



College Readiness Block Grant Plan Proposal (Revised*)

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****Revised (Budget section pages 20-21)***

Board Report 258-16/17

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BACKGROUND

The California State Legislature has approved the sum of two hundred million dollars to establish the College Readiness Block Grant for high schools statewide. The Grant purpose is to provide supports in grades 9 through 12 to increase the number of students who enroll at higher education institutions and complete bachelor's degree within four years. Funding is intended to provide particular support to unduplicated pupils, as defined in Education Code sections 42238.01 and 42238.02.

Of this sum, \$16,951,071 million dollars has been allocated in a two-year Block Grant for the 113,522 high school students in LAUSD.

According to Senate Bill 828, these funds are allocated to support activities that directly support pupil access and successful matriculation to postsecondary institutions. Eligible activities may include, but are not limited to, the following:

- Providing teachers, administrators, and counselors with professional development opportunities to improve pupil A–G course completion rates, pupil college-going rates, and college readiness of pupils
- Increasing counseling services to pupils and their families regarding college admission requirements and financial aid programs.
- Developing or purchasing materials that support college readiness, including materials that support high performance on assessments required for admittance to a postsecondary educational institution.
- Developing comprehensive advising plans to support pupil completion of A–G course requirements.
- Implementing collaborative partnerships between high schools and postsecondary educational institutions that support pupil transition to postsecondary education, including, but not limited to, strengthening existing partnerships with the University of California and the California State University to establish early academic outreach and college preparatory programs.
- Providing subsidies to unduplicated pupils, as defined in Sections 42238.01 and 42238.02, to pay fees for taking advanced placement exams.
- Expanding access to coursework or other opportunities to satisfy A–G course requirements to all pupils. These opportunities may include, but shall not be limited to, new or expanded partnerships with other secondary or postsecondary educational institutions.

PROCESS

September, 2016 – December, 2016

The Division of Instruction created a committee made up of DOI leadership to spearhead writing the grant. The committee has met on a bi-weekly basis beginning at the end of September gathering ideas, sharing research, planning outreach and reviewing drafts of the grant proposal.



In partnership with Data and Accountability, the committee has conducted a needs assessment by examining the results from the 2015-2016 School Experience Survey on student college aspirations, support and guidance provided to students and parent on how to apply and finance college, and teacher and counselor capacity to provide information on A-G courses. Leadership also conducted research on the costs and trends of remediation and persistence in college.

September, 2016 – ongoing

The Division of Instruction (DOI) partnered with the Los Angeles Educational Research Institute (LAERI) who conducted an analysis of college going trends for LAUSD graduates, by examining patterns of college enrollment, persistence and completion. The Division of Instruction is also partnered with LAERI on two applied research projects related to college readiness supports in the district. The first project, conducted during the 2015-16 academic year focused on college readiness supports in LAUSD high schools and the second project, which is currently on-going, focuses on college counseling structures, resources and supports in LAUSD.

October 26, 2016 – October 28, 2016

One of the LAERI project's objectives included learning about promising practices and strategies related to college readiness and success from other large urban school districts. As a result, LAERI sponsored four members from the Division of Instruction and one member from Data and Accountability traveled to Chicago to observe and learn about college readiness work occurring in the Chicago Public Schools through their partnership with the Chicago Consortium for School Research, Network for College Success, and the To & Through Project. There we learned about how Chicago integrates data collection and usage with professional development and on-the-ground practices as well as how they have developed postsecondary leadership teams and a suite of professional development strategies to build capacity on college planning, application and transition processes.

Through our visit with Chicago, we investigated the findings from comprehensive research studies conducted by the University of Chicago Consortium, including *Potholes on the Road to College* and *Barriers to College Attainment*. We learned that like us Chicago has increased its graduation rate to 73%. However, unlike LAUSD, Chicago has increased its four year college enrollment and persistence rate to 58% from 18%, less than a decade ago. The best practices and lessons learned in Chicago were brought back and shared with DOI leadership to inform the development of the College Readiness Block Grant.

Key Research Findings from Chicago:

- A strong college climate was the single most consistent predictor of whether students took the necessary steps toward college enrollment.
- The extent to which students have access to norms for college enrollment, information on how to prepare for and effectively participate in college search and selection, and effective guidance and support in making decisions about college, all shape students' college access
- Filing a FAFSA and applying to multiple colleges both shape students' likelihood of being accepted to and enrolling in a four-year college.
- Teachers, counselors, and administrators can improve college access for students by ensuring that students who aspire to attain a two or four-year degree get the help they



need to understand how to make decisions about potential colleges, making sure that students effectively participate in the college application process and apply for financial aid in time to maximize their financial support, and urging students to apply to colleges that match their qualifications.

November 2, 2016

On November 2nd, the committee met with a focus group made up of directors, school site administrators, options/continuation school principals, local district and school site counselors, GEAR UP Coordinators, Special Education Transitions Services Coordinator, and college coaches to identify needs and gather ideas for the grant. The committee reviewed current LAUSD data including the gap with 76% of 12th grade students from the Class of 2016 aspiring to attend a four-year college and only 47% graduating eligible to attend a four-year public university.

The focus group brainstormed ideas about strategies and resources needed to support our students and their families through the process of planning for, applying to, and transitioning to college. Ideas were charted and participants ranked the ideas from 1-4. The following ideas were the highest ranked:

List of Strategies and Resources	1	2	3	4	Total Points
Training for counselors, teachers, & parents <ul style="list-style-type: none"> • Parent workshops • Information on Grants/Scholarships • Workshops on financial aid/selecting a college • Application process • College match and fit • Robust transcript analysis • College/Career Fair 	5	2	3	1	11
Utilize state of the art comprehensive website/technology tools with resources to share information, reminders, etc. <ul style="list-style-type: none"> • Pamphlet/flow chart information tool • Establish robust college/career centers w/ technology 	1	3	3	3	10
Additional counselors to reduce counselor ratio for ALL high schools (including Options)	6	1		2	9
Partnership with colleges/Universities (AB288) <ul style="list-style-type: none"> • Increase concurrent enrollment with local community college for ALL high school students including options/continuation sites Partnership with outside agencies (i.e. Linked Learning) <ul style="list-style-type: none"> • Internships • Career Technical Education (CTE) courses Partnership with GearUp	1	3	4	1	9
School wide college plan - Common Message	2	2	3	1	8
Transition services/courses: <ul style="list-style-type: none"> • Bridge program from middle to high school • Transition course to prepare for post-secondary • Support to address Summer Melt 		2	2	1	5
Preparation for Math & ELA placement exams		1		3	4
Redesign IGP to be more relevant for today (competency check off, etc.)	2	2			4
Career Interest and Exploration Program <ul style="list-style-type: none"> • Connecting career to college 				3	3



List of Strategies and Resources	1	2	3	4	Total Points
<ul style="list-style-type: none"> Transition services for students with disabilities 					

Ideas from the focus group as well as from our research and collaboration with LAERI are incorporated into this draft of the college readiness grant proposal. These ideas included the need to support the new Memorandum of Understanding (MOU) on AB288 and providing increased concurrent enrollment opportunities for students.

November 10, 2016

On November 10th, a meeting was held with the Local District Administrators of Instruction reviewing current data, identifying needs and brainstorming ideas to support our students and their families through the process of planning, applying and transitioning to college. The ideas generated aligned with the ideas gathered from the focus group.

November 21, 2016

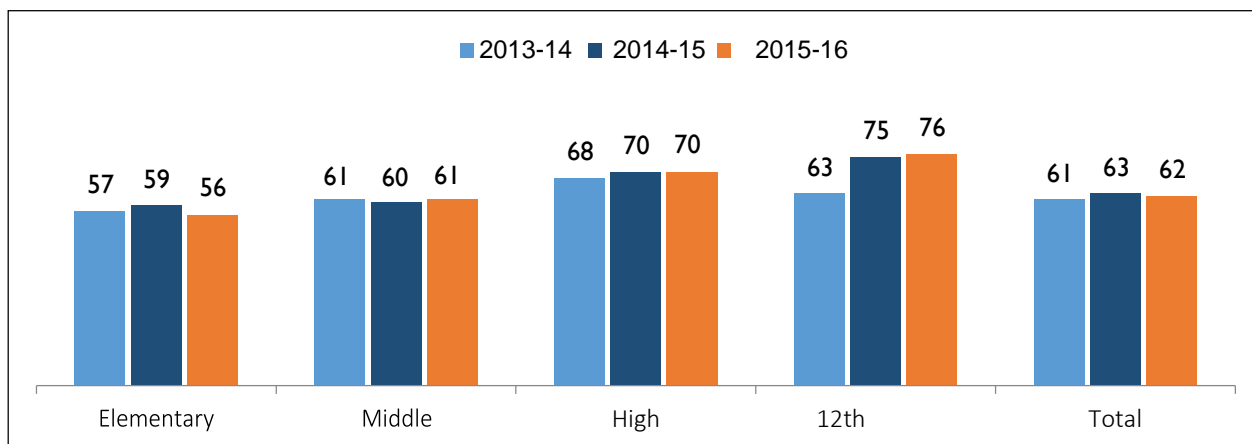
The College Readiness Grant proposal will be submitted to the Los Angeles Unified Board of Education on November 21, 2016 for review and approval.

NEEDS ASSESSMENT

The following results from the 2015-16 School Experience Survey were used to indicate the areas of need in order to increase the number of students that graduate on-time and enroll and persist in postsecondary education.

With the implementation of the A-G course requirements and the increased focus on graduating college and career ready, the percentage of 12th grade students planning to complete a four-year college degree or beyond has increased from 63% to 76% in the past two years.

Figure 1: Percentage of Students Who Planned to Complete a Four-Year Degree or Beyond

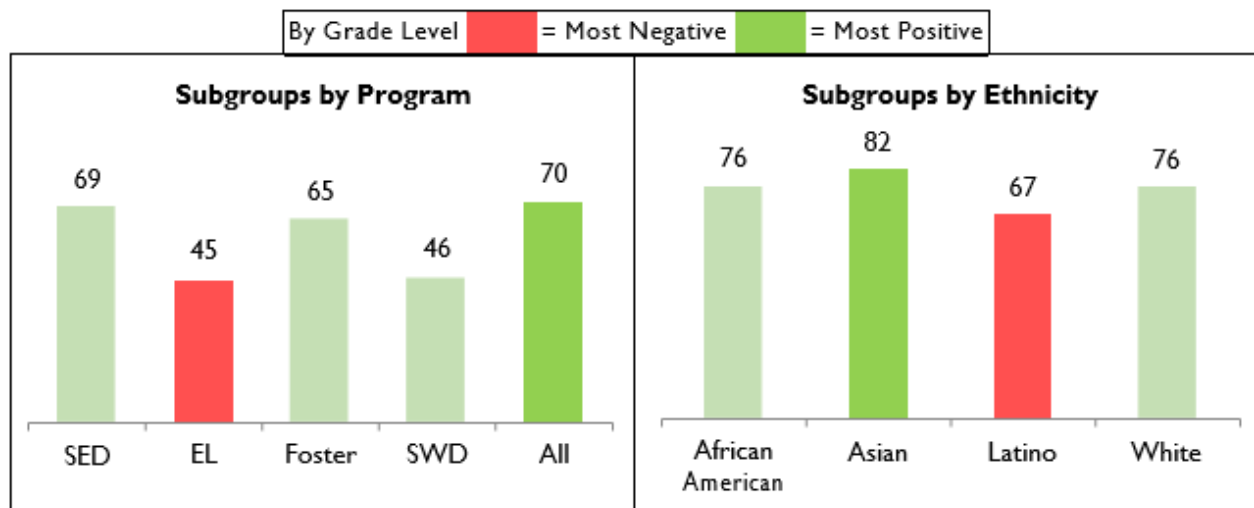


When analyzing the data by student program and ethnic subgroups, significant differences are revealed in the expectations of students for completing a four-year college degree or beyond. The subgroups by program are shown with all students as a reference point because program subgroups are not mutually exclusive groups; ethnic groups are compared to one another.



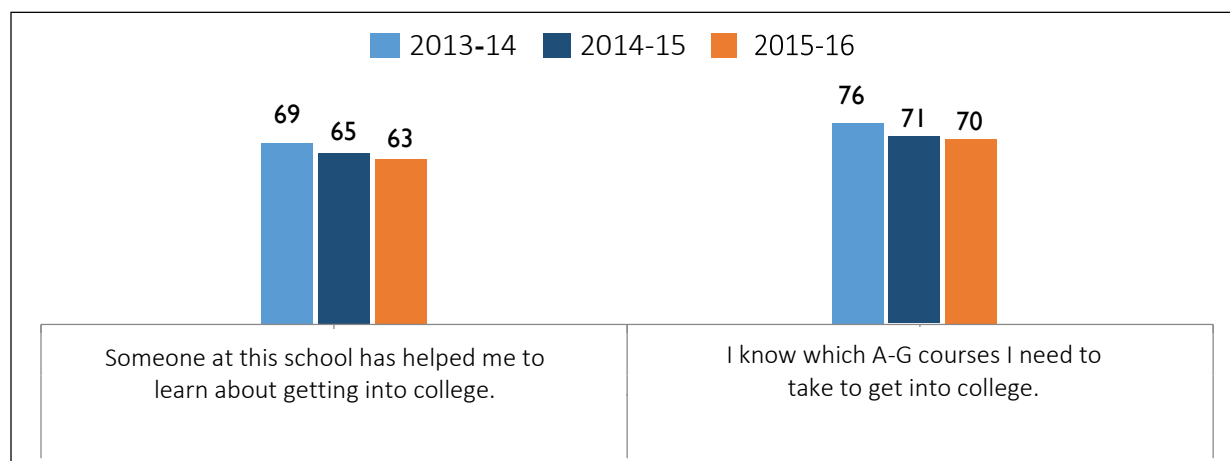
English learners and students with disabilities had much lower expectations for completing a four-year college degree than their peers. Only 45% of English learners and 46% of students with disabilities planned to complete a four-year college degree, compared to 70% of students overall. By ethnicity, Latino students had the lowest expectations for completing a four-year college degree.

Figure 2: Percentage of High School Students Who Planned to Complete a Four-Year Degree or Beyond by Subgroups (2015-16)



Students were asked if school staff helped them “learn the details of getting into college” and if they knew which A-G courses they “need to take to get into college.” Agreement among high school students decreased by 6 percentage points between 2014 and 2016 on each item.

Figure 3: Percentage of Students Who Agreed that They Learn about College Application and A-G Requirements at School

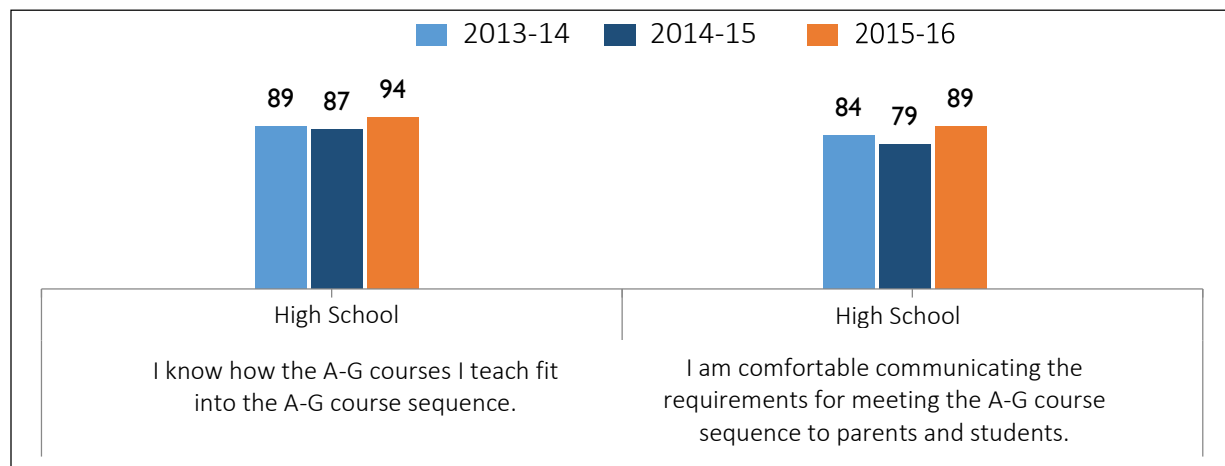


Although an increasing percentage of middle and high school teachers report that they understand how their courses fit within the A-G course sequence and they are comfortable communicating A-G course requirements to students and parents, there continues to be a



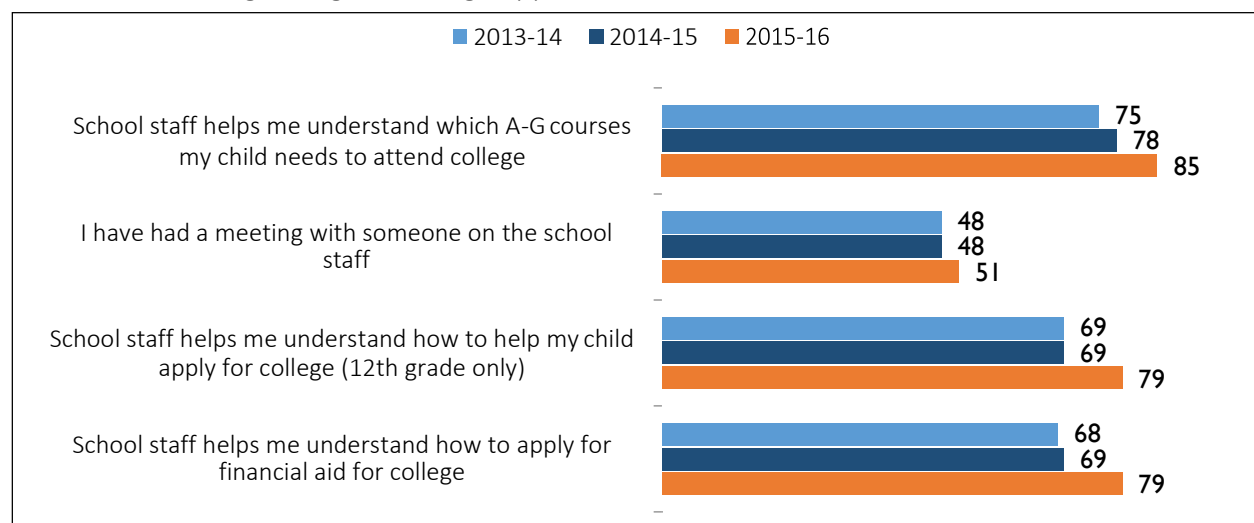
percentage that are not comfortable communicating the A-G requirements to students and families.

Figure 4: Percentage of Teachers Who Agreed with Questions about Supporting A-G Attainment



Over the last year, there were substantial increases in parents’ agreement about receiving A-G and college planning support. The rate of agreement with the survey item “School staff helps me understand which A-G courses my child needs to take to graduate from high school” increased by 7 percentage points, and the rates of agreement on receiving support for college applications and financial aid both increased by 10 percentage points. More than half of the parents (51%) reported meeting with school staff to discuss their children’s Individual Graduation Plan (IGP), a 3 percentage point increase from last year.

Figure 5: Percentage of High School Parents Who Agreed with Questions about Receiving College Planning Support, 2013-14 to 2015-16



The School Experience Survey data in figures 1 through 5 indicate an increase in student interest in attending a four-year university; however, students must be equipped with the information needed to successfully prepare for, apply to college, and persist in attaining their degrees. These data indicate a need to build the capacity of school staff, including administrators, teachers,



coordinators and counselors in order to support students and their families with making goals of college and career a reality.

Figure 6: 2015-16 CA Public School Students Statewide Post-Secondary Enrollment by Ethnicity

Race/Ethnicity	Total High School Graduates	Number Enrolled in CA Public Postsecondary Institutions	Percent Enrolled in CA Public Postsecondary Institutions	Number that completed 1 year of credit within 2 years of postsecondary enrollment	Percentage that completed 1 year of credit within 2 years of postsecondary enrollment
Hispanic	128,466	59,956	47%	26,240	20%
American Indian or Alaska Native	2,867	1,206	42%	468	16%
Asian	38,103	25,571	67%	19,723	52%
African American	25,736	11,653	45%	4,933	19%
White	138,605	71,587	52%	41,891	30%
Total	356,654	182,993	51%	100,913	28%

Source: California Longitudinal Pupil Achievement Data System (CALPADS), 2016

Less than half of the Hispanic and African American high school graduates enroll in a postsecondary institution and less than 20% complete one year of credits within two years.

Figure 7: 2015-16 CA Public School Students Postsecondary Statewide Enrollment by Student Subgroups

Category	Total High School Graduates	Number Enrolled in CA Public Postsecondary Institutions	Percent Enrolled in CA Public Postsecondary Institutions	Number that completed 1 year of credit within 2 years of postsecondary enrollment	Percentage that completed 1 year of credit within 2 years of postsecondary enrollment
Socioeconomically Disadvantaged	108,745	51,499	47%	24,516	23%
English Learner	78,776	38,234	49%	17,647	22%
Students with Disabilities	20,923	7,165	34%	1,466	7%

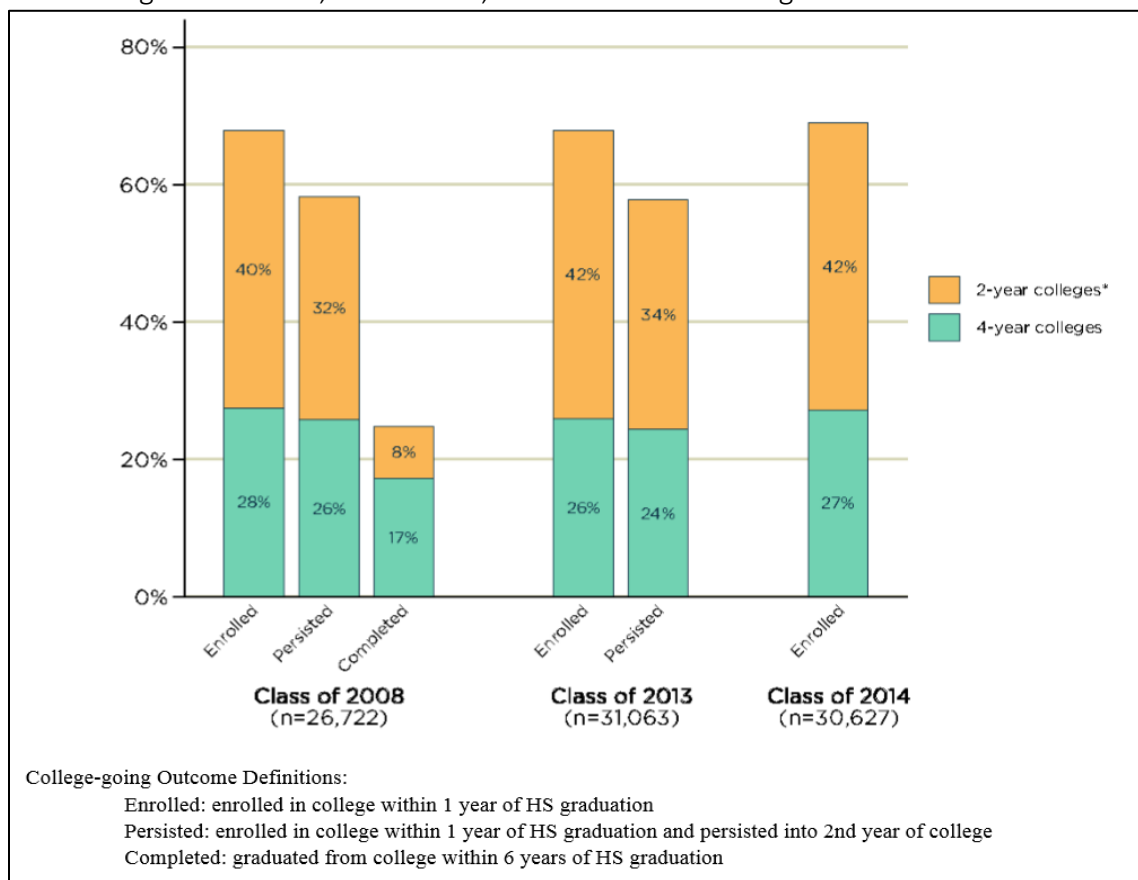
Source: California Longitudinal Pupil Achievement Data System (CALPADS), 2016

Less than half of the socio-economically disadvantaged, English learners and students with disabilities that graduate high school enroll in a postsecondary institution and less than 23% complete one year of credits within two years.

What percentage of LAUSD graduates enrolled in college, persisted into the second year, and graduated within six years?



Figure 8: College Enrollment, Persistence, and Graduation among LAUSD Graduates



Source: Los Angeles Educational Research Institute (LAERI) analysis of national Student Clearinghouse data for LAUSD graduates, 2016

The data in figures 6, 7 and 8 point to the need to ensure all students graduate aware of and eligible for college opportunities and prepared to succeed in obtaining a postsecondary certificate or degree. Of notable urgency is the need to increase the capacity of school staff, especially in counseling departments, to provide students with much needed guidance and supports in the areas noted above. By allocating funds to resources that will build knowledge around the essential components of college and career readiness, we will directly target areas of greatest need and provide sustainable change.

- The Education Trust report of 2011 titled “Poised to Lead: How School Counselors Can Drive College and Career Readiness” notes that by helping individual students, counselors help their schools too; that they are “an invaluable resource for helping schools see how their policies and practices may contribute to holding students back, and for determining how to propel all students towards success ... [they] are uniquely positioned ... to lead a college and career ready agenda.”
- The College Board’s 2012 survey of school counselors and administrators reinforces this, surfacing information indicating that counselors’ credentialing programs may not have fully prepared them to lead in the college and career readiness mission. The report shows that while “counselors and administrators have a shared vision of the mission of schools

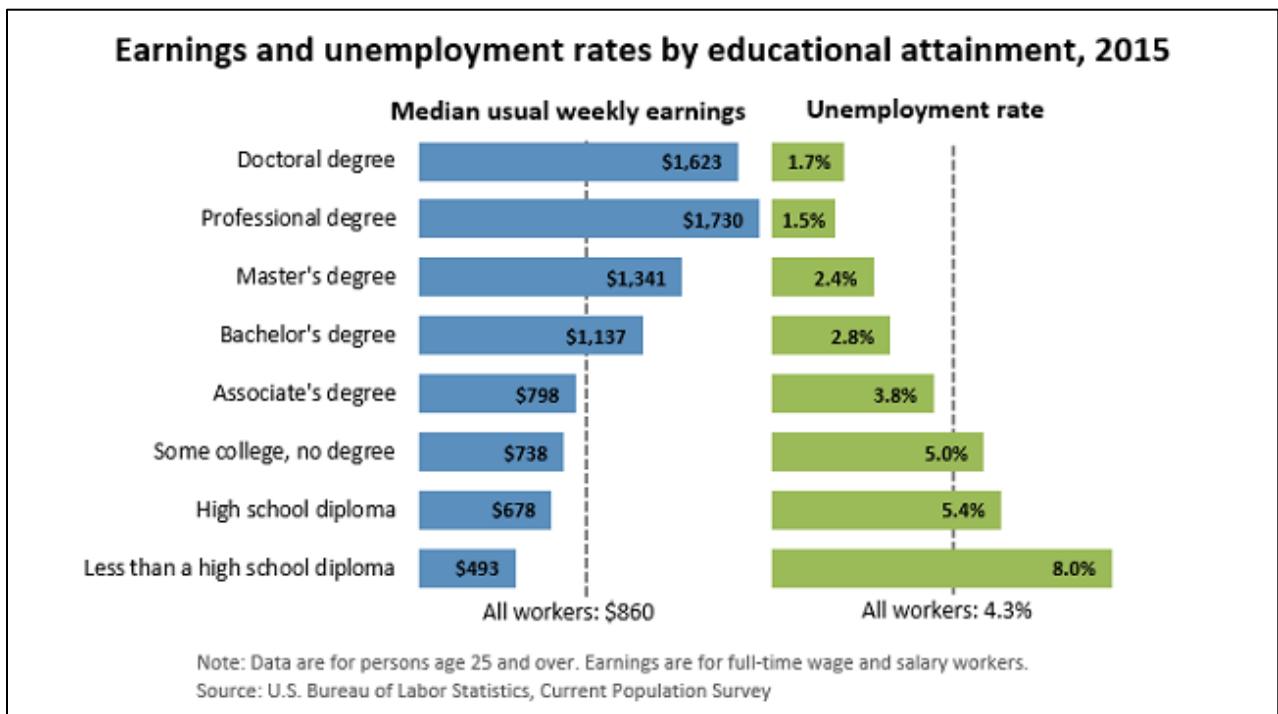


... counselors who feel better trained on how to provide high school students with the right college application materials are more likely to have students who go to college.”

LAERI’s research also indicates that counselors would like more training on a variety of college related topics. Survey responses show a gap between LAUSD students’ expectations that they will attend and their college enrollment. Many of our students and their families lack the knowledge and resources necessary to make higher education a reality. Students and their families need information and guidance from administrators, teachers and counselors as they progress through high school in order ensure all students are given academic opportunities, supports, and information to navigate the process of planning and applying for college in order to graduate prepared for postsecondary success.

WHY COLLEGE MATTERS

In the 21st century global economy, postsecondary education is the foundation of social mobility, financial security, and positive citizenship. Over 80% of 21st century jobs and careers require postsecondary training and education. As demonstrated in the chart below, postsecondary degrees have a significant impact on students’ earning potential over their lifetime.



LAUSD GRADUATE PROFILE

The following student profile highlights the attributes and competencies needed to graduate from high school prepared for postsecondary success. The different elements provide a focus for areas where the District needs increased understanding and support in order for students to demonstrate readiness for success in college and 21st century careers. A graduate profile helps with achieving coherence across the District and provides a snapshot of what it means to be college and career ready.



COLLEGE & CAREER READY STUDENT

The Why:

To ensure that all students develop the attributes and competencies needed to thrive in post-secondary college and careers.

Academic Scholars

- Successfully complete the A-G course sequence
- Develop and revise personal/professional growth plan to capitalize on strengths and address areas of growth
- Set, review, revise and meet short- and long term goals and deadlines, making appropriate use of family, community and professional resources
- Demonstrate grit and perseverance

Collaborator

- Collaborate productively in diverse groups to make decisions and achieve common goals
- Value divergent thinking and the individual contributions of others

Influential Communicator

- Communicate persuasively using multiple mediums and 21st century tools
- Interpret social and emotional cues as needed for active listening and effective dialogue
- Acquire multilingual verbal and written skills
- Be a self-advocate

The How:

Aware – Students will understand post-secondary options and see the importance of college

Eligible – Students will complete the requirements necessary for the college entrance and success

Prepared – Students will graduate from high school with the knowledge, skills, dispositions and attributes necessary for post-secondary education without remediation.

Culturally Competent Citizen

- Participate in civics and engage in local community service
- Display awareness of and respect for diverse cultures
- Demonstrate awareness of global economic needs and the respective careers and skills to serve them

Self-Efficacious

- Believe about one's ability to succeed and accomplish set goals
- Approach obstacles and setbacks as opportunities to learn, reflect and improve




Adaptable & Innovative Problem Solver

- Think critically and creatively using knowledge and skills from a variety of disciplines
- Demonstrate a reflective, flexible and dynamic mind-set
- Identify and solve challenges using a cohesive, efficient, and revisable plan of action
- Design innovative technical and artistic creations appropriate for specific audiences and purposes



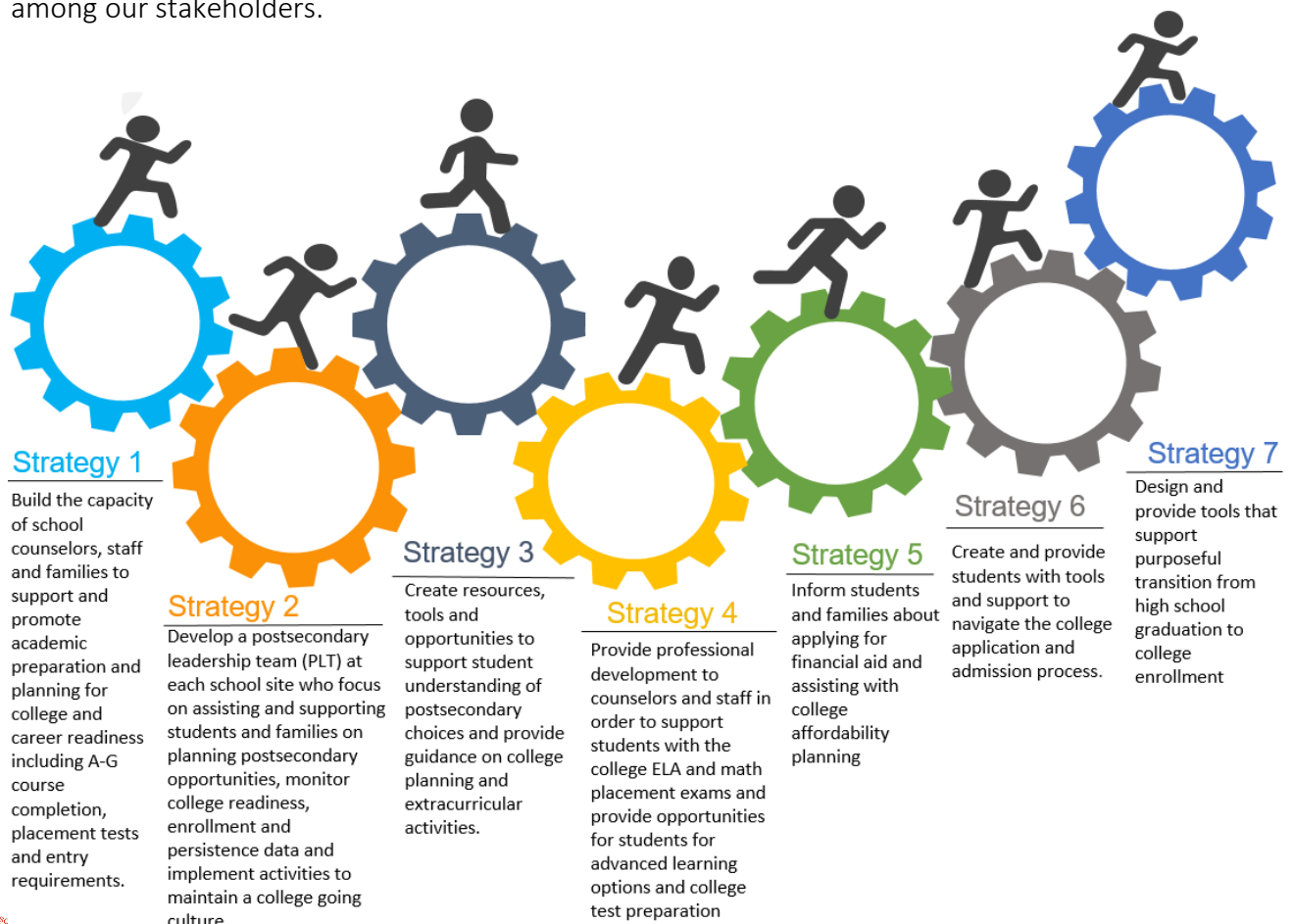
GOALS

Our goals are to:

-  Increase the number of low-income, first generation and underrepresented students who apply to college, matriculate without the need for remediation courses and succeed in attaining 2 and 4-year college degrees
-  Foster the conditions for sustainable change by focusing on capacity building and systems thinking to create an infrastructure for communication, tools, and resources to address the needs of administrators, teachers, counselors, students, and families on graduation, planning, applying and transitioning to college.
-  Establish data benchmarks and assemble a system to assist with the collection and monitoring of student college applications and acceptances, financial aid and scholarship applications and awards, math and English course remediation, and college persistence and completions rates.

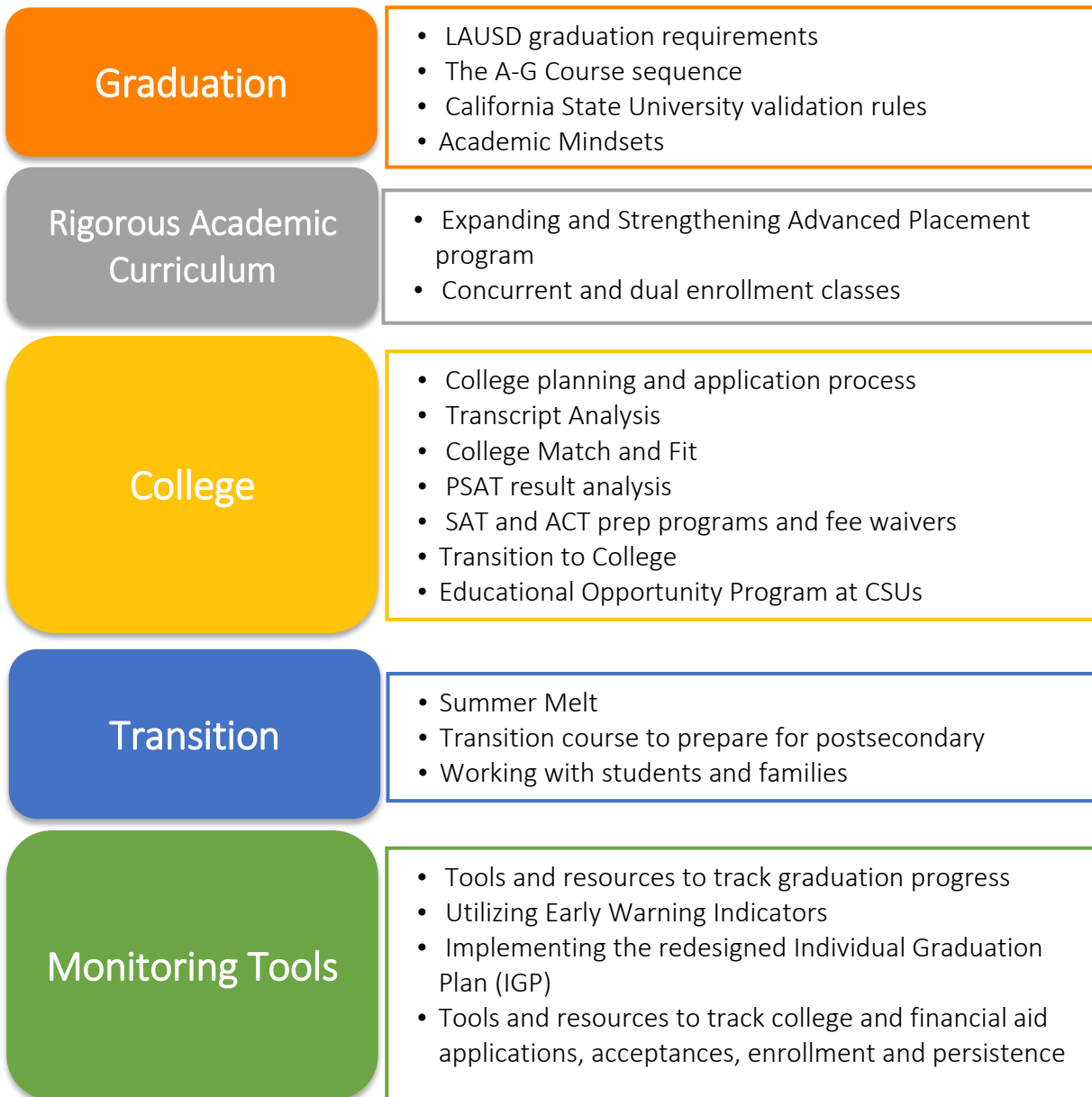
STRATEGIES TO MEET GOALS

The Division of Instruction will utilize the goals as the framework for an array of strategies which will address areas of need for schools, students and families, and fill existing knowledge gaps among our stakeholders.



STRATEGY 1: Build the capacity of school counselors, staff and families to support and promote academic preparation and planning for college and career readiness, including A-G course completion, placement tests and entry requirements.

In order to support students, the Division of Instruction will develop a suite of professional development for both online and face-to-face delivery for counselors and staff that includes resources and tools designed to better serve students and families. Training and resources will be provided on the following topics:



STRATEGY 2: Develop a postsecondary leadership team (PLT) at each school site that focuses on assisting and supporting students and families with planning postsecondary opportunities, monitoring college readiness, enrollment and persistence data, and implementing activities to maintain a college going culture.

What is a PLT?

- A PLT is a collaborative structure designed to bring key stakeholders together around the common goal of increasing college and career awareness, readiness, access and success. The PLT provides an organizational framework for ongoing strategic communication, planning, assessment and evaluation of postsecondary goals.

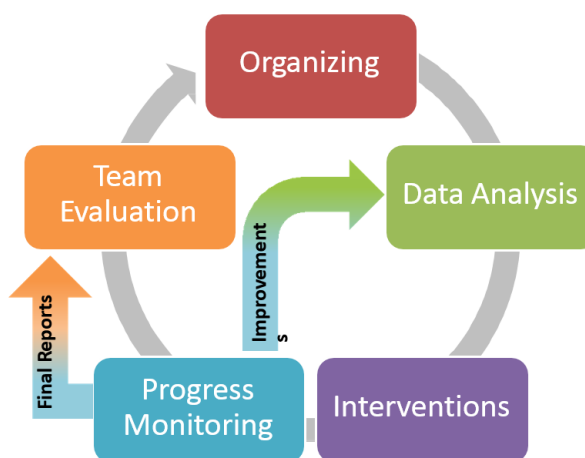
Who participates in a PLT?

- PLTs are made up of the principal, all counselors, A-G Diploma Program Counselors, A-G or intervention coordinator, CTE teacher, SPED teacher, EL coordinator, athletic coach, senior class sponsor, parent, student, community members and external partners such as GEAR UP, Project Grad, Diplomas Now, AVID, etc. and other selected staff



What does a PLT do?

- PLTs are driven by data about postsecondary achievement or outcomes (e.g. college enrollment, college applications and acceptances, college match & fit, FAFSA completion, college fair/tour participation)
- PLTs provide a space for strategic thinking, planning and action by the school to respond to gaps in key performance indicators. The PLT takes ownership for increasing college enrollment and creating a college-going culture in schools.



- An effective PLT rests on a foundation of effective organization and thorough data analysis
- Each PLT works through a cycle moving back and forth from stage to stage as appropriate
- Throughout the year, a PLT should routinely evaluate the critical components of each stage of the cycle. In so doing, the PLT will maintain an open, development-oriented culture leading to effective team interactions and ultimately success for students



STRATEGY 3: Create resources, tools and opportunities to support student understanding of postsecondary choices and provide guidance on college planning and extracurricular activities.

Division of Instruction will create a comprehensive website of information, tools and resources on college planning for students, staff and families. Division of Instruction will create tools, identify resources and provide links to sites where students, staff and families can:

- Take self-assessment interest surveys and explore various careers
- Learn about the differences between University of California (UC), California State Universities (CSU) and community colleges
- Search for colleges
- Learn about requirements of different colleges (UC, CSU, Private)
- Learn about considerations for finding the right college match
- Explore Career Technical Education Pathways, internships, volunteer programs, and linked learning experiences
- Access PSAT, SAT, ACT test preparation
- Partner with Special Education Transition Services to identify and provide appropriate tools for students with IEPs

STRATEGY 4: Provide professional development to counselors and staff in order to support students with the college ELA and math placement exams and provide opportunities for students for advanced learning options and college test preparation

Expository Reading and Writing Course (ERWC)

The ERWC course was designed by the California State University system in partnership with high school teachers to better prepare students for college level reading and writing. Students are encouraged to take an AP English course or ERWC in order to prepare them for the English Placement Test (EPT). Teachers must be trained by the CSU in order for a school to offer this course to students to meet the Early Assessment Program requirements. Currently only half of our high schools offer this course. The Division of Instruction will partner with the California State Universities to provide opportunities for professional development to ELA teachers to increase the number of ERWC courses offered to students to decrease the placement of students in college remediation courses.

Transition to College Mathematics and Statistics Course (TCMS)

The TCMS course was designed by the California State University Northridge for LAUSD students to better prepare students for college level math. The course has been piloted with various schools. Teachers must be trained by the CSU in order for the course to be offered. The Division of Instruction will partner with the California State Universities to provide professional development to at least one math teacher from each high school to implement the Transition to College Mathematics and Statistics course that will prepare students for college math placement exams and reduce the number of students requiring remediation.

- Transition to College Mathematics and Statistics course is an advanced math course that does not require calculus and may be taken in place of Algebra 2 or a fourth-year math course. Based on an inquiry-oriented and technology-rich approach, the course helps



ensure student success in college and careers in increasingly technological, information laden, and data-driven society.

- LAUSD in partnership with Project Grad and California State University Northridge will provide the necessary support and materials to implement the Transition to College Mathematics and Statistics course at each high school.
 - Using a math specialist to provide support to high school teachers implementing the new course.
 - Providing the necessary textbooks and instructional materials to support the implementation of the Transition to College Mathematics and Statistics course at each high school
 - Providing bus transportation to take students to their local California State University to take the math placement exam



2017-18 (YEAR 1)

Identification and Scale Up Policy

- Inform schools regarding the TCMS course
- Notification of 60 Schools: (April – May, 2017)
- Building of Master Program to include TCMS: (March-May, 2017)
- Recruitment of Teachers: (May – June, 2017)

Professional Development Timeline

- July – August, 2017: Initial training for TCMS teachers
- October, 2017 – Day 2 TCMS teachers training
- January, 2018 – Day 3 TCMS teachers training
- March, 2018 – Day 4 TCMS teachers training

Materials Requisition

- Ordering TCMS Textbooks: (August, 2017)
- Ordering of ConnectEd Online Access: (August, 2017)
- Ordering of ALEKS: (August, 2017)

Students Program

- ELM Test Bus transportation request: (February, 2018)
- Students Celebration (June, 2018)

2018-19 (YEAR 2)

Year 2 Identification and Scale Up Policy

- Notification of New Cohort of 106 Schools: (April – May, 2017)
- Building of Master Program to include TCMS: (March-May, 2017)
- Recruitment of Teachers: (May – June, 2017)

Professional Development Timeline

- July – August, 2018: Initial training for TCMS teachers
- October, 2018 – Day 2 TCMS teachers training
- January, 2019 – Day 3 TCMS teachers training
- March, 2019 – Day 4 TCMS teachers training

Materials Requisition

- Ordering TCMS Textbooks: (August, 2018)
- Ordering of ConnectEd Online Access: (August, 2018)
- Ordering of ALEKS: (August, 2018)

Students Program (New and Returning Cohort)

- ELM Test Bus transportation request: (February, 2019)
- Students Celebration

Advanced Placement Courses

Provide teachers with opportunities for professional development for Advanced Placement (AP) course preparation and support school sites with auxiliaries in order to increase AP course offerings.

Concurrent Enrollment Courses

Provide textbook resources to support increased access and enrollment in credit bearing college courses

Identify and provide test prep resources such as College Board, Princeton Review and Khan Academy to support student ACT and SAT preparation



STRATEGY 5: Inform students and families about applying for financial aid and assisting with college affordability planning

LAUSD will provide access to online modules and trainings to offer students and families' information on College Affordability Planning. The online resources will be available in the following areas:

- Federal Application for Student Aid (FAFSA) Application
- Family workshops on financial planning
- Assisting undocumented/ Dream Act (DACA) students through the financial aid process
- Understanding college loans and their impact
- Grants, scholarships and awards
- Resources on work-study programs
- Early Acceptance requirements, timelines and financial aid considerations

STRATEGY 6: Create and provide students with tools and support to navigate the college application and admission process

Students, families, and schools need to be aware of the College Admission Process and steps required by each type of campus. The Division of Instruction will support counselors, students and families with tools so that they can be more proactive and informed about admission requirements and can track student applications acceptances and enrollment. These tools will include information about:

- Planning for college readiness tools by grade level
- Understanding requirements and steps in the admissions process
- Identifying what colleges are looking for in applications
- Tracking admissions – timelines including organization of application materials, submission deadlines, acceptances, and enrollment.
- Preparing and submitting college applications (early decision, common application, CSU and UC applications, out of state and private university applications)
- Applying to the University Educational Opportunity Program
- Accessing resources and recommendations on how to write the college essay and personal interest questions (PIQ)
- The 2 to 4-year path and community college transfer process.
- College Promise

STRATEGY 7: Design and provide tools that support purposeful transition from high school graduation to college enrollment

The Division of Instruction will prepare students for the challenges of the high school to college transition, including readiness to meet deadlines that occur during the summer before their first year. Currently, there is no centralized system that collects and monitors student college enrollment, persistence or completion. LAUSD will purchase and use the National Student Clearinghouse data for that purpose possibly in conjunction with Cal-PASS Plus. To prepare students for the college transition, LAUSD will:



- Develop and implement a high school elective course that prepares students for the transition to their college experience.
- Assist counselors in supporting students by summarizing key summer tasks to be completed for their intended college in order to avoid summer melt
- Provide resources and tools on overcoming barriers to college freshman success
- Partner with Special Education to coordinate transition services for students with disabilities
- Offer assistance in community college course selection and enrollment, such as enrolling in core classes (ELA and math).
- Offer assistance to students who will be living away from home in their first year by informing them of accommodations, meal plans, adjusting to a new environment, and how to advocate for themselves.
- Generate a system of data collection and monitoring of student enrollment, persistence and completion of postsecondary opportunities.



BUDGET CONSIDERATIONS

In order to make our goals a reality, a team will be needed to create and deliver professional development, tools and online resources for school personnel, students and their families. The following are the budget considerations to meet the goals set in the College Readiness Block Grant.

Personnel	Cost	Positions	Spring 2017	Year 1 Implementation Total Cost	Year 2 Implementation Total Cost	Strategy Alignment
College Counseling Coordinators (1 per local district and central office)	\$122,840.00	7	\$429,940	\$859,880	\$859,880	1, 2, 3, 5, 6, 7
Instructional Technology Specialist	\$143,947.00	1	\$71,974	\$143,947	\$143,947	1, 3, 5, 6, 7
Multi-media Designer	\$122,840.00	1	\$61,420	\$122,840	\$122,840	1, 3, 5, 6, 7
Counselor (additional counselor for high need schools according to equity index)	\$109,081.00	10		\$1,090,810	\$1,090,810	1, 2, 3, 5, 6, 7
Instructional Data Coordinator	\$149,683.00	1		\$149,683	\$149,683	1, 2
Personnel	Cost	Hours	Spring 2017	Year 1 Total Cost	Year 2 Total Cost	
Auxiliary (30 auxiliaries for school sites)	\$77.00	180		\$415,800	\$415,800	4
Counselor Z-time (174 sites - 50 hours each)	\$76.00	8,700		\$661,200	\$661,200	7
Personnel TOTAL			\$563,334	\$3,444,160	\$3,444,160	
Professional Development	Cost	Days	Spring 2017	Year 1 Total Cost	Year 2 Total Cost	
PD Teacher Regular - College Advisement Training Series (5 days of PD for 1 teacher per HS sites - 174 sites per year)	\$460.00	870		\$400,200	\$400,200	1, 2, 3, 5, 6, 7
Professional Development	Cost	Hours	Spring 2017	Year 1 Total Cost	Year 2 Total Cost	
Training Rate - College Advisement Training Series (174 sites x 5 days - 6 hour trainings)	\$29.21	5,220		\$152,476	\$152,476	1, 2, 3, 5, 6, 7
Training Rate - AP Prep (119 sites x 4 days - 6 hour trainings)	\$29.21	2,856		\$83,424	\$83,424	4
Training Rate - ERWC (119 sites x 4 days - 6 hour trainings)	\$29.21	2,856		\$83,424	\$83,424	4
Teacher Regular Rate - Math (119 sites x 4 - 6 hour trainings- 59 sites year 1 and 60 sites year 2)	\$76.00	1,416 (YR 1) 1,440 (YR 2)		\$107,616	\$109,440	4
Training Rate - Postsecondary Leadership Team Participation (174 sites x 28 hours)	\$29.21	4,872		\$142,311	\$142,311	2
Custodial Overtime (9 trainings at 6 sites for 6 hrs each)	\$59.78	90		\$5,380	\$5,380	1, 3, 4, 5, 6, 7



	Cost	Hours	Spring 2017	Year 1 Total Cost	Year 2 Total Cost	
Professional Development						
Clerical Relief (174 sites - 2 hours each)	\$33.31	348		\$11,591	\$11,591	1, 3, 4, 5, 6, 7
Custodial Supplies (14 trainings at 6 sites)	\$8,400.00			\$8,400	\$8,400	1, 2, 3, 4, 5, 6, 7
General Supplies	\$50,000.00			\$50,000	\$50,000	1, 2, 3, 4, 5, 6, 7
Professional Development TOTAL				\$1,044,822	\$1,046,646	
Contracted Instructional Services	Cost	School Sites	Spring 2017	Year 1 Total Cost	Year 2 Total Cost	
National Clearinghouse Data	\$36,000.00			\$36,000	\$36,000	3, 4, 6, 7
Project GRAD - Cal State Northridge (4 trainings for each local district)	\$11,200.00			\$268,800	\$268,800	4
Contracted Instructional Services: * career exploration * goal setting * college exploration and fit * data collection program of college applications, acceptance, FAFSA completion, scholarship and financial aid awards, placement in remediation, persistence and college completion * SAT and ACT preparation * Advanced Placement Prep * Professional development & training				\$1,270,575	\$1,270,575	1, 3, 4, 5, 6, 7
Contracted Instructional Services TOTAL				\$1,575,375	\$1,575,375	
Instructional Materials	Cost	Number	Spring 2017	Year 1 Total Cost	Year 2 Total Cost	
Textbooks to support concurrent enrollment (\$250,000 per LD per year)	\$250,000.00	6		\$1,500,000	\$1,500,000	4
ALEKS licenses (35 students per site - 59 sites year 1 and 119 sites year 2)	\$2,275.00	59 (YR 1) 119 (YR 2)		\$134,225	\$270,725	4
Transition to College Math & Statistics online subscription (Connect Ed) (35 students per site - 83 sites year 1 and 119 sites year 2)	\$2,275.00	59 (YR 1) 119 (YR 2)		\$134,225	\$270,725	4
Transition to College Math & Statistics Textbooks (35 students per site - 59 sites year 1 and 60 sites year 2)	\$100.00	2,065 (YR 1) 2,100 (YR 2)		\$206,500	\$210,000	4
Instructional Materials TOTAL				\$1,974,950	\$2,251,450	
Transportation for ELM Test	Cost	Number	Spring 2017	Year 1 Total Cost	Year 2 Total Cost	
Bus Transportation	\$385.00	40		\$15,400	\$15,400	4
Transportation for ELM Test TOTAL				\$15,400	\$15,400	
GRAND TOTAL			\$563,334	\$8,054,707	\$8,333,031	
Grant Allocation	\$16,951,071.00					



PROGRESS MONITORING

The metrics for measuring progress and outcomes are aligned with some of the District scorecard and LCAP benchmarks and include research-based college readiness indicators.

INDICATORS	MEASURES	SOURCE	LCAP
College			Yes/No
College applications	Number of applications per student	Exit Survey	No
College acceptances	Number of college acceptances per student	Exit Survey	No
FAFSA	Number Completed	Self-reported survey	Yes
College Fair	Number of Participants	Sign-in Logs	No
Professional Development Participation	Number of counselors and teachers certified in the 5 day training or the Cal State LA Continuing Education Credits Course	Sign-in Logs	No
Parent Workshop Participation	Number of participants in parent college readiness workshops	Sign-in Logs	Yes
Individual Graduation Plan (IGP)	Completion Rate	MiSiS	Yes
Course Performance			
GPA	3.0 or above	MiSiS	No
A-G Course Completion	On-track with a "C" or better	MiSiS	Yes
Cohort Graduation	Cohort Graduation Rate	MiSiS/CDE	yes
Test Scores			
PSAT	ELA higher than 430; Math higher than 480	MiSiS	No
			No
SAT Score	Greater than 1550	MiSiS	No
SBAC (11 th Grade) ELA and math	Standard exceeded (are considered ready for college level ELA and/or math coursework and are exempt from taking the CSU English Placement Test and/or Entry Level Math exam Standard met (are considered conditionally ready for college level ELA and/or math coursework and are exempt from taking the EPT and/or ELM exam.	MiSiS	Yes
			Yes
ACT Scores	ELA higher than 18; Math higher than 22; Reading higher than 21; Science higher than 24	MiSiS	No
			No
			No
			No
Advanced Course Completion			
Advanced Placement Course Exam	Score of a 3 or higher	MiSiS	Yes
Concurrent Enrollment in a Post-Secondary Institution	Successful course completion with a C or higher	MiSiS	



INDICATORS	MEASURES	SOURCE	LCAP
College			Yes/No
Completion of Expository Reading and Writing Course	Number passing the course	MiSiS	No
Completion of Transition to College Math & Statistics	Number passing the course	MiSiS	No
School Experience Survey		Baseline	
School Experience Survey	Increase the number of high school students that plan to complete a 4 year degree or higher	70%	No
	Increase number of students that know which A-G courses they need to take to get into college	70%	No
	Increase number of students that agree that someone at the school has helped them learn about getting into college	63%	No
	Increase number of parents that agree school staff has helped them understand which A-G courses their child needs to take	85%	No
	Increase the number of parents that agree they have had a meeting with someone at the school to discuss their child's IGP	51%	No
	Increase the number of parents that agree school staff has helped them understand how to help their child apply for college (12th grade only)	79%	No
	Increase number of students that agree that someone at the school has helped them learn about getting into college	63%	No
	Increase the number of parents that agree the school staff has helped them understand how to help their child apply for financial aid (12th grade only)	79%	No

