	90%	71%

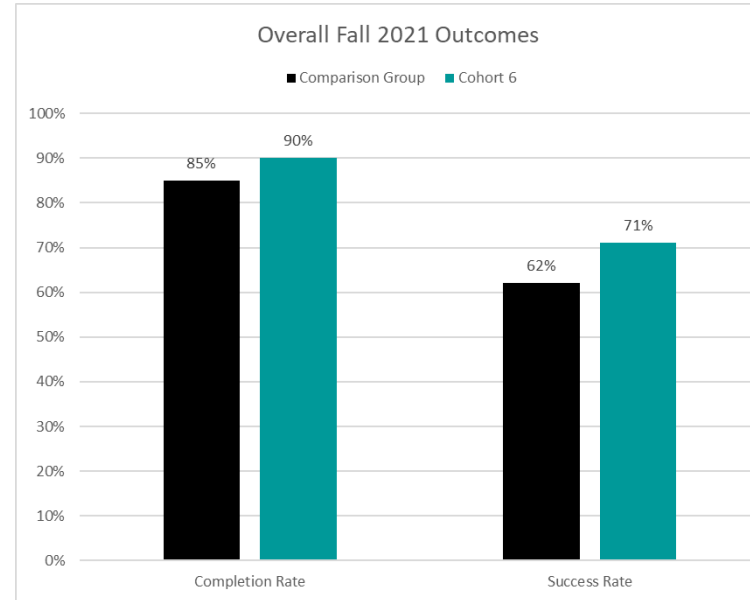*Goal #1:. Create an accountability strategy that includes: A clear message to students, parents, and the community that college and career readiness is the measure of accountability for SDUSD*

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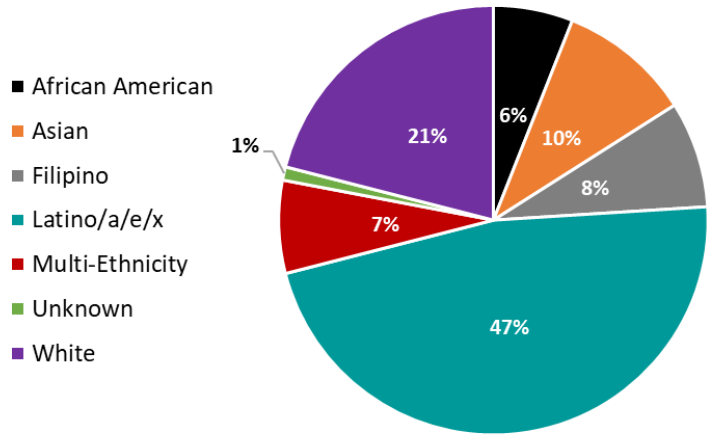
San Diego Promise Cohort 6 (2021-2022)

Approximately **78%** of **Cohort 6** students are **students of color**, and **almost half identify as Latino/a/e/x.** There are Indigenous and Pacific Islander students in Cohort 6, but the numbers are too low to report.

Slightly over half **(52%) identified as female**, **47% identified as male**, **1% did not disclose**. Non-binary students also are represented in Cohort 6, though the numbers are **too low to report**.

Pie chart legend:
- African American
- Asian
- Filipino
- Latino/a/e/x
- Multi-Ethnicity
- Unknown
- White

Pie chart values: 6%, 10%, 8%, 47%, 7%, 1%, 21%

Outreach & Engagement - Next Steps

Increase Parent and Student Engagement
- Continue intentional outreach
  - Prioritize:
    - Black, LatinX, and Indigenous students, Dreamers, and LGBTQ students

Integrate early college credit opportunities, career pathways, and Promise into all outreach activities
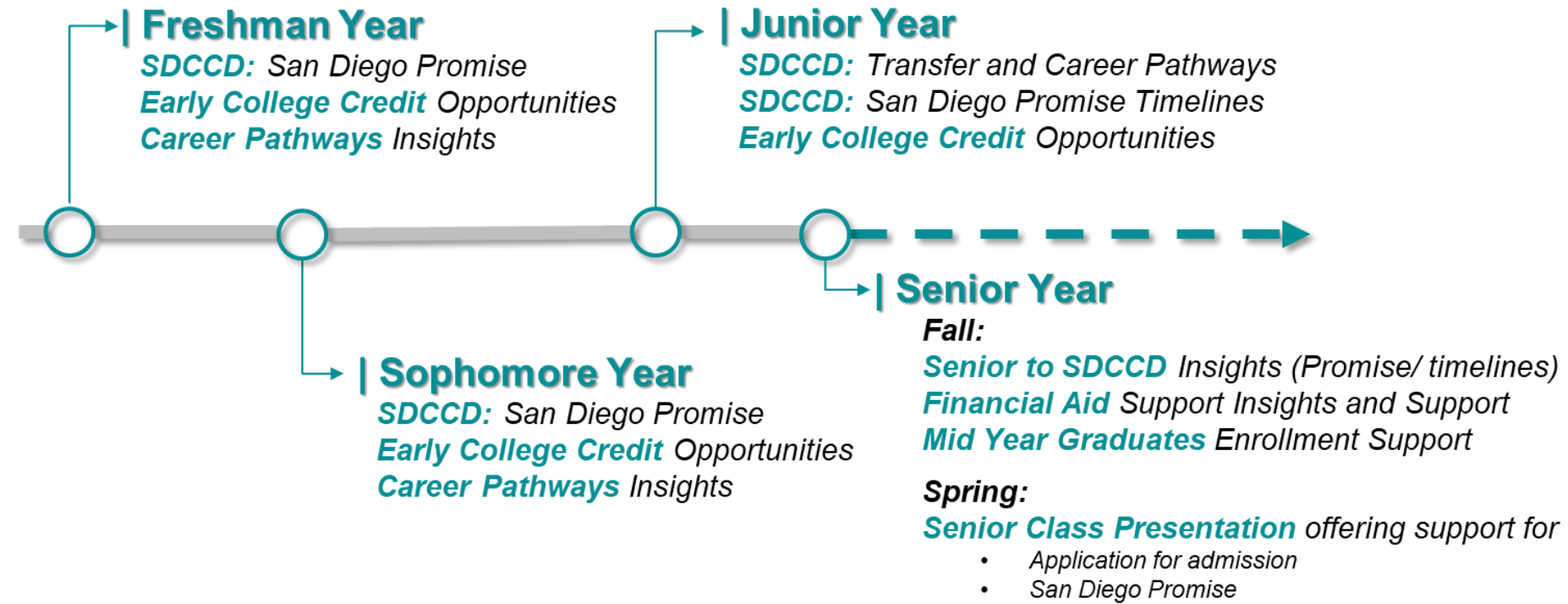- Create intentional joint website, print and digital marketing for outreach programs, and K-12 campuses use.

Community Connections
- Integration of San Diego Unified into Community College Outreach Services within Community
- Modality, time, translation services, resources and event follow-up

Fully implement Early Commitment to College & Career programming & Adopt - A School Model
- See SDCCD Outreach Timeline for High School Students.

Outreach / Promotion 9th - 12th Grade

| Freshman Year

SDCCD: *San Diego Promise*
Early College Credit *Opportunities*
Career Pathways *Insights*

| Junior Year

SDCCD: *Transfer and Career Pathways*
SDCCD: *San Diego Promise Timelines*
Early College Credit *Opportunities*

| Sophomore Year

SDCCD: *San Diego Promise*
Early College Credit *Opportunities*
Career Pathways *Insights*

| Senior Year

Fall:
Senior to SDCCD *Insights (Promise/ timelines)*
Financial Aid *Support Insights and Support*
Mid Year Graduates *Enrollment Support*

Spring:
Senior Class Presentation *offering support for*
- Application for admission
- San Diego Promise

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San Diego Promise Student Video

Early College Credit Opportunities

Goal #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.**

Goal #2: *Continue to* **track student outcomes data**, *including longitudinal data to track improvement over time, ensure a* **strong focus on Career Technical Program outcomes.**

Goal #4: *Continue* **expansion of CCAP programs**, *with special emphasis on programs at Crawford High School, Hoover High School, Lincoln High School, and Morse High School.* **Create clear career pathways for students that align with industry standards; and partner with employers that will support students through internships and mentoring programs.**

College & Career Readiness

College and Career Readiness

Earning college credit provides students an opportunity to be prepared for college and career.

CTE Pathway Completion or A-G Completion with one semester college credit
Two semesters of college credit

60% Prepared

2018-2019 College and Career Readiness

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the CA Department of Education web site if they were determined to be valid and reliable.

College & Career Readiness

Student Groups

Student Group Details
All Student Groups by Performance Level
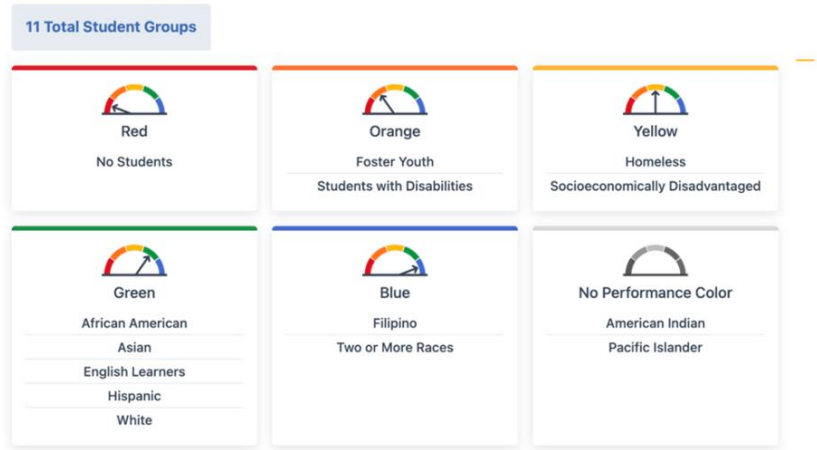
11 Total Student Groups

Red

No Students

Orange

Foster Youth

Students with Disabilities

Yellow

Homeless

Socioeconomically Disadvantaged

Green

African American

Asian

English Learners

Hispanic

White

Blue

Filipino

Two or More Races

No Performance Color

American Indian

Pacific Islander

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Improved Process for Student Success
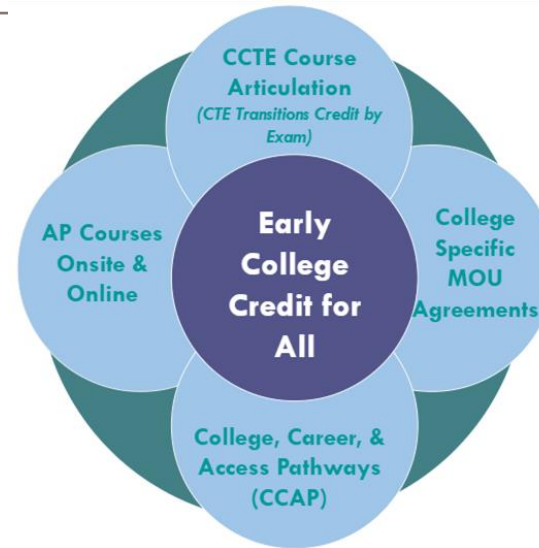
Collaborative Data Engagement
- Recent & Persistent Disproportionate Impact - Access & Outcomes (CCAP)
- Transitions - Articulation Credit by Exam

Process Mapping and Process Improvements
- Remove barriers for students

Ongoing reflection & evaluation
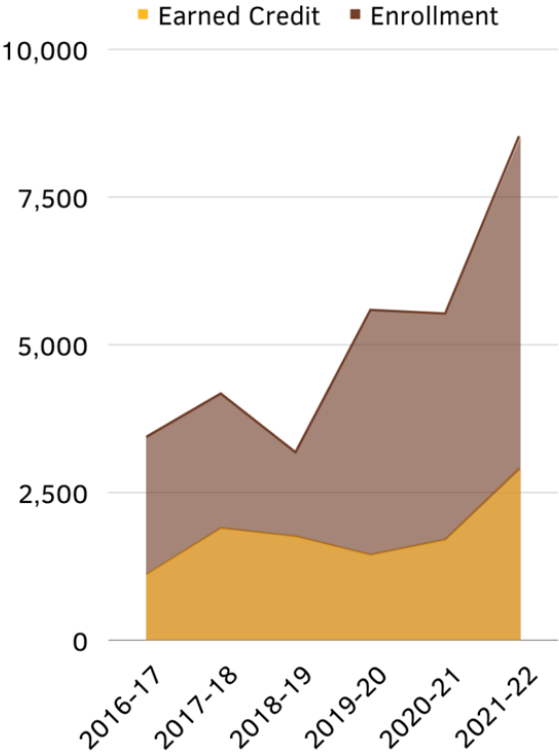- COVID-19 impacts & recovery

Goal #2: *Continue to track student outcomes data, including longitudinal data to track improvement over time, ensure a strong focus on Career Technical Program outcomes.*

CCTE Course Articulation (CTE Transitions Credit by Exam)

AP Courses Onsite & Online

Early College Credit for All

College Specific MOU Agreements

College, Career, & Access Pathways (CCAP)

8,516 SDUSD high school enrollments in high school courses tied to active articulation credit by exam agreements
(CCTE Course Articulation)

7,193 SDUSD high school enrollments in CCAP courses

HS Articulation Credit by Exam

Goal #2: *Continue to **track student outcomes data**, including longitudinal data to track improvement over time, ensure a **strong focus on Career Technical Program outcomes.***

Earned Credit Enrollment

Increasing Access
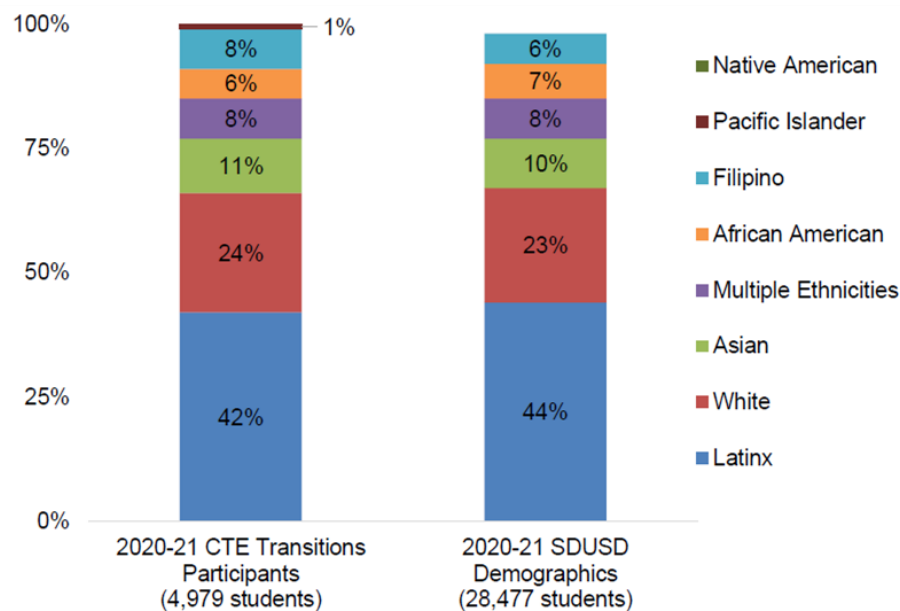
CCTE COURSE ENROLLMENT IN COURSES WITH ACTIVE ARTICULATION AGREEMENT

54% increase in enrollments

34% - Average earned credit 18-19 to 20-21
2021-2022 Target: 2,895 students earn credit

HS Articulation Credit by Exam

Representation by ethnicity - similar to high schools where opportunities were offered

Growth in Latinx Representation - Latinx student participation increased over the last five years

Chart: stacked bar graph comparing ethnicity representation

2020-21 CTE Transitions Participants (4,979 students):
- Latinx: 42%
- White: 24%
- Asian: 11%
- Multiple Ethnicities: 8%
- African American: 6%
- Filipino: 8%
- Pacific Islander / Native American: 1%

2020-21 SDUSD Demographics (28,477 students):
- Latinx: 44%
- White: 23%
- Asian: 10%
- Multiple Ethnicities: 8%
- African American: 7%
- Filipino: 6%

Legend: Native American, Pacific Islander, Filipino, African American, Multiple Ethnicities, Asian, White, Latinx

Goal #2: Continue to track student outcomes data, including longitudinal data to track improvement over time, ensure a strong focus on Career Technical Program outcomes
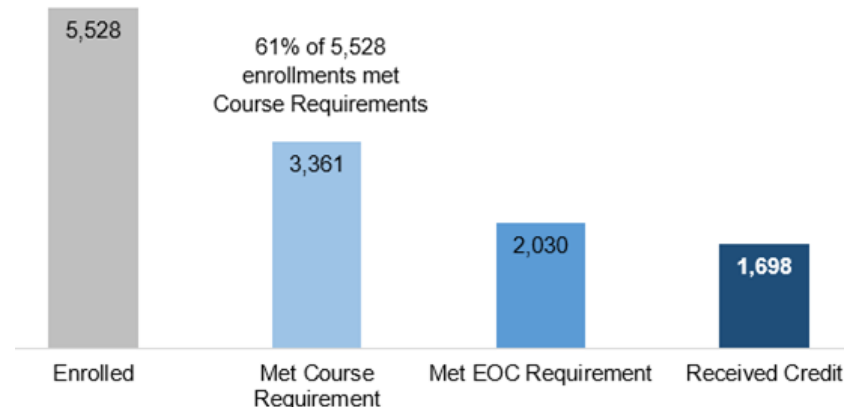
HS Articulation Credit by Exam

- **84% of grade-eligible students** completed the process to receive college credit for CBE-eligible CTE courses, up from 74% last year
- **In 2020-21, for every 10 students enrolled in a CBE-eligible CTE course:**
  - **6** met course requirements to earn college credit
  - nearly **4** met the end-of-course requirement
  - **3** received college credit
- **Gaps in Outcomes -** Recent decreases in gaps for Black and Latinx students; but more work is needed

2020-21 Student Progress through Checkpoints to Receive College Credit in CTE **Credit-by-Exam** Articulated Courses

Chart data:
- Enrolled: 5,528
- Met Course Requirement: 3,361 (61% of 5,528 enrollments met Course Requirements)
- Met EOC Requirement: 2,030
- Received Credit: 1,698

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HS Articulation Credit by Exam

Increasing Access

- Focus on high enrolled high school CCTE courses
- Increase access at schools with low numbers of active agreements
- Focus on articulation credit by exam agreements for all CCTE College and Career Pathways
  - 56% of CCTE College and Career Pathways include agreement

2021-2022 - created new agreements expanded access to college credit

- Increased enrollments from 5,524 to 8,510 (New agreements: Cybersecurity, Entrepreneurship, Legal Services, Business, Patient Care, Computer Science, GIS, Technical Theater)

Improving Outcomes - Responding to the Data & Strengthening the Partnership

- Improved Administrative Systems - Coordination across all departments
  - removing barriers for students
  - spanish language petition forms
- Connections to other early college credit efforts
- Connections to Outreach
- Site specific interventions focused on disproportionately impacted groups

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College and Career Access Pathways (CCAP) Accelerated College Program (ACP)

CCAP Partnership Agreements

Student Focus

FEATURES
- Offer or expand dual enrollment for students who may not already be college bound
- Underrepresented in higher education

Student Focus

BENEFITS
- Developing seamless pathways from high school to community college
- Career Technical Education
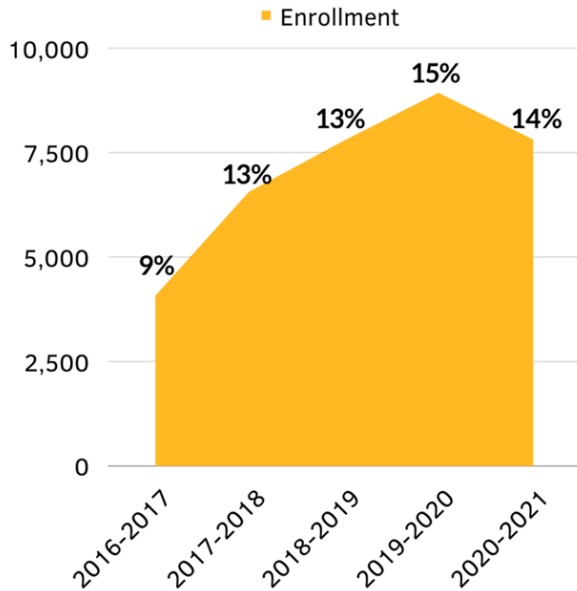- Preparation for transfer
- Improving high school graduation rates
- Achieve college and career readiness

Goal #4: Continue expansion of CCAP programs, with special emphasis on programs at Crawford High School, Hoover High School, Lincoln High School, and Morse High School. Create clear career pathways for students that align with industry standards; and partner with employers that will support students through internships and mentoring programs.

# College and Career Access Pathways (CCAP) Accelerated College Program (ACP)

CCAP/ACP Enrollment

ALL ENROLLMENTS GRADES 9-12

Enrollment chart:
- 2016-2017: 9%
- 2017-2018: 13%
- 2018-2019: 13%
- 2019-2020: 15%
- 2020-2021: 14%

2016/17-2020/21

2016-17: 4,052 enrollments, 2,168 students
2017-18: 6,535 enrollments, 3,114 students
2018-19: 7,752 enrollments, 3,764 students
2019-20: 8,898 enrollments, 4,190 students
2020-21: 7,798 enrollments, 3,832 students

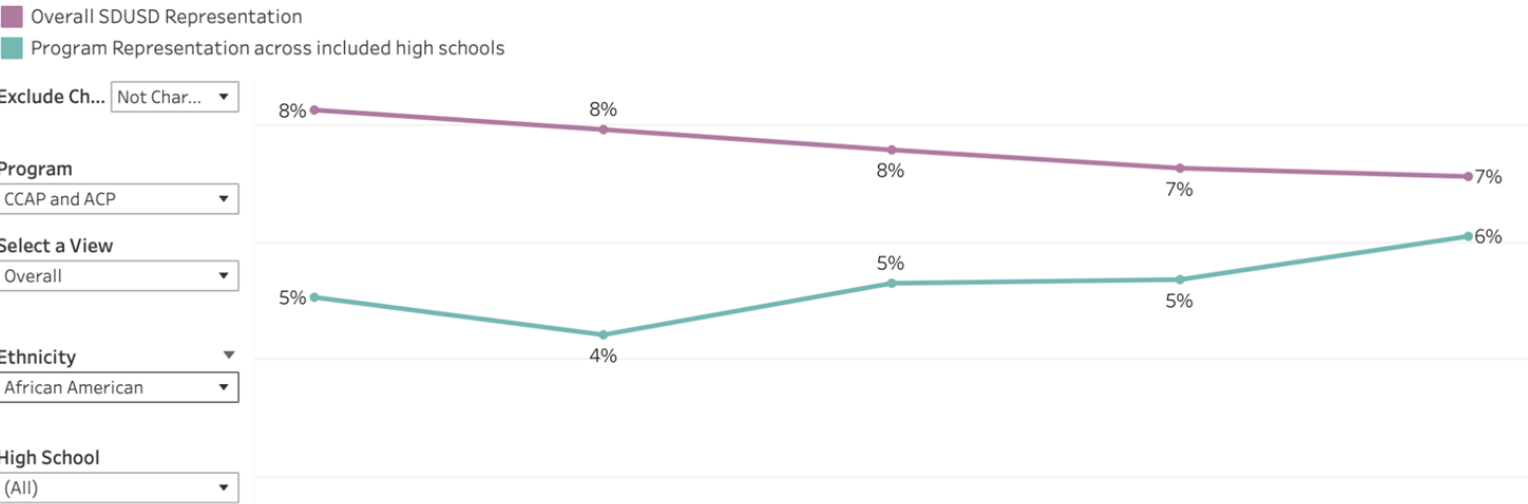# College and Career Access Pathways (CCAP) Accelerated College Program (ACP)

Goal #4: Continue expansion of CCAP programs, with special emphasis on programs at Crawford High School, Hoover High School, Lincoln High School, and Morse High School. Create clear career pathways for students that align with industry standards; and partner with employers that will support students through internships and mentoring programs.

CCAP/ACP

ACCESS

3 Year Trend: Participation of students in each subgroup.

PARTICIPATION CCAP/ACP BY ETHNICITY 2018-2021
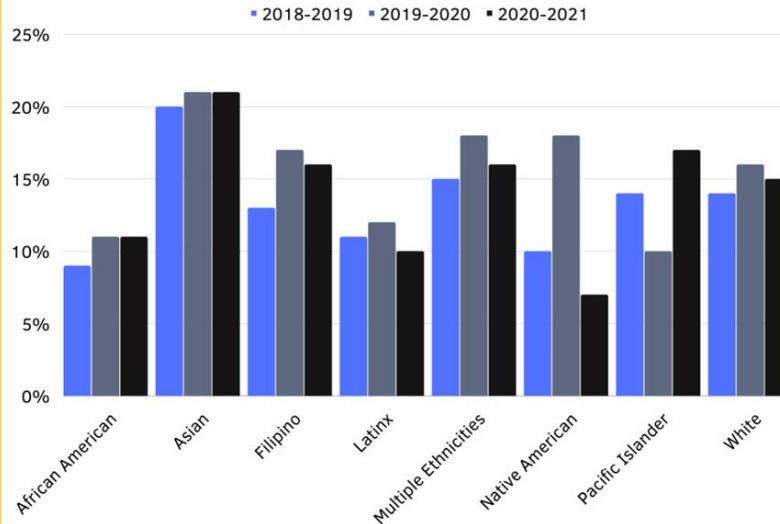
- 2018-2019
- 2019-2020
- 2020-2021

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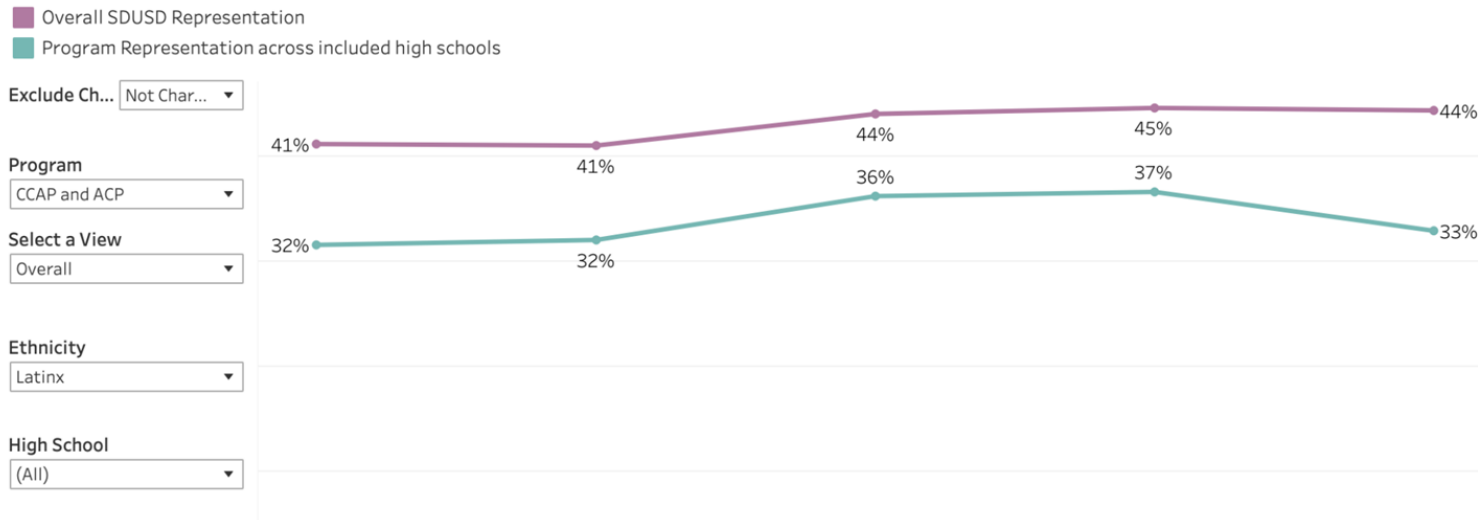# College and Career Access Pathways (CCAP) Accelerated College Program (ACP)

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Participation by ethnicity

Representation of African American Students in CCAP and ACP

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College and Career Access Pathways (CCAP) Accelerated College Program (ACP)

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Participation by ethnicity

Representation of Latinx Students in CCAP and ACP

- Overall SDUSD Representation
- Program Representation across included high schools

Exclude Ch... | Not Char... |

Program
CCAP and ACP

Select a View
Overall

Ethnicity
Latinx

High School
(All)

Overall SDUSD Representation: 41% — 41% — 44% — 45% — 44%

Program Representation: 32% — 32% — 36% — 37% — 33%

College and Career Access Pathways (CCAP) Accelerated College Program (ACP)

Disproportionate Impact - Representation

African American Students

	2016-17	2017-18	2018-19	2019-20	2020-21	Years DI
Canyon Hills	---	-3%	-2%	-2%	---	3
Clairemont	-2%	-1%	-1%	---	-1%	4
Crawford	-22%	-10%	---	---	-9%	3
Garfield	---	---	-1%	---	---	1
Henry	-6%	-4%	-4%	-3%	-3%	5
Hoover	---	-2%	---	---	-4%	2
Kearny	-4%	---	-2%	-2%	-3%	4
La Jolla	-1%	-1%	---	-0.3%	-0.4%	4
Lincoln	---	-7%	-7%	-4%	---	3
Madison	-3%	-10%	-11%	-7%	-3%	5
Mira Mesa	-2%	---	-2%	-3%	-1%	4
Mission Bay	---	---	-3%	-2%	---	2
Morse	---	-9%	---	---	---	1
Point Loma	-1%	---	-2%	-2%	-2%	4
Scripps Ranch	---	---	-1%	-1%	-2%	3
SDHS	---	---	---	---	---	0
SDSCPA	---	---	---	---	---	0
University City	---	---	-1%	---	---	1
Total Schools DI	**7**	**8**	**11**	**9**	**9**	**---**

Latinx Students

	2016-17	2017-18	2018-19	2019-20	2020-21	Years DI
Canyon Hills	-14%	---	-10%	---	---	2
Clairemont	---	-13%	---	---	-18%	2
Crawford	-14%	-12%	-33%	-11%	---	4
Garfield	---	---	---	---	---	0
Henry	-15%	-8%	-11%	---	---	3
Hoover	---	---	---	---	---	0
Kearny	---	---	---	---	---	0
La Jolla	-12%	-12%	-10%	-9%	-10%	5
Lincoln	-14%	---	---	---	---	1
Madison	-13%	-16%	-14%	---	-25%	4
Mira Mesa	---	---	---	-9%	-10%	2
Mission Bay	---	---	---	---	---	0
Morse	-8%	---	-9%	---	-12%	3
Point Loma	-16%	---	-10%	-12%	-13%	4
Scripps Ranch	---	---	---	-4%	-4%	2
SDHS	---	---	---	---	---	0
SDSCPA	---	---	---	---	---	0
University City	---	-8%	---	-11%	-12%	3
Total Schools DI	**7**	**5**	**6**	**5**	**7**	**---**

College and Career Access Pathways (CCAP) Accelerated College Program (ACP)
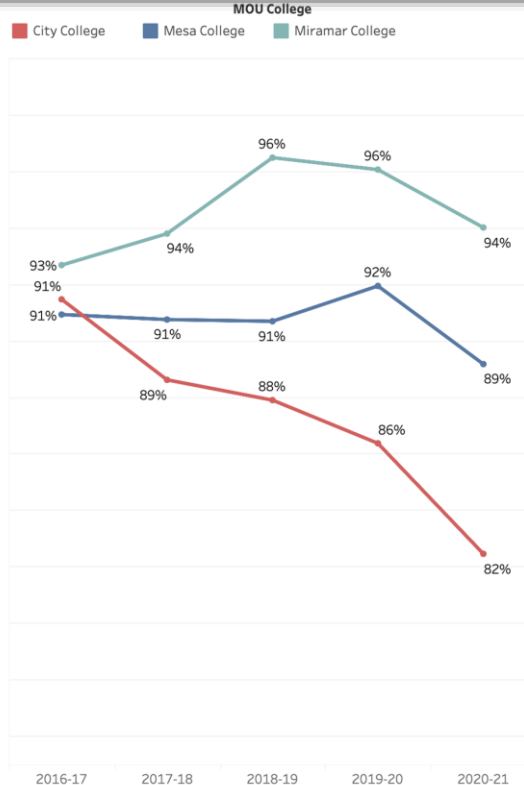
Goal #4: *Continue expansion of CCAP programs, with special emphasis on programs at Crawford High School, Hoover High School, Lincoln High School, and Morse High School. Create clear career pathways for students that align with industry standards; and partner with employers that will support students through internships and mentoring programs*

Success Rate: 90%

MOU College
- City College
- Mesa College
- Miramar College

MOU College	2016-17	2017-18	2018-19	2019-20	2020-21	Diff. 2019-20 to 2020-21
Grand Total	92%	92%	93%	92%	90%	-2%
City College	91%	89%	88%	86%	82%	-4%
Mesa College	91%	91%	91%	92%	89%	-3%
Miramar College	93%	94%	96%	96%	94%	-2%

Overall Success Rate

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College and Career Access Pathways (CCAP) Accelerated College Program (ACP)

CCAP and ACP Success Rates, by Ethnicity

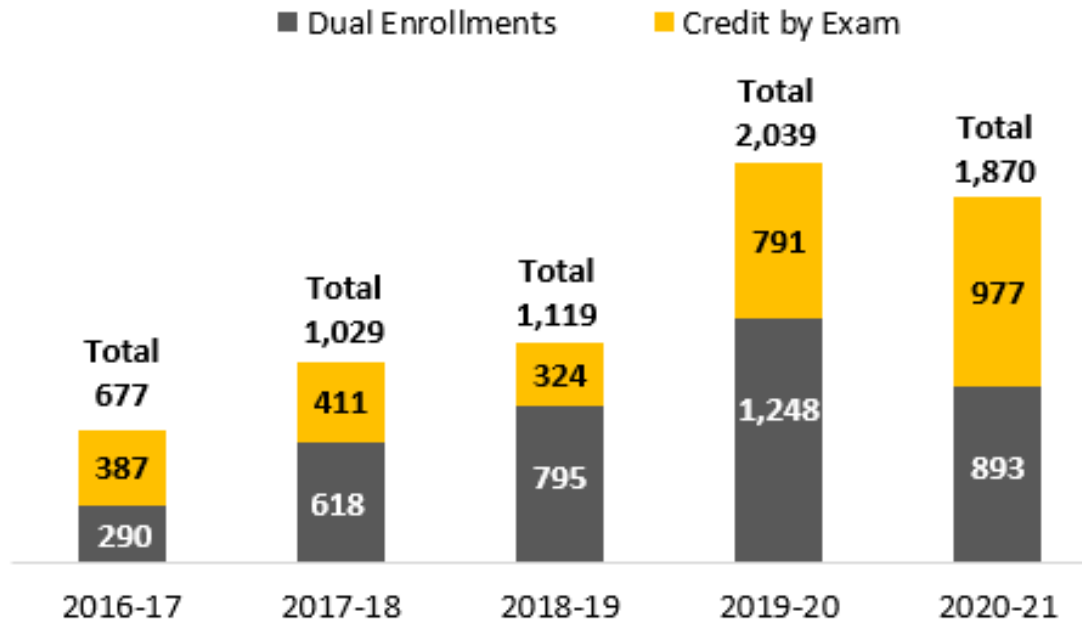|	2016-17	2017-18	2018-19	2019-20	2020-21	Diff. 19-20 to 20-21
African American	86%	86%	87%	86%	78%	-8%
Asian	96%	96%	96%	97%	95%	-2%
Filipino	91%	93%	92%	93%	93%	0%
Latinx	88%	86%	90%	88%	84%	-4%
Multiple ethnicities	89%	93%	92%	91%	91%	0%
Native American	86%	100%	92%	91%	100%	9%
Pacific Islander	80%	100%	93%	85%	78%	-7%
Unreported	98%	93%	89%	92%	92%	0%
White	94%	94%	96%	95%	93%	-2%
Overall	**92%**	**92%**	**93%**	**92%**	**90%**	**-2%**

Goal #4: Continue expansion of CCAP programs, with special emphasis on programs at Crawford High School, Hoover High School, Lincoln High School, and Morse High School. Create clear career pathways for students that align with industry standards; and partner with employers that will support students through internships and mentoring programs

College and Career Access Pathways (CCAP) Accelerated College Program (ACP)

Goal #4: Continue expansion of CCAP programs, with special emphasis on programs at Crawford High School, Hoover High School, Lincoln High School, and Morse High School. Create clear career pathways for students that align with industry standards; and partner with employers that will support students through internships and mentoring programs

Completion of 9+ CCAP and/or ACP units, by last year attended CCAP and/or ACP
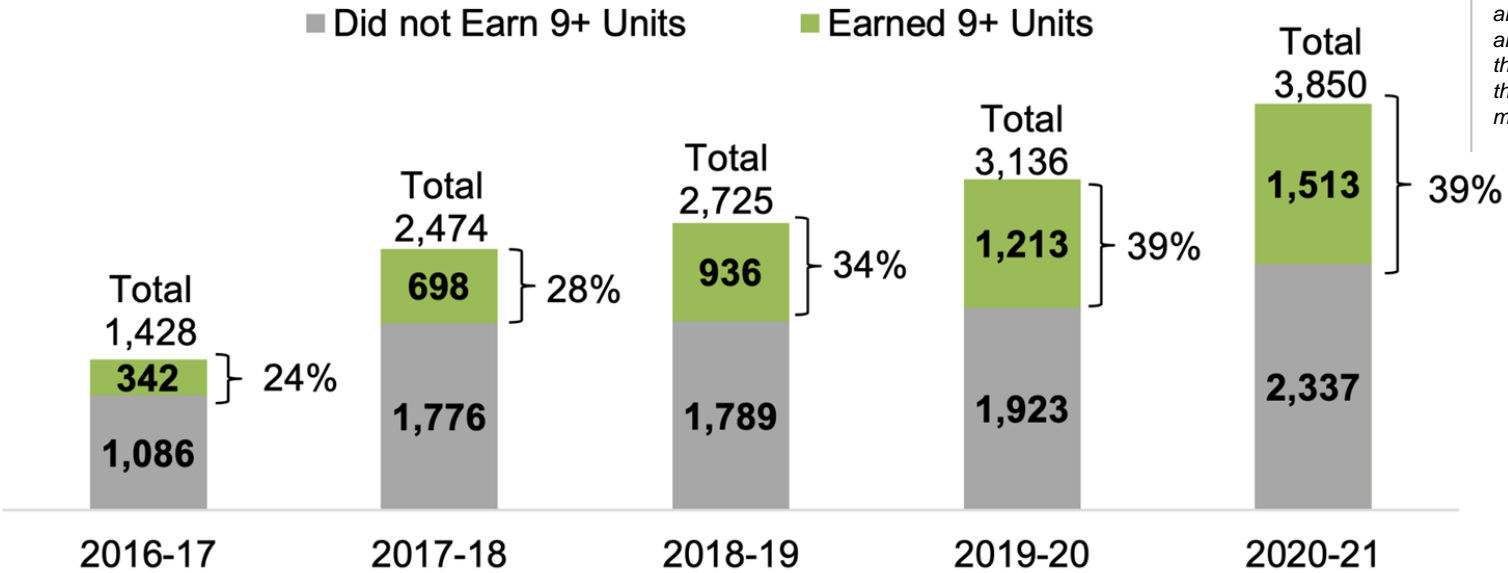
	Did not Earn 9+ Units	Earned 9+ Units	
2016-17	1,086	342	Total 1,428 — 24%
2017-18	1,776	698	Total 2,474 — 28%
2018-19	1,789	936	Total 2,725 — 34%
2019-20	1,923	1,213	Total 3,136 — 39%
2020-21	2,337	1,513	Total 3,850 — 39%

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College and Career Access Pathways (CCAP) Accelerated College Program (ACP)

Enrollments in Early College Credit Opportunities, Crawford, Hoover, Lincoln, Morse

■ Dual Enrollments   ■ Credit by Exam

School Year	Total	Credit by Exam	Dual Enrollments
2016-17	677	387	290
2017-18	1,029	411	618
2018-19	1,119	324	795
2019-20	2,039	791	1,248
2020-21	1,870	977	893

Goal #4: *Continue expansion of CCAP programs, with special emphasis on programs at Crawford High School, Hoover High School, Lincoln High School, and Morse High School. Create clear career pathways for students that align with industry standards; and partner with employers that will support students through internships and mentoring programs*

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Middle College - East Village Middle College High School

EVMCHS

- One of only 14 Middle College HS programs statewide. Chancellor's Office MCHS Map
- Open boundary application process.
- Access to 11 college credits each term (Fall, Spring, Summer) beginning in 9th grade.
- Invested in student supports: AVID, content area tutoring/mentoring, College Liaison, low teacher to student ratio (18:1)
- EVMCHS students regularly graduate with 30+ fully transferable (UC/CSU) credits
- 238 Successful college units completed ("C" or Better) in 2021. (Enrollment:127)
- **Class of 2022 Valedictorian: 60+ credits. Three AA degrees Associate's Degree Pathway**

EAST VILLAGE MIDDLE COLLEGE HIGH SCHOOL

"The most rigorous, cost saving secondary academic program in San Diego County."

Early College Credit - Next Steps

Improve access and outcomes of Early College Credit
- High School Articulation Credit by Exam
- CCAP

Expand Early College Credit opportunities
- Collaboratively and creatively address barriers to expansion
  - Approve CCAP courses HS request
- Leverage all forms of early college credit
- Focus on Pathway Planning

Continue data engagement
- College faculty
- High school sites
- Workgroup members
- Early college credit unit accumulation and transitions into college

Goal #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*

Goal #3: *The Chancellor and Superintendent will collaborate on expanding opportunities for students in schools south of Interstate 8, including identifying and eliminating barriers to opportunities.*

Goal #4: *Continue expansion of CCAP programs, with special emphasis on programs at Crawford High School, Hoover High School, Lincoln High School, and Morse High School. Create clear career pathways for students that align with industry standards; and partner with employers that will support students through internships and mentoring programs*

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Student Video

Pathways & Program Alignment
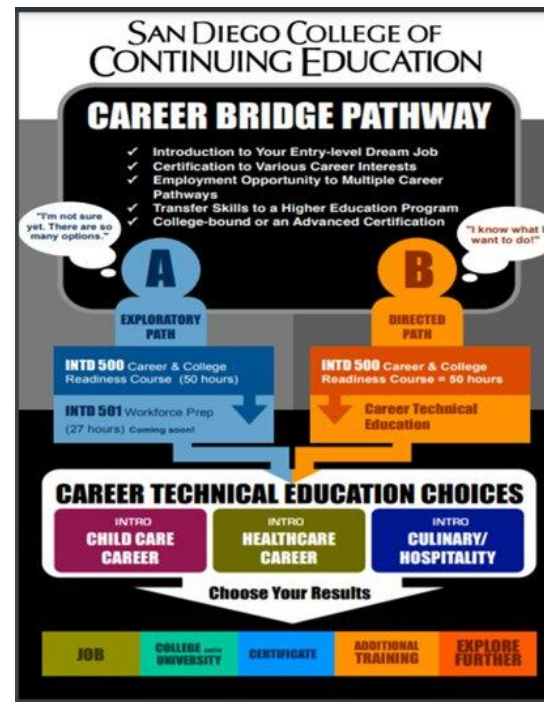
Goal#1:*Create an accountability strategy that includes: A clear message to students, parents, and the community that college and career readiness is the measure of accountability for SDUSD and professional development for K-12 teachers to focus on college and career preparedness.*

Goal #3: *The Chancellor and Superintendent will collaborate on expanding opportunities for students in schools south of Interstate 8, including identifying and eliminating barriers to opportunities.*

Goal #4: *Continue expansion of CCAP programs, with special emphasis on programs at Crawford High School, Hoover High School, Lincoln High School, and Morse High School. Create clear career pathways for students that align with industry standards; and partner with employers that will support students through internships and mentoring programs.*

Noncredit Pathways

San Diego Adult Education Regional Consortium

K12 Career Pathways to SDCCE
- San Diego High School
- Kearny High School
- Skilled Trades and Technical Career Pathways - Apprenticeship Expo

Noncredit Pathways

San Diego Adult Education Regional Consortium (SDAERC)

Mission: *"Maintain a cohesive partnership to develop pathways which support adult learners, including underrepresented and low-income populations living in the City of San Diego, to achieve their basic educational skills and credentials as well as academic and occupational goals, through a supportive and guided student-centered approach, that leads to career and college transitions and fosters the ability to be economically self-sufficient."*

Strategic Goals
- *Create and Enhance Student Centered Transitional Pathways, within and between Member Agency Institution*
- *Create and Enhance Recruitment and Outreach Efforts, within and between Member Agency Institution*
- *Maintain the increased level of grant and program management related to the reporting and accountability associated with CAEP and the SDAERC*

Noncredit Pathways

San Diego Adult Education Regional Consortium (SDAERC)

SDAERC Transitions - Closing the Opportunity Gap
College and Career Readiness & Career Bridge Programs

Noncredit Pathways

K12 Career Pathways to SDCCE
- San Diego High School to SDCCE's Personal Care Assistant
- Kearny High School to SDCCE - "Meaningful Graduation Through Purposeful Career Preparation"
  - Child Development
  - IT
  - Digital Media
  - Clothing and Textiles
- Collaboration to raise student awareness of SDCCE Pre-Apprenticeship and Skilled and Technical Trades Certificate Programs
  - SDUSD CCTE and SDCCD host Spring Skilled and Technical Trades Pathways Apprenticeship Expo

Collaboration For Pathway Planning
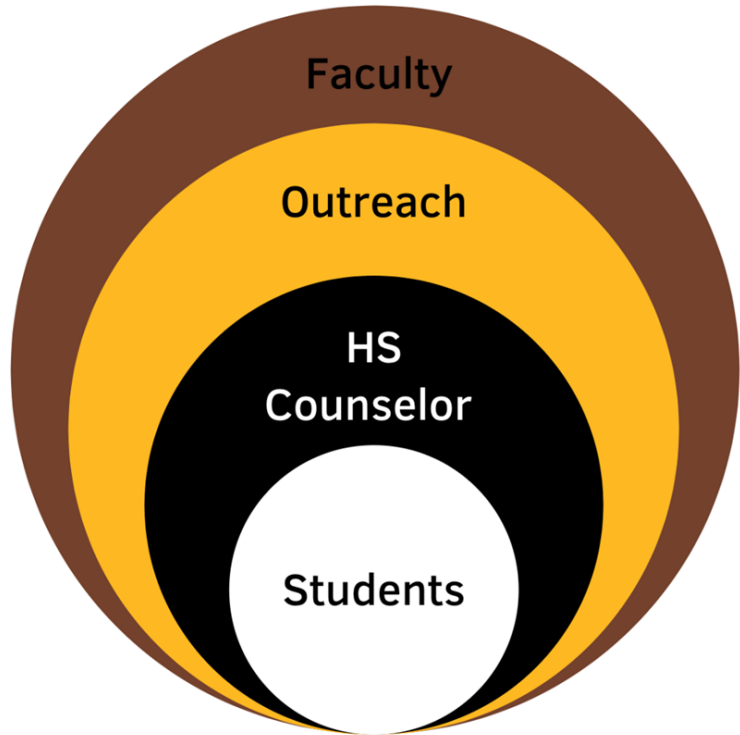
Structures for Success

- **Collaboration and Communication**
  FACULTY

- **District and Community College Outreach**
  OUTREACH

- **School Supports**
  HS COUNSELOR LIAISON

- **Increase awareness and supports for success**
  STUDENT CENTERED

Faculty
Outreach
HS Counselor
Students

Collaboration For Pathway Planning

Guide to College Success
College and Career Access Pathways
(CCAP)

San Diego Unified School District
and
San Diego Community College District

Prepared by The Office of College, Career and Technical Education

ENROLLMENT · CANVAS · SERVICES · WITHDRAWAL · TRANSCRIPT · RESOURCES

Elements of Success – what's worked

Student Support
- Ongoing communication support from both districts
- CCAP Parent/Student Orientation
- HS Planning Meetings – Leadership on both sides; dedicated support
- Digital and campus resources available through various platforms

College Faculty & High School Counselor Engagement
- Full team approach
- Orientations for faculty liaisons
- Proactive interventions
- Regular Check Ins
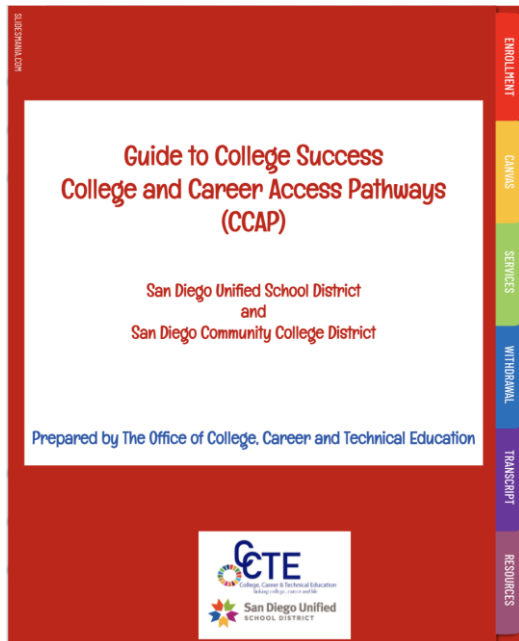
Lessons Learned - Continuous Improvement
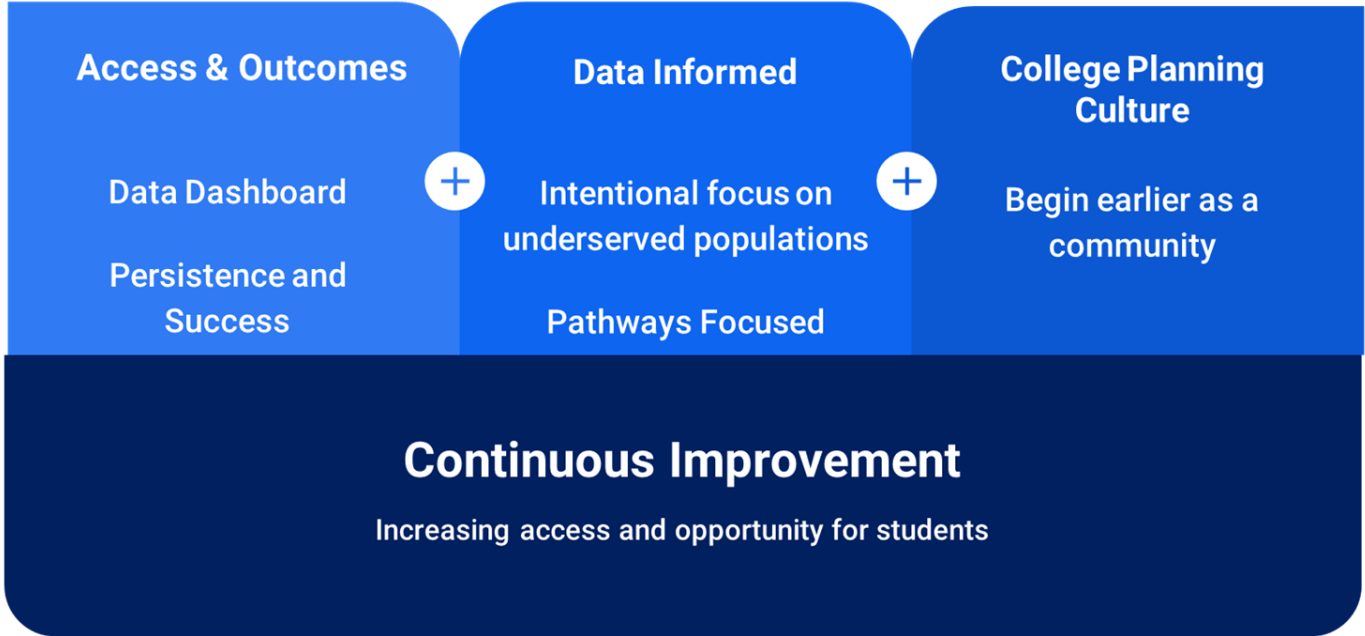
Goal #1:. *Create an accountability strategy that includes: A clear message to students, parents, and the community that college and career readiness is the measure of accountability for SDUSD*

Goal #4: *Continue expansion of CCAP programs, with special emphasis on programs.Create clear career pathways for students that align with industry standards; and partner with employers that will support students through internships and mentoring programs*

Access & Outcomes

Data Dashboard

Persistence and Success

+

Data Informed

Intentional focus on underserved populations

Pathways Focused

+

College Planning Culture

Begin earlier as a community

Continuous Improvement

Increasing access and opportunity for students

Teacher Pipeline Development

Clarifying and Diversifying the Path to Becoming a Teacher

- **Mesa and Hoover High School Education Pathway:**
  - Three EDUC 100 Cohorts: Tutor Training and Work Experience
  - Future: Expand courses/semester & add EDUC 150

- **Mesa Tutor Training and SDUSD Summer Session - EDUC 100**
  - Summer 2020: One EDUC 100 course
  - Summer 2021: Two EDUC 100 courses
  - Summer 2022: One EDUC 100 & one EDUC 150

- **Student Feedback (n =101) – Pre/Post ED100:**
  - Interested in Tutoring: 3.13/5 → 4.33/5
  - Interested in Field of Education: 2.39/5 → 3.45/5

- **SDUSD CCTE Tutor Training Partnership with Thinkist**
  - Train students as tutors *and* provide space to tutor peers
  - Math achievement

- **Regional Teacher Education Advisory Group**
  - Teams from SDCOE, SDUSD, Mesa, and Local Universities
  - Summit

ED100 Helps to Create Educational Professionals

Tutoring, Leadership, Andragogy, Equity

Kindness & Not Knowing...Yet

These past 3 weeks I've learned a lot and not just [about] being a tutor but genuinely being a good person…I've gained the understanding that tutoring isn't just about teaching, but about being kind…A tutor is a builder. By being a builder I mean a tutor who helps build relationships, friendships and an environment. Tutors should always look to make things better and improve things. Getting to know all this information on how to be a tutor has actually encouraged me to be a better me…[This course] has inspired me to become a teacher in the future…I never really deeply thought about actually being a teacher, until now that I'm taking this class. Taking this class has made me realize…I needed to improve on…not to be afraid of taking risks. While taking this class I realized I should loosen up. If I never try something new and exciting, I'll never be able to improve my teaching skills…

You want to teach? You go to Mesa!

Teacher Pipeline Development

TEACH-LEAD San Diego

- SDUSD's Grow Your Own Teacher and Leader Pipeline

- Developing educators and leaders reflecting the diversity of our students and communities

- Removing barriers faced by future educators and leaders of color

- Offering multiple pathways with partner programs for candidates to become teachers and/or leaders

- Partnering with the San Diego Education Fund to identify and support high school seniors aspiring to become teachers and STEM professionals.

- Hiring graduates in San Diego Unified who have successfully completing their programs

Certificate Development

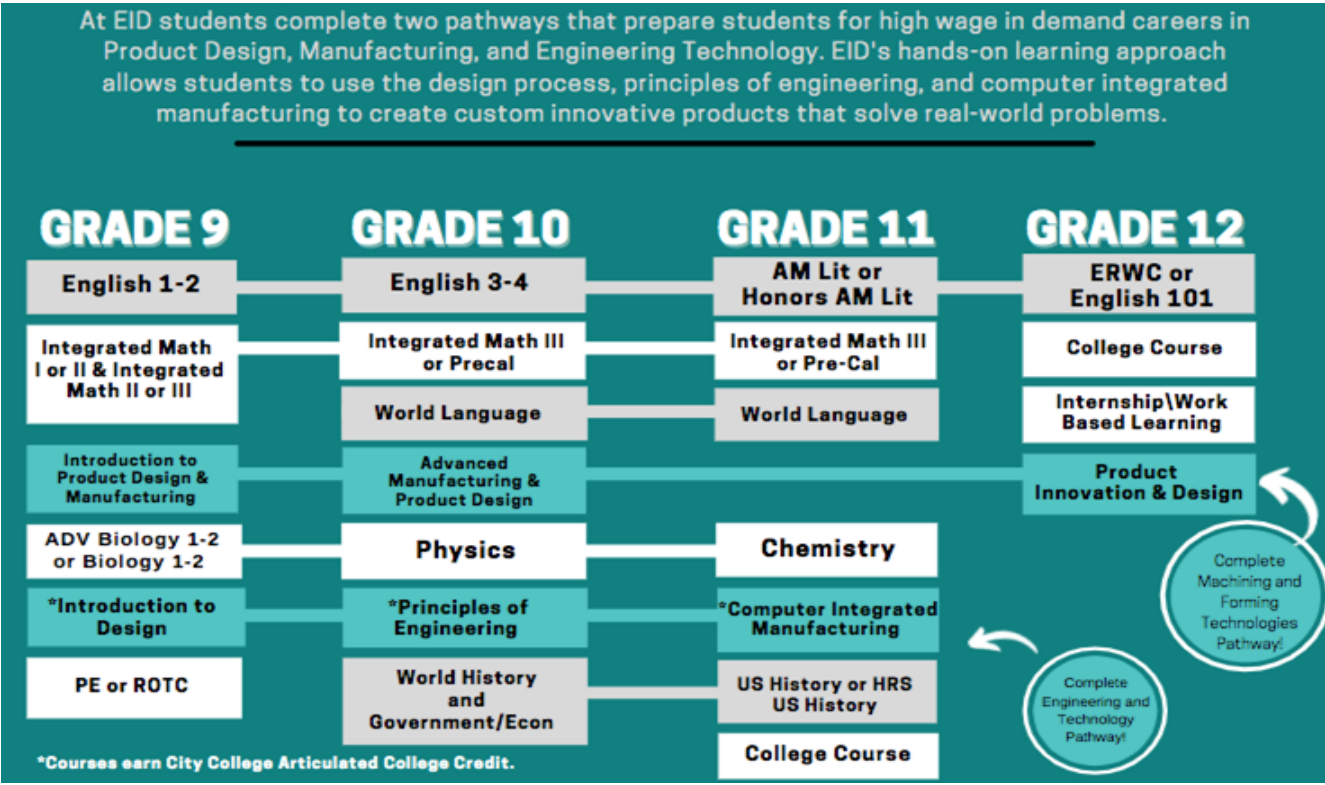## Meaningful Graduation Through Purposeful Career Preparation

Kearny HS and City College collaborate and align with CCTE Engineering and Manufacturing Pathways to graduate college AND career ready students.

- Kearny Engineering, Innovation, and Design students earn 9 units of articulated credit though their high school course work.

- Students concurrently enroll in City College classes aligned with their Kearny Engineering and Manufacturing courses to earn an Electronic Manufacturing or an Introduction to Manufacturing Certificate before high school graduation.

EID: College AND Career Ready Course Schedule

Goal #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

At EID students complete two pathways that prepare students for high wage in demand careers in Product Design, Manufacturing, and Engineering Technology. EID's hands-on learning approach allows students to use the design process, principles of engineering, and computer integrated manufacturing to create custom innovative products that solve real-world problems.

GRADE 9	GRADE 10	GRADE 11	GRADE 12
English 1-2	English 3-4	AM Lit or Honors AM Lit	ERWC or English 101
Integrated Math I or II & Integrated Math II or III	Integrated Math III or Precal	Integrated Math III or Pre-Cal	College Course
	World Language	World Language	Internship\Work Based Learning
Introduction to Product Design & Manufacturing	Advanced Manufacturing & Product Design		Product Innovation & Design
ADV Biology 1-2 or Biology 1-2	Physics	Chemistry	
*Introduction to Design	*Principles of Engineering	*Computer Integrated Manufacturing	
PE or ROTC	World History and Government/Econ	US History or HRS US History	
		College Course	

Complete Machining and Forming Technologies Pathway!

Complete Engineering and Technology Pathway!

*Courses earn City College Articulated College Credit.

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EID Engineering and Manufacturing Pathways

MANUFACTURING

PRODUCT DESIGN AND MANUFACTURING PATHWAY

Introduction to Innovation & Product Design

Advanced Manufacturing & Product Design

Product Innovation & Design

ENGINEERING

ENGINEERING AND TECHNOLOGY PATHWAY

*Introduction to Design

*Principles of Engineering

*Computer Integrated Manufacturing

*Courses earn City College Articulated College Credit.

EID and City College Partnership Pathways

EID and City College Partnership Pathways

MANUFACTURING

PRODUCT DESIGN AND MANUFACTURING PATHWAY

Introduction to Product Design & Manufacturing | Advanced Manufacturing & Product Design | Product Design & Innovation

ELECTRONIC MANUFACTURING CERTIFICATE OF PERFORMANCE

MFET 114 Problem Solving and Corrective Action | MFET 205 Intro to Electronic and Manufacturing Services | MFET 215 & 215L Automated PCBA Inspection and Testing Lab

ENGINEERING

ENGINEERING AND TECHNOLOGY PATHWAY

*Introduction to Design   *Principles of Engineering (POE)   *Computer Integrated Manufacturing (CIM)

INTRO TO MANUFACTURING CERTIFICATE OF PERFORMANCE

*MFET 101 Introduction to Manufacturing Engineering Technology | MFET 105 Print Reading & Symbology | MFET 107D, G or H STEM Drone Building, STEM Guitar Building, or High Tech Device Building

*Students earn articulated credit for ENGN 130 through Intro to Design
*Students earn articulated credit for MFET 101 through Principals of Design
*Students earn articulated credit for MACT 140 through Computer Integrated Manufacturing

Summer Collaboration

Bridging Gaps and Supporting Transitions
- CCAP Summer Requested Courses:
  - Henry - MATH 141
  - Kearny - POLI 102, AMSL 120
  - Hoover - EDUC 100
  - Morse - ENGL, PERG 140
  - SCPA - AMSL 120
  - UCHS - MUSI 103
- Miramar REC Innovation Lab - HS Pipeline Summer Entrepreneurship Program
- High School Summer Bridging Experience
  - 8th to 9th grade and 11th to 12th grade
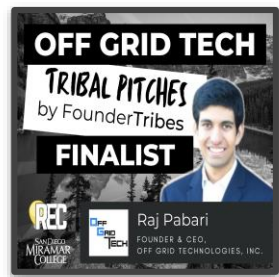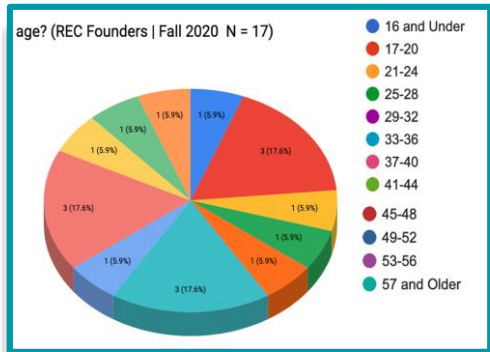
REC Lab - HS Pipeline to Entrepreneurship

High School Pipeline to Entrepreneurship
- High School Pipeline to Entrepreneurship
- San Diego Unified High Schools
- Charter SET & High Tech High
- 21iQLabs
- CCAP

Summer 2022
- Expecting 40-50 students
- Earn college credit towards high school graduation
- College coursework tuition is free (except health fee)

REC Innovation Resources

Virtual Prototyping
- Lab
- VR & AR
- Support
- Equipment

NFTE World Series of Innovation
Oikku Tech
2nd place
Mastercard Gateway for the Unbanked Challenge

Over $66,000 In Resources Each Semester

On-Campus Lab	HYBRID Digital & Live	In Virtual Lab
VR | AR Lab in C-Building	Legal. | IP | Inc. | Contract Law	3-4 Workshops Every Week
Videography Lab | On-site Podcast Lab	Pitch to Angel Investors	
	Mentorship with Industry Experts	
Makerspace | 3D Printer | Rapid Prototyping Lab	Crowdfunding	Non-Equity Funding
	Operational Support	
	Train & Gain	
Professional Videos	Bridging the digital divide DEI BIPOC	Collaboration with SDSU Lavin Center
Meet weekly in co-workspace	Equipped Office Reliable Internet	

Investors
- Angel Investors (TCA& SDAC)
- SDSU Lavin
- USD Brink

Mentorship
- CEOs
- VCs
- SCORE
- Industry Leaders

Adopt a School

- **Adopt-A-School**

    ○ Lincoln and Morse Clusters

    ○ San Diego City College and College of Continuing Education

    ○ San Diego Unified - College, Career and Technical Education

    ○ San Diego Workforce Partnership

Adopt a School

Adopt a School

PROGRAM PURPOSE

Inspire future student career potential

01 Guided self, college, and career exploration workshops

02 College awareness and readiness

03 Mentorship

04 Business and Industry Partners

Adopt a School

ADOPT-A-SCHOOL

COLLABORATIVE PARTNERSHIP TO BRING COLLEGE AND CAREER READINESS TO ELEMENTARY AND MIDDLE SCHOOLS

Lincoln and Morse Clusters

Adopt a School

SEMESTER OF OPPORTUNITIES

xello

Educator, Counselors, Administrator Training

Priority Industry Sectors and Essential Skills
Xello – self, college, and career exploration | student portfolio | goals/plans
High School, City College and CCE Pathways

Student Career Workshops

Classroom Workshops – Xello interest assessments, career exploration, goal setting, skills and college and career opportunities
Design My Life

Industry Visits and Professional Mentors

On Site Tours, Guest Speakers, Mentors

Career Day Event

Spring 2022 or Fall 2022

College Peer Mentorship

Academic Support
Classroom Assistance
Mentorship

Design Labs – College and Career Centers

Design My Life
Design Thinking – Problem Solving – Solution Finding
Career Connecting

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Next Steps

Strengthen pathway planning and Program Alignment
- Strengthen collaboration and community building
- Engage sites in data exploration and multi-year planning
- Engage outreach in program and pathway awareness building

Focus on increasing certificate alignment and opportunities for completion and transition support

Increase SDUSD student awareness of noncredit and credit pathway programs

Implement Adopt-a-School Model

Legislation

Goal#7 *Continue to collaborate on legislation that impacts both K-12 and the community colleges individually, and collectively.*

Legislations - Upcoming Bills

SDCCD:

AB 102 (Holden) Dual Enrollment

Eliminate the sunset date authorizing dual enrollment created via the Career and College Pathways program, making the programs permanent.

AB 1187 (Irwin) Supervised Tutoring

Make supervised tutoring for credit courses eligible to capture apportionment funding.

AB 1719 (Ward) Community College Employee Housing

Permit community colleges to build affordable housing for faculty and classified employees.

AB 1746 (Medina) Cal Grant Reform

Reform the state's Cal Grant system by matching eligibility requirements with Pell Grants, make it easier for non-traditional students to qualify for financial aid and simplifying the process in which students apply for Cal Grants.

Legislations - Upcoming Bills

SDUSD:

AB 1614 (Muratsuchi): Education finance: local control funding formula

Increase the base grants under the local control funding formula to aspire raising funding to amounts equal to the national average per-pupil funding level.

AB 1675 (Ward): Teacher credentialing: spouses of active duty members of the armed forces

Streamline the process for military spouses to obtain a preliminary teaching credential by requesting the CTC to temporarily waive additional documentation requirements (except fingerprinting, proof of a corresponding out-of-state credential, and proof of military orders) for the preliminary credential.

AB 1797 (Weber): Immunization registry

Intent is to enact legislation that ensures access to the immunization registry.

SB 579 (Allen) / AB 1609 (Muratsuchi): Education finance: local control funding formula

Would instead, for the 2022–23 fiscal year, require the department to use the greater of the 2019–20, 2020–21, 2021–22, or 2022–23 fiscal year average daily attendance for purposes of apportionments under the local control funding formula for these local educational agencies.

SB 871 (Pan): Public health: immunizations

Adds the COVID-19 vaccine to the existing list of required vaccines to enroll in a California public school, and closes the loophole that requires the Governor to include a personal belief exemption when adding a required vaccine through the regulatory process.

Next Steps

Jennifer Roberson, Instructional Support Officer for Secondary Leadership & Learning, SDUSD

Committee Commitments

Continued Joint Partnership Commitment to:

1. **Lead with Equity** - a continued joint commitment to Black, Latinx, and Indigenous student success

2. **Lead with Data** - a continued joint commitment to data informed decision making with a focus on disagreed data by race, ethnicity, gender, and by school site as well as districtwide

3. **Focus on Outcomes -** a joint commitment to equitable outcomes and closing the gaps in student success

4. **Provide Structure & Support** - a continued joint commitment to committee and workgroup structure and reporting

Q&A

Open Q&A facilitated by Dr. Carl Luna

2022-23 Goal Setting

Facilitated by Dr. Carl Luna

Recommended Goals

1. **College and Career Readiness -** Continue commitment to maintaining 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 and professional development for K-12 teachers and counselors to focus on college and career preparedness.
2. **Strategic Enrollment Management & Marketing -** Ensure equitable access, outcomes, and transitions across all racial, ethnic, socioeconomic, and gender groups.
    - **Leverage data to support informed behavior change for improved, equitable student success.**
    - **Create intentional joint marketing and outreach for support and connectivity services at the campuses, specifically for Black, Latinx, and Indigenous Students, LGBTQ+ Students, and Undocumented Students, including families and the community.**
    - **Equitably expand and improve early college credit opportunities, specifically College and Career Access Pathways (CCAP) and High School Articulation Credit by Exam (access and outcomes)**
    - **Strengthen K12 to noncredit and credit postsecondary programs and pathway alignment with a focus on certificate completion strategies for high-wage, high-demand careers and transition support**
    - **Increase SDUSD student enrollment in the Promise Program through promotion of Promise earlier in the student journey and by ensuring all seniors have an opportunity to complete the Promise application.**
3. **Managing in the Endemic World -** Collaborate on best practices, lessons learned and student supports in the endemic world.
4. **Entrepreneurship and Financial Literacy -** Ensure all SDUSD students have access to entrepreneurship and financial literacy concepts in elementary, middle school, and high school.
5. **Legislation and Fundraising -** Continue to collaborate on legislation that impacts both K-12 and the community colleges individually, and collectively while also seeking out and applying for funding opportunities to support joint board goals.

1. College & Career Readiness

Continue a commitment to maintaining 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 and professional development for K-12 teachers and counselors to focus on college and career preparedness.

2. Strategic Enrollment Management & Marketing

Ensure equitable access, outcomes, and transitions across all racial, ethnic, socioeconomic, and gender groups.

- **Leverage data** to support informed behavior change for improved, equitable student success.
- **Create intentional joint marketing and outreach** for support and connectivity services at the campuses, specifically for Black, Latinx, and Indigenous Students, LGBTQ+ Students, and Undocumented Students, including families and the community.
- **Equitably expand and improve early college credit opportunities,** specifically College and Career Access Pathways (CCAP) and High School Articulation Credit by Exam (access and outcomes)
- **Strengthen K12 to noncredit and credit postsecondary programs and pathway alignment** with a focus on certificate completion strategies for high-wage, high-demand careers and transition support
- **Increase SDUSD student enrollment in the Promise Program** through promotion of Promise earlier in the student journey and by ensuring all seniors have an opportunity to complete the Promise application.

3. Managing in the Endemic World

Collaborate on best practices, lessons learned and student supports in endemic world.

4. Entrepreneurship and Financial Literacy

Ensure all SDUSD students have access to entrepreneurship and financial literacy concepts in elementary, middle school, and high school.

5. Legislation & Fundraising

Continue to collaborate on legislation that impacts both K-12 and the community colleges individually, and collectively while also seeking out and applying for funding opportunities to support joint board goals.

Closing Remarks

Chancellor Cortez, San Diego Community College District
Superintendent Jackson, San Diego Unified School District