



COLLEGE *of the* DESERT

K-14 Education Consortium

MINUTES FOR Friday, December 2, 2016		8:30 a.m.	Public Safety Academy, PSA 18
Members Present:	Pamela Ralston, Chair/Vice President of Student Learning, COD Zerryl Becker, Dean, Applied Sciences & Business, COD George Bullis, Principal, Desert Hot Springs High School Martha Deichler, Deputy Superintendent/Principal, Borrego Springs USD Jessica Enders, Director Education Centers, COD Carl Farmer, MESA Program Director, COD Teresa Haga, Assistant Principal, Rancho Mirage High School Robert Hennings Secondary Education Director, CVUSD Bob Hicks, Principal, Palm Desert High School Anne Kalisek, Director of Curriculum & Instruction, PSUSD Pam Mathis, Counselor, Mt San Jacinto High School Kim McNulty, Director, Next Generation Learning, CVEP Rosalia Mendoza, Counselor, PSUSD Todd Reed, Principal, Desert Learning Academy Brad Seiple, Assistant Principal, Cathedral City High School Ashley Shantz, Counselor, La Quinta High School Amy Spears, Assistant Principal, Palm Desert High School Karen Tabor, Interim Dean, Math & Science, COD Adrian Torres, Curriculum, Xavier College Prep Michelle Valenzuela, Counselor, Rancho Mirage High School Joe Wachsmuth, Workforce Development Training Tech, COD Erica Watson, Assistant Principal, Desert Hot Springs High School Ryan Woll, Principal, Palm Springs High School		
Recorder:	Mary Lou Marrujo		

AGENDA

1. Call to Order			
2. Action Items			
2.1 Approval of Agenda			
DISCUSSION	Request to add an agenda item.		
CONCLUSION	Motion by Bob Hicks and second by Ryan Woll to add "math workgroup" to the agenda. Agenda approved as amended.		
FOLLOW-UP ITEMS		PERSON RESPONSIBLE	DEADLINE
None.			
2.2 Approval of November 4, 2016 Minutes			
DISCUSSION			
CONCLUSION	Approved as submitted		

FOLLOW-UP ITEMS	PERSON RESPONSIBLE	DEADLINE
None.		
3. Group Discussion		
3.1 College Readiness Grant – Anne Kalisek, Director of Curriculum & Instruction, PSUSD		
DISCUSSION	<ul style="list-style-type: none"> • Anne Kalisek presented a handout that outlined the legislative information for the College Readiness Block Grant (CRBG); a \$200 million allocation for high school students. (Attachment) • CRBG is a three-year block grant that provides funding to eligible high schools that reported at least one unduplicated pupil. • Eligible activities may include the following: <ul style="list-style-type: none"> ○ Providing teachers, administrators, and counselors with professional development; ○ Beginning or increasing counseling services to pupils and their families regarding college admission requirements; ○ Developing or purchasing materials that support college readiness; ○ Developing comprehensive advising plans to support pupil completion of A-G course requirements. ○ Implementing collaborative partnerships between high schools and postsecondary educational institutions; ○ Providing subsidies to unduplicated pupils; ○ Expanding access to coursework or other opportunities to satisfy A-G course requirements to all pupils. • PSUSD brought together their high school representatives and then invited representatives from Calif State University, San Bernardino (CSUSB) and College of the Desert (COD) to brainstorm on how to use their funds. • Their plan has to be submitted to their Superintendent by January 1, 2017 on how they will measure the impact of the funds received and successful matriculation to institutions of higher education. • Anne shared some of the ways Palm Springs USD plan on using their CRBG funds: <ul style="list-style-type: none"> ○ In the past when PSUSD students took an AP test, if they qualified for free and reduced lunch, the Federal government provided a subsidy, as well as the College Board providing a reimbursement for those students. During the summer at an AP training, it was discovered that the Federal government will no longer continue to provide that subsidy. At that time it was suggested that the CRBG be used to offset the fees; which PSUSD plans on doing. ○ This year PSUSD began using CRBG funds to give the PSAT to all of the sophomores. ○ They are also using monies towards AP retention. ○ At their high schools, in addition to their counseling team, they have two classified positions that support their students. (1) Prevention Specialist who works on dropout prevention; and a (2) Career Tech Specialist. ○ They are also working on the Summer Melt piece; when students who leave high school with college plans never make it to campus in the fall. 	

	<ul style="list-style-type: none"> ○ A measure of success for the grant is required, so their measurement will be reducing the freshman failure rate; retaining students in AP classes; and their clearinghouse data that they are actually getting more students into college that first year after high school. ● Bob Hicks, Principal at Palm Desert High School, reported that they are increasing counselor training and outreach to incoming freshmen for program development. ● Robert Hennings, Secondary Education Director at Coachella Valley High School commented that they are providing AP testing subsidies; working towards additional staffing for AVID and guidance counseling—district level coordination support. ● Discussion ensued on programs that could be bridged between the high schools and COD, e.g. Upward Bound, EOPS and EDGE. ● One of the concerns with the Upward Bound program is the limited number of students that can be served at a time. Another challenge is transportation because the program is here at the COD campus on Saturdays. ● Regarding the EOPS program, now that the Feds have changed their timelines for when FAFSAs are due, we should be able to get information quicker on who is eligible for BOG A and B; that’s one of the requirements for EOPS, that they are BOG eligible. ● There was a consensus from the high school reps here today that there has been a better connection between our counselors (high schools and COD).
--	---

CONCLUSION	
------------	--

FOLLOW-UP ITEMS	PERSON RESPONSIBLE	DEADLINE
None.		

3.2 Pathway Opportunities

DISCUSSION	<ul style="list-style-type: none"> ● There are pathways and academies at the high schools. The distinction between the two are: <ul style="list-style-type: none"> ○ Academy students are grouped together (cohorts) in several of their core academic classes in addition to taking Academy-focused elective courses each year. ○ Pathways are a series of courses in a specific area of interest. Students are assigned to a designated counselor. ● Cathedral City High School has: <ul style="list-style-type: none"> ○ A Digital Arts and Technology Academy (DATA), and Health and Environmental Academy of Learning (HEAL). ● Desert Hot Springs High School has: <ul style="list-style-type: none"> ○ Renewable Energy (REAL), and Public Safety Academy (PSA). ● Palm Springs High School has: <ul style="list-style-type: none"> ○ Palm Springs Academy for Learning Medicine (sports medicine focus). ● Coachella Valley High School has: <ul style="list-style-type: none"> ○ Health Sciences and Medical Technology; Hospitality, Tourism and Recreation; and Public Services. ● La Quinta High School has: <ul style="list-style-type: none"> ○ Medical Health and Public Safety Academy.
------------	--

	<ul style="list-style-type: none"> • There was a comment that the purpose of the academies is to make learning relevant so that the students are engaged and succeed. • Students become very closely connected to their teachers, a care factor that makes a big difference. • Pathways are coherent sequences of high school courses that prepare students for careers and continued education. • Dual enrollment is a good example of a pathway. • Some of the classes the high schools are interested in articulating with COD: <ul style="list-style-type: none"> ○ Engineering; ○ Culinary; ○ Automotive; ○ Renewable energy; ○ Banking. • In the past there have been issues with concurrent enrollment. • Dr. Ralston advised that COD will be hiring a staff person that will help support this system from the college with the high schools. A handbook will be created so everyone will know how the system works. 	
CONCLUSION		
FOLLOW-UP ITEMS	PERSON RESPONSIBLE	DEADLINE
<ul style="list-style-type: none"> • Robert Hennings will email a list of academies at Coachella Valley USD to Dr. Ralston. 		
3.3 Math Workgroup		
DISCUSSION	<ul style="list-style-type: none"> • Discussion on the formation of a math workgroup to discuss: <ul style="list-style-type: none"> ○ What courses could be offered so that students would not need remedial courses when they get to college. ○ Need to bridge gap because students not placing well on Accuplacer. Intervention needed. ○ What's happening with assessment and placement? ○ How can high school math faculty get together with COD faculty? ○ Valley-wide math department chair meeting? COD faculty return in February. ○ Math mapping. ○ Math curriculum. 	
CONCLUSION		
FOLLOW-UP ITEMS	PERSON RESPONSIBLE	DEADLINE
<ul style="list-style-type: none"> • Coordinate meeting between high school math leads and COD math faculty. • Invite Amanda Phillips, Interim Dean of Counseling, COD; EDGE coordinator; and academic deans. • First meeting assess needs and challenges. 	Karen Tabor with assistance from Mary Lou Marrujo	
5. Adjournment: The meeting adjourned at 10:00 a.m.		

NEXT MEETING:

Friday, March 3, 2017 – 8:30 a.m.

Location College of the Desert – Room PSA 18



California LEGISLATIVE INFORMATION

Code: Section:

[Up^](#) [Add To My Favorites](#)

EDUCATION CODE - EDC

TITLE 2. ELEMENTARY AND SECONDARY EDUCATION [33000 - 64100] (Title 2 enacted by Stats. 1976, Ch. 1010.)

DIVISION 3. LOCAL ADMINISTRATION [35000 - 45460] (Division 3 enacted by Stats. 1976, Ch. 1010.)

PART 24. SCHOOL FINANCE [41000 - 43052] (Part 24 enacted by Stats. 1976, Ch. 1010.)

CHAPTER 3.2. Categorical Education Block Grant Funding [41540 - 41580] (Chapter 3.2 added by Stats. 2004, Ch. 871, Sec. 7.)

ARTICLE 8. College Readiness Block Grant [41580- 41580.] (Article 8 added by Stats. 2016, Ch. 29, Sec. 9.)

41580. (a) The sum of two hundred million dollars (\$200,000,000) is hereby appropriated from the General Fund to the Superintendent for transfer by the Controller to Section A of the State School Fund for allocation by the Superintendent to establish the College Readiness Block Grant in the manner and for the purposes set forth in this section.

(b) The College Readiness Block Grant is hereby established for the purposes of providing California's high school pupils, particularly unduplicated pupils as defined in Sections 42238.01 and 42238.02, additional supports to increase the number who enroll at institutions of higher education and complete an undergraduate degree within four years.

(c) The Superintendent shall allocate an equal amount per unduplicated pupil enrolled in grades 9 through 12 during the 2015–16 fiscal year to school districts, county offices of education, and charter schools. No school district, county office of education, or charter school serving at least one unduplicated pupil in grades 9 through 12 during the 2015–16 fiscal year shall receive a total allocation of less than seventy five thousand dollars (\$75,000). A school district, county office of education, or charter school shall be eligible for an allocation pursuant to this subdivision only for unduplicated pupils, as defined in Sections 42238.01 and 42238.02, attending a school that is currently accredited or in the process of obtaining accreditation from the Accrediting Commission for Schools, Western Association of Schools and Colleges. These funds are available for expenditure or encumbrance through the 2018–19 fiscal year.

(d) Block grant funds apportioned to eligible local educational agencies shall be used for activities that directly support pupil access and successful matriculation to institutions of higher education. Eligible activities may include, but are not limited to, the following:

(1) Providing teachers, administrators, and counselors with professional development opportunities to improve pupil A–G course completion rates, pupil college-going rates, and college readiness of pupils, including providing for the development of honors and Advanced Placement courses.

(2) Beginning or increasing counseling services to pupils and their families regarding college admission requirements and financial aid programs.

(3) Developing or purchasing materials that support college readiness, including materials that support high performance on assessments required for admittance to a postsecondary educational institution.

(4) Developing comprehensive advising plans to support pupil completion of A–G course requirements.

(5) Implementing collaborative partnerships between high schools and postsecondary educational institutions that support pupil transition to postsecondary education, including, but not limited to, strengthening existing partnerships with the University of California and the California State University to establish early academic outreach and college preparatory programs.

(6) Providing subsidies to unduplicated pupils, as defined in Sections 42238.01 and 42238.02, to pay fees for taking advanced placement exams.

(7) Expanding access to coursework or other opportunities to satisfy A–G course requirements to all pupils, including, but not necessarily limited to, pupils enrolled in schools identified by the department as high schools with 75 percent or greater enrollment of unduplicated pupils, pursuant to subdivision (g). These opportunities may

include, but shall not be limited to, new or expanded partnerships with other secondary or postsecondary educational institutions.

(e) As a condition for receiving funds under this article, a school district, county office of education, or charter school shall develop a plan describing how the funds will increase or improve services for unduplicated pupils to ensure college readiness. The plan shall include information regarding how it aligns with the school district's local control and accountability plan required pursuant to Section 52060, the county superintendent of schools' local control and accountability plan required pursuant to Section 52066, or the charter school's local control and accountability plan required pursuant to Section 47605 or 47605.6 and Section 47606.5. The plan shall also include a description of the extent to which all pupils within the school district, county office of education, or charter school, particularly unduplicated pupils, as defined in Sections 42238.01 and 42238.02, will have access to A–G courses approved by the University of California. In order to ensure community and stakeholder input, the plan shall be discussed at a regularly scheduled meeting by the governing board of the school district, county board of education, or governing body of the charter school and adopted at a subsequent regularly scheduled meeting.

(f) As a condition for receiving funds under this article, grant recipients shall report to the Superintendent by January 1, 2017, on how they will measure the impact of the funds received on their unduplicated pupils' access and successful matriculation to institutions of higher education, as identified within their plan. The department shall compile the information reported pursuant to this subdivision and submit a report to the appropriate policy and fiscal committees of the Legislature on or before April 30, 2017, and shall update the state board on the contents of that report at a regularly scheduled meeting of the state board.

(g) The Superintendent shall annually post on its Internet Web site a list of each school with a percentage of unduplicated pupils in grades 9 to 12, inclusive, of at least 75 percent of the school's total enrollment in grades 9 to 12, inclusive.

(h) For purposes of making the computations required by Section 8 of Article XVI of the California Constitution, the appropriations made by subdivision (a) shall be deemed to be "General Fund revenues appropriated for school districts," as defined in subdivision (c) of Section 41202, for the 2015–16 fiscal year, and included within the "total allocations to school districts and community college districts from General Fund proceeds of taxes appropriated pursuant to Article XIII B," as defined in subdivision (e) of Section 41202, for the 2015–16 fiscal year.

(Added by Stats. 2016, Ch. 29, Sec. 9. Effective June 27, 2016.)