

ECEA Goals Spring 2016

English Articulation and Alignment

Overarching Goals	Spring 2016 Goals	Spring 2016 Activities	Responsible Party	Date Completed
<p>To improve students transition from high school to college English. Expected outcome is for more students to begin their college experience with the transfer level English course and/or to successfully complete the transfer level college English course within the first year</p>	<p>Agreement by both colleges on using GPA and/or Common Core scores as placement measures</p> <p>Understanding by GUHSD regarding GCCCD placement policies and procedures</p> <p>Understanding by GUHSD and GCCCD English faculty about the differences between high school and college writing tasks</p>	<p>GC and CC are meeting on March 11 to discuss and come to some agreement on using multiple measures for placement into transfer English</p> <p>The team will communicate with high school counselor and principal groups about placement measures, policies, and procedures at both colleges.</p> <p>The team will discuss the option to field test a SDCOE generated College Ready Writing Assessment, as a possible measure, as well as to prompt discussion of curriculum alignment.</p> <p><i>The team will then turn to curricular alignment with a focus on writing</i></p>		

ECEA CTE Pathways and Alignment

Overarching Goals	Spring 2016 Goals	Spring 2016 Activities	Responsible Party	Date Completed
<ul style="list-style-type: none"> To develop new and enhance existing CTE Pathway Programs of Study at the high school and GCCCD levels that meet program criteria and regional labor market needs. 	Formalize and expand HS/CC faculty collaboration work on alignment and articulation started in Fall 15.16	Finalize new articulation agreements. Create articulation and alignment calendar for 2016.17 to continue	Javier Ayala, Kate Alder, Teri Sprecco, Kim Bellaart, CC Transitions Staff, CTE HS and CC Faculty	
<ul style="list-style-type: none"> To develop a clear and meaningful articulation/alignment plan for the CTE Pathways Program at GUHSD high schools and Grossmont and Cuyamaca Colleges to increase numbers of HS student completing CTE Pathways and transitioning successfully to post-secondary options, and receiving articulated college credit on transcripts 	FAQ Articulation Brochure developed. Answer questions on steps in process (including CATEMA online), benefits of articulation, and impact of articulated credit on: <ul style="list-style-type: none"> financial aid transcripts AA completion timeline at CC Transfer to 4 year colleges 	FAQ Articulation Brochure Draft developed and reviewed by ECEA CTE Pathways Team and Dual Enrollment Team	Javier Ayala, Kate Alder, Teri Sprecco, Kim Bellaart, CC Transitions and Dual Enrollment Staff HS CTE teachers, counselors, and Site Support Techs	Feb 2016

ECEA CTE Workforce Engagement

Overarching Goals	Spring 2016 Goals	Spring 2016 Activities	Responsible Party	Date Completed
<ul style="list-style-type: none"> To develop new and enhance existing CTE Pathway Programs of Study at the high school and GCCCD levels that meet program criteria and regional labor market needs. 	<p>Provide all stakeholders* access to regional data, resources and networks targeting designated in-demand, high-wage sectors. Providing clear and accurate sector information to our students will ensure that students have the information needed to make smart education and career planning decisions. Attention will be given to articulation plan development and regional access points to work-based learning experiences via regional portal development.</p>	<p>Grossmont Community College will host a conference featuring the Deputy Sector Navigators for Region 9 (San Diego / Imperial Counties). The conference will be titled the DSN Road-Trip. The conference will be held in the Griffin Gate Center on April 11, 18 or 25. Invited stakeholders* will be GUHSD and GCCCD teachers and staff, business chamber members and economic council representatives.</p>	<p>Javier Ayala Teri Sprecco Jeff Wood</p> <p>Selected GUHSD and GCCCD support staff</p>	<p>April 2016</p>

ECEA Adult Education Team

Overarching Goals	Spring 2016 Goals	Spring 2016 Activities		Responsible Party	Date Completed
Formalize the consortium and/or redesign the consortium roles	<ul style="list-style-type: none"> • Form a governing Board • Hire a transition coordinator and specialist • Develop and implement a marketing plan • Redesign/restructure PACs and steering committee 	<ul style="list-style-type: none"> • Initial Board Meeting • Solicit a marketing firm • Meet with Pacs and steering committee 	What will this accomplish? Funnel more adult student to Grossmont/Cuyamaca and provide an avenue for remediation through adult education	Gary, Debbie Sally Cox Robyn Wiggins	June 30, 2016

ECEA Dual Enrollment

Overarching Goals	Spring 2016 Goals	Spring 2016 Activities	Responsible Party	Date Completed
<p><i>Original Dual Enrollment team goals:</i></p> <ol style="list-style-type: none"> 1. Develop a framework/model for dual enrollment by Fall 2017 2. Implement the dual enrollment framework by Fall 2018 <p><i>New structure goals:</i></p> <ol style="list-style-type: none"> 1. Assist GCCCD/GUHSD representatives who will develop and implement Dual Enrollment MOU 2. Aid in smooth transition of GUHSD students in Dual enrollment courses 	<p>Inform GUHSD students and parents about the opportunities available in 11th/12th grades to enroll in Grossmont/Cuyamaca College courses.</p> <p>Support GCCCD/GUHSD Management to develop, formalize and implement a strong MOU for Dual Enrollment for 2016-17 and beyond.</p> <p>Make recommendation to GCCCD/GUHSD re policies and procedures for smooth dual enrollment between GCCCD and GUHSD</p>	<p>Awareness Campaign aimed at GUHSD</p> <p>Research AB 288 to give info to GCCCD/GUHSD team working on MOU</p> <p>Explore other areas of concern that may hinder dual enrollment opportunities for GUHSD students.</p>		

ECEA ESL

Overarching Goals	Spring 2016 Goals	Spring 2016 Activities	Responsible Party	Date Completed
<ol style="list-style-type: none"> 1. To ensure that students enter the college prepared to enter transfer level English Offer concurrent enrollment in ESL 103, ESL 106, and ESL 119 at the high schools Provide embedded tutoring and counseling support using the first-year experience model Prepare students for college life (college readiness course) Provide early assessment opportunity English and ESL exams. 2. Build on the bi-literacy seal that is offered at the high schools by developing a certificate of bilingual competency at the colleges. 3. Goal 3: Update the English/ESL pathways brochure for both Cuyamaca and Grossmont College provided to high school students so that it is in English, Arabic, Spanish, and Farsi. 4. Goal 4: Provide high school EL Curriculum Specialists and instructors with entrance skill expectations for GC/CC ESL courses per core level. 	<ol style="list-style-type: none"> 1. Monitor the 3 levels of Dual Enrollment classes at El Cajon Valley High school and the one class at Monte Vista HS 2. Establish procedures for follow-up/advisement for DE students 3. Based on outcomes of Spring 2016 courses, establish fall DE courses 	<ol style="list-style-type: none"> 1. Give input and suggestions to GUHSD advisors about how to advise the DE students for fall 2016 2. Provide information (flyer?) to GUHSD for possible interest in fall 2016 DE courses 3. Determine GCCCD early assessment procedure for eligibility for fall DE courses 4. Identify eligible students for fall 2016 courses 	<ol style="list-style-type: none"> 1. Helen Liesberg, Rebeca McMillan, and Scott Gaudet 2. Helen Liesberg and Rebeca McMillan 3. Helen Liesberg, Rebeca McMillan, and Diana Barajas 4. Helen Liesberg and Rebeca McMillan 	

ECEA Higher Edge Council

Overarching Goals	Spring 2016 Goals	Spring 2016 Activities	Responsible Party	Date Completed
Implement a comprehensive plan to inform the target high schools of the eligibility requirements to participate in the Higher Edge Scholarship through the East County Educational Alliance.	(See charts below for goals, activities, responsible party and dates)			

CHART 1: PLAN TO IDENTIFY ELIGIBLE STUDENTS		
Activity	Responsible Personnel	Date Implemented
Meet with key administrators in target high schools and appropriate agencies in target area to inform of HE Scholarship, criteria for participation, services and enlist their support in recruitment activities	Outreach Coordinator Student Ambassadors	Spring 2016
Conduct orientation workshops for target high school faculty, staff and administrators to inform each of HE Scholarship goals and objectives and train them how to identify project eligible students	Outreach Coordinator Student Ambassadors	Spring 2016
Distribute referral form which includes the following information: Student's name, address, telephone number Student's grades Checklist of need for services/reason for referral Name, telephone number and title of referring person	Outreach Coordinator Student Ambassadors	On-going
Solicit Referrals (including completed referral form) from the following: Agency and community leaders Target school counselors Target school teachers Parents	Outreach Coordinator Student Ambassadors	On-going

Conduct Outreach: contact potential participants and invite them to submit application for services and/or attend HE Scholarship Orientation/Open House	Outreach Coordinator Student Ambassadors	On-going
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CHART 2: PLAN TO RECRUIT PROGRAM PARTICIPANTS		
Activity	Responsible Personnel	Date Implemented
Update program recruitment tools; flyers, brochures, videos, and power-point presentations	Communications Council	Beginning in Spring 2016
Obtain approval and disseminate program flyers to students in target high schools outlining goals and objectives, eligibility requirements and contact information	Higher Edge Council (Kemper/Thayer)	Spring 2016
Conduct Orientations/Classroom Presentations: Meet with potential participants to inform them about the HE Scholarship, their academic potential, career goals, service needs, motivation towards postsecondary education and review and eligibility	Outreach Coordinator Student Ambassadors HS Counselors	Spring 2016
Establish documentation file for each applicant containing: <ul style="list-style-type: none"> • HE Scholarship Interest/application • Signed document of eligibility and verification material • Intake materials • Initial referral documentation 	Higher Edge Council (Kemper/Thayer) Outreach Coordinator Student Ambassadors	On-going

CHART 3: PLAN TO IDENTIFY PROGRAM PARTICIPANTS		
Activity	Responsible Personnel	Date Implemented
Verify the completion of prospective applications which include: 1. Valid income in accordance with US Dept. of Ed. Regulations. 2. First-generation eligibility certification. 3. Academic need for services	Outreach Coordinator Student Ambassadors	Spring Semester (for all 12 th grade students who completed interest form)
Notify students with incomplete applications of missing information	Outreach Coordinator	As Needed

	Student Ambassadors --via technology (App)	
Schedule Intake Interviews with individuals demonstrating highest need for services; conduct personal assessment of goals academic, career, personal) and aspirations	HS Counselors (students will be informed if deficient in UC/CSU A-G req.	Spring Semester
All students will be notified of their status (acceptance, waiting list, etc.)	Outreach Coordinator Student Ambassadors	Spring Semester (for all 12 th grade students who completed interest form)

TARGET AUDIENCE

9th Grade—Spring Term:

(Target: Introduce the Higher Edge and “College Going Culture”)

*All Students are college prep taking UC/CSU a-g requirements

10th Grade—Spring Term:

(Target: focus efforts on students who are not meeting UC/CSU a-g requirements-missing high school credits after 9th grade year); utilize HS Counseling Reports to verify students

11th Grade—Spring Term:

(Target: focus efforts on students who are not meeting UC/CSU a-g requirements-missing high school credits after 10th grade year); utilize HS Counseling Reports to verify students

12th Grade—Fall Term:

(Target: All students who have not met the UC/CSU a-g requirements, missing high school credits,