Team Name: College & Career Readiness- GIA (Focus Specific Copy)


Team Vision: Make colleges student ready.

Team Strategy: Build professional capacity, engage student voice, enhance institutional intelligence, increase advising and advocacy, design dynamic roadmaps, and link college to career networks.

(*): In the March 25, 2020 meeting ANT participants decided to put a hold on tactical planning to increase support for COVID-19 needs across the region. In October 2020, they affirmed a Part II COVID focus, see below.

<table>
<thead>
<tr>
<th>Output(s)</th>
<th>Output Metric(s)</th>
<th>Short-term Outcome(s) 12-18 mos.</th>
<th>Short-term Metric(s)</th>
<th>Mid-Term Outcome(s) 18-24 months</th>
<th>Mid-Term Metric(s)</th>
<th>Long-term Outcome*</th>
<th>Long-term Metric(s)</th>
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</table>
| **COVID-19 – Part 1**  
GOAL: Connect class of 2020 to high-quality post-secondary planning and support).  
• Technology/ Webinars  
• Training College Success Coaches  
• Higher Ed Support  
  o Application Process  
  o Financial Aid  
  o College Year 1 (c/o 2020)  
  o Emergency grants for students. | Big Topic items are agreed upon for released to class of 2020/region.  
Identify current college students and other adults (subs, AVID tutors, etc.)  
BLU, OFCV, Promise Scholars model for possible advisors | Webinars are created and regional communication portal is complete.  
Train up to 100 new College Success Coaches/Advisors | Webinars are successfully released through regional portal (GIA).  
2000 IE students document their completion of virtual modules/coaching sessions. At least one CSU or CC application, FAFSA/DACA completion (monitored through College Next) | | | | |
COVID-19 – Part 2

Focus: CSUSB and UCR agree to a common set of training modules and pilot in areas where inequity for students of color is greatest. Disaggregate data by race and ethnicity, and to pilot a cross-regional digital learning campaign. This team looks at data to identify areas of greatest need and develops a set of modules to improve teacher digital engagement. It’s a 12-month intensive middle school teacher remote learning pilot with an equity measure lens.

Focus: Intersegmental alignment – student progression from HS into post-secondary – agreement on Essential Standards and grading practices... retaining 20% enrollment

Discussion 11/18/20
- Many districts are already engaging consultants to cover some of these things. Don’t want to duplicate.
- Better to identify those willing and commitment from district office to participate – need to help write it. Resources are flooding in – challenge is TIME.
- Look for willing districts.
- We have 70,000 seniors in region.

Process Suggestion:
Look ahead 12-18 months and dealing with issue of college enrollment – is there a campaign, common goal we could set that would bring attention to question of intersegmental alignment? Call for systemic change that addresses question if interoperability between systems – Essential Standards and grading variability and business voice about degree requirements. What does it look like to do something different?
- COVID is creating more of a fit and match challenge for rising freshmen. Change to need for one-by-one support vs. multi-student workshops. NEED to scale support to help get students connected to UCs where these is a fit, versus 2-year or work. NEED to look at UC bound students and where they are choosing to go – and there are 70,000 students.
- Career and College – where is the business voice? Are they providing input about courses needed for specific majors? How do we increase the ROI during this time, and from a business perspective - what do our business partners need? Do they need all of the courses built into degrees?

NEXT STEPS:
- Catalina, Pedro, Gil – will survey districts to see if they would like to connect a few teachers to the CSUSB/UCR training idea.
- Data from RCOE, SBCSS, UCR, CSUSB, Community College:
  - # of students with Ds and Fs – Fall 2020 (as available) vs. Fall 2019 – broken down by students groups and discipline
  - AP data for RCOE – Gil Compton
- Invite Emily (UCR) and Rachel (CSUSB) to share about enrollment, and question of GPA flexibility – grades vs. pass/fail or similar
- Invite KVCR to share student interview project learnings

Resources shared:
- Tom Dickson: UCR’s Art and Craft of Remote Teaching (Free and open access) https://keepteaching.ucr.edu/news/2020/08/19/art-and-craft-remote-teaching
- Tom Dickson: UCR Keep Learning Website: Student Remote Learning Tips: https://keeplearning.ucr.edu/
- Carol Tsushima: SBCSS resource link to support distance learning for various stakeholders https://distancelearning.sbcss.net/index.php
**Tactic #1: K12 Preparation**

- **K12 Preparation**
  - Provide early systematic preparation that leads to students beginning 9th grade enrolled in an A-G schedule.
  - Establish agreement on common college readiness eligibility indicators for 8th grade students, including GPA in core courses.

<table>
<thead>
<tr>
<th>Up to 9 pilot schools/districts are identified who agree to implement early preparation program.</th>
<th>Early preparation programs are launched and under way.</th>
<th>Number of schools / districts who have signed participation agreements and are implementing program.</th>
<th>Increase in the number of students by end of 9th grade who have successfully completed an A-G year.</th>
<th>10% increase in students who have completed 9th grade A-G requirements and are CCI &quot;prepared&quot;.</th>
<th>Increase in college preparedness by 20%. (GIA Goal #2)</th>
<th>15% Increase # of students completing baccalaureate, associate, certificate, and credential</th>
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<tbody>
<tr>
<td>8th and 9th grade success metrics are affirmed (CCGI/College Next milestones)</td>
<td>Increased credit earning in A-G courses in 9th grade.</td>
<td>10% increase in A-G credit earning in first semester of 9th grade.</td>
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**Discussion 10/21/20**

- RCOE: Districts are seeing 40-60% D&F rate overall (increase from 10%. Regrouping – focus still academic success. New issues with COVID – MS students have great need.
- COVID impact is now extended well beyond summer impact.
- Students responding poorly to current grading system and new challenges with COVID
- SEL supports for educators and students are key
- Basic needs need to be met first
- Challenge new ed. code mandating # of hours and assignments
- Student motivation, grading practices, understanding new ed. code
- RCOE surveyed 100 teachers, 22 questions: results were enlightening
- siblings are having to guide siblings and work
- Need to look at equity

**NEXT STEPS:**

- Team members provide data on what we know today about middle school student success to Ida by
- CSUSB and UCR Graduate school of education: information on grading ideas, effective digital learning, classroom management – thoughts on ability to modify delivery and grading; Series of new online resources for teachers through UCR – free accessible, willing to share (educator tab on
- Catalina insight: all CARES Act funding was spent on things students and parents need to do – not schools
- Explore grading, content and homework – what’s working, what not – what impact on student grading

Debrief Ideas…. Bring in out-of-system entrepreneurial partners (banks, cities, others) to help inform a different way of proceeding with resources to get different results

[https://blog.nassp.org/2020/10/19/meaningful-connection-going-beyond-the-virtual-classroom/?fbclid=IwAR3bWz4BGP7m3EmhMimTmoc7CRxuzuYXalH2tzN426EB9GGI9AK6XHI](https://blog.nassp.org/2020/10/19/meaningful-connection-going-beyond-the-virtual-classroom/?fbclid=IwAR3bWz4BGP7m3EmhMimTmoc7CRxuzuYXalH2tzN426EB9GGI9AK6XHI)
**Tactic #1:**

<table>
<thead>
<tr>
<th>Target Population</th>
<th>Expected Dates of Implementation</th>
<th>Description</th>
<th>Services needed from the community</th>
</tr>
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<tbody>
<tr>
<td>EVERYONE! Students Parents First gen Employers Community</td>
<td><strong>Start Date: Fall 2019</strong>&lt;br&gt;<strong>End Date: Summer 2022</strong></td>
<td>How will you describe to the greater community what you are doing? Preparing K12 students to be more college and career ready to the benefit of the IE</td>
<td>How can community partners engage this initiative? What are you looking for? How can existing resources in your community be aligned? School buses for tours Universities and colleges support this work – need to open doors! Non-profits reinforce the message Philanthropy to help measure and fund the initiative Engage policymakers</td>
</tr>
</tbody>
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**Systemic Change Through Collective Impact**

<table>
<thead>
<tr>
<th>How does this change business as usual in our community?</th>
<th>How will this affect future generations?</th>
<th>How will this scale and be sustained?</th>
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<tbody>
<tr>
<td>− More educated students and parents</td>
<td>− EQUITY</td>
<td>− Becomes part of the system – institutionalized</td>
</tr>
<tr>
<td>− Helps region with focused strategy to work together</td>
<td>− More education is good</td>
<td>− Partners pick up pieces</td>
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<tr>
<td>− Supports vision</td>
<td>− More degrees in homes transforms communities</td>
<td>− Embedded in LCAP</td>
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<td></td>
<td>− Increase social mobility, poverty reduction</td>
<td>− Supporting objectives of local school boards</td>
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<td></td>
<td>− Civic engagement</td>
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</tbody>
</table>

Add someone from K-12 district
Equity and access issues / assure look for how we take this on for everyone
Indicators and goals for movement – look at populations of highest need