PERKINS V COMPREHENSIVE REGIONAL NEEDS ASSESSMENT

San Diego & Imperial Counties Community Colleges

NOVEMBER 2023

C·O·E CENTERS OF EXCELLENCE FOR LABOR MARKET RESEARCH

SAN DIEGO & IMPERIAL REGIONAL CONSORTIUM COMMUNITY COLLEGES

COMMUNITY COLLEGES
SAN DIEGO & IMPERIAL COUNTIES
CAREER EDUCATION

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TABLE OF CONTENTS

EXECUTIVE SUMMARY

The reauthorization of the Strengthening Career and Technical Education for the 21st Century Act—the Perkins V legislation—provides more than $1.2 billion in federal funds to support Career Education or Career Technical Education (CE/CTE) programs across the nation.[1] To apply for Perkins V funds, institutions must conduct a Comprehensive Local Needs Assessment (CLNA), which examines the needs of the following **special populations**:

- Individuals with disabilities
- Individuals from economically disadvantaged families, including low-income youth and adults
- Individuals preparing for nontraditional fields
- Single parents, including single pregnant women
- Out-of-workforce individuals
- Homeless individuals
- Youth who are in, or have aged out of, the foster care system
- Youth with a parent who is a member of the armed forces and is on active duty
- Individuals with other barriers to educational achievement, including English language learners

The purpose of this study is to provide the community colleges with a comprehensive needs assessment at the regional level. This **Comprehensive Regional Needs Assessment (CRNA)** includes qualitative data from interviews with 74 individuals from special populations, community-based organizations, and counseling offices. This study also provides the following recommendations, backed by evidence-based research, on how the community colleges could better serve special populations and address their needs:

1. Provide students with high-touch guidance in navigating the community college system to ensure persistence and completion of educational and career goals
2. Establish a "caring campus" culture by providing faculty, staff, and administrators with professional development in culturally inclusive and trauma-informed practices
3. Improve coordination and communication by developing institutionalized processes and tools to help students meet their basic needs and complete their academic/career goals
4. Work closely with employers to develop "transformative employment opportunities" and diversify representation in high-wage, high-demand CE/CTE occupations and programs

Reflection questions are embedded throughout this report and selected interview quotes are provided in **Appendix C: Selected Quotes from Interviews** for community college stakeholders to use in their CLNAs. The San Diego & Imperial Center of Excellence (COE) and Regional Consortium encourage the San Diego and Imperial Counties Community Colleges to use the findings and recommendations for meaningful discussions as they develop interventions to support "every learner, across race, ethnicity, region, class and gender" in our community college system. This CRNA aligns with **Vision 2030: A Roadmap for California Community Colleges**,[2] and contains clear, tangible strategies that colleges can use to remedy persisting challenges experienced by current and prospective students from special populations.

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[1] "Legislation and Regulations: Perkins V," U.S. Department of Education, accessed November 1, 2023, cte.ed.gov/legislation/perkins-v.
[2] "Vision 2030: A Roadmap for California Community Colleges," California Community Colleges Chancellor's Office, September 2023, cccco.edu/-/media/CCCCO-Website/docs/report/Vision-2030-A-Roadmap-for-California-Community-Colleges.pdf.

INTRODUCTION

Recipients of the Strengthening Career and Technical Education for the 21st Century Act—also known as the Perkins V legislation—must conduct a Comprehensive Local Needs Assessment (CLNA) and engage a diverse group of stakeholders in the CLNA, including representatives of:

- Special populations
- Career Education or Career Technical Education (CE/CTE) programs at local educational service agencies
- CE/CTE programs at postsecondary educational institutions
- Local Workforce Developments Boards
- Local agencies serving special populations
- Parents and students

To support the San Diego and Imperial Counties Community Colleges with the CLNA process, the San Diego & Imperial Center of Excellence (COE) and Regional Consortium commissioned researchers to conduct interviews with 24 counselors, 24 individuals from special populations, and 24 representatives from community-based organizations (CBOs) that serve special populations, economic development councils, Workforce Development Boards, and CE/CTE program providers. The interviews totaled more than 100 hours. For more information about the methodology, see **Appendix A: Methodology**.

This Comprehensive Regional Needs Assessment (CRNA) examines qualitative data from the 72 interviews and provides recommendations on how the colleges can better serve special populations across the region. Regional stakeholders agreed that the San Diego and Imperial Counties Community Colleges provide valuable CE/CTE programs and student support services; however, challenges for special populations to successfully access and use these resources continue to persist. To address these challenges, this CRNA provides the following recommendations, which are consistent with findings from other San Diego & Imperial COE studies: [3,4,5,6]

1. Provide students with high-touch guidance in navigating the community college system to ensure persistence and completion of educational and career goals
2. Establish a "caring campus" culture by providing faculty, staff, and administrators with professional development in culturally inclusive and trauma-informed practices
3. Improve coordination and communication by developing institutionalized processes and tools to help students meet their basic needs and complete their academic/career goals
4. Work closely with employers to develop "transformative employment opportunities" and diversify workers and students in high-demand, high-wage CE/CTE occupations and programs

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[3] "Black Student Equity: Understanding Barriers and Providing Support," San Diego & Imperial COE, May 2023, coeccc.net/san-diego-imperial/2023/05/black-student-equity.

[4] "Perkins V Comprehensive Regional Needs Assessment," San Diego & Imperial COE, February 2022, coeccc.net/san-diego-imperial/2022/11/perkins-v-comprehensive-regional-needs-assessment.

[5] "Equity Gaps in Priority Jobs and Programs," San Diego & Imperial COE, February 2023, coeccc.net/san-diego-imperial/2023/02/equity-gaps-in-priority-jobs-and-programs.

[6] "Student Support Services: Website Experience Study" San Diego & Imperial COE, June 2023, coeccc.net/san-diego-imperial/2023/06/student-support-services-website-experience-student.

KEY FINDINGS AND RECOMMENDATIONS

This section elaborates on special populations' needs and explores ideas about how the region can address them. Embedded throughout this report are reflection questions for community college stakeholders to consider as they complete their CLNAs.

1	**Provide students with high-touch guidance in navigating the community college system to ensure persistence and completion of educational and career goals**

Individuals from special populations need **high-touch[7]** support in navigating the community college system and its resources prior to and after enrollment. Interviewees emphasized the need to **"streamline the process in order to get students enrolled."** As a CBO representative explained, it may be easy to assume that prospective students have access to internet or a computer; however, students go through extensive lengths to access technology, especially during the COVID-19 pandemic when libraries and other resources closed down.

> **"I asked a participant if we could go on her computer. She said she doesn't have a computer. For this person, in particular, she just wasn't able to fill out the form for this reason. And then she was hoping to borrow a family member's computer, so she went to their house. And then they forgot, and they locked her out. And she missed a deadline."**

> **"Sometimes the instructors kind of just casually mentioned, 'Oh, and there's an exam coming up.' And then I'm like, oh shoot. I need to go get the [braille request] form from the testing center, have the professor fill it out, and then I have to fill it out. And then I have to go for a specific window of time where I can drop that off, so they can actually schedule my test. So it was a lot of work...You kind of had to know how the system was structured."**

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[7] "Vision 2030: A Roadmap for California Community Colleges," California Community Colleges Chancellor's Office, September 2023, cccco.edu/-/media/CCCCO-Website/docs/report/Vision-2030-A-Roadmap-for-California-Community-Colleges.pdf.

In response to these challenges, interviewees recommended providing high-touch support, such as:

- **In-depth training for high school counselors and case managers at community-based organizations (CBO) about resources and eligibility requirements:** At minimum, hosting workshops at high schools and CBOs where technology is available could ensure access, and community college recruiters could answer questions in real-time as prospective students complete their online applications. Case managers and counselors also need in-depth knowledge about available resources to eliminate misunderstandings that prospective students may have about community college processes. As a representative from Urban League[8] explained, students/clients often reject scholarships because they impact financial aid eligibility and case managers need to better understand how to address this issue.

> **"A case manager needs to have a wealth of knowledge...Kids [often] have to turn down scholarships because the financial aid package is going to be reduced, and then they can't afford college. And when they're told that, they're like 'I don't have any money, so I can't do this.' So, there's a need to have somebody who can help troubleshoot all of those types of things."**

- **Affinity groups or mentorships between K12 and community college CE/CTE pathways:** Setting up affinity groups[9] or mentorships between K12 and community college CE/CTE pathways can demystify the application process and provide support in the community college environment. A representative from the Imperial Valley Regional Occupational Program[10] (IVROP) suggested that the community colleges **"invite [their] CTE high school students to be a part of an event that's already going on or work together to build some type of mentorship between [them and] college students."** Having a safe space for mentors and mentees to connect over similar life challenges helps students from special populations learn how other individuals with similar circumstances navigate the complexities in enrolling, persisting, and completing community college programs. Not all students know what resources they need, especially if they are first-generation college students.

REFLECTION QUESTIONS

- How does your institution partner with high schools and CBOs to provide in-depth training about resources available for students from special populations before and after they enroll?
- Does your college offer and coordinate structured affinity groups, mentorship programs, or safe spaces where students can connect with others who experience similar life challenges?

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[8] Urban League of San Diego County (ULSDC), accessed November 1, 2023, sdul.org.
[9] "Affinity Groups," UC San Diego, accessed November 1, 2023, career.ucsd.edu/undergrads/gain-experience/affinity-groups.html.
[10] Imperial Valley Regional Occupational Program (IVROP), accessed November 1, 2023, ivrop.org.

2 Establish a "caring campus" culture by providing faculty, staff, and administrators with professional development in culturally inclusive and trauma-informed practices

Counselors, CBOs, and individuals from special populations reported that community college faculty and staff need to be aware of how life challenges and traumatic experiences (physical or psychological) negatively impact students' ability to thrive in a community college environment. Prior trauma, compounded with lack of experience in navigating the community college system, exacerbate the challenges that special populations are confronted with while completing their education and career goals. Oftentimes, students turn to counselors for assistance with non-academic issues such as housing security, food insecurity, crime, immigration status, domestic abuse, and drugs. Therefore, counselors must be prepared to have these conversations and be knowledgeable about resources for "intersectionality"—a phenomenon where multiple social identities intersect, and life challenges are compounded due to experiences associated with each social identity.[11]

> **"[Our students have] intersecting identities [including] their parents' immigration stories. There's a lot of trauma there … So in the learning community, we make space for that dialogue.**

> **"When you look at the top 10 stressors for students, it's not academics. Academics rate at like seven. It's like jobs, child care, boss, roommate, car problems, addiction issues. [These] are like the top. Academics doesn't even hit until like 7, 8, 9."**

Trauma-informed practices include realizing the widespread impact of trauma and understanding paths for recovery; recognizing the signs and symptoms of trauma in students; integrating knowledge about trauma into policies, procedures, and practices; and actively avoiding re-traumatization.[12,13] Developing these skills allows faculty and staff to better understand individuals who suffered trauma and provide a safe learning environment for them. Examples of trauma-informed training resources include the following:

- Crash course on trauma-informed teaching from *Truth for Teachers*[14]
- Trauma-Sensitive Schools Training Package from the *National Center on Safe Supportive Learning Environments*[15]
- Trauma-Informed Social-Emotional Learning (SEL) toolkit from *Transforming Education*[16]

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[11] Harris, Angela, and Zeus, Leonardo, "Intersectionality, Race-Gender Subordination, and Education," *Review of Research in Education* 42, no. 1 (2018): 1–27, doi.org/10.3102/0091732X1875.

[12] "What is Trauma-Informed Care?" Trauma-Informed Care Implementation Resource Center, Center for Health Care Strategies, accessed November 1, 2023, traumainformedcare.chcs.org/what-is-trauma-informed-care.

[13] Substance Abuse and Mental Health Services Administration, accessed November 1, 2023, samhsa.gov/programs.

[14] Angela Watson, "A Crash Course on Trauma-Informed Teaching," Truth for Teachers, accessed November 1, 2023, truthforteachers.com/truth-for-teachers-podcast/trauma-informed-teaching.

[15] "Trauma-Sensitive Schools Training Package," American Institutes for Research, accessed November 1, 2023, safesupportivelearning.ed.gov/trauma-sensitive-schools-training-package.

[16] "Trauma-Informed SEL Toolkit," Transforming Education, accessed November 1, 2023, transformingeducation.org/resources/trauma-informed-sel-toolkit.

In addition to training faculty and staff, CBOs recommended providing trauma-informed training to all students—regardless of special population status—to help them adjust to college life. For example, in Florida State University's (FSU) **Student Resilience Project**, *all* incoming freshmen and transfer students review the *Introduction to Trauma* and *Introduction to Resilience* training modules to "increase students' sense of belonging and connectedness, safety, and well-being;" "strengthen student emotional and academic coping skills;" and "encourage personal growth, whether or not students have experienced prior trauma."[17] Researchers found that requiring all students take this training positively impacted students' resiliency and persistence at FSU.[18]

Interviewees also suggested that the community colleges provide professional development on how to better connect with students from culturally diverse backgrounds. Examples of this type of professional development are the **Strong Workforce Faculty Institute** and **Strong Workforce Counselor Institute**, which train faculty members in the San Diego and Imperial Counties Community Colleges to develop counseling, teaching, and learning practices from a culturally inclusive perspective; collaborate with institutional researchers and CE/CTE staff; and use inquiry, evidence-based decision-making, and continuous improvement in their work.[19] Instructional faculty members review student outcomes data disaggregated by demographic information (e.g., gender, age, race/ethnicity) and examine equity gaps in their enrollment, retention, and completion rates for their courses. Similarly, counseling faculty examine equity gaps in student support services to determine which students access available resources. These institutes train instructional and counseling faculty to identify implicit biases in their practices and develop interventions to continuously improve their interactions with students.

Interviewees also underscored the importance of creating a community on campus that is supportive of all students. Not only faculty, but student workers, staff, and administrators should all be trained on how to interact with, and support, individuals from special populations. This is similar to the **Caring Campus California**[20] initiative led by the Institute for Evidence-Based Change, which aims to increase student retention and success by helping community colleges focus relentlessly on students' end goals; design and decide with the student in mind; pair high expectations with high support; foster the use of data, inquiry, and evidence; take ownership of goals and performance; enable action and thoughtful innovation; and lead the work of partnering across systems.[21]

REFLECTION QUESTIONS

- Are faculty and staff encouraged to participate in trainings on trauma-informed practices or professional development programs such as the Strong Workforce Faculty Institute or Strong Workforce Counselor Institute?

- Does your institution have a structured or formal orientation process to help students adjust to the community college environment, and does it address trauma and resilience?

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[17] "FSU Student Resilience Project," Florida State University, accessed November 1, 2023, strong.fsu.edu/wp-content/uploads/2018/08/About-project.pdf.
[18] Karen Oehme et al., "A Trauma-Informed Approach to Building College Students' Resilience," *Journal of Evidence-Based Social Work*, 16, 1 (2019): 93-107, doi.org/10.1080/23761407.2018.1533503.
[19] "Strong Workforce Faculty Institute: Rethinking the Student Experience for Retention and Success," San Diego & Imperial COE, accessed November 1, 2023, myworkforceconnection.org/educator-resources/faculty-institute.
[20] "Caring Campus California," Institute of Evidence-Based Change, accessed November 1, 2023, iebcnow.org/caring-campus/caring-campus-california.
[21] "How Caring Campus California Fortifies the Vision for Success," Institute of Evidence-Based Change, accessed November 1, 2023, iebcnow.org/wp-content/uploads/2023/07/Caring-Campus-Fortifies-the-Vision-for-Success-23.pdf.

| **3** | **Improve coordination and communication by developing institutionalized processes and tools to help students meet their basic needs and complete their academic/career goals** |

Interviewees explained that individuals from special populations need wraparound services such as financial assistance (e.g., scholarships, loans, grants); mental health support; employment services; access to technology (e.g., computers, internet); childcare assistance; emergency housing; transportation assistance; and basic needs (e.g., food, clothing). They experience day-to-day challenges that prevent them from completing assignments by expected due dates, and they prioritize paid work over schoolwork to cover housing, food, transportation, dependent care, and other living expenses. These disruptive life events often force students to temporarily or permanently suspend their participation in education or the labor force—as evidenced in another study that the San Diego & Imperial COE conducted with 200 Black students and alumni.[22] While community wraparound services would be helpful in addressing these challenges, CBOs expressed frustration with partnering with the community colleges to offer such services. As a CBO representative shared, conversations and collaborations with community college stakeholders tend to "die off" when there are no formal, established partnerships. This was a recurring theme in interviews.

> **"I started talking to a representative at [a community college] and the conversation kept dying off. And then one of their executives reached out to me, and he apologized. Because we started a dialogue, which then ended, and then we started another dialogue -- and it just ended. But I think that's where the disconnect is. It's not only in the conversation and communication, but really the focus and the effort."**

In short, there are few established formal relationships between community colleges and their external partners, and there is a need to reduce redundancies across programs to better serve special populations. Many of the relationships are based on projects or grants, which all have start and end dates. As the interviewee explained, there is a need for a sustained and coordinated ecosystem: **"When we look at the education system, all our corporate donors who are hiring, and all the breadth of services out there – if we're working together in collaboration, then we can create an ecosystem that keeps the families out of a food line."**

This ecosystem applies internally at the community colleges as well. Interviewees emphasized the need for counselors to communicate more regularly with instructors whenever they **"do a needs assessment [for a shared student], and there's different accommodations that are suggested and agreed upon"** such as providing a dedicated notetaker. However, without consistent dialogue or coordination, suggestions from counselors may not always translate into practical application in classes, especially for students from special populations who have difficulty asking for help and trusting systems that claim to serve them. As a foster youth representative explained, **"My parents were adults that couldn't be depended on. If you were dependent on them, they would disappoint you."** Other interviewees from special populations also shared that they are reluctant to ask for assistance and prefer to seek resources on their own

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[22] "Black Student Equity: Understanding Barriers and Providing Support," San Diego & Imperial COE, May 2023, coeccc.net/san-diego-imperial/2023/05/black-student-equity.

by browsing through community college websites as a first step in searching for resources. However, they repeatedly lamented that they had difficulty navigating community college websites and finding the appropriate staff member to contact for specific student support services. These findings are consistent with another San Diego & Imperial COE report on the public's experiences with community college websites in the region.[23]

Therefore, there is a need to develop institutionalized processes and tools to help students meet their basic needs and complete their academic/career goals. Interviewees provided the following examples to accomplish this:

- **Establish relationship management systems to ensure that communication and coordination is not dependent on a single person:** Vision 2030 calls for high-tech, high-touch systems[24] to better coordinate experiences and services. For external partners, colleges could designate two representatives (a main point of contact and an alternate) and record interactions on a relationship management software tool. For students, instructors and counselors could collaborate by using a campuswide student management system that has information about students' interests, courses, and needs.

- **Develop and implement standard operating procedures to respond to crises:** Because counselors and instructors are not often trained on how to respond to crisis situations, departments across campus should collaboratively create standard operating procedures that any staff, faculty, or administrator can reference.

- **Design resources *for* students *with* students and incorporate "boilerplate" language in syllabi or communication materials:** Colleges should have a standardized process for soliciting direct feedback from students and making continuous improvements on all student resources and tools (e.g., websites). Interviewees also suggested providing templated information about wraparound services in easily accessible materials such as course syllabi so that students are not "singled out" for their basic needs. An example of how UC San Diego uses a "health and well-being statement" in the institution's syllabi is provided on the next page.
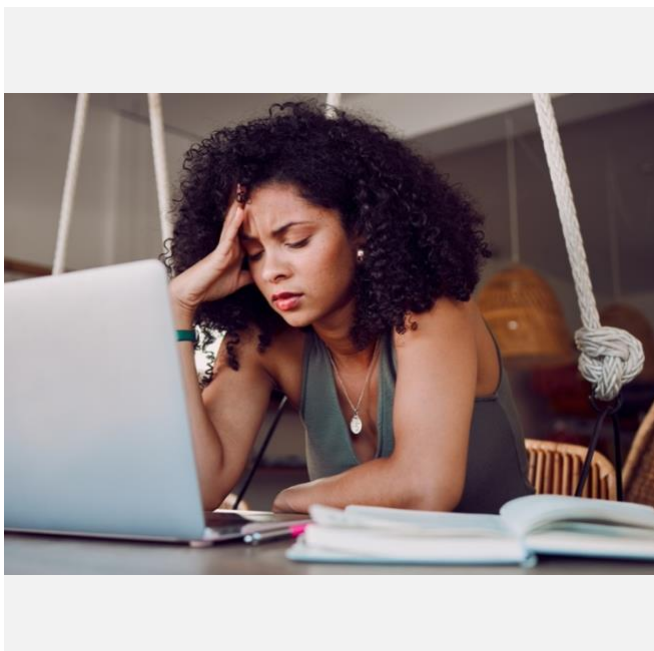
"All these major life crises, you know, they're maybe suicidal or overdosing … Those are the most challenging situations as a new counselor. When you're ready to talk about somebody's ed plan and where [they] want to transfer…but then they're presenting like all these other issues. Now, we have more basic needs issues…When you have a student in crisis, it's like, there's only so much we can do, because most of us are not licensed professional therapists."

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[23] "Student Support Services: Website Experience Study," San Diego & Imperial COE, June 2023, coeccc.net/san-diego-imperial/2023/06/student-support-services-website-experience-student.

[24] "Vision 2030: A Roadmap for California Community Colleges," California Community Colleges Chancellor's Office, September 2023, cccco.edu/-/media/CCCCO-Website/docs/report/Vision-2030-A-Roadmap-for-California-Community-Colleges.pdf.

UCSD SYLLABUS HEALTH AND WELL-BEING STATEMENT

Throughout your time at UC San Diego, you may experience a range of issues that can negatively impact your learning. These may include physical illness, housing or food insecurity, strained relationships, loss of motivation, depression, anxiety, high levels of stress, alcohol, and drug problems, feeling down, interpersonal or sexual violence, or grief.

These concerns or stressful events may lead to diminished academic performance and affect your ability to participate in day-to-day activities. If there are issues related to coursework that are a source of particular stress or challenge, please speak with me, so that I am able to support you. UC San Diego provides a number of resources to all enrolled students, including:

- Counseling and Psychological Services (858-534-3755 | caps.ucsd.edu)
- Student Health Services (858-534-3300 | studenthealth.ucsd.edu)
- CARE at the Sexual Assault Resource Center (858-534-5793 | care.ucsd.edu)
- The Hub Basic Needs Center (858-246-2632 | basicneeds.ucsd.edu)

We care about you at UC San Diego, and there is always help available.

ADDITIONAL RESOURCES

- Basic Needs: Any student who has difficulty accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their academic performance, is encouraged to contact: foodpantry@ucsd.edu, basicneeds@ucsd.edu, or call 858-246-2632.
- Triton Food Pantry is an emergency food relief program to provide food for students and fight food insecurity. You can get canned food, pasta, beans, and rice as well as fruit and vegetables at the pantry. foodpantry@ucsd.edu
- The Hub Basic Needs Center coordinates basic needs resources vital to thrive as a student, which includes access to nutritious food, stable housing, and financial wellness resources. We provide basic needs services and resource referrals to registered UC San Diego students. Ask us about CalFresh food benefits! basicneeds.ucsd.edu 858-246-2632.

REFLECTION QUESTIONS

- What formal, structured systems does your college have in place to increase communication and coordination with external partners and among different departments across campus?
- How does your college solicit feedback from students for resources that pertain to them (e.g., websites)? What processes are in place to inform and make adjustments with the student in mind?
- In addition to boilerplate language about resources, what are other ways that your college, faculty, or staff can make information about wraparound services accessible to more students?

| **4** | **Work closely with employers to develop "transformative employment opportunities" and diversify representation in high-wage, high-demand CE/CTE occupations and programs** |

According to interviews, many individuals from special populations are unaware of CE/CTE programs and occupations that may be suitable for them. As a result, they often self-select themselves out of programs. As a representative from Just in Time Foster Youth shared, the Information and Communication Technologies or Information Technologies (ICT/IT) sector would be a good fit for their students, but they may lack the confidence to enroll in those programs:

> **"There are also foster youth that want to do computer science, but this route, as with the other sciences, is a little bit more difficult to get across to them, because we [foster youth] have the idea that we're simply not smart enough."**

Interviewees also explained that individuals from special populations pursue careers that they have been exposed to. Therefore, there is a need to customize exposure to high-wage, high-demand CE/CTE programs and occupations, and develop transformative opportunities for special populations.

Transformative employment opportunities include three strategies: 1) training employers on implementing diversity, equity, and inclusion goals; 2) establishing specific, targeted marketing toward underrepresented demographic groups; and 3) increasing formalized private-public partnerships in program development and work-based learning opportunities.[25]

Training employers on implementing Diversity, Equity, and Inclusion (DEI) goals: Many companies in our region have diversity, equity, inclusion (DEI) goals. This provides an opportunity for community colleges to train employers on how to implement and measure these DEI goals by developing free or low cost short-term, noncredit programs for managers, supervisors, and HR professionals around race-conscious/equity-minded hiring and talent management practices.[26]

Establishing targeted marketing for underrepresented groups: A crucial component of diversifying workforces is recruitment. Community colleges can support employers by helping them target underrepresented demographic groups in the employer's specific occupations, using the COE's "Equity Gaps in Priority Jobs and Programs" report to identify specific groups and occupations.[27] Raising awareness of the workforce equity gaps in race/ethnicity, age, and gender, then collaborating with employers on targeted marketing strategies for these groups would serve students from special populations. Intentional, tailored messaging for special populations in marketing efforts should be considered to ensure that students can identify with CE/CTE professional paths. As one advantage, interviewees repeatedly stated that CE/CTE programs can help students obtain employment faster than four-year programs, which is a powerful narrative for students of special populations because "for a lot of people that come to San Diego, living costs are expensive. So, their goal is to survive by any means they can." An IVROP representative described her enthusiasm for CE/CTE programs because of their potential to help students become employed and obtain work experience while they're going to school:

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[25] "Advancing San Diego," San Diego Regional EDC, accessed November 1, 2023, sandiegobusiness.org/about-edc/our-initiatives/advancing-san-diego.
[26] "Black Student Equity: Understanding Barriers and Providing Support," San Diego & Imperial COE, May 2023, coeccc.net/san-diego-imperial/2023/05/black-student-equity.
[27] "Equity Gaps in Priority Jobs and Programs," San Diego & Imperial COE, February 2023, coeccc.net/san-diego-imperial/2023/02/equity-gaps-in-priority-jobs-and-programs.

"In the last few years, we've done a good job of promoting career technical education. For example, just by emphasizing the opportunity that CTE presents. Right out of high school they can hold a certification, and be able to work and go to school. Like how awesome is that? You already have that experience right at high school."

Another interviewee echoed this sentiment and described how CE/CTE programs can help English-language learners:

"So CTE has the power to do very focused training in a short amount of time. There are opportunities in CTE, and we can layer it with language support, specific to the field. And I think it's proven that you learn language better in context. And so, I believe CTE and adult education with its flexibility have the power to offer quite a few opportunities for language learners, beyond what is offered [with] a traditional community college degree or university degree-because those programs are too long … we can offer accelerated programs, just as one step on the path, then the student can exit, go to work in their field, and from there, continue their education while they're working."

Increasing formalized private-public partnerships in program development and work-based learning opportunities: Transformative employment opportunities stem from long-term, sustainable partnerships between educators and employers. For example, the San Diego & Imperial Regional Consortium[28] partnered with the San Diego Regional Economic Development Corporation to connect community college educators with employers to identify skill requirements, verify quality training programs, and assist with internships in the "Advancing San Diego" initiative.[29] Advancing San Diego provides the sustainable educator-employer partnerships that are not contingent on a single point of contact—a recommendation that came from interviews with CBOs in the CRNA process.

REFLECTION QUESTIONS

- Does your college develop tailored messaging or implement marketing strategies to specifically promote CE/CTE among special populations? Are there opportunities for students of special populations to offer feedback about the effectiveness of this messaging?

- How does your college market the value of CE/CTE to local secondary schools and CBOs?

- Does your college have a consistent marketing campaign for CE/CTE programs? If yes, what is it and how consistent is the marketing? Monthly, quarterly, or yearly? How is the effectiveness of marketing efforts evaluated?

- Does your college have a mentorship program, events, or other opportunities to connect CE/CTE graduates with prospective or current students from special populations?

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[28] myworkforceconnection.org/about-us.
[29] "Advancing San Diego," San Diego Regional EDC, accessed November 1, 2023, sandiegobusiness.org/about-edc/our-initiatives/advancing-san-diego.

APPENDIX A: METHODOLOGY

The Comprehensive Regional Needs Assessment is an iterative process built primarily on qualitative data collected from key partners in our region. On behalf of the San Diego and Imperial Counties Community Colleges, the San Diego & Imperial Center of Excellence (COE) and Regional Consortium commissioned Infyrno Corporation[30] to conduct interviews with counselors, individuals from special populations, organizations that serve special populations, workforce and economic development agencies, and four-year universities. In program year (PY) 2020-21, the COE and Regional Consortium commissioned a CRNA[31] with UCSD Extension, which Infyrno Corporation expanded upon in PY2021-22 and PY2022-23 with more interviews and questions that the COE developed with a regional advisory group. The COE developed the most recent iteration of the CRNA with relevant new reports as well as 24 qualitative interviews with community college counselors conducted by Infyrno Corporation.

These qualitative interviews are an important component of better understanding the experience of special populations from the lens of community college counselors, a group that frequently interfaces with special populations.

Advisory Group

The COE and Regional Consortium gathered an advisory group to provide overall guidance for this study. In addition to introducing the research team to resources and prospective interviewees, the advisory group approved the following research questions:

- What specific actions can the region's community colleges take to support special populations in the community college system? Are there specific examples or promising practices that worked in the past?
- Transportation to their local community college(s) was a prominent challenge identified in last year's report. What can the community colleges or their partners do to address transportation issues?
- The previous report recommended that not only support service providers (e.g., community college counselors) but also faculty members be aware of the special populations' needs. What are some specific ways that the community colleges can better train faculty, staff, and administrators on special populations' needs?
- How can the community colleges market their services and programs to special populations? Are there specific marketing strategies for different populations?
- Are there any stories or case studies from the interviews that the community colleges could use for marketing to increase the enrollment numbers of special populations?
- What types of Career Education (CE) or Career Technical Education (CTE) training programs would benefit certain special populations?
- What occupations, employers, or industries have successfully employed individuals from special populations? Are there opportunities for future partnerships with the community colleges? How can those types of partnerships be scaled?
- What existing community college programs (e.g., mentoring, tutoring, internships) have been helpful for special populations?

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[30] Infyrno, infyrno.com.
[31] "Perkins V Local Comprehensive Needs Assessment: Consultation Report," San Diego & Imperial COE and UC San Diego Extension, April 30, 2020, accessed on November 1, 2023, sdccd.edu/docs/ISPT/workforce/docs/SP20-SDIC-CLNA-ConsultationReport.pdf.

Although these research questions were used to inform the development of the interview guide, not all research questions outlined above were asked in each interview and addressed in this report. The interviews were semi-structured and conversations were allowed to flow naturally. This report reflected priority key themes that emerged across all interviews.

Interviews

Community College Counselors: For the 2022-23 CRNA, Infyrno Corporation completed 24 interviews with community college counselors from across the spectrum of counseling (career, general, specialty programs). These in-depth, qualitative interviews ranged from 30 – 45 minutes in length. After completing the interviews, Infyrno Corporation provided a summary of findings, transcripts of the interviews, as well as relevant quotes from counselors that highlighted recurring themes.

Interviews with Regional Stakeholders: Between June and December 2021, Infyrno Corporation completed and transcribed 48 interviews with regional stakeholders, including 24 representatives of special populations, parents, and students as well as 24 representatives from CTE programs, local Workforce Development Boards, and local agencies serving special populations. Infyrno Corporation conducted the interviews over Zoom, a video teleconferencing software program. The COE provided Infyrno Corporation with a preliminary list of regional stakeholders to interview for the study, primarily community-based organizations that serve special populations. Infyrno Corporation expanded the list by sourcing interview participants from their network, and supplemented recruitment efforts through snowball sampling and referrals from interviewees that had participated.

Each interview took approximately 45 – 60 minutes, totaling approximately 100 hours in interviews. After completing the interviews, Infyrno Corporation completed a draft report, summarizing findings from the qualitative data. The COE reviewed the draft report, interview memos, and transcriptions before revising and completing this final report.

APPENDIX B: INTERVIEW GUIDES

This section provides an overview of questions used during interviews with community college counselors, individuals from special populations, organizations that serve special populations, workforce and economic development agencies, and four-year universities.

Counselors

The strategy involved inviting effective stories from interviewees and understanding their needs in a deep qualitative way through three strategies: 1) build and maintain rapport, 2) elicit perspective-sharing, 3) ask for examples. The goal was to obtain stories (i.e., actual events experienced by a person, rather than general descriptions) from their varied experiences as a counselor. These were the questions that Infyrno Corporation asked:

1. What do you wish you knew before you started your job? Broadly speaking, what would you tell yourself back then? For example, "I can only imagine the immense scope of work involved with being a counselor."

2. What kind of professional development would be most helpful to your work?

3. Would you say you're an academic counselor or a career counselor, or other? [Then follow up:] What made you go down either road?

4. Across the many students you counseled, does one in particular stand out in terms of their growth, their ability to overcome adversity? What happened there? [We're looking for transformation; any remarkable change in a person, in the context of counseling.]

5. Can you share an example of a counseling situation that challenged you to draw upon your skills and expertise? Walk us through the scenario, including the student's circumstances and the unique aspects of the case. How did you approach the situation, and what strategies or techniques did you employ to support the student's progress? Feel free to share any insights, lessons, or creative approaches that emerged during this experience.

6. Tell me about a time when you had to collaborate with other professionals or stakeholders, such as teachers, parents, or administrators, to guide a student through a particular challenge. How did you approach the collaboration, and what was the impact on the student's progress or well-being? [Trying to assess their view of the ecosystem around them.]

7. Do you use any data in your day-to-day work—for example, student records, student characteristics data, things like this? Where do you get the data? What other kinds of data would be helpful?

8. How do you manage your time? How do you balance counseling duties, meeting program objectives, and everything else you have to do on campus?

9. What checklists, tools, or resources do you use to connect with students before, during, and after each session?

10. How do you connect your work to other initiatives on campus such as Guided Pathways? What challenges are involved in connecting with what else is available on campus?

Individuals from Special Populations

The interviewer asks all interviewees from special populations (as defined by Perkins V) the following questions:

1. What is your educational background?
2. Have you ever taken any community college courses?

Depending on the interviewee's responses, the interviewer proceeds to one of the following two sections:

A) Questions for individuals who have taken a community college course
B) Questions for individuals who have <u>not</u> taken a community college course

A) Questions for Individuals Who Have Taken a Community College Course

1. Tell me about your experience in the last course you took. What was it like?
2. What did the community college do well to help you succeed in your classes?
3. Did you have any instructors that were particularly helpful, supportive, or encouraging to you?
   a. What did they do differently from your other instructors/staff/administrators?
   b. Was the instructor/staff/admin aware of your ____ status? How did they know?
4. Did you participate in any student support programs (e.g., counseling, tutoring, mentoring, internships) while at the community college?
   a. What do you remember most vividly about your experience?
   b. What was the most frustrating thing about it?
5. How did you get to and from the community college? What mode of transportation was used?
   a. What was easy about it? What was hard about it?
   b. Was there anything that you thought the community college could have done to help you?
6. How do you get to other places in your community?
   a. Do you ever use rideshare (e.g., Uber, Lyft)? Why or why not?
   b. Do you ever use public transportation (e.g., trolley, MTS, coaster)? Why or why not?
7. Have you taken any online courses at the community colleges?
   a. If yes:
      i. What did the community college do well?
      ii. What difficulties, if any, did you experience with the online course?
      iii. How well did the online course accommodate your needs?
      iv. What do you wish would have been changed to make it a better learning experience for you?
   b. If no, what was the main reason?
8. Would you take another community college course? Why or why not?
9. Overall, would you recommend community colleges to friends or family members? Why or why not?
10. What is your job/school status now?
    a. What from your community college experience do you think helped you get to where you are today?
    b. Have you experienced any barriers obtaining a job that was not related to education or training?
11. How do you obtain information about careers and related training programs?
    a. In your opinion, what careers appear to be recession- or pandemic-resilient?
12. Is there anything else you'd like to share about how the community colleges could better support you in your academic and career goals?

B) Questions for Individuals Who Have <u>Not</u> Taken a Community College Course

1. What is the main reason you did not attend a community college?
2. At school or work, did you have any teachers or bosses that were particularly helpful, supportive, or encouraging to you?
    a. What did they do differently from your other teachers or bosses?
    b. Were they aware of your ____ (status)? How did they know?
3. How do you get to and from your job or other places in the community? What mode of transportation do you use?
    a. What is easy about it? What is hard about it?
    b. Was there anything that you think your work or other groups you're a part of could do to help transportation be easier?
    c. Do you ever use rideshare (e.g., Uber, Lyft)? Why or why not?
    d. Do you ever use public transportation (e.g., trolley, MTS, coaster)? Why or why not?
    e. Would you consider attending a community college if getting to and from campus was easy? Why or why not?
4. Have you taken any online learning courses, including in high school?
    a. What was easy about it? What was hard about it?
    b. What difficulties, if any, did you experience with the online course?
    c. How well did the online course accommodate your needs?
    d. What do you wish would have been changed to make it a better learning experience for you?
5. Do you participate in any programs from _____ [examples of special populations service providers]?
    a. What do you remember most vividly about your experience?
    b. What was the most frustrating thing about it?
6. How do you obtain information about careers and related training programs?
    a. In your opinion, what careers appear to be recession- or pandemic-resilient?
7. Have you experienced any barriers obtaining a job that was not related to education or training?

Service Providers (Organizations That Serve Special Populations)

1. What special population(s) does your organization serve?
2. How do you modify your services for different parts of the region (e.g., south county, north county, east county)?
3. Are you aware of any community college programs that also serve this (these) special population(s)?
    a. If so, how did you hear about them and how do your constituents hear about them?
    b. If not, how do you and your constituents hear about other complementary support programs in the community?
4. The region's community colleges conducted a similar comprehensive regional needs assessment in 2020. The previous report recommended that the community colleges offer support services (e.g., counseling) and training to increase faculty members' awareness of special populations' needs.
    a. How has your organization trained internal staff on special populations' needs?
    b. How has your organization trained external stakeholders on special populations' needs?
    c. What can community colleges learn from these experiences to train their faculty, staff, and administrators?

5. According to the previous report, transportation to their local community colleges(s) was a prominent challenge for special populations.
    a. Do you find this to also be a challenge for your organization's clients? Why or why not?
    b. What can the community colleges learn from your experience to address transportation issues?
6. How has the pandemic recovery been for the special population(s) that your organization serves?
    a. Are your clients able to reconnect to careers? Why or why not?
    b. Do you notice any disparity for clients who are also Black, Indigenous, and people of color (BIPOC) or LGBTQ+?
    c. What are some promising practices that the community colleges could learn from your organization in serving clients who are also BIPOC or LGBTQ+?
7. What high-wage and high-demand occupations or industries successfully employed individuals from the special population you serve?
    a. How did your organization help facilitate that employment?
    b. What can the community colleges learn from your organization's experiences?
8. What types of technical training programs would benefit the special population you work with?
9. Do you know of any success stories of clients who were also community college students?
    a. How did the community colleges prepare them for high-wage and high-demand jobs?
    b. What could the community colleges do better to prepare them for high-wage and high-demand jobs?

Workforce and Economic Development Agencies

1. What community programs have been successful in helping individuals from special populations obtain employment?
    a. What (strategies) could the community colleges learn from these programs?
    b. What are some promising practices that the community colleges could learn from serving clients who are also BIPOC or LGBTQ+?
2. According to the previous report, transportation to their local community colleges(s) was a prominent challenge for special populations.
    a. What do you think the community colleges could do to address transportation issues?
    b. What has your organization done to address transportation issues?
    c. How can the community colleges learn from your organization's experiences?
3. How has the pandemic recovery been for special populations?
    a. Are they able to reconnect to careers? Why or why not?
    b. Do you notice any disparity for individuals from special populations who are also Black, Indigenous, and people of color (BIPOC) or LGBTQ+?
4. What high-wage and high-demand occupations or industries successfully employed individuals from special populations?
    a. How did your organization help facilitate that employment?
    b. What can the community colleges learn from your organization's experiences?
5. What types of technical training programs would benefit special populations?
6. Do you know of any success stories of individuals from special populations who were also community college students?
    a. How did the community colleges prepare them for high-wage and high-demand jobs?
    b. What could the community colleges do better to prepare them for high-wage and high-demand jobs?

Four-Year Universities

1. Describe your role in the university. Do you work with any individuals from special populations? If so, which ones?
2. Do students from special populations experience unique challenges in adjusting to an undergraduate environment?
3. Does your university have support programs for transfer students from special populations?
    a. What programs successfully help retain students at your campus?
    b. What can the community colleges learn from these programs to better prepare students from special populations for transfer?
4. The region's community colleges conducted a similar comprehensive regional needs assessment in 2020. The previous report recommended that the community colleges offer support services (e.g., counseling) and training to increase faculty members' awareness of special populations' needs.
    a. How has your organization trained faculty, staff, and administrators on special populations' needs?
    b. What can community colleges learn from these experiences to train their faculty, staff, and administrators?
5. According to the previous report, transportation to their local community colleges(s) was a prominent challenge for special populations.
    a. Do you find this to be a challenge for students from special populations at your campus?
    b. What has your campus done to address transportation issues?
    c. How can the community colleges learn from these experiences?
6. Do you know of any success stories about transfer students from special populations?

APPENDIX C: SELECTED QUOTES FROM INTERVIEWS

This section highlights interview quotes that support the recommendations in this study. These quotes are resources for the community colleges to use as they complete their Perkins V Comprehensive Local Needs Assessments.

1) **Provide students with high-touch guidance in navigating the community college system to ensure persistence and completion of educational and career goals**

   - "Because if I went to school, I knew I could get scholarships to live on my own and support myself. So that idea was always in my head. The hard part was figuring out how to do it, because there was no one at home who would sit me down and talk about essentials like financial aid, registration, where to turn in essays, and so on." *– Special population individual*

   - "I was very lucky that I had a really committed high school counselor who would meet after hours and follow up to make sure I was meeting deadlines. What I've learned from other people is that not everyone finds their person at high school. And if they don't have it at home and don't have their person in high school, it's even more of an uphill battle than I had to face." *– Special population individual*

   - "I wasn't really at a point where I was trying to talk to adults about anything. My parents were adults that couldn't be depended on. If you depended on them, they would disappoint you. And so, I had a hard time even opening up with [my counselor]. I was friends with her daughter, and I had a relationship with her before, which made the connection easier. She helped me make issues transparent since I didn't know anything about foster care scholarships or anything. She really took a lot of her own time to learn because it was her first postulancy. So, she had to learn an entirely new process to apply for everything I was eligible for." *– Special population individual*

   - "A lot of community college students work while they're going to school—but I had to work between 40 and 60 hours and go to school at night. Because for me, if I didn't have money, it meant that I wasn't making my car payment, I wasn't making my rent, and so on. There were times where I would have to skip class sometimes to pick up an extra shift. The repercussions of not having money were way more severe for me than someone at a nuclear family, where maybe rent was optional, or they had someone to help with the car." *– Special population individual*

   - "With the students I've worked with, I've always insisted they advocate for themselves. To advocate for equity. If they have a unique need, say it, ask what the professor can do about it. And it's worked out well for them every time. It just takes a little bit of putting yourself out there." *– CBO representative*

2) **Establish a "caring campus" culture by providing faculty, staff, and administrators with professional development in culturally inclusive and trauma-informed practices**

   - "We had a student walk into our offices, who was super quiet. He wouldn't say anything. He was a Black male, probably early 20s. He would just walk into our computer lounge and not say anything, with his head down. And then every day, we say hi to him, and slowly he'll say hi back. Super shy. Then maybe a week and a half passes. And then he started talking to us. He could only speak a few words, and we came to find out that he was homeless. He had a very remedial communication style, because of his abusive family. He didn't speak much. He didn't have a job, he didn't have an income. And slowly, a month goes by and now he's talking to me four sentences. And then a month and a half. And then he's expressing that he's working on his resume. So we sit, and go through it. And before long, he ends up getting two jobs. And he now has his own

room, is on his company's website, and is doing great. He also does speaking engagements, to bring people into our community. Just for fun, because he loves it." — *CBO representative*

- "Approximately 2.8 million people are diagnosed with [a] brain injury every year, just in the United States. That's greater than the sum of all new cancer diagnoses combined. After somebody goes through a traumatic brain injury, they often feel like their life has been uprooted, they're completely alone, and they're the only person going through this situation. And so, when folks connect with us, they realize there is a pretty significant community of brain injury survivors, just in San Diego County alone." — *CBO representative*

- "In 2010, I was in a serious car accident, resulting in complex concussions. I did not have the support of [Acquired Brain Injury] ABI at that time. And then in 2018, I was on an elevator and my baggage fell on me. I rolled down the elevator and got a really severe concussion. Then about six weeks later, they diagnosed me with traumatic brain injury. After that, I went back to work for a while, and then I had been off work since then. It impacts my speech, memory, organization, balance, and vision. And then there are limits on my screen time. It's been really socially isolating, and really hard to go through. Then I came to ABI through one of my speech therapists. It's been a really good community building program, as well as educational." — *Special population individual*

- "When you have a traumatic brain injury, it's invisible to people that don't know you. It just sweeps away the core capabilities you had prior to your injury, as if your competence just gets swept away. Especially for me, language was really hard, as well as not being able to work very hard, not being the high producing performer like before, and not being able to reach the same level. So, knowing that I'm not the only person this happened to is significant, because in the general population, you don't see people that have these injuries. You don't see their stories. And that's, I would say, one of the biggest challenges: to know there are others makes it more normalized. For the students, and for anyone that's been hurt like that, it's a whole change of self-concept. And in that community of your cadre of students that you're with, there is sometimes like a stir in a class where they'll talk about something and bring up a whole different topic. And you'll realize, 'Wow, this person has the exact same challenge as I do, and I'm not alone!'" — *Special population individual*

- "A lot of technology out there could help students. Automated assistance makes a big difference. When your memory is shot, which is normal for this type of injury, then having an automated assistant tell you: 'It's time to take your medicine' is very helpful. For me, I would forget to eat; the time to have breakfast, the time to have lunch. And with the hard-of-hearing community, we make phones available to them, because that's what they need to get through their day. So, it makes sense to me that for a person with an acquired or traumatic brain injury, are we able to make those automated systems available to them, so they can continue to live a more normal life? I think that that's been crucial in my improvement: setting up that daily schedule. And I couldn't do that by myself, without the automated assistant telling me it's Tuesday, take out the trash, it's Monday, water the plants, it's 10 a.m., take your pills, and so on. Because of my limited screen time on a smartphone, which most people would use in the non-brain injury world, the automated system has been an important verbal cue." — *Special population individual*

- "[Students] basically go off the grid for a week or two to deal with whatever family crisis that comes up, and in a school environment, that's not very forgiving." — *CBO representative*

3) **Improve coordination and communication by developing institutionalized processes and tools to help students meet their basic needs and complete their academic/career goals**

- "The community aspect is probably one of our main focuses, what we mean by that is that anyone involved in [our organization], from staff members to our investors, to our community members have some form of interaction with [foster] youth." *— CBO representative*

- "When we look at the education system, all our corporate donors who are hiring, and all the breadth of services out there—if we're working together in collaboration, then we can create an ecosystem that keeps the families out of a food line. As opposed to what I call 'wound worshipping,' where people try to just, for example, grow the food line. You know, I can raise a bunch of money, and I can serve more people. But I don't want to grow food lines in San Diego, especially not with military families." *— CBO representative*

- "I started talking to a representative at [a community college] and the conversation kept dying off. And then one of their executives reached out to me, and he apologized. Because we started a dialogue, which then ended, and then we started another dialogue and it just ended. But I think that's where the disconnect is. It's not only in the conversation and communication, but really the focus and the effort. Because it's got to be more than just, 'Hey, we're going to offer you a program.' And my whole what-if scenario is, 'What if [our organization] could take care of the childcare aspect of things, while the military spouse went to [your] community college?'" *— CBO representative*

- "We started working with [the Regional Consortium]. We started to build a partnership because we wanted to expand our regional advisory meetings. So, we decided to just have one regional advisory meeting a couple of years ago because since we're a small community with seven different school districts, all were kind of hitting up the same industry members. We saw how it would be more cost effective if we had one place where they could collaborate in the schools, so they just need to go to one event, at one time and once there, share the information and build networking and more opportunities to connect with the separate individual school districts. So, what we wanted to do is reach out of the county." *— CBO representative*

4) **Work closely with employers to development "transformative employment opportunities" and diversify workers and students in high-demand, high-wage CE/CTE occupations and programs**

- "Imperial Valley Regional Occupational Program (IVROP) is unique because we are in partnerships with the local school districts so they contract us to provide supportive services to their CTE programs. Our mission is to empower our community and improve it and give adult students the tools necessary to thrive. We have agreements with the high school districts to provide mainly career readiness and support. They do this via workshops, leadership development opportunities, and work-based learning opportunities … We also are that connection between the school and the employer so we have a directory of industry members that we can reach out to and invite to a classroom. If a teacher wants to have somebody from the Public Health Department, or somebody in social work to come in and talk to their health classes, then we help make the connection." *— CBO representative*

- "So traditionally, like an internship would be bound by like, laws and requirements through the government. And often the terminology 'internship,' a business might think of a student under 18. Or they might only be able to think of a student in a college program, versus a student in a vocational training program. So just getting past the terminology. And saying, Okay, well, let's just set up a work experience for this student, or let's consider a train-to-hire opportunity. Our students typically in adult education have families, they already have bills, so they would prefer a paid internship. Or if there was a work experience, we would ideally like

to build it into the program itself. So those are some of the discussions that we like to have with employers." – *CBO representative*

- "So employer engagement is one of the things we do, parent engagement on the school side, connections between our local community college as well as our K12 schools, connections with the local San Diego State University campus … So we also have that component, and so on a practical level we do things ranging from, you know, curriculum to professional development to direct student services to parent engagement to administrator academies … because in everything that we do we're going to engage community members who may not have had the opportunity to complete their high school diploma or learn English. We do that also with our adult community, connecting them to Career Education … connecting them to employment, connecting them to post-secondary options, which in many cases, they may not have ever even considered." – *CBO representative*

- "I get weekly like newsletters from the [Kinesiology] department, and then they talk about like job opportunities and stuff, but I feel like what you're talking about [job opportunities] doesn't really have to do with my major … people in other majors … maybe like computer science or engineering, like, I'm sure they're getting like more information about it. But not me." – *Special population individual*

- "I think, you know, in addition to keeping the on-campus engagement, to connect the student, keep building partnerships outside of the campus so they can refer students out. San Diego does a really good job of it. Like when I was working at the education department here, I would attend the county meetings, I knew all of the college counselors … [there are] always going to be participants that need help outside of what the school could provide. Which in comparison to what I had in Orange County, like I had never even heard of any nonprofits or I didn't even know nonprofits provide services like this. So, you know, having the high school[s] kind of be a resource for resources outside of campus." – *Special population individual*