



GUSD and GCCD

**Partnering to Improve College and
Career Outcomes**

Joint Meeting GUSD Board of Education and GCCD Board of Trustees

January 22, 2019 at 5:00 p.m.

223 North Jackson Street, Glendale, CA 91206



GUSD and GCCD
Partnering to Improve College and Career Outcomes

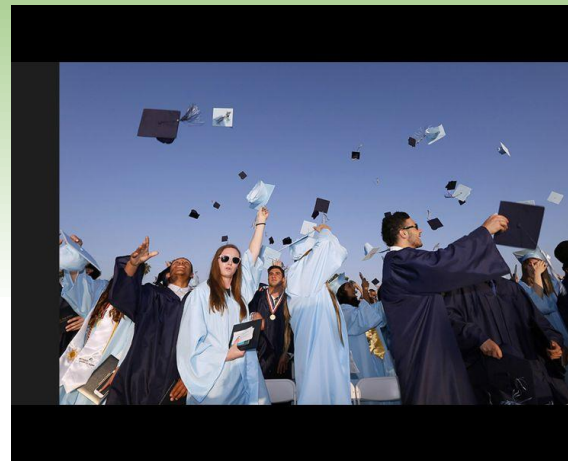
College Readiness and Success

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January 22, 2019

Aspects of Preparation & Success

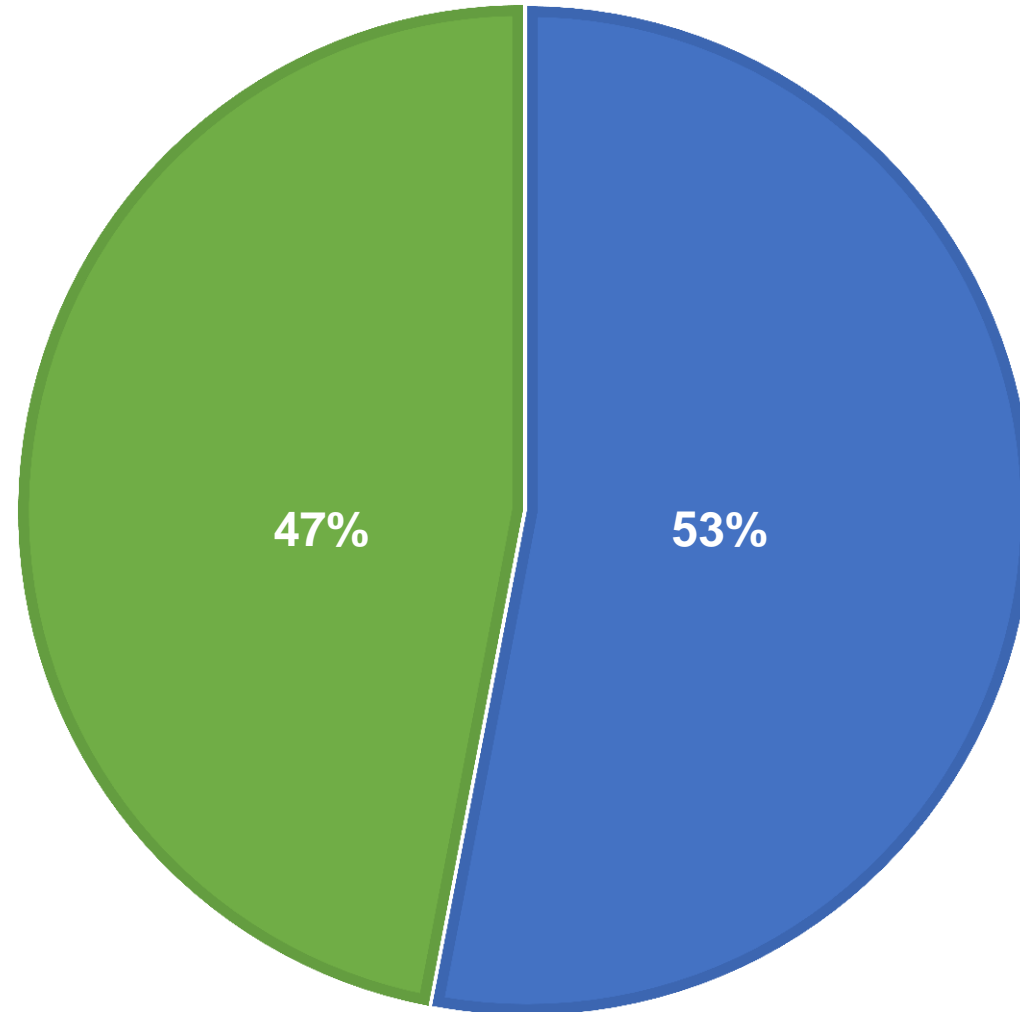
- Student Population
- Placement
- Student Goals
- Units Attempted and Completed
- Student Success



Student Population

Gender

- Female 47%
- Male 53%



Ethnicity

Asian	25	3%
Black	6	1%
Caucasian/Armenian	506	64%
Caucasian/Not Armenian	87	11%
Latino	113	14%
Filipino	44	6%
Other	4	1%

Incoming GUSD Students by School

School	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Glendale	236	288	264	257	238
Hoover	194	162	188	182	203
Crescenta Valley	150	142	150	160	149
Clark	128	129	154	145	172
Daily	19	28	23	22	32
Verdugo Academy	4	8	13	3	10
All GUSD	731	757	792	769	804

Percentage of GUSD Graduates Attending GCC

School	2014	2015	2016	2017	2018
Glendale	39.1%	46.1%	45.7%	49.0%	--
Hoover	55.0%	44.4%	53.7%	53.7%	--
Crescenta Valley	21.7%	20.4%	23.1%	24.9%	--
Clark	50.8%	48.7%	60.2%	60.9%	--
Daily	29.2%	32.2%	24.5%	25.6%	--
Verdugo Academy	21.1%	40.0%	59.1%	12.5%	--
All GUSD	36.8%	36.8%	40.7%	41.5%	--

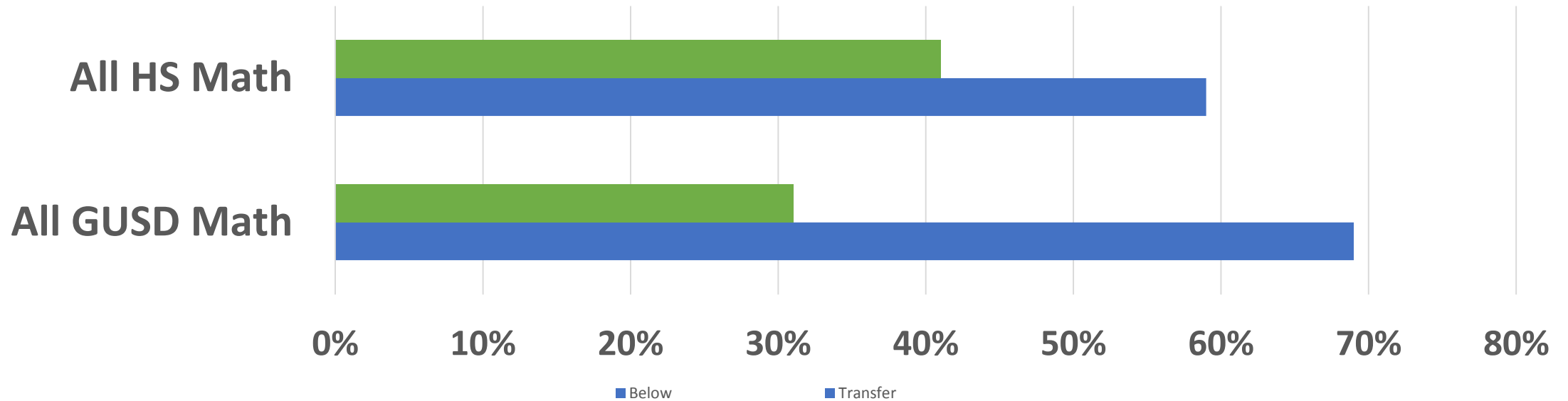
Number of GUSD Students Concurrently Enrolled in GCC

School	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019*
Glendale	60	86	113	100	89
Hoover	34	41	30	62	48
Crescenta Valley	56	74	75	94	96
Clark	84	119	120	183	132
Daily	0	3	2	4	4
Verdugo Academy	2	10	9	8	10
All GUSD	236	333	349	451	379

*Spring 2019 data is incomplete

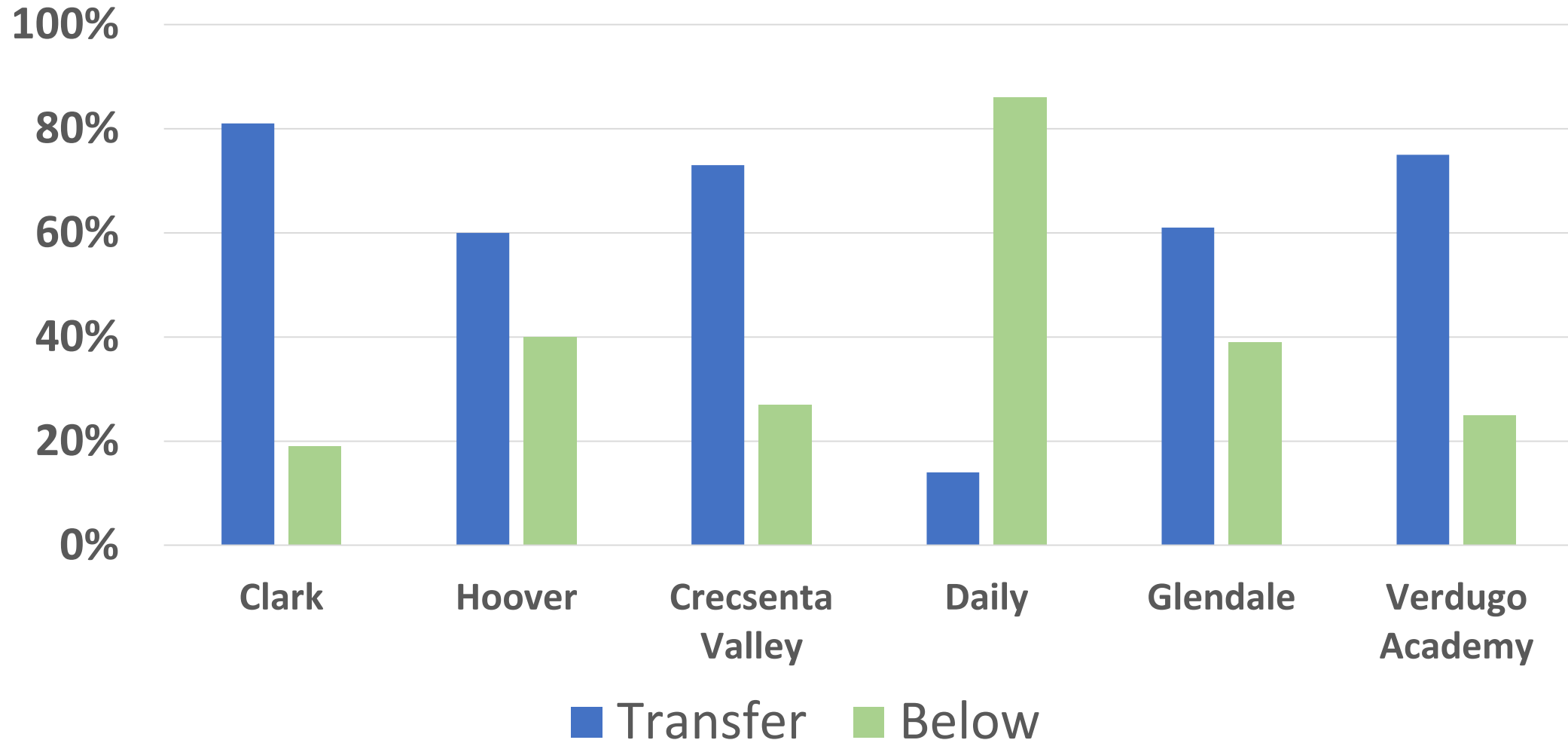
Student Preparation Based on Placement

Math Preparation Based on Placement

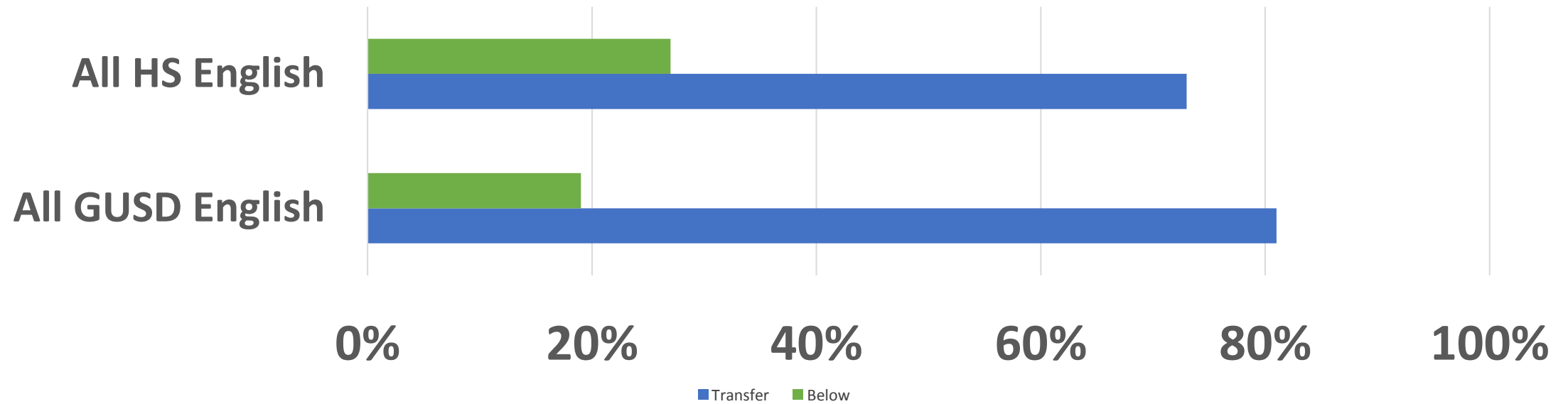


	Transfer	Below
All HS Math	59%	41%
All GUSD Math	69%	31%

Math Placement by School

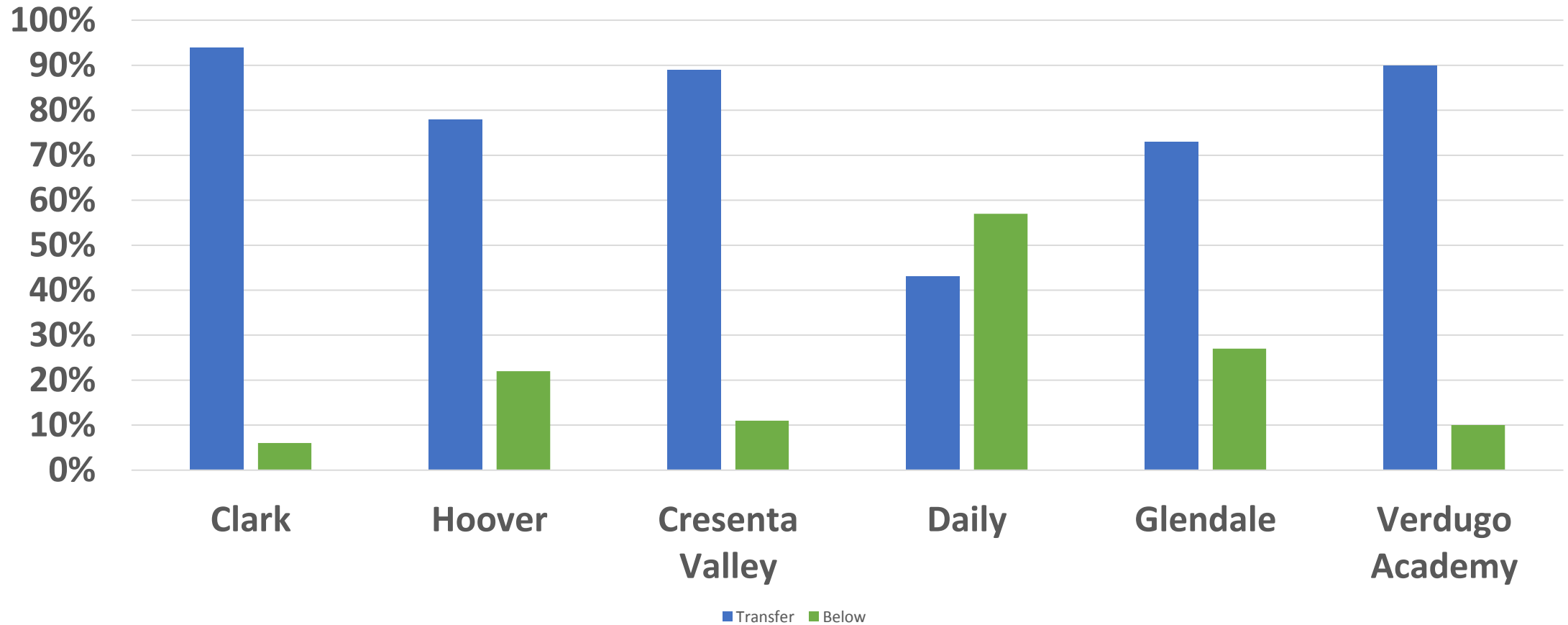


English Preparation Based on Placement



	Transfer	Below
All GUSD English	81%	19%
All HS English	73%	27%

English Placement by School



Historical Student Placement into Transferable Math

School	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Glendale	22%	23%	31%	43%	61%
Hoover	28%	43%	35%	45%	60%
Crescenta Valley	39%	46%	41%	53%	72%
Clark	71%	82%	77%	89%	90%
Daily	0%	0%	8%	0%	20%
Verdugo Academy	0%	25%	36%	100%	75%
All GUSD	35%	41%	42%	54%	69%
All High Schools	25%	30%	31%	39%	59%

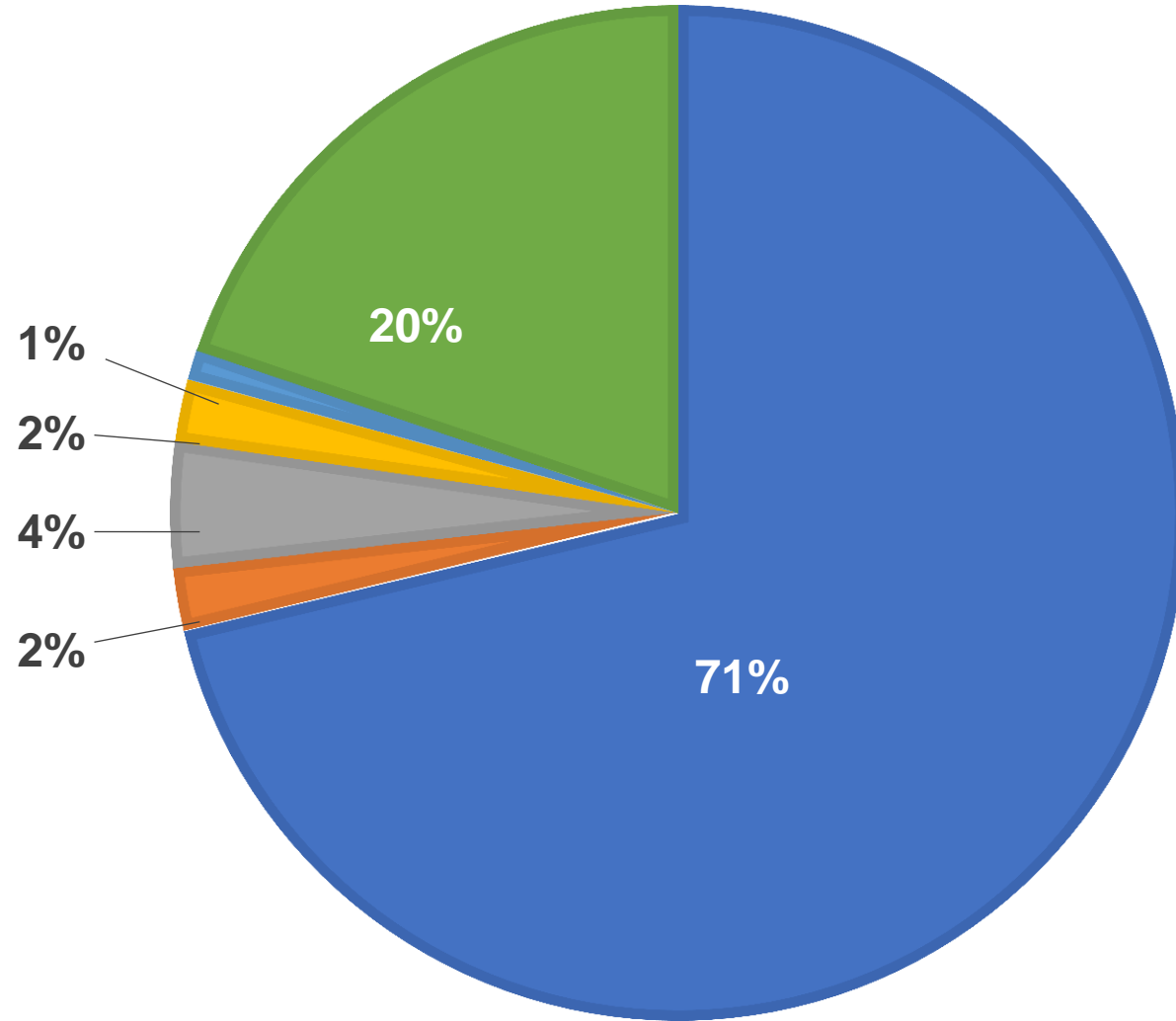
Historical Student Placement into Transferable English

School	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Glendale	38%	47%	34%	47%	73%
Hoover	46%	60%	53%	62%	78%
Crescenta Valley	56%	61%	58%	68%	89%
Clark	76%	85%	80%	85%	94%
Daily	25%	30%	10%	20%	45%
Verdugo Academy	100%	71%	69%	67%	90%
All GUSD	51%	60%	53%	62%	81%
All High Schools	41%	46%	44%	51%	73%

Implementation of
Multiple Measures

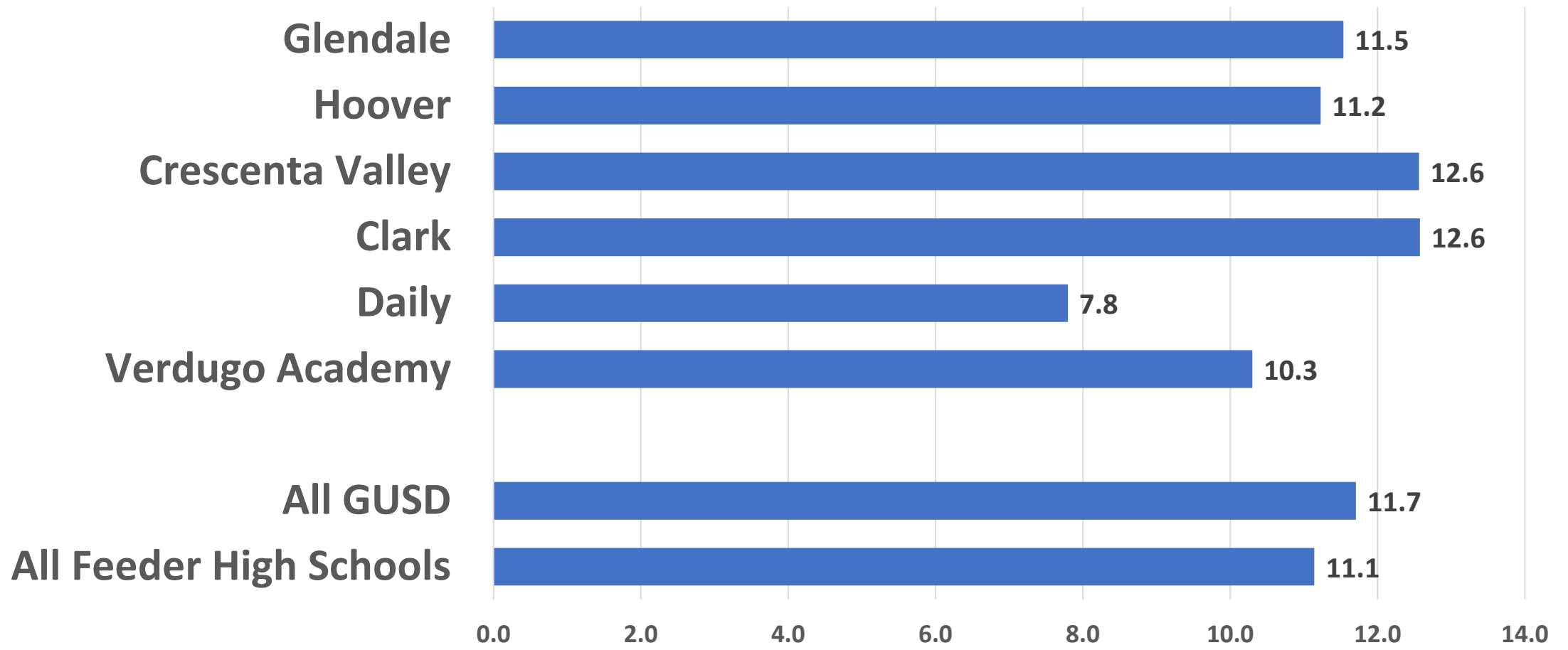
GUSD Student to GCC - Goals Declared

- Transfer 71%
- AA 2%
- Vocational 4%
- Personal Interest 2%
- Basic Skills 1%
- Undecided 20%



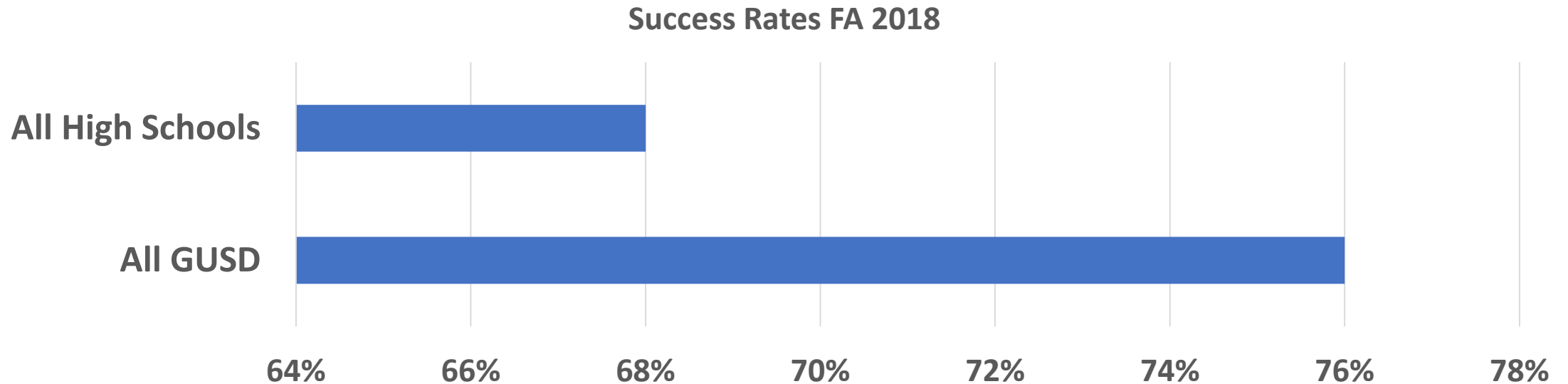
Enrollment

Units Attempted by School Fall 2018



Student Success

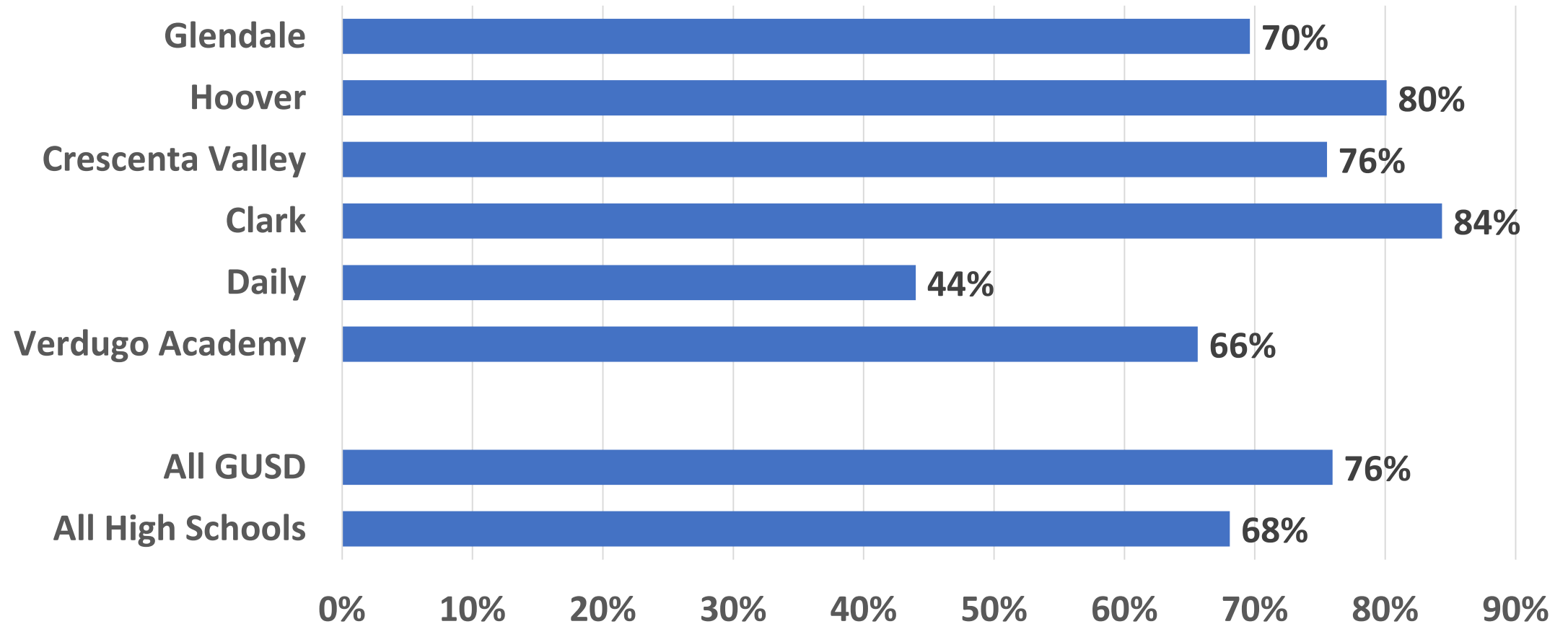
Course Success Rates, Fall 2018



GUSD **76%**

All High Schools **68%**

Success Rates by School, Fall 2018



Historical Success Rates

School	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Glendale	68%	69%	78%	74%	70%
Hoover	69%	76%	81%	73%	80%
Crescenta Valley	66%	72%	74%	78%	76%
Clark	85%	86%	90%	85%	84%
Daily	34%	38%	59%	50%	44%
Verdugo Academy	92%	52%	62%	100%	66%
All GUSD	70%	73%	80%	76%	76%
All High Schools	64%	68%	70%	68%	68%

Conclusions

GUSD Students:

- Represent 41% of incoming high school graduates at GCC.
- Based on placement, are significantly better prepared in math and English than the overall incoming high school population.
- Are focused overwhelmingly on transfer with a significant undecided population.
- Attempt slightly more units than the overall incoming high school population.
- Have overall course success rates that are significantly higher than the overall incoming high school population.



GUSD and GCCD

Partnering to Improve College and Career Outcomes

Career Pathways

Joint Meeting GUSD Board of Education and GCCD Board of Trustees

January 22, 2019

Career Pathways

- **Industry alignment with labor demand and skill needs.**
- **Student support which is inclusive of counseling.**
- **Integrates work-based learning activities.**
- **Ensures that a career pathway is a coherent sequence of courses and activities.**
- **Integrates stackable credentials as appropriate.**
- **Prepares students to enter the workforce.**



GCC's Career Pathway Programs

Health Careers	Business	Technology & Aviation	Visual/Performing Arts
Nursing	Accounting	Administration of Justice	Animation
Emergency Medical Technician	Business Administration	Architecture	Art History
Alcohol/Drug Specialist Studies	Business Office Technology	Aviation	Ceramics
	Computer Applications & Business Office Technology	Computer Aided Manufacturing & Machine Technology	Dance
	Computer Science - Information Systems	Culinary Arts, Nutrition, & Hospitality & Tourism	Graphic Design
	Real Estate	Electronics & Computer Technology	Media Arts
		Engineering Technology-Drafting	Music
		Engineering Transfer	Photography
		Fire Technology	Studio Arts
		Welding/Metallurgy	Theatre Arts



Career Pathways



**GCC-GUSD
Partnership**

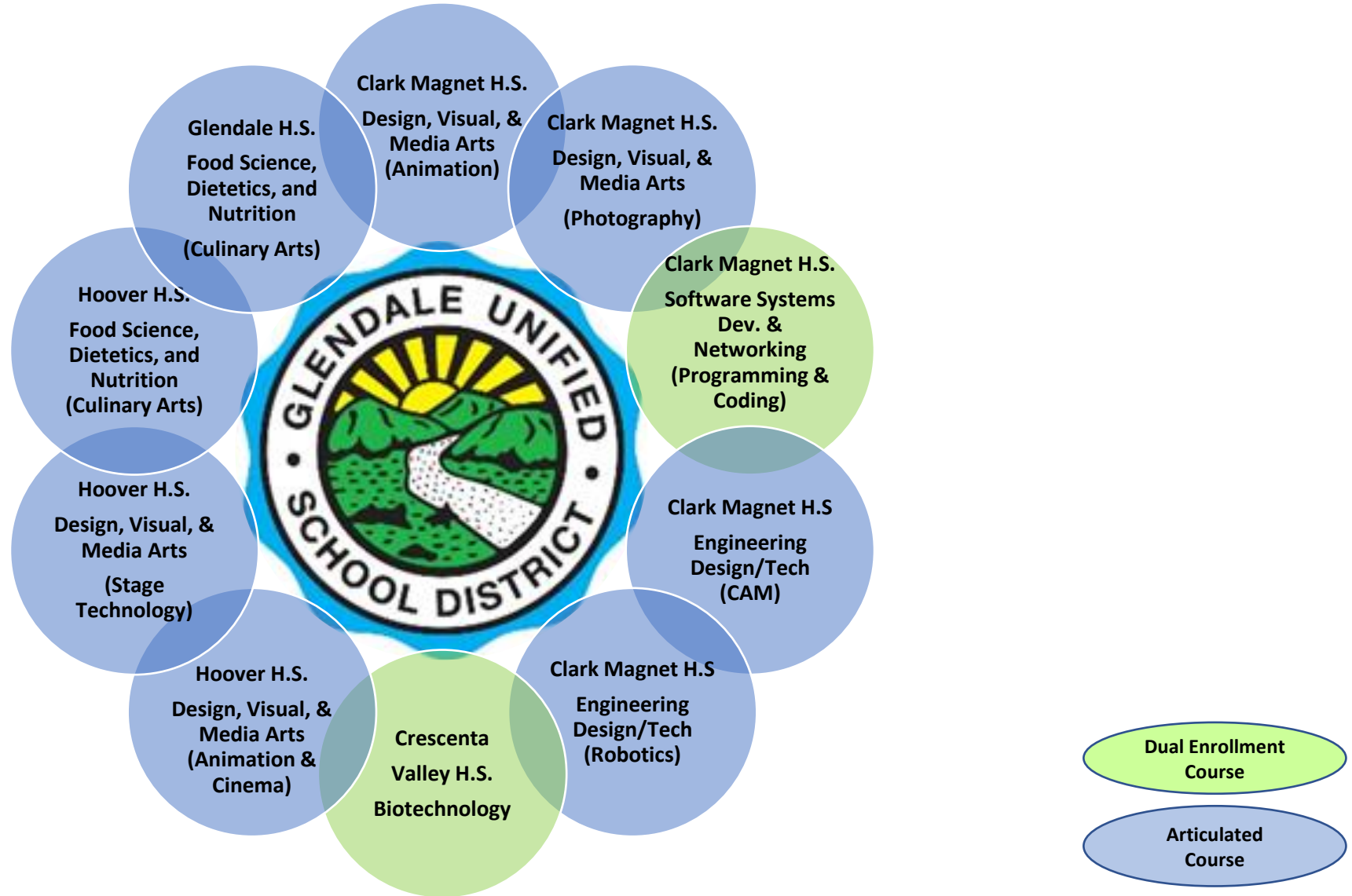


Articulation

**Dual
Enrollment**



GUSD Career Pathways With GCC



Career Pathway Example:

Engineering Technology & Design

Intro to Engineering 1-2
and/or Robotics



Principles of
Engineering 3-4 and/or
Robotics









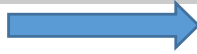





Computer Aided
Manufacturing
(CAM) 5-6 & CAM 7-
8 and/or Robotics



Articulated with GCC Course: CAM
220, 210 & Engineering 130

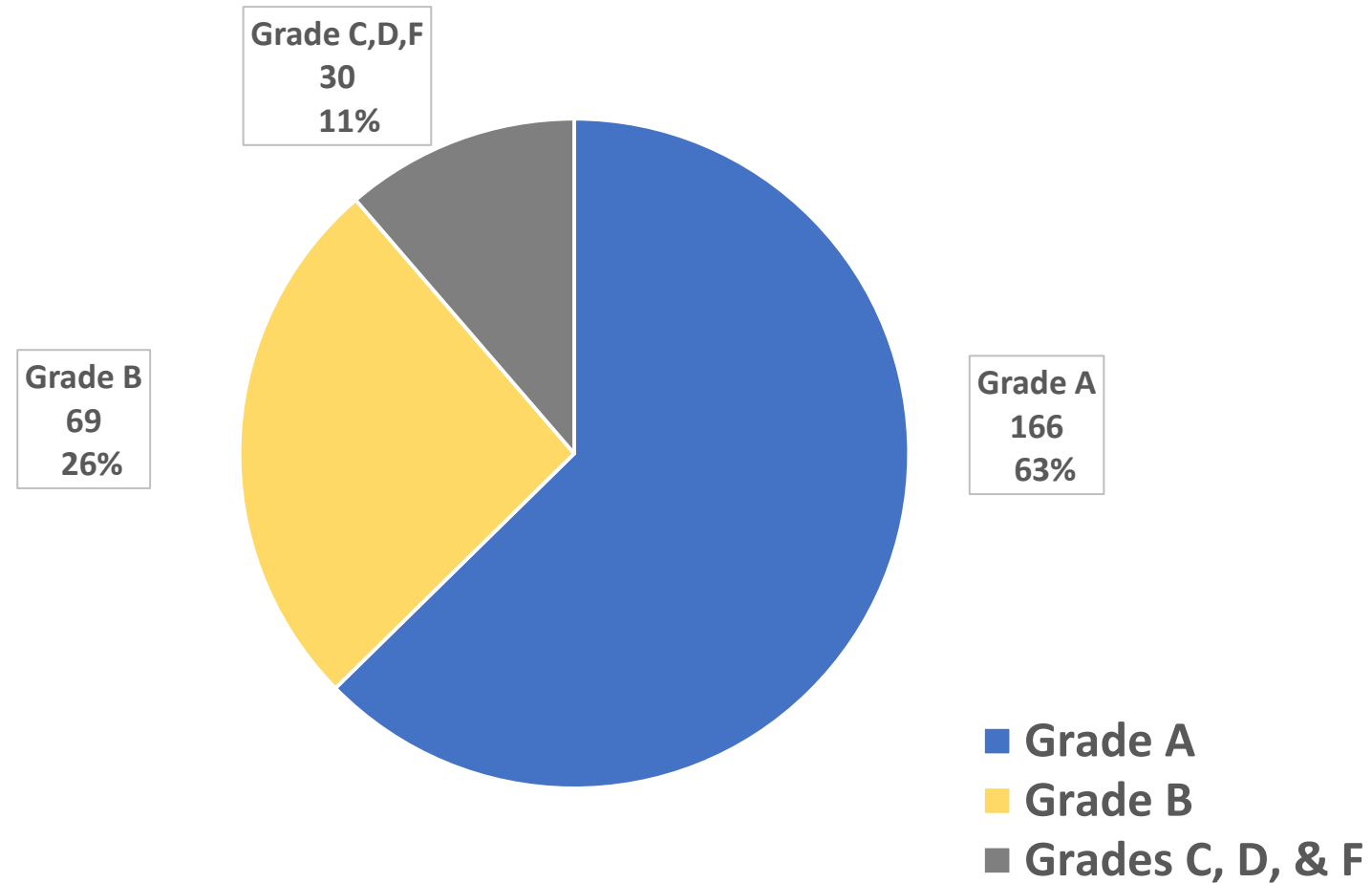
Career Education (CE) Articulation

HIGH SCHOOL	COURSE	ARTICULATED WITH	GCC COURSE	COURSE TITLE
Clark Magnet HS	Animation 5-6		Art 201	Drawing for Animation
Clark Magnet HS	CAM 7-8		CAM 220	Basic Lathe
Clark Magnet HS	CAM 5-6		CAM 210	Basic Milling
Clark Magnet HS	Robotics Team Project 1-2		Engr 130	Intro to Robotics
Clark Magnet HS	Photography 1-2		Photo 101	Intro to Photography
Clark Magnet HS	Photography 3-4		Photo 130	Digital Photography
Clark Magnet HS	Photography 3-4		Photo 130	Digital Photography
Crescenta Valley HS	Stage Arts 5-6		Th Arts 180	Technical Theatre--Music Production
Glendale HS	Culin 5-6*		Culin 111	Fund of Cooking I
Hoover HS	Culin 5-6*		Culin 111	Fund of Cooking I
Hoover HS	Digital Arts 5-6		Art 201	Drawing for Animation
Hoover HS	Stage Arts 5-6		Th Arts 180	Tech Theatre--Music Production

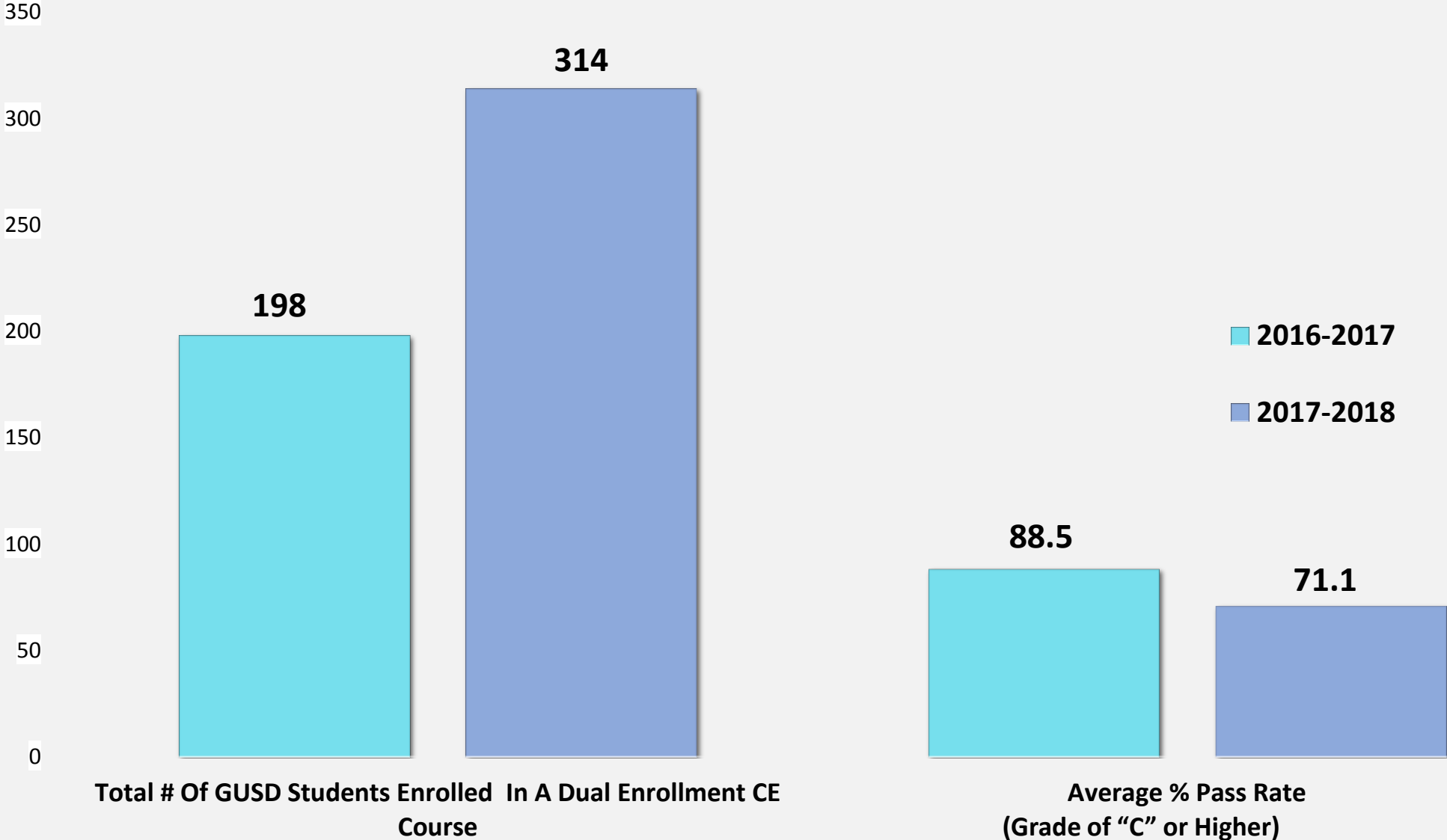
Career Education (CE) Articulation

continued...

2017-2018 Career Education Articulation Course Outcomes



Career Education Dual Enrollment

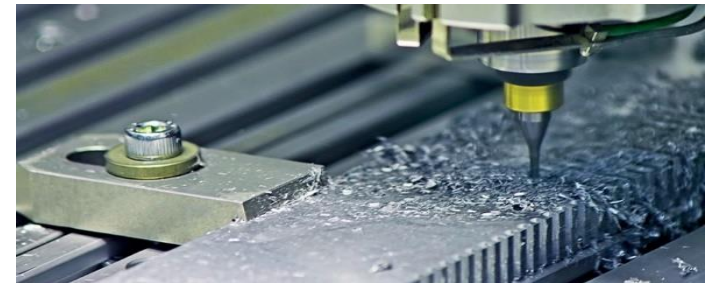


Career Pathways Under Consideration

Film & Video

Public Service

Advanced
Design &
Manufacturing



Career Pathway Student Support Services



- CE Program Outreach
- CE Program Support
- Career Advising
- Job Readiness Workshops

Career Pathway Events

- Engineering & Design Academy Program for Girls-June 18-July 12, 2018
- Information & Communication Technology Industry Expo-November 8, 2018
- Career Trek Day-April 26, 2019
- Annual Maker Faire-April 27, 2019
- Food and Nutrition Career Pathway Industry Expo -May 10, 2019



2018 Maker Faire



Industry Tours

Career Pathways Team

Glendale Community College

Jan Swinton, Dean, Career Education & Workforce Development, Email: jswinton@glendale.edu ext. 5158
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Richard Cortes, Articulation Coordinator, Email: rcortes@glendale.edu ext. 5445

Glendale Unified School District

Mr. Felix Melendez, Executive Director, Secondary Education, Email: fmelendez@gusd.net ext. 1214
Dr. Narineh Makijan, CTE Coordinator, Email: nmakijan@gusd.net ext. 1633
Mr. Louie Tucci, CTE Teacher on Special Assignment, Email: ltucci@gusd.net ext. 1222
Ms. Aydeh Khodadadians, CTE Account Specialist, Email: akhodadadians@gusd.net ext. 1239
Ms. Cynthia Butchko, CTE Support Staff, Email: cbutchko@gusd.net ext. 1620



GUSD and GCCD

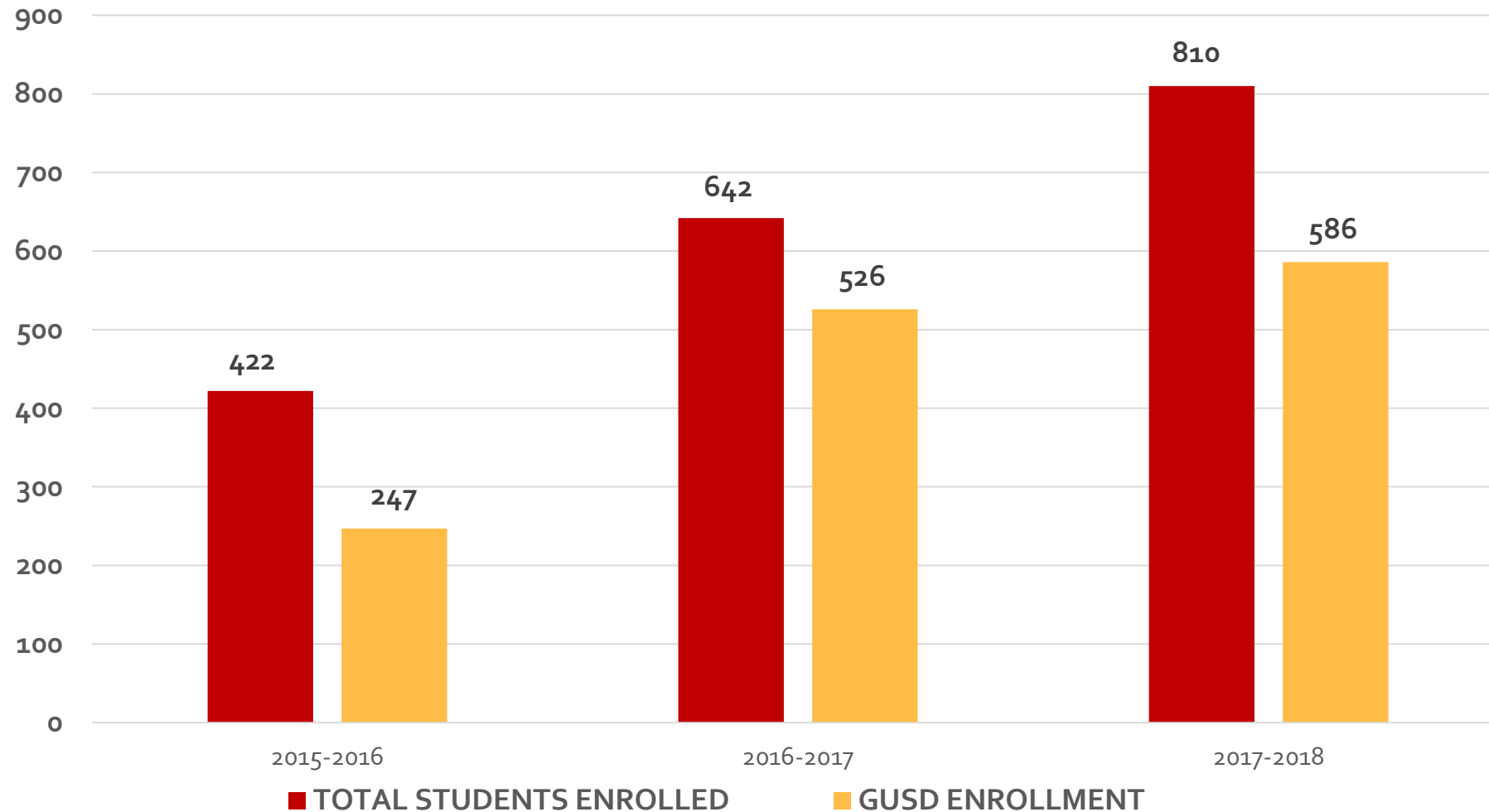
Partnering to Improve College and Career Outcomes

Early Postsecondary Opportunities

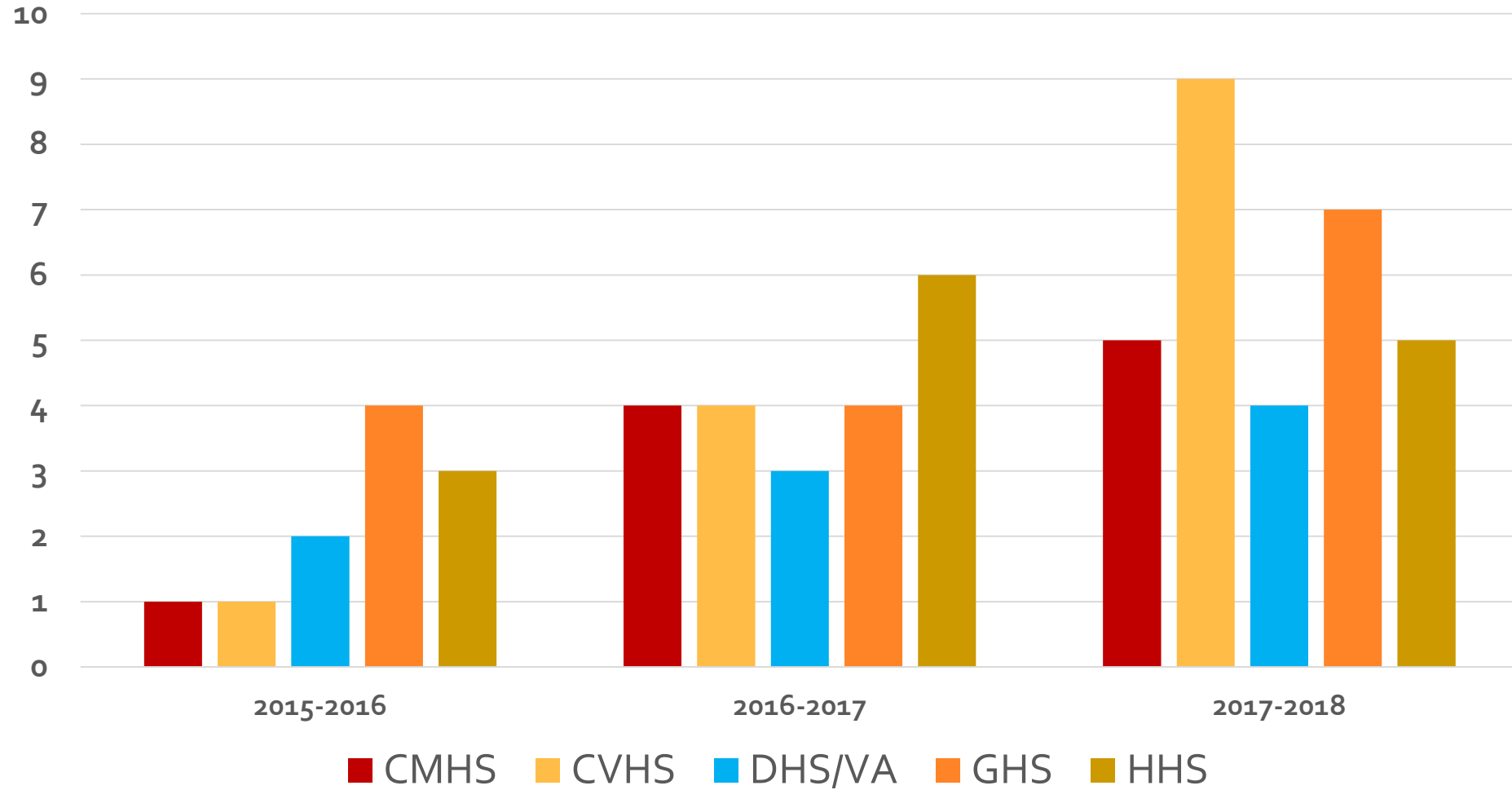
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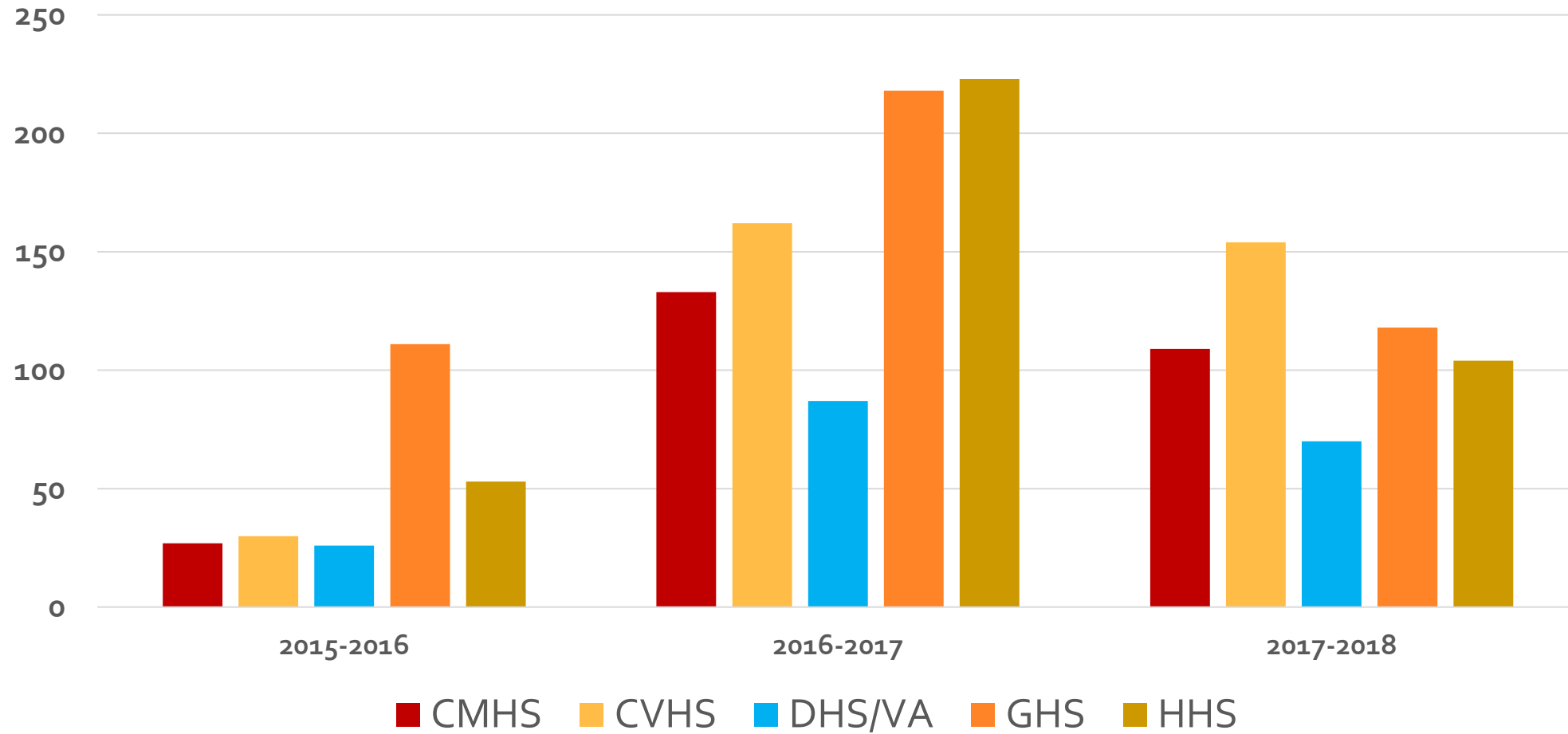
GCC DUAL ENROLLMENT STUDENT NUMBERS



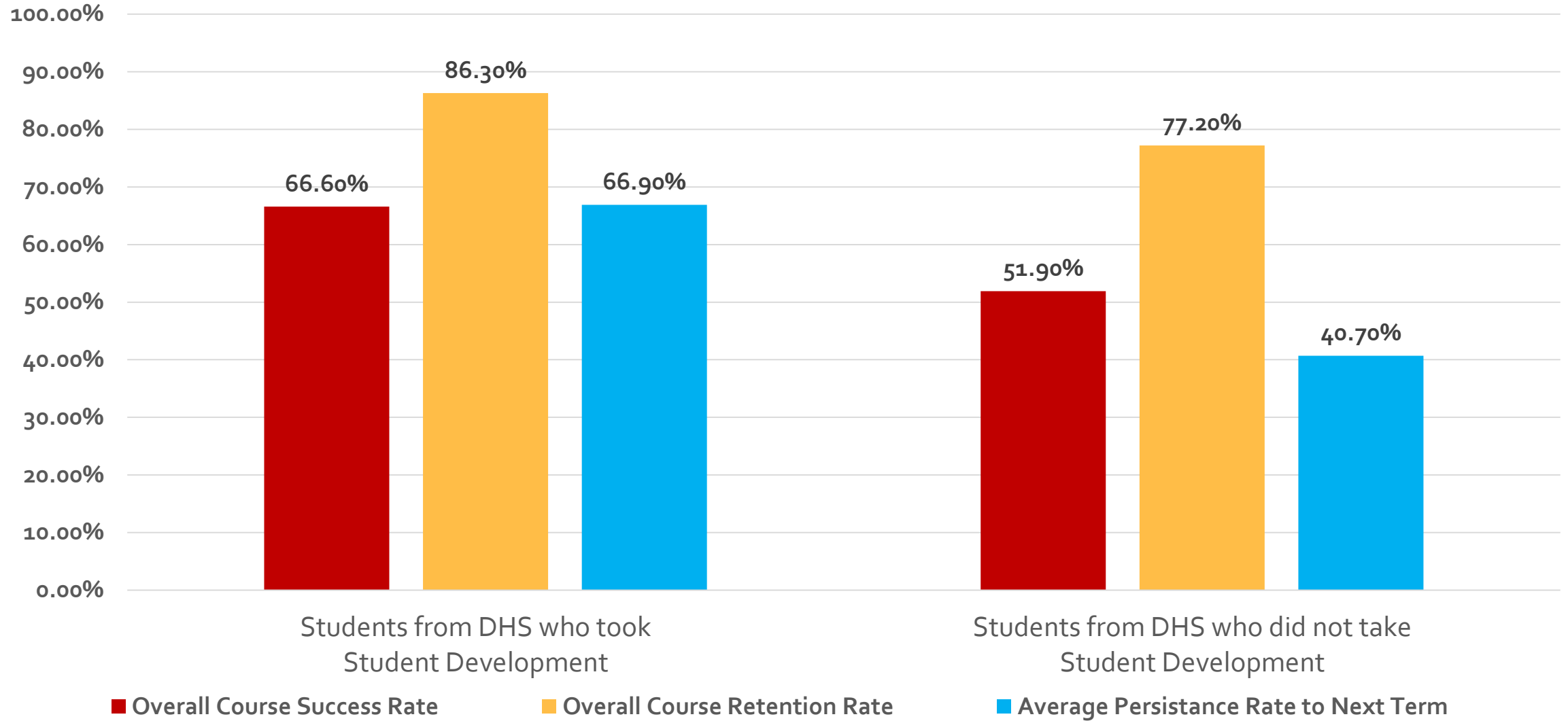
GCC DUAL ENROLLMENT COURSES OFFERED AT GUSD HIGH SCHOOLS



GCC DUAL ENROLLMENT STUDENT NUMBERS BY HIGH SCHOOL



GCC Dual Enrollment-Daily High School



HIGHLIGHTS

- 90% of students successfully complete dual classes
- Average GPA 3.35



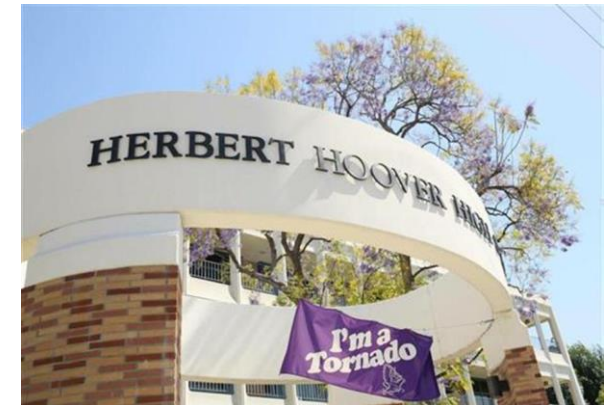
My transition from high school to college was easier thanks to the knowledge, resources and skills gained from the program. My positive experience prepared me for my college career and opened many doors for me.



VLADIMIR PETROSYAN
Hoover High School Alumni

EARLY COLLEGE ACADEMY

- Discussions began Spring 2017
- Hoover High School identified as the site
- Planning team formed
 - GUSD: Dr. Jennifer Earl, Dr. Narineh Makijian, HHS Counselors
 - GCCD: Nahal Ghodousi, Meg Chil-Gevorkyan, Tzoler Oukayan
- Collaborative meetings
- Focus groups conducted at Hoover High School
- Approved by GUSD Board of Education – January 2019



EARLY COLLEGE ACADEMY - IGETC PATHWAY

- Three year program (10th – 12th grade)
- 70-80 student in cohort
- The pathway is built into high school master schedule
- Students will complete 45 units in the program
- Students have the opportunity to complete beyond the 45 units through summer sessions, winter session, or through after-school dual enrollment program
 - This student could be transfer-ready
 - This could lead to an AA/AS Transfer degree
- A-G and high school graduation requirements are still being met

EARLY COLLEGE ACADEMY PATHWAY MODEL

Summer 2019	2019-2020 10 th Grade	2020-2021 11 th Grade	2021-2022 12 th Grade
Student Development 100/101 (1 unit)	History 140 (3 units)	History 117 (3 units)	English 101 (3 units)
	Speech 101 (3 units)	Biology 122 (4 units)	Political Science 101 (3 units)
	Music 120 (3 units)	Theater Arts 101 (3 units)	Math 136 (3 units)
		Geography 101 (3 units)	English 102 (3 units)
		Student Development 145 (3 units)	Psychology 101 (3 units)
			Economic 102 (3 units)
Summer term			Major prep course @ GCC
Fall term			Major prep course @ GCC
Winter term			Major prep course @ GCC
Spring term			Major prep course @ GCC

EARLY COLLEGE ACADEMY – SUPPORT FOR STUDENT SUCCESS

- **Built in student development course**
- **Students will have access to a GCC Counselor**
- **Study-hall built into the program schedule**
- **Supplemental Instruction will be available**
- **All GCC services and programs available to students**



GUSD and GCCD
Partnering to Improve College and Career Outcomes

School to College Transitions

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Bridge from High School to College

A. High School Visits – Meet with GUSD High School students at the high school site weekly or every other week to inform students about educational opportunities and help answer questions.

B. Student Ambassador Program- 20 Student ambassadors.

C. Campus Tours- Ambassadors and Staff conduct campus tours for groups and individuals

D. Welcome Center at GCC- Help students apply, register and navigate the college campus.



College Presentations/Fairs

College Fairs- GCC and GUSD High Schools and Middle Schools have partnered in multiple college/career fairs, including the Annual GUSD College and Career Fair. This year, GCC was represented with 27 divisions, programs and services.

Presentations- College Nights, Parent Night, College Fairs, Dual Enrollment



Counselor Collaborations

GCC Updates at Monthly GUSD Counselor Meeting

GCC Counselor Connection Newsletter

Counselor Day Conference – Two 1-day counselor conferences at Glendale College that give high school counselors an opportunity to see Glendale College programs, receive important updates and meet faculty, staff and students.

Early College Acceptance Program

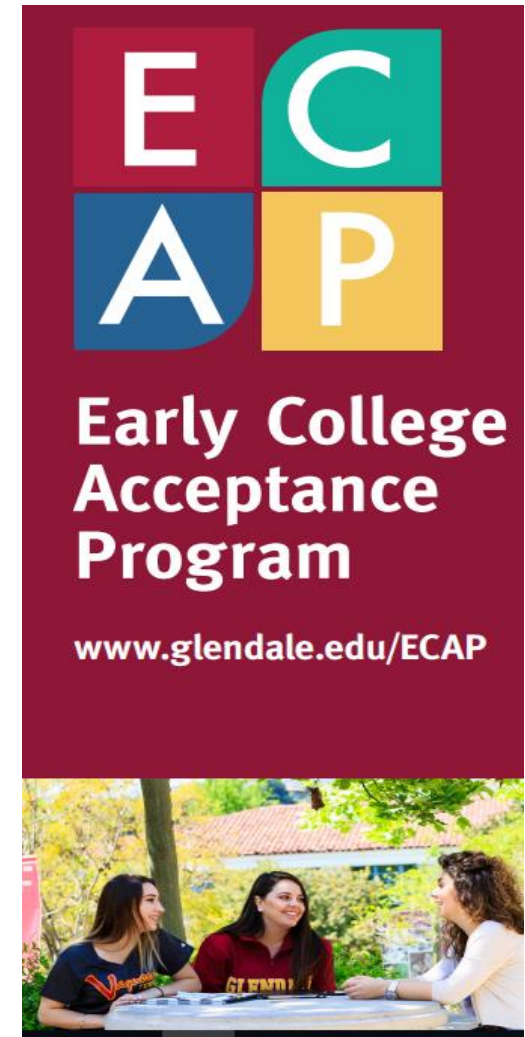
The objective of ECAP is to ease the transition from high school to college for high school seniors.

1. **Application Workshop at High School**
2. **ECAP Field Trip**
3. **Register for Classes**

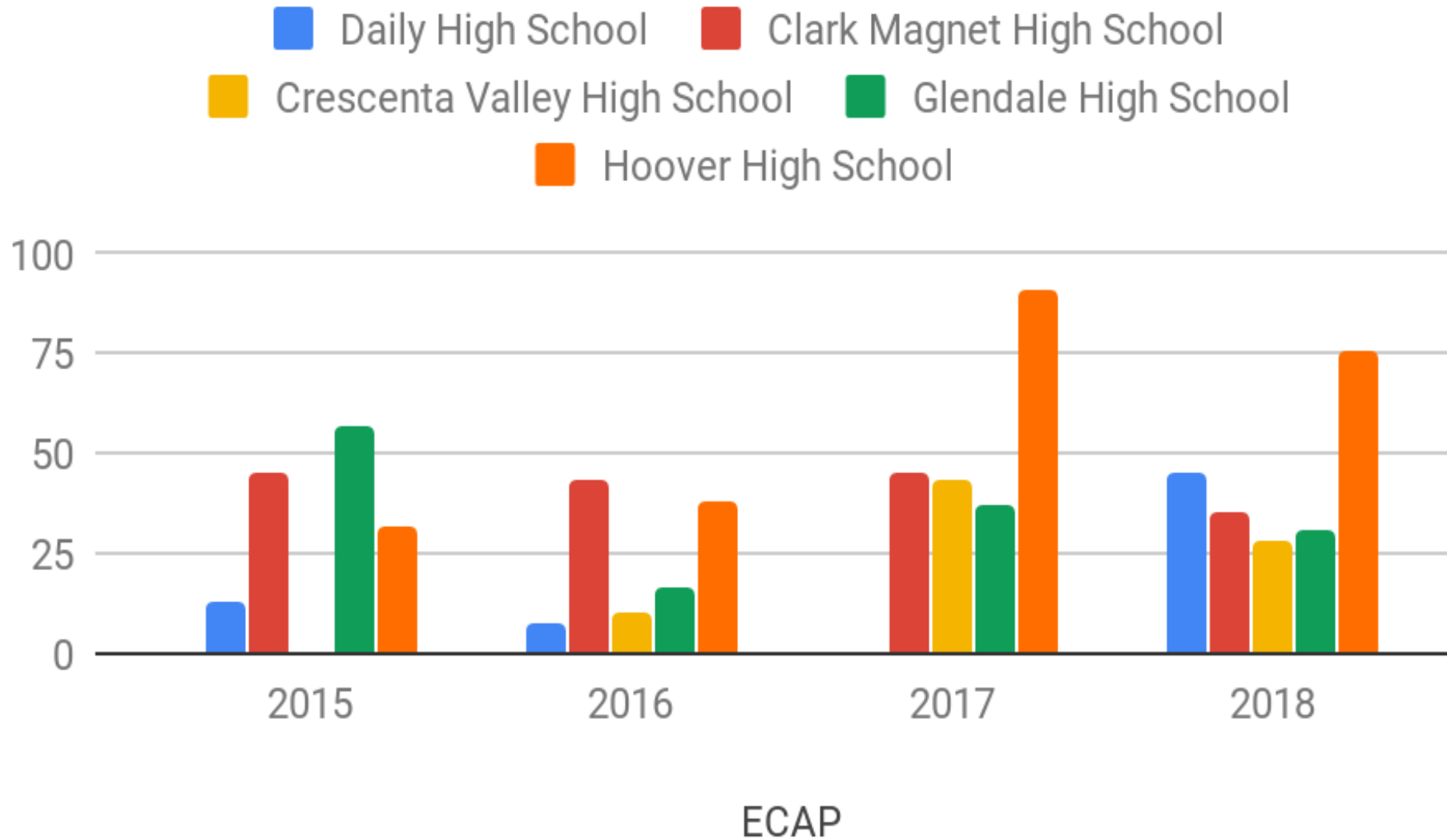
At the end of an ECAP Field Trip, students become a college student and can register with PRIORITY!

Collaboration with GCC DSPS and GUSD to serve students with IEPs

First Year at GCC is tuition-free!



ECAP Students Served by High School



**Early College
Acceptance
Program**

www.glendale.edu/ECAP

GUSD Alumni Spotlight

ANITA BAGHAEI



Career Choice:
MEDICAL DOCTOR

HOOVER HIGH SCHOOL

GLENDALE COMMUNITY COLLEGE

UCLA-B.A.

OREGON HEALTH & SCIENCE UNIVERSITY-M.D.

I took leadership classes and got involved in student government at GCC, which has played such a fundamental role in my philosophy as a potential leader within any community that I'm in—the resident program, in med school, amongst friends. It played a huge role in who I've come to be. I'm very grateful for my time there. I wouldn't change a thing.”

PEDRO KIM



Career Choice:
INVESTMENT/ASSET MANAGEMENT

CRESCENTA VALLEY HIGH SCHOOL

GLENDALE COMMUNITY COLLEGE

UNIVERSITY OF CALIFORNIA, BERKELEY-B.A.

JOHNS HOPKINS UNIVERSITY-M.S.

I started as an engineering major and then got involved in student government and became the ASGCC Vice President of Finance. I was able to get some great hands-on experience and meet a diverse group of people. We all started at GCC and now we're all up there on the corporate ladder.”

GUSD Alumni Spotlight

MARIA AKOPYAN



Career Choice:
BIOLOGY PROFESSOR

HOOVER HIGH SCHOOL

GLENDALE COMMUNITY COLLEGE

UCLA-B.A.

CSUN-M.A.

CORNELL UNIVERSITY-PH.D.

I was not expecting the type of guidance I got from the professors at GCC. They were so invested in me even though I wasn't totally aware of my potential at the time. The reason I did well at UCLA is because I had a really strong foundation at GCC.

ARMEN KIRAMIJYAN



Career Choice:
ATTORNEY

GLENDALE HIGH SCHOOL

GLENDALE COMMUNITY COLLEGE

USC-B.A. & M.A.

CALIFORNIA WESTERN SCHOOL OF LAW-J.D.

I always wanted to be involved in problem solving and had great mentors and professors who embraced this aspect of my personality and directed me to law. I became student body president and student trustee. I sat on the Executive Committee. The college fostered my academic, technical, and leadership skills and I met many lifelong friends there.

GUSD Alumni Spotlight

ARTSROUN DARBINIAN



Career Choice:
BIOLOGICAL ENGINEERING

CLARK MAGNET HIGH SCHOOL

GLENDALE COMMUNITY COLLEGE

CALIFORNIA INSTITUTE OF TECHNOLOGY (CALTECH)

I chose to come to GCC after high school because I didn't know what I wanted to do and I didn't want to put money into a four-year university while I was still finding myself. Now I'm sure that was the correct choice because GCC has done so much for me. I've met a lot of experienced people from a variety of backgrounds. There are a lot of veterans here and people who are deep in their careers. I wouldn't have imagined, out of high school, that I'd end up going to a place like Caltech.



GUSD and GCCD Partnering for Fiscal Efficiency

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January 22, 2019

GCC Use of GUSD Facilities

Community Services and Noncredit Classes

Facility	CSE/NC	Description	# of Classrooms	Fee Y/N
Hoover High School	CSE	Various classes	8 to 15	Y
John C Fremont Elementary School	CSE	Various classes	14 to 18	Y
Jefferson Elementary	NC	ESL	3	N
John Muir Elementary	NC	PARED	1	N
Columbus Elementary	NC	PARED	1	N

GCC Use of GUSD Facilities



Athletics

Stengel Field

- GCC baseball team practices and games
- No usage fee
- \$20,000 annually for utilities



Education Priorities

Our essential priorities are improving student achievement and maintaining a safe learning environment. Improving student achievement is a comprehensive TK-12 effort, which encompasses all student groups and subject areas. Maintaining a safe, orderly learning environment is critical to student success.

1. Maximize Student Achievement

- Ensure the long-term success and sustainability of GUSD's specialized and general academic programs.
- Ensure that financial literacy is a part of the learning experience for every student.
- Ensure college savings accounts for every student.

2. Create a Culture of Learning

- Ensure the safety and support the social, emotional, and physical needs of our students and staff.

3. Increase Engagement

- Engage families and community to support student learning.

4. Maintain District Solvency and Financial Responsibility

- Develop and implement a financial plan that reduces and eventually eliminates deficit spending

Vision

Glendale Community College aspires to be the Greater Los Angeles Region's premier learning community where all students achieve their informed educational goals through outstanding instructional and student services, a comprehensive community college curriculum, and educational opportunities found in few community colleges.

Mission

Glendale Community College exists to ensure students identify their educational goals and needs and successfully accomplish student learning in the following broad educational areas:

Basic skills education to achieve basic foundation skills in reading, writing, mathematics, English as a Second Language, and learning and study skills which are necessary for students to succeed in college-level work.

Lower division post-secondary education to achieve transfer to and success in obtaining a degree at a college or university.

Career and technical education to achieve employment or enhanced career skills for job advancement.

General education to achieve knowledge, skills and attitudes for postsecondary education success, personal enrichment, self-development, and a purposeful and meaningful life as a member of a global community.