San Diego Community College District

City College · Mesa College · Miramar College · College of Continuing Education

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San Diego Community College District (SDCCD) Responses to Request for Additional Information for Fiscal Year 2024-25 Perkins 2-year Comprehensive Local Needs Assessment
CCCCO Memo ESLEI 24-48 (August 21, 2024)

Overview
Progress toward implementation of equal access to high-quality Career and Technical Education courses and programs of study for all students, including the below three areas, was assessed locally within each of the San Diego Community College District colleges as well as districtwide.

- Districtwide 2024-2026 CLNA (uploaded as part of the 24-25 Perkins 1C application)
- Districtwide 2023-24 CLNA Process Guide

Assessment included the examination of data for special populations across the six core CLNA requirements:

1) Student performance on required performance indicators
2) Program size, scope, and quality to meet the needs of all students
3) Progress towards implementation of CTE programs of study
4) Recruitment, retention, and training of CTE professionals, including underrepresented groups
5) Progress towards equal access to CTE programs for all students, and
6) Alignment of programs to labor market information.

Observations of current programs, activities, and services were made while centering the nine (9) required special populations. Barriers were identified and evidence-based strategies were selected. Data from multiple levels and sources were utilized, including local college data, districtwide data, regional, and statewide data.

Assessment activities throughout the CLNA process included participation from representatives across the required consultation groups. Please refer to the following pages from the San Diego Community College District Perkins V 2024-2026 Districtwide CLNA for the Stakeholder Membership Lists: p. 25-26 (San Diego College of Continuing Education), p. 51-52 (San Diego City College), p. 74-75 (San Diego Mesa College), p. 100-101 (San Diego Miramar College) and Appendix A (Districtwide Stakeholder Engagement).

Response to Additional Questions
1) Strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations [134(c)(2)(E)(i)];

Aligned CLNA Element(s):
#1 Student Performance on Required Performance Indicators
#5 Progress towards equal access to CTE programs for all students

How barriers were identified: Evidence that strategies selected to address barriers are evidence-based and will reduce performance gaps (success/retention) and increase access.

Establishing a Caring Campus Culture

The Comprehensive Regional Needs Assessment (CRNA) examined qualitative data from the 72 interviews and provided recommendations on how the colleges can better serve special populations across the region. The San Diego & Imperial Center of Excellence commissioned researchers to conduct interviews with 24 counselors, 24 individuals from special populations, and 24 representatives from community-based organizations (CBOs) that serve special populations, economic development councils, Workforce Development Boards, and CE/CTE program providers. The interviews totaled more than 100 hours.

One of the primary recommendations was to establish a "caring campus" culture by providing faculty, staff, and administrators with professional development in culturally inclusive and trauma-informed practices. Creating a caring campus culture for special populations also entails diverse representation of special populations, therefore colleges are implementing intentional recruitment strategies that diversify CTE programs.

This is similar to the Caring Campus California[1] initiative led by the Institute for Evidence-Based Change, which aims to increase student retention and success by helping community colleges focus relentlessly on students' end goals; design and decide with the student in mind; pair high expectations with high support; foster the use of data, inquiry, and evidence; take ownership of goals and performance; enable action and thoughtful innovation; and lead the work of partnering across systems.[2]

San Diego City College:

- Outreach strategies in CTE programs will have dedicated specific and targeted enrollment strategies and marketing. Additionally, support staff, counseling services and CTE program faculty will work to create cross-collaborative specific intervention and retention strategies to assist specialized populations, adult-learners, and individuals experiencing housing insecurity.[3]

- The focus will be on increasing outreach to nontraditional students, collaborating with high schools to create dual enrollment opportunities, and increasing work-based learning opportunities to expand offerings.[4]

- Utilize professional development practices for CTE professionals rooted in trauma-informed care, or holistic "caring campus" strategies to increase student retention and enrollment, particularly for underrepresented groups and special populations. Increase

[1] "Caring Campus California," Institute of Evidence-Based Change, accessed November 1, 2023, iebcnow.org/caring-campus/caring-campus-california.

[2] "How Caring Campus California Fortifies the Vision for Success," Institute of Evidence-Based Change, accessed November 1, 2023, iebcnow.org/wp-content/uploads/2023/07/Caring-Campus-Fortifies-the-Vision-for-Success-23.pdf.

[3] San Diego Community College District. (2024). *Perkins V 2024-2025 application districtwide CLNA (2024-25 & 2025-26)* (p. 66).

[4] San Diego Community College District. (2024). *Perkins V 2024-2025 application districtwide CLNA (2024-25 & 2025-26)* (p. 49).

professional development opportunities that are cross-collaborative and institutionalized across the campus to better align to industry standards and understand the foundations of supporting underrepresented groups.[5]

San Diego Mesa College:

- The majority of the CTE courses and programs are open access. The college provides priority registration for students that are eligible for DSPS, EOPS, CalWorks, Foster Youth, Active-Duty Military, and Veterans. Priority registration allows these students to register in classes, including CTE classes, prior to the general student population. To improve access for special populations and nontraditional students, the college will focus on providing outreach with a specific emphasis on adult learners and work-based learning opportunities, including paid internships.[6]

- Regarding marketing strategies, CTE programs will develop and implement an integrated Career Education Marketing and Outreach plan. Specifically target reversing access trends in adult learners, who have the largest enrollment loss in the last five years, while supporting in-reach strategies for current students and maintain partnerships with area feeder high schools. The main priority for the next two years will be to implement the Mesa College Dual Enrollment Strategic Plan and a more robust Credit for Prior Learning strategy to capture adult learners. Mesa will target industries with priority (high-wage, high-demand) jobs where there are equity gaps that Mesa could fill with underrepresented students by enrolling them in priority programs (i.e. programs that lead to priority jobs).[7]

- Develop a professional development strategy to help bridge existing Career Education professional development investments and campus-based resources. This strategy will leverage investments like the Strong Workforce Faculty and Counselor Institutes, the New Faculty Institute, Learning Opportunities for Transformation (LOFT) and additional programming. Provide professional development opportunities for faculty, staff, counselors, and administrators in the areas of equity, mental health awareness, disability resources for technology and services, resources for special populations, work-based learning, labor market and workforce needs, and occupational education.[8]

San Diego Miramar College:

- Expand and institutionalize targeted outreach events and appropriate follow-up services for San Diego Unified School District (SDUSD) and other interested high school students to explore available career pathways at San Diego Miramar College.[9]

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[5] San Diego Community College District. (2024). *Perkins V 2024-2025 application districtwide CLNA (2024-25 & 2025-26)* (p. 63).

[6] San Diego Community College District. (2024). *Perkins V 2024-2025 application districtwide CLNA (2024-25 & 2025-26)* (p. 71).

[7] San Diego Community College District. (2024). *Perkins V 2024-2025 application districtwide CLNA (2024-25 & 2025-26)* (p. 82).

[8] San Diego Community College District. (2024). *Perkins V 2024-2025 application districtwide CLNA (2024-25 & 2025-26)* (p. 82).

[9] San Diego Community College District. (2024). *Perkins V 2024-2025 application districtwide CLNA (2024-25 & 2025-26)* (p. 106).

- Intentional about Miramar College's outreach campaigns to engage communities of color and promote awareness of educational opportunities. We host informational sessions (English and Spanish), partner with community-based organizations for outreach events through the District Office and focus on creating targeted marketing materials highlighting success stories so students can see themselves represented in college.[10]

- Provide professional development opportunities for instructional faculty, counseling faculty, staff, and administrators in diversity, equity and inclusion, work-based learning, and workforce/labor market needs.[11]

San Diego College of Continuing Education:

- Non-traditional and low-income student enrollment returned to or exceeded pre-pandemic levels at a faster rate than the overall SDCCE enrollment rate increase (53.11% of low-income students in 2020/21 to 54.87% in 2022/23).[12]

- Increase articulation for credit by exam agreements. This will include increasing agreements with San Diego Unified School District (SDUSD) and with the credit colleges: San Diego Mesa, San Diego Miramar, and San Diego City.[13]

- Market to new and existing students about non-traditional occupational training opportunities at San Diego College of Continuing Education to improve non-traditional student outcomes.[14]

- SDCCE will increase and institutionalize efforts to train CTE professionals by providing industry specific professional development for faculty and staff with the intent of increasing work-based learning opportunities for existing SDCCE students.[15]

- SDCCE will continue to provide professional development to improve recruitment, retention, and training of CTE faculty, and specifically offer professional development in culturally inclusive and trauma-informed practices.[16]

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[10] San Diego Community College District. (2024). *Perkins V 2024-2025 application districtwide CLNA (2024-25 & 2025-26)* (p. 102).

[11] San Diego Community College District. (2024). *Perkins V 2024-2025 application districtwide CLNA (2024-25 & 2025-26)* (p. 110).

[12] San Diego Community College District. (2024). *Perkins V 2024-2025 application districtwide CLNA (2024-25 & 2025-26)* (p. 22).

[13] San Diego Community College District. (2024). *Perkins V 2024-2025 application districtwide CLNA (2024-25 & 2025-26)* (p. 36).

[14] San Diego Community College District. (2024). *Perkins V 2024-2025 application districtwide CLNA (2024-25 & 2025-26)* (p. 39).

[15] San Diego Community College District. (2024). *Perkins V 2024-2025 application districtwide CLNA (2024-25 & 2025-26)* (p. 39).

[16] San Diego Community College District. (2024). *Perkins V 2024-2025 application districtwide CLNA (2024-25 & 2025-26)* (p. 22).

San Diego Community College District:

San Diego Community College District (SDCCD) strategically worked across the four SDCCD colleges in regular working groups throughout the CLNA process. This allowed for a districtwide strategy to inform local strategies selected by each college to improve outcomes for special populations.

A major part of ensuring students from special populations have access to, and succeed in, CTE programs is creating a caring campus culture. Shifting an entire campus to culturally-informed practices takes a holistic approach on both instruction and student services. This was one major recommendation from the Perkins V Comprehensive Regional Needs Assessment that was produced by the San Diego & Imperial Center of Excellence specifically to inform the local planning process.

Outside of the classroom, outreach and marketing efforts are essential for increasing the opportunities for enrollment among special populations. Each college has detailed a strategy for outreach/marketing efforts curated for special populations. Equitable access requires intentional outreach and marketing that is informed by targeting populations that have been historically overlooked. As part of the local planning process, each SDCCD college created intentional marketing plans for recruitment into CTE programs that seek out special populations and remove barriers to entry. These strategies are outlined below.

Performance gaps in the classroom can occur with special populations if faculty are not properly trained on culturally responsive pedagogy. Therefore, each SDCCD college is participating in the Strong Workforce Faculty Institute which allows CTE faculty members to analyze rates of underrepresentation in course enrollments, retention, and success across race/ethnicity, age, and gender. Curriculum includes evidence-based strategies for seeing students' cultural identities as assets to their learning, a feature that will be crucial for increasing access to CTE courses.

For student services, the Strong Workforce Counselor Institute had each of the four SDCCD colleges' counseling departments examining underrepresentation rates across student appointments for race/ethnicity, age, and gender categories. Counselors then collaborated with researchers on-campus to identify intervention strategies for ameliorating these equity gaps.

2) Providing programs that are designed to enable special populations to meet the local levels of performance [134(c)(2)(E)(ii)];

Aligned CLNA Element(s):

#1 Student Performance on Required Performance Indicators
#5 Progress towards equal access to CTE programs for all students

How barriers were identified. Evidence that strategies selected to address barriers are evidence-based and will enable special populations to meet the local levels of performance.

Improve Coordination and Communication across Campus

As mentioned previously, The Comprehensive Regional Needs Assessment (CRNA) examines qualitative data from 72 interviews of individuals relevant to Perkins V, totaling more than 100 hours. The interviewees included counselors, individuals from special populations, and representatives from community-based organizations (CBOs) that serve special populations, economic development councils, Workforce Development Boards, and CE/CTE program providers.

One primary recommendation from this report was to improve coordination and communication by developing institutionalized processes and tools to help students meet their basic needs and complete their academic/career goals.

Based on these qualitative data, the colleges responded with strategies in direct response to this cross-campus collaboration recommendation.

San Diego City College:

- City College utilized district data dashboards and the regional learning needs assessment. Both tools heavily weighed decisions for multiple strategies including infusing many of the regional recommendations for student support, enrollment and retention. While City shares many commonalities across the district, they also paid keen focus on their localized needs and student requests.[17] These were guided by district created tools and resources to create a well-rounded and comprehensive report.

- City is hoping to build new cross collaborative partnerships to strengthen student success like strategizing for student educational plans or care plans/support. City will work with under-represented specialized groups and train faculty/staff on specialized programs for support along with campus-wide initiatives to infuse CTE-related issues and garner support.[18]

- Economically disadvantaged students make up most of the student population in CTE programs and students with military affiliation showed the largest equity gaps. Enrollment and completers also showed a 1% increase again, attesting to the effectiveness of the

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[17] San Diego Community College District. (2024). *Perkins V 2024-2025 application districtwide CLNA (2024-25 & 2025-26)* (p. 53).

[18] San Diego Community College District. (2024). *Perkins V 2024-2025 application districtwide CLNA (2024-25 & 2025-26)* (p. 53).

one-on-one support services, trauma-informed care practices, and collaboration with student services.[19]

San Diego Mesa College:

- Coordinate with student support services on campus to increase support and wraparound services for special population students, including EOPS, NextUp, Foster Youth Scholars, Veterans, DSPS, and other departments on campus. Emphasize an integrated partnership with special population support programs, combined with academic support programs like tutoring, to increase student retention. [20]

- Develop common understanding of pathways through CTE degree and certificate programs and a mechanism to assess the efficacy of pathways as evidenced by program completion.[21]

San Diego Miramar College:

- Provide embedded and contextualized support structures such as counseling and tutoring to career education students.[22]

- Miramar's program review data dashboard allows for disaggregated analysis of students' use of support services including counseling and tutoring.

San Diego College of Continuing Education:

- Implementation of a college email program for all students has improved communication, and positively impacted student enrollment and retention.[23]

- Students have virtual options to meet and consult with their counselor, eliminating barriers for many students.[24]

San Diego Community College District:

An essential function of the San Diego Community College District (SDCCD) is creating districtwide workgroups that provide communities of practice for practitioners, while developing

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[19] San Diego Community College District. (2024). *Perkins V 2024-2025 application districtwide CLNA (2024-25 & 2025-26)* (p. 54).

[20] San Diego Community College District. (2024). *Perkins V 2024-2025 application districtwide CLNA (2024-25 & 2025-26)* (p. 12).

[21] San Diego Community College District. (2024). *Perkins V 2024-2025 application districtwide CLNA (2024-25 & 2025-26)* (p. 12).

[22] San Diego Community College District. (2024). *Perkins V 2024-2025 application districtwide CLNA (2024-25 & 2025-26)* (p. 13).

[23] San Diego Community College District. (2024). *Perkins V 2024-2025 application districtwide CLNA (2024-25 & 2025-26)* (p. 32).

[24] San Diego Community College District. (2024). *Perkins V 2024-2025 application districtwide CLNA (2024-25 & 2025-26)* (p. 32).

resources and guidance. SDCCD facilitates the following workgroups in support of developing high-wage, high-skill, in-demand occupations for our students:

- Career Services
  - Work-based Learning, internships, employer engagement, job placement, clinical placements, and work experience

- Pathway transitions
  - Noncredit to Credit transitions
  - K12 to college transitions tied to early college credit

- Apprenticeship Program Management
  - Providing technical assistance for Related and Supplemental Instruction (RSI) reporting
  - Facilitating a districtwide workgroup focused on developing best practices for building, growing, and maintaining registered apprenticeships in SDCCD

These workgroups discuss a holistic approach to specialized wraparound services for students including mental health services, basic needs, tutoring, career advising, career exploration, and career readiness. The intended outcome of these workgroups is for improved clarity, transparency, and communication regarding processes and services to students.

3) Providing activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency [134(c)(2)(E)(iii)].

Aligned CLNA Element(s):

#2 Program Size, Scope, and Quality to meet the needs of all students
#6 Alignment of Programs to Labor Market Information

How barriers were identified. Evidence that strategies selected to address barriers are evidence-based and will enable special populations to meet the local levels of performance.

Transformative Employment Opportunities

The Comprehensive Regional Needs Assessment (CRNA – see above responses for methodology and stakeholder engagement) provided a recommendation to work closely with employers to develop "transformative employment opportunities" and diversify representation in high-wage, high-demand CE/CTE occupations and programs. Based on these qualitative data, the colleges responded with strategies in direct response to these recommendations of offering transformative employment opportunities, which are outlined in the next section.

San Diego City College:

- Align, update, and create CTE curriculum using labor market information including campus-wide disaggregated data to help diminish equity gaps. The campus will be working with district aligned data dashboards, Center of Excellence, and local processes to better review disaggregated data and trends.[25]

- In City College's review of the 5-year comparison reports and advisory board minutes, one area in need of attention is instructional support for CTE programs. This can better close gaps in skill attainment and overall student performance and preparation for employment.[26]

San Diego Mesa College:

- Mesa Impactship provides paid internships for special populations. Mesa Impactship has received 210 applications in Spring 2024, serving 154 students, with 100% of students being from underserved populations and 50% being adult learners.[27]

- Provide targeted work-based learning (WBL) opportunities, both in the classroom and outside, for students to facilitate student completion and a reduction in equity gaps in employment outcomes. Specifically, target paid WBL opportunities, such as internships, to help reduce identified equity gaps. [28]

- The new employer engagement liaison model enables Mesa College to connect with employers to fulfill recommendations from the regional CRNA in terms of partnering to provide transformative employment experiences for Mesa College students.[29]

San Diego Miramar College:

- San Diego Miramar College continues to maintain its close relationship to relevant and growing industries in its subregional hubs of Mira Mesa and La Jolla. The college and CTE programs will continue to integrate career services, work-based learning, job placement services, and instructional programs to ensure equitable and relevant talent pipelines for industry and employer partners.[30]

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[25] San Diego Community College District. (2024). *Perkins V 2024-2025 application districtwide CLNA (2024-25 & 2025-26)* (p. 68).

[26] San Diego Community College District. (2024). *Perkins V 2024-2025 application districtwide CLNA (2024-25 & 2025-26)* (p. 55).

[27] San Diego Community College District. (2024). *Perkins V 2024-2025 application districtwide CLNA (2024-25 & 2025-26)* (p. 79).

[28] San Diego Community College District. (2024). *Perkins V 2024-2025 application districtwide CLNA (2024-25 & 2025-26)* (p. 82).

[29] San Diego Community College District. (2024). *Perkins V 2024-2025 application districtwide CLNA (2024-25 & 2025-26)* (p. 94).

[30] San Diego Community College District. (2024). *Perkins V 2024-2025 application districtwide CLNA (2024-25 & 2025-26)* (p. 98).

- Explore options for expanding recognition of credit for prior learning (CPL), apprenticeships, and other advanced work-based learning opportunities connecting students directly to employment upon completion.[31]

San Diego College of Continuing Education:

- SDCCE will market to new and existing students about non-traditional occupational training opportunities at San Diego College of Continuing Education to improve non-traditional student outcomes.[32]

- SDCCE will review the shorter term, stackable certificates and enhance existing work to develop or modify the shorter term, stackable certificates provided in a variety of modalities including online. [33]

- SDCCE will comprehensively review TOP Code and SOC code assignments to ensure alignment to labor market to ensure proper student performance assessment.[34]

San Diego Community College District:

For the SDCCD colleges to provide transformative employment opportunities for special populations, it requires an accurate, timely labor market data set. SDCCD has responded to colleges' data needs by onboarding five new researchers devoted to making data products more accessible for CTE leads.

By equipping our practitioners with these data products, our CTE deans, associate deans, and faculty have made more informed fiscal decisions using Perkins funding, both in supporting students and in developing talent pipelines for high-wage, high-skill, in-demand careers. These data products are embedded in processes and relationships established at the local, district, and regional levels. Below the data engagement and uses are described in detail.

- Regional CTE Program Recommendation Process

    o The four SDCCD colleges participate in a monthly meeting with the CTE deans from every college in the San Diego & Imperial region. In this meeting, new and modified CTE programs are collectively voted on by the deans. This convening ensures that CTE programs are not duplicative.

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[31] San Diego Community College District. (2024). *Perkins V 2024-2025 application districtwide CLNA (2024-25 & 2025-26)* (p. 106).

[32] San Diego Community College District. (2024). *Perkins V 2024-2025 application districtwide CLNA (2024-25 & 2025-26)* (p. 17).

[33] San Diego Community College District. (2024). *Perkins V 2024-2025 application districtwide CLNA (2024-25 & 2025-26)* (p. 33).

[34] San Diego Community College District. (2024). *Perkins V 2024-2025 application districtwide CLNA (2024-25 & 2025-26)* (p. 31).

- As part of Regional CTE Program Recommendation process, the Center of Excellence (COE) provides a labor market brief that provides a summary of local supply and demand data for the occupations the proposed CTE program trains for. If the supply outweighs the demand or if the wage for the selected Standard Occupational Classification (SOC) codes is not a sufficient living wage, the program is not recommended by the COE.

- Improved data engagement on aggregated and disaggregated data (district-wide, institution-specific, program-specific).

  - The four SDCCD colleges and the district have five researchers devoted exclusively to creating and disseminating CTE data products. These data products help the colleges align to local labor market demand through timely supply and demand data that informs programming.

  - SDCCD data products include Perkins Core Indicators dashboard, Perkins Qualifying Criteria dashboard, Perkins Head Count, CTE Head Count, FTES & FTEF, Program Fact Sheets, Work Experience Foundational Data, and CTEOS.

  - Districtwide Perkins Qualifying Criteria dashboard: To support the four SDCCD colleges, the district built a Perkins Qualifying Criteria dashboard which identified all programs that met the updated CTE Program Investment Criteria outlined in the Chancellor's Office March 11, 2024 memo.

The colleges used the SDCCD data products and other labor market information to inform their strategies for creating transformative employment opportunities for special populations in high-wage, high-skill, in-demand jobs.