RIVERSIDE COUNTY
LEADING THE WAY TO
COLLEGE AND CAREER
READINESS
LEADERSHIP MATTERS
FOCUS ON THE RIGHT WORK!
College and Career Readiness Goals:

- Increase the percentage of students applying to three or more colleges to 60%
- Increase the percentage of FAFSA/Dream Act completions from 52% to 93%
- Increase the percentage of students enrolling in post-secondary education from 52% to 65%
- Increase the numbers of students who are college ready using several indicators such as A-G completion, AP enrollment, Early Assessment Placement (EAP) conditional/ready and community college multiple measures/course placement
Effective leaders are action oriented!

- Build capacity of those doing the work - there is no silver bullet or magic program
- Commitment to continuous improvement - results oriented

Chasing improvement in critical metrics:
- FAFSA completion
- A-G completion (LCAP)
- College Going Rate (LCAP)
- AP enrollment (LCAP)
- AP pass (LCAP)
- Cohort Graduation (LCAP)
- EAP College Conditional/Ready for ELA & Math (LCAP)
LEADERSHIP MATTERS

What gets monitored, gets done!

Data sharing agreements with all 23 schools districts

Student Tracker Reports (National Student Clearinghouse)
AVID FOCUS

Data for Riverside County

AVID Secondary Data Enrollment:
- 2016: 28,602 students
- 2015: 27,809 students
- 2014: 24,642 students

AVID Elementary Data Enrollment:
- 2016: 24,868 students
- 2015: 6,387 students
- 2014: 5,599 students

RIMS AVID is 10% of the entire national AVID secondary enrollment
RACE TO SUBMIT

Challenge to increase FAFSA/Dream Act submission rates to help make higher education accessible

Recognition and banners awarded to site school counseling departments

County wide training provided for over 500 school counselors, registrars, and administrators
## Race to Submit Achievements

<table>
<thead>
<tr>
<th>Year</th>
<th>FAFSA/DREAM ACT Applications Submitted</th>
<th>Additional CAL Grant Awarded</th>
<th>Additional Money Gained</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>19,260</td>
<td>1,073</td>
<td>$2,590 - $4,035,264</td>
</tr>
<tr>
<td>2014</td>
<td>15,150</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **20,132** FAFSA or Dream Act applications have been submitted as of June 21, 2016
- **10** RCEC schools are in top 25 list
- **19,260** FAFSA/DREAM ACT applications submitted in 2015
- **1,073** Additional CAL Grant Awarded in 2015
- **$2,590 - $4,035,264** Additional Money Gained in 2015

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*Note: The data represents achievements in the context of financial aid applications and grants.*
GOALS AND BENEFITS:

- Calibrates a site/district team’s understanding of A-G
- Accurate analysis of A-G completion rates
- Identify obstacles - access & success
- Identify actions that may be implemented to increase A-G completion rates
- Allows you to reexamine cultural and procedural barriers that might be working against your organization
## A-G Completion by Category

### Sample page from A-G Transcript Analysis Report

<table>
<thead>
<tr>
<th>Category</th>
<th>Completion Rate</th>
<th>Complete</th>
<th>Incomplete</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-Hist/SS</td>
<td>64.0%</td>
<td>536</td>
<td>302</td>
</tr>
<tr>
<td>B-English</td>
<td>58.8%</td>
<td>493</td>
<td>345</td>
</tr>
<tr>
<td>C-Math</td>
<td>46.1%</td>
<td>386</td>
<td>452</td>
</tr>
<tr>
<td>D-Science</td>
<td>66.0%</td>
<td>553</td>
<td>285</td>
</tr>
<tr>
<td>E-LOTE</td>
<td>61.9%</td>
<td>519</td>
<td>319</td>
</tr>
<tr>
<td>F-VAPA</td>
<td>87.1%</td>
<td>730</td>
<td>108</td>
</tr>
<tr>
<td>G-Elective</td>
<td>86.3%</td>
<td>723</td>
<td>115</td>
</tr>
</tbody>
</table>
A-G COMPLETION BY RACE/ETHNICITY

Sample page from A-G Transcript Analysis Report

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>A-G Completion Rate</th>
<th>A-G Completed</th>
<th>A-G Incomplete</th>
</tr>
</thead>
<tbody>
<tr>
<td>Am Indian/AK Nat</td>
<td>33.3%</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Asian</td>
<td>84.8%</td>
<td>28</td>
<td>5</td>
</tr>
<tr>
<td>Black/ African Am</td>
<td>30.0%</td>
<td>12</td>
<td>28</td>
</tr>
<tr>
<td>Filipino</td>
<td>71.4%</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Hispanic</td>
<td>26.7%</td>
<td>106</td>
<td>291</td>
</tr>
<tr>
<td>Hwiin/Pac Islandr</td>
<td>25.0%</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>White</td>
<td>46.3%</td>
<td>100</td>
<td>116</td>
</tr>
<tr>
<td>Missing</td>
<td>41.9%</td>
<td>49</td>
<td>68</td>
</tr>
<tr>
<td>Multiple</td>
<td>47.6%</td>
<td>10</td>
<td>11</td>
</tr>
</tbody>
</table>
### A-G Success & Course Access Issues

**Sample page from A-G Transcript Analysis Report**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Success Issue Rate</th>
<th>Access Issue Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-Hist/SS</td>
<td>28.52%</td>
<td>11.7%</td>
</tr>
<tr>
<td>B-English</td>
<td>34.25%</td>
<td>13.5%</td>
</tr>
<tr>
<td>C-Math</td>
<td>35.20%</td>
<td>42.4%</td>
</tr>
<tr>
<td>D-Science</td>
<td>24.82%</td>
<td>13.2%</td>
</tr>
<tr>
<td>E-LOTE</td>
<td>17.18%</td>
<td>29.7%</td>
</tr>
<tr>
<td>F-VAPA</td>
<td>4.30%</td>
<td>9.2%</td>
</tr>
<tr>
<td>G-Elective</td>
<td>6.68%</td>
<td>7.3%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject</th>
<th>Success Issue Count</th>
<th>Access Issue Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-Hist/SS</td>
<td>239</td>
<td>98</td>
</tr>
<tr>
<td>B-English</td>
<td>287</td>
<td>113</td>
</tr>
<tr>
<td>C-Math</td>
<td>295</td>
<td>355</td>
</tr>
<tr>
<td>D-Science</td>
<td>208</td>
<td>111</td>
</tr>
<tr>
<td>E-LOTE</td>
<td>144</td>
<td>249</td>
</tr>
<tr>
<td>F-VAPA</td>
<td>36</td>
<td>77</td>
</tr>
<tr>
<td>G-Elective</td>
<td>56</td>
<td>61</td>
</tr>
</tbody>
</table>
January 2014
Conducted an A-G analysis on the 2013 graduates

February 2014
Shared results with leadership team
Dropped some non a-g approved courses
Changed policy for TAs - only seniors
Reviewed ‘prerequisites’ to courses

August 2014
Increased 16 sections in World Language (from 37 to 53), 4 sections in Biology (from 23 to 27), reduced 3 sections in Global Science(non a-g) (from 10 to 7)
BROADER IMPACT OF A-G TRANSCRIPT WORK

2012-2015 A-G Completion Rates

- Riverside County
- RCEC Schools
- Difference

<table>
<thead>
<tr>
<th>Year</th>
<th>A-G Completion Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>35.1</td>
</tr>
<tr>
<td>2014</td>
<td>39.4</td>
</tr>
<tr>
<td>2015</td>
<td>44.7</td>
</tr>
<tr>
<td>Increase over 3 years</td>
<td>9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>A-G Completion Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>38.0</td>
</tr>
<tr>
<td>2014</td>
<td>6.7</td>
</tr>
<tr>
<td>2015</td>
<td>8.5</td>
</tr>
</tbody>
</table>

- Increase over 3 years: 9
SCHOOL COUNSELING LEADERSHIP NETWORK

INTERESTING FACT
The Pupil Personnel Services (PPS) credential that counselors obtain has 16 standards but does not include college planning.

- Our goal as school counselors is for students to be successful in completing a rigorous course of study in pursuit of a seamless transition to postsecondary education.
- Provide opportunities to collaborate and share best practices to create a high performing culture, promoting college and career readiness.
- All sessions and activities have a college and career focus.
- Over 400 school counselors county wide have attended these two yearly network meetings.
2010-2015 A-G Complete Rate Change
List of Districts in Riverside County

- Val Verde USD: 33.60
- Hemet USD: 25.6
- Beaumont USD: 24.2
- Perris Union USD: 21.6
- Temecula Valley USD: 19.8
- Coachella USD: 17.4
- San Jacinto USD: 15.6
- Moreno Valley USD: 13.7
- Banning USD: 10.6
- Desert Sands USD: 10.4
- Palm Springs USD: 10.4
- Lake Elsinore USD: 9.3
- Riverside USD: 7.9
- Alvord USD: 7.3
- Palo Verde USD: 4.8
- Corona Norco USD: 3.8
- Jurupa USD: 3.2

Series 1
Impact of School Counselor Leadership and Support

Hemet Unified School District Course Enrollment Increases

<table>
<thead>
<tr>
<th>Course</th>
<th>2015-16 Enrollment</th>
<th>2016-17 Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>12th gr Math</td>
<td>336</td>
<td>428</td>
</tr>
<tr>
<td>12th gr Science</td>
<td>129</td>
<td>150</td>
</tr>
<tr>
<td>11th gr Science</td>
<td>339</td>
<td>434</td>
</tr>
<tr>
<td>12th gr Math</td>
<td>321</td>
<td>380</td>
</tr>
<tr>
<td>12th gr Science</td>
<td>158</td>
<td>222</td>
</tr>
<tr>
<td>9-11th gr Spanish 1</td>
<td>280</td>
<td>389</td>
</tr>
<tr>
<td>12th gr Spanish 2</td>
<td>27</td>
<td>57</td>
</tr>
<tr>
<td>12th gr Math</td>
<td>210</td>
<td>364</td>
</tr>
<tr>
<td>12th gr Science</td>
<td>167</td>
<td>260</td>
</tr>
<tr>
<td>9-11th gr Spanish 1</td>
<td>175</td>
<td>268</td>
</tr>
<tr>
<td>12th gr Spanish 2</td>
<td>21</td>
<td>40</td>
</tr>
</tbody>
</table>

Hemet High School

Tahquitz High School

West Valley High School
By creating individual web-based college and career planning portfolios on www.CaliforniaColleges.edu, populated by verified transcript data for each 6th-12th grade students in our K-12 partner districts, CCGI can meet the needs of the students themselves, the adults who are providing them guidance and our college/university partners.

- **Students’ progress is tracked on 18 key college planning milestones**

- **Schools can track student progress both at the individual level and in the aggregate**

- **When a student applies to or transitions to college, the data in their account can be used to inform admissions and academic placement decisions.**
District Goals

Goal #1: All students will attain proficiency in all academic areas.

Goal #2: All students will graduate from high school prepared for postsecondary and career options.

Goal #3: All departments and sites will provide a safe and positive learning environment for all students and staff.

Goal #4: Secure and strengthen home-school-community connections and communications.
Preparation for the Kickoff to College

Kickoff to College Parent Letter

Parent info night or shared in committee meetings (grade levels)

Create Grade Level Teams for Lesson Plans

Calendar Planning Dates

Plan for your Challenges (extra subs, back-up plans, teacher absences, tech issues, etc)

Picking your dates for trainings (Use of a minimum day and identify bell schedule/lunch changes)

Logistics and staff assignments (testing location isolated, right staff
Kickoff to College Objectives

- **Increase awareness** about college and career readiness for all students in the PUHSD
- **Expose students** to college preparation assessments
- **Use the PSAT** to support and identify students for acceleration opportunities
- **Provide opportunities** for students to explore colleges and careers
- **Provide support** filling out college applications to UC/CSU and community colleges
- **Identify funding** resources to pay for college
- **Educate students** about tools and resources available to them
- **Improve student planning** and preparation for the future
### PUHSD PSAT Test Administration

<table>
<thead>
<tr>
<th>School</th>
<th>8th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>California Military Institute</td>
<td>159</td>
<td>123</td>
<td>117</td>
</tr>
<tr>
<td>Heritage High School</td>
<td>NA</td>
<td>683</td>
<td>361</td>
</tr>
<tr>
<td>Perris High School</td>
<td>NA</td>
<td>602</td>
<td>227</td>
</tr>
<tr>
<td>Pinacate Middle School</td>
<td>572</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Paloma Valley High School</td>
<td>NA</td>
<td>720</td>
<td>151</td>
</tr>
</tbody>
</table>

PUHSD Administered

**3,715**

PSAT Tests

October 14
9,609 PUHSD Students Participated in the first district-wide Kickoff to College Event

<table>
<thead>
<tr>
<th></th>
<th>5th Grade</th>
<th>6th Grade</th>
<th>7th Grade</th>
<th>8th Grade</th>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>California Military Institute</td>
<td>61</td>
<td>110</td>
<td>201</td>
<td>159</td>
<td>136</td>
<td>123</td>
<td>117</td>
<td>107</td>
</tr>
<tr>
<td>Heritage High School</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>733</td>
<td>737</td>
<td>628</td>
<td>635</td>
</tr>
<tr>
<td>Perris High School</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>594</td>
<td>630</td>
<td>517</td>
<td>458</td>
</tr>
<tr>
<td>Paloma Valley High School</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>689</td>
<td>745</td>
<td>521</td>
<td>387</td>
</tr>
<tr>
<td>Pinacate Middle School</td>
<td>NA</td>
<td>NA</td>
<td>576</td>
<td>578</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>
5th, 6th and 7th Grade

College Exploration Activities

Career Exploration Activities

Student Presentations about Career Choices

Budget Activity
Grade 9

Career Interest Survey
College Interest Survey
Four Year Plan

A-G Course Review
College Admissions Overview
How to be Successful in High School
Grade 11

Juniors on Track for A-G taking the PSAT

Career Interest Survey

College Interest Survey

Career Technical Education Pathways and Certification Overview

Military Programs Overview

Guest Speakers
Grade 12

UC Applications
CSU Applications
Community College Applications
FAFSA Application/Financial Aid
ASVAB/Military Overview
UC Prompts
Practice ELM
Practice Accuplacer
Lesson Plan Ideas

Transcript Evaluation: A-G Review and Plan
Financial Literacy and Tuition Analysis
CTE Pathway Exploration
Job Applications
Resumes
Practice Interviews

AP Readiness and 8th grade PSAT review
How to be Successful in High School-Student Panel
SAT/ACT Review/Register
Military Presentations
Guest Speakers
UC/Cal State presentations
Collecting Data/Helpful Survey Tips

Surveys

PSAT Testing

4-Year College Applications
  Completed/Submitted

2-Year College Applications
  Completed/Submitted

FAFSA Completed/Submitted

Presenter Feedback (How to improve)

Create a Pre and Post Test

Use a Scale Score Response

Limit Free Response Questions

Create Common Grade Level Surveys

Collect Student Feedback and Staff Feedback
Staff Reflections

"Several of my students who weren't thinking of a traditional four-year college were thrilled to find the opportunity to review and research career type vocational schools" 

"The students appreciated the four year plan. It really helped them understand the importance of achieving their credits"

91% of all staff felt they were very well prepared for the event!

"Great conversations with the students"

98% of all staff thought the event was a success!

"I appreciated having the opportunity to talk about alternatives to traditional higher education so more of my students believed they could be successful"

"The lesson plan provided and all of the materials set me up for success. I am so impressed with the professionalism and logistical expertise of our counseling staff!"
Student Reflections

"Today's activities really made me think about my future"

"I now have an idea what I want my career to be"

"I learned that there is financial aid, and I CAN go to college"

"Made me realize I wanted to go to college"

"Wow, the career I thought I wanted doesn't get paid much. I need to reconsider my career so I can support my family"

"Now I have a plan for my future"

"I now know I have to work harder"

"Living expenses are much more than I expected"
1,587 Seniors began the FAFSA Application Process

9,609 Students Participated

852 Seniors applied to Community College

2,982 5th, 6th, 7th, and 9th Grade Students Engaged in College and Career Exploration

856 Juniors Created a Plan for their Future

660 Seniors Applied to UC/CSU

3,715 Students Took the PSAT
PUHSD Kickoff to College
October 14, 2015
Provide College and FAFSA/Dream Act application workshops for seniors during the school day

Encourage PSAT and SAT testing for students during the school day

Explore college and career plans with students and review necessary coursework for college admission

Opportunity to Impact

15,528 Seniors
(44% of Riverside County senior class)

63,803
9th-12th grade students
(50% of Riverside County 9th-12th grade)
**Race To Rigor**
increase student’s access and success in rigorous coursework including A-G, Advanced Placement (AP), Dual Enrollment, and International Baccalaureate (IB) to ensure preparation and academic success in college.

**Race To Ready**
using multiple measures for course placement - i.e. high school transcript, GPA - not just Accuplacer cut score - helping to move approximately 25-30% of students from remedial into credit bearing coursework.

**College Signing Day**
Schoolwide celebration for students who have committed to a post secondary plan.
FOR MORE INFORMATION ON OUR INITIATIVES PLEASE VISIT US @ www.rcec.us