

CHANCELLOR'S OFFICE
CALIFORNIA COMMUNITY COLLEGES

DISTRICT: SAN JOSÉ-EVERGREEN COMMUNITY COLLEGE DISTRICT
COLLEGE(S): SAN JOSÉ CITY COLLEGE, EVERGREEN VALLEY COLLEGE
RFA SPECIFICATION NUMBER: 16-041

CONTACT PAGE

TO BE COMPLETED BY CCCC

Grant Agreement No.: _____

Proposal ID No.: _____

Funding Status: _____

Fiscal Year: _____

Funding Source(s): CA College Promise Innovation Grant Program (Proposition 98 General Funds)

Project Title: SAN JOSÉ PROMISE: Creating a College Going City!

Institution: San José-Evergreen Community College District (SJECCD)

Address: 40 South Market Street

City: San José State: CA Zip + 4: 95113-2367

District Superintendent/President (or authorized Designee)

Name: Dr. Debbie Budd Title: Chancellor
Phone: (408) 270-6402 Fax: () none E-Mail Address: Debbie.Budd@sjeccd.edu

College President (or authorized Designee)

Name: Dr. Byron Breland Title: President, San José City College
Phone: (408) 288-3725 Fax: () none E-Mail Address: Byron.Breland@sicc.edu

College President (or authorized Designee)

Name: Henry Yong Title: President, Evergreen Valley College
Phone: (408) 270-6471 Fax: () none E-Mail Address: Henry.Yong@evc.edu

Responsible Administrator (Appropriate Program Area)

Name: Rosalie Gutierrez Ledesma Title: Executive Director of Government and External Affairs
Phone: (408) 223-6782 Fax: () none E-Mail Address: Rosalie.Ledesma@sjeccd.edu

Project Director

Name: Rosalie Gutierrez Ledesma Title: Executive Director of Government and External Affairs
Phone: (408) 223-6782 Fax: () none E-Mail Address: Rosalie.Ledesma@sjeccd.edu

Business Officer (or authorized Designee)

Name: Doug Smith Title: Vice Chancellor, Administrative Services
Phone: (408) 270-6426 Fax: () none E-Mail Address: Doug.Smith@sjeccd.edu

2. NEED (STATEMENT OF PROBLEM)

a. Description of Problems to be Addressed by the Proposed Grant Program

By 2020, the Bay Area will see more than a million job openings, with vacancies created through retirement and newly created positions. Santa Clara County and nearby Santa Cruz County will see the largest growth in the Finance, Healthcare, Professional Services, Scientific and Technical, and Social Services areas. All five growth areas are high paying and require education beyond high school (2015 SJECCD Annual Report).

According to the San José Mayor's Office labor market research, the majority of the area's workforce growth will come from locally educated children of immigrants, primarily Latino/a. The San José-Evergreen Community College District (SJECCD) and its partner K-12 districts, San Jose Unified School District (SJUSD) and East Side Union High School District (ESUHSD), are joining forces to ensure that South Bay residents—particularly those from economically and educationally disadvantaged communities—are prepared for new high-skill, high-wage jobs. To do so, the three districts must work together to align and improve academic pathways and make sure that more students than ever enter, succeed in, and graduate from college—on time and career-ready.

Over the last five years, due to strategic efforts, educational outcomes for San José students have steadily improved. However, according to the Mayor's Office, there are improvements that are still needed in the educational pipeline. Research shows that:

- For every 100 students enrolled in high school in San José, 88 finish high school.
- Of the 88 students who graduate from high school, 60 go on to college (45 students go to four-year universities and colleges and 15 students go to community college).
- Of the 60 students who enter a community college or four-year university or college, only 30 graduate with an A.A./A.S./certificate or B.A./B.S. (or both) in six years.
- Of the 30, only 24 earn a B.A./B.S. degree and six earn an A.A./A.S. or certificate.

Furthermore, at all points in the pipeline, academic indicators for certain student populations (e.g., Latino/a, African American, Pacific Islander, and socioeconomically disadvantaged students) consistently fall below district norms. While these statistics are slowly improving, this achievement gap underscores the need for K-16 interventions to accelerate progress and ensure educational equity for *all* categories of students.

The new *San José Promise*, a city-wide educational initiative launched in February 2017 in partnership with the San José Mayor's Office, is designed to prepare San José students for college and careers. *San José Promise* will create a comprehensive framework for delivering educational services in San José, from pre-school to college completion and transfer. The initiative will address the following priorities and problems:

Priority	Problem Statement
College Readiness	College readiness and college-going rates for San José students (esp. Latino/a, African American, and low-income students) are still <i>too low</i> .
College Success	SJECCD student success rates (remedial/transfer course completion; retention; units earned) are <i>too low</i> (esp. for underrepresented groups).
College Completion	SJECCD's degree/certificate completion and transfer rate are <i>too low</i> (esp. for Latino/a, African American, and low-income students). Less than half of SJECCD students earn a degree or transfer within 6 years.

SJECCD's proposed California College Promise Innovation Grant project will be instrumental in supporting this newly launched initiative by providing a written plan (see Workplan) that will serve as a blueprint for implementation for the critical high school and college components of the inter-segmental initiative. The grant project will address challenges in three important and interrelated areas: 1) College Readiness; 2) College Success; and 3) College Completion. These issues are discussed below:

College Readiness: Both of SJECCD's feeder high schools, ESUHSD and SJUSD, are seeing improvements in student achievement and high school graduation rates, including for their largest student group: Latino/as. Yet an equity gap still exists. In SJUSD, for example, over the last four years, the graduation rate for Latino/as has risen from 73 to 79 percent, but it still falls short of the district average of 85 percent. In ESUHD, the district wide four-year average graduation rate is 92.35 percent, but only 85.9 percent for Latino/a students, who comprise 50 percent of the overall student body. Native American, Pacific Islander, and Socio-economically disadvantaged students also graduate at rates below the district average, according to 4-year trend data (2012-2015).

Another indicator of college readiness is the percentage of HS graduates meeting the A-G entry requirements for admission to the California State University (CSU) or University of California (UC) systems. Five-year average data shows that only half (51.75%) of graduating HS students in Santa Clara County meet the CSU/UC standards.

Lack of educational preparedness is clearly an issue for many high school graduates enrolling at SJECCD. According to the District's Student Success Scorecard data, low student success rates in remedial math and English, particularly among 18-to-24-year old students, show that many first-time students are not ready for college-level classes.

College Success: According to the *2016 California Community Colleges Student Success Scorecard* for SJCC and EVC, the six-year cohort success rate has increased incrementally since 2015 in all four categories measured: Completion, Persistence, 30 Units, and Remedial. Success rates for Latino/a students, the largest student sub-group, were consistently lower in all categories, with the exception of Persistence, which was on par with the college norm. Indicators were also low for other sub-groups, such as African American and Pacific Islander students.

College Completion: Over the last five years, SJECCD has undertaken various career pathway initiatives and improved campus-based student success and support services to help students complete their degree. Since 2010, the number of degrees conferred has increased 50 percent, from 750 degrees in 2010 to 1,127 degrees in 2015. Five-year average degree award rates, however, remain lower for Latino/a, African American and Pacific Islander students, at both the District and college levels.

Transfer is also a challenge. More than half (56%) of students who enter SJECCD cite transfer as their goal (vs. 10% who cite degree or certificate attainment). While the annual district transfer rate has increased over the last five years, it still warrants improvement, especially for underrepresented students. Datamart records show that the five-year average transfer rate for SJECCD students within six years of first enrollment is 39 percent. Latino/a student transfer rates were much lower (EVC-25%; SJCC-29%).

Family income level also impacts college completion. In 2015 Pell Institute reported that, in 2013, 21 percent of students from low-income families were likely to obtain a BA

by age 24 vs. 99 percent from high-income families. Census data shows that 29.6 percent of families are below the Self-Sufficiency Standard (SSS) in Santa Clara County.

b. Description of Applicant District and Colleges

The San José-Evergreen Community College District (SJECCD) is a diverse urban community college district located in the South Bay of the San Francisco Bay Area. For nearly 100 years, SJECCD has been providing high quality affordable education for residents of the City of San José. As a public community college, SJECCD is committed to open access and serves as the main avenue into higher education for thousands of residents of San José and 19 surrounding cities, including recent high school graduates.

The District consists of two colleges, San José City College (SJCC), founded in 1921, and Evergreen Valley College (EVC), founded in 1975. SJECCD's unduplicated headcount is 16,245 students (Fall 2016), with 9,119 at EVC and 8,080 at SJCC.

SJECCD serves a population that is demographically diverse and largely low income, earning it the distinction of being designated by the U.S. Department of Education as both a Hispanic Serving (HSI) and Asian American and Pacific Islander Serving (API) institution. SJECCD's student body reflects the increasing demographic diversity of the City of San José and the surrounding area. A total of 89 percent of SJECCD students self-identify as students of color and most are the first in their family to go to college.

c. Description of Past Efforts Related to Required Grant Objectives

SJECCD's proposed California College Promise Innovation Grant project is a direct outgrowth of the District's previous success in developing a Promise program in response to disaggregated data on student performance generated during its work with the University of Southern California (USC) Equity Scorecard Project. In 2009, SJECCD and its two partner high school districts joined together to pilot the first San José Promise, which enrolled 160 students over two academic years (2010-11; 2011-2012).

The pilot was designed as a targeted intervention focused on recruiting San José high school graduates to enroll at SJECCD and commit to two-years of full-time study. Students were provided with free tuition, fees, books, and public transportation passes. (Note: In a survey of students who applied to SJECCD but did not enroll, 49 percent of respondents cited tuition and textbook costs as the two biggest deterrents to enrollment.)

SJECCD worked with its partner HS districts to identify students who could benefit from the program, conducting proactive outreach to basic skills students and to populations of students historically underrepresented in higher education (e.g., Latino/a, African American, low-income). The pilot demonstrated that, with the right support, these students were able to accelerate through remediation degree completion and transfer. All (100%) of the 2010 cohort and most (97%) of the 2011 cohort successfully completed basic skills math and 42 percent reached college-level math within one year.

The program was acknowledged by the national College Promise Campaign, chaired by Dr. Jill Biden, which published an interview with a former 2010 Promise cohort member who transferred to and earned a B.A. from University of California-Davis. She cited the Promise program as giving her the support, skills, and confidence

to reach her college goals (<https://collegepromise.org/news/my-free-community-college-story/>).

The pilot was launched with seed money from the SJECCD Foundation and Work2Future, a local workforce development partner that provided career education for Promise students. While SJECCD provided support to Promise students until the last cohort finished in 2013, it was unable to secure additional funding at the time to expand the model. The following chart outlines the pilot program’s priorities and achievements:

Overview of SJECCD's San José Promise Pilot Program (2010-2011 and 2011-2012)				
CA College Promise	Problem Statement (Problems Addressed)	Supporting Data/Baseline (Evidence)	Interventions Piloted (Activities)	Results (Outcomes)
College Readiness	Low college-going rates for recent high school graduates in San José (particularly for Latino/a and African American students).	<ul style="list-style-type: none"> ▪ 2005-2009 CAHSEE math scores for SJ students averaged 60%; Latino/a and African American students scored lowest—creating a 44% achievement gap. ▪ SJECC student survey (2009) in which 49% of students cited tuition and textbook costs as top two deterrents to enrollment. 	<ul style="list-style-type: none"> ▪ Intensive Summer Bridge Program in math (1 semester equivalent) for those who test into developmental math ▪ Participating students receive free tuition and textbooks for two years 	<ul style="list-style-type: none"> ▪ 2010-2011 Cohort: 70 students served (100% Latino/a) ▪ 2011-2012 Cohort: 90 students served (97% Latino/a) ▪ 100% of students in both cohorts completed Summer Bridge ▪ 100% rec'd free tuition, textbooks
College Success	Low student success rates for college mathematics (at SJECCD).	<ul style="list-style-type: none"> ▪ 90% of new students entering SJECCD test into development math courses ▪ Most are two to three levels below college-level math ▪ 50% of those enrolled in development math fail ▪ Only 10% make it to college-level math within a 5-year period 	<ul style="list-style-type: none"> ▪ Participants required to take math and English every semester until all college requirements are completed ▪ Full-time enrollment: Participants required to enroll in/complete 12 units ea. semester ▪ Progress monitored, linked to specialized student support and financial assistance 	<ul style="list-style-type: none"> ▪ 100% fall-to-spring persistence ▪ 100% students in 2010 cohort passed Math 310 (3 levels below college-level Math) vs. 50% average pass rate ▪ 97% of student in 2010 cohort and 100% in 2011 passed Math 11A (2 levels below) vs. 45% 3-year pass rate ▪ 42% entered college math in 1 yr

3. RESPONSE TO NEED

a. Overview of Current Programs Related to Required Grant Objectives

The San José-Evergreen Community College District (SJECCD) respectfully seeks a California College Promise Innovation Grant, in the amount of \$1.5 million over 26 months, to plan and implement a comprehensive Promise program—the *San José Promise*—to prepare San José students for college and careers. Partners include: City of San José Mayor’s Office, San José Unified School District (SJUSD), East Side Union High School District (ESUHSD), and local nonprofits. Discussions are also underway with San José State University and University of California-Santa Cruz to provide special consideration for the acceptance of San José Promise Scholarship students.

The new initiative, launched in February 2017, is a citywide collaboration involving multiple stakeholders committed to improving student outcomes, from pre-K to college (sjeccd.edu/Chancellor/Documents/SJ_PROMISE_OVERVIEW_ForCAPromiseGrant.pdf) This expanded San José Promise model will build on lessons learned from SJECCD’s earlier Promise pilot and will be informed by successful Promise programs at other community colleges. For SJECCD, the Promise program is an opportunity to augment current programs and employ new strategies to improve completion rates.

Current Programs Related to Objective 1—College Awareness/Early Engagement

Both of the partner high school districts recognize that college readiness is the critical first step for students seeking to compete for jobs in the 21st century economy. Top priorities for both districts include: 1) improving the graduation rate; 2) decreasing the dropout rate; 3) improving the A-G completion rate (15-course sequence for UC/CSU admission); and, 4) decreasing the achievement gap for at-risk students.

Both districts have adopted the UC/CSU A-G entrance requirements as the default requirements for high school students in their district. Both encourage students to take Advance Placement (AP) courses prior to high school graduation. Credit recovery support is also provided for students who need to make up classes in order to graduate. College prep classes and tutoring is provided in core subjects (e.g., math and English).

The two districts hold college information sessions for students and their parents and provide advising on the admission application and financial aid process. Both districts partner with local higher education partners on initiatives to strengthen career pathways for students. For example, both districts are partners in the Silicon Valley Engineering Tech Pathways (SVETP) project, SJECCD’s \$13.1 million multi-year California Career Pathways Trust grant, focused on mapping K-14/K-16 pathways aligned with high growth industries and educational offerings at SJECCD and San José State University.

In 2008, EVC also created a College Connection Academy with two partner high schools and San José State University to promote a college-going culture at these schools. For the last two years, SJCC has promoted transfer to Historically Black Colleges and Universities (HBCUs). A total of 40 students have participated in its HBCU tours and most (95%) were accepted into an HBCU. SJECCD is also a scheduled stop for the first HBCU caravan tour, an event planned with partner high schools for 2/16/17. In 2018, EVC will also arrange an HBCU tour for high school seniors and EVC students.

Current Programs Related to Objective 2—College Preparation/Reducing Remediation

Both SJECCD colleges actively conduct outreach to feeder high schools to let graduating high school students and their parents know about the programs offered at each campus, as well as the entrance requirements, student services offered, and financial aid. Both colleges conduct standardized assessment tests in English, math, and, if necessary, ESL to ascertain the level of preparedness of each applicant.

Students who need more work to build their skills and enter college-level classes are referred to appropriate summer bridge programs and developmental education classes. In recent years, SJECCD has worked to streamline its developmental education courses and create opportunities for students to accelerate and test out of remedial courses. Both colleges offer college success courses, academic tutoring, and a range of student support services. As required by the state, all new students are required to attend orientation and to create an individualized education plan in their first semester.

EVC has introduced outreach activities at more than five partner high schools. SJCC already conducts a number of outreach activities with partner high schools, including assessment testing, application workshops, and initial education plan creation.

SJCC is working with its high school partners to develop Dual Enrollment courses for next fall to provide needed remediation to assist students with college readiness. EVC is offering Dual Enrollment courses at Yerba Buena High School and The Latino Preparatory Academy (LCPA), part of the Foundation for Hispanic Education. EVC is working to create Dual Enrollment courses at three additional high schools, which will address remediation needs so that more students are prepared for college-level work.

Current Programs Related to Objective 3—College Placement

The SJECCD currently uses standardized assessment tests to assess the skill level of students in core subjects such as math and English and place students. However, given the state's Multiple Measures initiative, SJECCD is now moving toward developing and implementing course placement that is based on Multiple Measures. Work is currently underway on this initiative, which will be finalized and implemented during the grant period as one of the building blocks for the San José Promise.

Current Programs Related to Objective 4—College-Level Academic Support Services

As mandated by the Student Success and Support Program (SSSP), each SJECCD college provides a range of academic support services (registration, mandatory orientation, advising, counseling, career counseling, transfer activities, Financial Aid). These services assist students in identifying their educational goals, developing college success and career skills, and making plans for degree attainment and transfer.

The colleges also offer a range of specialized services to support student success, such as CalWORKS, EOPS, DSPS, Guardian Scholars (for foster youth), ALMASS (for immigrants), and CTE counseling (for students in career pathways). Counselors also conduct campus campaigns and visit classes to highlight degree and certificate options.

SJCC has priority registration; EVC is planning to implement it. Both plan to pilot a full-year enrollment option for Promise/2021 Scholars and other underserved students.

Current Programs Related to Objective 5—Transfer Support Services

SJECCD currently has several programs designed to boost transfer rates, in addition to ongoing transfer awareness events and counseling. The UC Blue and Gold Transfer

Initiative promotes transfer, with counselors contacting students who have completed 15, 30, and 45 transfer units to promote transfer to a UC, HBCU, or other four-year college or university. UC Blue and Gold Transfer Scholarship are available for students from families with a family income of less than \$80,000.

Both EVC and SJCC are committed to promoting awareness about the California Community College Transfer Entitlement Grant program among seniors at their partner high schools. The grant is for new community college students interested in transfer.

In addition, both EVC and SJCC now offer Associate Degrees for Transfer (ADT) to provide students with a smooth transition to the CSU system. Together, they offer approved ADTs in more than a dozen different fields of study, all transferable to CSU.

b. Projected Number of Students to be Served Over the Grant Period

One of the core completion strategies supported by the California College Promise Innovation grant will be an expanded San José Promise Scholars/2021 Scholars program. This component will support college completion by offering two-year scholarships (full tuition, fees, textbooks, transportation pass, and specialized support) to **a total of 1,000 new students** during the grant period. Students at SJECCD and partner high schools will also benefit from Promise activities in the three priority areas:

College Readiness: The target population for the Early Commitment to College Program is San José high school students (grades 9-12)—particularly high school seniors and recent high school graduates. Recent data shows that **9,000 students** graduate from a San José high school each year, all from SJCC or EVC feeder schools.

College Success: The Mayor’s Office estimates that approximately **1,200 of the annual 9,000 high school graduates enroll at a community college—most at a SJECCD college.** SJECCD is committed to using Dual Enrollment, Multiple Measures, and a full range of academic and support services to improve early engagement, placement, course and degree completion, and transfer. This includes promoting ADT options and the California Community College Transfer Entitlement Cal Grant program.

College Completion: SJECCD will offer an array of academic and support services, including academic advising and CTE counseling and transfer counseling and awareness events, to help students reach their educational goals. The target population will be the estimated **16,000+ students who enroll annually at SJECCD.**

c. Key Strategies and Implementation Benchmarks

Objective	San José Promise Strategy Related to Required Objectives
Objective 1	▪ Establish an Early Commitment to College Program with high school partners, strengthening efforts to build a college-going culture.
Objective 2	▪ Pilot and expand Dual Enrollment program with local high schools.
Objective 3	▪ Finalize and implement Multiple Measures for assessing and placing graduates from partner high school districts enrolling at SJECCD.
Objective 4	▪ Offer priority registration for Promise scholars/new HS graduates ▪ Provide San José Promise two-year college scholarships for graduating San José high schools students entering SJECCD in fall. ▪ Pilot full-year enrollment option for SJ Promise/2021 Scholars.
Objective 5	▪ Promote new Associate Degrees for Transfer (ADT) pathways. ▪ Promote CA Community College Transfer Entitlement Cal Grant.

The preceding table outlines the multiple strategies that SJECCD will employ in order to achieve each of the five required objectives of the California College Promise Innovation Grant. These strategies were deliberately selected to respond to the problems identified in each of the three priority areas for the grant. The following section provides a summary of the strategies (organized by grant objective):

Proposed Strategies Related to Objective 1—College Awareness/Early Engagement

To meet the requirement for districts to establish an Early Commitment to College Program, the two SJECCD colleges will carry out the following activities for Objective 1:

EVC will continue to work with San José State University and two high school partners to offer its College Connection Academy. New features will include: helping students with admission and Financial Aid applications, college tours, fairs and workshops, and family presentations promoting early awareness of college options.

SJCC will plan and conduct a series of college readiness workshops for 9th, 10th, and 11th graders at partner high schools. The goal is to promote awareness of college requirements and careers, and instill early awareness that working hard in high school can save time and money in college. Students will be encouraged to take assessment tests in 10th grade for placement purposes. SJCC will also arrange tours of local colleges and universities and of Historically Black Colleges and Universities (HBCUs).

Proposed Strategies Related to Objective 2—College Prep/Reducing Remediation

During the grant period, SJECCD will implement new Dual Enrollment agreements. EVC will continue to work with The Latino College Preparatory Academy (LCPA), Yerba Buena High School, and various SJUSD high schools to implement Dual Enrollment courses. A counselor will be hired to work with students at each site. At LCPA, EVC will offer related tutoring, credit recovery courses, SAT prep seminars, and parent workshops. EVC will also work with ESUHSD to create Dual Enrollment courses.

SJCC will partner with one or more local K-12 districts to improve high school student readiness and reduce post-secondary remediation through Dual Enrollment. SJCC and SJUSD English faculty will work together to align language arts curriculum.

Proposed Strategies Related to Objective 3—College Placement

To improve placement of incoming students, during the grant period SJECCD will begin to use evidence-based Multiple Measures as an integral part of its process for placing incoming students. These will include cumulative high school GPA; grades in high school coursework; highest level of coursework in high school; AP, SAT, ACT or EAP scores; non-cognitive information (e.g., number of hours worked or importance of college to the student), and other methods and approaches. Both EVC and SJCC will begin implementation of Multiple Measures by the start of FY 17-18. EVC will also introduce Supplementary Instruction (SI) in its Tutoring Center. SI tutoring has been shown to produce a 13 percent reduction in Grades of D, F, and Withdrawal.

SJECCD has also created the following matrix of implementation benchmarks and goals, aligned with the six required outcomes for the grant, in order to measure the level of effectiveness of these strategies and the change in educational outcomes for students served—with a specific focus on underserved student populations. This matrix will serve as a guide for program implementation and tool for program evaluation.

SJECED California College Promise Innovation Grant: Required Outcomes and Related Measures					
Outcome	SJECED Benchmark	Goal: SJ College Promise Students		Goal: Total Student Population	
		Year 1	Year 2	Year 1	Year 2
Outcome 1	% of HS students UC/CSU ready-- 5-yr local average: 51.75%	Serve 1,000 HS students/year		Baseline: 9,000 HS graduates/year; 4,658 (51.75%) prepared for/attend college	
		60%= 600 students	70%=700 students	12% increase=58% of HS graduates	16% increase=59% of HS graduates
Outcome 2	# of students served/year	500 SJ College Promise students served/year		Assumption: 16,500 steady-state students served per year	
		EVC: 250 SJCC: 250	EVC: 250 SJCC: 250	EVC 56%=9,240 SJCC 44%=7,260	EVC 56%=9,240 SJCC 44%=7,260
	% of who place at college-level 5-year average: EVC: 34% SJCC: 30%	Students placed in college-level Math and English		Students placed in college-level Math and English	
EVC 44%=110 SJCC 40%=100		EVC 64%=160 SJCC 60%=150	EVC 35%=3,252 SJCC 32%=2,278	EVC 36%=3,301 SJCC 32%=2,328	
Outcome 3	5-year average # of awards: 1,524 =9.2% of students	Yr 1-500 students	Yr 2-500 students	3% increase=1,574 9.5% of students	16% increase=1,762 10.7% of students
		10%=50 awards	25%=238 awards		
Outcome 4	5-year average # of transfers: CSU: 742 (4.5%) UC: 95 (0.5%)	500 Yr 1 students	950 Yr 1 & Yr 2 students	CSU: 3% increase=764 UC : 6% increase=101	CSU: 8% increase=825 UC : 50% increase=151
		CSU: 0 UC: 0	CSU: 6% of students=60 UC: 4%=40		
Outcome 5	Approx. 2,000 SJ students earn a B.A. after six years =12% of students	Transfers: 0	Transfers: 100	0.8% increase= 2,016 transfer students earn a B.A. by Yr 6=12.2%	0.6% increase= 2,126 transfer students earn a B.A. by Yr 6=13%
		Yr 1: No Promise students ready yet for transfer	Y2 2 & 3: 90% of transfer students earn B.A. in 4 yrs		
Outcome 6	SJECED Student Equity Data from Datamart—5-year average, 2010-14	<u>A.A./A.S./Cert:</u> District: 47.23%, Latino: 41.25% AfrAm: 41.75% PI: 35.93%	<u>Transfer Rate:</u> District: 39.36%, Latino: 34.51% AfrAm: 36.69% PI: 35.45%	Reduce the gap for Latino/a, African American, and Pacific Islander students to within 2% of the District average by Year 6 and within 0% of the District average by Year 10, thus closing the achievement gap.	

Proposed Strategies Related to Objective 4—College-Level Academic Support Services

Both colleges will continue to provide a range of academic support services to help students navigate the educational experience, from admission to graduation and transfer. These include outreach activities, orientation, counseling, advising, development of education plans, and information on degrees, certificates, and transfer.

During the grant period, both colleges will offer priority registration to students from partner high schools. They will also create a system and policies for full-year registration.

Another important strategy to increase student success in college and promote timely degree and certificate attainment is the newly reinstated San José Promise Scholarship, part of the larger re-designed citywide San José Promise Initiative. The San José Promise Scholars (SJCC, EVC) and 2021 Scholars (SJCC only) aim to support low-income students from groups historically underrepresented in higher education in attending a SJECCD college full time, increasing their chances of graduating within three years. These two-year scholarships cover tuition, fees, books, materials, transportation stipends, and specialized support services for participants. San José Promise/2021 Scholars will have priority registration and the opportunity to register for a full academic year at once, securing courses needed to complete their degree.

Proposed Strategies Related to Objective 5—Transfer Support Services

Both EVC and SJCC will continue to provide a full range of transfer-related services for students, including career pathway programs and workshops, transfer advising, transfer resources, and transfer fairs, where students can meet representatives from four-year colleges and universities.

During the grant period, the two colleges will seek to improve transfer awareness and transfer rates through the two strategies. The colleges will continue to promote awareness among prospective and incoming students about the various transfer-related pathways available at each site and the requirements for transfer for various programs. As part of this effort, they will promote the Associate Degrees for Transfer (ADTs).

In addition, the colleges will intensify their outreach to students at partner high schools to let them know about the California Community College Transfer Entitlement Cal Grant program. The goal is to increase awareness of, and participation in, this important grant program in order to increase college access and degree attainment for low-income students within the City of San José and the surrounding area.

d. Opportunities for Leveraging New or Existing Resources and Funds

The grant will allow SJECCD to leverage both new and existing resources and funds to build a comprehensive plan to improve college readiness and completion for San José students. SJECCD has identified ongoing institutional resources and new revenue to sustain this work (see Sustainability section). The Promise plan will also build on recent and concurrent federal, state, and foundation grants to promote educational equity and increase retention, success, completion, and transfer rates for underserved students, including grants from the U.S. Department of Education (TRIO Talent Search, TRIO Upward Bound, AANAPISI, and HSI), California Community College Chancellor's Office (Career Pathways Trust), and Lumina Foundation Achieving the Dream program.

4. WORKPLAN

APPLICATION ANNUAL WORKPLAN

OBJECTIVE 1 (REQUIRED): Partner with one or more school districts to establish an Early Commitment to College Program that is consistent with the intent of Article 6.3 (commencing with Section 54710) of Chapter 9 of Part 29 of Division 4 of Title 2 to provide K-12 students and families assistance that includes, but is not limited to, learning about college opportunities, visiting campuses, taking and completing college preparatory courses, and applying for college and financial aid.

Activities	Measurable Outcomes	Timeline Month/Year	Responsible Persons
<p>EVERGREEN VALLEY COLLEGE: Early Commitment to College Program:</p> <ul style="list-style-type: none"> ▪ Assist students at partner high schools with college admission applications ▪ Arrange for students at partner high schools to visit and tour SJECCD college campuses ▪ Assist partner high schools with college-going initiatives to promote awareness about higher education, including: College Fairs (spring); Workshops (fall and spring); and Classroom and parent workshops (fall and spring) ▪ Coordinate HBCU tour for seniors at partner high schools and for EVC transfer students ▪ Expand HS student enrollment using Dual Enrollment (to address remediation in HS) and AP classes 	<p><u>Combined Activities for Objective 1 Designed to Address Required Outcome 1:</u> Increase the number and percentage of high school students within the region who are prepared for and attend college directly from high school.</p> <p><u>Benchmark:</u> % of San José high school graduates (particularly underrepresented students) meeting UC/CSU course requirement data: 5-year average = 51.75%</p> <p><u>Recommended Goals:</u> Year 1: 600 (60% increase) Year 2: 700 (70% increase) *see pg. 12 for total SJECCD student population goals</p>	<ul style="list-style-type: none"> ▪ Fall 2017; Fall 2018 ▪ Spring 2018 and 2019 ▪ FY 17-18, FY 18-19 (Fall and Spring) ▪ Spring 2018 and 2019 ▪ FY 17-18, FY 18-19 (Fall and Spring) 	<p><u>For EVC Objective 1 Activities:</u></p> <ul style="list-style-type: none"> ▪ VP of Academic Affairs ▪ VP of Student Affairs ▪ Dean of Enrollment Services ▪ Dean of Student Success ▪ Research and Institutional Effectiveness Department

APPLICATION ANNUAL WORKPLAN

OBJECTIVE 1 (REQUIRED)—CONTINUED:

Activities	Measurable Outcomes	Timeline Month/Year	Responsible Persons
<p>SAN JOSÉ CITY COLLEGE: Early Commitment to College Program:</p> <ul style="list-style-type: none"> ▪ Presentations to 9th, 10th, and 11th graders at partner high schools to review HS graduation vs. college entrance requirements and costs ▪ Arrange additional presentations by local community college students talking about the college experience ▪ Presentations on preparing for various majors: STEM, Business, Nursing, Pre-Med, Pre-Law, etc. ▪ Local college visits: UCSC, CSU-Monterey, UC Berkeley, CSU-East Bay, Santa Clara University, SJSU ▪ Offer UC/CSU-transferable college prep elective on college study skills ▪ Expand HS student enrollment in Dual Enrollment and AP classes ▪ 10th graders take assessment tests for college placement ▪ HBCU tour for high school seniors and SJCC transfer students ▪ Expand HS student enrollment using Dual Enrollment (to address remediation in HS) and AP classes 	<p><u>Combined Activities for Objective 1 Designed to Address Required Outcome 1:</u> Increase the number and percentage of high school students within the region who are prepared for and attend college directly from high school.</p> <p><u>Benchmark:</u> % of San José high school graduates (particularly underrepresented students) meeting UC/CSU course requirement data: 5-year average = 51.75%</p> <p><u>Recommended Goals:</u> Year 1: 600 (60% increase) Year 2: 700 (70% increase) *see pg. 12 for total SJECCD student population</p>	<ul style="list-style-type: none"> ▪ FY 17-18, FY 18-19 ▪ FY 17-18, FY 18-19 ▪ FY 17-18, FY 18-19 ▪ FY 17-18, FY 18-19 ▪ FY 17-18, FY 18-19 ▪ FY 17-18, FY 18-19 ▪ May/June 2018, 2019 ▪ Spring 2018 and 2019 ▪ FY 17-18, FY 18-19 (Fall and Spring) 	<p><u>For SJCC Objective 1 Activities:</u></p> <ul style="list-style-type: none"> ▪ SJCC Counselors ▪ Outreach staff ▪ Admissions & Records ▪ Administration ▪ Assessment ▪ Campus bookstore ▪ Financial Aid ▪ Research and Institutional Effectiveness Department

APPLICATION ANNUAL WORKPLAN

OBJECTIVE 2 (REQUIRED): Partner with one or more school districts to support and improve high school student preparation for college and reduce postsecondary remediation through (tested) practices (e.g., dual enrollment, high school outreach, etc.).

Activities	Measurable Outcomes	Timeline Month/Year	Responsible Persons
<p>EVERGREEN VALLEY COLLEGE: Dual Enrollment plan for The Latino College Preparatory Academy (LCPA):</p> <ul style="list-style-type: none"> ▪ Disseminate initial information on LCPA/SJCC Dual Enrollment options to students and parents ▪ Hire a college readiness counselor to work with LCPA students ▪ Offer agreed-upon Dual Enrollment courses for LCPA students <p>Other outreach and support efforts:</p> <ul style="list-style-type: none"> ▪ Tutoring for Dual Enrollment students on EVC or HS campus ▪ Tutoring (group) after credit recovery courses in summer ▪ Counselor interventions with underperforming students each semester ▪ SAT Prep Seminars ▪ Student Retreat (for high school seniors) ▪ Implement mandatory workshop for parents to inform them about their student's college pathway options 	<p><u>Combined Activities for Objective 2 Designed to Address Required Outcome 1:</u> Increase the number and percentage of high school students within the region who are prepared for and attend college directly from high school.</p> <p><u>Benchmark:</u> % of San José high school graduates (particularly underrepresented students) meeting UC/CSU course requirement data: 5-year average = 51.75%</p> <p><u>Recommended Goals:</u> Year 1: 600 (60% increase) Year 2: 700 (70% increase) *see pg. 12 for total SJECCD student population</p>	<ul style="list-style-type: none"> ▪ May-July 2017 ▪ Summer 2017 ▪ FY 18-19, FY 19-20 ▪ FY 18-19, FY 19-20 ▪ Summer 2017-2019 ▪ FY 18-19, FY 19-20 ▪ Spring 2017 -2019 ▪ Spring 2017-2019 ▪ Summer 2018, 2019 	<p><u>For EVC Objective 2 Activities:</u></p> <ul style="list-style-type: none"> ▪ VP of Academic Affairs ▪ VP of Student Affairs ▪ Dean of Enrollment Services ▪ Dean of Student Success ▪ Research and Institutional Effectiveness Department

APPLICATION ANNUAL WORKPLAN

OBJECTIVE 2 (REQUIRED)—CONTINUED:

Activities	Measurable Outcomes	Timeline Month/Year	Responsible Persons
<p>EVERGREEN VALLEY COLLEGE: Additional Dual Enrollment Efforts: Continue to work with three partner high schools with high populations of underrepresented students to develop and offer Dual Enrollment courses: --Mt. Pleasant High School --Overfelt High School --Yerba Buena High School</p> <p>Activities:</p> <ul style="list-style-type: none"> ▪ Create a Dual Enrollment program offering transfer-level Mathematics, English, and STEM courses ▪ Create a school profile of need so that courses offered are the needed courses for students served ▪ Assign a counselor to work with these students ▪ Work with ESUHSD to create Dual Enrollment opportunities for students at ESUHS high schools 	<p><u>Combined Activities for Objective 2 Designed to Address Required Outcome 1:</u> Increase the number and percentage of high school students within the region who are prepared for and attend college directly from high school.</p> <p><u>Benchmark:</u> % of San José high school graduates (particularly underrepresented students) meeting CSU/UC course requirement data: 5-year average = 51.75%</p> <p><u>Recommended Goals:</u> Year 1: 600 (60% increase) Year 2: 700 (70% increase) *see pg. 12 for total SJECCD student population</p>	<ul style="list-style-type: none"> ▪ 2017-2018, 208-2019 ▪ Spring/Summer 2017 ▪ Fall 2017, 2018, 2019 ▪ Fall 2017 ▪ 2017-2018, 208-2019 	<p><u>For EVC Objective 2 Activities:</u></p> <ul style="list-style-type: none"> ▪ VP of Academic Affairs ▪ VP of Student Affairs ▪ Dean of Enrollment Services ▪ Dean of Student Success ▪ Research and Institutional Effectiveness Department

APPLICATION ANNUAL WORKPLAN

OBJECTIVE 2 (REQUIRED)—CONTINUED:

Activities	Measurable Outcomes	Timeline Month/Year	Responsible Persons
<p>SAN JOSÉ CITY COLLEGE: For Dual Enrollment collaboration:</p> <ul style="list-style-type: none"> ▪ Partner with one or more K-12 districts to improve high school student college readiness and reduce need for college remediation ▪ Continue to work with partner high schools to develop Dual Enrollment ▪ Pilot two Dual Enrollment courses (Intro to Business, Anthropology) ▪ Provide orientation to college for Dual Enrollment students at the beginning of each semester ▪ Offer new after-school concurrent enrollment courses for local high school students at SJECCD's new Milpitas Extension Site ▪ Continue HS outreach activities (Weekend event-fall; assessment tests, application workshops-spring) 	<p><u>Combined Activities for Objective 2 Designed to Address Required Outcome 1:</u> Increase the number and percentage of high school students within the region who are prepared for and attend college directly from high school.</p> <p><u>Benchmark:</u> % of San José high school graduates (particularly underrepresented students) meeting UC/CSU course requirement data: 5-year average = 51.75%</p> <p><u>Recommended Goals:</u> Year 1: 600 (60% increase) Year 2: 700 (70% increase) *see pg. 12 for total SJECCD student population</p>	<ul style="list-style-type: none"> ▪ FY 17-18, FY 18-19 ▪ Summer/Fall 2017 ▪ Summer/Fall 2017 ▪ FY 17-18, FY 18-19 ▪ FY 17-18, FY 18-19 ▪ FY 17-18, FY 18-19 	<p><u>For SJCC Objective 2 Activities:</u></p> <ul style="list-style-type: none"> ▪ VP Student Services ▪ Dean of Counseling ▪ Counselors ▪ Admissions & Record ▪ Financial Aid ▪ Student ambassadors ▪ Research and Institutional Effectiveness Department

APPLICATION ANNUAL WORKPLAN

OBJECTIVE 2 (REQUIRED)—CONTINUED:

Activities	Measurable Outcomes	Timeline Month/Year	Responsible Persons
<p>SAN JOSÉ CITY COLLEGE: For Language Arts collaboration:</p> <ul style="list-style-type: none"> ▪ Create MOU with San José Unified School District (SJUSD) to share placement and matriculation data ▪ Collaborate on aligning assessment and curriculum in Language Arts ▪ Related faculty development events <p>For Parent College Project:</p> <ul style="list-style-type: none"> ▪ Continue and expand SJCC's Parent College Project (as part of the Metas Program), which provides families with awareness and knowledge about opportunities at the community college and ways to help support their children toward college entry and completion. Currently, these workshops are offered at Overfelt High School and Downtown College Prep Academy, which then awards certificates of completion to participating parents. 	<p><u>Combined Activities for Objective 2 Designed to Address Required Outcome 1:</u> Increase the number and percentage of high school students within the region who are prepared for and attend college directly from high school.</p> <p><u>Benchmark:</u> % of San José high school graduates (particularly underrepresented students) meeting UC/CSU course requirement data: 5-year average = 51.75%</p> <p><u>Recommended Goals:</u> Year 1: 600 (60% increase) Year 2: 700 (70% increase) *see pg. 12 for total SJECCD student population</p>	<ul style="list-style-type: none"> ▪ FY 17-18 	<p><u>For SJCC Objective 2 Activities:</u></p> <ul style="list-style-type: none"> ▪ SJCC Dean of Language Arts ▪ SJCC English faculty ▪ SJUSD English faculty ▪ VP Student Services ▪ Dean of Counseling ▪ Counselors ▪ Research and Institutional Effectiveness Department

APPLICATION ANNUAL WORKPLAN

OBJECTIVE 3 (REQUIRED): Utilize evidence-based placement and student assessment indicators at the community college district that include multiple measures of student performance, including grades in high school courses, overall grade point averages, results from common assessments, and input from counselors.

Activities	Measurable Outcomes	Timeline Month/Year	Responsible Persons
<p>EVERGREEN VALLEY COLLEGE: Implement Multiple Measures:</p> <ul style="list-style-type: none"> ▪ Establish agreement between HS partners and EVC to share data ▪ Collect multiple measures data from HS partners for all fall 2017 EVC students, including high school transcript, AP, SAT, ACT, and EAP scores for each student ▪ All EVC counselors use Multiple Measures for course placement ▪ Create an Assessment Advisory Taskforce of high school and college counselors to work on stronger curriculum alignment <p>Launch Supplementary Instruction (SI):</p> <ul style="list-style-type: none"> ▪ Recruit and train SI Leaders for EVC Tutoring Center ▪ Students assigned to an SI Leader ▪ SI leader attends classes with student and provides extra sessions to assist student with class material 	<p><u>Combined Activities for Objective 3 Designed to Address Required Outcome 2:</u> Increase the percentage of high school graduates within the region who are placed in college-level Math and English at a public postsecondary university in California.</p> <p><u>Benchmark:</u> % of SJECCD students enrolled in college-level curriculum (with specific focus on underserved students) 5-year average: EVC: 34% SJCC: 30%</p> <p><u>Recommended Goals:</u> EVC: Yr 1—56%; Yr 2—56% SJCC: Yr 1—44%; Yr 2—44%</p>	<ul style="list-style-type: none"> ▪ May/June 2017 ▪ June 2017 ▪ June 2017 ▪ Fall 2017 ▪ July 2017, July 2018 ▪ FY 17-18, FY 18-19 ▪ FY 17-18, FY 18-19 	<p><u>For EVC Objective 3 Activities:</u></p> <ul style="list-style-type: none"> ▪ VP of Academic Affairs ▪ VP of Student Affairs ▪ Dean of Enrollment Services ▪ Dean of Student Success ▪ Research and Institutional Effectiveness Department ▪ VP of Academic Affairs ▪ Dean of Language Arts ▪ Academic Skills and Tutoring Instructor

APPLICATION ANNUAL WORKPLAN

OBJECTIVE 3 (REQUIRED)—CONTINUED:

Activities	Measurable Outcomes	Timeline Month/Year	Responsible Persons
<p>SAN JOSÉ CITY COLLEGE: Continue using recently introduced Multiple Measures for course placement:</p> <ul style="list-style-type: none"> ▪ Use Multiple Measures to place prospective SJCC students, including assessment scores, college and high school transcripts, GPA, SAT/ACT scores, AP/IB/CLEP scores, college preparatory scores, and STAR tests ▪ Encourage students at partner high schools to take assessment tests, starting in 10th grade ▪ For HS students interested in taking college courses at SJCC, require transcripts, writing sample, and possibly recommendations from English and Mathematics instructors 	<p><u>Combined Activities for Objective 3 Designed to Address Required Outcome 2:</u> Increase the percentage of high school graduates within the region who are placed in college-level Math and English at a public postsecondary university in California.</p> <p><u>Benchmark:</u> % of SJECCD students enrolled in college-level curriculum (with specific focus on underserved students) 5-year average: EVC: 34% SJCC: 30%</p> <p><u>Recommended Goals:</u> EVC: Yr 1—56%; Yr 2—56% SJCC: Yr 1—44%; Yr 2—44%</p>	<ul style="list-style-type: none"> ▪ FY 17-18, FY 18-19 ▪ Spring 2018 and 2019 ▪ FY 17-18, FY 18-19 	<p><u>For SJCC Objective 3 Activities:</u></p> <ul style="list-style-type: none"> ▪ Dean of Counseling and Matriculation ▪ Counselors ▪ Assessment Coordinators ▪ Research and Institutional Effectiveness Department

APPLICATION ANNUAL WORKPLAN

OBJECTIVE 4 (REQUIRED): Provide students who are enrolled at the community college district with access to courses, including, but not limited to, priority registration, and allowing them to register for a full academic year of courses at once, in order to keep them on track to graduate, transfer to a public postsecondary university, or earn a career technical education certificate in CA.

Activities	Measurable Outcomes	Timeline Month/Year	Responsible Persons
<p>EVERGREEN VALLEY COLLEGE: Priority and Full-Year Registration:</p> <ul style="list-style-type: none"> ▪ Establish a coordinated priority registration and full-year registration option for EVC Promise Scholars <p>Cohort-based career/academic paths:</p> <ul style="list-style-type: none"> ▪ Create cohort-based career pathways that allow HS students to graduate high school with a college-level Certificate of Achievement ▪ Create Dual Enrollment courses/cohorts to allow HS students to start and advance through college General Education (GE)-Breadth Requirements ▪ Designate counselor(s) to track student progress in Career Pathways and Dual Enrollment cohorts and assure completion ▪ Enroll San José Promise Scholars: two-year scholarship (full tuition, books, transportation, support) 	<p><u>Combined Activities (EVC & SJCC) for Objective 4 Designed to Address Required Outcome 6:</u> Reduce and eliminate achievement gaps for students from groups that are underrepresented in post-secondary education, such as under-represented minority students, low-income students, students who are current or former foster youth, students with disabilities, and students who are veterans. <u>Benchmark:</u> SJECCD 5-year District and disaggregated completion data by race and ethnicity <u>Recommended Goals:</u> Underperforming groups within 2% of District average by Yr 6; within 0% by Yr 10</p>	<ul style="list-style-type: none"> ▪ Fall 2017 ▪ Summer/Fall 2017 ▪ Summer/Fall 2017 ▪ FY 17-18, FY 18-19 ▪ FY 17-18, FY 18-19 (Fall 17 & 18 cohorts) 	<p><u>For EVC Objective 4 Activities:</u></p> <ul style="list-style-type: none"> ▪ VP of Academic Affairs ▪ VP of Student Affairs ▪ Dean of Enrollment Services ▪ Dean of Student Success ▪ SJCC Counselors ▪ Research and Institutional Effectiveness Department

APPLICATION ANNUAL WORKPLAN

OBJECTIVE 4 (REQUIRED)—CONTINUED:

Activities	Measurable Outcomes	Timeline Month/Year	Responsible Persons
<p>SAN JOSÉ CITY COLLEGE: Launch priority registration and pilot full-year registration activities in initial stage of the grant period (May-June 2017):</p> <ul style="list-style-type: none"> ▪ Application for admission is open for summer 2017 and fall 2017 semesters. Students are assigned priority registration based on enrollment in the San José Promise Scholars/2021 Scholars program, as well as on participation in categorical programs (e.g., EOPs, DSPs, Foster Youth, and Veterans) ▪ Students meet with their counselor to develop their Education Plan and create their fall and spring semester schedule, to permit students—particularly students selected for the San José Promise Scholars /2021 Scholars program—to enroll in a full year of courses at one time <p>Cohort-based career/academic paths:</p> <ul style="list-style-type: none"> ▪ Create cohort-based career pathways for incoming students 	<p><u>Combined Activities (EVC & SJCC) for Objective 4 Designed to Address Required Outcome 3:</u> Increase the percentage of students from the region who earn associate degrees or career technical education certificates.</p> <p><u>Benchmark:</u> Datamart: Program awards 5-year SJECCD average: 1,524 students receive awards</p> <p><u>Recommended Goals*:</u> Yr 1: 50 awards (3% increase) Yr 2: 238—awards (25% increase) *see matrix on page 12 for total student population goals</p>	<ul style="list-style-type: none"> ▪ May/June 2017 ▪ May/June 2017 ▪ May/June 2017; ongoing 	<p><u>For SJCC Objective 4 Activities:</u></p> <p><u>For Initial Stage:</u></p> <ul style="list-style-type: none"> ▪ Director of Admissions and Records ▪ Counselors ▪ Program Coordinators or Supervisors ▪ ITSS ▪ Research and Institutional Effectiveness Department

APPLICATION ANNUAL WORKPLAN

OBJECTIVE 4 (REQUIRED)—CONTINUED:

Activities	Measurable Outcomes	Timeline Month/Year	Responsible Persons
<p>SAN JOSÉ CITY COLLEGE: Registration and outreach activities:</p> <p><u>Year 1 (FY 2017-2018):</u></p> <ul style="list-style-type: none"> ▪ Fall 2017 registration open ▪ Spring 2018 application for admission opens in October ▪ Summer/Fall 2018 registration opens in April 2018 ▪ Categorical departments and Student Services continue to participate in outreach activities such as the workshops for the Metas Program's Parents College Project, Open House, and Super Saturday registration day ▪ SJCC ensures full-year registration for Promise Scholars/2021 Scholars, including having the schedule of classes available for registration and priority registration ▪ New cohorts enrolled for SJCC 2021 Scholars Program two-year scholarship (full tuition, books, transportation, specialized support) 	<p><u>Combined Activities (for EVC & SJCC) for Objective 4 Designed to Address Required Outcome 3:</u> Increase the percentage of students from the region who earn associate degrees or career technical education certificates.</p> <p><u>Benchmark:</u> Datamart: Program awards 5-year SJECCD average: 1,524 students receive awards</p> <p><u>Recommended Goals*:</u> Yr 1: 50 awards (3% increase) Yr 2: 238—awards (25% increase) *see matrix on page 12 for total student population goals</p>	<ul style="list-style-type: none"> ▪ Spring/Summer 2017 ▪ October 2017 ▪ April 2018 ▪ FY 17-18, FY 18-19 ▪ FY 17-18 ▪ FY 17-18 (Fall 2017 cohort—1st year) 	<p><u>For SJCC Objective 4 Activities:</u></p> <p><u>For Year 1 (FY 17-18):</u></p> <ul style="list-style-type: none"> ▪ Director of Admissions and Records ▪ Counselors ▪ Program Coordinators or Supervisors ▪ Director of Metas Program ▪ IT Support Services ▪ VP of Academic Affairs ▪ VP of Student Affairs ▪ Research and Institutional Effectiveness Department

APPLICATION ANNUAL WORKPLAN

OBJECTIVE 4 (REQUIRED)—CONTINUED:

Activities	Measurable Outcomes	Timeline Month/Year	Responsible Persons
<p>SAN JOSÉ CITY COLLEGE: Registration and outreach activities:</p> <p><u>Year 2 (FY 2018-2019):</u></p> <ul style="list-style-type: none"> ▪ The Counseling Office identifies students who have completed certain amount of units and recommends the student to meet with a counselor to discuss receiving a Certificate or Degree ▪ Develop a marketing campaign to highlight the different degrees and certificates available to students ▪ SJCC Counselors and the Admissions & Records Evaluators visit campus classes and programs to encourage students to apply for a degree and or a certificate ▪ New cohorts enrolled for SJCC 2021 Scholars Program two-year scholarship (full tuition, books, transportation, specialized support) 	<p><u>Combined Activities (EVC & SJCC) for Objective 4 Designed to Address Required Outcome 3:</u> Increase the percentage of students from the region who earn associate degrees or career technical education certificates.</p> <p><u>Benchmark:</u> Datamart: Program awards 5-year SJECCD average: 1,524 students receive awards</p> <p><u>Recommended Goals*:</u> Yr 1: 50 awards (3% increase) Yr 2: 238—awards (25% increase) *see matrix on page 12 for total student population goals</p>	<ul style="list-style-type: none"> ▪ Ongoing ▪ FY 17-18; ongoing ▪ Ongoing ▪ FY 18-19 (Fall 2017 cohort—2nd year; Fall 2018 cohort—1st year) 	<p><u>For SJCC Objective 4 Activities:</u></p> <p><u>For Year 2 (FY 18-19):</u></p> <ul style="list-style-type: none"> ▪ Director of Admissions and Records ▪ Admissions and Records Evaluators ▪ Director of Marketing ▪ Counselors ▪ Research and Institutional Effectiveness Department

APPLICATION ANNUAL WORKPLAN

OBJECTIVE 5 (REQUIRED): Provide outreach to students who are enrolled at a community college(s) within the community college district regarding the Associate Degrees for Transfer and the California Community College Transfer Entitlement Cal Grant program.

Activities	Measurable Outcomes	Timeline Month/Year	Responsible Persons
<p>EVERGREEN VALLEY COLLEGE: California Community College Transfer Entitlement Cal Grant program:</p> <ul style="list-style-type: none"> ▪ Increase outreach to the East Side Union High School District (ESUHSD) to ensure that all 9th-12th grade students are provided with transfer pathways at EVC and information on the California Community College Transfer Entitlement Cal Grant program <p>Associate Degrees for Transfer (ADT):</p> <ul style="list-style-type: none"> ▪ Continue to provide incoming EVC students with information about the new Associate Degrees for Transfer (ADT) in select fields of study <p>UC Blue Transfer Initiative:</p> <ul style="list-style-type: none"> ▪ Counselors conduct outreach to students to promote UC transfer ▪ UC Blue Scholarships awarded 	<p><u>Combined Activities(EVC & SJCC) for Objective 5 Designed to Address Required Outcome 4:</u> Increase the number of students in the region who successfully transfer from a community college to a public postsecondary university in California.</p> <p><u>Benchmark:</u> # of students who transfer to CSUs and UCs. SJECCD 5-year average: CSU: 742 (4.5%) UC: 95 (0.5%)</p> <p><u>Recommended Goals*:</u> CSU: Yr 1: 0; Yr 2 60 (6%) UC: Yr 1: 0; Yr 2: 40 (4%) *see matrix on page 12 for total student population goals</p>	<ul style="list-style-type: none"> ▪ Fall 2017/Spring 2018 ▪ Fall 2018/Spring 2019 ▪ Fall 2017/Spring 2018 ▪ Fall 2018/Spring 2019 ▪ Fall 2017/Spring 2018 ▪ Fall 2018/Spring 2019 	<p><u>For EVC Objective 5 Activities:</u></p> <ul style="list-style-type: none"> ▪ VP of Student Affairs ▪ Dean of Enrollment Services ▪ Outreach Coordinator ▪ Research and Institutional Effectiveness Department

APPLICATION ANNUAL WORKPLAN

OBJECTIVE 5 (REQUIRED)—CONTINUED:

Activities	Measurable Outcomes	Timeline Month/Year	Responsible Persons
<p>SAN JOSÉ CITY COLLEGE:</p> <ul style="list-style-type: none"> ▪ Promote ADT program ▪ Promote awareness about the CA Community College Transfer Entitlement Cal Grant program ▪ Conduct training workshops (middle/high school) to update and inform HS counselors/advisors and other community partners (CAL Soap, Destination College Advising Corps, Group Homes, Foster Youth High School Liaisons, etc.) about SJCC's admissions application and programs and services ▪ Cash for College Program (for High School/Community Partners): Assist high school students and their families with financial aid applications and an understanding of next steps for college entry ▪ Application workshops (for middle/high schools, community agencies, and nonprofits): Assist in the completion of admission applications on site 	<p><u>Combined Activities (both EVC & SJCC) for Objective 5 Designed to Address Required Outcome 5:</u> Increase the percentage of students from the region who graduate with a bachelor's degree.</p> <p><u>Benchmark:</u> Five-year average B.A. degree attainment for former San José high school students: approximately 2,000 students earn B.A. after 6 years (12%)</p> <p><u>Recommended Goals*:</u> Yr 1: No Promise students ready for yet for transfer/earning a BA. Yr 2 & 3: 90% of Promise transfer students earn a B.A. in 4 years. *see matrix on page 12 for total student population goals</p>	<ul style="list-style-type: none"> ▪ FY 17-18, FY 18-19 ▪ FY 17-18, FY 18-19 (Monthly) ▪ FY 17-18, FY 18-19 (Monthly) ▪ FY 17-18, FY 18-19 (2x/week, Sept-April) ▪ FY 17-18, FY 18-19 (2x/week, Jan-April; 1x/month May-Dec) 	<p><u>For SJCC Objective 5 Activities:</u></p> <ul style="list-style-type: none"> ▪ Director of Admissions and Records ▪ Counselors ▪ Program Coordinators or Supervisors ▪ Outreach Coordinator ▪ Student Ambassadors ▪ Research and Institutional Effectiveness Department

APPLICATION ANNUAL WORKPLAN

OBJECTIVE 5 (REQUIRED)—CONTINUED:

Activities	Measurable Outcomes	Timeline Month/Year	Responsible Persons
<p>SAN JOSÉ CITY COLLEGE:</p> <ul style="list-style-type: none"> ▪ Assessment test preparation (at high schools, community agencies, and nonprofit organizations): Prepare students to take the assessment test and administer the test on site ▪ Outreach presentations (to middle school/high school, community agencies, and nonprofit organizations): Present to potential students on SJCC academic programs and support services, with a focus on outreach to underserved students ▪ Campus tours (for students from middle/high school partners, community-based agencies, and nonprofit organizations): Provide a guided tour of the SJCC campus and information on its programs <p>UC Blue Transfer Initiative:</p> <ul style="list-style-type: none"> ▪ Counselors conduct outreach to students to promote UC transfer ▪ UC Blue Scholarships awarded 	<p><u>Combined Activities (both EVC 7 SJCC) for Objective 5 Designed to Address Required Outcome 3:</u> Increase the percentage of students from the region who earn associate degrees or career technical education certificates.</p> <p><u>Benchmark:</u> Datamart: Program awards 5-year SJECCD average: 1,524 students receive awards</p> <p><u>Recommended Goals:</u> Yr 1: 50 awards (10%) Yr 2: 238 awards (25%) *see matrix on page 12 for total student population goals</p>	<ul style="list-style-type: none"> ▪ FY 17-18, FY 18-19 (2x/week, Jan-April; 1x/month May-Dec) ▪ Ongoing/Weekly ▪ Ongoing/Weekly ▪ Fall 2017/Spring 2018 ▪ Fall 2018/Spring 2019 	<p><u>For SJCC Objective 5 Activities:</u></p> <ul style="list-style-type: none"> ▪ Director of Admissions and Records ▪ Counselors ▪ Program Coordinators or Supervisors ▪ Outreach Coordinator ▪ Student Ambassadors ▪ Research and Institutional Effectiveness Department

5. PROGRAM MANAGEMENT

a. District Experience Managing State Funded Projects

The San José-Evergreen Community College District (SJECCD) has a successful track record in managing large multi-year government grants and allocations, including state, federal, foundation, and corporate grants. Most recently, SJECCD was selected as a recipient for state funding from the California Community Colleges Chancellors Office (CCCCO) in the second round of California Career Pathways Trust (CCPT) funding and participated in the regional CCPT consortium. It has tracked and reported on student performance data for the CCPT, SSSP, Student Equity Plan, and Promise pilot, as well as analyzed multi-year trend data for accreditation and strategic planning.

For all of its grant projects and state funding streams, SJECCD must keep meticulous records of program expenditures in order to maintain compliance with the requirements of each funder and meet auditing requirements. SJECCD has the infrastructure in place, in terms of policies, procedures, technology, and staffing to maintain accurate financial records and to track program activities and student data.

b. Program Administration and Staffing

The California College Promise Innovation Grant project will be managed by a seven-person team of District and college personnel, accountable to the Chancellor and two College Presidents. The team will consist of a Program Director (50% FTE), a Program Coordinator (100%), two Faculty Leads (EVC, SJCC) and three research analysts (33% FTE each)—one from the District and one from each of the two colleges.

The Promise Executive Team will meet monthly to monitor progress on the grant, review data as needed, and plan for evaluation and reporting. The Program Director and Program Coordinator will meet weekly to oversee the ongoing implementation of the program components and manage logistics, communications, and relationships with key stakeholders and partners. The Program Director will serve as the official liaison to the larger city-wide San José Promise initiative and she and the Program Coordinator will attend all initiative meetings to ensure smooth integration of the California College Promise Innovation Grant project activities into the initiative. The Program Coordinator will also spend time in the field, meeting with the college teams (Faculty Leads, Counselors, Outreach Specialists) and Promise educational and community partners.

The Promise Executive Team will work closely with the Promise Teams at the two SJECCD colleges to carry out the proposed intervention strategies and ongoing programs and services that will enable SJECCD to meet the stated outcomes for the two-year grant. Each campus will have a designated Promise Faculty Leader, Promise Counselor, and Promise Outreach Coordinator, who will work together to conduct campus activities, as outlined in the Workplan. District Marketing and Public Relations personnel will provide web-based and print promotional materials for the program and work to promote awareness about the Promise program on campus and in the community. The SJECCD Foundation will also assist with fundraising for the program.

Program Coordinator—Preliminary Job Description:

Under the direction of the Program Director, the Program Coordinator will coordinate all program activities to assure the implementation of program objectives and assure

proper interpretation of procedures and regulations to provide for the consistent delivery of program services. In this capacity, the Program Coordinator will be responsible for conferring with District staff and college faculty and staff regarding program activities and will help facilitate program planning, logistics, communications, documentation, and reporting. Under the current structure, the Program Coordinator will be responsible for overseeing the work of the Counselors and Outreach and Recruitment Specialists for the Promise program. The Program Coordinator will also monitor the overall program budget expenditures and prepare required documents for internal and external reporting.

Bios for Key Program Personnel:

Brief bios for the San José Promise Program Director and the district and college research personnel are provided below:

Rosalie Gutiérrez Ledesma, San José Promise Program Director:

Ms. Ledesma is the Executive Director of Government and External Affairs for the San José-Evergreen Community College District. From 2009 to 2012, she led the design and deployment of the first San José Promise program at San José City College and Evergreen Valley College, including all related fundraising. Currently, she is serving as the District lead for the design and launch of the city-wide San José Promise initiative, developed in partnership with the Mayor's Office, local K-12 school districts, and nonprofit partners. She holds an M.A. degree from Harvard University and is a second-generation San José native with an extensive, long-standing local education, community and business network that has been instrumental in understanding local needs and fostering partnerships that have advanced the work of SJECCD.

Ronald Lopez Ramirez, District Research Liaison to San José Promise:

Mr. Lopez is the District Research Analyst. He holds a B.A. and M.A. and assists SJECCD's Federal Hispanic Serving Institution (HSI) program, Metas, as one example, to provide data and support for acquiring grants and other opportunities. Mr. Lopez will support San José Promise with research and analysis of District institutional data.

Joyce Lui, San José City College Research Liaison to the San José Promise:

Joyce Lui, Ph.D., is Interim Dean of Research, Planning, and Institutional Effectiveness at San José City College (SJCC), and leads the SJCC Student Equity Plan. Under her leadership, several equity gaps were removed within the last year. Additionally, she is involved in other projects related to closing equity gaps and in assessment/placement research to ensure all students are equitably placed in the appropriate level in English courses to help students earn a degree and/or transfer to a four-year institution. Dr. Lui will provide ongoing research support to San José Promise related to SJCC data.

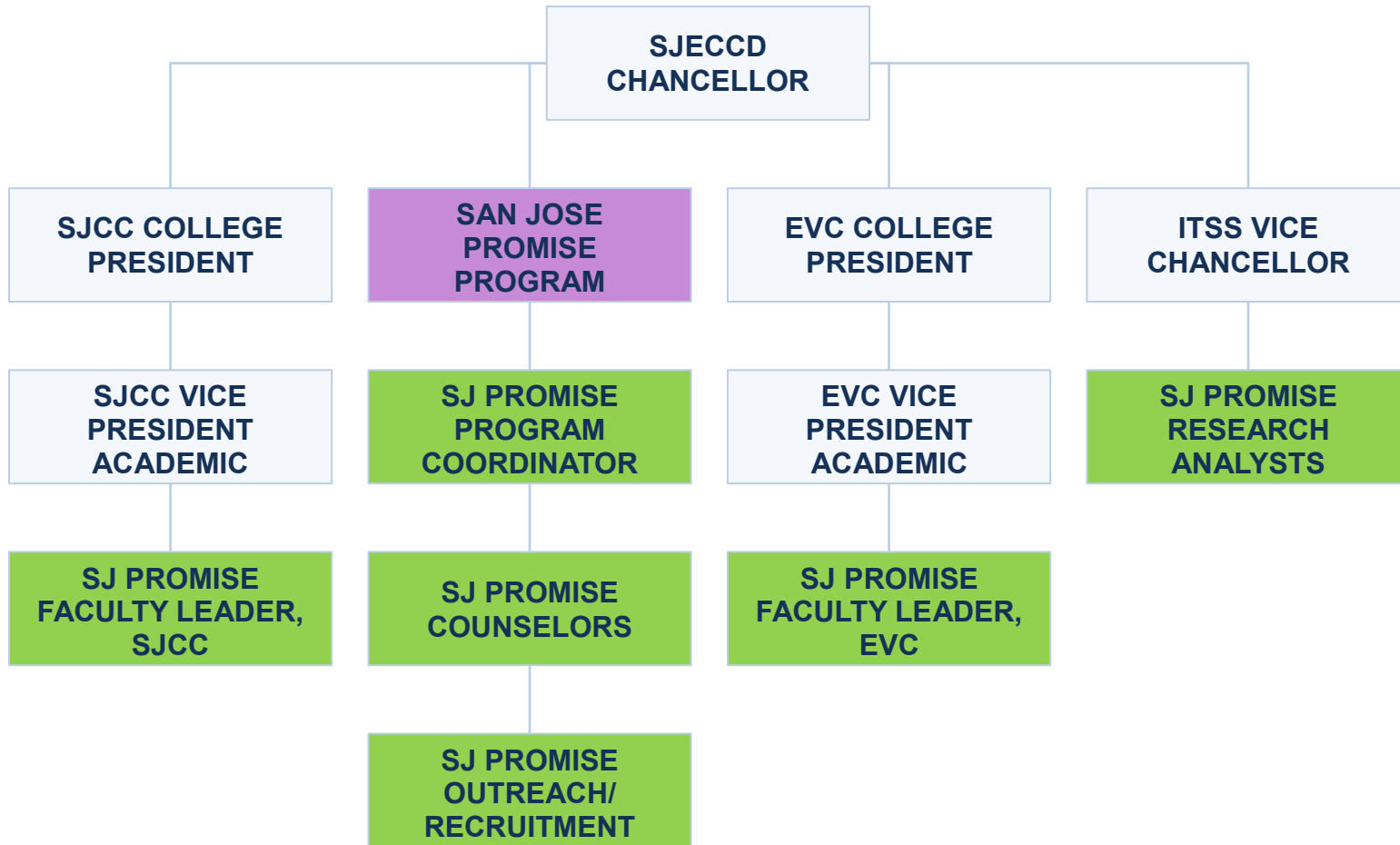
Hazel De Ausen, Evergreen Valley College Research Liaison to the San José Promise:

Hazel De Ausen is the newly-hired Campus Research Analyst for Evergreen College. She holds a B.A. and M.A. in Psychology and a Ph.D. in Life Span Human Development. She will provide ongoing research support related to EVC data.

c. Staffing Chart (Please see following chart)

STAFFING CHART

SAN JOSÉ · EVERGREEN COMMUNITY COLLEGE DISTRICT



SJECCD: Concurrent Initiatives for Underserved Students	
Grant Project	Amount
California Community Colleges Chancellors Office (CCCCO) California Career Pathways Trust (CCPT) Program—Silicon Valley Engineering Tech Pathways (SVETP), a regional consortium of 29 educational, workforce, and employer partners, including SJECCD	\$13.1 million (Awarded)
Metas Program: SJECCD recently received two Title V HSI competitive grants (“Caminos Project” and “Cultivamos Excelencia Project”). The intent is to institutionalize effective and impactful practices for Latino/a students that lead to student success by the end of the 5-year grant period.	\$2.5 million and \$3.25 million (Awarded)
Texas Instruments: Grant to SJECCD, United Way, and the Workforce Development Institute for a Sparkpoint Center, a one-stop center where local residents can access free financial services and financial education resources.	\$1 million (Awarded)
South Bay Consortium for Adult Education (SBCAE): Career Development and College Preparation Programs (CDCPP), a regional consortium of four community colleges (including EVC and SJCC) and five adult schools in Santa Clara County— At EVC: Engineering, Surveying/Geomatics, Automotive Preparation At SJCC: Medical Career, IT Career, Advanced Manufacturing Prep	\$1.49 million (Awarded)
U.S. Department of Education—Asian American Native American Pacific Islander Serving Institution (AANAPISI) Program	\$1.46 million (Awarded)
U.S. Department of Education—TRIO Talent Search Program; Multi-year award (5 years)	\$1.74 million (Awarded)
U.S. Department of Education—TRIO Upward Bound Program Multi-year award (5 years)	\$1.66 million (Awarded)

The California College Promise Innovation grant, therefore, if awarded, would augment these new and existing resources. It would provide an invaluable source of funding for the postsecondary components of the San José Promise initiative at a critical time in the initiative’s development, ensuring a strong start to this citywide effort.

Given SJECCD’s unique position as one of the few community college districts in California to rank high on both the low-income and diversity index, the District is well-positioned to lead a demonstration project that could be of great benefit for other community college districts serving large percentages of economically and educationally disadvantaged students—particularly students in groups historically underrepresented in higher education. An investment from the California College Promise Innovation Grant program in 2017 will make it possible for SJECCD to create a successful program over the next two years that can serve as a model for other community colleges statewide, transforming the lives of the students engaged.