

Cover Page

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List of Participants

- Grossmont-Cuyamaca Community College District
- Grossmont College
- Grossmont Union High School District

Letters of Support

University of California, San Diego
East County Development Council

Please list all entities participating in the application. In addition, please include letters from the chief executive officers of each of these entities indicating support for the application in an appendix labeled Appendix A.

Application Abstract

In the winter of 2014, the Grossmont-Cuyamaca Community College District and the Grossmont Union High School District launched a unique partnership with the ambitious goal of transforming education in East San Diego County—the East County Education Alliance (the Alliance). The leadership of both institutions began the comprehensive planning process to strengthen our partnership, create new educational opportunities, and change policies and procedures that negatively impact student achievement with the goal of ensuring each child in East San Diego County has a chance at a college education. While both Grossmont and Cuyamaca Colleges collaborated in this effort, Grossmont College is applying for this award because it has taken the lead in the initial projects that inspired this effort.

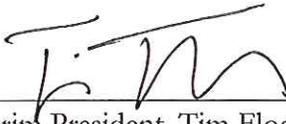
The Alliance is implementing a comprehensive strategic plan to realize these goals which include five areas of focus: 1. improving articulation and alignment, 2. increasing student engagement and readiness, 3. offering more college credit for high school students, 4. increasing access to college, and 5. sharing our success. Each of these activities will reduce the time it takes for students to complete community college and transfer to a 4-year university—easing transfer and reducing the time it takes to complete a bachelor's degree.

Please provide a brief abstract of your application (250 words or less) that describes the key changes you have initiated since January 10, 2014. This abstract will be used to describe and reference your application in summary documents.

Assurance and Signature

Please replicate the following assurance, followed by the signature of the chief executive officer.

“I assure that I have read and support this application for an award. I understand that if this application is chosen for an award, my institution will be required to submit, for approval by the Committee on Awards for Innovation in Higher Education, a report indicating proposed uses of the award funds and, as the fiscal agent, will be responsible for distributing funds to any other participating entities. I also understand that, if this application is selected for an award, my institution will be required to submit reports to the Director of Finance by January 1, 2018, and by January 1, 2020, evaluating the effectiveness of the changes described in this application.”



Interim President, Tim Flood
Grossmont College

1-8-15

Date

1. Please describe specific programmatic goals set by the participants and how achieving these goals will increase the number of BA degrees awarded, allow students to complete BA degrees within four years, and/or ease transfer, particularly for student groups that are underrepresented. Please describe when and how these goals were developed and how they are used on an ongoing basis. (1 page maximum.)

In the summer of 2014, the Grossmont-Cuyamaca Community College District and the Grossmont Union High School District launched a unique partnership with the ambitious goal of transforming education in East San Diego County—the East County Education Alliance (the Alliance). The leadership of both institutions began the comprehensive planning process to strengthen our partnership, create new educational opportunities, and change policies and procedures that negatively impact student achievement with the goal of ensuring each child in East San Diego County has a chance at a college education. While both Grossmont and Cuyamaca Colleges collaborated in this effort, Grossmont College is applying for this award because it has taken the lead in the initial projects that inspired this effort.

The culmination of an intensive planning process was a commitment to creating pathways to a world-class education and successful career for every East San Diego County student in a public signing ceremony on October 29, 2014. The Governing Board Presidents and leaders of both institutions have committed to the following:

- Providing a world-class education from high school through college,
- Fostering collaboration between our districts to align curriculum that provides a seamless transition from high school to college,
- Increasing the number of students who graduate from high school well-prepared to enter and succeed in college,
- Inspiring students to focus on college and careers, and
- Improving college completion rates and preparing students for an ever-evolving workforce.

The Alliance has developed comprehensive strategic plan to realize these goals which include five areas of focus: 1. improving articulation and alignment, 2. increasing student engagement and readiness, 3. offering more college credit for high school students, 4. increasing access to college, and 5. sharing our success. Each of these activities will reduce the time it takes for students to complete community college and transfer to a 4-year university—easing transfer and reducing the time it takes to complete a bachelor's degree.

Our research demonstrates that many of these efforts, particularly improving alignment and articulation will increase completion and transfer rates. A major focus of this effort is ensuring that students from underrepresented groups, low-income students, current or former foster youth, students with disabilities, veterans and students with low academic achievement in high school are prioritized in the Alliance. We will specifically measure the improvements in progress, completion, and transfer rates for underrepresented students.

In practice, the Alliance brings the two institutions together as one. As the institutions charged with educating the East San Diego County community, we want students to move seamlessly through our programs without barriers that present obstacles to achieving an education. The Alliance will reach out to students (and their families) as they enter high school to invite them to attend college and provide a consistent connection to remind them that college is in their reach. We have also committed to providing a scholarship to every Grossmont Union student following the Alliance guidelines to matriculate to either of the Colleges; increasing access to college for thousands of students every year.

2. Please provide a statistical profile of the students you serve, disaggregated by gender and the following ethnic and racial categories as they are defined by the United States Census Bureau for the 2010 Census for reporting purposes: American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or other Pacific Islander, White, some other race, and more than one race. Additionally, please provide information on the proportion of students who are current or former foster youth, students with disabilities, low-income students, and veterans.

Please provide an analysis of the factors that affect the ability of your students to earn bachelor’s degrees, graduate within four years, and/or transfer, including the particular factors that disproportionately affect student groups that are underrepresented in higher education. Please note which factors you believe can be influenced by changes to policies, practices, or systems. (2 pages maximum.)

Profile of Grossmont College Students 2012-13

Gender	
Female	54.9%
Male	44.3%
Unknown	0.8%

Other Categories	
Current or Former Foster Youth	0.005%
Students with Disabilities	0.8%
Low-Income Students	59%
Veterans	0.7%

Ethnic or Racial Categories	
American Indian	0.4%
Asian	9.5%
Black or African American	7.2%
Hispanic or Latino	29.5%
Native Hawaiian or Pacific Islander	0.6%
White*	43.1%
Some other race	2.5%
More than one race	7.3%

*includes students who are of Middle Eastern decent about 10% of the student population at Grossmont College

Grossmont College has a diverse student body from a wide variety of backgrounds that reflect the diversity of our community, East San Diego County. The diversity of the campus has been increasing annually and is not completely reflected in the Census data. East San Diego County is home to a high number of immigrants and refugees from the Middle East, and we estimate that 10% of the students at Grossmont College are Middle Eastern—many of whom are recent immigrants and refugees. The campus benefits from its rich diversity. Students take a variety of paths to arrive at Grossmont College, and many are parents, veterans, former foster youth, older adults and many other nontraditional students. Campus life has many co-curricular learning and engagement opportunities for students from diverse backgrounds including student clubs, college sponsored events, and an active student government (that represents the diversity of the campus).

Through formal policies and pledges, the Board of Trustees, faculty and staff have demonstrated their commitment to ensuring that all current and prospective students have an opportunity for an excellent educational experience at Grossmont College, regardless of their backgrounds. Students at our campus come from all over the world and regardless of race, ethnicity, language, culture, national origin, socio-economic class, age, physical ability, sexual orientation, and religious beliefs, they have a home at Grossmont College. We have a wide variety of programs to ensure that students from diverse backgrounds have an opportunity to achieve their goals including EOPS, CalWORKS for single parents, Disabled Students Programs and Services, and Umoja, a student engagement and support program with an emphasis on African-American culture. Over the last five years, we have improved participation and achievement rates by several percentage points for students from underrepresented backgrounds through our strong commitment to increasing diversity and closing achievement gaps. In August 2011, the Grossmont-Cuyamaca Community College District was selected as the only community college and one of eight institutions of higher education to participate in the American Council on Education's At Home in the World initiative. In 2013, the district received the Higher Education Excellence in Diversity (HEED) award (one of only 82), a national honor recognizing colleges and universities for outstanding commitment to diversity and inclusion.

Despite these successes, our research shows that more than three-quarters of all new students enter Grossmont College unprepared for college level work. Those requiring developmental courses in math and English are twice as likely to dropout and fewer than half graduate or transfer to four-year college within six years. Students from underrepresented populations have significantly higher rates of entering college unprepared. Many are first generation students—the first in their families to attend college—and so they lack familial experience in navigating college systems. Students from underrepresented groups are disproportionately less likely to complete 30 units or transfer. All of these trends have been shown to impact transfer and graduation rates, as well as time for degree completion. College readiness is a critical area that can improve the success of underrepresented students at Grossmont College. The research clearly demonstrates that students who come prepared for college move through more quickly and are more 17% more likely to transfer and graduate.

The initiative described in this application improves student readiness for college success and removes obstacles in matriculation that contribute to the challenges facing students from underrepresented groups. A major focus of this effort is ensuring that students from underrepresented groups, low-income students, current or former foster youth, students with disabilities, veterans and students with low academic achievement in high school are prioritized in the work of the Alliance. To ensure that students from these various backgrounds are prioritized in this project, we are disaggregating the measure the improvements in progress, completion, and transfer rates for underrepresented students to keep our focus on ensuring that trends for these students continue to improve.

3. Please describe key policies, practices, and/or systems in place prior to January 10, 2014, that were initiated to achieve the goals identified in Item 1. Please describe the impact of these policies, practices, or systems, to date, and provide evidence of that impact. Please explain what lessons you have learned—from both successes and failures—and how you will apply those lessons to future actions. (2 pages maximum. You may include additional supporting materials in an appendix labeled Appendix B, limited to 10 pages maximum.)

Grossmont College and its District, the Grossmont-Cuyamaca Community College District (Colleges) have partnered with the Grossmont Union High School District (Grossmont Union) since Grossmont College was founded more than 50 years ago. The Grossmont Union's boundaries are completely contained within the Colleges' boundaries and the entities serve the tight-knit, increasingly diverse community of East San Diego County of approximately 500,000. Over the years, there have been many collaborations between the high school district and colleges including an award-winning Middle College High School, annual science/art/social science competitions and events, tours, articulation agreements, and tech-prep partnerships. Numerous Grossmont Union teachers are adjunct faculty at the College and many College faculty began their teaching careers in the high school district. Because of these familiar and comfortable connections, many collaborative projects between the institutions have been either informal or stand-alone efforts. This new Alliance initiative builds on this long-lived foundation to pioneer a new era of creative collaboration that is changing the way both institutions work.

Grossmont College is focused on increasing completion and transfer rates, and conducted research to identify obstacles in the system that negatively impact student success. One notable obstacle identified is the need for developmental courses once a student gets to college. Our research has shown that as many as 82% of new students need developmental math and 90% need developmental English. Feedback from business and industry partners underscores that proficiency in math and English is not only critical to achieving educational goals; it is highly valued in the workplace, especially in higher paying STEM and health care careers that are in demand in our region. Unfortunately, success rates in basic skills courses are traditionally low: nearly 70% of students in basic skills courses do not complete them successfully. Even more distressing were findings revealing that students who start in basic skills courses two levels below transfer rarely progress to success in college-level courses; only 14.7% of students who enrolled in developmental math two levels below transfer successfully completed a college-level math course after five years. In English, only 34.9% of all students enrolled in the lowest level of basic skills English successfully completed a transfer-level English class within five years. African American, Hispanic, low-income, and other underrepresented students are more likely to need developmental classes and are more likely to encounter these predictable challenges (California LAO, 2007). Making the situation more difficult is the fact that developmental courses do not earn college credit and tend to exhaust valuable financial aid resources before students reach their goals. Student success summits in which these hard truths were shared with all members of the Grossmont College community (trustees, faculty, staff, administrators, students) led the institution to develop a strategic student success plan to take on these systemic challenges, find a way to help more students be ready for college and increase student completion and transfer rates.

In 2004, the English Departments at both institutions, along with, and San Diego State University established a highly effective partnership called the English Curriculum Alignment Project (ECAP). Through this project, faculty found that high school English classes focused on literature and college courses focused on writing. As a result, high school English was not preparing students for the English courses they would take at the local community college. Many top high school English

students were not performing well on college assessments and were required to take developmental English--creating preventable barriers to student completion and transfer. Through ECAP, faculty carefully aligned English curriculum at the high school district and the colleges and created standards-based high school lessons plans that prepared them for college, college assessment, and career needs. This change has had inspiring results with more students going directly to college-level English, increasing their completion and transfer potential. A pilot project allowed students who completed the aligned high school English classes with a B or higher to bypass the college assessment go directly into college level English. These students succeed at a 17% higher rate than those placed into the class by traditional testing.

In the summer of 2012, math faculty at Grossmont College determined to follow the lead of their peers in English to improve outcomes for students. While an articulation agreement existed, it was not used often, and it did not effectively align the curriculum. Our experience with ECAP demonstrated that aligning curriculum was a highly-complex process requiring extensive communications between institutions. It took Grossmont Colleges' lead faculty member an entire year of meetings involving high school math faculty and college faculty to set the groundwork for this effort. Based on external and internal research, the math faculty determined to allow Grossmont Union students who receive a grade of B or higher in one of three different high school level math classes to place directly into college level math at both Grossmont and Cuyamaca Colleges, eliminating the need for assessment and the risk of misplacement in developmental math.

Throughout the 2013-14 school year, the team worked together to get the word out to teachers and counselors about the Math Articulation Agreement. The results were impressive : 160 recent high school graduates placed directly into college-level math classes at Grossmont and Cuyamaca Colleges in the fall 2014 semester, and, like their peers who came through aligned English courses, they excelled at significantly higher rates than those placing directly into college-level math. (A copy of a flyer about the articulation agreement and the articulation agreement are in Appendix B)

Our research clearly shows that students in developmental courses are less likely to persist, complete, and/or transfer to a 4-year institution. This innovation in curriculum alignment, forging deeper partnerships, and bypassing antiquated placement policies is changing the culture of our institution from a focus on deficits to a focus on success factors. Our research team is following this cohort of students to determine their graduation and transfer rates and will be disaggregating the data to measure the impact of this policy change on underrepresented students. It is our expectation that these students will increase their completion and transfer rate at a higher pace than students who were not placed via the Math and English Articulation agreements. One of the most important long-term outcomes of these efforts was the strengthened relationships the two institutions have built with formalized projects that are improving student achievement and completion. As a result of this connection, Grossmont Union and the Colleges began a new partnership in the summer of 2014 that will fundamentally transform education for all students in East San Diego County.

4. Please describe key changes to policies, practices, and/or systems that you have initiated since January 10, 2014, that are intended to achieve the goals identified in Item 1. Please explain why you think the changes you have initiated will achieve those goals and what you expect the impact of the changes will be. (6 pages maximum. You may include additional supporting materials in an appendix labeled Appendix C, limited to 15 pages maximum.)

East County Education Alliance

Creating pathways to a world-class education and successful career for every East County student.

Based on a strong foundation established through the English Curriculum Alignment Project and the partnership leading to the Math Articulation Agreement with Grossmont Union High School District (Grossmont Union), in the summer of 2014 our institutions launched a unique partnership with the ambitious goal of transforming education in East San Diego County—this partnership is the East County Education Alliance (the Alliance).

As noted, the contiguous boundaries and shared developmental histories of Grossmont Union and the Colleges led to casual partnerships and taken-for-granted access to college through the local community college. Over the years, however, high school preparation and college readiness grew further apart. Entering college students arrived at college less prepared for the demands before them, at the same time that post-secondary college education and training became imperatives for basic entry into the Middle Class. While both institutions are rightfully proud of their historical success and strong educational offerings, it has become clear that more must be done to prepare our young people for college and careers. In January 2014, the leadership of both institutions began a comprehensive planning process to strengthen and formalize our partnership, create new educational opportunities, and change policies and procedures that negatively impact student achievement and progression through the educational pipeline.

Numerous collaboration and planning meetings were held with top administrators, academic and student services leaders, some at the College, some at Grossmont Union. The culmination of this intensive planning process was an Educational Summit held on October 29, 2014, where the trustees and CEOs of each organization publically signed commitments to the Alliance (a copy of this document is in Appendix C). Over 120 board members, industry representatives, administrators, faculty, staff, and students from both institutions engaged in a half-day workshop to finalize the project's goals aimed at creating pathways to a world-class education and successful career for every East San Diego County student. At this summit, the Governing Board members and leaders of both institutions publically committed to the following:

- Providing a world-class education from high school through college,
- Fostering collaboration between our districts to align curriculum that provides a seamless transition from high school to college,
- Increasing the number of students who graduate from high school well-prepared to enter and succeed in college,
- Inspiring students to focus on college and careers, and
- Improving college completion rates and preparing students for an ever-evolving workforce.

Ultimately, the Alliance brings the two institutions together as one. As the institutions charged with educating the East San Diego County community, our goal is for students to move seamlessly through our programs without barriers that present obstacles to achieving an education. The

Alliance will reach out to students (and their families) as they enter high school to encourage them to attend college and provide a consistent connection to remind them that college is in their reach. We have committed to providing a scholarship to every Grossmont Union student matriculating to either of the Colleges increasing access to college for thousands of students every year.

To achieve the goals outlined above, the Alliance has six Councils and a Steering Committee that are planning, implementing, and monitoring the changes taking place to achieve these goals. Each Council is led by co-chairs and members from both institutions—stakeholders with long-range vision and the ability to steward change within the institution, such as the Chancellor and Superintendent, Presidents, Principals, and other executives. The work teams include highly motivated faculty, staff, student, and community/business leaders. The Alliance council and workgroup structure includes the following (A copy of the workgroups is in Appendix C):

Steering Committee

Data Team

Articulation & Alignment (A&A) Council

English A&A Team

ESL A&A Team

Math A&A Team

Science A&A Team

Student Engagement and Readiness Council

Counseling & Student Support Team

Parent & Community Council

Dual Enrollment Council

Career Pathway Council

CTE Pathways Team

Workforce Engagement Team

Adult Education Pathway Team

Fundraising & Communication Council

The work of the Alliance is well underway, and we project an increase in college preparation and enrollment as early as the next school year, with increasing impacts as institutional changes are implemented and younger students have time to experience the benefits of this partnership. The policy areas on which the Alliance is currently focusing are detailed in the rest of this section.

Articulation and Alignment

Align curriculum so that content students are taught in high school better matches the knowledge and skills they are expected to have at college.

The Articulation and Alignment Council has an ambitious agenda with an experienced team of professionals from both institutions committed to making the transition from high school to college as seamless as the transition from middle school to high school. This group will clarify pathways and clear obstacles to completion. Subgroups of the Articulation and Alignment Council include the

following teams: English, ESL, Math, and Science. . The Alliance commitment means that curriculum development is now a joint effort and shared function for both institutions.

The Articulation and Alignment Council follows the lead of our successful English and math alignment efforts and build on their success. The impact of alignment is critical in determining a student's educational path and opportunities to transfer. By aligning the curriculum, this team will ensure that students are not only prepared for college level classes by the time they get to college, but that their high school classes connect to their college classes—it ensures that their education has a cohesive plan that genuinely enriches a student's career and life.

The impact of articulation is also critical. When the work of this council is done, we will eliminate the need for assessment testing and unnecessary developmental classes for students who have already mastered the content in high school. This will prevent students from ending up in developmental courses that they do not need simply because they did not perform well on an assessment test. Too many students in developmental courses and fail to progress in college.

As part of this work, in 2014 Grossmont College also began an inspiring articulation program with Point Loma Nazarene University to expedite nursing students in earning a bachelor's degree. Beginning in 2015, Grossmont College nursing students will now be able to earn a Bachelor of Science in Nursing at the Grossmont campus through Point Loma Nazarene in only 15 months after completing their associate's degree. This new and innovative program will increase the number and rate of bachelor's degree completion, while responding to the industry demand for bachelor prepared nurses. Grossmont College is currently in negotiations with National University to establish additional bachelor-level articulations with a goal of instituting a comprehensive University Center on campus to expedite additional four-year degree completion in high-demand fields.

Improving articulation and alignment has a critical impact on underrepresented students who are more likely to take developmental courses and more like to face challenges in progressing in college. We anticipate increased completion and transfer rates for all students as a result of these changes, but we expect the impact to be most significant for our underrepresented students.

Student Engagement and Readiness

Engage high school students, parents and counselors in activities that promote college and career readiness.

Through the Alliance, college outreach is coordinated and structured to increase college preparation and participation, particularly among underrepresented groups. There are three initiatives under our Student Engagement and Readiness activities that change policies and practices at our institutions: College Commitment, College Experiences and Preparation, and Parent and Community Engagement. Outreach to students and their families will begin when students start high school.

College Commitment: One of the cornerstones of the Alliance is an agreement that students and families will be invited to sign, as a “College Commitment,” when a student enters high school that outlines our commitment to make college reachable for each student and the requirements students will need to complete to attend. It also outlines the commitment the Alliance will make toward supporting each student in achieving their educational goals, including financial support.

College Experiences and Preparation: The Student Engagement and Readiness Council is implementing a comprehensive outreach program that ensures Grossmont Union students will be as familiar with the college as they are with the local mall. High school students and their parents have multiple opportunities to visit the colleges, attend sporting events or performances, attend

workshops, and meet students and faculty. College students will be active on high school campuses as peer mentors, tutors, and coaches. High school students from underrepresented groups will have a chance to meet with college campus organizations to meet college students from their backgrounds who are successful in college.

High school counselors and high school faculty will receive training on college and career opportunities at the colleges. The colleges will continue to conduct college enrollment activities on high school campuses, providing workshops on financial aid, offering any needed assessments at the high school campuses, and embedding college enrollment counselors at high schools to help students with the registration process. Grossmont Union students will receive priority in admissions and registration. Students who are struggling academically will be eligible to receive tutoring and support to increase their readiness for college.

Parent Engagement: Parent engagement is another priority for this Council. We will maintain communications with parents throughout high school about college requirements, opportunities, and events. As students register for college, parents will be welcomed on-campus with an orientation and tours. Grossmont College, as permitted by adult students, will partner with families to support students in meeting their academic goals.

Finally, the Fundraising and Communication Council has outlined strategies for promoting community college as an affordable and respectable option for getting a higher education and reducing the stigma that exists in some circles about community college. Our research reveals that some high school educators and parents do not view community college as challenging or “really college.” Our teams will conduct outreach to the public, parents, and business about the quality, value, and advantages of community college. We will utilize our Alumni Network that includes many local public officials, athletes, and media personalities to share testimonial success stories about how community college has changed people’s lives. We will ensure that targeted, strategic marketing is made in communities traditionally underrepresented in higher education.

Our research demonstrates that underrepresented students are less likely to be fully-prepared for college when they matriculate. By improving our student engagement and readiness activities with a focus on underrepresented, we expect to improve matriculation, completion, and transfer rates for underrepresented students.

College Credit for High School Students

Increase programs allowing high school students to take college classes.

The Alliance is increasing opportunities for larger numbers of students to get college credit while in high school. Currently, Grossmont College hosts a Middle College High School serving 80 high school juniors and seniors annually. These students take high school and college classes concurrently at Grossmont College. When they graduate, they receive their high school diploma and typically have earned 30 college credits to launch their college career.

The Dual Enrollment Council is working to - expand these programs to add more opportunities for students to take college level courses with college credit at their high schools, online or at the colleges. Particularly, as high school students progress towards graduation, they they will be encouraged and supported in taking college courses at their high school or at one of the colleges. A study from the Community College Research Center found that students who participated in a dual or concurrent enrollment programs were more likely to graduate from high school, more likely to transfer to a four year college and participating students felt more capable of doing college work.

Other benefits to these dual enrollment programs include reducing the time it takes for a student to complete college, reducing the demand for classes at the college campus, and increasing college readiness. The Alliance will ensure that academic or faculty standards are not compromised so that students gain all of the academic benefits of college level courses. A strong benefit of college credit for high school students is that it exposes student to college and demystifies college, building familiarity and confidence for students.

Increase Access to College

Raise scholarship funds for students who commit to goals that prepare them for college or a career.

While the cost of community college is low compared to 4-year universities or private colleges, it can remain a barrier to student enrollment, particularly for low-income families. In addition, almost 60% of Grossmont College students receive some type of financial aid. Our research finds significant unmet financial need even among those receiving enrollment fee waivers, which is a significant obstacle to student persistence and timely progression to complete or transfer

East San Diego County is home to a large population of Middle Eastern refugees—we estimate that up to 10% of our students are immigrants from the Middle East. Many of these families are unfamiliar with higher education in the United States and still struggling financially. The Alliance will provide special outreach and support for these “newcomers” to offer them the opportunity for an education, regardless of their financial circumstances.

To ensure all people in our community have an opportunity to attend college, the Fundraising and Communication Council has launched a fundraising campaign to make college a reachable goal for all students. Our goal is to offer a scholarship to each Grossmont Union graduate who signs the College Commitment and achieves their educational goals. We believe that offering this scholarship will also provide an incentive to students who might be able to afford college, but be hesitant to enroll. It will also raise the profile of the Alliance by communicating to students, parents, and teachers that college is in reach and an attainable goal.

Increasing access to college is vitally important for students from underrepresented groups who also tend to be low-income and first-generation college students. Even though many of these students qualify for other forms of aid, a scholarship represent a concrete connection that illustrates that their college has faith in them as a student and scholar. We expect that these scholarships will increase matriculation and transfer for students from underrepresented groups.

Sharing Our Success

Launch a website and communications to keep students, educators, and community members informed about resources, progress, and how to get involved.

The Alliance has launched a website (eastcountyeducationalliance.org) to share the progress of our activities. This site will be a hub of information for students, parents, educators, and community members to learn about the work of the Alliance, to sign the agreement for education, to understand college requirements and processes, to find out about events, or just dream about the future. We will use this site as a vehicle to fundraise and share our success with donors and other community members. Our Fundraising and Communications Council is leveraging social media as a way to share information with guidance from student members. The Alliance Steering Committee has identified having a strong online presence and a central place to share information with our community as a key priority of the initiative.

The East County Educational Alliance has made significant changes to policy, practices, and systems in a short amount of time. Our Councils are actively changing articulation policy, extending student outreach practices, and transforming systems to operate as one body rather than separate institutions. Our more than 100 team members are eager for change and enthusiastically moving forward with an agenda to improve student educational opportunities. Some of these efforts, like dual/concurrent enrollment and providing scholarships for every student will take longer to achieve but have started and are moving forward. Importantly, the Alliance has prioritized underrepresented students in our work, and we expect to see even greater levels of improvement for these students.

5. Please describe any changes to policies, practices, and/or systems you will implement after January 9, 2015, that are intended to achieve the goals identified in Item 1, as well as the expected timeline for implementing those changes and the expected impact of those changes. Please include evidence of your commitment to these future changes. The purpose of this question is to understand your vision for continued improvement and innovation, not to determine how you will spend award funds if selected. As such, please list only those changes that you plan to implement regardless of whether or not you win an award. (2 pages maximum. You may include additional supporting materials in an appendix labeled Appendix D, limited to 10 pages maximum.)

Although our institutions have publicly pledged their commitment of time and resources to the initiative, and plans are well underway, the work of the Alliance is admittedly in its beginning stages. Both Governing Board Presidents, the Superintendent, and the Chancellor have all signed on to the vision and goals of the Alliance. Each of the Councils are implementing first steps toward achieving the vision and goals of the Alliance.

The Articulation and Alignment Council and its work teams in English, ESL, math, and science have an ambitious agenda of clarifying pathways and clearing obstacles to student learning and progress. The Alliance commitment means that curriculum development is now a joint effort and shared function among both institutions. When the work of this council and its teams is done, we will eliminate the need for assessment testing and unnecessary developmental classes for students who master the aligned college preparatory content in high school. This will prevent students from ending up in developmental courses that they do not need simply because they did not perform well on an assessment test. This is important because many students get stuck in developmental courses and fail to progress in college.

Grossmont College recently launched an articulation agreement with Point Loma Nazarene College to offer a Bachelor's of Science in Nursing for Grossmont College nursing students with courses help on the Grossmont College campus. Grossmont College is also working with National University to implement similarly articulated Bachelor level programs. Grossmont College will continue to work with our partners at San Diego State University and the University of California San Diego to build articulation agreements with 4-year Universities to improve transfer rates for our students.

Through the Alliance, college outreach will be coordinated and structured to increase student enrollment, particularly among underrepresented groups. Outreach to students and their families will begin when students start high school. One of the cornerstones of the Alliance is an agreement that students and families have the opportunity to sign when a student enters high school that outlines the courses a student will have to complete to be eligible to attend college. It also outlines the commitment the Alliance will make toward supporting each student in achieving their educational goals, including financial support.

High school students and their parents will have multiple opportunities to visit the colleges, attend sporting events or performances, attend workshops, and meet students and faculty. College students will be active on high school campuses as peer mentors, tutors, and coaches. As high school students progress towards graduation, they will have opportunities to take college courses at their high school or at one of the colleges. High school counselors and high school faculty will receive training on college and career opportunities at the colleges. The colleges will continue to conduct college enrollment activities on high school campuses, providing workshops on financial aid, offering any needed assessments at the high school campuses, and embedding college

enrollment counselors at high schools to help students with the registration process. Grossmont Union students will receive priority in admissions and registration. Students who are struggling academically will be eligible to receive tutoring and support to increase their readiness for college.

The Alliance will be increasing opportunities for larger numbers of students to get college credit while in high school. Currently, Grossmont College hosts a Middle College High School with 80 high school juniors and seniors. These students take high school and college classes here at Grossmont College. When they graduate, they receive their high school diploma and often get up to 30 college credits to start off their college career.

The Alliance will expand these programs to add programs where students will either take college level courses with college credit at their high schools, online or at the colleges. There are many benefits to these programs, including reducing the time it takes for a student to complete college, reducing the demand for classes at the college campus, and increasing college readiness. The Alliance will ensure that academic or faculty standards are not compromised so that students gain all of the benefits of taking college level courses. A strong benefit of college credit for high school students is that it exposes student to college and demystifies college, building comfort and confidence for students.

While the cost of community college is low compared to 4-year universities or private colleges, it can still remain a barrier to student enrollment, particularly for low income families. East San Diego County is home to a large population of Middle Eastern refugees—we estimate that up to 10% of our students are immigrants from the Middle East. Many of these families are unfamiliar with higher education in the United States and still struggling financially. The Alliance wants all students to have the opportunity for an education, regardless of their financial circumstances.

6. Please discuss how the changes described in your responses to the previous items will impact the average cost to award a bachelor's degree, considering costs borne by the state, the participants in the application, and students, as well as the magnitude of that impact. (1 page maximum. You may include additional supporting materials in an appendix labeled Appendix E, limited to 5 pages maximum.)

While the vision of the Alliance is primarily focused on improving student achievement and growing the economy East San Diego County, the secondary impacts of this effort will be important, including reducing the cost of awarding a bachelor's degree. The many barriers that will be eliminated through the work of the Alliance all have both a fiscal and human cost. By eliminating these barriers, funds will be freed up for better, more efficient uses and students will also be freed from frustrating and unnecessary activities.

Articulation and Alignment: As stated, the research is clear that poorly aligned curriculum slows student progress and reduces degrees. By carefully fine tuning alignment between Grossmont Union and Grossmont College, this project will better prepare students for college, helping them progress more quickly. Creating articulation agreements will eliminate mis-assignment to developmental courses that slow and impede progress and allocate funds to coursework that is unnecessary. Improving articulation and alignment will save money by ensuring that students do not take redundant and unnecessary classes.

Student Engagement and Readiness: The Alliance will make college planning part of the high school curriculum. By working with students and their families throughout high school, students will be better prepared for college, including understanding the coursework they need and the course of study they want to follow. This will reduce students taking unnecessary classes and changing the course of study. But streamlining student pathways that lead directly to transfer, the work of the Alliance will save money by reducing the number of extraneous courses student takes in community college.

College Credit for High School Students: This project will increase dual enrollment, concurrent enrollment, and middle college activities. As part of this plan, many more students will take college level courses in high school either at their high school, online, or on the college campus. This process helps students engage in the college experience and better prepares them for college level coursework. It also saves money because by receive college credit in high school, students need fewer classes to transfer.

Increasing Access to College: One of the cornerstones of this project is raising money to provide community college scholarships. Scholarships will save students and their families money making community college and the cost of a degree more affordable.

Each of these changes will positively impact the cost to both the students and the institutions. By reducing the number of classes students need to transfer students will move more quickly through college and the institution will reduce its cost.

7. Please describe any risks or tradeoffs involved in the changes you are implementing and the way in which you will monitor and mitigate them. In particular, please address any potential adverse effects on student groups that are underrepresented in higher education. (2 pages maximum.)

The work of the Alliance comes from a clear, evidenced-based need for improvements in our education system and local economy. Both institutions are proud of the fantastic educational opportunities available, but we know that more can be done to prepare our young people for college and careers. Data on lack of student readiness and slow completion rates, particularly among underrepresented students demonstrate this need. Throughout our planning process, we have focused a great deal of attention on students who are traditionally excluded from college, students who are often forgotten but are likely to stay in our community. These include students in continuation schools and students with low academic achievement in high school. These students will be an important part of our student and parent engagement activities.

Risks with Articulation and Alignment: The biggest risk this project will take with articulation is eliminating college assessment for students who have demonstrated competency in high school. The risk is that these students will not be adequately prepared for college level work. This risk will be mitigated by maintaining close contact between the faculty of both institutions and creating feedback loops on the experience in college.

Risk with Student Engagement and Readiness: The activities taking place in the area include students and parents signing a commitment to going to college, bringing students on the college campus, bringing college students and staff onto the high school campus, improving training of high school counselors, and re-branding community college as an option. The biggest risk to this activity is that it may take several years to realize so the impact will be difficult to measure. As part of our assessment, we will need to have benchmarks and on-going monitoring to ensure that we are making progress towards our goal of improvement readiness and connection. There is also a risk that so much interaction between college and high school staff may distract from other important work at the high schools. The plan to mitigate this impact is to truly integrate the staff of the two campuses to ensure they are working as one team.

College Credit for High School Students: The Alliance will increase opportunities for students to get college credit in high school. This biggest risk to this activity is ensuring that the classes students are getting credit for help them with their educational plans because college credit earned in high school can count against timelines for progress and financial aid during college.

Increase Access to College: The Alliance is committing to offering a scholarship to every East San Diego County high school student who matriculates to the Grossmont-Cuyamaca Community College District. This component is risky because it requires the largest fundraising campaign ever conducted by the educational community in the area. We believe our alumni, civic leaders and business in East San Diego will support our effort, but we know that the fundraising campaign will be an exciting challenge.

Sharing Our Success: We have launched a new website which we hope will be a hub for communications about the Alliance. The risk is watering down our regular institutional messaging and needed to maintain the website with the most up-to-date information. We will mitigate this issue by collaborating between public relations departments and meeting regularly to keep communications a priority.

8. Please describe your key strengths and assets for encouraging a culture of innovation and adaptability within and across all entities participating in the application, sustaining the changes you are making and, ultimately, achieving the goals identified in this application. Please address leadership, institutional commitment, existing relationships among the application participants, and external partnerships or resources you are leveraging. (2 pages maximum. You may include additional supporting materials in an appendix labeled Appendix F, limited to 10 pages maximum.)

The approach our institutions took to launch the Alliance was strategic and intentional. Our first joint meeting was with the top administrators from each institution including each Principal; the planning group was more than 30 people. The group examined the research that documented the challenges faced by our institutions and as a group, identified the needs of our students, our institutions, and our community. Each of the initial planning members were individuals who would play a role in implementation, have first-hand experience on the impact of these changes, and have the ability to make changes to policy in their area. This is a group of professionals who are still “recovering” from the devastating impact of budget cuts. So this planning process was an invitation to approach problem solving without a scarcity mind-set and an invitation to start making change without budget issues being the foremost concern.

The biggest strength in work of the Alliance is the clear need for change. The research is clear; our current methods are wasting money and human potential and negatively impacting the economy. We have brilliant young people all over our community who are not productively engaged in work or education. We have bright young people who are not progressing in college and not contributing to building the economy. While the solutions to these problems are complex, our institutions are best poised to make a difference for these young people. The clear need and the productive solutions proposed by our teams have made supporting this effort an easy choice.

The Alliance was initiated by the Grossmont-Cuyamaca Community College District Chancellor, Dr. Cindy Miles and the Grossmont Union High School District Superintendent, Ralf Swenson. Our Boards have endorsed this work and fully support it. Administrators have been directly involved with the planning since its inception. Faculty, Academic Senates, and unions are represented on the planning Councils and are actively engaged in decision making. Students have attended planning meetings and we will be involved with finalizing and implementing policy. This deep involvement has encouraged all constituents to see that change is possible and productive. This has inspired a culture of innovation and adaptability.

The work of the Alliance is largely at the Council level now and each Council is engaging the stakeholders who are critical to successful change in the subject areas. This is complex, but important work. We are looking to build support for these changes within the institutions, rather than imposing changes on students, faculty, and staff. In each contact, the evidence of the need for the proposed changes is laid out and constituents are provided with a better understanding of the problem so they are empowered with information.

Our Fundraising and Communications Council is working on building support for this effort in the community. This includes business associations, public officials, the media, community groups, and potential donors. We are also networking with educational entities who have had success with endeavors like these, other educators in the region, and education reform groups who have successfully stewarded change in other communities.

This project is the future of our community. As the largest employer in our community, the Colleges and Grossmont Union are in a powerful position to transform education and the local

economy. We can no longer continue to allow the status quo and we embrace this opportunity to improve education for our students and our community. After many years of the economic downturn and required budget cuts that hurt families, educational opportunities, and the morale of our staff and community this opportunity is exciting and inspiring. Our constituents are ready for innovation.

9. Please describe your strategies for engaging stakeholders (such as students, faculty, other education agencies or institutions, community members, and business leaders) and achieving commitment to the goals described in Item 1 and the changes to policies, practices, and/or systems described in the items in the Innovations section. (1 page maximum. You may include additional supporting materials in an appendix labeled Appendix G, limited to 10 pages maximum.)

The approach our institutions took to launch the Alliance was strategic and intentional. Our first joint meeting was with the top administrators from each institution including each Principal; the planning group was more than 30 people. The group examined the research that documented some of the challenges faced by our institutions and as a group, identified the needs of our students, our institutions, and our community. Each of the initial planning members were individuals who would play a role in implementation, have first-hand experience on the impact of these changes, and have the ability to make changes to policy in their work area. This is a group of professionals who are still “recovering” from the devastating impact of budget cuts. So this planning process was an invitation to approach problem solving without a scarcity mind-set and an invitation to start making change without budget issues being the foremost concern.

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This project is the future of our community. Together, the Colleges and Grossmont Union are in a powerful position to transform education and the local economy. We can no longer continue with the status quo and we embrace this opportunity to improve education for our students and our community. After many years of the economic downturn and required budget cuts that hurt families, educational opportunities, and the morale of our staff and community this opportunity is exciting and inspiring. Our constituents are ready to foster innovation.

10. Please describe how the changes described in this application will be sustained within your existing financial resources. (1 page maximum.)

The work of the Alliance to date has been absorbed by existing budgets. Some of the most important activities are possible without large increases in budgets as they are changes to policy that require new procedures and staff training, but not large equipment purchases or new staff (example articulation and alignment). Activities like including the other partner in planning meetings are critically important but have a negligible cost. Our fundraising staff has begun to work with local foundations and philanthropists to bring investors into the project so that we have funds to pay for activities that will increase budgets, but so that our investors are interested in helping us over the long haul, not just for startup. These costs will include on-going training for staff, high school readiness activities, peer mentoring, project management, and research and evaluation. The largest cost we project is the scholarship program. To successfully execute this effort, we will be conducting a large-scale fundraising campaign leveraging the power of our alumni network, our faculty and retirees, local businesses, civic organizations, and individuals who care about education and want to see our economy grow.

This project is the future of our community. As the largest employer in our community, the Colleges and Grossmont Union are in a powerful position to transform education and the local economy. We can no longer continue with the status quo and we embrace this opportunity to improve education for our students and our community. After many years of the economic downturn and required budget cuts that hurt families, educational opportunities, and the morale of our staff and community this opportunity is exciting and inspiring. Our constituents are ready for innovation.

11. Please describe how you will evaluate—both quantitatively and qualitatively—whether the changes described in your responses to the items in the Innovations section will achieve the goals identified in your response to Item 1 and how you will use this feedback to inform future changes. Please include at least three specific quantitative measures you will monitor regularly, including at least one measure that can be observed and used to gauge progress in the near term (fewer than four years) and at least one measure that will reflect progress over the long term (four years or more). (1 page maximum.)

The Steering Committee of the Alliance is meeting quarterly to monitor and evaluate progress. We have a comprehensive evaluation system. The Steering Committee ensures that the project strategies remain consistent and that institutionalization is proceeding as planned. The Research, Planning, and Institutional Effectiveness Office at the College and the Assessment and Evaluation Department at Grossmont Union will be responsible for collecting the data needed to monitor progress toward annual objectives. Our research team is disaggregating the data to measure the impact of these policy changes on underrepresented students, to ensure that all students are benefitting from these changes.

There are several impacts we will be measuring:

1. We are measuring outputs: the number of high school students who are reached through our student readiness activities, articulation, and assessment. We will be looking for increases in students who are receiving outreach activities, taking articulated pathways, and a reduction in students taking assessments. These will be short term measures to monitor activities. We will use evaluation forms, surveys, and focus groups to get feedback from participants to ensure activities are relevant and motivating for students. (Short term)
2. We are measuring the number of students in the cohort who matriculate to Grossmont College. (Fewer than four years)
3. We are measuring the number of students in the cohort who are better prepared for college. (Fewer than four years)
4. We are measuring the number of students in the cohort that pass their courses, complete their educational goals, and transfer to a 4-year college. (More than four years)

All of our Committees and Councils will be responsible for monitoring their results and adapting activities to meet the goals and better serve students. This data will be available through the GCCCD Research Database and will be reported to the community.

12. Please list your target outcomes for each academic year through 2018-19 for the measures identified in your response to Item 11, including targets for the student groups that are underrepresented in higher education. Please provide the most recent baseline measures for each target outcome for each participant in the application and identify which academic year that data reflects. You may use a table to reflect this data. Please also provide a narrative that explains how you chose your targets, including assumptions used and evidence you have to support those assumptions. Please identify your data source or provide enough information about how the data is generated to allow other entities to replicate the measures. (2 pages maximum, including any table produced. You may include additional supporting materials in an appendix labeled Appendix H, limited to 10 pages maximum.)

Our research team has identified the following goals for our cohort group for the four school years. The baseline is also reflected in this table.

Alliance Targets 2014-2019

Goal	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
	Baseline	Baseline	Target	Target	Target	Target	Target
Matriculation Numbers		1,612	1,700	1,800	1,900	2,000	2,100
Preparation Rate	18.3%		19%	21%	23%	25%	27%
Developmental English Progress Rate	46.0%		47%	50%	52%	54%	55%
Developmental Math Progress Rate	35.3%		37%	40%	42%	44%	46%
ESL Progress Rate	37.8%		38%	40%	42%	44%	46%
Persistence Rates	72.4%		73%	74%	75%	75.5%	76%
Completion Rates	50.4%		51%	54%	56%	57%	58%
Transfer Rates	36.5%		37%	40%	42%	44%	46%

The Alliance has selected achievable, but important goals that will make a difference in the students we serve over time. We looked at incremental increases because younger students will receive more benefits by participating in the Alliance program over time. Since there are a large number of interventions proposed in this project our targets will be examined and re-evaluated to fine tune our goal setting process as we better understand how these interventions work together to benefit students. Most importantly, each of the interventions is evidenced-based and will increase student success in our region. The data will be available through the GCCCD Research Database and available to the community through our website. Our research team is disaggregating the data to measure the impact of these policy changes on underrepresented students, to ensure that all students are benefitting from these changes.

Appendix A

Letters of Support from:

Grossmont College

Grossmont-Cuyamaca Community College District

Grossmont Union High School District

University of California, San Diego

San Diego East County Economic Development Council

G R O S S M O N T
C O L L E G E



Office of the President

Date: January 9, 2015
TO: The Awards for Innovation in Higher Education Selection Committee
FROM: Tim Flood, Interim President 

Please accept our application for the Department of Finance Awards for Innovation in Higher Education for the work of the East County Education Alliance.

The Grossmont College is committed to realizing the goals we have set out which will improve efficiencies in the education system and support students in achieving their educational goals.

The Alliance will create pathways to a world-class education and successful career for every East San Diego County student. The Alliance will improve articulation and alignment, increase student engagement and readiness, offer more college credit for high school students, increase access to college, and publicize this success. Each of these activities will reduce the time it takes for students to complete community college and transfer to a 4-year university—easing transfer and reducing the time it takes to complete a bachelor's degree.



GROSSMONT-CUYAMACA
COMMUNITY COLLEGE DISTRICT

January 8, 2015

Mr. Tim Flood
Interim President
Grossmont College
8800 Grossmont College Drive
El Cajon, CA 92020

Dear President Flood:

I am pleased to provide a letter of support for Grossmont College's application to the Department of Finance Awards for Innovation in Higher Education for the work of the East County Education Alliance.

The Grossmont-Cuyamaca Community College District is committed to realizing the goals we have set out which will improve efficiencies in the education system and support students in achieving their educational goals.

The Alliance will create pathways to a world-class education and successful careers for every East San Diego County student. The Alliance will improve articulation and alignment, increase student engagement and readiness, offer more college credit for high school students, increase access to college, and publicize this success. Each of these activities will reduce the time it takes for students to complete community college and transfer to a four-year university, easing transfer and reducing the time it takes to complete a bachelor's degree.

This project will make a difference for students and the economy.

Sincerely,

A handwritten signature in cursive script that reads "Cindy Miles".

Cindy Miles, Ph.D.
Chancellor, Grossmont-Cuyamaca Community College District

jd

Office of the Chancellor

8800 Grossmont College Drive, El Cajon, CA 92020-1799 Phone 619-644-7570 Fax 619-644-7936



COMMITTED TO EXCELLENCE
S I N C E 1 9 2 0

• GOVERNING BOARD MEMBERS

JIM KELLY
PRISCILLA SCHREIBER
ROBERT SHIELD
JIM STIERINGER
DR. GARY C. WOODS

• SUPERINTENDENT

RALF SWENSON

January 7, 2015

Mr. Tim Flood
Interim President
Grossmont College
8800 Grossmont College Drive
El Cajon, California 92020

Dear Mr. Flood,

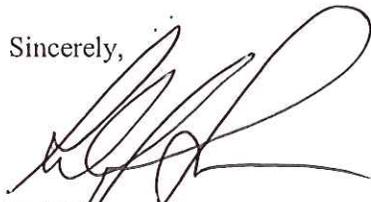
I am pleased to provide a letter of support for Grossmont College's application to the Department of Finance Awards for Innovation in Higher Education for the work of the East County Education Alliance.

As founding partners of the Alliance, Grossmont Union High School District is committed to realizing the goals we have set out which will improve efficiencies in the education system and support students in achieving their educational goals.

The Alliance will create pathways to a world-class education and successful career for every East San Diego County student. The Alliance will improve articulation and alignment, increase student engagement and readiness, offer more college credit for high school students, increase access to college, and publicize this success. Each of these activities will reduce the time it takes for students to complete community college and transfer to a 4-year university—easing transfer and reducing the time it takes to complete a bachelor's degree.

This project will make a difference for students and the economy. I am proud to be a founding partner of the East County Education Alliance and look forward to a long-term partnership on behalf of students in our community.

Sincerely,



Ralf Swenson
Superintendent



ADMISSIONS & ENROLLMENT SERVICES
(858) 534-3156 FAX (858) 822-0042

9500 GILMAN DRIVE, DEPT. 0021
LA JOLLA, CALIFORNIA 92093-0021

January 7, 2015

Mr. Tim Flood
Interim President
Grossmont College
8800 Grossmont College Drive
El Cajon, California 92020

Dear Mr. Flood,

I am pleased to provide a letter of support for Grossmont College's application to the Department of Finance Awards for Innovation in Higher Education for the work of the East County Education Alliance.

The East County Education Alliance will improve efficiencies in the education system and support students in achieving their educational goals. The Alliance will create pathways to a world-class education and successful career for every East San Diego County student. I support the work of the Alliance which includes improving articulation and alignment, increasing student engagement and readiness, offering more college credit for high school students, increasing access to college, and sharing success. Each of these activities will reduce the time it takes for students to complete community college and transfer to a 4-year university—easing transfer and reducing the time it takes to complete a bachelor's degree.

This project will make a difference for students and the economy. I wish you the best in competing for this award and look forward to partnering with Grossmont College on the work of the East County Education Alliance.

Sincerely,

A handwritten signature in cursive script that reads "Mae W. Brown".

Mae W. Brown
Executive Director of Undergraduate Admissions
Assistant Vice Chancellor, Admissions & Enrollment Services



San Diego East County Economic Development Council

January 7, 2015

Mr. Tim Flood
Interim President
Grossmont College
8800 Grossmont College Drive
El Cajon, California 92020

Dear Mr. Flood,

I am pleased to provide a letter of support for Grossmont College's application to the Department of Finance Awards for Innovation in Higher Education for the work of the East County Education Alliance.

The East County Education Alliance will improve efficiencies in the education system and support students in achieving their educational goals. The Alliance will create pathways to a world-class education and successful career for every East San Diego County student. The East County EDC supports the work of the Alliance, which includes improving articulation and alignment, increasing student engagement and readiness, offering additional college credit for high school students, increasing access to college, and sharing success. These activities will reduce the time to complete community college and transfer to a 4-year university which in turn eases transfer and reduces the time it takes to complete a bachelor's degree.

The idea that educational segments might work more closely together for the betterment of student outcomes and improvement of career readiness first emerged during meetings of the East County EDC-led initiative, the Supporting Education and Economic Development (SEED) committee. Although SEED has transitioned to the Skilled Workforce Development Committee, the East County Education Alliance continues to address the inter-segment transitions and career pathways that lead to a well-educated, well-trained, and well-prepared workforce.

This project will make a difference for students and the economy. I wish you the best in competing for this award and look forward to partnering with Grossmont College on the work of the East County Education Alliance.

Sincerely,

A handwritten signature in black ink, appearing to read "Jo Marie Diamond". The signature is stylized with loops and a horizontal line extending to the left.

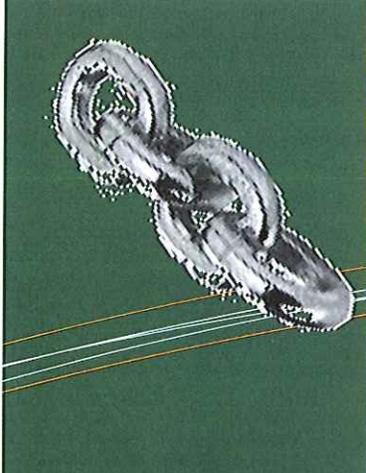
Jo Marie Diamond
President and CEO

1908 Friendship Drive, Suite A
El Cajon, CA 92020
P. (619) 258-3670
F. (619) 258-3674
www.eastcountyedc.org

Appendix B

Articulation Agreement Flyer

Math Articulation Agreement



COLLEGE LINK

For High School students applying to Grossmont or Cuyamaca colleges.

An easier pathway to achieve your goal!

Who is eligible?

Any high school graduate from the following High Schools:

El Cajon Valley	Grossmont	Monte Vista	Steele Canyon
El Capitan	GUHSD	Mount Miguel	Valhalla
Granite Hills	Helix Charter	Santana	West Hills

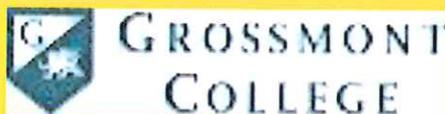
If you have completed Algebra II with a B or better during both semesters you will be cleared for Math 103 & 110.

If you have completed Pre-Calculus with a B or better during both semesters you will be cleared for Math 120, 125, 160, 170, 175, 176, & 178.

If you have completed AP Calculus (for students who did not pass the AP exam or did not take the exam) with a B or better during both semesters you will be cleared for Math 180.

Contact Info:

Don't take a extra class if you don't have to!



Appendix C

Copy of East County Education Alliance Vision

East County Alliance Workgroups

East County Education Alliance

Vision: Creating pathways to a world-class education and successful career for every East County student.

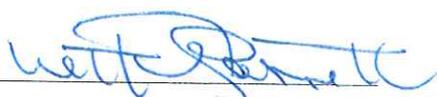
This document creates the East County Education Alliance (the Alliance), a joint commitment between the Grossmont Union High School District and the Grossmont-Cuyamaca Community College District.

This agreement acknowledges that our East County education community has an obligation to prepare its young people for rewarding careers and productive lives. A well-educated workforce advances the economy and offers new opportunities for innovation.

The Alliance will:

- Provide a world-class education from high school through college
- Foster collaboration between our districts to align curriculum that provides a seamless transition from high school to college
- Increase the number of students who graduate from high school well-prepared to enter and succeed in college
- Inspire students to focus on college and careers
- Improve college completion rates and prepare students for an ever-evolving workforce.

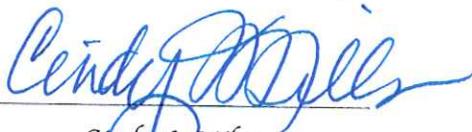
By signing this agreement today, October 29, 2014, the Grossmont Union High School District and the Grossmont-Cuyamaca Community College District commit to dedicating our focus and resources to fulfill the goals of the Alliance: enhance student learning, train our future workforce, and make East County a better place to work and live.



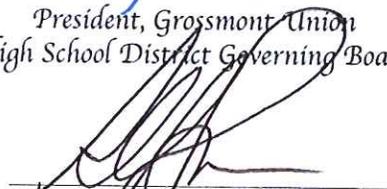
William H. Garrett
President, Grossmont-Cuyamaca
Community College District Governing Board



Robert Shield
President, Grossmont Union
High School District Governing Board



Cindy L. Miles
Chancellor, Grossmont-Cuyamaca
Community College District



Ralf Swenson
Superintendent, Grossmont Union
High School District



GROSSMONT-CUYAMACA
COMMUNITY COLLEGE DISTRICT





East County Education Alliance Council Workgroups & Teams Chairs and Co-chairs



Steering Committee

Co-Chairs: Cindy Miles, Ralf Swenson

Data Team

Co-Chairs: GUHSD: Alan Grulich GCCCD: Christopher Tarman



Articulation & Alignment (A&A) Council

Co-Chairs: GUHSD: Robin Ballarin GCCCD: Katrina VanderWoude

English A&A Team

Co-Chairs: GUHSD: Mark Jeffers GCCCD: Cindi Harris

ESL A&A Team

Co-Chairs: GUHSD: Maria Vidal & Scott Gaudet GCCCD: Alicia Muñoz

Math A&A Team

Co-Chairs: GUHSD: Robin Ballarin GCCCD: Scott Eckert

Science A&A Team

Co-Chairs: GUHSD: Heather Peterson GCCCD: Kathryn Nette



Student Engagement & Readiness Council

Co-Chairs: GUHSD: Cindy Douglas, Theresa Kemper GCCCD: Scott Thayer

Counseling & Student Support Team

Co-Chairs: GUHSD: none GCCCD: Martha Clavelle



Parent & Community Council

Co-Chairs: GUHSD: vacant GCCCD: Marsha Gable



Fundraising & Communication Council

Co-Chairs: GUHSD: Catherine Martin GCCCD: John Valencia



Dual Enrollment Council

Co-Chairs: GUHSD: Robin Ballarin GCCCD: Chris Hill, Katrina VanderWoude



Career Pathway Council

Co-Chairs: GUHSD: Gary Schwartzwald, Teri Sprecco GCCCD: Wei Zhou, Natalie Ray

CTE Pathways Team

Co-Chairs: GUHSD: Kim Bellaart GCCCD: Christina Tafoya, Kate Alder

Workforce Engagement Team

Co-Chairs: GUHSD: Teri Sprecco GCCCD: Marsha Gable

Adult Education Pathway Team

Co-Chairs: GUHSD: Gary Schwartzwald GCCCD: Wei Zhou