

Team Name: College & Career Readiness ANT

Tactical Plan: 2021-2022

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.

Tactic #1: K-12 Preparation (implemented through GIA Innovation Awardees including RCOE Magnify the Middle)

Output(s)	Output Metric(s)	Short-term Outcome(s) 12-18 mos.	Short-term Metric(s)	Mid-Term Outcome(s) 18-24 months	Mid-Term Metric(s)	Long-term Outcome*	Long-term Metric(s)
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Up to 9 pilot schools/districts are identified who agree to implement early preparation program. 8th and 9th grade success metrics are affirmed (CCGI/College Next milestones) 	<ul style="list-style-type: none"> Early preparation programs are launched and under way. Increased credit earning in A-G courses in 9th grade. 	<ul style="list-style-type: none"> Number of schools / districts who have signed participation agreements and are implementing program. 10% increase in A-G credit earning in first semester of 9th grade. 	<ul style="list-style-type: none"> Increase in the number of students by end of 9th grade who have successfully completed an A-G year. 	<ul style="list-style-type: none"> 10% increase in students who have completed 9th grade A-G requirements and are CCI "prepared". 	<ul style="list-style-type: none"> Increase in college preparedness by 20%. (GIA Goal #2) Increase baccalaureate, associate, certificate, and credential attainment. 	<ul style="list-style-type: none"> 15% Increase # of students completing baccalaureate, associate, certificate, and credential

Tactic #2: Early College Preparation and Mindset- Education and Economic Mobility

Output(s)	Output Metric(s)	Short-term Outcome(s) 12-18 mos.	Short-term Metric(s)	Mid-Term Outcome(s) 18-24 months	Mid-Term Metric(s)	Long-term Outcome*	Long-term Metric(s)
<ul style="list-style-type: none"> 1: Define target student group with greatest need (understand current state) Potentially by high school a-g completion and feeder middle schools 2: Establish an instrument/working theory to help diagnose the current state (pre-interviews i.e. MTM) 3: Establish definition of desired foundational environment and knowledge base (financial literacy, college going, career prep), confidence, self-awareness, self-efficacy and resilience desired for 6th graders that leads to growth mindset development, a-g completion and/or intent to enroll in some post-secondary study. 4: Implement 2-3 core strategies to strengthen external and internal assets (both curricular, extra-curricular) for middle school students, teachers, parents 	<ul style="list-style-type: none"> Target middle school pilot group established Working theory is defined Definition is created, including a-g broadly (achievement, remediation to complete a-g, course corrections and a-g audits) – Concept – from equity perspective make a-g equivalent to universal breakfast 2-3 strategies have been implemented with target group of students, parents and teachers 	<ul style="list-style-type: none"> 1: Teachers, administrators, school sites prioritize importance of mindsets of middle school educators and improvement of institutional practices and strategies 2: 6th - 8th grade change in (systemic) parent understanding and awareness of the impact of education their child’s future economic life, & the support resources and tools available to them. (Collective Marketing Campaign/ Panorama) 	<ul style="list-style-type: none"> 100% of site teachers are discussing higher education mindset and building it into their parent interactions X% of students and families will understand the long-term impact of academic underperformance and failure on reaching college, career and scholarship goals. Increase # number of hour’s student spend beyond what teachers require in 6th - 8th grade – <p>TO BE DISCUSSED in implementation phase x% of students and families will know the student’s target percentile and begin outlining a plan to reach their target percentile by going above and beyond what their teachers require, as needed, as measured by</p>	<ul style="list-style-type: none"> By the end of 8th grade, students and families will have a clear understanding of the amount, kind and level of work needed to reach their college, career and scholarship goals. Students will define their preliminary career and post-secondary goals. (SBCUSD program model) By the end of 8th grade, students and families will be aware of the FULL consequence of academic underperformance and failure (Ds and Fs on transcript). By the end of 8th grade, students have a clear understanding of college pathways before beginning of high school and will know which pathway they would like to pursue. 	<ul style="list-style-type: none"> Improved student understanding of college pathways as measured by pre- and post-surveys at college pathways workshops Increased academic success and higher education preparedness for historically marginalized middle school students (pilot group) as measured by grades, scores, interviews. 	<ul style="list-style-type: none"> Increase educational attainment, with specific emphasis on accelerating success for historically marginalized students' goals. 	<ul style="list-style-type: none"> Increase and maintain college enrollment

- 100% of site teachers are discussing higher education mindset and building it into their parent interactions
- When we talk about a-g – is it
 - a-g implementation systematically
 - a-g intervention to capture those with Ds to recapture course credit/Fs
 - a-g transcript audits to catch gaps for course correction to achieve a-g completion
- Resource: <https://innovateschools.org/parent-guide/parent-guide-what-are-the-a-g-requirements/>

Discussion 5/19/21

- Explore – SBCUSD NMS 100 results program // see example from Jacksonville – Merit scholars by design

Discussion 6/16/2021: More than measuring parent understanding (Randy) we are looking to measure what the outcome is as a result of increased parent understanding. Number of hours students are completing. Survey families to create a quantitative way to measure outcome.

Dr. Brown: Behavioral questions regarding parent mindset. Most parents do not think about college until late in H.S. it is when the front line folks share this is something that parents should pay attention to - I believe folks start to listen.

<https://spark.adobe.com/page/R4CbPm4mbimiD/>. A resource for us

Catalina: We need to work on student empowerment and parents (both). Over 100- 2020 students have shared that it is the “other stuff” that has created barriers for college going (day-to-day obstacles).

Carol: Important to define “family engagement”. What does the system provide the parents to be involved with and engage their students? Study shows family engagement leads to better student outcomes. How do we improve this?

Next Steps: Sheila/Ida and Kim will fine tune comments and reach out over summer to group fine tune the parent awareness/academic awareness, load/academic impact, and holistic approach to this work. Refine outputs to reflect

- Change ideas around parent engagement ideas – there won’t be one solution // we learn from each other – need to see what parents learned outcomes? We can measure things like perception data –what did they think before the event and how thinking differently
- Great outcome of this team -- Carol sparked idea of credentials and certificates so RCOE thought let’s make it deeper (Seal of bi-literacy exam stipend for teachers who have them. Let’s get districts to respect seals that we are offering – if you get hired in RCOE with that seal

Tactic #2 -

- How do we help families understand what their students’ goals truly are and the path to get there – they are hungry to get there and want to know how
 - Students say, “Why didn’t anyone tell me this?”
 - If they knew, they would act differently
 - It’s about parent’s knowledge and social capital
 - Our students are missing opportunities because we are not telling them how to get to where they want to go.
 - Starting with the end in mind
- It’s about both/and – what the schools are doing and what the community can do, too
- It’s about mindset and cultural shift
- Building a culture of high performance
 - Need to focus on the “so what?”
 - Push students to reflect on higher performance – “is it still good enough?”
 - Ultimately, we need to expect high performance across the IE – what does that look like and what does it mean for our work?
- This is bigger than just the education system – it’s cross sector

February Discussion Synthesis:

- 1) Low Transfer Rate (Transfer and Advising ANT)
- 2) Community College Drop-Off – Greatest Risk
 - a. Solution needs to work backwards from current community college drop-offs
- 3) Early Preparation and Planning
 - a. EAP: Scale what works
 - b. CTE: Scale what works
 - c. Mindset:
 - i. Student Mindset: What problem do I want to solve?
 - ii. Parent Mindset: Finishing college = path out of poverty
 - iii. Higher Education Mindset: Partnership early in student pathway (6th grade)

How to Build on Strong Existing Tools?

4/21/21 Notes – Tactic 2 planning conversation:

- External and internal assets
- Student choice is important part of how students grow
- Self-knowledge propels people forward to make change / self-reflection, self-study is important
- Values understanding – introducing “values” concept early
- “Why college?” by 6th grade, and “How college?” by 6th grade

NEXT STEPS:

- Homework -read 3 articles/resources below and we’ll pick up and finalize Tactic 2 plan.
 - Great article on Financial Literacy Standards - <https://www.tcrecord.org/Content.asp?contentid=22989>
 - <https://www.search-institute.org/our-research/development-assets/developmental-assets-framework/>
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Systemic Change Through Collective Impact

How does this change business as usual in our community?	How will this affect future generations?	How will this scale and be sustained?
<ul style="list-style-type: none"> - More educated students and parents - Helps region with focused strategy to work together - Supports vision 	<ul style="list-style-type: none"> - EQUITY - More education is good - More degrees in homes transforms communities - Increase social mobility, poverty reduction - Civic engagement 	<ul style="list-style-type: none"> - Becomes part of the system – institutionalized - Partners pick up pieces - Embedded in LCAP - Supporting objectives of local school boards

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