

# Increasing GCCCD SCFF Budget

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Wendy Nucho  
Natalie Lau  
Sean Malone  
Sunny Okeke

April  
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# Grossmont-Cuyamaca Community College District (GCCCD)

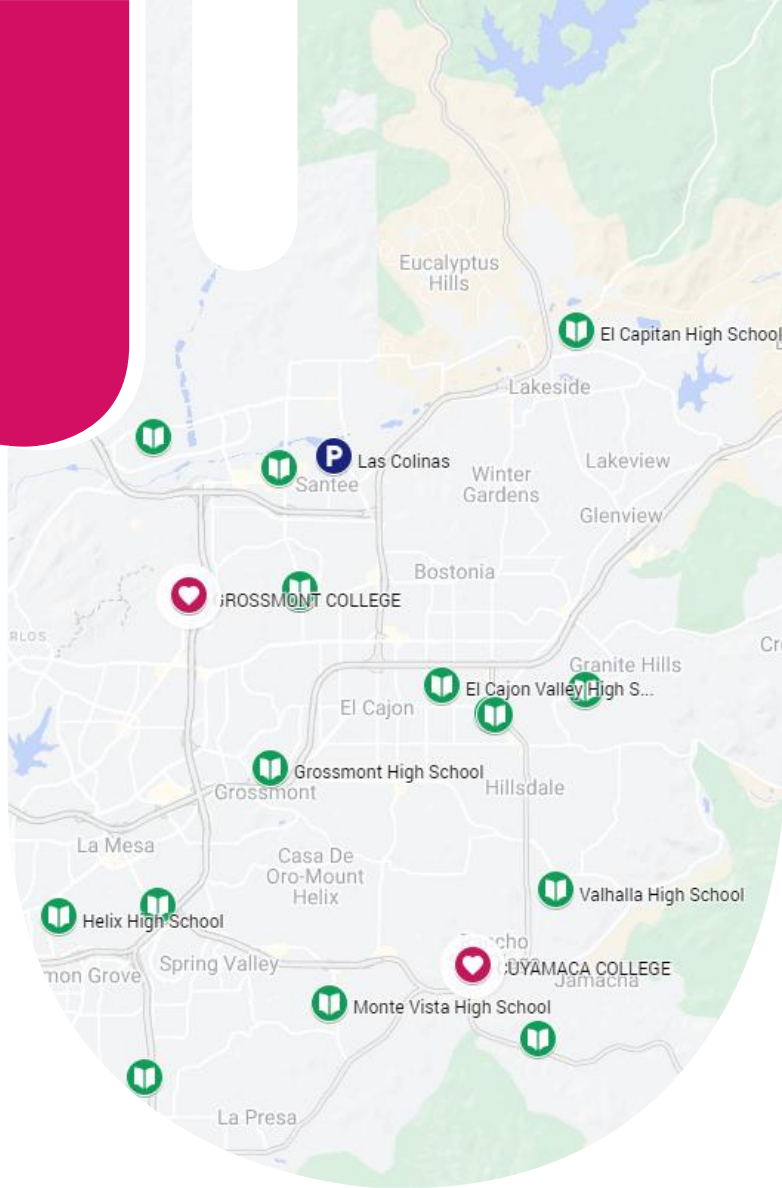
## Introduction



# Who is GCCCD?

## Geographically

- Located in eastern San Diego County
- Two college district:
  - Grossmont Community College (FY21/22 8,192 FTES)
  - Cuyamaca Community College (FY21/22 4,362 FTES)
- Local to 13 high schools, a ROP, and a special education and adult education services center of a total of 21,285 high school students for FY21/22
- County has 7 detention facilities with ~5,000 inmates, one of which is local to Grossmont College





# Local demographics

- Majority of local demographics are in typical workforce age groups, skewing toward 30-64 years

	Average Service Area CC Students      Population		Average Service Area GC Students      Population	
10-17 Years	7.1%	12.3%	4.3%	12.0%
18-24 Years	52.1%	12.3%	60.6%	12.3%
25-29 Years	13.8%	8.2%	14.6%	8.2%
30-39 Years	13.2%	16.4%	11.3%	16.8%
40-64 Years	12.5%	35.6%	8.7%	35.5%
65+ Years	1.2%	15.3%	0.6%	15.2%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

- Local community reflects diversity of cultures and languages spoken, skewing toward Spanish speaking populations

	Average Service Area CC Students      Population		Average Service Area GC Students      Population	
African-American	6.1%	6.6%	6.8%	6.4%
Asian	6.5%	10.9%	10.0%	12.2%
Hispanic	33.3%	42.3%	35.4%	39.6%
White	45.0%	36.3%	38.9%	37.8%
Two or More	7.7%	3.0%	7.8%	3.1%
Unknown/Other	1.3%	0.9%	1.1%	1.0%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

# 2022-23 Total Computational Revenue (P1)

California Community Colleges 2022-23  
First Principal - 2/21/23  
Grossmont-Cuyamaca CCD Exhibit C

## Total Computational Revenue (TCR)

I. Base Allocation (FTES + Basic Allocation)	\$	96,032,546
II. Supplemental Allocation		20,735,928
III. Student Success Allocation		13,938,337

Student Centered Funding Formula (SCFF) Calculated Revenue (A)	\$	130,706,811
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2021-22 SCFF Calculated Revenue + COLA (B)		123,089,297
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Hold Harmless Revenue (C)		129,894,084
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Stability Protection Adjustment		-
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Hold Harmless Protection Adjustment		-
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<b>2022-23 TCR (Max of A, B, or C)</b>	<b>\$</b>	<b>130,706,811</b>
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## P1 / TCR observations

- Base Allocation 73% vs. 70%
- Supplemental Allocation 16% vs. 20%
- Student Success Allocation 11% vs. 10%
- District exceeded its PY + COLA estimates (B)
- District is not in Hold Harmless position (C)

# Revenue Sources

## Revenue Sourcing Observations

- 43% of current funding is derived from Property Tax and ERAF
- 5% of funding comes from Student Enrollment Fees
- 21% of funding comes from EPA
- 32% of remaining funding comes from State GF

California Community Colleges 2022-23  
First Principal - 2/21/23  
Grossmont-Cuyamaca CCD Exhibit C

## Revenue Sources

Property Tax & ERAF	55,892,906
Less Property Tax Excess	-
Student Enrollment Fees	5,907,808
Education Protection Account (EPA)	26,820,542
State General Fund Allocation	42,085,555

# 2022-23 FTES

California Community Colleges 2022-23  
First Principal - 2/21/23  
Grossmont-Cuyamaca CCD Exhibit C

Section Ib: 2022-23 FTES Modifications					
<i>variable</i>	r	s	t	u	n = s + t + u
	Applied #0	Reported 320	Emergency Conditions Allowance (ECA)		2022-23
FTES Category	19-20 FTES	2022-23 P1 FTES	COVID-19	Other	Applied #0
Credit	16,663.18	12,437.65	4,225.53	-	16,663.18
Incarcerated Credit	6.13	2.20	3.93	-	6.13
Special Admit Credit	350.00	629.36	(279.36)	-	350.00
CDCP	-	-	-	-	-
Noncredit	15.85	1.54	14.31	-	15.85
<b>Total</b>	<b>17,035.16</b>	<b>13,070.75</b>	<b>3,964.41</b>	<b>-</b>	<b>17,035.16</b>

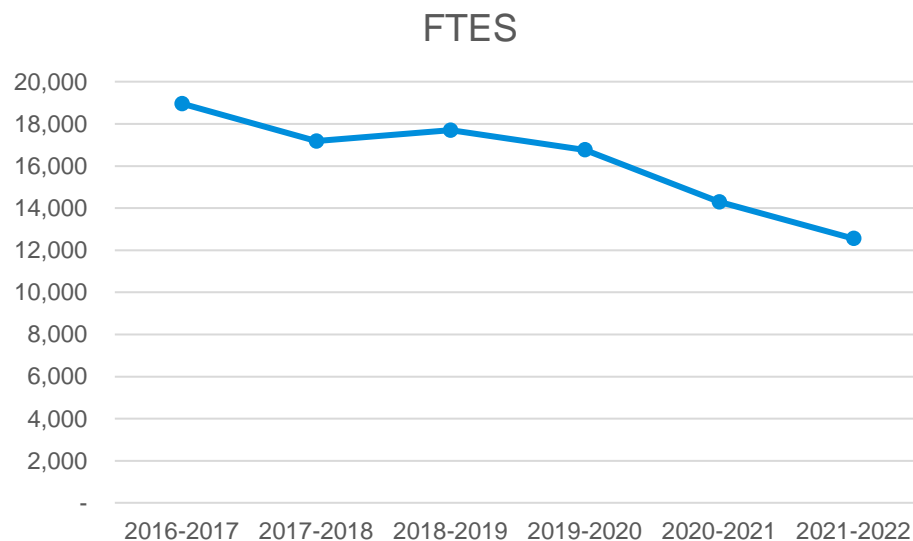
## FTES Observations

- District is currently leveraging Emergency Conditions Allowance to protect its FTES
- Actual reported Incarcerated Credit is low at 2.20
- No CDCP FTES currently
- Actual reported Noncredit is low at 1.54

# 2022-23 Adopted Budget confirms declining FTES

## Actual FTES observations

- Since FY 2019-2020, District has seen a steady decline in FTES



<https://www.gcccd.edu/district-business-services/ab20222023.pdf>

### RESIDENT FTES:

#### Grossmont College

	Actual 19/20	Actual 20/21	Actual 21/22	Tentative Budget 22/23	Adoption Budget 22/23
Credit	11,391	9,519	8,171	9,990	9,990
Non Credit	13	8	21	10	10
Summer Pullback	0	0	0	0	0
<b>Total FTES</b>	<b>11,404</b>	<b>9,527</b>	<b>8,192</b>	<b>10,000</b>	<b>10,000</b>

#### Cuyamaca College

	Actual 19/20	Actual 20/21	Actual 21/22	Tentative Budget 22/23	Adoption Budget 22/23
Credit	5,364	4,770	4,359	5,000	5,000
Non Credit	0	0	3	0	0
Summer Pullback	0	0	0	0	0
<b>Total FTES</b>	<b>5,364</b>	<b>4,770</b>	<b>4,362</b>	<b>5,000</b>	<b>5,000</b>

#### Total Resident FTES

	Actual 19/20	Actual 20/21	Actual 21/22	Tentative Budget 22/23	Adoption Budget 22/23
<b>Total Resident FTES</b>	<b>16,768</b>	<b>14,297</b>	<b>12,554</b>	<b>15,000</b>	<b>15,000</b>

### Calculation of Credit 3 Year Average FTES for SCFF

Total Resident FTES	16,768	14,297	12,554	15,000	15,000
Less Noncredit FTES	13	8	24	10	10
Less Special Admit/HS Dual Enrollment	422	399	500	450	450
Less Incarcerated Students	8	0	-	-	-
<b>Credit Only FTES - SCFF</b>	<b>16,325</b>	<b>13,890</b>	<b>12,030</b>	<b>14,540</b>	<b>14,540</b>
<b>Credit 3 Year Average FTES</b>	<b>16,823</b>	<b>15,844</b>	<b>14,082</b>	<b>13,487</b>	<b>13,487</b>

\* Beginning 18/19 the new Student Centered Funding Formula (SCFF) uses 3 year average for credit FTES

\*\* Final FTES for 19-20 through 21-22 used by CCCCO for funding is the 19-20 P1 FTES of 17,035 due to Emergency Conditions Allowance



# 2022-23 Adopted Budget

## Grossmont-Cuyamaca Community College District Summary of Operations and Ending Balances - General Fund UNRESTRICTED

	Actual 19/20	Actual 20/21	Actual 21/22	Tentative Budget 22/23	Adoption Budget 22/23
<b>SUMMARY OF OPERATIONS:</b>					
<b>Beginning Balance</b>	\$12,781,971	\$14,887,814	\$21,254,562	\$24,241,005	\$21,658,346
Accrual Adjustments	0	0	0	0	0
<b>Adjusted Beginning Balance</b>	\$12,781,971	\$14,887,814	\$21,254,562	\$24,241,005	\$21,658,346
Income	\$128,046,860	\$126,628,163	\$135,256,902	\$138,422,676	\$143,094,526
Transfers Between Restricted & Unrestricted	0	(5,578,595)	(11,805,195)	(600,000)	(600,000)
<b>Total Income</b>	\$128,046,860	\$121,049,568	\$123,451,707	\$137,822,676	\$142,494,526
<b>Total Funds Available for Distribution</b>	\$140,828,831	\$135,937,382	\$144,706,269	\$162,063,681	\$164,152,872
Less Expenditures	125,941,017	114,682,820	123,047,923	150,756,913	149,703,832
<b>Total Ending Balance</b>	<u>\$14,887,814</u>	<u>\$21,254,562</u>	<u>\$21,658,346</u>	<u>\$11,306,768</u>	<u>\$14,449,040</u>
<b>ANALYSIS OF ENDING BALANCE:</b>					
<b>Committed Reserves:</b>					
Site Budget Commitments	\$4,369,848	\$10,257,285	\$5,632,934	\$0	\$0
Unrestricted Purchase Order Carry-Overs	1,527,453	1,471,275	1,457,449	0	0
Budget Dedication to Following Year	114,939	489,239	118,923	0	0
Categorical Commitments	N/A	N/A	N/A	N/A	N/A
STRS/PERS Reserve	N/A	N/A	N/A	N/A	N/A
Health Services	N/A	N/A	N/A	N/A	N/A
Parking Fund	N/A	N/A	N/A	N/A	N/A
<b>Contingency Reserve</b>	8,875,574	9,036,763	14,449,040	11,306,768	\$14,449,040
<b>Total Ending Balance</b>	<u>\$14,887,814</u>	<u>\$21,254,562</u>	<u>\$21,658,346</u>	<u>\$11,306,768</u>	<u>\$14,449,040</u>

Beginning Fund Balance: \$21.66M

Two Months Expenses: \$24.95M

Projected Fund Balance: \$14.45M

# Apportionment:

## Support for Outreach, Retention, Educational Programming

### California Community Colleges - Apportionment GROSSMONT-CUYAMACA COMMUNITY COLLEGE DISTRICT, SAN DIEGO COUNTY

FY22	
Programs	Certified
STATE GENERAL APPORTIONMENT	30,211,288
ACCESS TO PRINT AND ELECTRONIC INFO	21,596
ADULT EDUCATION BLOCK GRANT	8,816,589
BASIC NEEDS CENTERS	513,519
CALIFORNIA COLLEGE PROMISE	1,230,669
CALWORKs	1,852,499
C.A.R.E.	485,284
COLLEGE PROMISE GRANTS (BOG FEE WAIVERSADMIN)	266,895
CULTURALLY COMPETENT FACULTY PD	100,870
DEAF AND HARD OF HEARING	133,745
D.S.P.S.	2,431,529
E.O.P.S.	2,427,810
EEO BEST PRACTICES	208,333
EQUAL EMPLOYMENT OPPORTUNITY	50,000
FINANCIAL AID TECHNOLOGY	80,813
FOSTER CARE EDUCATION	565,241
FULL TIME FACULTY HIRING	2,346,751
GUIDED PATHWAYS	228,951
K-12 STRONG WORKFORCE	14,456,554
LGBTQ+	144,031
LIBRARY SERVICES PLATFORM	17,919
MENTAL HEALTH SERVICES	422,678
NEXTUP	680,710
NURSING EDUCATION	202,415
PART-TIME FACULTY COMPENSATION	362,535
PART-TIME FACULTY HEALTH BENEFITS	23,098
PART-TIME FACULTY OFFICE HOURS	377,908
PHYSICAL PLANT & INST'L SUPPORT	7,366,176
RETENTION AND ENROLLMENT OUTREACH	1,558,928
S.F.A.A.	888,467
STRONG WORKFORCE PROGRAM	12,207,711
STUDENT EQUITY AND ACHIEVEMENT	7,570,393
STUDENT FOOD AND HOUSING SUPPORT	514,776
STUDENT SUCCESS COMPLETION	2,003,209
UNDOCUMENTED RESOURCES LIAISONS	193,107
VETERAN RESOURCE CENTER	325,142
PRIOR PRIOR YEAR CATEGORICAL ADJUSTMENT	-
PRIOR PRIOR YEAR STATE GENERALAPPORTIONMENT ADJ	887,845
PRIOR YEAR CATEGORICAL ADJUSTMENT	49,032
PRIOR YEAR STATE GENERAL APPORTIONMENTADJUSTMENT	1,847,353
DEFERRAL REPAYMENT (SCFF)	10,621,761
DEFERRAL REPAYMENT (SEAP)	6,621,000
<b>Total</b>	<b>121,315,130</b>

101,288,139

FY23 - Mar'23			
Programs	Revenue Control	Certified	
State General Apportionment	Unrestricted 8610	42,085,555	
Access to Print and Electronic Info	Restricted 8620	21,346	
Adult Education Block Grant	Restricted 8620	9,394,962	
Basic Needs Centers	Restricted 8620	681,780	
California College Promise	Restricted 8620	1,550,412	
CalWORKs	Restricted 8620	2,080,505	
C.A.R.E.	Restricted 8620	692,264	
College Promise Grants (BOG Fee Waivers Admin)	Restricted 8620	233,714	
COVID-19 Recovery Block Grant	Restricted 8690	8,940,585	
Deaf and Hard of Hearing	Restricted 8620	115,573	
D.S.P.S.	Restricted 8620	3,162,054	
E.O.P.S.	Restricted 8620	2,806,365	
Emergency Financial Assistance Supplemental	Fund 74 State 8600	214,978	
Equal Employment Opportunity	Restricted 8620	-	
Financial Aid Technology	Restricted 8620	80,813	
Foster Care Education	Restricted 8620	671,821	
Full Time Faculty Hiring	Unrestricted 8690	2,346,751	
Guided Pathways	Restricted 8620	809,059	
K-12 Strong Workforce		13,470,138	
Library Services Platform	Restricted 8620	-	
Local and Systemwide Technology and Data Security	Restricted 8620	150,000	
Mental Health Program	Restricted 8620	491,085	
NextUp	Restricted 8620	804,927	
Nursing Education	Restricted 8620	202,415	
Part-Time Faculty Compensation	Unrestricted 8610	387,782	
Physical Plant & INST'L Support	Restricted 8620	11,601,629	
Retention and Enrollment Outreach	Restricted 8620	2,391,857	
S.F.A.A.	Restricted 8620	1,000,730	
SFRF Emergency Financial Assistance	Fund 74 Federal 8100	2,752,658	
Strong Workforce Program	Restricted 8620	12,094,568	
Student Equity and Achievement Program	Restricted 8620	7,949,686	
Student Food and Housing Support	Restricted 8620	514,667	
Student Housing (Planning)	Restricted 8620	310,000	
Student Success Completion Grant	Restricted 8620	5,455,239	
Systemwide Technology and Data Security	Restricted 8620	100,000	
Undocumented Resources Liaisons	Restricted 8620	193,107	
Veteran Resource Center	Restricted 8620	324,527	
Zero Textbook Cost Program	Restricted 8620	40,000	
Zero Textbook Cost Program - (One-Time Funds)	Restricted 8620	360,000	
2018-19 Adjustment	See 2018-19 Exhibit D	-	
2019-20 Adjustment	See 2019-20 Exhibit D	397,096	
2020-21 Adjustment	See 2020-21 Exhibit D	-	
Prior Year Categorical Adjustment	See 2021-22 Exhibit D	99,240	
Prior Year State General Apportionment Adjustment	See 2021-22 Exhibit D	(653,561)	
<b>Total</b>		<b>136,326,327</b>	

136,483,552

Increase/ (Decrease)	% Change
11,874,267	39%
(250)	-1%
578,373	7%
168,261	33%
319,743	26%
228,006	12%
206,980	43%
(33,181)	-12%
8,940,585	new
(100,870)	-100%
(18,172)	-14%
730,525	30%
378,555	16%
214,978	new
(208,333)	-100%
(50,000)	-100%
-	0%
106,580	19%
-	0%
580,108	253%
(986,416)	-7%
(144,031)	-100%
(17,919)	-100%
150,000	new
68,407	16%
124,217	18%
-	0%
25,247	7%
(23,098)	-100%
(377,908)	-100%
4,235,453	57%
832,929	53%
112,263	13%
2,752,658	new
(113,143)	-1%
379,293	5%
(109)	0%
310,000	new
3,452,030	172%
100,000	new
-	0%
(615)	0%
40,000	new
360,000	new
-	
(20,184,216)	
<b>15,011,197</b>	

# FY22 Audit Report: Economic Factors That May Affect the Future - Funding Formula

"The District is in the process of developing an enrollment management plan to increase FTES and efficiency.

The District's goals and priorities place a strong **focus** on student **access, equity, and success**.

These three factors are in line with the components of the student centered funding formula.

The Fall 2022 semester saw a leveling off of the decline and enrollment was comparable to the previous fall semester."

California Community Colleges Chancellor's Office  
Full Time Equivalent Student (FTES) Summary Report

	Fal Term Comparison				
	2018	2019	2020	2021	2022
Credit FTES	7,879.52	7,326.06	6,270.03	5,429.09	5,398.53
Non-Credit FTES	8.51	8.10	3.60	13.15	1.82
Total FTES	7,888.02	7,334.15	6,273.63	5,442.24	5,400.36

CCCCO Datamart, 3/26/2023



# Action Plans for Increasing SCFF Budget for GCCCD



# 1) Strengthen Incarcerated Student Program Participation

## Local Facilities and Observations:

- Las Colinas Detention and Re-entry Facility
  - Located within 5.5 miles of Grossmont College campus
  - Primary housing for incarcerated females in San Diego County, with 1,280 beds.
  - In 2019, GC piloted an academy offering 9 college credits at Las Colinas, funded by the sheriff's department and has been growing the Grossmont Justice Scholars Program for the formerly incarcerated since then
- East Mesa facility
  - Noted as having almost all English-literate residents with few educated beyond high school. Due to remote location, engaging with local educational institutions have proven difficult
- Pell Grant eligibility – starting 7/2023, incarcerated adults will become eligible





# Articles regarding education program for incarcerated students

NPR:

## **Getting a bachelor's degree in prison is rare. That's about to change.**

Updated June 23, 2022 - All Things Considered, By Elissa Nadworny & Lauren Migaki

"Starting in the 2023-2024 school year, people in prison will have access to Pell grants. The money, up to nearly \$7,000 a year per student, doesn't need to be repaid. The change will mean a chance at higher education for more than half a million people who will be academically eligible, according to the Vera Institute of Justice."

## **HBCUs are building a new prison-to-college pipeline.**

August 17, 2022 – By Sequoia Carrillo

"When we introduce post-secondary educational options while the individual is incarcerated, we reduce the risk of recidivism by nearly half,"  
"We started last summer with 10 students, I am projecting we will probably be well over 140 students by the fall semester,"

## **This education program gives incarcerated women a better chance at life beyond prison.**

September 26, 2022 - All Things Considered, By Anna Savchenko

"Within five years, over 75% of those who've been released from prison will be rearrested. And yet for those who leave prison with a bachelor's degree, the recidivism rate is roughly around 5%"

## **Why Aren't There More Higher Ed Programs Behind Bars?**

September 7, 2015 - All Things Considered, By Eric Westervelt

"Even for a small investment, the potential payback to society is big, says RAND Corporation senior researcher Lois Davis. Her research has found that participation in any level of education behind bars reduced risk of being re-incarcerated by 13 percent."



Stanley Andrisse says his 21-year-old self, who was once facing 20 years to life in prison, could never have imagined his life today: Andrisse is now an endocrinologist, scientist and professor at Howard University's College of Medicine. He has a Ph.D., an MBA, and a lab full of students who affectionately call him Dr. Stan.

Jeffrey Pierce/NPR

<https://www.npr.org/2022/08/17/1117523697/hbcus-are-building-a-new-prison-to-college-pipeline>



Home > Student Support > Justice Scholars > Resources

## Resources

The Grossmont Justice Scholars Program maintains a database with hundreds of community and campus resources. This resource is updated regularly.

Expand All | Collapse All

### ▼ Campus

#### CalWORKs

A supportive program for student parents who are receiving cash aid

#### Basic Needs

Services provided include: Child Care, Gizmo's Kitchen, Health Services, Mental Health Services, and Shower Facilities.

#### CARE

Cooperative Agencies Resources for Education (CARE) provides support services to assist single parents with academic support and financial assistance.

# 1) Strengthen Incarcerated Student Program Participation

## • Actions:

- Work with Las Colinas facility to optimize students' access to education, reducing barriers, creating incentives starting in FY2023-24
- Expand Las Colinas program beyond basic skills to include vocational skills once class size allows program to break even.
- Build a path to financial aid specifically for incarcerated and formerly incarcerated students. Create a pathway for work study jobs for those released to help create work history FY2023-24
- Explore alternatives for distance learning for East Mesa facility FY2023-24
- Progressively increase incarcerated credit FTES reported in 320 to 4 by 2025-26

## • Responsibility of: Instructional faculty and Counselors

## • Fiscal Impact: \$228K for two additional counselors. \$50K for additional adjunct faculty classes to be offered.

## • Resources needed: Two counselors are needed for the expansion of efforts at the Las Colinas facility. Adjunct faculty will be needed for more classes. GC already has two dedicated counselors/coordinators dedicated to the Justice Scholars. Adding more will increase students.

## • DEIA Implication: Increase the FTES of incarcerated persons, an identified special population

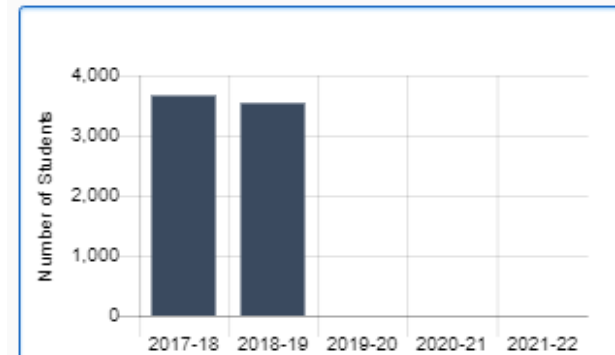
<https://www.grossmont.edu/student-support/justice-scholars/index.php>

## 2) Pursue Special/Dual Enrollment

- **Observation #1:** Approx 3,500 high school students (or 16% of students) from GUHSD take AP exams each year
- **Action Item #1:** Allocate resources for District to have representation on high school campuses encouraging Dual Enrollment instead of Advanced Placement (AP) classes
  - Streamline the dual enrollment process so that registering for a college class is as easy or easier than registering for an AP course or exam for FY2023-24
  - Build an accessible pathway for both high school counselors who assist students and for students who register and apply for financial aid themselves for FY2023-24
  - Offer college courses on high school campuses during school hours to take alongside high school courses for college credit. Offer college courses on college campus at after-high school hours
  - Pilot a high school curriculum that is on GC or CC campuses for qualified graduating seniors in high school that includes college courses for college credit.
  - Establish Early College High School in the K-12 districts to grades 6-12, to provide concurrent dual. Credit courses for high school students pursuant to California Education Code section 11302, through MOU with GC and CC.
  - GC and CC provide college courses instruction to students who are eligible to earn both high school diploma and two years of college credit toward an Associate degree, and K-12 districts pay for textbooks etc.

### Advanced Placement (AP) Test Taking

Grossmont Union High  
CDS Code 37-68130-0000000



View Table Data

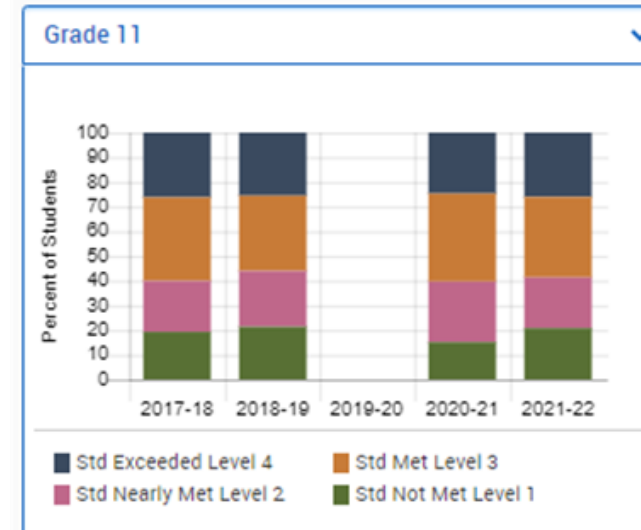
Advanced Placement (AP) Test Taking	2017-18	2018-19	2019-20	2020-21	2021-22
Total	3,663	3,537	N/A	N/A	N/A

## 2) Pursue Special/Dual Enrollment

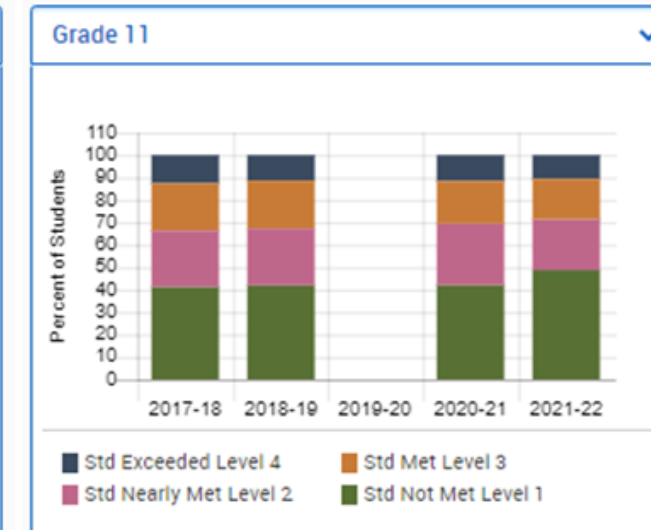
- **Observation #2:** local GUHSD literacy and mathematics achievement levels are low among Grade 11
- **Action Plan #2:** Pair with Summer School Classes. Offer remedial math and writing courses targeting high school students proficiency in both
- **Responsibility of:** Counselors, Admissions & Records, Web Dev Team, Instructional Faculty, liaisons with GUHSD
- **Fiscal Impact:** \$125K one time for revamping the online dual enrollment process for GC and CC with an outside vendor.
- **Resources needed:** GCCCD would need outside consultants to revamp and simplify the online dual enrollment process. Counselors would work with the vendor to streamline the application process. Counselors, student ambassadors will need to re-allocate their time to build a presence at local high schools.
- GCCCD will need to create a new position in the District that communicates with GUHSD schools and their counselors to help gauge what classes are most needed by high school graduates and seniors who are not performing proficiently. This liaison will also need to communicate to both the GUHSD student body and its counselors what courses are available for high school seniors and graduates to take and whether funding like Promise or Pell grants are available. Responsibilities can be combined with Action Plan 3
- **DEIA Implication:** Encourages investment in higher education for first-generation students, streamlines financial aid to help clear obstacles for marginalized people groups

<http://www.ed-data.org/ShareData/Html/108745>

CAASPP ELA/Literacy Results for All Achievement Levels by Selected Grade



CAASPP Mathematics Results for All Achievement Levels by Selected Grade





## 2) Pursue Special/Dual Enrollment

**Growth in California Community Colleges dual enrollment since 2015**

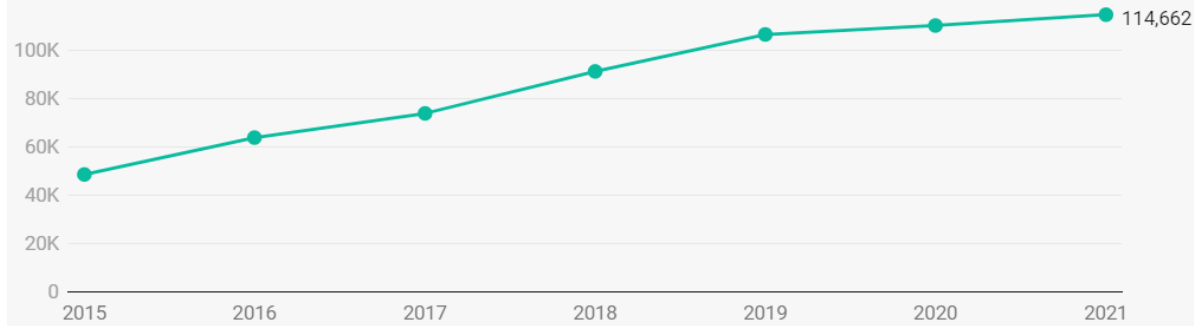


Chart: Yuxuan Xie • Source: California Community College; EdSource Analysis • Created with Datawrapper

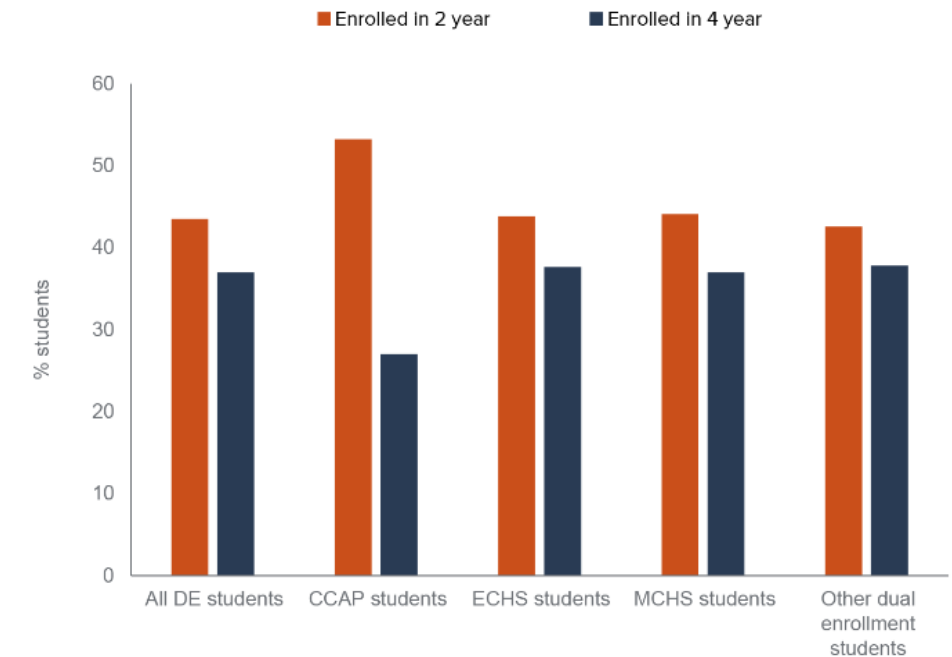
### Racial breakdown of dual enrollment participants and all high school students

HS is all high school students in the area, DE is students in dual enrollment.

District	Latino HS	Latino DE	Black HS	Black DE	Asian HS	Asian DE
Grossmont-Cuyamaca CCD	41.7%	44.0%	5.9%	6.5%	2.8%	2.7%

**Figure 12**

**Most CCAP students enroll in a two-year college after high school graduation**



SOURCE: Authors' calculation using COMIS data, 2015/16–2019/20.

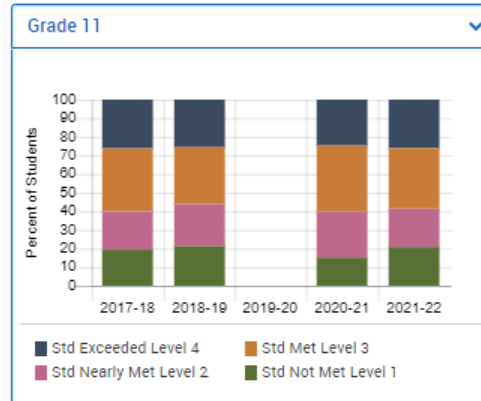
<https://edsource.org/2022/growing-numbers-of-california-high-schoolers-dual-enroll-in-college-courses-but-access-uneven-statewide/680331>

<https://www.ppic.org/publication/dual-enrollment-in-california/>

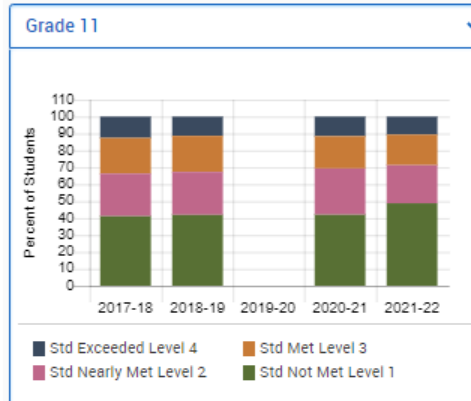


### 3) Invest in Career Development and College Preparation

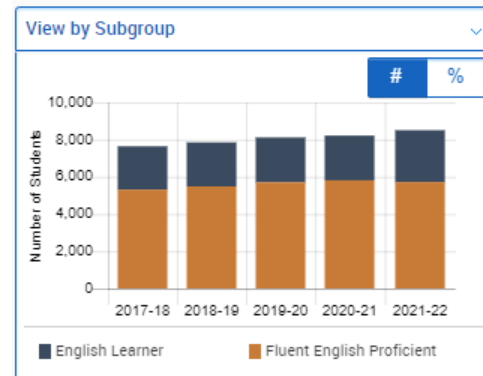
CAASPP ELA/Literacy Results for All Achievement Levels by Selected Grade



CAASPP Mathematics Results for All Achievement Levels by Selected Grade



English Language Acquisition Status



- **Observations:** Within the GUHSD, statistics show:
  - 40%-45% of Grade 11 lack college proficiency or career readiness per state assessment in Literacy
  - 66%-71% of Grade 11 lack college proficiency or career readiness per state assessment in Mathematics
  - Steadily increasing population of students working toward English language proficiency. Of the ~8,000 students in this category 40%-50% are classified as not proficient.
- **Action:** Create certificates from existing programs and community needs
- **Action:** Provide stipends to faculty to certify programs one milestone payment for submittal and one for approval

### 3) Invest in Career Development and College Preparation



GROSSMONT  
COLLEGE

#### AN OPEN HOUSE FOR ALL



- **Responsibility of:** Instructional Faculty, liaisons with GUHSD
- **Fiscal Impact:** \$155K for hiring the High School Liaison Manager
- **Resources needed:** GCCCD will need to create a new position in the District that communicates with GUHSD schools and their counselors to help gauge what classes are most needed by high school graduates and seniors who are not performing proficiently. This liaison will also need to communicate to both the GUHSD student body and its counselors what courses are available for high school seniors and graduates to take. Responsibilities can be combined with Action Plan 2
- **DEIA Implication:** Encourages investment in higher education for first-generation students, students with financial or educational challenges and historically marginalized groups

## 4) Expand Non-Credit Courses

- **Observation:**
- Local demographic reflects a diverse community that can benefit from both ESL and basic skills courses as well as courses related to re-launching careers among the 30 – 64 year old community
- "According to Credential Engine, a nonprofit that studies alternative credentialing trends, rapid changes in the marketplace have created an environment in which many providers are awarding an array of credentials. These alternative credentials provide students with short-term, affordable, and flexible learning experiences that result in specific, practical competencies and knowledge and skills sets that benefit both the student and the labor market." <https://www.excelsior.edu/article/the-importance-of-non-credit-courses/>

	Average Service Area			Average Service Area	
	GC Students	Population		GC Students	Population
African-American	6.8%	6.4%	10-17 Years	4.3%	12.0%
Asian	10.0%	12.2%	18-24 Years	60.6%	12.3%
Hispanic	35.4%	39.6%	25-29 Years	14.6%	8.2%
White	38.9%	37.8%	30-39 Years	11.3%	16.8%
Two or More	7.8%	3.1%	40-64 Years	8.7%	35.5%
Unknown/Other	1.1%	1.0%	65+ Years	0.6%	15.2%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>Total</b>	<b>100%</b>	<b>100%</b>

## 4) Expand Non-Credit Courses

- **Actions:**
  - Progressively increase the noncredit FTES reported on 320 to 3 by 2025-26
  - Increase Non Credit Classes for:
    - ESL\*
    - Citizenship
    - Basic skills and remedial academic courses\*
    - Education programs for older adults
    - Corporate college
    - Workforce preparation classes\*
    - Education programs for persons with substantial disabilities
    - Short term vocational programs\*
    - Health and safety education
- \* also qualifies as CDCP



## 4) Expand Non-Credit Courses

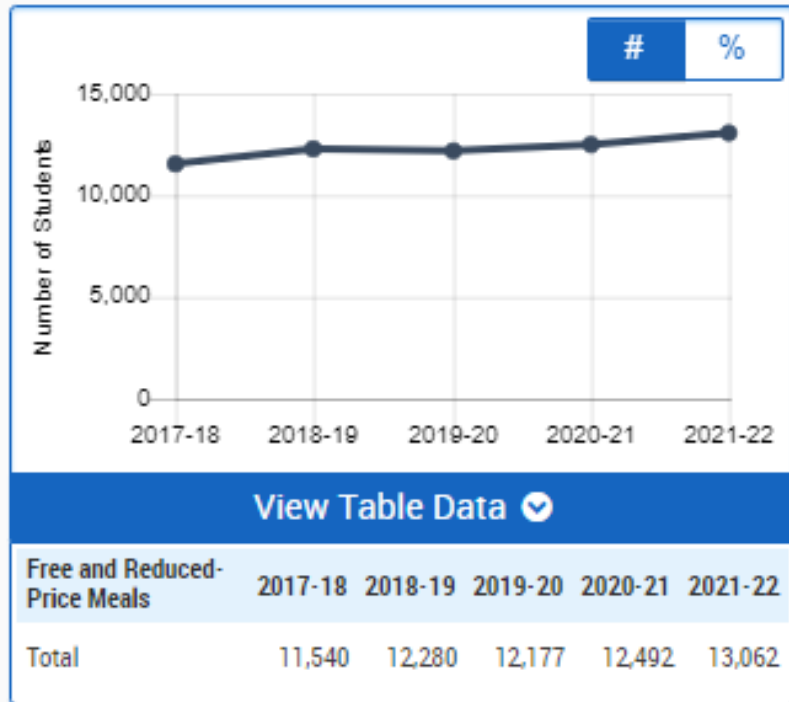
- **Responsibility of:** Instructional Faculty, Academic Affairs
- **Fiscal Impact:** \$250K for hiring additional academic staff for additional non credit courses
- **Resources needed:** Additional resources are needed to expand GCCCD's noncredit course offerings. Most of the GC's current courses are designed for students with disabilities. CC has ESL, basic skills, and vocational education courses.
- **DEIA Implication:** Encourages investment in higher education for first-generation students, offers courses for historically marginalized people groups that are relevant to their current needs





## Free and Reduced-Price Meals

Grossmont Union High  
CDS Code 37-68130-0000000



## 5) Recruit High School Students & Maximize FAFSA applications

- **Observation:** 50%-60% of local high school students are eligible for free and reduced-priced meals
- **Action plan:**
  - Partner with local high school to identify, and streamline the application process for graduating high school students to both GCCCD and financial aid
  - Preemptively contact students in accordance with confidentiality regulations to offer information and assistance with applying to financial aid
  - Create opportunities (e.g. open house nights, GC or CC counselor on campus days, FAQs, etc.) where a District representative can help walk prospective students through CCC, college registration, and FAFSA applications.
  - Have both live and online resources so students have what they need to work through the forms. Have these resources available in Spanish as this is the second largest language spoken in District's area.
  - Consider reducing the text heavy application.

## High School Students

We are thrilled that you are considering Grossmont College to pursue your higher education! With Grossmont, you can make your educational goals a reality.



I want to...

► **Take college courses while in high school.**

► **Concurrent (Dual) Enrollment:**

If you are interested in receiving high school and college credit at the same time, you can sign up for **Concurrent Enrollment**.

**Middle College:**

Our **Grossmont College Middle College High School Program** allows students to complete their last two years of high school at the Grossmont College campus while earning college credits to apply for a degree or certificate.

► **Apply To College**

► **Apply To Grossmont College**



# 5) Recruit High School Students & Maximize FAFSA applications

- **Responsibility of:** Admissions & Records, Student Ambassadors, Counselors
- **Fiscal Impact:** \$228K for one additional recruiting focused counselor for each campus.
- **Resources needed:** Grossmont and Cuyamaca would need to have counselors actively promote their dual enrollment offerings.
- The dual enrollment enrollment process would need to be streamlined by an outside vendor. GC has embedded student ambassadors to local high schools. Online tutorial videos on how to apply are available in English, Spanish and Farsi. The application itself, however, is still in English and is text heavy. District to investigate how to proactively identify and contact students who could benefit from financial aid.
- **DEIA Implication:** Lowers the financial and bureaucratic entry burden for high school students, especially for those who are first-generation

## 6) Vocational or Job Based Skill Programs

- **Observation:** 52.3% of the service area population is composed of adults between 30 and 64 years. With the economy recovering from the pandemic as well as the onset of recession, many from this demographic can benefit from vocational or job based skill programs
- **Action Plan:** Enhance/update job based skill programs that do not require large capital investments and utilize equipment and assets already in the district
  - Survey the industries seeking employees in the surrounding area. Leverage pre-existing resources to equip students for these jobs, offering certificates
  - Negotiate with large employers in surrounding area internships that are a part of curriculum and intern-to-hire options
- Connect returning adult students to pre-existing Adult Reentry Program, providing variety of resources and support already available to encourage continued success

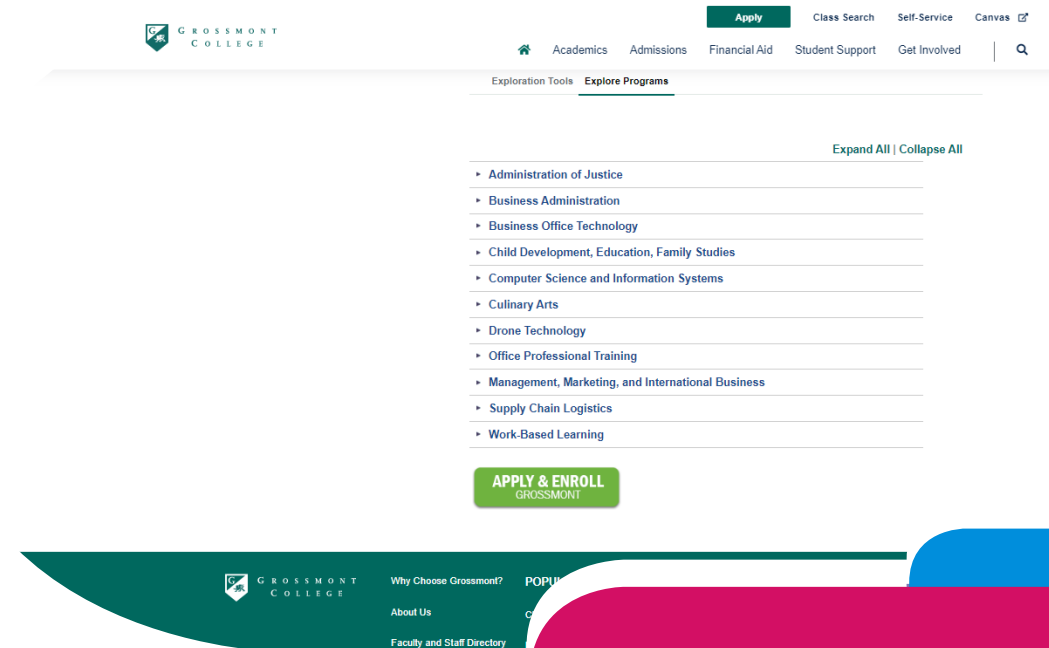
<https://www.gcccd.edu/research-planning/kpi/sections/section-3/gc-student-services-area-comparison.php>

	2015-16		2016-17		2017-18		2018-19		2019-20		Average	
	GC Students	Service Area Population	GC Students	Service Area Population	GC Students	Service Area Population	GC Students	Service Area Population	GC Students	Service Area Population	GC Students	Service Area Population
10-17 Years	2.3%	12.3%	2.9%	12.5%	5.1%	12.5%	3.9%	11.5%	7.1%	11.4%	4.3%	12.0%
18-24 Years	63.5%	12.0%	62.2%	12.0%	60.3%	11.8%	59.3%	13.0%	57.5%	12.6%	60.6%	12.3%
25-29 Years	14.3%	8.3%	14.4%	8.0%	14.4%	7.8%	15.6%	8.6%	14.1%	8.6%	14.6%	8.2%
30-39 Years	10.7%	16.8%	11.3%	16.4%	11.0%	16.2%	11.9%	17.0%	11.8%	17.6%	11.3%	16.8%
40-64 Years	8.7%	36.1%	8.6%	36.2%	8.6%	36.2%	8.8%	34.6%	8.8%	34.2%	8.7%	35.5%
65+ Years	0.6%	14.5%	0.6%	15.0%	0.6%	15.5%	0.6%	15.3%	0.7%	15.6%	0.6%	15.2%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Note for all tables: Service area is defined by the zip codes in which 90% of the enrolled students reside in each academic year, and service area population estimates were extracted from SANDAG. College demographics are from the GCCCD research database.

## 6) Vocational or Job Based Skill Programs

- **Responsibility of:** Dean of Career Education Program
- **Fiscal Impact:** \$160k for adding additional adjunct professors and expanding job based skills offerings.
- **Resources needed:** Additional courses need to be offered to expand GCCCD programs to feed unmet student course demands.
- Program director should leverage the District's network with local employers to update curriculum and explore new career programs to add with prospective students re-starting careers in mind.
- **DEIA Implication:** increases the marketability of identified special populations via short term educational goals, helping them overcome skill based limitations





Home > Student Support > Transfer Center

## Transfer Center

Location	Student Services Building G-230
Phone	619-660-4439
Email	cuyamaca.transfer@gcccd.edu
What is Transfer?	Mon: 8:00am to 6:00pm T-Th: 8:00am to 5:00pm Fri: 9:00am to 1:00pm
 Instagram	

### Information for Admitted Students

### Annual Transfer Achievement Celebration

### Information for Admission Appeal/Denied Admission Students

### Contact Us

For future and current students, community members or college representatives:  
[cuyamaca.transfer@gcccd.edu](mailto:cuyamaca.transfer@gcccd.edu)

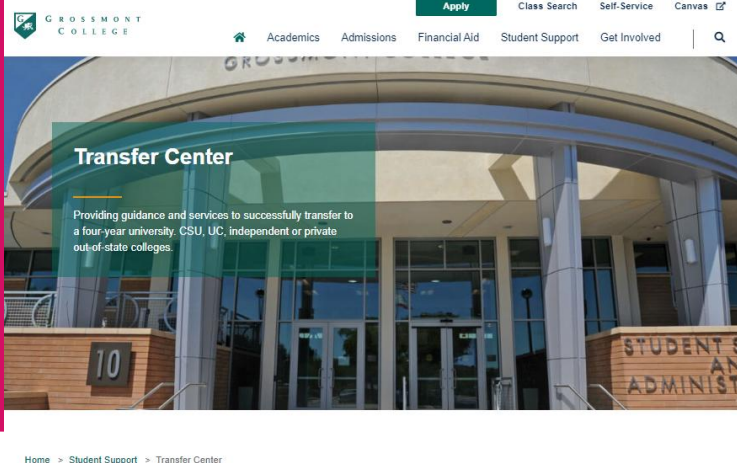
Transfer Counseling

# 7) Transfer Center

## Action Plan:

- Standardize transfer pathways to four-year colleges
- Expand Transfer agreements to non-CSU and non-UC universities.
- Create on-campus transfer centers staffed with dedicated counseling staff and hourly to evaluate student requirements and assist in transferring to other universities
- Dedicated Counselors will create standardized transfer courses for students based on the subject area and desired four-year institution.
- Dedicated transfer counselors will meet with and explain standardized course plans to students to outline their goals to transfer to their desired institution
- Utilize academic records to match student progress versus standardized course plan
- Intervene with academic counselors and transfer counselors when the student does not meet objectives





Home > Student Support > Transfer Center

#### Related Information

##### Transfer Center

###### Contact Us

AA-T/AS-T (Associate Degree for Transfer)

Application Assistance and Next Steps

Articulation Center

Connect with University Representatives

Cross Enrollment

Events and Workshops

Transfer Planning

Grade Point Average Calculator

Pre-Professional Counseling

Useful Websites

For University Reps

COVID-19 FAQs

Transfer Achievement Celebration

## Transfer Center

Our goal is to provide information for effective transfer planning to California State University (CSU), University of California (UC), Independent/Private or Out-of-State Colleges and Universities. Please visit our website regularly for updates and follow your email for campus announcements.

#### Updates:

- Looking for a way to get important transfer updates to your inbox? [Sign-Up FREE today](#) for our Transfer Center--Students on your Canvas Dashboard!
  - Benefit #1: Receive announcements in your Canvas re upcoming deadlines and transfer events!
  - Benefit #2: Access Transfer Planning Information at a time that works for you!
  - Benefit #3: Quick links to schedule an appointment, ask a quick question, application assistance and more!
- Did you apply for Fall 2023 transfer to a UC or CSU??? It is now time for the UC Transfer Academic Update and the Cal State Apply Update... deadline Jan 31! Transfer Center is offering Q&A Sessions to help with these updates...details on our [Application Assistance](#) page!
- Has your CSU campus extended their Spring 2023 application deadline? Visit our [Application Assistance](#) page for more information!

#### How-To's:

Expand All | Collapse

##### How do I ask a Counselor a quick question?

Our Transfer Center Counselors are here to help. If you have a question, there are several options. Here's what you can do:

- Submit your question via [e-Counseling](#). Response time will depend on the complexity of the question.

# 7) Transfer Center

- Responsibility of:** Transfer Center Counselors
- Fiscal Impact:** \$215K for adding classified staff to the transfer center and increasing the number of advisement student workers.
- Resources needed:** Adding transfer center classified staff at GC and CC. Additionally increasing student workers to increase advisement of students of their possibilities. GCCCD already has Transfer Centers at GC and CC.
- DEIA Implication:** Streamlines clear, easy route to transfer for student groups that would historically be deterred from completion

## 8) Drop Risk Outreach

- **Observations:**
  - '22-'23 Completion Rate: 29.60% vs. Statewide 33.7%
  - '22-'23 Transfer Rate: 11.87% vs. Statewide 9.7%
  - GC has identified CRM Advise as desired early alert system as part of their potential 2022-2025 Equity Plan
- **Action Plan:**
  - Assess resources needed to implement Starfish by end of FY22-23, beta test 2023FA with Black & African American students enrolled in Math and English courses, prepare for launch 2024SP, launch Starfish by FY24-25
  - Enlist assistance of faculty to identify students at risk of dropping out
  - Counselors to identify and work with at-risk students to eliminate barriers:
    - Assess and target concerns with counselors, Student Accessibility Services, Financial Aid, peer mentors and other support teams to provide necessary resources to retain FTES
    - Create a survey for students choosing or at-risk of dropping out to identify what areas can be resourced better



[https://www.grossmont.edu/academics/catalog/\\_resources/assets/pdf/2022-2023/2022-fall/2022-2023-catalog-complete-web-08-30.pdf](https://www.grossmont.edu/academics/catalog/_resources/assets/pdf/2022-2023/2022-fall/2022-2023-catalog-complete-web-08-30.pdf)

## 8) Drop Risk Outreach

- **Responsibility of:** IT, Instructional Faculty, Counselors
- **Fiscal Impact:** \$90K for switching from CRM advise and implementing Starfish.
- **Resources needed:** GCCCD needs to train and implement Starfish as its Early Alert tracking and notification system for both campuses. GCCCD uses CRM Advise as their Early Alert tracking and notification system. Once Starfish is implemented and integrated with the current academic oversight framework retention of at risk students can be addressed.
- **DEIA Implication:** Contributes to the closing of the identified equity gap for Black/African American students' term persistence rate, specifically, but benefits are also for identified special groups.







## 9) Strengthen Math and English in Tutor Center

- Advertise tutoring for Math and English classes throughout District at both campuses
- Enlist the help of Math and English professors to include in their materials Tutor Center's contact and information and to recommend to struggling students its services
- Both GC and CC have Tutoring Centers:
  - Increase tutoring support to increase/adjust to accommodate the number of transfer-level Math and English classes
  - Increase/adjust availability of online tutors and the expansion of after hours tutoring based on use and effectiveness
- Connect international students who did not meet minimum TOEFL scores required for admission to pre-existing American Collegiate English non-credit ESL program





## 9) Strengthen Math and English in Tutor Center

- **Responsibility of:** Tutor Center, Instructional Faculty, Counselors
- **Fiscal Impact:** \$100K for increasing student worker tutors by 25
- **Resources needed:** GCCCD should add 25 student tutors for additional support and online tutoring. The district has invested in NetTutor for after hours and/or online tutoring and has live tutors during school hours at Tutoring Centers at both schools
- **DEIA Implication:** Contributes to the closing of equity gap for identified special groups. NetTutor is available in English, Spanish and Arabic. CC has multilingual in-person tutors.

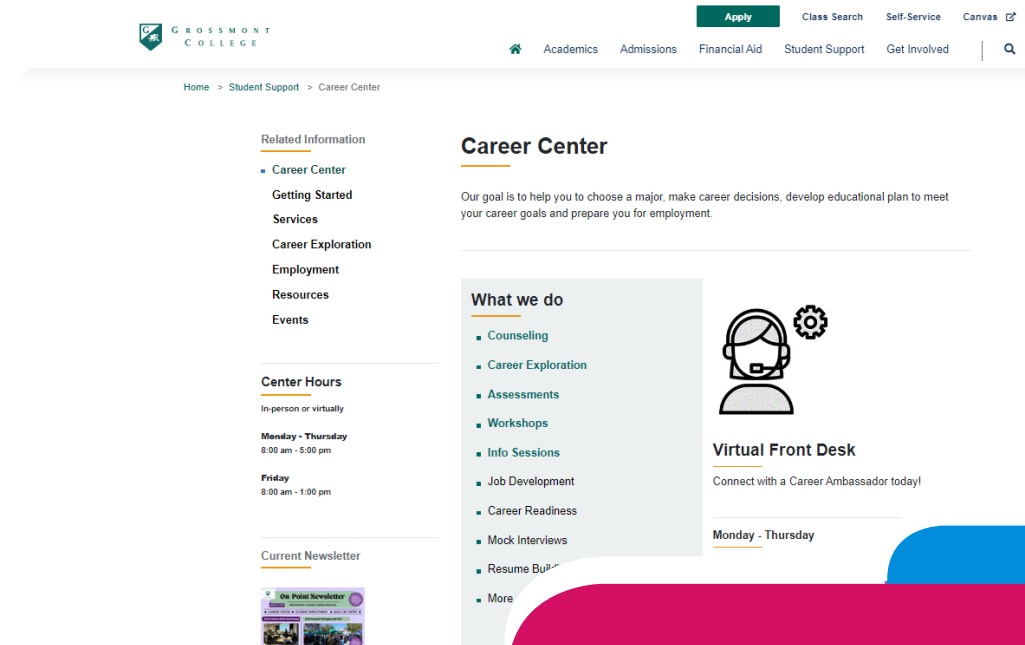
# 10) Regional Living Wage Career Center

- **Observation:** Both schools have developed Career Centers offering career counseling, coaching, workshops, employment events, and job placement assistance. Both Career Centers include resume workshops and interview practice resources.
- **Action:** Re-examine existing Career Centers and assess for areas for improvement or expansion, including:
  - Career Center staff will build relationships with large organizations with large labor needs, such as Cubic, Solar Turbines, Sempra Energy, Sharp and Kaiser, seeking to understand their staffing needs and subsequently coordinating with academic faculty to develop relevant courses and programs.
  - CC to expand their services to bring in-house resume development and review in addition to creating workshops and opportunities for in person mock interviews (currently both are outsourced services). Both schools to leverage relationships with local employers assist with mock interview events.
  - Career center will hold career fairs to help students meet potential employers



# 10) Regional Living Wage Career Center

- **Responsibility of:** Career Center, Counselors
- **Fiscal Impact:** \$175K for additional career center counselors
- **Resources needed:** Both schools will need to add to Career Center staffing in order to expand current services to include more opportunities for resume building, mock interviews and career fairs.
- **DEIA Implication:** Contributes to the closing of equity gap for identified special groups by connecting underprivileged students to employers who would otherwise not have these opportunities.



<https://www.grossmont.edu/student-support/career-center/employment.php>  
<https://www.cuyamaca.edu/student-support/career-center/index.php>



# THANK YOU!

