

## COVER PAGE

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### List of Participants

City College of San Francisco

San Francisco Unified School District

### Application Abstract

Bridge to Success (BTS) addresses four “loss points” in a San Francisco Unified School District (SFUSD) student’s trajectory to a timely college degree. These loss points are: (1) between 9th and 12th grade where 1,500 students drop out or leave SFUSD; (2) Upon graduation, where about 1,000 SFUSD graduates do not enroll in a post-secondary program; (3) During matriculation, where 920 SFUSD graduates receive placement in a remedial math or English sequence they will struggle to complete; (4) Once enrolled, where 650 SFUSD graduates at City College do not complete their chosen course of study within five years. BTS joins the City and County of San Francisco (the City), City College of San Francisco (City College), SFUSD, and several community organizations promote timely postsecondary success, particularly among African American and Latino students. Since January 10, 2014, BTS has utilized long-term sustainable innovations to further college completion rates of San Francisco youth. The innovations include:

- Early Warning Indicators
- FRISCO Day 2.0
- Counselor Collaborations
- All-in-One Days
- Find Your Community
- Advanced Registration

The BTS partnership will continue the dialogue, information sharing, collaboration, and alignment in order to **double the number of youth receiving college credential, particularly African American and Latino populations, within 10 years**. Collaborative efforts to reach this goal by 2020 focus on ways in which educational systems can work together to innovate policy, research solutions to loss points, deepen understanding of the obstacles that hinder students’ post-secondary success and accomplish the goal of timely student completion of a degree.

*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.*

Dr. Arthur Q. Tyler



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Name

Signature of the Chief Executive Officer

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City College of San Francisco

1/8/15

Institution

Date

Context

**1. Specific Programmatic or Institutional Goals**

Bridge to Success is a collaborative partnership dedicated to increasing college access and completion among underrepresented students in San Francisco, formed in 2010 and initially funded by a Gates Foundation Communities Learning in Partnership grant. Its guiding principle is that community partners working in a coordinated fashion can increase postsecondary completion rates more successfully than colleges, school districts, community leaders, employers, and other stakeholders working in isolation. City College of San Francisco (City College or CCSF), City and County of San Francisco (the City), San Francisco Unified School District (SFUSD), and several community partners collaboratively identified four “loss points” where SFUSD students leave the educational system in higher concentrations: (1) between 9th and 12th grade where 1,500 students drop out or leave SFUSD; (2) upon graduation, where 1,000 SFUSD graduates do not enroll in a post-secondary program; (3) during matriculation, where 920 SFUSD graduates receive placement testing in a remedial math or English sequence that they will struggle to complete before earning college credit; and (4) once enrolled, where 650 SFUSD graduates at City College do not complete their chosen course of study within five years.

Data and San Francisco’s commitment to education as a vehicle for social justice helped sculpt a fundamental goal: **Double the number of youth receiving college credential, particularly African American and Latino populations, within 10 years.** The table below specifies the policy and programmatic advances that address the loss points to achieve the overarching goal.

Loss Point	Policy and Programmatic Advances
1. Decrease loss in number of students between 9 <sup>th</sup> grade and 12th grade	<ul style="list-style-type: none"> <li>▪ Application, Placement Testing, Orientation and Education Planning at the High Schools.</li> <li>▪ Joint professional development programs.</li> <li>▪ Frisco Day where every high school senior is guaranteed the opportunity to visit, explore and enroll in college courses before they graduate.</li> </ul>
2. Decrease losses upon graduation from high school	<ul style="list-style-type: none"> <li>▪ Summer Bridge Program where students become oriented to college and increase their skills in math and English to retake the placement test</li> <li>▪ Clear pathways to transfer</li> <li>▪ “Bridge to City” in which students receive free tuition and books their first semester.</li> </ul>
3. Decrease number of students who receive placement in a remedial math or English course	<ul style="list-style-type: none"> <li>▪ Lower Cut Scores in English to increase course placement</li> <li>▪ Offer students a math and/or English Bump up if they meet performance indicators in high school.</li> <li>▪ Ability to retake the placement test after two weeks</li> </ul>
4. Decrease losses after enrollment	<ul style="list-style-type: none"> <li>▪ Offer accelerated English and math sequences</li> <li>▪ Provide students with a pathway into a learning community with common cohorts, imbedded tutoring and specialized academic counseling.</li> </ul>

Leaders from each major institutional partner sit on the Executive Committee, which governs the initiative. The Chancellor, Superintendent, Mayor’s Office, and Department Heads from math, English and ESL, provide significant leadership in this partnership in the form of participation, communication, and commitment. Representatives from those entities and broader stakeholders sit on the Steering Committee, providing feedback and guidance on the initiative’s policy and implementation efforts. A core team maintains momentum for Bridge to Success goals with representatives from CCSF’s Office of Student Affairs, CCSF’s Office of Matriculation and Assessment; SFUSD Executive Leadership staff; the City’s Department of Children, Youth and their Families (DCYF); San Francisco State University; John W. Gardner Center for Youth and their Families of Stanford University; and various community support organizations including the College Access Foundation and the Evelyn and Walter Haas, Jr. Fund.

**2. Student Profile**

Bridge to Success targets City College’s major source of underrepresented college age students: San Francisco Unified School District graduating seniors. As the table below demonstrates, this target ensures that students traditionally underrepresented in higher education receive the focus of Bridge to Success’ community partner strategies.

**Demographic Profile of CCSF Students from San Francisco Public High Schools**

CCSF Credit Headcount 2013-14	CCSF		SFUSD**** at CCSF	
	Number	%	Number	%
Total	38,145	100.00%	5111	100.00%
<b>Race/Ethnicity</b>				
African-American	3,198	8.38%	326	6.38%
American Indian/Alaskan Native	92	0.24%	3	0.06%
Asian	13,523	35.45%	2912	56.98%
Hispanic	8,539	22.39%	1263	24.71%
Multi-Ethnicity	1,698	4.45%	206	4.03%
Pacific Islander	283	0.74%	44	0.86%
Unknown	1,183	3.10%	83	1.62%
White Non-Hispanic	9,629	25.24%	274	5.36%
<b>Gender</b>				
Female	19,668	51.56%	2393	46.82%
Male	17,706	46.42%	2644	51.73%
Unknown	771	2.02%	74	1.45%
<b>Veteran</b>				
Veteran***	766	2.01%	NA	
<b>Disabled Students Programs and Services</b>				
DSPS	1,914	5.02%	278	5.44%
<b>Low-Income</b>				
Bogg Fee Waiver*****	16,495	43.24%	2,786	54.50%
<b>Foster Youth</b>				
Foster Youth**	284	0.75%	NA	

General Source: CCCCC Datamart  
 \*\* Expanded estimate from Fall 2012 Term count  
 \*\*\* Source: CCSF Decision Support System  
 \*\*\*\* High School of origin is only indicated for students under 22  
 \*\*\*\*\* Estimated from prior year

With the goal of increasing completion rates for underrepresented youth, Bridge to Success focuses primarily on SFUSD students entering City College. Demographic data supports this target. Of City College of San Francisco’s 18-22 year old credit-earning students, 23% are identifiable as SFUSD students. A disaggregated analysis of racial and ethnic categories confirms that low-income students of color choose CCSF as an entry point to college. African American, Pacific Islander and Hispanic SFUSD students attend City College in equal percentage as the general student population. A large percent of SFUSD students attending City College (54%) have sufficiently low income to qualify for a Board of Governors Grant Fee waiver.

Most community colleges are experiencing a decline in enrollment. City College is no exception, although its decline is sharp. Despite these enrollment challenges, a recent environmental scan conducted for CCSF's Education Master Plan concludes that the number of high school graduates from San Francisco Unified School District are predicted to remain steady from 2013-14 through 2019-20. These predictions embolden the possibility of Bridge to Success meeting its target of doubling the number of African American and Latino completers by 2020. Data trends in city and county of San Francisco show an estimated decline in 20-24 year olds; however, this age group is predicted to increase from 20.4% to 23.0% as a proportion of students enrolled at City College. According to the Education Master Plan, "During the College's enrollment decline, Hispanic and Asian students, and students describing themselves as Multiethnic, increased as a proportion of overall headcount enrollment."

A student seeking public education access in San Francisco faces many barriers. Despite relatively low fees, attending City College is not an easy proposition for low-income students. The cost of living, especially the costs of housing, make attending college full time without working a serious challenge. Like other colleges, City College of San Francisco has a pronounced achievement gap. According to the College's Student Equity Plan, and based on Fall 2013 data of the SFUSD population at City College, the vast majority of students place into basic skills English, a placement that will require passing several classes before earning college credit. African American and Hispanic/Latino students place lower than the average class, disproportionately placing into basic skills English, with 89% of African American and 82% of Hispanic/Latino students. Additionally, the "majority of under-represented students placed into remedial mathematics, with 61% of African Americans and 50% of Hispanic/Latinos into basic skills math. Less than 10% placed into college level mathematics." The inability to navigate the developmental sequence has been identified as the central barrier to degree completion where disproportionate impact in degree completion exists for African American, Filipino, white, and Latino populations. Other subpopulations experiencing degree completion achievement gaps are males and students under 20 years of age.

Innovations

### **3. Key policies, Practices, and/or Systems in Place Prior to January 10, 2014**

City College has a history of educational innovation in its academic offerings and support services. Since the mid-1990s an increasing focus on data, improved IT capabilities, and an expanding research capacity spurred innovation. This section enumerates those innovations, with additional information in the appendix where the data is particularly compelling, including tables and graphs showing changes in student achievement over the past 16 years.

#### **Context for Innovation**

Despite the fact that CCSF and SFUSD each engaged in targeted efforts to address equity issues related to significant achievement gaps for African American and Latino students, opportunities to collaborate with one another scarcely existed. Bridge to Success provided this critical opportunity, and both institutions seized upon this in full support of reaching common goals. Each institution shared intensive data analysis for the first time and used this data as a foundation for joint communication to increase understanding of each institution's individual efforts to improve student outcomes and close the achievement gap. As a result of that analysis, reflection, and countless hours of deep, meaningful discussions, relationships between the institutions significantly strengthened, resulting in the implementation of several policy changes.

#### **Innovations of Practice**

**Early Warning Indicators (Loss Point 1).** One innovative practice focused on Early Warning Indicators (EWIs). By analyzing longitudinal data tracking SFUSD students' success rates at City College, numerous factors emerged as possible predictors of future academic challenges and inability to attain degree completion. After extensive data analysis, two factors remained that consistently proved to be the greatest indicators leading to academic challenges: 8<sup>th</sup> and 9<sup>th</sup> grade GPA and school attendance rate. Students with one of those EWIs had a 40% chance of not achieving post-secondary success, and students with both indicators had an astounding 80% chance of failure. SFUSD implemented an EWI system that provides each high school counselor with the list of all incoming 9<sup>th</sup> graders and whether they exhibit one or both indicators. Every high school developed an EWI support plan to provide targeted support to these students at the start of high school to improve their chances of success. Interventions include providing adult mentors, enrolling students in after-school tutoring, and engaging parent support.

**College Awareness Campaign (Loss Point 2).** One strategy to increase college access was the development of a city-wide college awareness day coined **FRISCO Day (FRIday = Successful College Opportunities)**. All SFUSD seniors from every high school are transported to various locations across the city of San Francisco depending on their post-secondary destination. FRISCO Day receives extensive media coverage and participation from the Mayor, many elected officials, CCSF's Chancellor, SFUSD's Superintendent and many more to send an overwhelming message to our students that we believe in their ability to succeed in college.

**Acceleration of Remedial Coursework (Loss Point 3).** The Bridge to Success Collaborative recognized that students who need to take a larger number of remedial courses due to lower placement levels face significant barriers to degree completion. In other words, the longer the educational time frame, the fewer the number of students who complete [4].

As a result, CCSF experimented with sequence acceleration led by the English and Mathematics Professional Learning Communities established by Bridge to Success. Acceleration is defined as

shortening the remedial sequence either through increased intensity of study (more class hours per week) or through changes in curriculum. In English, a four-course remedial sequence plus transfer-level English (five courses all together) was shortened to three courses by combining two sets of two three-unit courses into two six-unit courses. In mathematics, elementary and intermediate algebra were compressed from full-term courses to half-term courses which could be completed together in one semester. Mathematics also implemented a new track for those students whose intent was to take statistics. Rather than requiring students to take both elementary and intermediate algebra, the department offered a five-unit statistics preparation course. These structural changes to the coursework led to striking improvements to passing rates and sequence completion. For example, an accelerated course in English had a passing rate of 71% versus 53% for a non-accelerated course. Moreover, 2.3 times as many students who enroll in accelerated English classes complete credit-earning English 1A compared to students who take the traditional two-semester developmental sequence. Accelerated Math data shows high impact as well: eight times as many students who enroll in accelerated Math complete college-level statistics compared to students who take the traditional algebra sequence.

### **Innovative Policies to Improve Student Success**

**Priority Registration.** New, first-time high school students were being pushed out given their late registration times. Research showed that when new, first-time students were closed out of all attempted registrations they were much less likely to return the following semester [2]. The Bridge to Success Strategy Team provided this information to the Executive Committee and CCSF again acted very boldly by implementing a new policy giving SFUSD students Priority Registration if they completed placement testing, orientation and education planning.

**Reform of Placement Retesting.** The College reformed student placement after research on the correlation between placement levels and student completion rates indicated that the lower a student places in the math and English sequence, the less likely s/he is to complete. Bridge to Success community partners worked through the CCSF Shared Governance system to reform the placement retest policy. Before reform, students had to wait three month to retest, forcing students to delay enrollment in key courses for up to a year. The time required for retesting was shortened from three months to two weeks. An additional tweak was using multiple measures for placement. The John W. Gardner Center performed an analysis of high school factors that predicted student success in math and English courses. These factors included overall high school GPA, grade, and highest class taken. When these variables were factored into placement, some students were allowed to enroll in one class above their tested placement level. Data in the appendix highlights the effect of these changes on student achievement and success.

The Bridge to Success team also analyzed cut scores for English and math placement. This analysis determined that students would be successful if English cut scores were lowered. By implementing this change, many students were allowed a higher placement.

Even before these changes in 2009-10, the College was engaged in educational innovation. For example, the College had implemented race/ethnicity-based counseling centers in the 1990s. An analysis of these programs in 2004 found them to be effective in increasing student success [5]. Other studies found that counseling in general increased student retention, and that most of the impact of the retention programs was related to a general counseling factor. Since then the College has added other interventions. These include the MESA program, Metro Academies, and Bridge to Biotech, described in the next section. Data has been regularly provided to these programs which have helped them modify their educational processes.

[1] See in particular the graph labeled 'Where we are losing students.'

[http://www.ccsf.edu/dam/Organizational\\_Assets/Department/Research\\_Planning\\_Grants/Research/2014-10-24%20Scolari%20Gurantz.pdf](http://www.ccsf.edu/dam/Organizational_Assets/Department/Research_Planning_Grants/Research/2014-10-24%20Scolari%20Gurantz.pdf)

[2] [ftp://advancement.ccsf.edu/general/Enrollment\\_Registration\\_and\\_Impaction.docx](ftp://advancement.ccsf.edu/general/Enrollment_Registration_and_Impaction.docx)

[3] [ftp://advancement.ccsf.edu/general/Priority\\_Enrollment.doc](ftp://advancement.ccsf.edu/general/Priority_Enrollment.doc)

[4] For a fuller explanation of the model for achievement see the link:

<ftp://advancement.ccsf.edu/general/modelingeducationalachievement.docx>

[5] [http://www.ccsf.edu/Offices/Research\\_Planning/pdf/bskillv2.pdf](http://www.ccsf.edu/Offices/Research_Planning/pdf/bskillv2.pdf)

#### **4. Key Changes to Policies, Practices, and/or Systems Initiated Since January 10, 2014**

BtS innovations prior to January 2014 focused on Loss Points 1, 2, and 3. Innovations in the past year extend previous policies and practices but more rigorously tackled Loss Point 4, getting students to timely completion.

##### **Innovations of Practice**

**Deepening Early Warning Indicators, a comprehensive approach (Loss Point 1).** Early Warning Indicators (EWI) identifies students with two risk factors. During 2014, through a SFUSD cross-departmental collaboration effort, the EWI list was merged with other indicators as homeless status, Special Education program, 504 plan, unaccompanied minor, and foster youth status. Along with reports from middle school counselors and social workers, these comprehensive lists of high-risk students were provided to the high schools to develop strategic support plans for students. High school staff and community organizations met on a regular basis to discuss the identified students, effectiveness of interventions and additional resources needed to support the students. Various district departments including: the Foster Youth, Youth in Transition, Special Education, Nurses, and LGBT advocates participated in student intervention planning at the high school sites and broadly advertised their resources for the youth. This innovation closed the gap for students with multiple risk factors. In years past, the information was kept on separate lists by different people and holistic support was difficult.

**Recalibrated College Awareness Day (Loss Point 2 & 3).** In April 2014, the FRISCO Day practices at CCSF were recalibrated to improve its outcomes, despite statewide declining enrollment in community colleges. FRISCO Day for community college-bound students began as a day of targeted outreach to rudderless high school students. Students with no college plans visited the college campus, were oriented on the steps to registration, given access to a resource fair and career workshops, and opportunity to interact with college club and activities. Despite these efforts, in 2013, well over 1,000 students took the placement test but never completed the matriculation steps. Staff and Student Ambassadors phone banked the majority of these potential students to ask why they didn't enroll. From myriad responses, the most frequent was that students received a letter telling them the next steps in the matriculation process but they couldn't make sense of it. This data informed the practices around FRISCO Day 2014. Incoming students from SFUSD not only needed improved communication, but also personal, face-to-face guidance through the matriculation process. Now, every San Francisco high school has a formalized lead CCSF counselor who regularly visits to conduct placement, orientation, and education plans **on the high school site**. FRISCO Day's updated objective is not only to help students visit a college campus but also to have them enroll in courses. CCSF mobilized efforts to this end by moving up registration by two months so that students attending FRISCO Day are able to enroll in classes. This innovation allows students to be captured before they graduate from high school.

Another updated objective is to provide students with clear, supported pathways to transfer within specialized learning communities. During FRISCO Day, students meet with a counselor, choose a learning community, and receive a Choice Sheet with the registration information for their courses or directions for how to meet up with learning community leaders. At FRISCO Day 2014, students were able to receive counseling while seizing upon the opportunity provided by advanced registration.

On April 18, 2014, FRISCO Day brought approximately 800 SFUSD high school seniors to the CCSF campus. Many came to participate in financial aid workshops and enroll in classes. Most had only a few matriculation steps to complete. While enrollment at City College of San Francisco dropped more than 20% (due to statewide declines and accreditation woes), the drop in enrollment from SFUSD students was only 2% (see chart titled “SFUSD Enrollment Data for Fall 2010-2014”). Underrepresented student populations were established in completion pathways.

**Counseling Collaboration (Loss Point 2 & 4).** In 2014, Bridge to Success continued to formalize the embedding of counselors in 20 SFUSD high schools (see FRISCO Day Counselor Leads). SFUSD Counselor Leads and CCSF Counselor Leads worked together to assist students in completing application, placement testing, orientation and education planning at the high schools. To this end, SFUSD and CCSF counselors created “Best Practices for Working in Partnerships” and an annual calendar for mutual collaboration. In sum, lead counselors were identified in August. During September and October, counselors convene and begin the student application process. In November, placement testing at high schools is scheduled, and, in January, the newly improved “Bump Up” Placement Policy is utilized and qualifying names sent to the testing office. Orientation and counseling continue with matriculation progress cards delivered to high schools so that the FRISCO Day calendar of events is understood for each student. These processes were designed to set students on a path to completion by directly addressing and ameliorating barriers to enrollment.

**Improved Data Sharing** As a result of the Bridge to Success efforts, research identified math and English course readiness indicators based on high school performance criteria. This multiple measures process grants students a “bump-up” of one level (beyond their test result) in English and/or math if they meet two of three criteria. However, despite this change in policy, few students took advantage of the degree accelerator. Data sharing between CCSF and SFUSD magnified the positive results the policy changes had on students. In 2013, 12 students received a “bump up.” In 2014, 192 students were identified as eligible for a “bump up” with 128 enrolling in a higher English or math course.

**Accelerated Matriculation Days (Loss Point 3).** City College of San Francisco has a five-step matriculation process that can take many weeks with multiple trips to its main campus to complete. The Bridge to Success Counseling Collaboration sessions allowed both institutions to evaluate how the multi-step/multi-week process erected a barrier for low-income students. Even with the success of FRISCO Day, the matriculation process needed inspiration. The Counseling Collaboration created All-In-One Days, an accelerated matriculation process giving students the ability to complete the five steps of matriculation with a one-day investment of time. This program was meant to capture students who did not or complete the matriculation steps before FRISCO Day. This streamlined approach to matriculation starts with placement testing. While students are receiving orientation and a campus tour, placement exams are scored on site. Results are handed to counselors for education planning and course selection. Seven All-in-One Saturdays were held in 2014 and about 400 students were served. After the first four All-in-One Saturdays, assessment led to further innovation through group counseling, resulting in a higher percentage of students developing education plans. Feedback sessions provided to the Bridge to Success leaders confirmed that the counseling team found All-in-One Days successful and not as many students were lost in the matriculation process.

**Formation of a Student Support Network (Loss Point 4).** To address timely completion, in 2014, Bridge to Success funded four leaders at City College (Associate Dean of Matriculation, Associate Dean of Outreach, Student Learning Outcomes Coordinator, and a Counseling Lead) to attend a project-based leadership academy. Interested in finding low-cost avenues to accelerate transfer and completion, CCSF leaders created a diverse, coordinated and intentional network of student support options. This network was named “Find Your Community” and packaged existing Learning Communities at CCSF under one easy to understand and marketable umbrella. “Find Your Community” was inspired by Nudge Theory, a belief that the architecture of choice has powerful and predictable results. To count as a mere nudge, the intervention must be an easy and accessible choice, not a mandate. Find Your Community embedded the selection of a support pathway in the formal counseling process, rather than an informal resource fair, in order to give counselors the opportunity to nudge students toward a support system more effectively. City College of San Francisco has many programs that share the Bridge to Success goal of increasing completion rates for underrepresented students, but the collection of programs was not organized, with each recruiting independently. Lack of coordination and resources resulted in small programs with promising track records and unfilled seats. Moreover, programs with proven track records hit a roadblock as they tried to scale. Find Your Community allowed, through increased coordination, programs with similar completion goals to form a network of support that together served student needs on a larger scale. CCSF counselors on site at SFUSD high schools, and throughout the year, guided students to choose and enroll in one of the active or emerging Learning Communities. During FRISCO Day or All-in-One Day Educational Plan counseling session, a **Find Your Community** brochure was reviewed with each student and each is asked to choose a pathway that best fits her or his interests. Counselors, while knowing that any student may “opt-out” of joining a support system, strongly encouraged each student not to “go it alone.” These pathways were chosen because they meet the following criteria:

- High correlation to Bridge to Success goals of doubling African American and Latino student completion and/or transfer rates by 2020.
- Use of one or many proven student success strategies: cohort support models, tutoring, mentoring, community building, and college success instruction.
- Support through a basic skills sequence with an accelerated sequence option.

In sum, programs under the umbrella of Find Your Community were organized and marketed by academic interest (arts vs sciences), had completion and transfer as a goal, but also used accelerated math and/or English in its program

While the majority of programs in Bridge to Success were already established prior to 2014, two success pathways were developed with connections to Bridge to Success. These two new student success programs are YO!, a first-year experience program and a Project SURVIVE pathway, built from an award-winning antiviolence program at CCSF, described below:

- **Year One! (YO!)** was first designed by the Bridge to Success English team, and in Fall 2014 came to fruition as an exciting new program offering core courses that set students on the path to success, whether they want a certificate, an AA/AS degree, or to transfer. The program was designed with counselors to assist students in getting into highly impacted courses. English courses are part of the Accelerated Program so students can finish their English requirement in 1-3 semesters, depending on placement. Student work with faculty who are engaged in teaching theme-based and project-driven classes. YO! collaborated with the Writing Success Project and embedded professional tutors in the

classroom to assist students with the work in the course. In Fall 2014, the program enrolled 265 students and largely served Bridge to Success' target population.

- **Project SURVIVE** built a learning community organized around anti-violence education. The Women's Studies Department, Project SURVIVE, and the Male Ally Project (MAP) work together to promote anti-violence, especially relationship violence. Students take Women's Studies-themed accelerated English and math courses together and earn a Sexual Health Educator Certificate or an AA degree. The Project SURVIVE learning community was created in collaboration with the Bridge to Success leadership team and enrolled 281 students in its themed courses.

Other Find Your Community Programs are Puente, Bridge to Bioscience and Accelerated Math Gateway.

Much optimism exists for the success of the Find Your Community innovation. Bridge to Success' own research points to the efficacy of solutions offered by creating a diverse mesh of learning communities. Uncoordinated, staff and faculty from each learning community recruited and separately promoted enrollment. Coordinated under The Find Your Community, program outreach and enrollment are imbedded into the matriculation process. With the addition of YO! and Project SURVIVE to the menu, more students placing in developmental courses begin City College in a support network. Nearly a quarter of the incoming students from SFUSD enrolled in a support community. Find Your Community is targeting 50% as its goal for Year 2.

### **Innovations of Policy**

**Advanced Registration (Loss Point 2 & 3).** The growth of FRISCO Day and the resulting influx of SFUSD students to campus pushed discussions about priority registration. In 2014, this process was innovated further through a process of advanced registration. For years, 70% of new students dropped out of City College, in part because they were frustrated by the lack of math and English classes available to them. Under old registration policies, new students were the very last group to register for classes. In 2010, through Bridge to Success, City College initiated a priority registration policy for SFUSD students so they would be among the first students allowed to enroll in courses. The pilot was successful, with 98% of the 323 incoming SFUSD graduates who were eligible and took advantage of priority registration, returning for their second semester. In 2011, City College began offering priority registration to all incoming SFUSD graduates who had completed all steps of its matriculation process, including applying, placement testing, orientation, and education planning. In 2011, 716 incoming SFUSD graduates benefited from early registration representing 64% of first-time SFUSD students. This resulted in a steady increase in fall English and Math enrollment by SFUSD students. In 2010, there were approximately 487 enrollments in English courses, and, by 2012, enrollment had increased to 845. Likewise, 461 SFUSD students were enrolled in Math in 2010; and by Fall 2012, this number increased to 705. Enrollment for African American and Latino students in both English and Math saw a jump over this period as well. Starting in 2012, all 1,021 matriculating incoming SFUSD students were given early registration dates, which allowed access to impacted math and English courses.

In 2014, the policy of early registration was innovated further by instituting *advanced registration*. Priority registration provided SFUSD students a high-priority registration date. Advanced registration opens registration to SFUSD students during FRISCO Day in April of their senior year. In sum, SFUSD students can enroll at CCSF before they leave High School.

The intensification of the registration policy is partly connected to the success in keeping SFUSD students focused on the trajectory toward college, rather than facing the drop off experienced by students of color in other Bay Area institutions.

## **5. Changes to Policies, Practices, and/or Systems Planned for Implementation after January 9, 2015**

Bridge to Success has built a steady and logical progression of innovation. From forming a collaboration, collecting data, and engaging stakeholders in the will to change past policy and practice in 2010-12 to improving and amplifying policies and coordination in 2014. Moving forward, Bridge to Success initiatives will take the next logical steps. Several innovations of practice, Early Warning Indicators for elementary school students, Bridge to City, a free tuition reward program; and Summer of Learning (SOL)—a summer bridge program—are planned for the coming year. All of these innovations of practice capitalize on key policy changes motivated by Bridge to Success. We describe these below.

### **Future Innovations of Practice**

**5<sup>th</sup> Grade Early Warning Indicators (EWI).** Modeled after the Bridge to Success Early Warning Indicators for 8<sup>th</sup> grade students, SFUSD, in partnership with Stanford University, is currently researching key indicators that show high dropout potential for 5<sup>th</sup> grade students. This information will be used during Fall 2015 by middle schools to develop prevention and intervention strategies and supports both academically and social-emotionally. Providing interventions at an earlier age will better prepare students for a trajectory of success in high school and later college completion. The commitment to continue using EWI as intervention data has been occurring since 2010 and will only continue to be expanded and streamlined in time.

**Bridge to City.** Bridge to City plans to extend and institutionalize Bridge to Success Initiatives. Inspired by the Long Beach Promise, Bridge to City builds further structure to the embedded counseling collaboration described above and creates an institutionalized and scalable path so students start community college with the conditions needed to complete and transfer. Bridge to City offers SFUSD students that work with a counselor, take a placement test to determine math and English entry, enroll in a summer bridge program to improve placement, and enroll in classes *and* a support community, free tuition, and books. The duration of support is still being explored. Like before, lead counselors from City College are established in August and paired with lead counselors at San Francisco high schools. In February 2015, a Principal's Meeting and Counselor's Summit is planned to showcase CTE and Transfer pathways available at CCSF, create cohesive communication for students, and orient key personnel to Bridge to City. By FRISCO Day in April 2015, most students will have completed the matriculation steps. If not, those steps are targeted for completion at FRISCO Day. Students with low placement are encourage to enroll in SOL, a summer bridge program (see below). During SOL, students will gain skills to retake the placement test, a possibility prohibited by the old retake policy allowing students to retest only after a 3 month wait.

**Summer Bridge.** Summer of Learning (SOL, pronounced "soul") will reboot a Summer Bridge originally piloted in 2012. SOL, an intensive week-long program will target several key outcomes. First, it will provide students with foundational skills to be successful during their first semester at college, a key indicator of completion and transfer. Additionally, SOL will help students prepare to retake their placement exams. Additionally, students will be able to choose a path of study and become connected to a community of learners. These activities will allow students to feel confident about their abilities to succeed in college. Student who complete SOL will be accepted into Bridge to City and will receive free tuition and books during their first semester at CCSF.

The foundations of SOL were established when Bridge to Success piloted two Summer Bridge efforts in 2012. An in-person, full-day orientation to City College was marketed to low-income, first-generation college-going, under-represented SFUSD graduates. In 2012, a total of 75 students participated in the sessions, which included some one-on-one assistance for students in addition to workshops on how to succeed in college, how to access financial aid, the importance of the placement tests, and support services available to City College students.

Bridge to Success also piloted offering two week-long summer courses to the same target population. The revamped course was designed to help students prepare for success at City College, develop relationships with peers, and provide them with a credit-bearing opportunity to become acquainted with college-level work. Among the 63 participants, 78% were first-generation college students and 90% were Latino, African American, Asian/Pacific Islander, or mixed ethnicity. Of the participants, 43% reported that after the course they were “very confident” in making the transition from high school to college (compared to 8% reporting they were very confident before the course), and 48% reported that after the course they were “very confident” in attending City College in the fall (compared to 19% reporting they were very confident before the course). SOL will institutionalize these pilots and fold them into the Bridge to City.

### **Innovations of Policy**

**Placement as Success Metric.** The Principal’s meeting and Counselor’s Summit, Bridge to City, and SOL are all ways that City College of San Francisco, SFUSD and its partners are institutionalizing Bridge to Success innovations after the conclusion of the Gates Foundation grant. The structure of these initiatives will allow its partners to further innovate policy by aligning curriculum between CCSF and SFUSD, using placement as a metric of success. In the coming years, the focus on this success indicator will drive practice as it is one of the most—if not the single most—important factor determining completion and transfer for underrepresented population in higher education.

**6. Impact on the Average Cost to Award a Bachelor’s Degree**

BtS innovations provide promising data that the cost to award a bachelor’s degree is significantly reduced for the state, colleges, universities, and students. According to San Francisco State University cost estimates, full- time California community college students incur a total average cost of \$15,687 per year, including tuition, books, room and board, and personal expenses. The average annual cost for full-time attendance at a California State University is \$24,783, University of California is \$34,452, and private institutions range from \$40,000 to \$80,000.

Several BtS innovations focus on time and cost savings by reducing student time in the remedial course sequence. Loss Point 3 revealed that 920 SFUSD students place into remedial level courses (see also response to Question 3). With the innovation of condensing full-term courses to half-term courses, students are completing the remedial sequence with one to two semesters’ less time. Per semester, this would average a savings of \$7,843.50 shared by the student, college, and state. The second innovation, the Placement Test Re-take policy, also reduces time in the remedial sequence. Approximately 65% of students who re-took the English and Math placement test scored at a higher level. Prior to Bridge to Success, students needed to wait three months to re-take the tests, but the new policy allows student to re-test in two weeks. Each course that students places higher in, is a semester saved in completing the math or English requirements. The third innovation, the Bump Up policy, resulted in 200 SFUSD students shaving a semester off their course plans. This again equates to costs savings for the state, college, and student.

Prior to Bridge to Success, students who placed at the lowest English remedial level were required a minimum of six semesters before they were able to obtain the required English courses to transfer. With the condensed sequence, students who place at the lowest course level are able to transfer within two years and potentially complete a Bachelor’s degree in four years. The cost savings for this scenario is \$15,687. Students who follow the condensed sequence will save one year of course work which equates to this savings. Further savings are gleaned from the retake bump up policies. On average, a student taking part in these activities will save a semester of course work. This equates to a further savings of \$7,843.50. Bridge to Success serves an average of 1,000 students per year. **Conservatively, these policy changes equate to a cost savings of \$15,687,000 per year. These cost savings come at little or no cost to the district because they are the direct result of sustainable policy changes.**

Course Sequence Prior to Bridge to Success <i>Student A</i>	Costs per semester	Bridge to Success Condensed Course Sequence <i>Student B</i>	Costs per semester
English L*	\$7,843.50	English L*	\$7,843.50
English 92*	\$7,843.50	English 92/93*	\$7,843.50
English 93*	\$7,843.50	English 96/1A (College Level)	\$7,843.50
English 96*	\$7,843.50	English 1B (College Level)	\$7,843.50
English 1A (College Level)	\$7,843.50	Cal State University	\$24,783
English 1B (College English)	\$7,843.50	Cal State University	\$24,783
Cal State University	\$24,783		
Cal State University	\$24,783		
Total Costs for Bachelor's Degree	\$96,627		\$80,940

\* Remedial Courses

## 7. Risks or Tradeoffs

**Risk 1.** Accreditation concerns may dilute the focus necessary to continue gains. In 2012, CCSF received the harshest sanction leveled by its accreditation agency, in part due a lack of funding for services the College considered essential (e.g., counseling and noncredit courses for disabled students and high school drop outs), an inability to properly document assessment of learning outcomes, and governance issues. City College has learned much on its well documented ([www.CCSFForward.com](http://www.CCSFForward.com)) road to recovery. Despite these challenges, innovation continued. In economic lean times, Bridge to Success focused on low-cost policy changes that produced breathtaking results for underserved students. In the wake of an accreditation crisis, Bridge to Success assessment and collaborative practices provided a model for CCSF to build upon as it sought to improve, campus-wide, data-driven decisions. However, such a crisis puts all our students at risk, as the institution is in jeopardy of losing its accreditation, and therefore being unable to provide educational opportunities for the community it serves. Bridge to Success had impressive gains in its Report Card from 2010-2012. In 2013, however, the entire campus community was focused on addressing accreditation concerns. In 2014, with a new leadership team in place, Bridge to Success goals regained focus. City College has applied for Restoration Status with the ACCJC. It has resolved 90% of the action items related to accreditation (see [CCSFForward.com](http://CCSFForward.com)) and is on track to complete the rest within two years. With a clear roadmap and strong new leadership, we are optimistic that City College will retain its accreditation and the focus on Bridge to Success goals will be maintained.

**Risk 2.** Students may not enroll in incentive programs or specialized programs like Bridge to City. Bridge to City has many benefits beyond free tuition, including a boot camp to increase remedial placement, the promise of a support community, and free books. However, since many of the target population from SFUSD already qualify for a BOGG fee waiver, the benefits of Bridge to City, beyond the status quo, may not be discernable for the average student. To mitigate the risk, Bridge to Success partners will need to effectively coordinate an outreach and marketing strategy.

This risk may be further mitigated by City College of San Francisco's recently approved Student Equity Plan. The SEP has as its core goal a coordinated effort to tie student services, pathways, learning support, and equity strategies through an Equity Office. The strategically designed Office of Student Equity and Success (OSES) will coordinate equity-related activities in these major areas: Pathways, Basic Skills, Professional Development and Access. The OSES is envisioned as an umbrella for a number of programs which could be co-housed to increase coordination and success. The Office of Student Equity and Success would support the coordination of the Student Equity Plan and oversee the outreach of all programs related to equity, of which Bridge to Success resides. Additionally, the Student Equity Plan provides key support personnel, creating an Equity Coordinator, Basic Skills Coordinator, and Professional Development Coordinator. Two of these positions have already been approved by the Chancellor.

**Risk 3.** Not enough African American and Latino students will enroll to reach 2020 goal. The goal of doubling the number of African American and Latino completers through the above innovations will be hard to achieve if enrollments in affordable educational options, such as City College of San Francisco, continue to decline. As noted earlier, while enrollment across the College has decreased by 20%, Bridge to Success efforts resulted in only a modest decrease of 2% for SFUSD student enrollment, the target population. Bridge to Success cannot lose its

momentum and must continue to communicate the financial and personal gains associated with low-cost college completion. In San Francisco, a growing narrative surrounding the lack of a necessity for a College degree has taken root. This narrative is pushed by promises made by high priced “boot camps” that tech jobs await at the end of eight weeks of intense instruction. Bridge to Success must compete with these narratives by continually providing accessible and accurate data to its students.

**Risk 4.** Policies to speed up remediation may overwhelm students. One risk associated with many of the policy changes is the risk of failure due to increased intensity. As with any attempt to accelerate achievement, one runs the risk that students may fail or enter courses for which they are underprepared. The Bridge to Success team has carefully monitored data points to ensure that students increase, not decrease, college success through accelerated coursework, bumped up English and math placement, and by retaking placement exams without a considerable waiting period. Research external and internal to City College of San Francisco and SFUSD show concrete favorable results. As we ramp up these strategies, we will monitor student acceleration progress closely and make modifications to ensure the desired result.

## Sustainability

**8. Key Strengths and Assets for Encouraging a Culture of Innovation and Adaptability within and across All Entities**

The primary predictor for sustained innovation is a proven track record of past innovation. Bridge to Success and its community partners have amassed an inspired history of policy reform, enhanced systems, and collaborative networks that form a community of practice around innovation. Indeed, City College's key strength is being situated around San Francisco's cutting-edge industries where adaptability and innovation mean survival. These industry leaders recognize that ongoing creativity requires an increasingly diverse and well-supported workforce. The Bridge to Success partners are at the center of these conversations, and Bridge to Success is used as a template for how a network of education leaders, all working on a common goal, can achieve outcomes more effectively together than separately. For example, CCSF, SFUSD, and San Francisco State University (SFSU) are all working with industry partner, Zynga, to educate, train, and employ students not currently well represented in technology companies. In early planning discussions, Bridge to Success' partnership strategies were situated as the best practices for moving the project forward. It is clear that Bridge to Success is a model program and its strong foundation provides promise for continued and sustained outcomes.

Another key asset and strength is Bridge to Success' ability to maintain core leadership, even when faced with leadership change. Bridge to Success began with Mayor Newsom, Superintendent Garcia, and Chancellor Griffin, but as our letters of support from Mayor Lee, Superintendent Carranza, and Chancellor Tyler demonstrate, Bridge to Success still has support from the highest levels of new leadership in San Francisco. This support is not mere voice. Chancellor Tyler has positioned Bridge to City, modeled after the Long Beach Promise, as "the next big idea" and is intimately involved with the planning and identification of funding sources. Mayor Lee and Superintendent Carranza as well as the leadership of SFSU and CCSF are working in concert to explore the intersection of Bridge to Success and other key initiatives like My Brother's Keeper. City College of San Francisco's new President, Virginia Parras, has set a vigorous course for fully utilizing CCSF's eight Centers and numerous sites for Career Technical pathways that will attract the population Bridge to Success targets. With the support of key leaders, Bridge to Success is well positioned to reach the goal of doubling the number of African American and Latino/a degree completers by 2020.

Confidence for this goal is also forged by the long-term integrated planning objectives at City College and SFUSD, another strength that will guide and sustain change. *Innovation* and *Equity* are key goals of both institutions and broad constituent groups worked together to form these goals. With substantial buy-in from stakeholders on Bridge to Success' central goal, and so many shared assumptions, future projects and policy changes are able to take root. City College of San Francisco moved a new Education Master Plan through the Academic Senate Executive Council after engaging many stakeholders at the College. According to the Education Master Plan summary, "More than 800 individuals shared their thoughts and ideas during spring 2014 planning process via strategy sessions, public forums, focus groups, and interviews." The Education Master Plan provides a six-year blueprint for the strategic direction of the College and its goals and strategic directions *advance student achievement and provide new and expanded opportunities for organizational development and effective innovation*. A survey of Strengths, Opportunities, Aspirations, and Results (SOAR) gathered information about current strengths and weaknesses and found the following: "There is a widely held sentiment at CCSF that

diversity and equity are the foundation for the college, and clearly represent core values. The belief is that diversity permeates throughout the curriculum, services offered, and the attitude of the faculty, staff, administrators and students.” Likewise, in SFUSD’s 2013-2015 Strategic Plan, a road map grounded in the three goals of “access and equity,” “student achievement” and “accountability” spells out SFUSD’s mission to provide each student with an equal opportunity to succeed. The framework adopted in the strategic plan is modeled after Harvard University’s Public Education Leadership Project (PELP) Coherence Framework which is designed to help district leaders identify key elements that support a district-wide improvement strategy and to bring these elements into a coherent and integrated relationship through innovative practices.

Another key asset leveraged for continued sustainability is the culture of evidence and data sharing that underlies Bridge to Success practices. Because of the Family Education Rights and Privacy Act (FERPA), SFUSD and CCSF have historically not shared data. Through the Bridge to Success collaborations and the utilization of a third party research partner, both institutions were able to release student data to reveal Loss Points 1 through 4. Furthermore, the research demonstrated that high school students’ grades and attendance were better predictors of college course persistence than the college placement test. This information brought both policy and practice changes to CCSF that will benefit future San Francisco high school students in years to come. With a system of data sharing and making data-driven improvements, City College of San Francisco and San Francisco Unified School District have another system to sustain focus on equity goals toward timely degree and transfer completion.

Finally, Bridge to Success has community partners providing sustainability to its mission. The John Gardner Center launched the San Francisco Research Consortium and significantly augmented Bridge to Success data analysis; Coleman Advocates for Children runs a student advocacy group, Students Making a Change (SMAC) at City College, and continues to be an important adviser to Bridge to Success; Career Ladders worked with City College to assess retention and completion efforts; and the San Francisco Department of Children, Youth and Families and the Evelyn and Walter Haas, Jr. Fund continue to provide support for Bridge to Success’ path forward. Bridge to Success is leveraging support and funding from organizations that have a vested interest in accelerating completion and increasing the number of underrepresented students who obtain their degrees and transfer.

## **9. Engaging Stakeholders and Achieving Commitment**

From the onset of Bridge to Success, key stakeholders were engaged through designing and implementing various “action teams.” These action teams consisted of the following: (1) College Going Culture Team, (2) Data Team, (3) Faculty Team, (4) High School Readiness and Workforce Team, and (5) Targeted Intervention Team. These teams were able to engage stakeholders by appealing to individual interests and passions as well as to professional interests. Participants included administrators, faculty, students, community-based organization leaders, political leaders, and members from industry. These teams were able to report out to the Core Team and the Executive Leadership Team to enact change.

The ongoing strategy for engaging stakeholders is found in the Bridge to Success Sustainability Plan. The plan is routinely updated to adapt to changes in the environment. From the beginning, Bridge to Success has reflected deeply on strategic planning for its goals (Exhibit 1-G). This current plan outlines a strategy for sustaining key components of the current Bridge to Success initiative beyond the Bill & Melinda Gates Foundation’s three-year Communities Learning in Partnership grant, for which funding ended in March 2014. This Sustainability Plan was developed through input from key Bridge to Success staff, partners and stakeholders and currently involves a three-part strategy:

### **Strategy I. Deepening Collaboration**

**Building a habit of mind around collaboration.** Practices such as the counselor’s professional development activities and the upcoming Counselors Summit are strategies that will further deepen a habit of mind around collaboration. The institutions working together are creating processes and schedules that promote ownership of common goals, deep connections, and cross pollination.

**Using data to inform strategy.** Placement policies and practices implemented in 2013 will continue to be evaluated as they enter a third year of implementation. Efforts collected for use in the efforts related to the Student Equity Plan will be continuously analyzed for the ability to move the needle on students’ access, basic skills progression, completion rates, transfer rates as well as identifying new and longstanding barriers to students.

**Enhancing policy and practices.** The policies and practices around developmental education at City College will continue to be refined through its assessment processes.

### **Strategy II. Widening Leadership**

**Building Leadership “in the Middle.”** From the outset, the highest levels of leadership have actively participated in Bridge to Success. The Sustainability Plan seeks to widen leadership opportunities in Bridge to Success. In 2014 a Bridge to Success-funded leadership team attended the RP Group’s (Research and Planning Group) 2014 Leading from the Middle Leadership Academy to retool and reinvest in Bridge to Success in the wake of CCSF’s accreditation crisis.

**Maintain Leadership Team.** Maintain the existence of the Bridge to Success Executive Committee, which will be composed of the top leaders of City College, SFUSD, the City and County of San Francisco, San Francisco State University, as well as faculty coordinators in leadership positions and students. This committee shall meet at least quarterly, and will be jointly staffed by personnel at DCYF, SFUSD, SF State University, and City College.

## 10. Sustaining the Changes

Major innovations implemented through the Bridge to Success Initiatives are financially viable and sustainable for two reasons. First, Bridge to Success has focused on low-cost solutions and no-cost policy changes that are easy to maintain. Second, Bridge to Success has strong community and industry support that can be leveraged without new funds from the state or students.

This application has firmly demonstrated that key changes to policy resulted in great gains for students. The math and English placement retesting policy successfully lifts students out of a paralyzing sequence of courses that do not count toward a degree. This change required an initial outlay of capital for data analysis but the sustainability of this policy change, now implemented, does not require additional monetary support beyond what it is already institutionalized. Acceleration, a high-impact curriculum redesign, developed by Bridge to Success math and English teams, do not require additional capital. Curriculum is already budgeted.

Another strong, no-cost strategy directly benefiting students is data sharing and cross-institution collaboration. Cross-institution collaboration requires no monetary commitment but a high commitment to continue working closely and collaboratively to support students. Because this practice has been occurring for four years and refined in this last year, the practice will continue as SFUSD and CCSF and its community partners highly value the relationship and effectiveness of support for the students. CCSF and SFUSD Counselor Leads will continue to support matriculation on the high school sites. Additionally, CCSF counselors are able to help high school students choose existing support programs through Find Your Community. CCSF and SFUSD leadership will continue to meet on a quarterly basis to collaborate and share data that will inform future policy changes and changes to practice. Moreover, other innovations in the Bridge to Success initiative involve coordination, not capital. Advanced Registration for SFUSD students and data sharing that involves students being “bumped up” in the developmental sequence are firmly instituted without cost. Accelerated matriculation Saturdays are low to no cost as staff are adjusting their schedules to accommodate working on a Saturday. The sustainability of these changes is secure.

Not everything Bridge to Success accomplishes or plans is without cost. However, key personnel to move projects forward already have committed funding. The Research and Planning Office at City College of San Francisco used Program Review processes to staff two new staff members to support and sustain all institutional needs, including a researcher devoted to equity issues. For long-term sustainability, much of the Bridge to Success Coordination will be at the direction of the Dean of Outreach and Recruitment, a position already funded at City College of San Francisco. Final hiring decisions are now being made. A faculty Equity Coordinator has been designated and funded from existing resources. As Bridge to Success looks to scale programs like Bridge to City, a system of support for entry into college that results in free tuition and books, City College and SFUSD will continue to seek the valued support of its sustained community partners, donors, and forge new relationships with the huge untapped assets that exist with industry partners. For example, the technology industry ensconced in San Francisco knows it needs a more diverse workforce and CCSF and SFUSD are the solution. These same partners are willing to ensure that we will be able to continue to sustain solutions that work.

As testimony to the sustainability of Bridge to Success activities, the OMG Center for Collaborative Learning honored the Bridge to Success with an award for its emphasis on sustainability and policy change.

## Evaluation

### **11. Qualitative and Quantitative Evaluation of Changes**

Bridge to Success evaluates itself primarily through quantitative measures. The Bridge to Success Scorecard is the most robust means for maintaining strict accountability and a profitable cycle of evaluation. The scorecard collects and maintains data on all four loss points through seven different metrics. For the purposes of this application, we will focus on aspects of the scorecard related to earning a postsecondary degree. The Bridge to Success data team established a baseline for all seven metrics in 2008-09 and updates each metric yearly. Three examples include looking at the number of students enrolling in postsecondary education; the number of SFUSD students enrolled full-time and persisting; and tracking degree completers. Each year, the percent of target goal attainment is calculated. At City College, these metrics are now monitored by the Student Equity Plan.

Although primarily using quantitative data to project and monitor long-term goals, Bridge to Success fuels innovation through qualitative data as well. Using such data to understand attitudinal barriers in the immediate. In 2012, an extensive qualitative study with partners at Career Ladders and Learningworks was designed using interviews of 50 faculty, staff and administrators. The study aimed to explain CCSF's equity gap within the context of its organizational culture. The results of these findings were presented to the entire campus community on February 6, 2014, and were understood as a valuable investigative method that informed organizational development goals in City College's Student Equity Plan and Educational Master Plan. Qualitative data is also often used to measure the affective domain, as student self-efficacy, grit and self-confidence are all predictive of degree completion. Finally, qualitative data will be collected in the form of feedback from counselors at the Counselors Summit, a data sharing strategy that will inform and give shape to both practice and policy.

City College of San Francisco is formalizing two key leads in the evaluation of equity-related activities: The Equity Coordinator and the Student Equity Strategies Advisory Committee. These work together as the primary parties responsible for the evaluation of issues related to the achievement gap. Both will work together with CCSF's Office of Research and SFUSD to annually review data on equity related activities. A summary of progress toward equity goals and needed adaptations will be shared widely with stakeholders. The timeline for the evaluation is as follows:

#### Fall Semester

- September-October: Collect data on number of students served
- Faculty and staff leads submit logic models to SE Coordinator for review
- October: Meet with equity fundees to plan evaluation process
- November: Evaluate challenges
- Conduct student, faculty, and staff feedback sessions
- December: Exit survey for students

#### Spring Semester

- January-February: Collect data on Fall success
- Evaluate data
- February: Meet with equity fundees to plan evaluation process
- March-April: Implement changes driven by data gathered from Fall
- May: Revise activity plan for following year based on data and resources available

**12. Target Outcomes for Each Academic Year through 2018-19**

Bridge to Success goals were first formulated within the context of the Gates Foundation Communities Learning in Partnership grant with an eye toward doubling underrepresented students obtaining college credential (within five years) by the year 2020. The timeframe and chosen target (doubling) were requirements of the Gates Foundation Grant.

***Bridge to Success Report Card: Key Steps in Educational Attainment, Key measure & Target Projection\****

Step	Measure	Baseline	2010	2011	2012	2013	Each subsequent year	2020 Goal
<b>Enrolled in College</b>	% of SFUSD who attend City College	32%	26%	28%	28%	20%	2% increase	40%
	% of those attending City College who are full time	50%	59%	62%	65%	71%	.5% increase	65%
<b>Go Full Time and Be Persistent</b>	% of SFUSD graduates at City College placing into college-level English/Math	8%/31%	9%/33%	9%/29%	11%/30%	11%/32%	3%/3% increase	30%/50%
	% of all SFUSD college attendees who complete a degree within five years	54%	62%	56%	N/A	N/A	3% increase	75%
<b>Earn a Degree or Credential</b>	% of those attending City College who complete a degree within 5 years	35%	40%	42%	N/A	N/A	3% increase	66%

\* Metrics reported here related to high education. Other measures chart elementary and secondary

The Bridge to Success Core team chose to concentrate its efforts on African American and Latino/a populations when data sharing and analysis revealed the consistent presence of both these subpopulations on nearly every achievement gap metric. Additional research supplied through various community agencies found the African American population leaving the city of San Francisco in record numbers. Bridge to Success sought to intervene in this exodus and provide opportunity through a commitment to educational attainment. At the same time the African American population was dwindling, the number of Latino students attending public schooling is on the rise. Both these factors help establish the central target and a comprehensive approach that would monitor students from elementary school to college completion. The cradle to college approach, as mentioned in Item 11, meant the Bridge to Success Core team needed to monitor key steps related to loss points—vulnerable junctures where students leave education.

Measures related to those steps were culled from extensive research of factors that aid college completion. These measures, now widely understood as key elements of California's Student Success Act are persistence, placement and full-time student status.

Intervening factors (statewide enrollment declines; City College's accreditation status) have made charting a steady climb toward the target challenging. However, key metrics, displayed below, provide some optimism that the goal is not out of reach.

While the percentage of SFUSD students has declined in recent years, it is important to note that the students that are enrolling are doing so full time. With the availability of classes supplied through early and advanced registration, this finding is not surprising. An increase in full-time student status also follows the same data trend on degree and certificate awards at the college. The college as a whole is experiencing an increase in the number of degrees awarded and underrepresented subpopulations are showing increases.

Data was produced from a combined dataset of SFUSD and CCSF records. These records were matched to National Student Clearing House records on student transfers and enrollment in other colleges and universities. Some measures only required CCSF data. For these measures, self-reported new first time SFUSD students at CCSF were tracked forward from their initial enrollment in the fall semester of each academic year. For this group certain measures were calculated, included the initial placement of students (collegiate or remedial), the units taken in the fall semester, as well as the number of new students from SFUSD enrolling as a percent of those graduating the prior year. Data for the latter was obtained from Department of Education's Dataquest website.<sup>1</sup>

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<sup>1</sup> See research conducted by the John W. Gardner Center (also included in the appendices): [http://gardnercenter.stanford.edu/resources/publications/JGC\\_IB\\_SFUSDPostSecondaryTransition2010.pdf](http://gardnercenter.stanford.edu/resources/publications/JGC_IB_SFUSDPostSecondaryTransition2010.pdf)

## **Appendix A**

# **Letters of Support**



# OFFICE OF THE CHANCELLOR

50 PHELAN AVENUE • BUNGALOW 213 • SAN FRANCISCO, CA 94112 • (415) 239-3303 • FAX (415) 239-3918

January 5, 2015

California Department of Finance  
Education Systems Unit—Innovation Awards  
7th Floor  
915 L Street  
Sacramento, CA 95814

Dear Innovation in Higher Education Awards Committee:

Please accept this letter as evidence of my resounding support for the Bridge to Success partnership's application for an Innovation in Higher Education Award.

As our application details, the Bridge to Success initiative began in 2010 with a grant from the Gates Foundation. Although I was not Chancellor of CCSF at that time, I understand that the partnership between San Francisco Unified School District and City College of San Francisco needed a systemic focus and cohesive policies to support the transition of students from SFUSD into CCSF and beyond. In collaboration with the San Francisco Mayor's Office and San Francisco Department of Children, Youth, and Their Families, the partnership applied for a Gates Foundation Communities Learning in Partnership grant.

The Communities Learning in Partnership grant has allowed us to implement policy and practice changes strategically designed to remove barriers to access and college degree completion, the use of data to identify gaps where students are lost in the high school and post-secondary pipeline, and inter-institutional collaborative meetings that have led to improved student support services. We also developed Early Warning Indicators to identify at-risk students and provide early intervention during high school.

Additional policy and practice changes that we have collectively enacted include:

- preparing CCSF and SFUSD counseling leads to support student entrance into CCSF including offering all matriculation steps at feeder high schools
- developing and implementing a placement test re-take policy
- implementing multiple measures for placement recommendations
- directing students into Pathway Programs
- implementing early registration for SFUSD students
- facilitating FRISCO Day, an annual event held in spring to help all SFUSD seniors enroll in college, develop support systems, and learn about financial literacy, degree options, and campus resources and
- offering follow-up All-in-One Days that allow students to return and complete any missing matriculation steps

This work has been vital, and I could clearly see how the partnership's work had made a profound impact when I came on board as Chancellor of CCSF in late 2013. I am fully committed to supporting the Bridge to Success Initiative far into the future.

Please feel free to contact me if you have any questions.

With gratitude for this opportunity,

Dr. Arthur Q. Tyler  
Chancellor



December 24, 2014

California Department of Finance  
Education Systems Unit - Innovation Awards  
7th Floor  
915 L Street  
Sacramento, CA 95814

Dear Innovation in Higher Education Awards Committee:

I am writing to express my enthusiastic support for the Bridge to Success partnership's application for an Innovation in Higher Education Award.

The Bridge to Success initiative began in 2010 with a grant from the Gates Foundation. At that time, the partnership between San Francisco Unified School District and City College of San Francisco lacked a systemic focus and cohesive policies to support the transition of students from SFUSD into CCSF and beyond. In collaboration with the San Francisco Mayor's Office and San Francisco Department of Children, Youth, and Their Families, the partnership applied for a Gates Foundation Communities Learning in Partnership grant.

The Communities Learning in Partnership grant allowed us to implement policy and practice changes strategically designed to remove barriers to access and college degree completion, the use of data to identify gaps where students are lost in the high school and post-secondary pipeline, and inter-institutional collaborative meetings that have led to improved student support services. Early Warning Indicators were developed to identify at-risk students and provide early intervention during high school.

Other impactful policy and practice changes include the preparation of CCSF and SFUSD counseling leads to support student entrance into CCSF including offering all matriculation steps at feeder high schools, the Placement Test Re-take Policy, implementing Multiple Measures for Placement Recommendations, Directing students into Pathway Programs, Early Registration for SFUSD Students, FRISCO Day, and follow up All-in-One Days that allow students to return and complete any missing matriculation steps. FRISCO Day is an annual event held in the spring to help all SFUSD seniors enroll in college, develop support systems, and learn about financial literacy, degree options, and campus resources.

Thank you for this opportunity to showcase the impactful work that has occurred through the partnership with City College of San Francisco. Together we can make a difference in this great city.

Sincerely,

Richard A. Carranza  
Superintendent



January 5, 2015

California Department of Finance  
Education Systems Unit—Innovation Awards  
915 L Street, 7<sup>th</sup> Floor  
Sacramento, CA 95814

Dear Innovation in Higher Education Awards Committee:

I am writing to express my enthusiastic support for San Francisco's Bridge to Success partnership application for an Innovation in Higher Education Award.

The Bridge to Success initiative began in 2010 with a grant from the Gates Foundation. At that time, the partnership between San Francisco Unified School District (SFUSD) and City College of San Francisco (CCSF) lacked a systemic focus and cohesive policies to support the transition of students from SFUSD into CCSF and beyond. To address this critical need, an effort was initiated by my predecessor, former San Francisco Mayor and current California Lieutenant Governor Gavin Newsom, who identified a staff person in the Mayor's Office to facilitate and lead a collaboration with the San Francisco Department of Children, Youth, and Their Families, CCSF and SFUSD to successfully apply for a Gates Foundation Communities Learning in Partnership grant.

The Communities Learning in Partnership grant allowed SFUSD and CCSF to implement policy and practice changes strategically designed to remove barriers to access and college degree completion, the use of data to identify gaps where students are lost in the high school and post-secondary pipeline, and inter-institutional collaborative meetings that have led to significant improvements in the services of support for students. Stanford University's John Gardner Center also joined the partnership and identified Early Warning Indicators to provide support and intervention during high school to improve the chances of a successful matriculation to college after high school graduation.

Other impactful policy and practice changes include the preparation of CCSF and SFUSD counseling leads to support student entrance into CCSF, including offering all matriculation steps at feeder high schools, the Placement Test Re-take Policy, implementing Multiple Measures for Placement Recommendations, directing students into Pathway Programs, Early Registration for SFUSD Students, FRISCO Day, and follow-up All-in-One Days that allow students to return and complete any missing matriculation steps. FRISCO Day has now turned into an annual event held each spring to help all SFUSD seniors enroll in college, develop support systems, and learn about financial literacy, degree options, and campus resources.

Thank you for this opportunity to express my pride in the partnership of CCSF and SFUSD. Together they are improving the educational outcomes for students in our great City.

Sincerely,

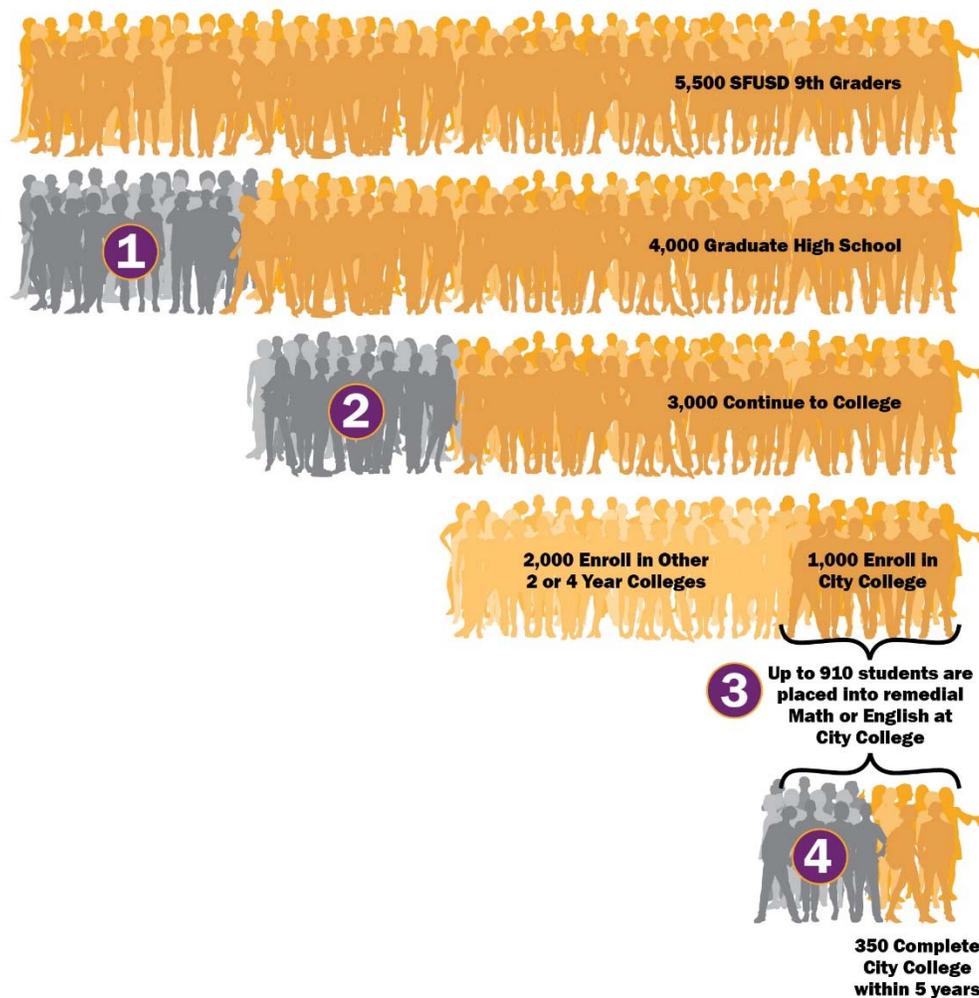
A handwritten signature in black ink, appearing to read "Edwin M. Lee".

Edwin M. Lee  
Mayor

## Appendix B

**Figure 1.B – Where We Lose Students**

- Loss Point 1: Between 9th and 12th grade, about 1,500 students drop out or leave SFUSD and do not complete high school
- Loss Point 2: About 1,000 SFUSD graduates do not enroll in a post-secondary program
- Loss Point 3: Up to 920 SFUSD graduates are placed in a remedial math or English course once they start at City College
- Loss Point 4: About 650 SFUSD graduates at City College do not complete their chosen course of study within five years



**Table 1.B – Results of Acceleration in English**

Highest English Level Completed for Regular and Accelerated English Students 2011-12 starters only (tracked forward to Summer 2014)<sup>1</sup>

group	outcome	Progression in Sequence to 1A			Total
		No Cours	Remedial	Transfer	
9293	Fail	84%	13%	3%	171
	Pass Lower	41%	33%	27%	79
	Pass	26%	39%	34%	284
9293 Total		47%	30%	23%	534
961A	Fail	62%	20%	18%	206
	Pass Lower	42%	0%	58%	120
	Pass	100%	0%	0%	392
961A Total		79%	6%	15%	718
92Only	Fail	74%	21%	4%	430
	Pass	34%	41%	25%	619
92Only Total		51%	33%	16%	1,049
93only	Fail	65%	24%	10%	981
	Pass	22%	27%	51%	1,880
93only Total		37%	26%	37%	2,861
96Only	Fail	63%	17%	20%	1,153
	Pass	28%	0%	72%	2,038
96Only Total		41%	6%	53%	3,191
1AOnly	Fail	64%	0%	36%	1,193
	Pass	100%	0%	0%	2,205
1AOnly Total		87%	0%	12%	3,398
Grand Total		57%	13%	30%	11,751

**Analysis:** In English 92+93, sequence completion was higher overall (23%) than those who took the regular 92-Only English class (16%). When English 96+1A is compared to the 96-Only class, the combined class sequence completion is higher when one accounts for the fact that successful completion of the combined class is also the completion of the English sequence which ends with 1A. The difference is a 71% completion rate in 96+1A versus a completion rate of 53% for 96-Only students.

<sup>1</sup> 96+1A students passing automatically complete the sequence, so sequence completion is 392 plus those that pass the lower but ultimately complete the sequence or fail and complete. In total these are 71% of the 96+1A group completing the sequence compared to 53% for 96-Only students.

**Table 2.B – Results of Acceleration in Mathematics**

Highest Mathematics Level Completed for Regular and Accelerated Mathematics Students 2011-12 starters only (tracked forward to summer 2014)

Mathematics Group	outcome	No Course	Remedial	Statistics	Transfer	Statistics or Transfer	Total
Elementary Algebra Full Term	Pass	28%	34%	20%	19%	39%	1200
	Fail	51%	39%	8%	2%	10%	1115
Elementary Algebra Full Term	Total	39%	36%	14%	11%	25%	2315
Intermediate Algebra Full Term	Pass	36%	4%	21%	39%	61%	2512
	Fail	43%	28%	17%	12%	30%	1117
Intermediate Algebra Full Term	Total	38%	11%	20%	31%	51%	3629
Elementary Algebra Half Term	Pass	40%	28%	16%	17%	32%	90
	Fail	50%	35%	7%	8%	15%	169
Elementary Algebra Half Term	Total	47%	32%	10%	11%	21%	259
Intermediate Algebra Half Term	Pass	30%	4%	29%	37%	66%	265
	Fail	45%	31%	13%	11%	24%	71
Intermediate Algebra Half Term	Total	33%	10%	26%	32%	57%	336
Statistics Preparation	Pass	36%	2%	56%	6%	62%	210
	Fail	45%	32%	21%	2%	23%	47
Statistics Preparation	Total	37%	8%	49%	5%	55%	257
Elementary + Intermediate Algebra Full Term	Pass	0%	0%	38%	63%	100%	8
Elementary + Intermediate Algebra Half Term	Pass	31%	9%	16%	44%	60%	301
	Fail	52%	35%	8%	5%	13%	60
Elementary + Intermediate Algebra Half Term	Total	34%	13%	15%	38%	53%	361
Grand Total		38%	20%	19%	23%	42%	7165

**Analysis:** In comparable classes, those students in the intensive and accelerated mathematics classes were more likely to complete the sequence than those in the regular full term classes.

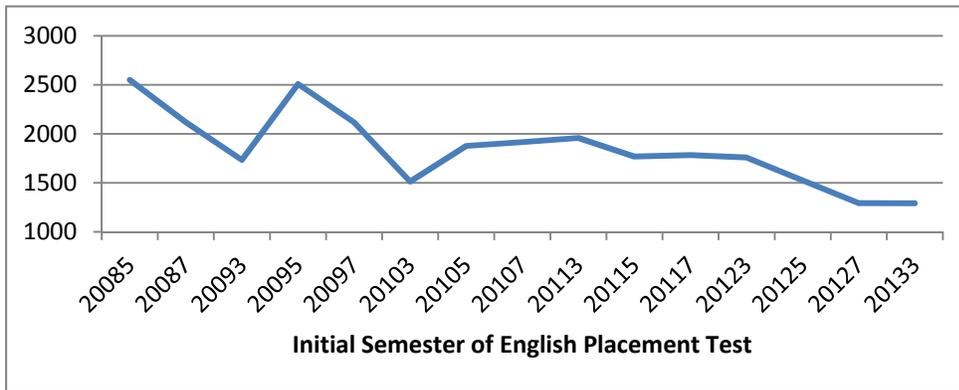
### The Efficacy of Retesting

The current analysis examines only the English placement of students from 2008-09 to 2012-13. It excludes certain populations so that the population examined includes only native speaking students who tested once or twice, and, for re-testers, it will exclude those whose retesting period exceeded one year. Lastly, the analysis excludes students whose initial placement was a transfer level. Instead, this examines only students who placed from one to five levels below a transfer level. This population is presented in the following tables and figures.

**Table 3.B – Longitudinal Characteristics of Remedial Native Speaking Students taking the English Placement Test at CCSF**

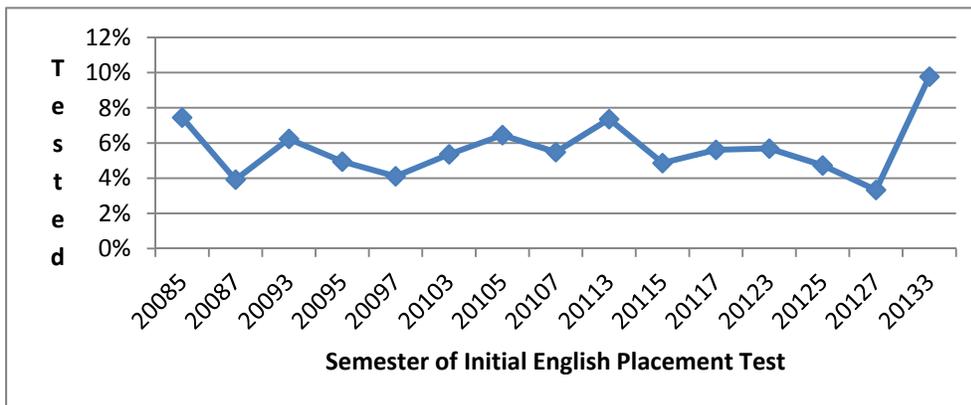
	<b>Semester of Initial Placement (5=Summer, 7 = Fall, 3 = Spring)</b>														
Measure	2008	2008	2009	2009	2009	2010	2010	2010	2011	2011	2011	2012	2012	2012	2013
Grand Total	2560	2118	1733	2508	2117	1512	1876	1915	1957	1768	1782	1758	1523	1291	1290
<b>Retest Status</b>															
No Retest	2325	2003	1558	2334	1974	1388	1711	1754	1696	1651	1623	1572	1413	1226	1125
Retest Higher	190	83	108	124	87	81	121	105	144	86	100	100	72	43	126
Retest Same	35	32	67	50	56	43	44	56	117	31	59	86	38	22	39
Retested Percent	7%	4%	6%	5%	4%	5%	6%	5%	7%	5%	6%	6%	5%	3%	10%
Retesting Higher (of retesters)	84%	72%	62%	71%	61%	65%	73%	65%	55%	74%	63%	54%	65%	66%	76%
<b>Length of Time Between Retests</b>															
3 Months	22	6	7	11	11	9	8	19	64	13	27	31	31	16	50
6 Months	62	31	66	64	32	34	68	68	119	42	72	100	37	26	68
12 Months	141	78	102	99	100	81	89	74	78	62	60	55	42	23	47
Grand Total	225	115	175	174	143	124	165	161	261	117	159	186	110	65	165
Retesting in Three Months	10%	5%	4%	6%	8%	7%	5%	12%	25%	11%	17%	17%	28%	25%	30%
<b>Levels below transfer of Placement</b>															
L - 5 Levels Below	9%	12%	11%	7%	10%	8%	6%	12%	12%	9%	11%	9%	6%	7%	11%
90 - Four Levels Below	23%	23%	17%	15%	17%	18%	15%	18%	23%	20%	18%	20%	16%	18%	21%
92 - Three Levels Below	14%	13%	24%	23%	23%	25%	24%	24%	21%	21%	22%	27%	27%	24%	26%
93 - Two Levels Below	27%	24%	29%	31%	26%	29%	30%	25%	24%	26%	26%	25%	28%	28%	26%
96 - One Level Below	26%	28%	20%	25%	24%	20%	25%	22%	20%	24%	22%	19%	23%	23%	17%

**Figure 2.B – Tested Population over time**



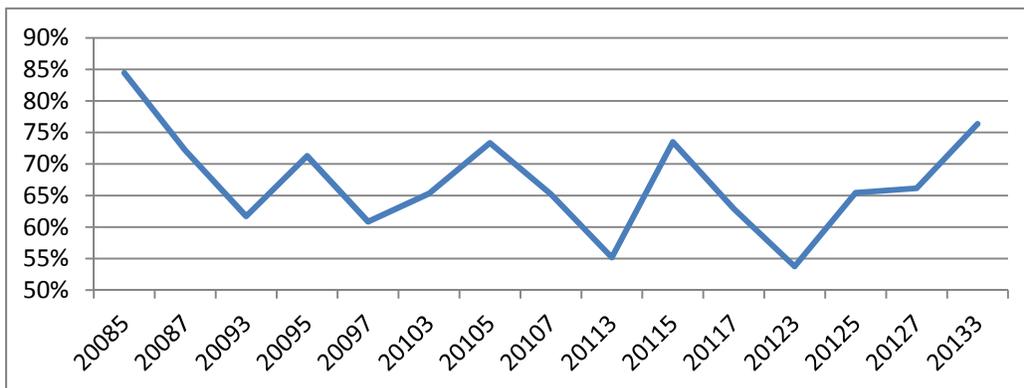
**Analysis:** The number of students tested has been falling since 2008-09.

**Figure 3.B – Percent of Population retesting within a year**



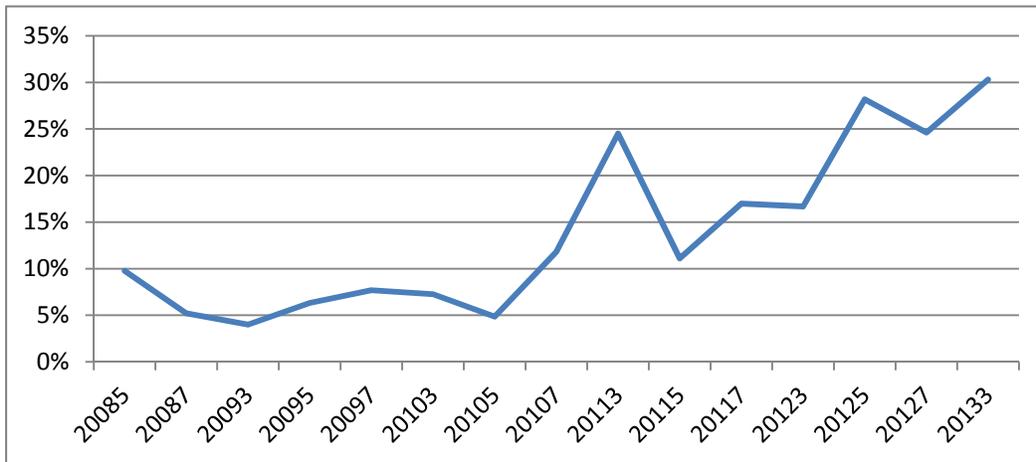
**Analysis:** The percent of the population retesting has varied between 4% and 10%.

**Figure 4.B – Percent of Retested Students who Re-tested Higher**



**Analysis:** In all semesters, more than half of students who retested placed higher on their retesting.

**Figure 5.B – Percent of Retested Students who retested within three months**



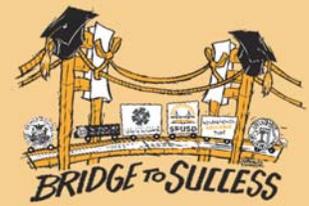
**Analysis:** The percent of retested students who retest within three months has dramatically increased since the retest period was shortened in 2010-11.

**Table 4.B – First Course Outcome of Tested population**

Initial Placement	Retest Status	Initial Course Outcome			Total
		Fail	Pass	No Enrollment	
L	No Retest	58%	42%	73%	2,350
	Retest Higher	49%	51%	55%	164
	Retest Same	54%	46%	47%	74
L Total		57%	43%	71%	2,588
90	No Retest	44%	56%	77%	4,580
	Retest Higher	28%	72%	27%	491
	Retest Same	39%	61%	67%	185
90 Total		40%	60%	72%	5,256
92	No Retest	39%	61%	63%	5,500
	Retest Higher	22%	78%	18%	436
	Retest Same	30%	70%	49%	184
92 Total		36%	64%	59%	6,120
93	No Retest	37%	63%	48%	6,958
	Retest Higher	32%	68%	18%	265
	Retest Same	29%	71%	33%	209
93 Total		36%	64%	46%	7,432
96	No Retest	34%	66%	48%	5,965
	Retest Higher	27%	73%	26%	214
	Retest Same	27%	73%	34%	123
96 Total		33%	67%	47%	6,302
Total		37%	63%	56%	27,698

**Analysis:** In general those students who retested higher were more likely to enroll in a first course and once enrolled were more likely to pass that class.

# Placement Re-take Policy

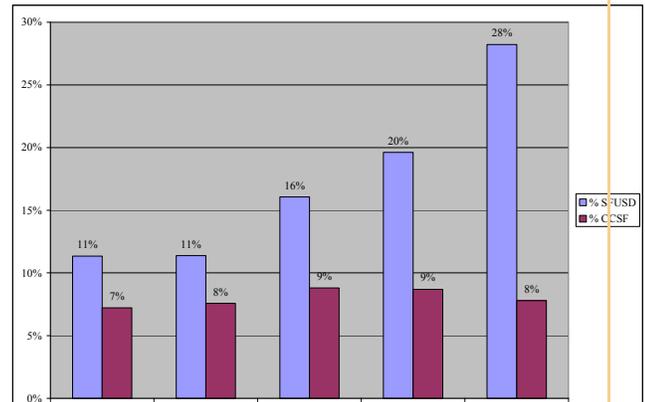


## SHORTER WAIT FOR PLACEMENT RE-TEST SHOWS ENCOURAGING RESULTS

For many years, up to 93% of the approximate 1,000 SFUSD graduates who attend City College each year were placed into remedial math or English courses based on their performance on City College's placement tests. Focus groups with students and counselors revealed that many students did not understand the importance of the placement tests and that City College's policy of waiting three months to re-take the tests may have impeded some students' progress at City College. The 3-month wait to re-take test delayed the opportunity for students to actually place at the level they believed themselves to be.

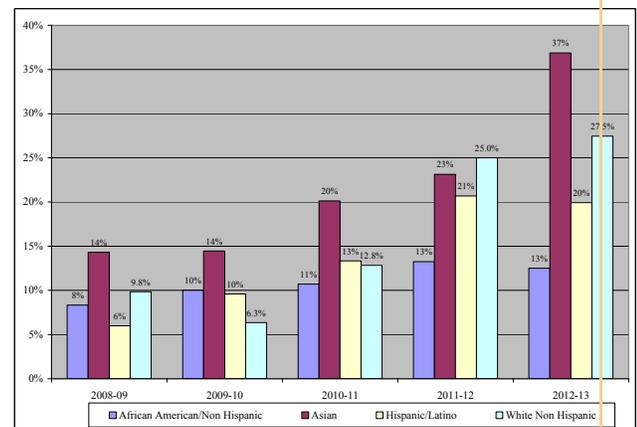
In 2009, City College changed the wait to re-take the English and Math placement tests to two weeks. This effort was coupled with increased messaging to SFUSD students to take the placement test seriously since placing well can accelerate the completion of a degree at City College. As a result, re-testing of English by SFUSD students increased from 16.9 percent in 2008 to 23.8 percent in 2011, compared to the general CCSF entering students whose rate of re-testing remained relatively steady from 2008 to 2012. Re-taking of the math placement by SFUSD students rose from 11.35 percent in 2008 to 28 percent in 2012, while the rate remained steady for all City College first-time students at 8%.

The results are promising, particularly for African American and Latino SFUSD students. English re-testing rates increased from 14.3 percent in 2008 to 19 percent in 2011 for African American students, and from 17 percent in 2008 to 24.8 percent in 2011 for Latino students. Math re-testing rose from 8.3 percent in 2008 to 12.5 percent in 2012 for African American students, and from 6 percent in 2008 to 19.9 percent in 2012 for Latino students.

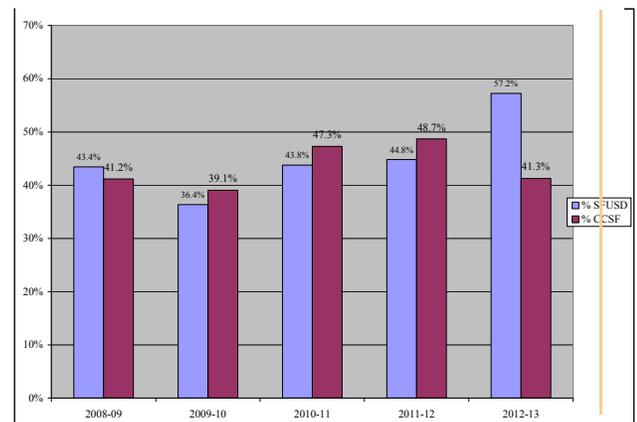


**Above:** Comparison of students from SFUSD and all first-time City College students re-taking math placement test over time

**Below:** Rates of SFUSD students re-taking math



**Below:** Percent of students who place higher in after re-taking City College math placement test



Re-testing has resulted in higher placement for more than 60 percent of the students who re-tested in English, and by 2012, 57 percent of students placing higher in math. Overall the new re-take policy coupled with emphasizing the importance of the test can shorten completion time for students as they move on to 4-year universities or attain other educational goals.

**For more information, visit [www.sfbridgetosuccess.org](http://www.sfbridgetosuccess.org)**

## Appendix C

### Bringing City College Counselors onto High School Campuses

City College has a five-step matriculation process for new students to enroll in courses. This process includes completing an application for admission, taking a math and English placement test, attending or completing an online new student orientation, meeting with a counselor, and registering for courses. Through Bridge to Success, the City College admissions counselors worked with SFUSD counselors to bring steps of the matriculation process to the campuses of SFUSD high schools including application workshops, scheduling placement tests at high schools, and providing opportunities to meet with City College counselors during high school students' lunch breaks or afterschool.

During the 2013-2014 school year:

- 427 students completed the matriculation steps at their respective high schools
- More than 2/3 of these students enrolled on or shortly after Frisco Day
- 825 students completed at least one Matriculation step before Frisco Day
- Bringing counselors to high schools seems to be especially effective for the smaller schools

### 2013-14 Counseling Outreach Report

High School	Number of seniors	Counseling Lead	Number of counseling hours assigned (based on population of school)	Number of students who completed all Matriculation steps by Frisco Day	Number of students who completed at least one Matriculation step by Frisco Day	Number of students who had completed matriculation steps but did not enroll by May 7 <sup>th</sup>
Academy of Art and Science	76	Herving Valiente	4	8	10	1
Balboa	360	Susana Mayorga	12	27	42	5
Burton High School	191	Julissa Vinals	12	14	35	3
Galileo	560	Sue Yee	12	55	98	12
ISA	53	Carolina Avila	5	30	38	13
June Jordan	42	Lindy Mc Knight	5	5	5	2
Lincoln High School	475	Amy Mack	12	17	39	16
Lowell	640	Maria Canoy	8	10	27	9

City College of San Francisco/San Francisco Unified School District's *Bridge to Success*

Mission High School	274	Susana Mayorga/ Jorge Avila	8	37	58	5
SF International	N/A	Carolina Avila	8	68	74	16
SOTA	N/A	Herving Valiente	4	10	61	12
Wallenberg	150	Maria Canoy	8	13	30	2
Washington	445	Herving Valiente	12	52	61	13
Downtown High	36	Maria Canoy	5	10	13	3
Ida B. Wells	36	Carlos Webster	5	4	23	N/A
Independence	74	Tessa Brown	5	6	5	3
O'Connell	114	Leti Silva	8	30	79	4
Hilltop High School	N/A	Nancy Vargas	5	12	12	2
City Arts and Tech	N/A	No Counselor	0	1	34	14
Thurgood Marshal	177	No Counselor	0	18	81	14
<b>Total</b>	<b>3,703 students</b>		<b>138 hours</b>	<b>427 students</b>	<b>825 students</b>	<b>149 students did not enroll</b>

## Outreach Letter to FRISCO Day Counselors

Dear FRISCO Day Counselors,

On behalf of the **Find Your Community** organizers, we would like to thank you for supporting our collective efforts to coordinate and market support systems at City College of San Francisco. Attached are the revised materials, based on counselor and coordinator feedback. All the material will be in your Find Your Community Day-Frisco Day-Counseling packet. These packets will be in MUB 101, 19, & 130 at 9AM tomorrow.

Attached also is a **Find Your Community** form that we ask each student to fill out before visiting the support system coordinator in the lobby of the MUB building. These are essential for our outcomes assessment.

In sum, your packets tomorrow will contain (1) contact info form, (2) brochures for students, and (3) counseling brochure (with slightly longer descriptions) (4) Choice Sheets (please give a choice sheet for the program the student chooses to join) (5) sticker the student should place on badge once selection is made.

At the beginning of the Educational Plan counseling, please give a **Find your Community** Brochure to each student and ask them to choose a pathway that best fits their interests. We are hoping that each counselor, while knowing that any student may "opt-out" of joining a support system, will strongly encourage each student not to "go it alone." If they don't have a well-developed sense of their academic interest, please encourage them to choose YO!, as it is designed to provide mentoring and support for those that do not yet know what field or major is a good fit. Our goal is to capture between 300-400 students among the various support systems. We believe this can be done with your guidance and motivation.

At the end of the educational plan session, if time allows, each student should take his/her **Find Your Community** contact info form to the lobby where they will be greeted and ushered to the appropriate table for next steps.

Sincerely,

## Find Your Community Counselor Menu

### During the Education Plan session:

- ✓ Give each student a Find Your Community brochure
- ✓ Give each student a Find Your Community form to fill out
- ✓ Place sticker on student's lanyard based on selection
- ✓ Direct student to MUB lobby to meet with coordinator of program

### Metro Academy

**What is Metro Academy?** Metro Academy is a Learning Community where students, with a common interest in social justice, work towards transfer to a CSU in a non STEM major. The academies provide students with additional support during the first two-years of community college, including tutoring and academic counseling and provide a fast-track to transfer. Instructors in the Metro Academy work together to deliver a high quality classroom experience. Many of the student's courses in Metro will be "linked" so students will be involved with a community of learners. Students will build relationships that support the goal of completing college. Currently CCSF Metro is open to students with an interest in transfer to a CSU in any Humanities and Social Sciences, Art, Health & Child Development.

**What are the requirements?** Any math and English 92 placement. Students will be given an application if you choose this community.

**Metro is a good choice for . . . ?** First generation college students who want to transfer to a CSU.

**How to enroll during FRISCO Day:** Pick up an application and meet Metro coordinators in MUB 101 and visit the workshop at 12:30.

### Puente



**What is Puente?** The Puente Program (Spanish for "bridge") is a national award-winning program that has improved the college-going rate of thousands of California's underrepresented students. The original program mission was to increase the number of Chicano/Latino students transferring to four-year colleges and universities. Today the program is open to all students. Established in 1989 at City College of San Francisco, Puente has a 62% transfer rate.

Three components work together to prepare students for transfer to four-year colleges and universities:

- **English instruction:** Puente students take English 96 in the Fall term and English 1A in the Spring term. These classes provide a supportive and stimulating environment and are taught with an emphasis on developing writing skills through an exploration of the Mexican American/Latino experience.

- **Counseling:** Puente students work closely with their Puente counselor to explore career options, develop a comprehensive educational plan, and identify their goals. In addition to individual counseling sessions, students enroll in AAPS 103-Orientation to College Transfer where they explore factors that contribute to college success, and transferring as well as, personal factors including cultural identity, goal setting and social awareness.
- **Mentoring:** Puente students are matched with an academically and professionally successful mentor from the community

**What are the requirements?** Students must be eligible to take English 96.

**Puente is a good choice for . . . ?** Students interested in exploring a Mexican American/Latino experience as they meet requirements to transfer to a university.

**How to enroll during FRISCO Day:** Wear your Puente sticker so staff from the program can identify you. Fill out the [Find Your Community](#) Form and visit the Puente participants and coordinators in the lobby of MUB.

## YO!

**What is YO! (Year One--a first year experience program)?** YO! is a special program of core classes: English, math, college success, and other electives. In these classes you will be part of a small community taught and challenged by teachers who know your name and make education meaningful to your life. The YO! program also provides seminars and special events just for YO! students. And because we want you to finish your AA degree and/or transfer on to your 4-year college of choice, as a YO! student, you will also have a counselor to set you on the path to your education, career, and life goals.

**What are the requirements?** Open to all SFUSD students graduating this spring or summer. Begin this summer with a fun orientation that will introduce you to new friends, earn a half unit of credit, share a night with your families, and get introduced to the college resources you need.

**YO! is a good choice for. . .?** Students who are not sure what classes they need or how to get them. As a YO! student, a counselor will sign you up for your 1<sup>st</sup> and 2<sup>nd</sup> semester college courses—many of which are highly impacted. YO! guarantees core classes and offers counseling, which takes the stress out of knowing what classes you need and scrambling to get into packed classes. YO! is also a good choice for students who know they want to transfer but would like some time to choose a degree. Transfer degrees are offered in Anthropology, Communication Studies, Computer Science, Early Childhood Education, English, Physics, Political Science, History, Math, Psychology, Sociology, Studio Art.

**How to enroll during FRISCO Day:** Wear your YO! sticker so staff from the program can identify you. Fill out a Fill out the [Find Your Community](#) Form and visit English faculty in the lobby of MUB or approach many of the English faculty at the workshops.

## Bridge to Bioscience

**What is Bridge to Bioscience?** Bridge to Bioscience provides an engaging introduction to biotechnology, one of the leading industries in the Bay Area. Students will learn essential laboratory skills while at the same time strengthening the math and language skills needed to succeed in the biotechnology certificate program. Students can pursue an internship and will receive job placement assistance.

Students may also go into Bridge to Bioscience if they need to brush up on skills before entering nursing, a pre-health science, or other science program.

**What are the requirements?** You must attend an orientation. Students can be at any math level and need a high ESL credit placement.

**Bioscience is good choice for . . . ?** Students with a love for science and an interest in employment opportunities in the biotech industry or students who want to prepare themselves before entering nursing, a health science or science program.

\*If students are already prepared to enter chemistry and algebra, they may go straight into the Biotech program.

**How to enroll during FRISCO Day:** Wear your Bioscience sticker so staff from the program can identify you. Fill out the [Find Your Community](#) Form and visit Bioscience participants and coordinators in the lobby of MUB.

## Project SURVIVE

**What is Project SURVIVE?** Project SURVIVE is a learning community organized around anti-violence education, especially rape and intimate partner violence. The Women's Studies Department and Project SURVIVE's MAP (Male Ally Project) work together to resist systems of oppression that contribute to interpersonal violence. In Project SURVIVE you will take Women's Studies themed English and math courses paired with The Politics of Sexual Violence and Ending Sexual Violence: Peer Education, earning a Sexual Health Educator Certificate and/or an AA degree.

**What are the requirements?** Placement in English 96 or higher and Math 40 or higher for themed classes but open to students at any placement level.

**Project SURVIVE is a good choice for. . . ?** Those interested in working in local community based organizations or those on a path to transfer and interested in health education, psychology, sociology, or social justice majors.

**How to enroll during FRISCO Day:** Wear your Project SURVIVE sticker so staff from the program can identify you. Fill out the [Find Your Community](#) Form and visit Project SURVIVE participant and coordinators in the lobby of MUB or the table at the lunch fair.

## Accelerated Math Gateway

**What is A.M.G?** AMG is a learning community that will help participants complete their math sequence quickly and successfully. The program is designed to condense 4 courses that usually require 2 years to complete into a single year program. AMG will prepare students to take Calculus. Students receive tutoring, priority registration for Math course. Bi-Weekly workshops taught by Instructors from SF State Center for

Science and Math Education (CSME), career pathways and internships, including NASA Ames summer internship

**What are the requirements?** You must complete an interview and be accepted into the program and place in Math 60.

**A.M.G. is good choice for . . . ?** Students that would like to enter any STEM (Science, Technology, Engineering, Math) career pathway.

**How to enroll during FRISCO Day?** Wear your AMG sticker so staff from the program can identify you. Fill out the [Find Your Community](#) Form and pick up an application at the AMG table in the lobby of MUB.

## Sample Choice

### Congratulations! You chose Puente!

**Now what?** Wear the Puente sticker on your badge so participants, coordinators, and other students joining your community can identify you.

**What classes do I take?** Success in college starts with enrolling in English, math, and a college success course during your first semester. These are your Puente courses:

With English placement in mind, choose one from each section

#### English courses in PUENTE

Course	Course record #	Time	Instructor
ENGL 96	71264	T-R 9:40-10:55	Candelaria
*ENGL 96	70908	T-R 10:30-11:45	Miles

\* Mission campus 1125 Valencia Street

#### AAPS 103-Orientation to College Transfer

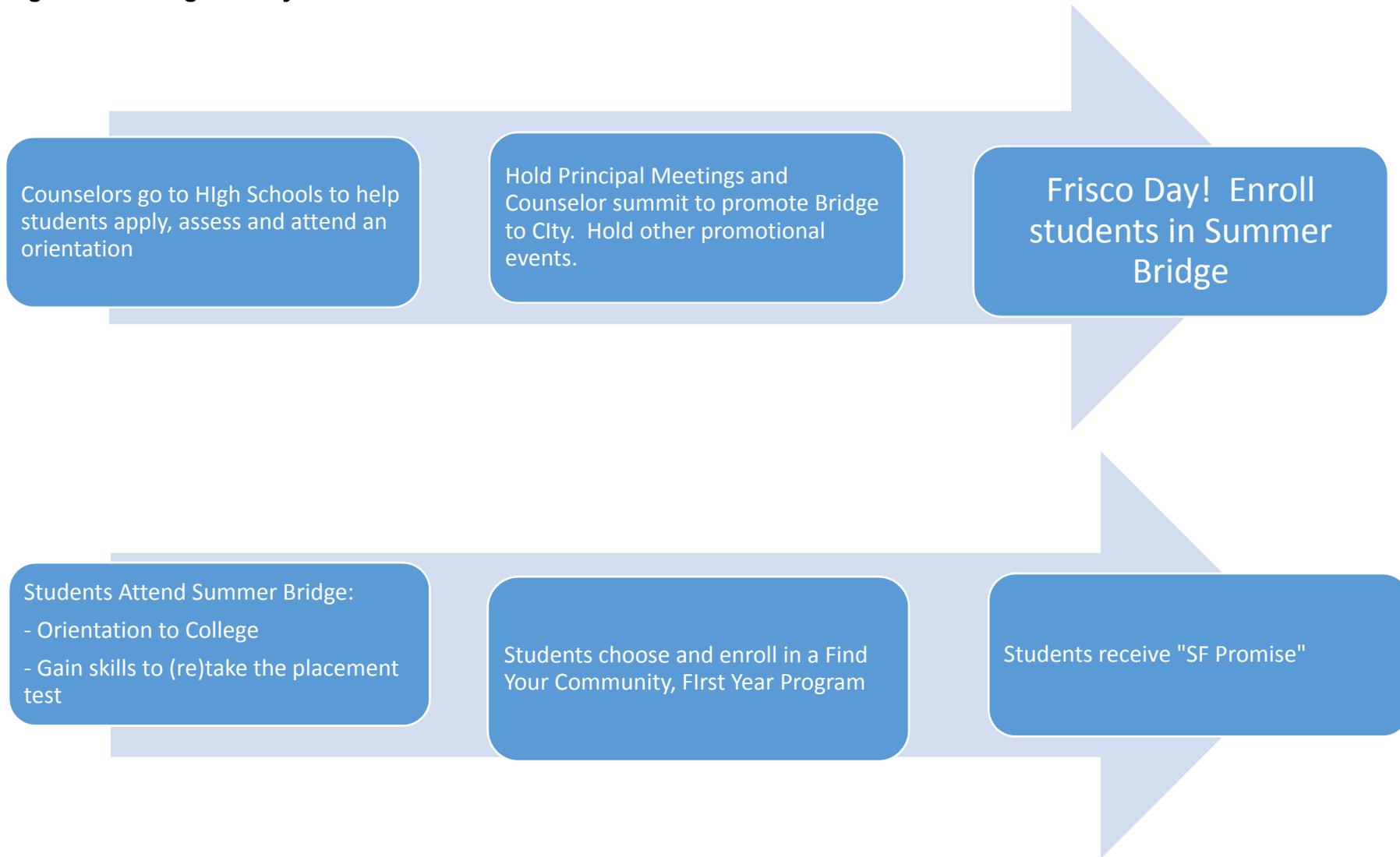
Course	Course Record #	Time	Instructor
AAPS 103 College Transfer	73149	T-R 11:10-12:25	Vargas
*AAPS 103	73150	T-R 9:10-10:30	Cahill

To round out your schedule, you should consider a Math Courses. There are many that would fit in your Puente schedule at both the Ocean and Mission campus.

Contact information: Nancy Vargas [nvargas@ccsf.edu](mailto:nvargas@ccsf.edu) 415.239.3122

## Appendix D

Figure 1.D Bridge to City Flowchart



## **Figure 2.D PROPOSAL for Summer Bridge at CCSF**

The Summer Bridge Program at CCSF will provide incoming students with an entry point into CCSF. This experience will give students support through the entire matriculation process. Students will prepare for placement exams, choose a pathway or program of study, become oriented college, connect to a community of learners, and register.

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Students will sign up for the Summer Bridge through FRISCO Day, All-in-One Saturdays, Counselor/Advisor and other Faculty referrals, after initial placement testing, and other SFUSD/high school outreach efforts.

Summer Bridge will take place in the first two weeks of August, six hours a day for eight days. An average day would include:

- One session each day of Orientation to College including learning about the different learning communities and develop an initial education plan.
- One session each day of small group skill-building in Math related to specific Math courses and/or skill sets. These groups will be led by faculty or experienced tutors with faculty oversight.
- One session each day of small group, skill-building in English related to specific English courses and/or by skill sets. These groups may be led by advanced student tutors with faculty oversight.

or

- One session of small group, skill-building in ESL related to specific ESL courses and/or by skill sets. These groups may be led by advanced student tutors with faculty oversight.
- No Grades. No Homework.
- Lunch included.

### **Key Elements:**

Contents session in English/ESL and Math will have a workshop-based instructional design that provides modularized learning by skill set or course work SLOs. Online learning tools such as Kahn academy may be utilized. Based on a students' particular gap assessment or course placement, each student will move through the content workshops choosing Math, English, and/or ESL content areas. Students will have the opportunity to take the practice placement test throughout the eight days. Students are not expected to complete homework or tests. A low-stress, fun environment is encouraged.

**Some recommended Next Steps:**

<b>Activity</b>	<b>Timeline</b>
Establish a budget to provide salaries, supplies and training. (please see attached budget proposal)	9/14-10/14
Identify a Summer Bridge Coordinator	10/14-11/14
Begin High School outreach with CCSF counseling faculty	10/14
Identify and train student tutors	12/15-8-15
Identify and train support staff	12/15-8-15
Identify space	12/15-8-15
Develop SLOs with Math English/ESL faculty	12/15-8-15

**The following daily schedule of the program would be implemented:**

<b>Time</b>	<b>Day 1</b>	<b>Days 2-6</b>	<b>Day 7</b>	<b>Day 8</b>
10am-11:50am	Determine appropriate English/ESL and Math workshop levels for each student	Orientation to CCSF	Placement testing	Continue registration with placement results
12:00 am -12:30	Lunch	Lunch		Celebration - students receive certificates of completion and meet faculty from Learning Communities
12:30 – 2:10	Math/English or ESL Content Session	Math/English or ESL Content Session	Lunch	
2:20 – 4:00	Math/English or ESL Content Session	Math/English or ESL Content Session	Begin registration	

Target Number: 1,500 students at two sites (Ocean and Mission)

## Appendix E

**Figure 1.E – Cost to Award/Obtain a Bachelor’s Degree**

Course Sequence Prior to Bridge to Success <i>Student A</i>	Costs per semester	Bridge to Success Condensed Course Sequence <i>Student B</i>	Costs per semester
English L*	\$7,843.50	English L*	\$7,843.50
English 92*	\$7,843.50	English 92/93*	\$7,843.50
English 93*	\$7,843.50	English 96/1A (College Level)	\$7,843.50
English 96*	\$7,843.50	English 1B (College Level)	\$7,843.50
English 1A (College Level)	\$7,843.50	Cal State University	\$24,783
English 1B (College English)	\$7,843.50	Cal State University	\$24,783
Cal State University	\$24,783		
Cal State University	\$24,783		
Total Costs for Bachelor's Degree	\$96,627		\$80,940

\* Remedial Courses

**Figure 2.E – Sequence Completion of Test Takers Who Enrolled in a First English Class**

Initial Placement	Retest Status	No Completed 2nd	Remedial Completion	Transfer Completion	Total N
L	No Retest	74%	21%	4%	435
	Retest Higher	54%	11%	35%	46
	Retest Same	63%	28%	9%	32
<b>L Total</b>		<b>72%</b>	<b>21%</b>	<b>7%</b>	<b>513</b>
90	No Retest	54%	27%	19%	791
	Retest Higher	32%	24%	43%	269
	Retest Same	49%	12%	40%	43
<b>90 Total</b>		<b>49%</b>	<b>25%</b>	<b>26%</b>	<b>1,103</b>
92	No Retest	47%	25%	28%	1,335
	Retest Higher	26%	20%	54%	254
	Retest Same	36%	23%	41%	56
<b>92 Total</b>		<b>44%</b>	<b>24%</b>	<b>32%</b>	<b>1,645</b>
93	No Retest	44%	18%	37%	2,473
	Retest Higher	23%	13%	64%	115
	Retest Same	26%	23%	52%	97
<b>93 Total</b>		<b>43%</b>	<b>18%</b>	<b>39%</b>	<b>2,685</b>
96	No Retest	42%	5%	53%	2,059
	Retest Higher	6%	11%	83%	99
	Retest Same	19%	0%	81%	64
<b>96 Total</b>		<b>40%</b>	<b>5%</b>	<b>55%</b>	<b>2,222</b>
<b>Grand Total</b>		<b>45%</b>	<b>17%</b>	<b>38%</b>	<b>8,168</b>

**Analysis:** At all levels, those students who retested higher completed the English sequence in greater percentages than those who either did not retest or retested into the same level. This is undoubtedly a consequence of having fewer courses to pass and the consequent reduction in attrition that invariably occurs between semesters.

**Figure 3.E – Units Taken by Course Level and Sequence Completion**

Retest Status	Initial Placement	No Completed 2nd	Remedial Completion	Transfer Completion	Total
No Retest	L	4.17	12.32	21.63	6.68
	90	4.50	13.17	18.52	9.48
	92	4.77	12.55	17.01	10.11
	93	4.67	10.81	13.40	9.06
	96	4.70	10.15	9.93	7.75
No Retest Total		4.63	11.78	12.80	8.78
Retest Higher	L	5.40	11.40	16.50	9.91
	90	5.21	13.06	14.69	11.23
	92	5.27	11.65	13.68	11.08
	93	5.42	7.20	9.32	8.17
	96	5.00	3.27	6.29	5.88
Retest Higher Total		5.27	11.19	11.88	9.98
Retest Same	L	5.40	10.33	19.00	8.06
	90	4.14	18.00	19.76	11.93
	92	6.60	14.31	18.26	13.18
	93	7.20	12.14	13.86	11.75
	96	6.50		10.21	9.52
Retest Same Total		5.97	12.98	14.05	11.16
Total		4.70	11.76	12.73	8.98

**Analysis:** When units taken are compared by retest status, it can be seen that those students who place higher need to take fewer units to complete the sequence than students who either did not retest or retested at the same level. Since these students had to take fewer units to complete the sequence it cost both them and the state less. However, that does not extend to these groups overall. This is because larger percentages of students who retest higher persist in the sequence and in persisting enroll in more units.

**Conclusion**

While placing higher decreases the cost of those completing the sequence compared to those who stayed at the same initial placement level, those cost savings cannot be extend to the entire group because more students are successful and consequently more likely to persist in the sequence and accumulate greater units and the associated costs. These are the costs the State of California must acknowledge are associated with greater achievement. In sum, the efficacy of retesting is clear. Retesting is an effective way of increasing achievement. However, there is no cost savings in the increase of achievement.

## Appendix F

### External Validation of Sustainability

The following excerpt is from the OMG Center's Final Evaluation Report of the Gates Foundation Communities Learning in Partnership initiative:<sup>1</sup>

**Aligned policy and practice changes occurring in more than one institution – responsively or concurrently – offered some of the biggest and most-likely-to-be-sustained shifts.** Some of the most promising policy and practice changes occurred when two different institutions, usually the school district and community college system, moved policies and practices in tandem. In San Francisco, the City College of San Francisco (CCSF) refined its placement testing practice to allow students to retake placement exams within two weeks of their first attempt. CCSF also piloted “bump up” placement practices that used multiple measures, such as attendance, standardized test performance, and GPA to assess student readiness for higher level placements in math and English. While these practices required a policy change from CCSF, the successful implementation of these efforts required unprecedented coordination between CCSF and the San Francisco Unified School District, specifically system-to-system coordination among stakeholders from a variety of levels and departments, including counseling, instruction, executive cabinet, and student programs and supports. Similarly, Raleigh benefited from strong partnerships among its six higher education institutions and the City. They worked together to create a “Raleigh College Center” – a resource housed within a city recreation center where community members could learn about colleges and receive college-going supports (e.g., assistance with financial aid) from representatives of each college. The significant changes to the way these institutions work, and work together, show promise for the sustainability of these policy and practice changes.

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<sup>1</sup> <http://www.omgcenter.org/sites/default/files/Community%20Partnerships%20Public%20Report%20.pdf>

## Appendix G

### Exhibit 1.G: Meeting Reflection after Stakeholder's Meeting

#### Reflections on the Bridge to Success Planning process

While it is too early to say whether Bridge to Success is a success, there is a common feeling that the work has positive momentum with each partner, early outcomes that are on track towards our ultimate goals, and we have a structure in place to support ongoing implementation. Given an increasing desire in San Francisco encourage this type of systemic partnership we have taken a moment to reflect on what were some of the key process and structural elements in our work to date.

We have identified four key elements to the Bridge to Success planning process. First, the public and private partners came together to define the goal and scope of the effort at the outset. Second the right participants were involved in the process. Third data was used to help define the problem and focus our solutions, and finally significant and symbolic commitments were made throughout the process that reinforced participants' belief that the partnership had both the power and will to make systemic change. Within each of these areas we have distilled a few specific elements to share with others who are interested in building similar partnership networks.

**Shared ownership of goals and scope.** It was extremely helpful in the Bridge to Success planning process to start with both a shared understanding of the goal(s) and of the scope of work that was possible given the public and private resources available. It was critical for all players to come together around those two points before launching into planning.

- Common audacious goal – at the outset of the process both the funder(s) and the system players agreed on a common goal that they intended to achieve as a result of the process. Sharing ownership of that goal aligned the efforts of all players in the process. It was helpful that the goal was simple to articulate, meaningful in the number of students/families we would impact, and audacious enough to both inspire partners to participate *and* clearly require the collective efforts of everyone at the table to achieve.
- Clear resources for implementation – Having a defined and meaningful amount of funds for implementation accomplished many things. First, those involved in the planning knew if they created a good plan funds were already committed to start the work. Along with the common goal this really inspired people to participate and believe the process would lead to tangible change. Second, planners had a reasonable sense of the scale of work to plan for. While it was clear that additional fundraising was both encouraged and expected, the scenario “A” for the scope of our efforts helped ground our discussions, encouraged us to make realistic prioritizations/trade-offs and allowed us to avoid the pitfalls of creating a plan that is a wish list of unrealistic scope. Finally, the fact that the funders provided broad parameters around how the funds could be spent but also allowed a great deal of flexibility of design and prioritization within those parameters created a real sense of partnership – the group felt the funder trusted them to be experts in defining what was needed locally, but the funder also ensured that key elements of their own strategy would be addressed in the process.

**Involving the Right Players.** While this may sound obvious, we found that the lesson here is in the details. For our process we wanted to strike a balance between support from the top, ownership from those who will implement the work, and facilitation that had some level of both neutrality yet authority.

- Support from the top. The Chancellor, Superintendent, Mayor's Office and Department Heads have provided significant leadership in this partnership in the form of participation, communication, and commitment. From the outset the leadership has actively participated in the process. Three of our executive team members flew to San Antonio for the kick-off, they all come together directly (not through deputies) as a team to resolve issues and move the work forward, and they attend events and other forums to show their public commitment. Second they regularly and consistently communicate the importance of this effort internally. Both the Chancellor and Superintendent have had Bridge to Success presentations at their cabinet level meetings and all of the executive team reinforces with staff the importance of their participation as a regular part of their communications. Finally, each of the leaders committed staff to lead the effort who are trusted within their organizations, have regular access to senior leadership and key decision makers, and who can represent the executive leadership in the work on a daily basis.
- Ownership from implementation team. From the start those who would be responsible for the ultimate implementation led the planning effort for their areas of expertise. A core tier of senior managers and department chairs came together as the steering committee to direct the overall planning effort as they would be the needed institutional leadership to move recommendations forward. They were then paired across institutions to co-facilitate working teams that designed specific program and policy recommendations for the plan. They also identified key people to participate in the working teams to ensure they had buy-in from their own staff and partners for the recommendations. Finally, they provide leadership within their organizations which keeps momentum going and helps maintain the partnership through individual transitions.
- Facilitation with a level of impartiality and authority. The Mayor's Office had a unique ability to be the convener and facilitator of this work. By being outside of the two education institutions it is a step removed from the history of sometimes challenging partnerships between the district and college. The mayor's office could also bring the parties together without the perception that it was an effort led by the college or k-12 that would have created an imbalance between them in the planning process. In addition, because of the bully pulpit of the Mayor, the resources the city can invest to support the work, and the political connections to the elected leadership of all three institutions, the Mayor's office also had credible authority to bring this partnership together and keep partners engaged.

**Data driven decision making.** There is a significant movement in both philanthropy and public institutions to use data to make policy and program decisions. In our case data played a central role in focusing our efforts on the most critical loss points in the system. However, we were also careful to identify the loss points that truly required collaborative efforts so that we would not get lost in the data and attempt to dig in on more than we could reasonably achieve in the first phase of our partnership.

- Use of data to define loss points. To focus our efforts we worked with our research partners to do a cohort analysis from 9<sup>th</sup> grade to age 26. This analysis became the central organizing tool for our planning effort. We were able to clearly see the major drop-off points for students starting with high school drop outs, those who graduate but don't go onto college and those who start but do not complete college. We dug into characteristics of those populations to help us prioritize what interventions to focus on. And we iterated with the data team to do more specific analyses around policy and program questions that surfaced as we got deeper into the planning work. This type of data partnership enabled us to focus on the biggest issues, avoid finger pointing, and surface specific policies and programs to change in our planning effort.
- Focusing on loss points that require collaboration. With a goal as broad as doubling the number of students who earn postsecondary degrees/credentials it would have been easy to try and take on more than was possible with both the scope of our resources and any system's ability to move multiple major pieces at once. To narrow our efforts we looked for specific loss points where collaborative work *across* the systems was required to truly move the needle. There are already efforts within each system to improve performance and outcomes for youth but we looked to places where those efforts done in isolation were likely to result in continued disconnects for students as they move between our systems. Those loss points then became the focus of each of our working teams who formulated hypotheses about what policy and practice changes we could specifically do as a collaborative to move towards our ultimate goals.

**Symbolic and significant actions.** The final key to our planning process was the willingness of both the executive leadership and our foundation partners to take big steps to demonstrate their commitment to the work. The swiftness with which the systems players made policy and practice changes in response to planning effort increased the trust of both the internal staff and our external partners that this work had the ability to impact big issues. Similarly, the symbolic nature of a funder re-entering San Francisco after a period of little investment made the system players believe their work was important and had national significance outside of our local impact. Those two factors together have had the biggest effect on the continued positive momentum and engagement as we begin implementation.

- System leaders taking action. A huge boost to our partnership was the decision by City College to pilot a change to the registration priority for SFUSD students resulting in increased access to core classes. The Chancellor's willingness to look at the data and act quickly (before planning had even ended) was a rallying point for all partners. SFUSD's subsequent bold practice change to have all 4,000 high school seniors take the CCSF placement exam to ensure access to CCSF as a first choice, summer/supplemental credit option, or back up plan if things should change in their lives, showed an equal willingness on the K-12 side to look at the data from the enrollment pilot and make big changes to have as many students as possible take advantage of the new system. These types of moves on both sides build trust across partners and reinforce people's faith in the partnership as a place where real change can happen.
- Funders investing differently. Finally the fact that a funder who had not invested in San Francisco in some time was willing to invest in our plan made a significant psychological difference for participants in the planning effort. It demonstrated a belief that this group could work through and go beyond past challenges to do the important work they all believed in. The

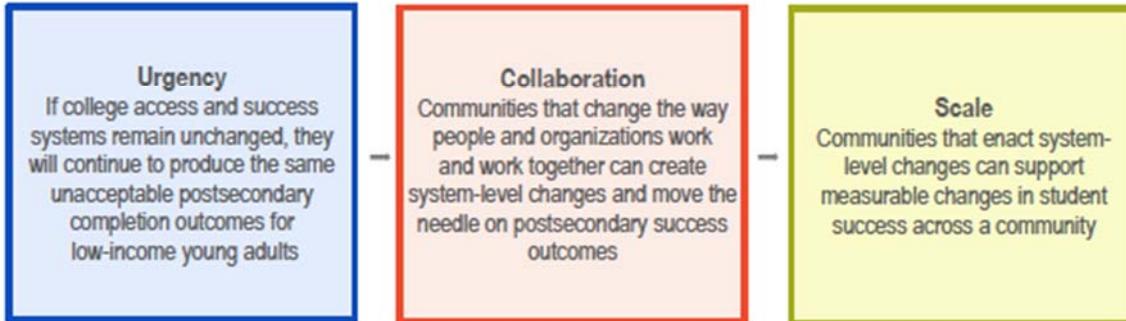
investment made by Gates was both significant in its amount which, as noted above, made participants believe the investment of their time and resources into the planning process was equally worth it, and symbolic in their return to San Francisco making participants believe their participation in this process was important for our city.

While this paper attempts to document our early thinking about the process, it is not meant to be an exact recipe. Rather we see these as the themes a new jazz ensemble can take up as they design their own process. It may be the case in other efforts that the audacious goal is set by the system players rather than the funder or it may take several joint planning sessions to define it. It may be that the symbolic investment of funders is made by existing strong partners rather than new players but the scope, flexibility, and process make the investment symbolic. And in all cases the definition of the "right" players will depend on the systems you are trying to change. So we hope these reflections serve as a starting point for other networks to come together in partnerships that will continue to move the ball forward for our youth.

### About the Community Partnerships Theory of Change

The community partnerships used a loosely defined Theory of Change (TOC) to help set some parameters to plan and implement their respective postsecondary success strategies.

Three basic premises drove the Community Partnerships investment:



The TOC stipulated that multi-stakeholder *partnerships* would *use data* and leverage key stakeholder *commitment* to shift *policies and practices* to promote postsecondary success. In other words, evidence of systems change would emerge across four mutually reinforcing areas, illustrated in Figure 1. *If we saw evidence of change across these four areas, then we would know that the “system” had in fact shifted.*

Figure 1: Community Partnerships Theory of Change



With the Theory of Change setting some broad parameters, selected sites, equipped with local knowledge and expertise, translated the Theory of Change into practice in tandem with their coaching and technical assistance providers.

**Exhibit 2.G**

**Bridge to Success Executive Committee Meeting**

**March 1, 2013**

2:00-4:00pm

SFSU NEC Conference Room  
5<sup>th</sup> Floor Administration Building

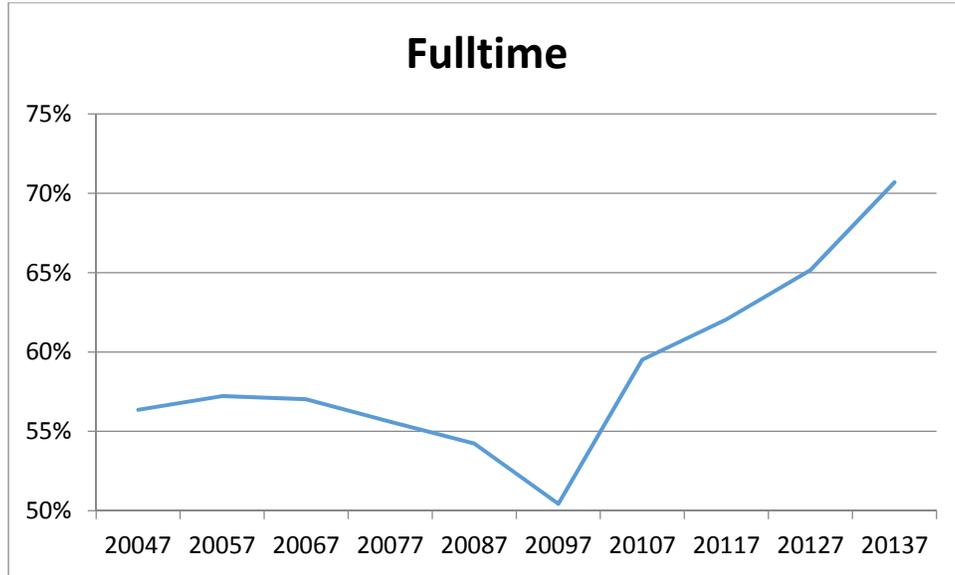
AGENDA

- 2:00 pm Welcome and Introductions
- 2:15 pm Agenda Review and Objectives for Today's Meeting  
*Objectives:*
- *Discuss current efforts underway and progress made by Action Teams*
  - *Discuss future of Bridge to Success*
- 2:20 pm Discussion of Current Efforts
- Cross-Agency Faculty Convenings
  - Math and English Alternative Placement Pilots
  - FRISCO Day for High School Seniors – April 19
  - Action Teams
- 3:00 pm Sustainability of Bridge to Success Efforts
- Building on what is working
  - Possible structure and roles
  - Next steps
- 3:50 pm Next Steps
- Events the week of FRISCO Day
  - Next Executive Committee Meeting
    - April 24 2:00-4:00pm
    - SFUSD, 3<sup>rd</sup> Floor Superintendent's Conference Room
  - End of year meeting (date TBD)
- 4:00 pm Meeting Adjourns

## Appendix H

**Figure H.1 –Changes in Full-Time Enrollment of SFUSD Population at CCSF**

	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Enrolled Full Time	56%	57%	57%	56%	54%	50%	60%	62%	65%	71%



**Figure H.2 – New First-Time SFUSD Placement in English and math**

	Baseline	Year 1	Year 2		
Placement	2009-10	2010-11	2011-12	2012-13	2013-14
English	8%	9%	9%	11%	11%
Math	31%	33%	29%	30%	32%

**Figure H.3 – SFUSD Graduates at CCSF**

	20087	20097	20107	20117	20127	20137
Total SFUSD Graduates	3905	3692	4070	3849	3952	3926
Enrolled at CCSF	1276	1285	1035	1091	1108	778
% of Total Graduates	33%	35%	25%	28%	28%	20%

September 2010

## Secondary to Postsecondary Transitions for Youth in San Francisco Unified School District

Oded Gurantz

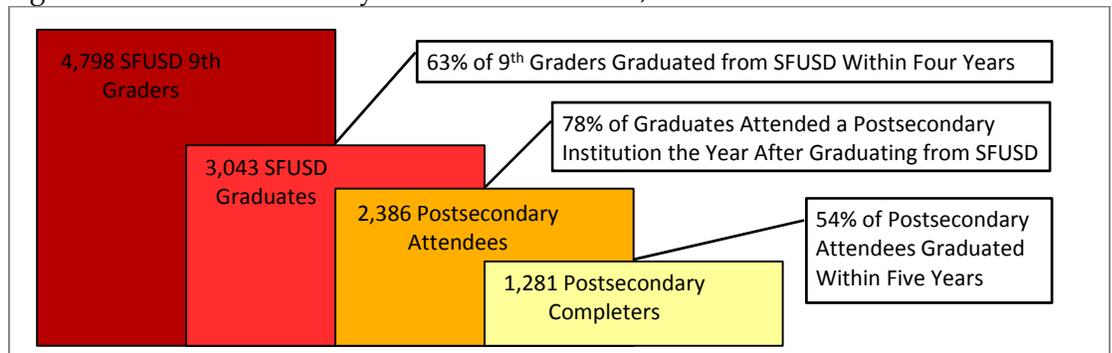
### Background

The San Francisco Postsecondary Success Partnership (SF-PSP), a joint effort of the City and County of San Francisco, City College of San Francisco (CCSF), San Francisco Unified School District (SFUSD), and key community organizations, was formed in November 2009 to promote postsecondary success for all students. The goals of the partnership were to create shared ownership of the responsibility for postsecondary attainment and to build a coordinated strategy to define on the ground changes needed to make a real difference in the lives of youth. To help achieve these goals, SF-PSP asked the Youth Data Archive (YDA) of the John W. Gardner Center for Youth and Their Communities (JGC) at Stanford University to investigate the following:

- How many SFUSD 9<sup>th</sup> grade students graduated from high school, attended a postsecondary institution, and received a postsecondary credential?
- Where can SF-PSP partners implement programmatic or policy changes that could improve postsecondary educational attainment for San Francisco youth?

Figure 1, which follows the 2001 cohort of first-time 9<sup>th</sup> grade students, shows that 63% graduated from SFUSD within four years, 78% of SFUSD graduates attended a postsecondary institution the following year, and 54% of postsecondary attendees earned a credential from a two- or four-year institution within five years. In sum, these findings indicate that slightly more than one in four SFUSD 9<sup>th</sup> grade students (27%) earned a postsecondary credential by the approximate age of 23.<sup>1</sup>

Figure 1. Academic Pathways of SFUSD Students, 2001 9<sup>th</sup> Grade Cohort



<sup>1</sup> The true postsecondary completion rate may be higher as data limitations prevented us from including students who: completed secondary school outside of SFUSD, took more than four years to graduate high school, did not enter a postsecondary institution immediately upon completing high school, and took longer than five years to complete their postsecondary studies.

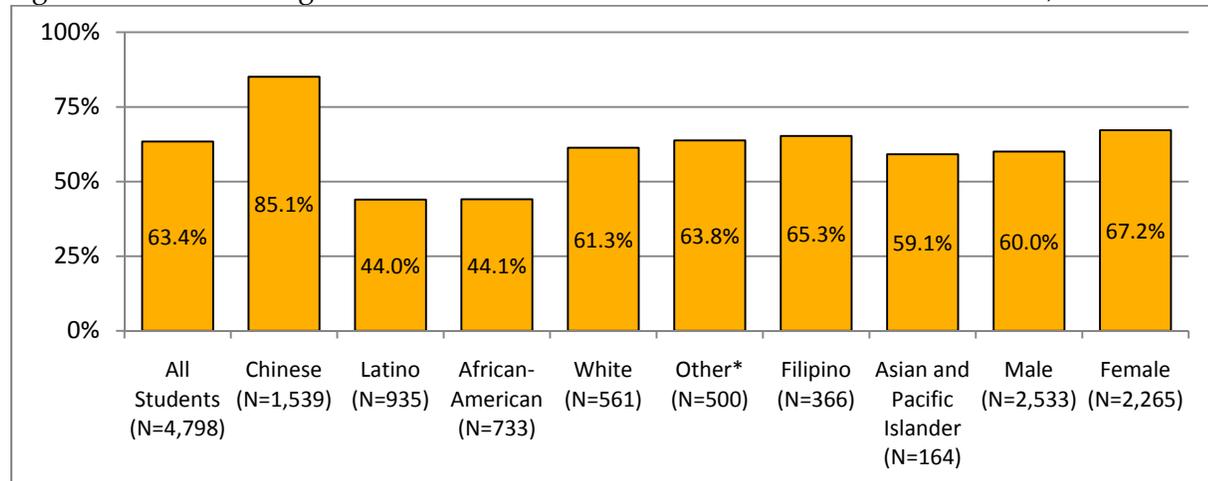
## Pathway Analysis of SFUSD 9<sup>th</sup> Grade Students

The analysis in this brief followed 4,798 first-time 9<sup>th</sup> grade students who were enrolled in the 2000-01 school year at SFUSD (excluding students who were initially enrolled in SFUSD charter or alternative schools). Using the YDA, we tracked students by linking individual-level student data from three data sources: SFUSD administrative records that included demographic, attendance, and academic data; CCSF administrative records that included course transcripts, placement tests, and completion dates for students who received a vocational certificate, associate degree, or transferred to a four-year institution; and National Student Clearinghouse (NSC) records, which included the postsecondary attendance and graduation dates of SFUSD graduates who did not attend CCSF. The earliest reliable NSC data were from the 2004-05 school year, preventing us from analyzing earlier student cohorts.

### High School Graduation

Figure 2 shows that 63.4% of 9<sup>th</sup> grade students in the 2001 school year graduated from SFUSD in four years; non-graduates included students who took more than four years to graduate, transferred to a non-SFUSD high school, or dropped out altogether. Chinese students had the highest graduation rates and Latino and African-American students had the lowest graduation rates, mirroring ethnic differences in graduation rates seen throughout California (Rumberger & Rotermund, 2009). Female students were more likely to graduate than males, regardless of ethnicity (graduation rates disaggregated by gender and ethnicity simultaneously are not presented here). The graduation rates presented in this chart are only for the 9<sup>th</sup> grade cohort and do not take into account students who entered SFUSD in 10<sup>th</sup> grade or later.

Figure 2. Four-Year High School Graduation Rates for 9<sup>th</sup> Grade SFUSD Students, 2001 9<sup>th</sup> Grade Cohort

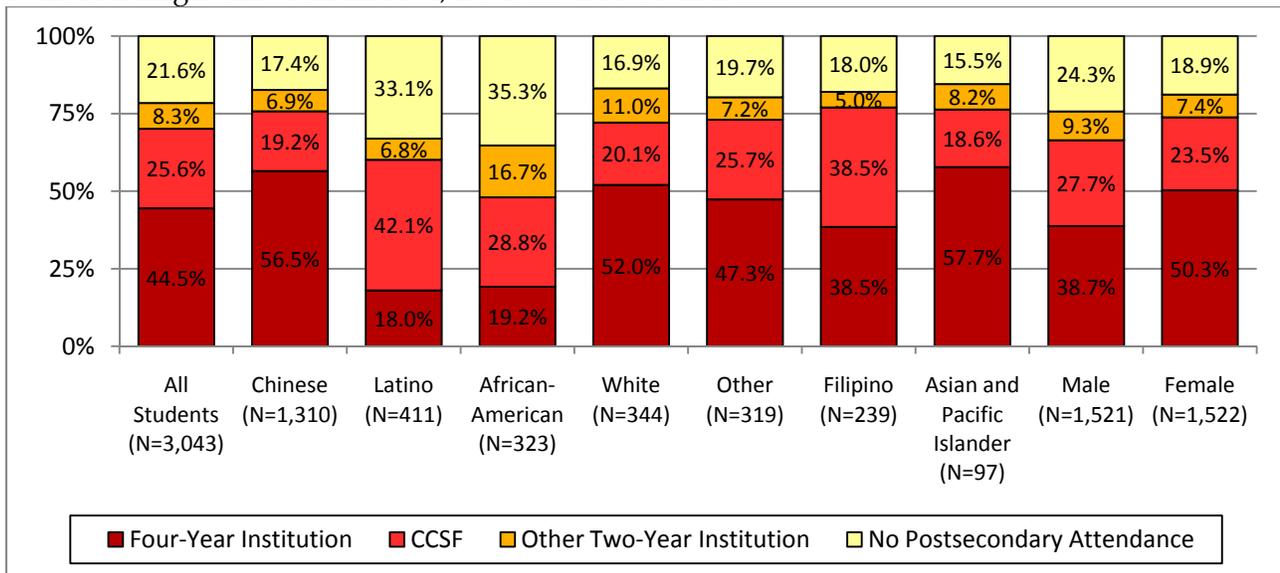


\* The Asian and Pacific Islander category includes Japanese, Korean, Pacific Islander, and Other Asian. The Other category includes Native American and all students listed as Other.

## Postsecondary Attendance

Figure 3 shows the postsecondary attendance rates of all four-year SFUSD graduates who were enrolled as 9<sup>th</sup> graders in the 2001 school year, disaggregated by ethnicity and gender. The year after graduating SFUSD, 44.5% of students attended a four-year institution and 33.9% attended a two-year institution, for an overall college-going rate of 78.4%.<sup>2</sup> SFUSD graduates exhibited high college-going rates, regardless of ethnicity, but there were significant differences in the types of institutions attended. Over half of Asian/Pacific Islander, Chinese, and White SFUSD graduates attended a four-year institution compared to just one-fifth of African-American and Latino graduates. Females were also 12 percentage points more likely than males to attend a four-year institution.

Figure 3. Postsecondary Attendance Rates Year After Graduating SFUSD, by Institution Type, Four-Year High School Graduates, 2001 9<sup>th</sup> Grade Cohort



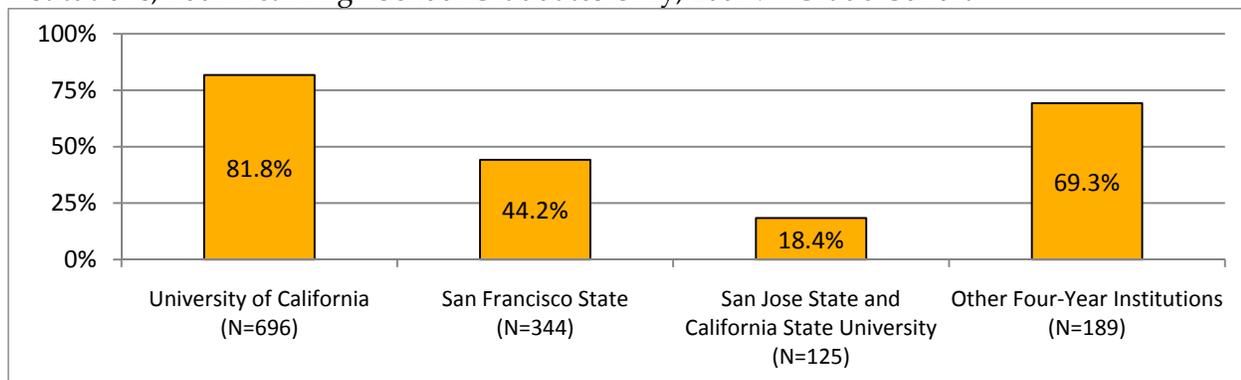
## Postsecondary Completion at Four-Year Institutions

A closer examination of enrollment patterns shows that approximately half of the SFUSD graduates in our cohort who attended a four-year institution initially enrolled in the University of California (UC) system (51.4%) and one quarter attended San Francisco State University (25.4%), with the remaining students attending San Jose State University or the California State University (CSU) system (9.2%), or one of a variety of other institutions (14.0%). Five-year bachelor degree completion rates varied significantly by institution attended, with the highest completion rates for UC students and students in other four-year institutions at 81.8% and 69.3%, respectively (Figure 4).<sup>3</sup> Our current sample is too small to accurately determine whether there are significant ethnic or gender differences in postsecondary completion rates, but four-year completion rates appear to be determined more by the institution attended than individual characteristics.

<sup>2</sup> SFUSD graduates who required more than four years to graduate had very different postsecondary pathways, with 3.1% attending a four-year institution, 33.8% attending CCSF, and 3.1% attending another two-year institution, for an overall college-going rate of 40.0%.

<sup>3</sup> National data that examined high school graduates who initially attend a four-year institution found that, of students who received a bachelor degree, between 90% to 95% complete their postsecondary studies within five years (Bowen, Chingos, & McPherson, 2009).

Figure 4. Five-Year Bachelor Degree Completion Rates for SFUSD Graduates Attending Four-Year Institutions, Four-Year High School Graduates Only, 2001 9<sup>th</sup> Grade Cohort



\* A small number of students who initially attended a four-year institution did not earn a bachelor degree but earned a vocational certificate or associate degree from a two-year postsecondary institution within five years.

### CCSF Completion Rates and Predictors of Postsecondary Completion

Of the 1,032 SFUSD graduates in our cohort who enrolled in a two-year institution, three-fourths (75.5%) enrolled at CCSF. Within five years of enrolling at CCSF, 25.9% of attendees “completed” their studies by receiving a vocational certificate, associate degree, or transferring to a four-year institution, and an additional 7.6% transferred and received a bachelor degree from a four-year institution, for a total five-year completion rate of 33.5%.

Using detailed records from SFUSD and students’ first year at CCSF, we employed logistic regression models to examine which factors were correlated with higher rates of CCSF completion among SFUSD graduates. Regressions combined data from the 2001 and 2002 9<sup>th</sup> grade SFUSD cohorts in order to track 1,658 SFUSD graduates through their studies at CCSF. Using two cohorts increased the sample size to help produce more reliable estimates, but limited the study to following students for four years, not five. As a result, all findings are in relation to the likelihood of completing CCSF within four years. The total four-year CCSF completion rate was 26.9%. There are two important cautions in interpreting regression findings:

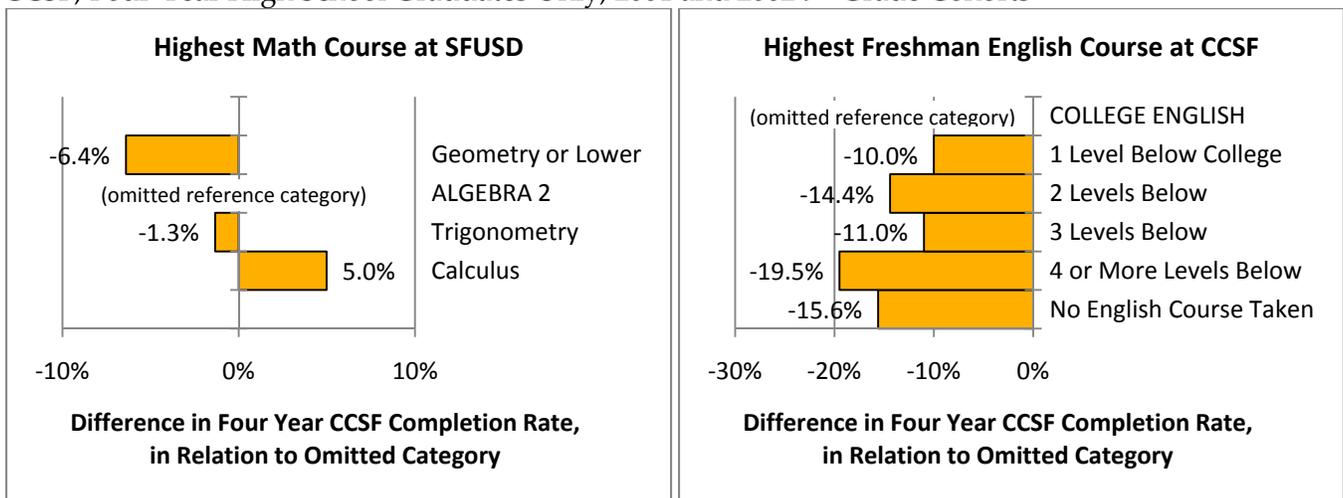
- Regressions highlight associations between individual-level characteristics and CCSF completion, but the findings cannot be used to infer a causal relationship between students' characteristics and differences in educational outcomes.
- Some key variables that may predict student outcomes, such as financial aid receipt or workforce participation, were unavailable in administrative records. In addition, many variables were highly correlated (e.g. SFUSD students with high GPAs also had high SFUSD attendance rates and high CCSF GPAs), making it difficult to isolate the relationship between any one factor and postsecondary completion. In these cases, we selected variables based on model testing, relevant literature, and ease of interpretation.<sup>4</sup> Complete regression results, along with notes about variable construction and selection, are presented in the appendix.

<sup>4</sup> Existing literature highlights the importance of curricular rigor and high school math levels (Adelman, 2006), and GPA as a better predictor of postsecondary success than standardized test scores (Bowen, et al., 2009; Geiser & Santelices, 2007).

Regression results highlight key indicators of postsecondary completion at both the high school and postsecondary levels:

- At the high school level, a one point increase in GPA (e.g. an average GPA of 3.0 compared to 2.0) was associated with a 9.0 percentage point increase in the likelihood of completing CCSF. A one proficiency level increase in a student’s most recent California Standards Test (e.g. a proficiency level of 4 compared to 3) was associated with a 3.5 percentage point increase in CCSF completion. Students whose highest math course was Geometry or lower were 6.4 percentage points less likely to complete CCSF than students who had reached Algebra 2 (Figure 5).
- At the community college level, attending school full-time was associated with a 16.0 percentage point increase in the likelihood of completing CCSF.<sup>5</sup>
- Finishing the first year of CCSF below college-level English, especially for students four or more levels below, was negatively associated with CCSF completion (Figure 5).<sup>6</sup> There is no significant difference between students finishing their first year one, two, or three levels below college-level English, but these results might be altered by future analysis with a larger student sample. Students who did not take any English course their first year at CCSF, which included 10% of full-time students and 33% of part-time students, were 15.6 percentage points less likely to complete CCSF within four years.<sup>7</sup>
- There was no significant difference in postsecondary completion rates for males and females, after controlling for other academic and attendance factors. Findings on ethnic differences were also inconclusive; controlling for high school attended, which may be correlated with unobserved factors such as instructional quality or counselor support, removes almost all ethnic differences.

Figure 5. Relationship Between Completing CCSF in Four Years and Course Taking Patterns at SFUSD and CCSF, Four-Year High School Graduates Only, 2001 and 2002 9<sup>th</sup> Grade Cohorts



Marginal effects are presented in relation to the reference category designated in capital letters. Marginal effects are calculated from regression (1), presented in the appendix.

<sup>5</sup> Full-time attendance was 24 units in one year or 12 units in one term.

<sup>6</sup> CCSF offers a sequence of English and ESL courses that place students from 1 to 8 levels below college-level English.

<sup>7</sup> Part-time students with high school GPAs below 2.0 or greater than 3.0 were less likely to have enrolled in an English course than other part-time students, indicating that there may be barriers to enrolling in specific levels of English courses.

## Alternate Pathways: SFUSD Non-Graduates

An important omission from the analyses above is the pathways of 9<sup>th</sup> grade SFUSD students who did not receive a high school diploma from SFUSD; these students may have transferred to another high school district, earned a GED, dropped out, or had another non-traditional high school pathway. This analysis focused on non-graduates who attended CCSF because NSC data were only available for graduates.

Focusing on students in the 2001 cohort who left SFUSD by 2004 without graduating, a total of 27.3% attended CCSF within two years of leaving SFUSD, with students in the upper grades more likely to attend (Table 1). However, some students may have simultaneously enrolled in another high school district while also taking CCSF courses, perhaps during the summer. Among non-graduates who enrolled in CCSF by 2004, only 12 of 185 (6.5%) had earned a postsecondary credential within five years.<sup>8</sup>

Table 1. Percent of SFUSD Non-Graduates who Entered CCSF, 2001 9<sup>th</sup> Grade Cohort

Grade Level When Exiting SFUSD	N	Enrolled at CCSF Year After Leaving SFUSD	Enrolled at CCSF Two Years After Leaving SFUSD	Total Percentage of Students Enrolling in CCSF Within Two Years of Leaving SFUSD
9 <sup>th</sup> Grade	481	7.3%	3.7%	11.0%
10 <sup>th</sup> Grade	428	21.3%	6.1%	27.4%
11 <sup>th</sup> Grade	380	26.8%	7.4%	34.2%
12 <sup>th</sup> Grade	306	37.3%	7.2%	44.5%
<b>Total</b>	<b>1,595</b>	<b>21.4%</b>	<b>5.9%</b>	<b>27.3%</b>

## Conclusions and Implications

In the past year, the SF-PSP partnership made significant progress towards the creation of a system of shared accountability for the postsecondary success of all students. Participants examined data, reviewed best practices in the field, and shared local experiences, in order to help develop a relevant and timely strategic plan for San Francisco. The YDA assisted this process by linking data from SFUSD, CCSF, and the National Student Clearinghouse, and found that 27% of all 9<sup>th</sup> grade SFUSD students obtained a postsecondary credential by the approximate age of 23. Additional quantitative and qualitative research is needed to better understand differences in high school graduation rates and postsecondary attendance rates, especially for African-American and Latino students. Postsecondary attendance and completion rates can improve by understanding what factors, including academic preparation, financial support, knowledge about the application process, or career goals, have most influence on students' postsecondary choices, especially for those who choose two-year over four-year institutions (Pascarella & Terenzini, 2005; Venezia & Kirst, 2005). Postsecondary institutions can also help students lower expenses and minimize time-to-degree by encouraging full-time enrollment, especially through the use of financial aid, and facilitating student enrollment in the courses that will most quickly lead them to their educational and career goals (Adelman, 2005; Burdman, 2005; King, 2002; Zumeta & Frankle, 2007). This is especially important in an era of budget cuts and cancelled courses that can leave students frustrated and prone to dropping out (California Community College Chancellor's Office, 2010; Lewin, 2010).

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<sup>8</sup> Data on intermediate steps towards postsecondary completion, including earning a high school diploma or passing the GED, were unavailable.

Ultimately, the goal of the YDA is to infuse data analyses into program and policy development to improve outcomes for youth. Additional examples of this from the SF-PSP collaboration include:

- The majority of SFUSD graduates entering CCSF were unable to place into college-level English. SFUSD and CCSF staff plan to create professional learning communities that examine samples of student work to highlight disconnects and better define and align expectations for students in both institutions.<sup>9</sup>
- Based on the large number of first-year students who did not enroll in core courses, CCSF is considering a change in priority enrollment policies to ensure that incoming students have more opportunities to enroll in core English or Math courses. Timely entry into core courses may be important for keeping students engaged and on track for postsecondary completion.
- Analysis showed significant alignment between CCSF English and Math placement tests and the California State University's Early Assessment Program (EAP), taken by 11<sup>th</sup> grade SFUSD students. CCSF departments are investigating the possibility of accepting EAP results in lieu of placement tests to help students who missed or were unaware of placement test dates to enroll in a timely manner.
- SFUSD and CCSF have committed to use these linked data to continue monitoring student progress. Comparing the 9<sup>th</sup> grade cohort of 2001 to the 9<sup>th</sup> grade cohort of 2005, we found that the four-year high school graduation rate increased from 63% to 66% and the college-going rate for these graduates increased from 78% to 83%. We also found positive indicators of student enrollment at CCSF in comparing the cohorts, with more incoming SFUSD graduates enrolling full-time and more SFUSD non-graduates enrolling in credit courses that can lead to a postsecondary credential.

The next step for SF-PSP is to develop an infrastructure to support its future work, so that these initial discussions can be turned into concrete plans. An infrastructure that supports research and ensures that partners have opportunities to convene and discuss research findings is best poised to turn research into action. Participants have proposed a wide array of data-focused questions and projects, such as the development of an early warning system to ensure that students stay on track for high school graduation and postsecondary success. Given the variety of possible questions to be explored, it will be necessary to develop a prioritization process which focuses on cross-agency questions – those that that can only be answered by linking data across systems – and balances the amount of work required with the likelihood that the resulting data could lead to actionable steps.

In addition to developing a permanent infrastructure, the scope of the SF-PSP work can be enhanced by increasing the number of data-contributing partners. Linking school data to what students experience outside of school, including involvement with social services, dependency or delinquency systems, or other supporting activities such as career and technical education or after school programs, is critical for creating programs and policies that prepare all youth – and especially high-risk or disadvantaged youth – for productive adulthood (London & Gurantz, 2010). Just as conversations between SFUSD and CCSF have highlighted areas where districts can focus their efforts, conversations between the school district, CCSF and other city and county agencies can help identify more opportunities for better delivery of services to support youth. By including a variety of youth-service providers in the SF-PSP collaborative, San Francisco can begin to develop a comprehensive, city-wide approach to youth success.

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<sup>9</sup> Better curricular alignment between secondary and postsecondary systems has been advocated by Venezia (2003), amongst others.

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