SAN DIEGO COMMUNITY COLLEGE DISTRICT
SAN DIEGO UNIFIED SCHOOL DISTRICT

JOINT BOARD MEETING
March 19, 2019

Facilitator: Dr. Carl Luna
Professor of Political Science, San Diego Mesa College
Director for the Institute of Civil Civic Engagement

Our Success Story

Progress Update

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
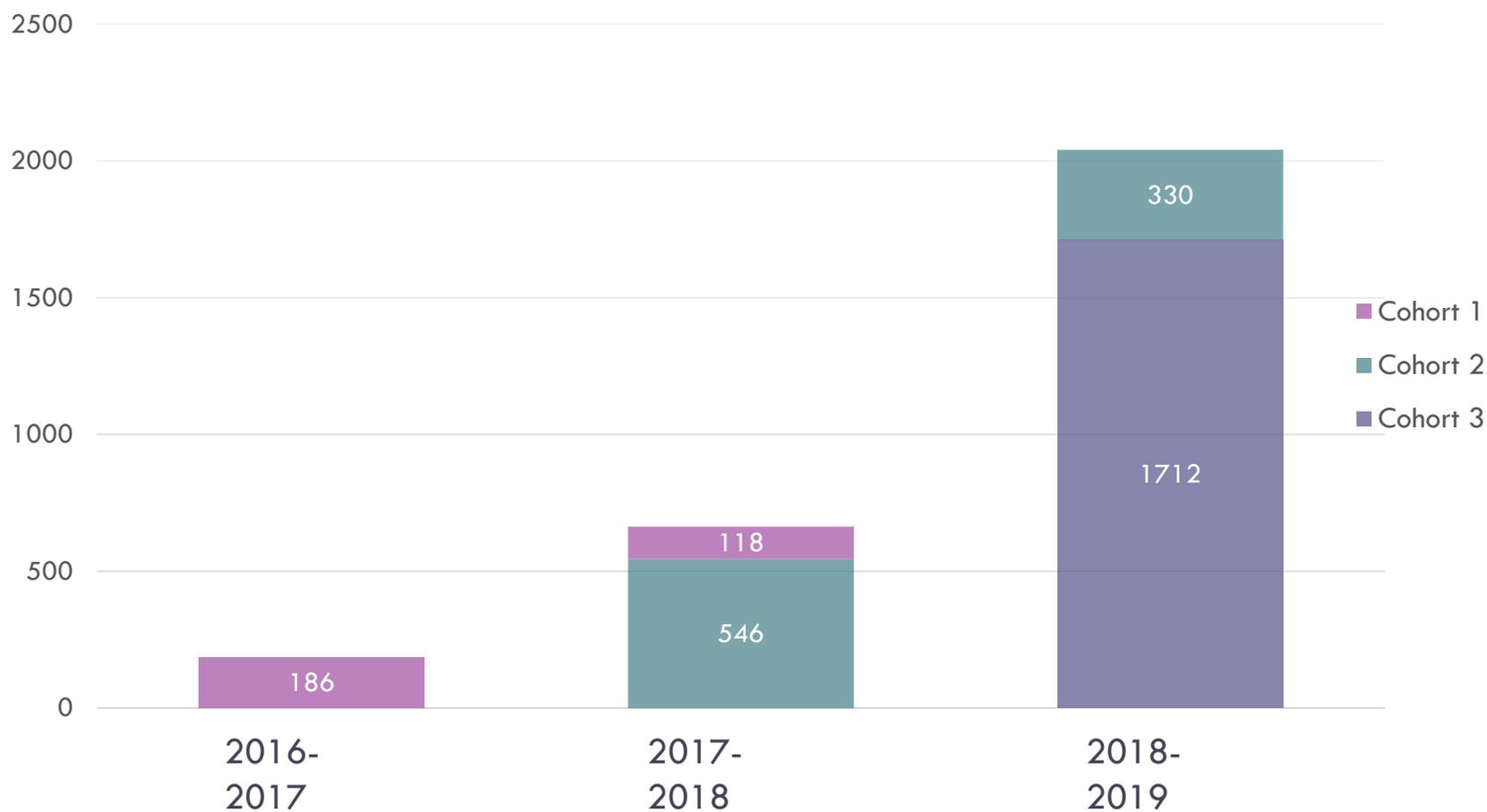
San Diego Promise Program Expansion
Background

- 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

Legend:
- Cohort 1
- Cohort 2
- Cohort 3

Data by year:
- 2016-2017: 186 (Cohort 1)
- 2017-2018: 546 (Cohort 2), 118 (Cohort 1)
- 2018-2019: 1712 (Cohort 3), 330 (Cohort 2)

San Diego Promise Program Expansion
SDUSD Participants by Cohort

A total of **1,509 SDUSD students** have participated in the San Diego Promise Program
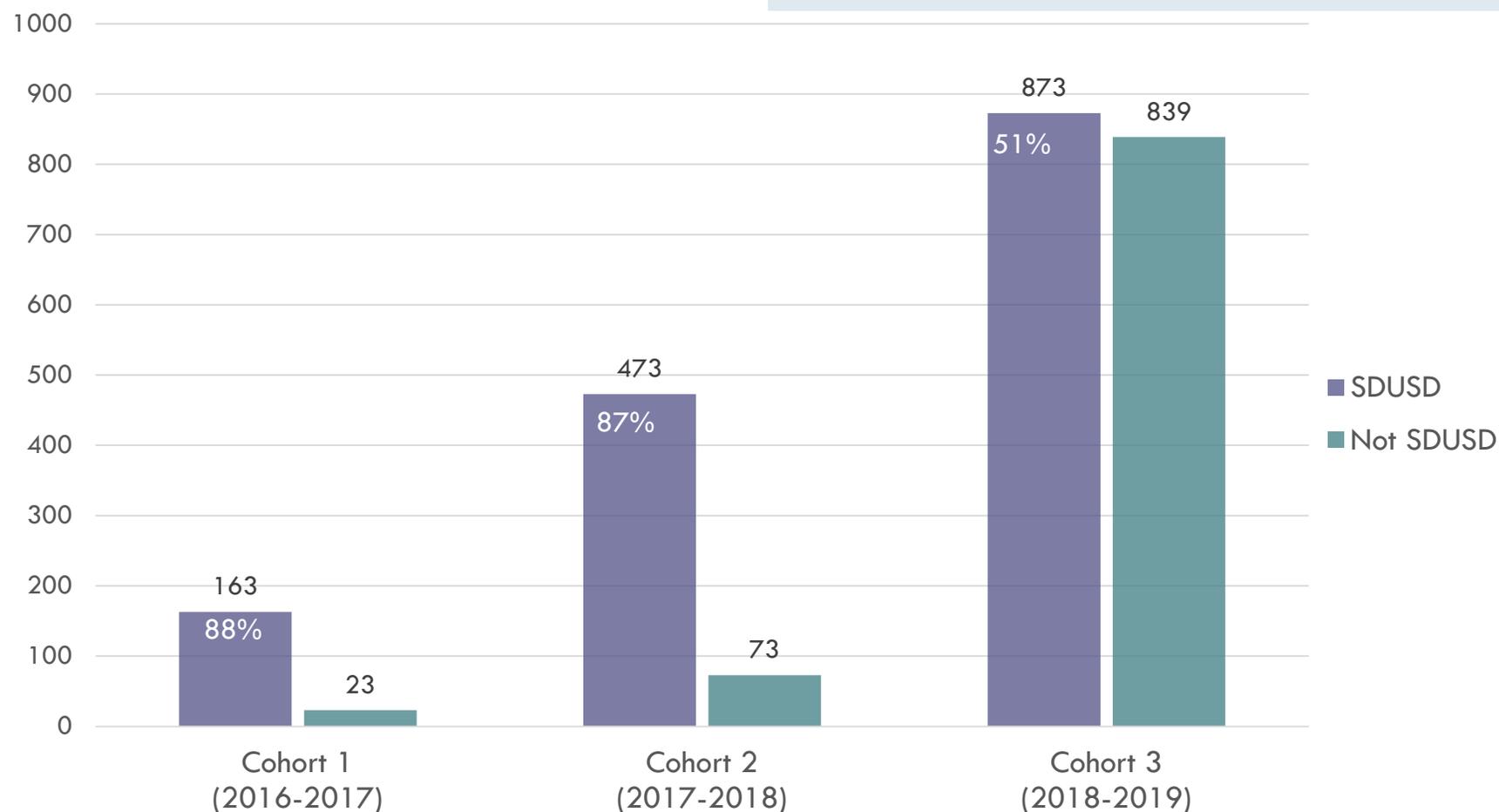
Percentage of SDUSD Promise Student by cohort:
Cohort 1 - 88%   Cohort 2 - 87%   Cohort 3 - 51%

San Diego Promise Program Expansion
Demographics

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

Icon made by Freepik from www.flaticon.com

San Diego Promise Program Expansion
High School and College Profile
Cohort 3 (2018-2019)

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

	High School	Number of Students
SDUSD Charter School of Origin	Charter School of SD	25
	Gompers Preparatory Academy	14
	High Tech High Media Art	15
	High Tech High	10
	High Tech High International	4
	Health Science High	10
	King-Chavez Community High	11
	Preuss School	2

College Attendance	
San Diego City College	**26%**
San Diego Mesa College	**48%**
San Diego Miramar College	**27%**

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

San Diego Promise Program Expansion
Student Success
Cohort 1 (2016-2017)

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
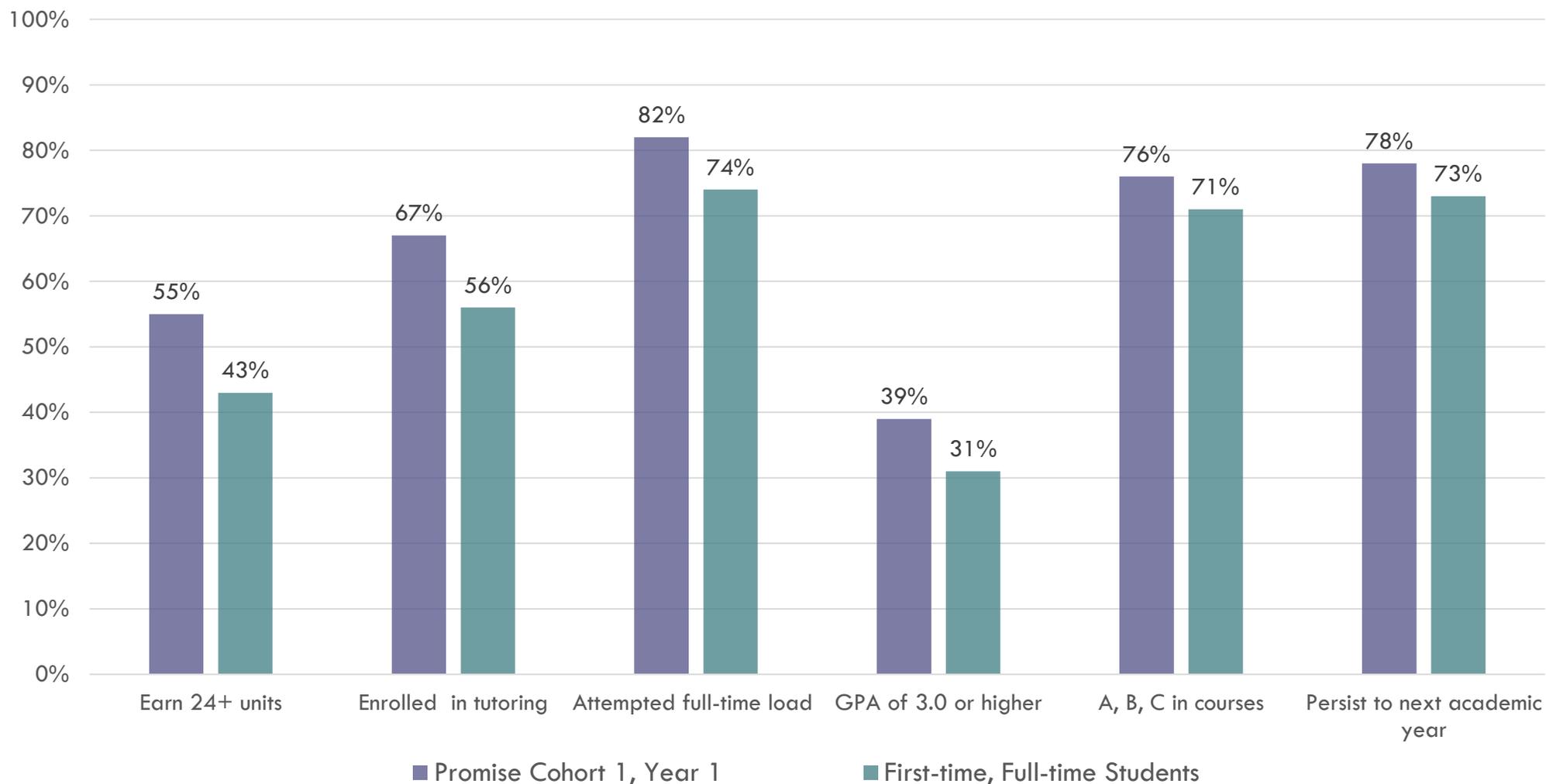- **Persist** to the next academic year

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

Legend: Promise Cohort 1, Year 1 (purple) | First-time, Full-time Students (teal)

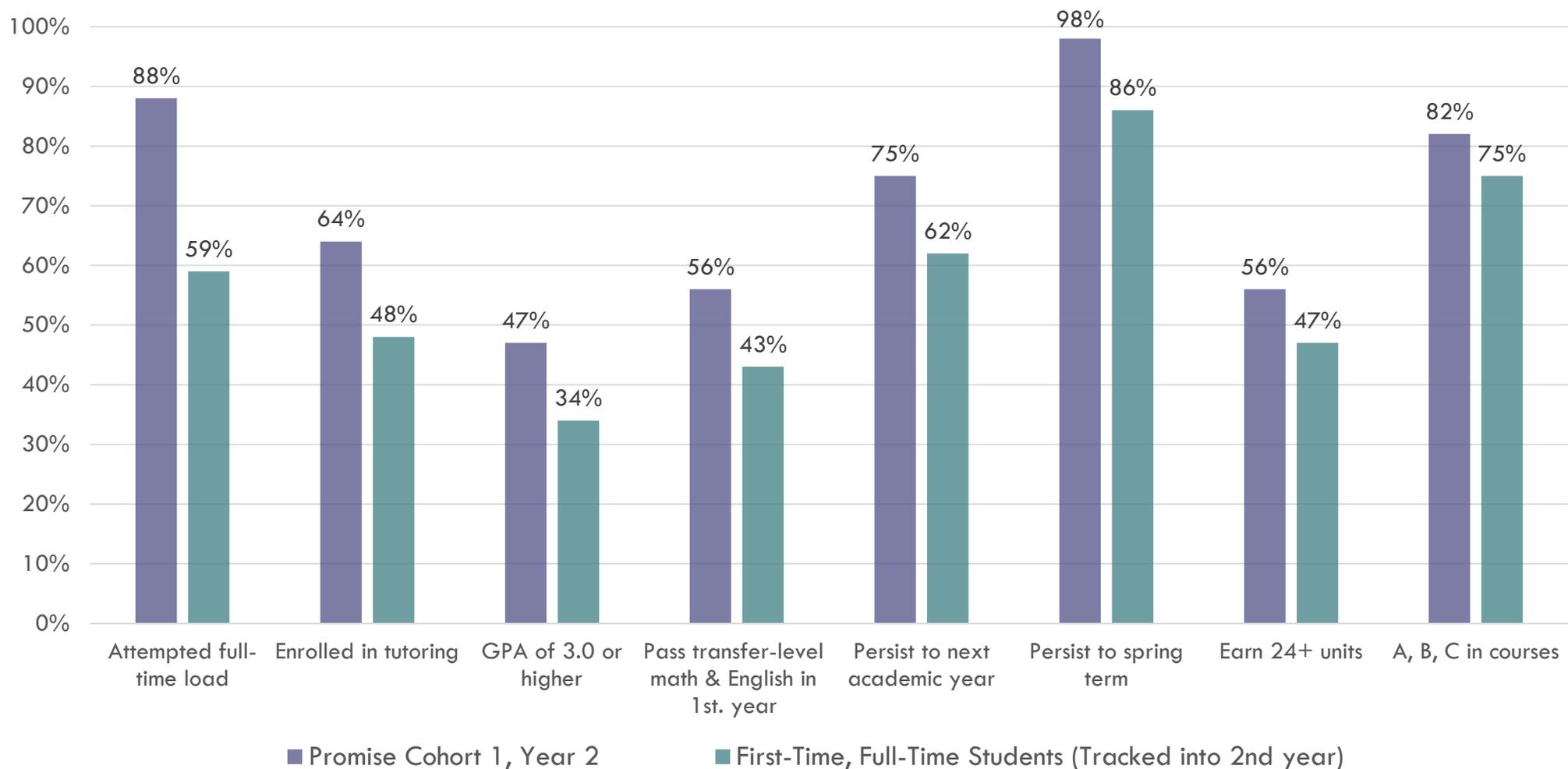| Outcome	Promise Cohort 1, Year 1	First-time, Full-time Students
Earn 24+ units	55%	43%
Enrolled in tutoring	67%	56%
Attempted full-time load	82%	74%
GPA of 3.0 or higher	39%	31%
A, B, C in courses	76%	71%
Persist to next academic year	78%	73%

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

San Diego Promise Program Expansion
Student Outcomes

Cohort 1, **Year 2**

Legend: ■ Promise Cohort 1, Year 2   ■ First-Time, Full-Time Students (Tracked into 2nd year)

Chart data:

Outcome	Promise Cohort 1, Year 2	First-Time, Full-Time Students
Attempted full-time load	88%	59%
Enrolled in tutoring	64%	48%
GPA of 3.0 or higher	47%	34%
Pass transfer-level math & English in 1st. year	56%	43%
Persist to next academic year	75%	62%
Persist to spring term	98%	86%
Earn 24+ units	56%	47%
A, B, C in courses	82%	75%

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 2 (2017-2018)

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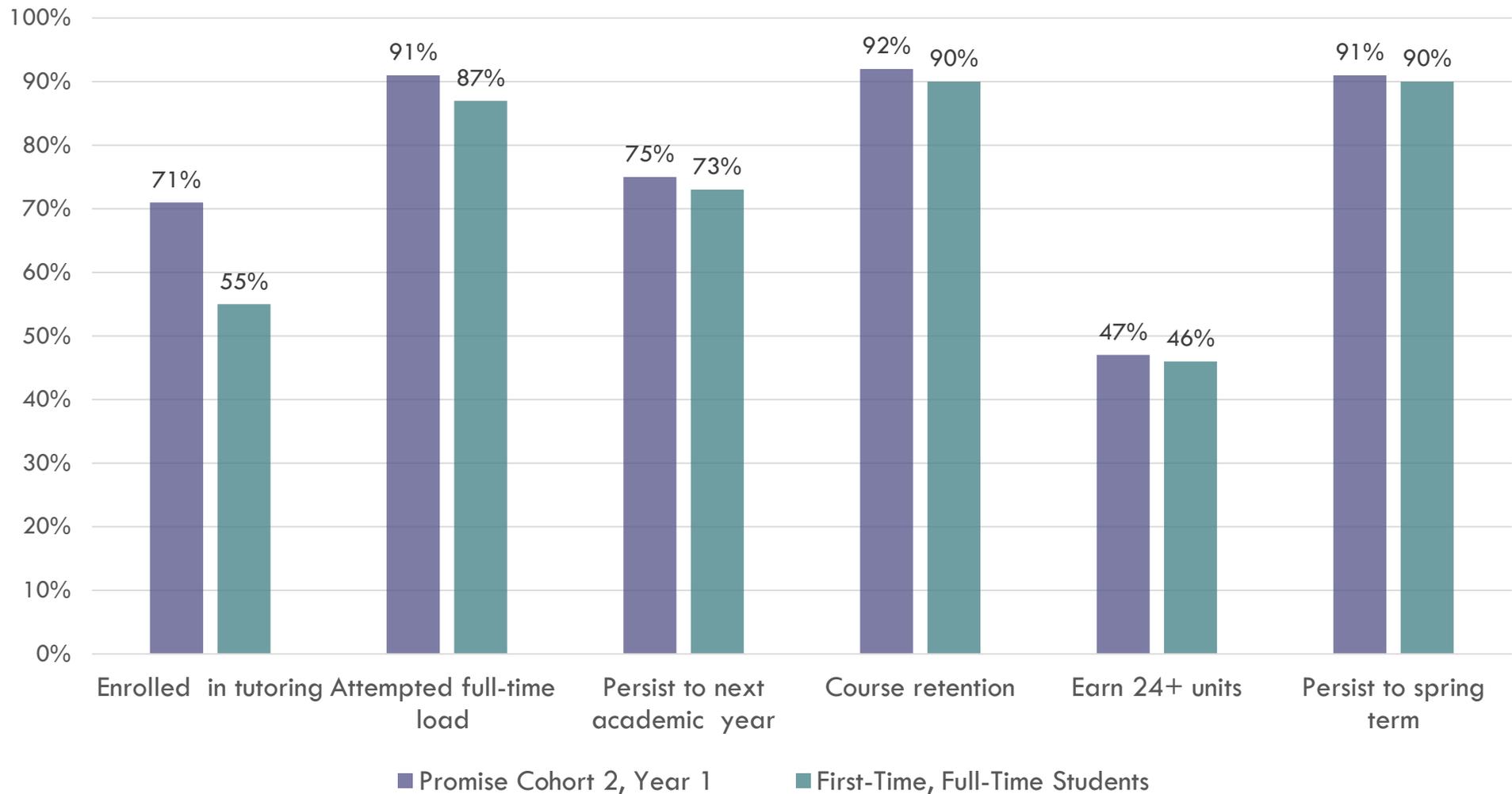
Outcomes shown from left to right in order of most distinct differences observed between the two groups

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

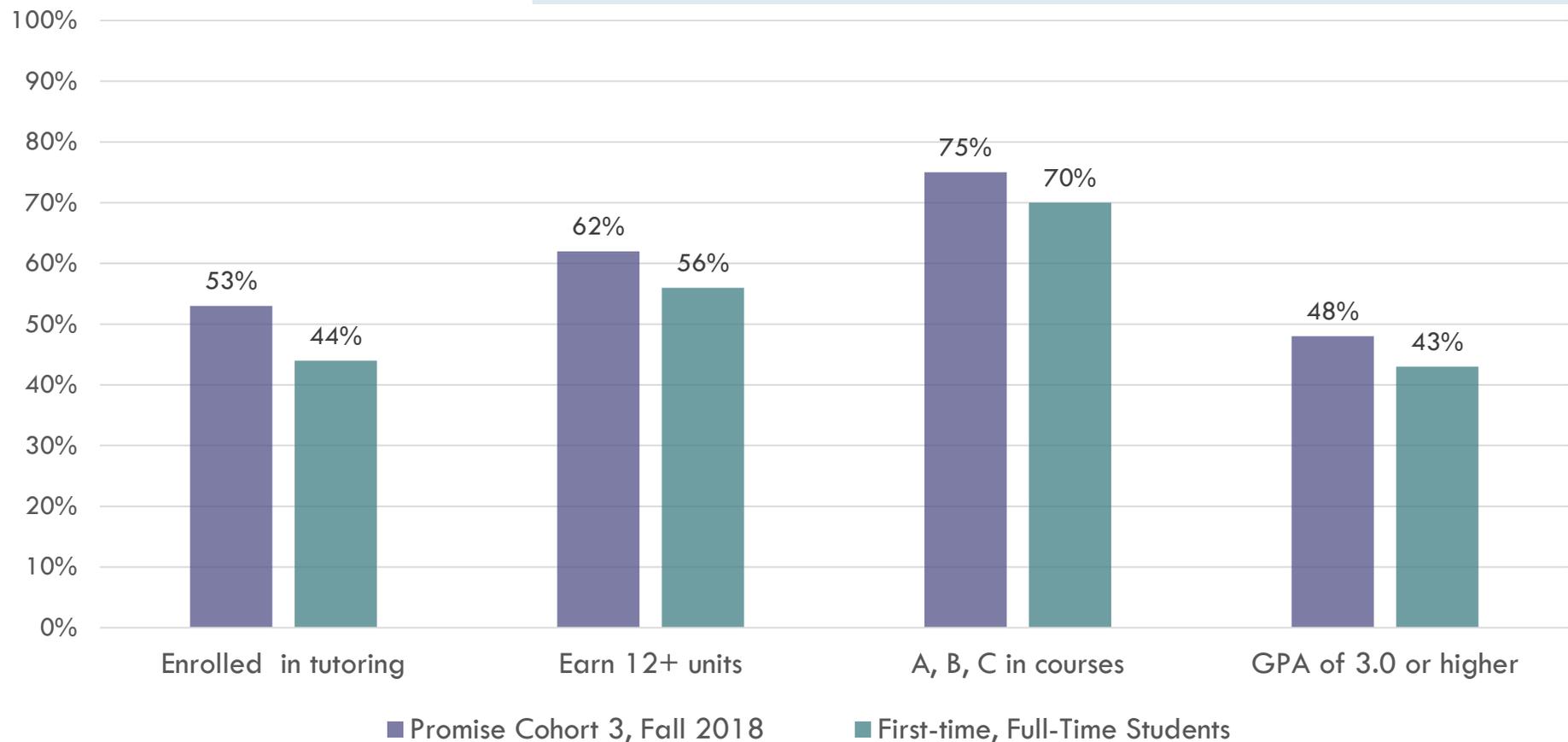**Spotlight on SDUSD Students in Cohort 3**
- SDUSD students in their first term of Promise (Fall 2018) experienced **stronger educational outcomes** than SDUSD students who enrolled in SDCCD full-time but were not Promise students (units earned, GPA, success and retention rates)
  - 44% of SDUSD students 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

San Diego Promise Program Expansion
Student Success
Cohort 3, **Fall 2018**

Student outcomes for San Diego Promise students were notably higher in Fall compared to all first-time, full-time students

	Enrolled in tutoring	Earn 12+ units	A, B, C in courses	GPA of 3.0 or higher
Promise Cohort 3, Fall 2018	53%	62%	75%	48%
First-time, Full-Time Students	44%	56%	70%	43%

■ Promise Cohort 3, Fall 2018   ■ First-time, Full-Time Students

Outcomes only reflect the Fall 2018 semester

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

PRESENTER:
Lynn Neault, *SDCCD*

Area of Emphasis
Expansion of CCAP Dual Enrollment Opportunities

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
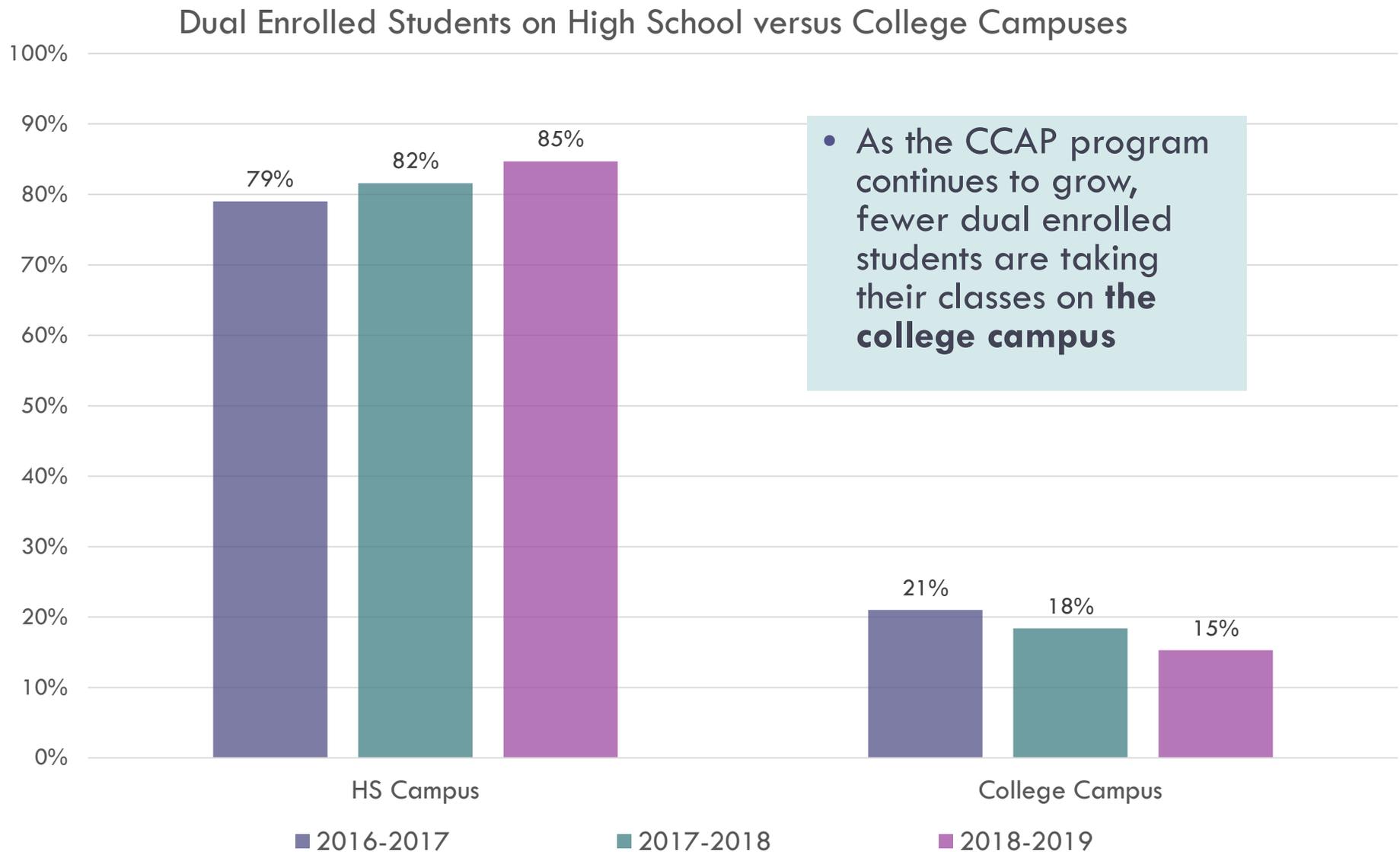
Dual Enrollment Update
CCAP Program Growth
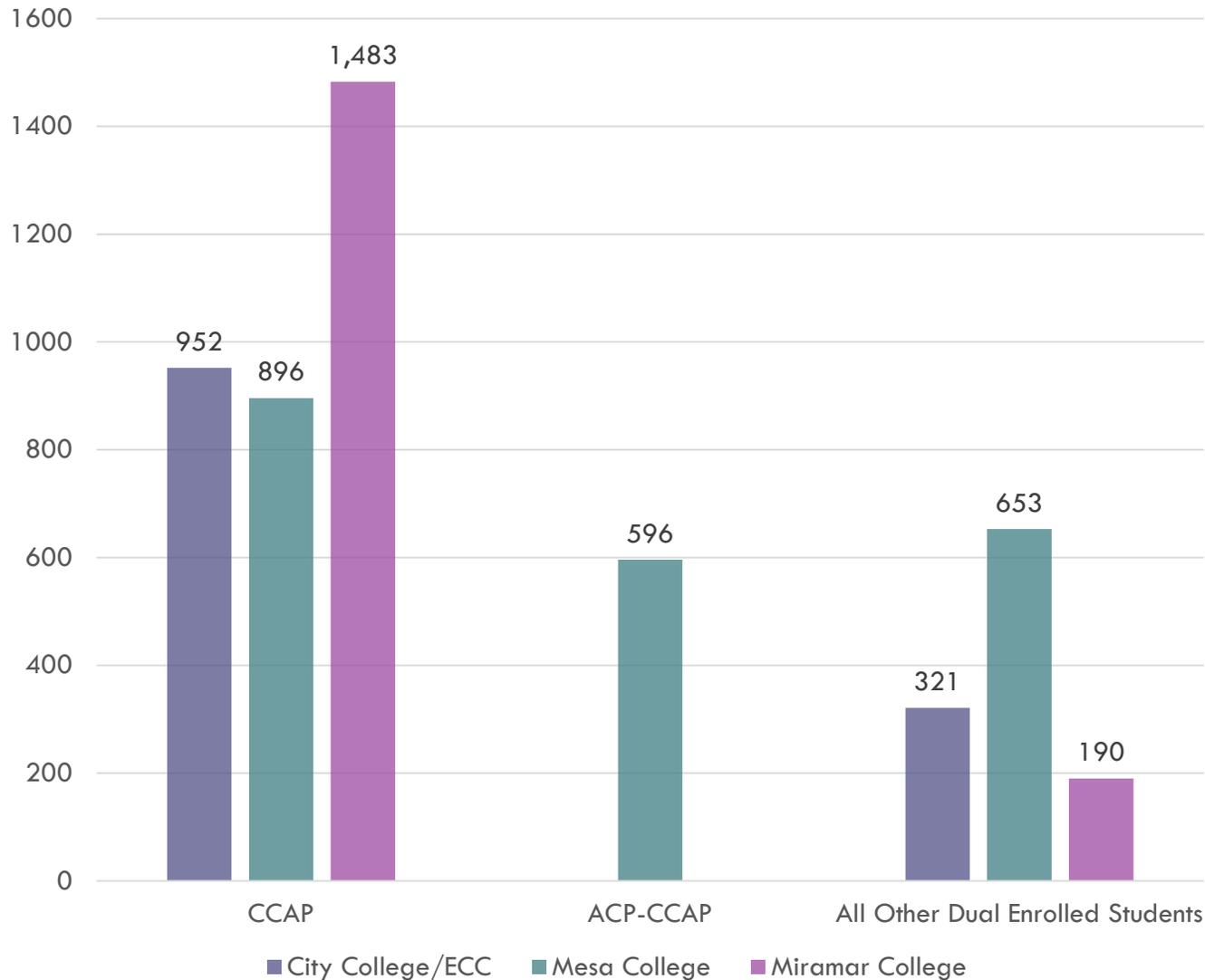
- SDCCD serves **4,796** dual enrolled students

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

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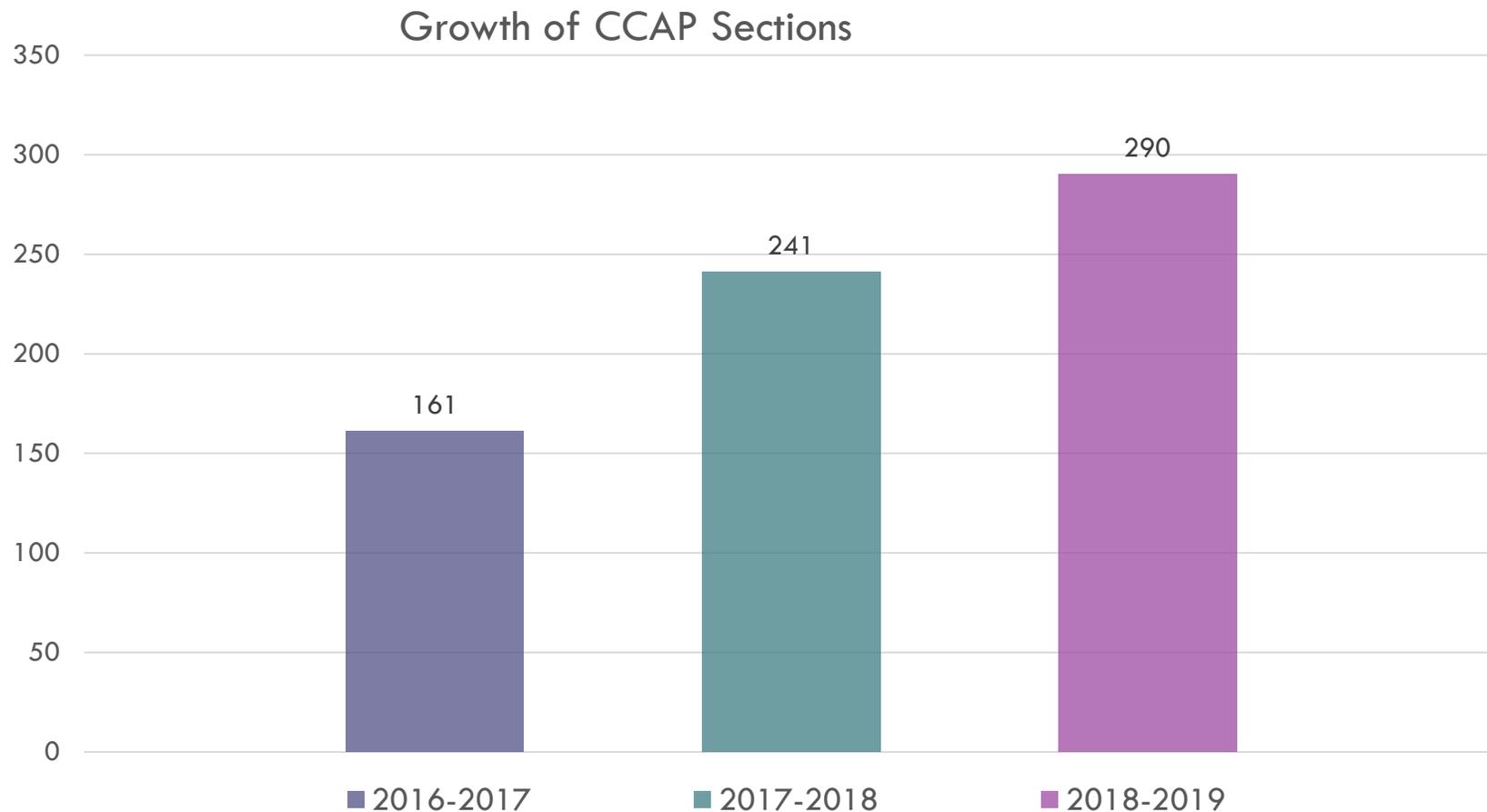
Dual Enrollment Update
CCAP Program Growth

Dual Enrolled Students on High School versus College Campuses

- As the CCAP program continues to grow, fewer dual enrolled students are taking their classes on **the college campus**

	HS Campus	College Campus
2016-2017	79%	21%
2017-2018	82%	18%
2018-2019	85%	15%

Legend: ■ 2016-2017 ■ 2017-2018 ■ 2018-2019

Dual Enrollment Update
CCAP Program Growth

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

Growth of CCAP Sections

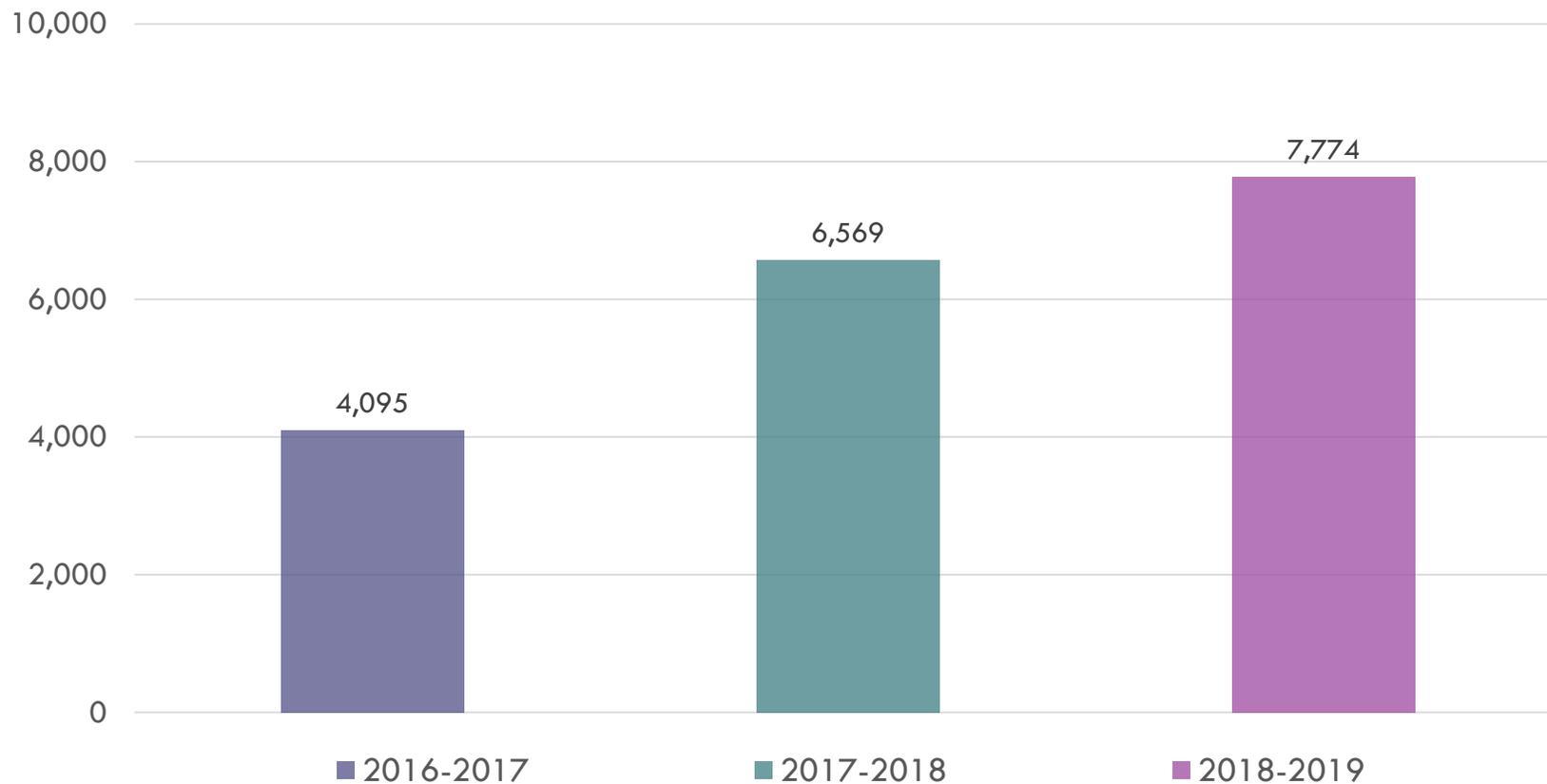|	161	241	290

- 2016-2017
- 2017-2018
- 2018-2019

Dual Enrollment Update
CCAP Program Growth

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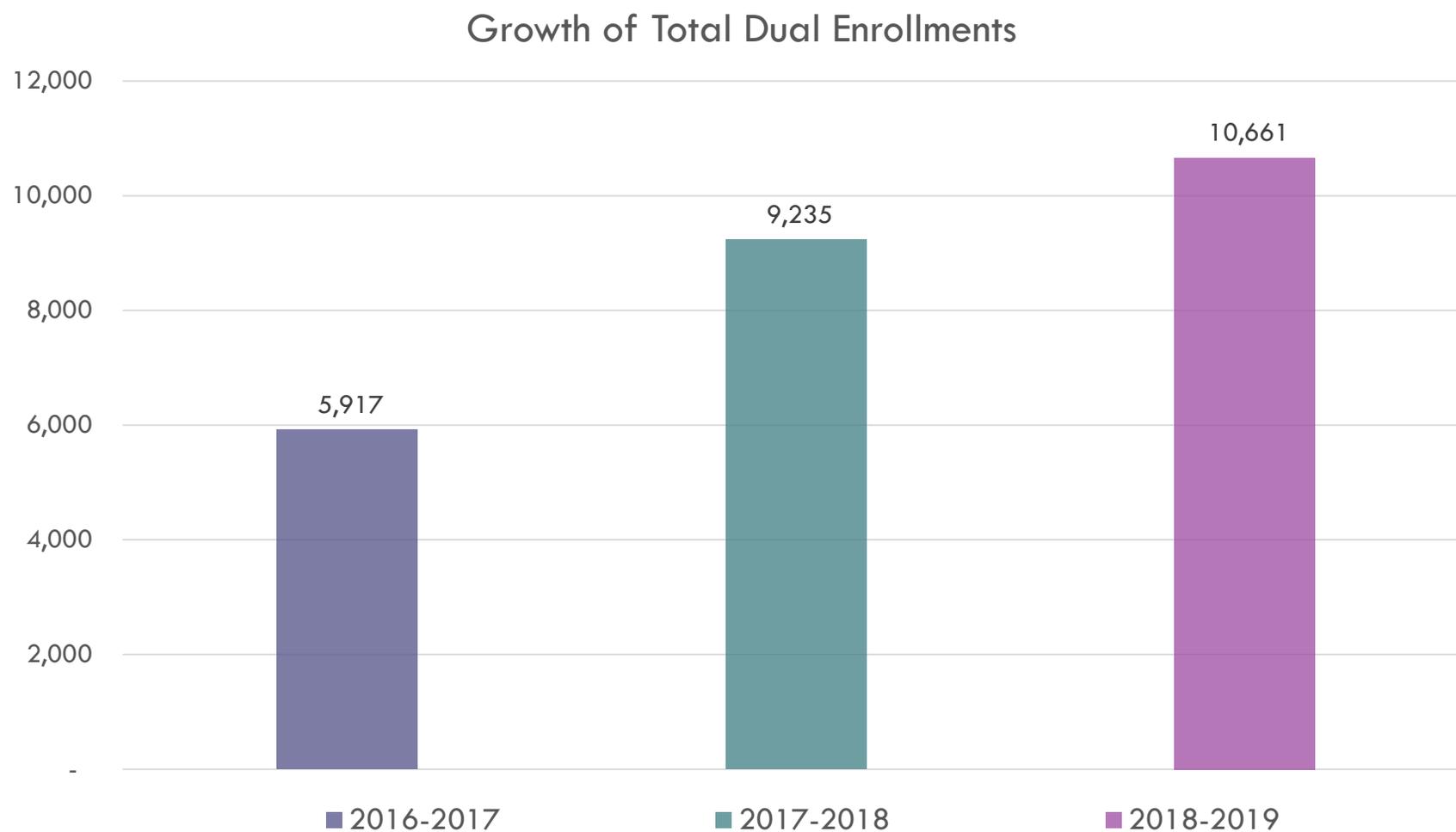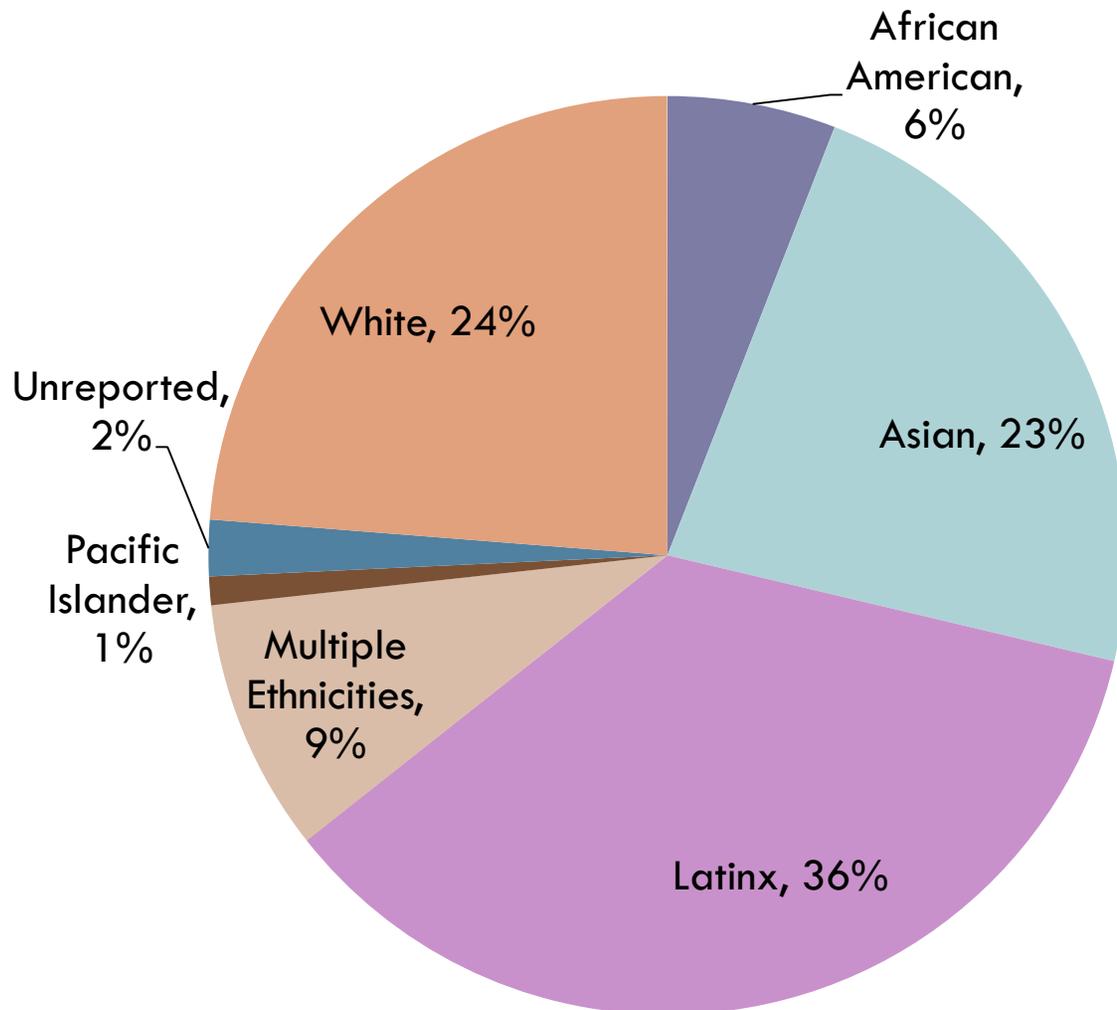
Growth of CCAP Enrollment

- 2016-2017
- 2017-2018
- 2018-2019

Dual Enrollment Update
Total Dual Enrollment Growth

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

Pie chart: African American, 6%; Asian, 23%; Latinx, 36%; Multiple Ethnicities, 9%; Pacific Islander, 1%; Unreported, 2%; White, 24%

- 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
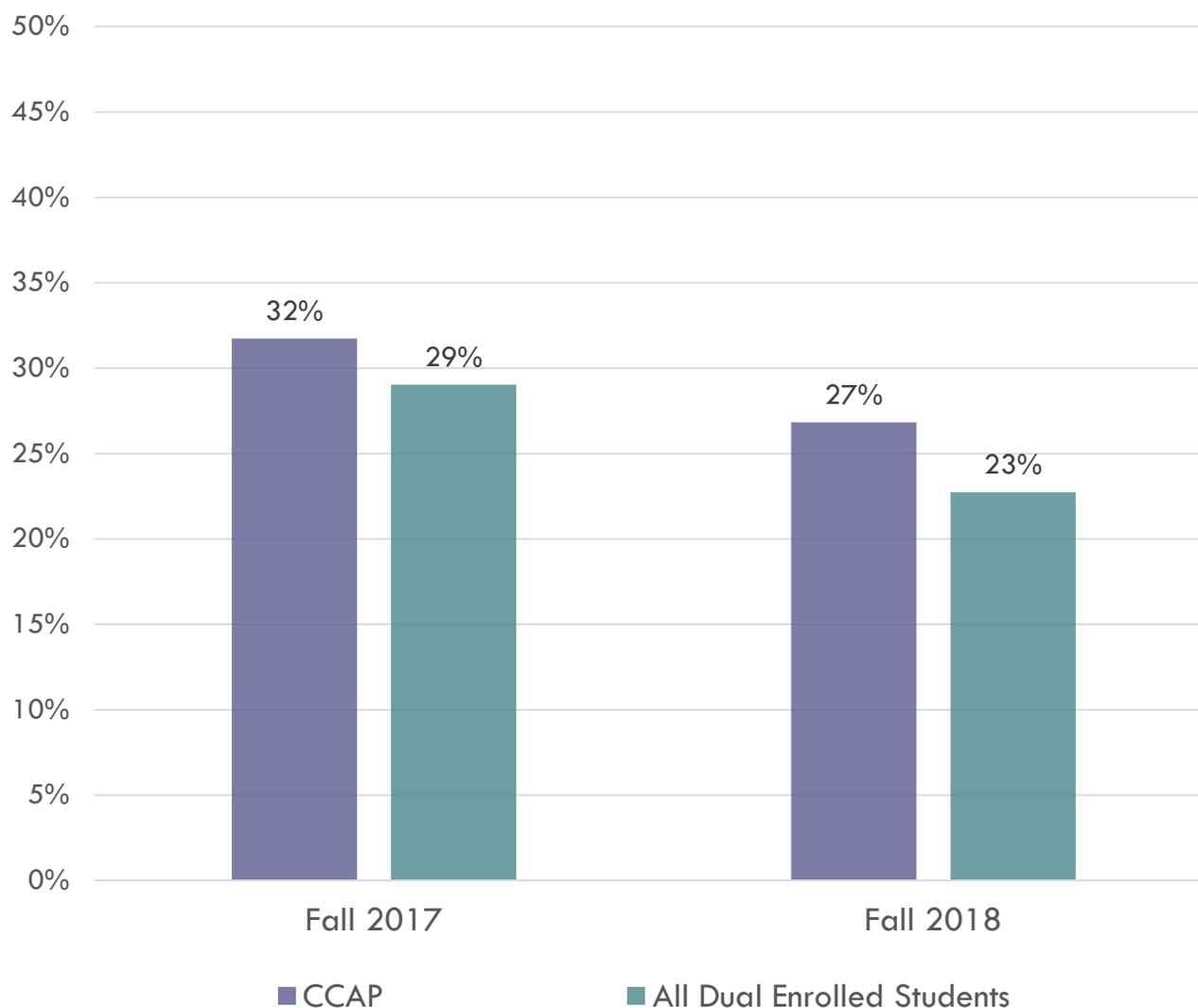
High School
Dual Enrollment:
Academic Success After High School Graduation

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
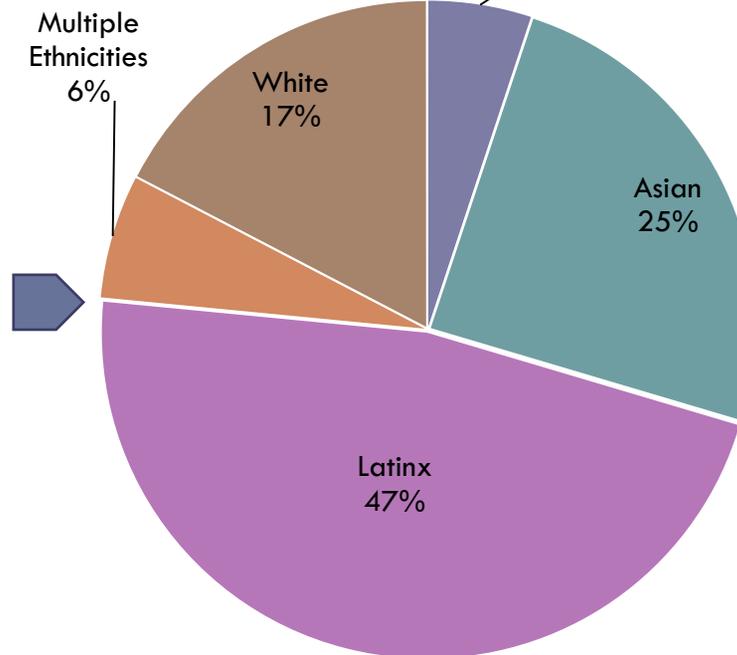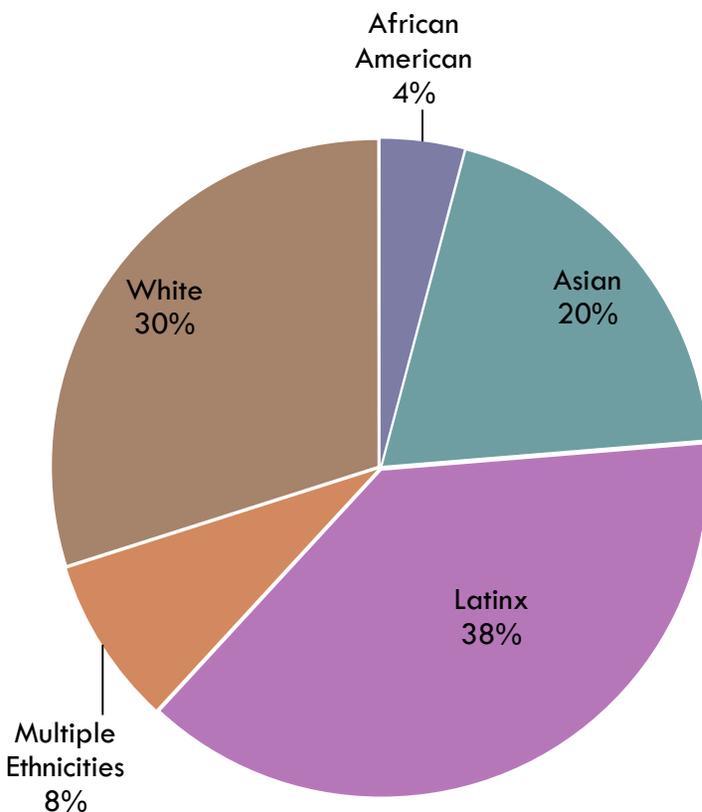
Note: ACP students are excluded from the CCAP group in this comparison

Academic Success After High School Graduation
Ethnic Representation

2017-2018 CCAP Seniors

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

Seniors who enrolled in SDCCD in Fall 2018

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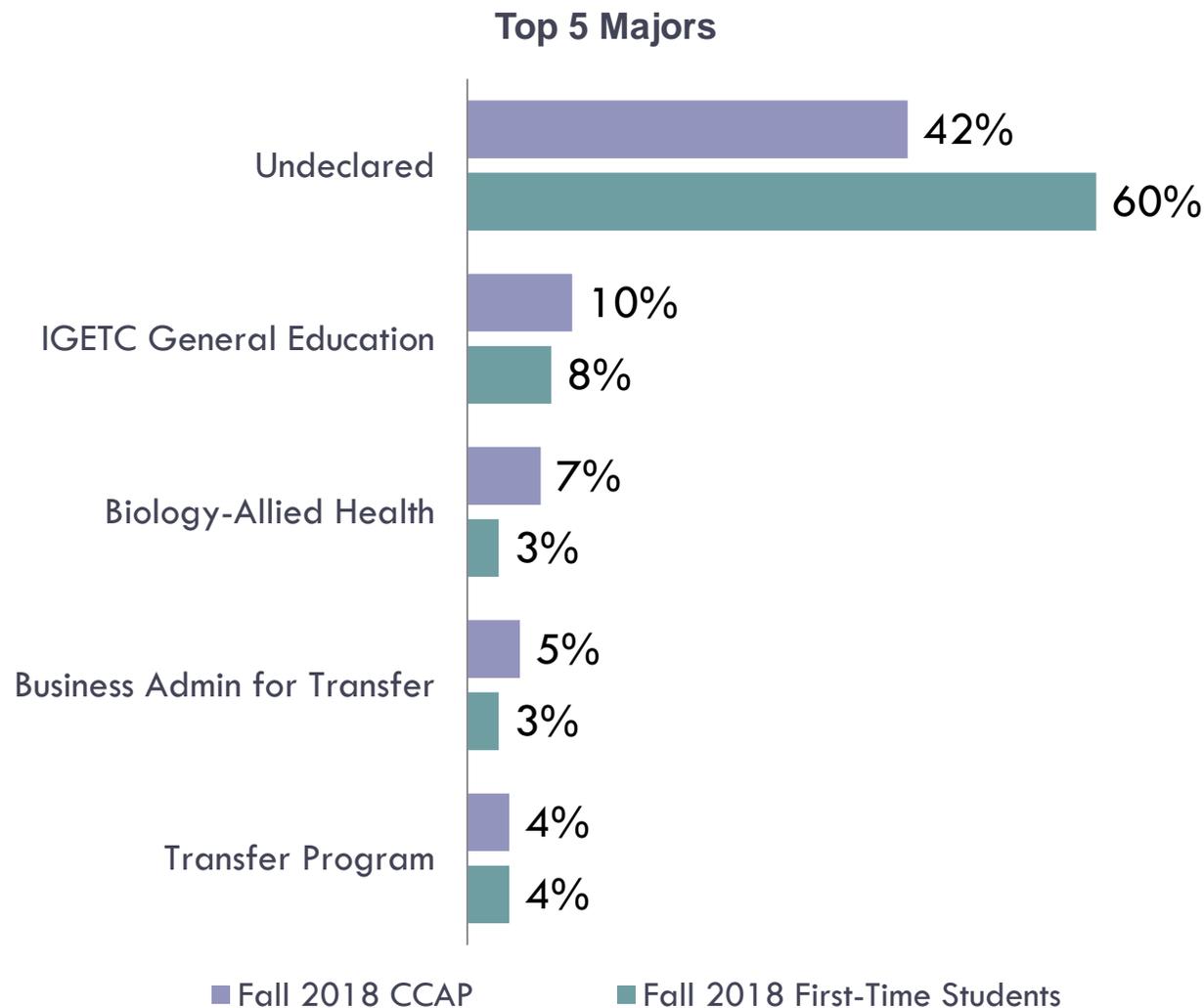Asian 25%
Latinx 47%

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

Top 5 Majors

Major	Fall 2018 CCAP	Fall 2018 First-Time Students
Undeclared	42%	60%
IGETC General Education	10%	8%
Biology-Allied Health	7%	3%
Business Admin for Transfer	5%	3%
Transfer Program	4%	4%

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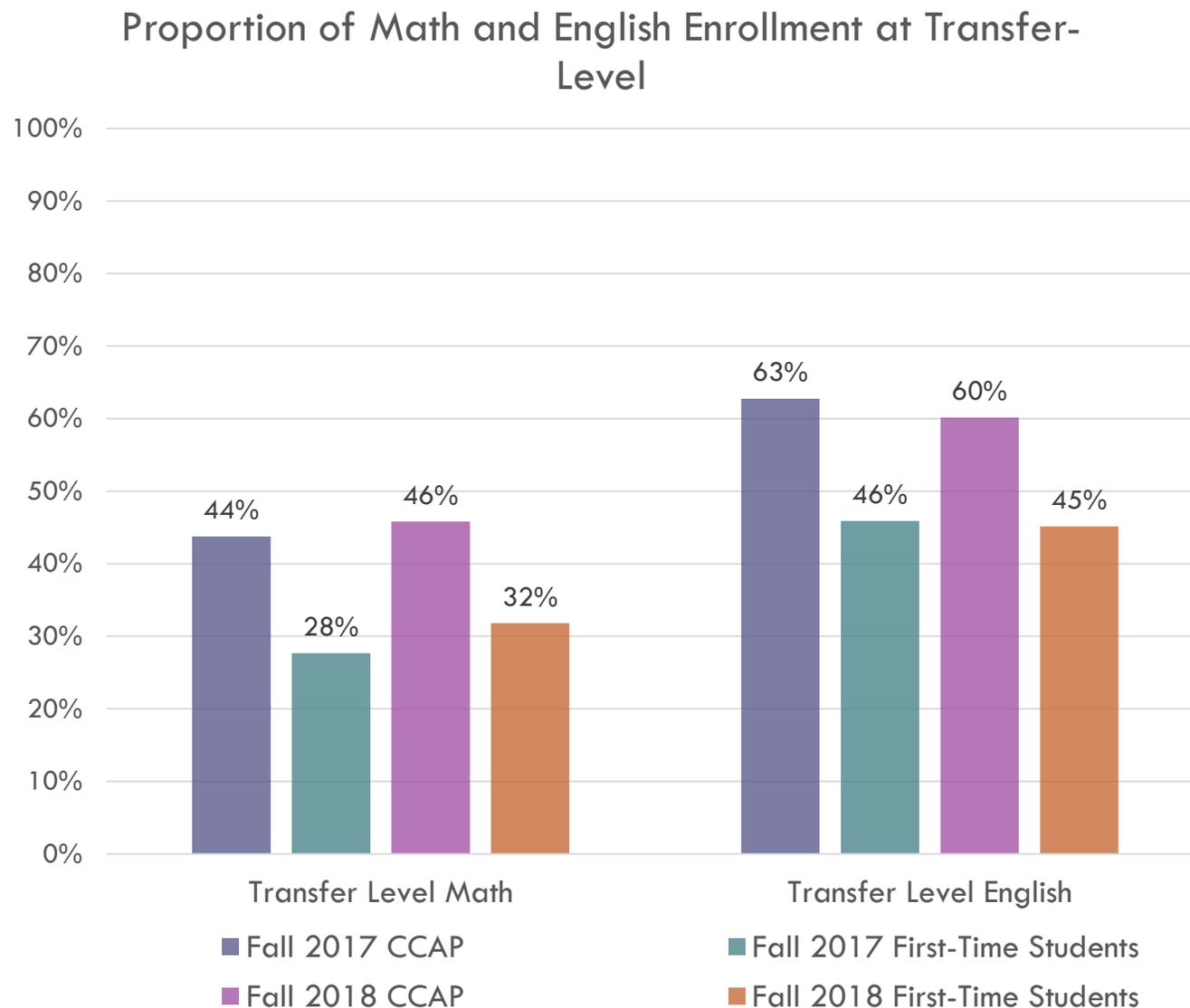
- CCAP students declared majors at a much higher rate upon entrance to SDCCD than other first-time students in Fall 2018

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

Academic Success After High School Graduation
Enrollment in Mathematics and English

Proportion of Math and English Enrollment at Transfer-Level

Transfer Level Math:
- Fall 2017 CCAP: 44%
- Fall 2017 First-Time Students: 28%
- Fall 2018 CCAP: 46%
- Fall 2018 First-Time Students: 32%

Transfer Level English:
- Fall 2017 CCAP: 63%
- Fall 2017 First-Time Students: 46%
- Fall 2018 CCAP: 60%
- Fall 2018 First-Time Students: 45%

Legend:
- Fall 2017 CCAP
- Fall 2017 First-Time Students
- Fall 2018 CCAP
- 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

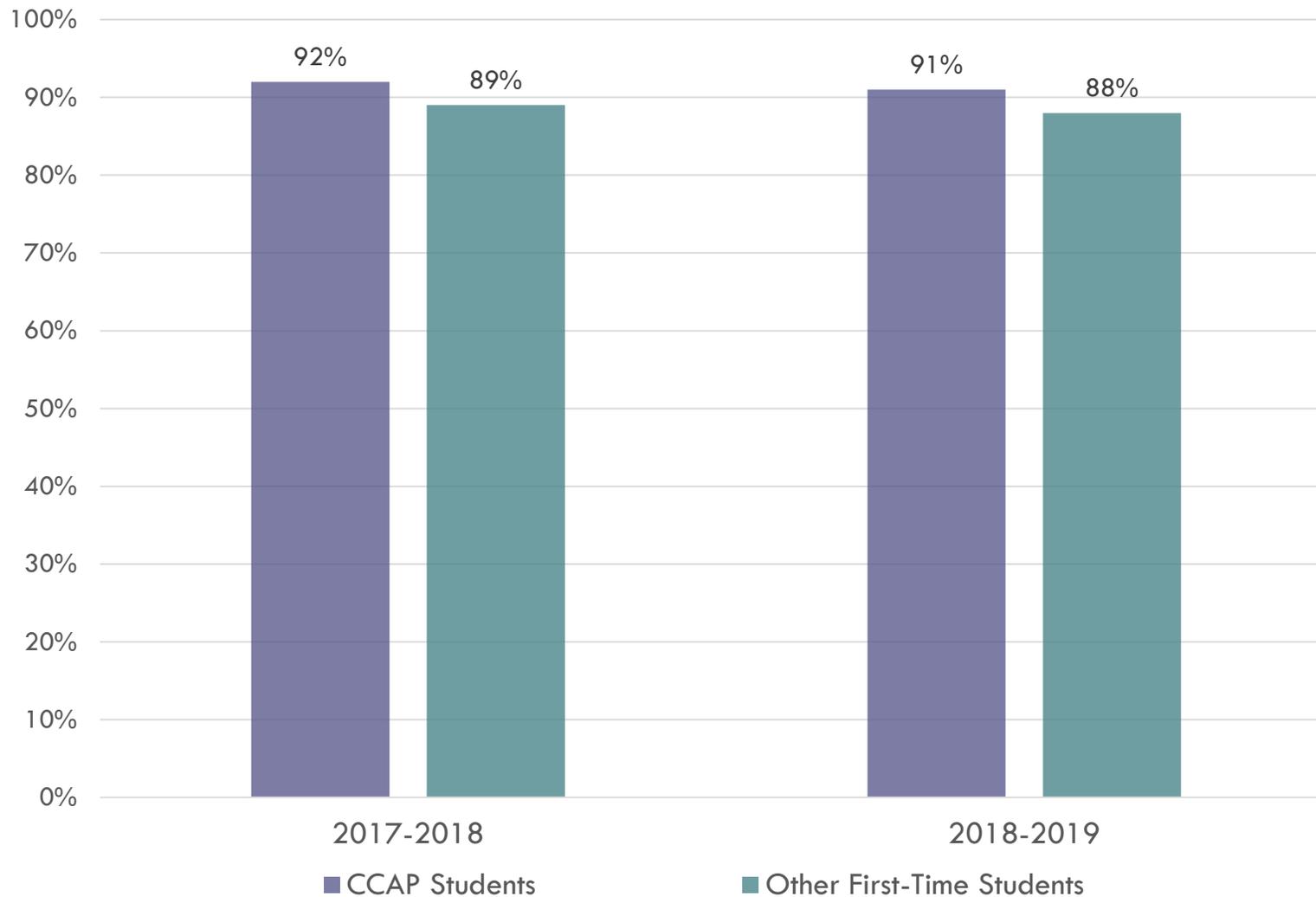# Academic Success After High School Graduation
Persistence
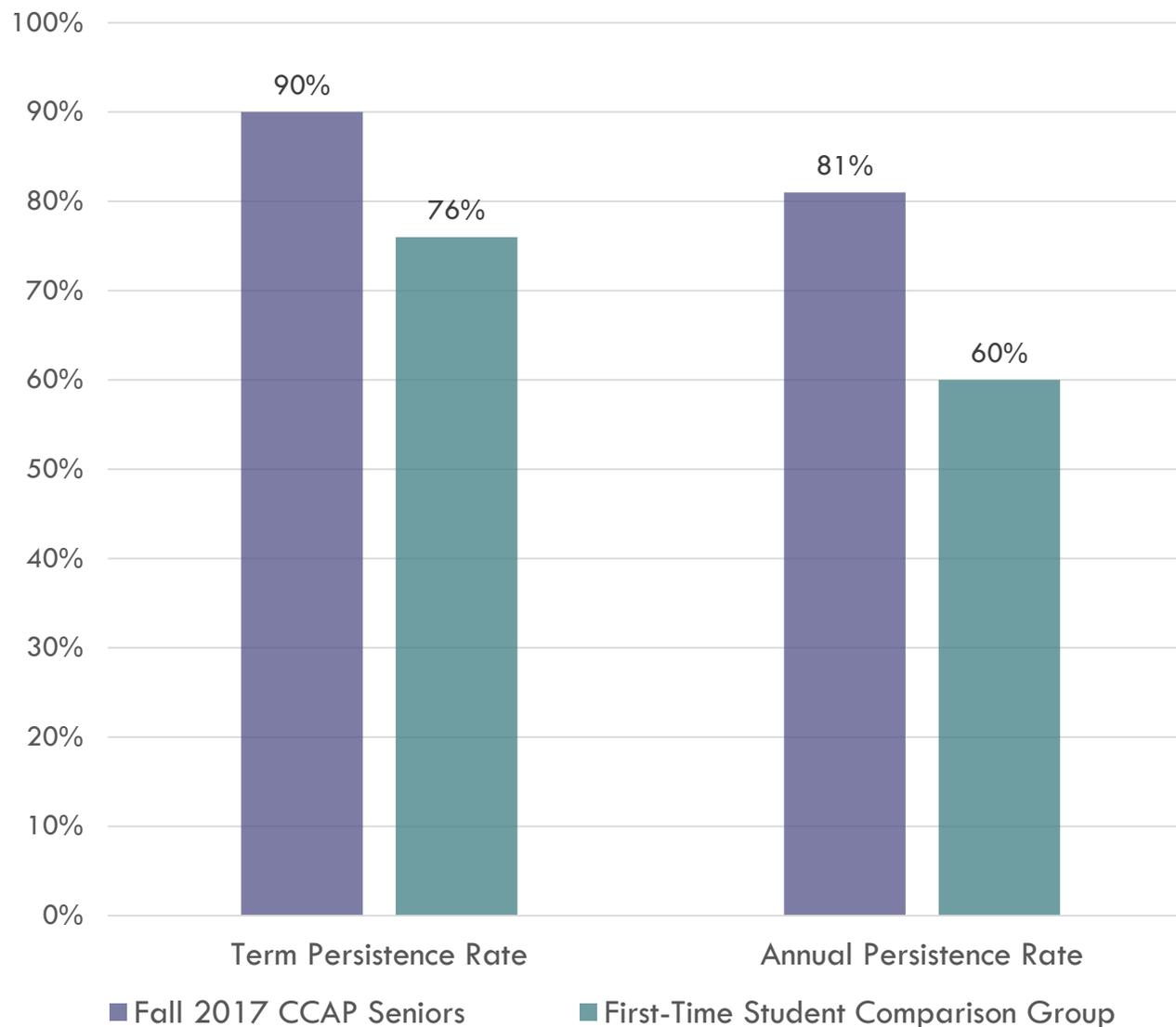
- Former 2016-2017 CCAP seniors who enrolled at City, Mesa or Miramar College in Fall 2017 had higher term and annual persistence rates than other first-time students

- Persistence rates are comparable between CCAP, ACP, and other dual enrolled students

Academic Success After High School Graduation
Course Retention Fall 2018

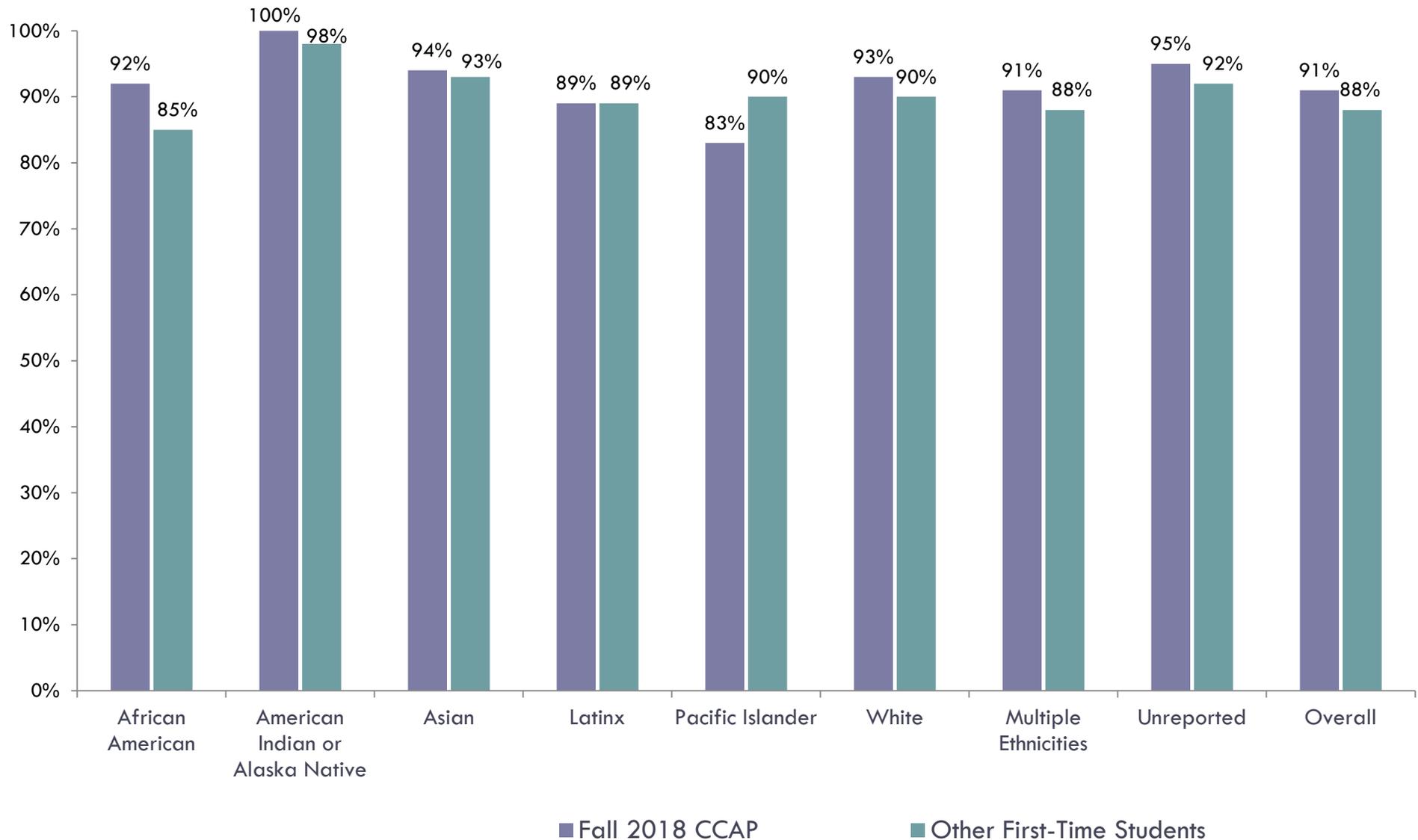|	2017-2018	2018-2019
CCAP Students	92%	91%
Other First-Time Students	89%	88%

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

Legend: ■ Fall 2018 CCAP   ■ Other First-Time Students

Ethnicity	Fall 2018 CCAP	Other First-Time Students
African American	92%	85%
American Indian or Alaska Native	100%	98%
Asian	94%	93%
Latinx	89%	89%
Pacific Islander	83%	90%
White	93%	90%
Multiple Ethnicities	91%	88%
Unreported	95%	92%
Overall	91%	88%

Academic Success After High School Graduation
Course Success

In Fall 2018, CCAP students had higher success rates than other first-time students
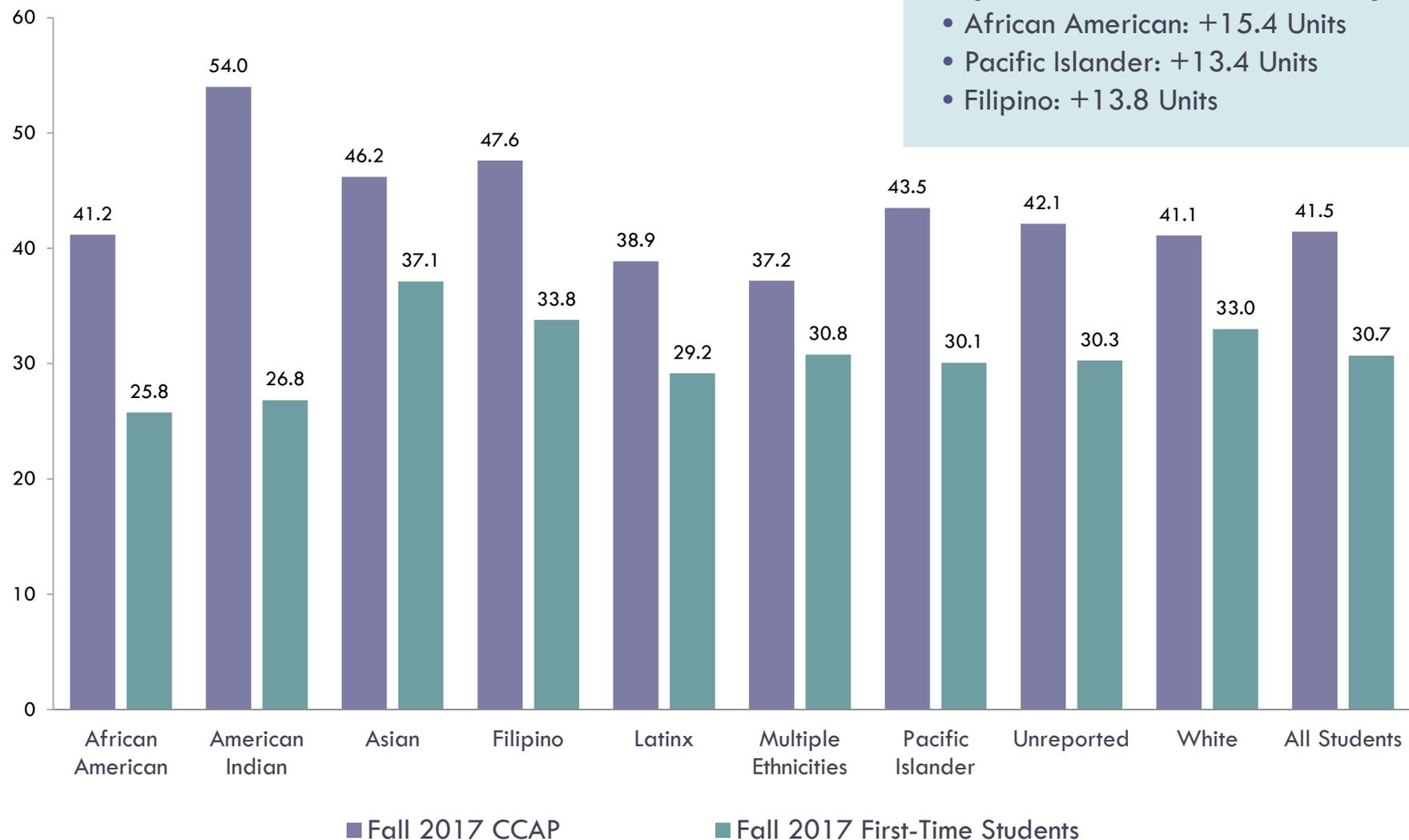
- Higher overall success rates (+6%)

- 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
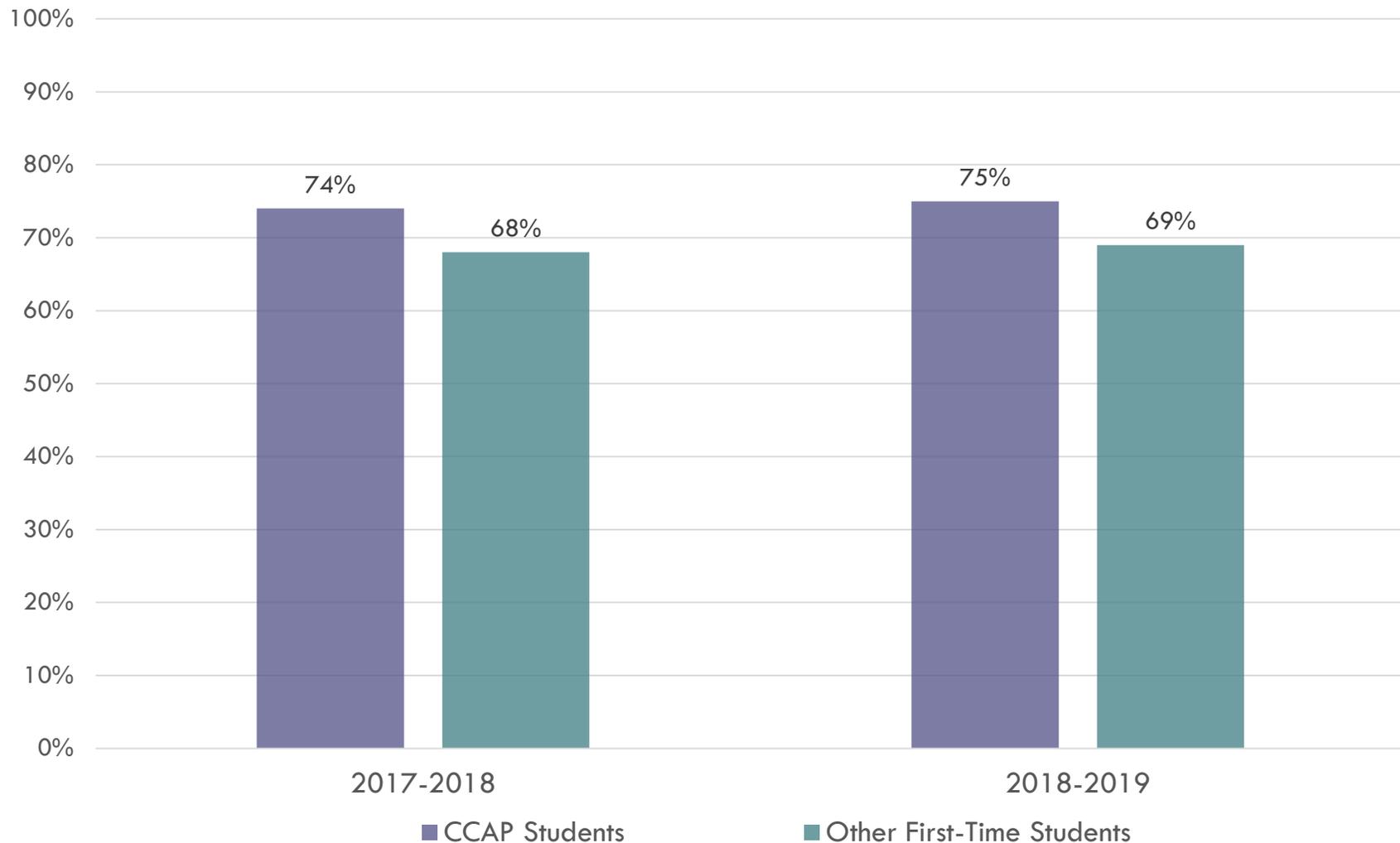## Cumulative Units Earned After Three Terms

CCAP students from 2016-2017:
- Earned10.8 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

	African American	American Indian	Asian	Filipino	Latinx	Multiple Ethnicities	Pacific Islander	Unreported	White	All Students
Fall 2017 CCAP	41.2	54.0	46.2	47.6	38.9	37.2	43.5	42.1	41.1	41.5
Fall 2017 First-Time Students	25.8	26.8	37.1	33.8	29.2	30.8	30.1	30.3	33.0	30.7

■ Fall 2017 CCAP   ■ Fall 2017 First-Time Students

Academic Success After High School Graduation
Course Success Fall 2018

Bar chart showing course success rates for CCAP Students and Other First-Time Students across two year ranges.

- 2017-2018: CCAP Students 74%, Other First-Time Students 68%
- 2018-2019: CCAP Students 75%, Other First-Time Students 69%

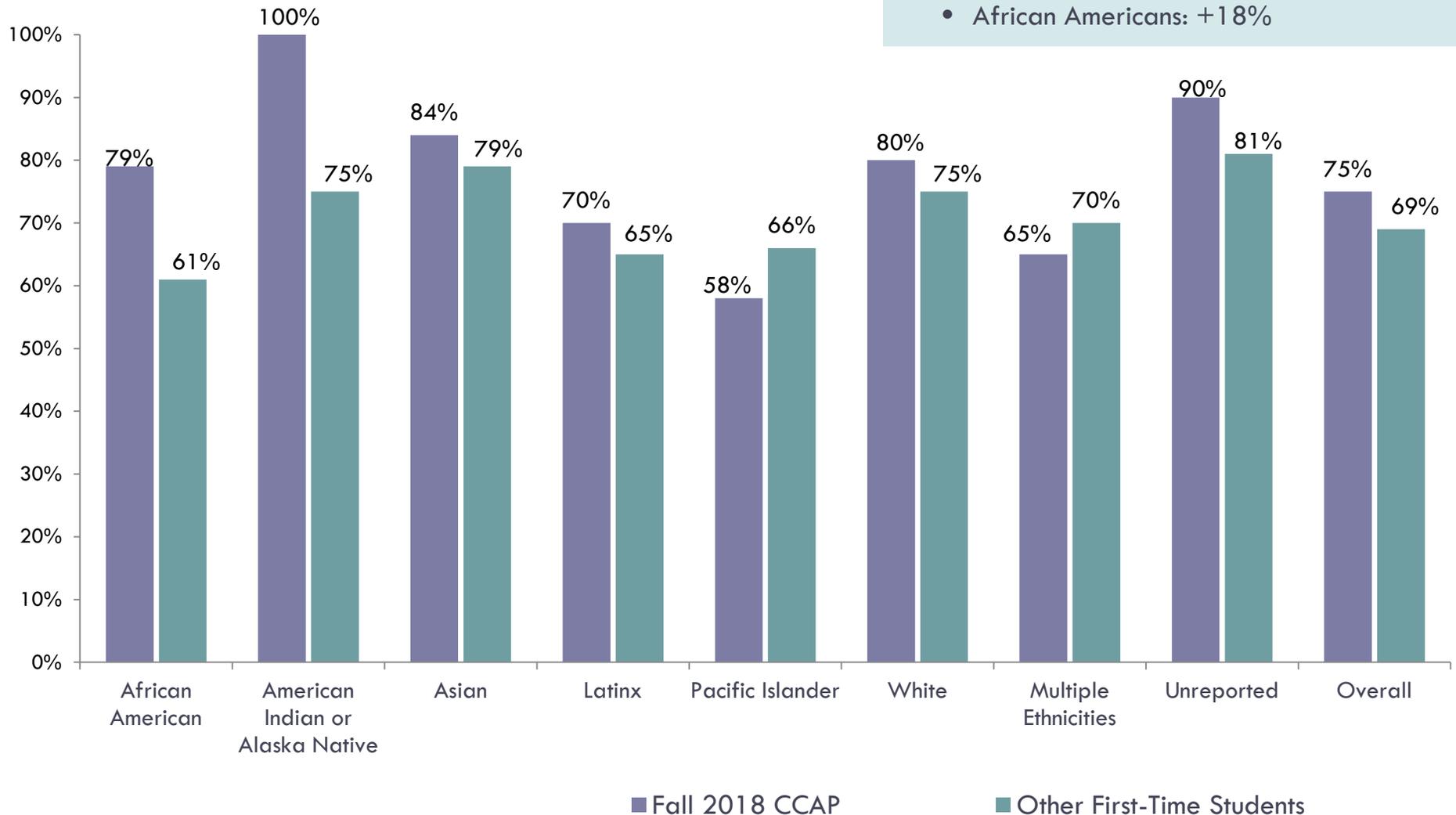■ CCAP Students   ■ Other First-Time Students

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

CCAP Students from 2017-2018:
- Earned 6% Higher Overall Course Success
  - African Americans: +18%

Ethnicity	Fall 2018 CCAP	Other First-Time Students
African American	79%	61%
American Indian or Alaska Native	100%	75%
Asian	84%	79%
Latinx	70%	65%
Pacific Islander	58%	66%
White	80%	75%
Multiple Ethnicities	65%	70%
Unreported	90%	81%
Overall	75%	69%

■ Fall 2018 CCAP   ■ Other First-Time Students

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?

Goal		Former CCAP students enrolled at SDCCD…
Create pathways from high school to community college for Career Technical Education (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

2018
CODECHELLA
SAN DIEGO REGIONAL CODING COMPETITION
MIDDLE & HIGH SCHOOL STUDENTS
Students will work in teams to code Spheros and Robolink CoDrones

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

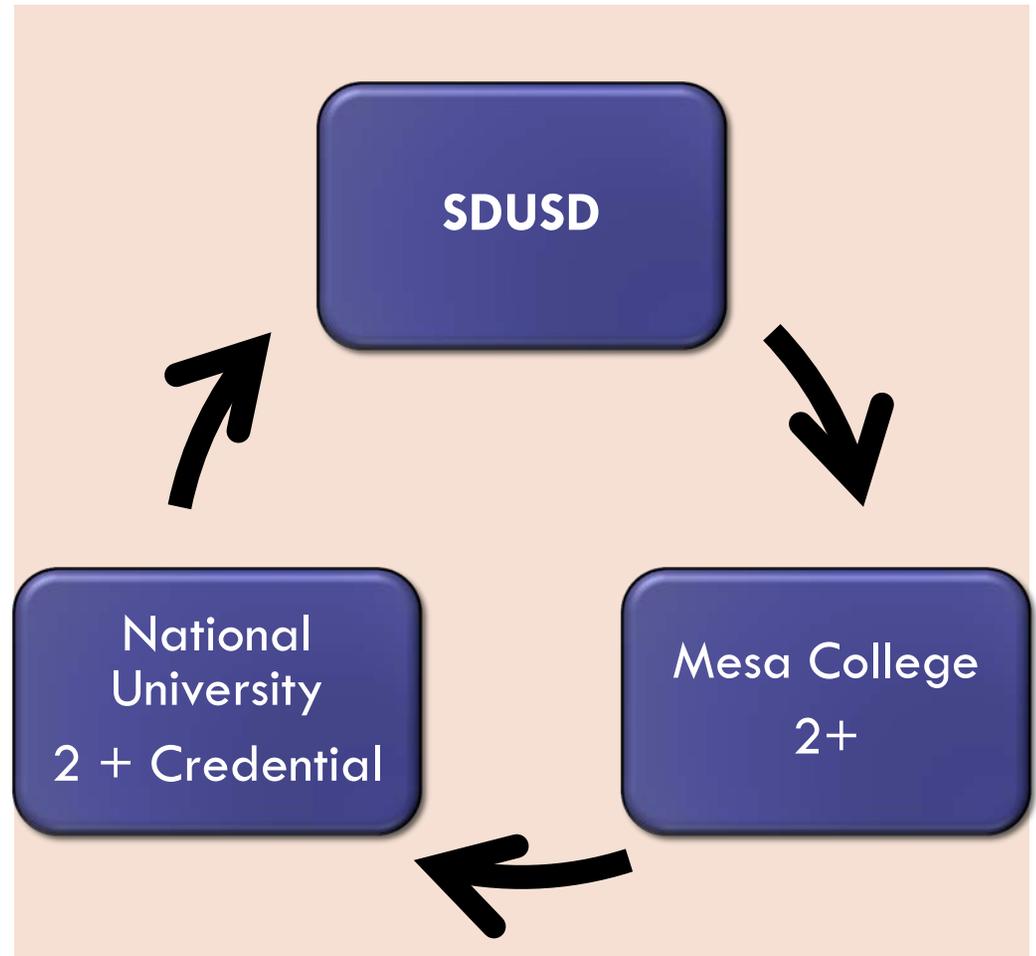**Area of Emphasis**
Teacher Preparation Pipeline

PRESENTER:
Genevieve Clark, *SDUSD*

Teacher Preparation Pipeline
4 Years = BA + Credential

A shared vision for debt-free credentialed teachers in 4 years in the high need areas of math, science, and special education

SDUSD

Mesa College 2+

National University 2 + Credential

Teacher Preparation Pipeline
4 Years = BA + Credential

	High School	Mesa College	National University

Coursework	• Adult/Young adult education pathway
	  • Hoover High School
	  • Others sites TBD
	
	Mesa LEGACY course completion
		• 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

Engagement & Recruiting	• 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	
Funding Considerations	• 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

Class of	10th Grade	11th Grade	12th Grade
2021	Critical Thinking & Social Change	SKIP	Teaching for Diversity & Social Justice *pilot fall 2020*
2022	New *pilot fall 2019*	Critical Thinking & Social Change	Teaching for Diversity & Social Justice
2023	PATHWAY FULLY BUILT OUT		

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

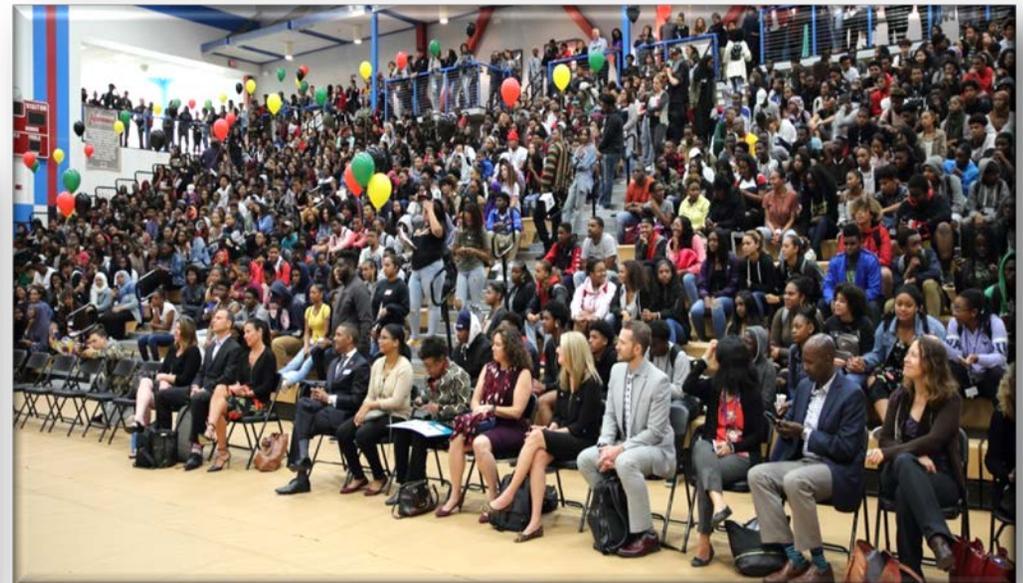**23** Workshops

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)
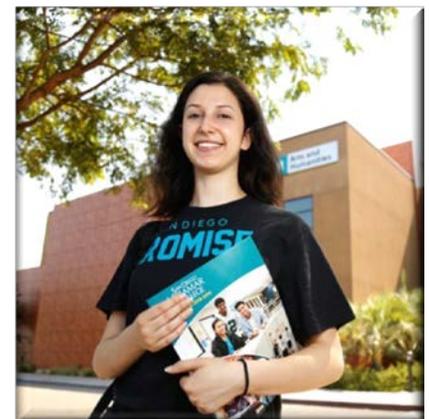
Update on Legislation
AB 30 *College and Career Access Pathway Partnership*

- 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?