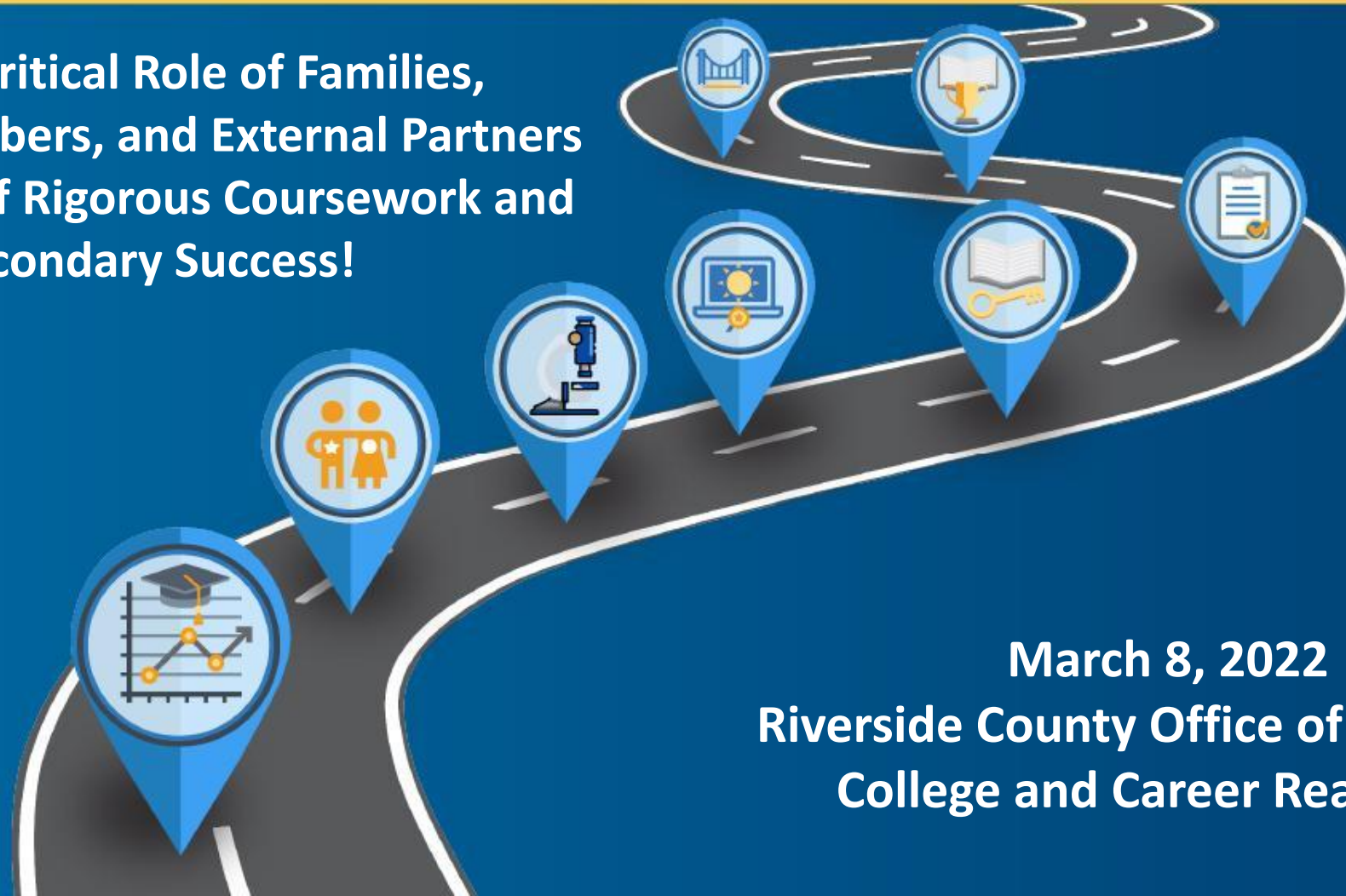




# A-G IMPROVEMENT ROADMAP WEBINAR SERIES

**Step 8: The Critical Role of Families,  
Community Members, and External Partners  
for Completion of Rigorous Coursework and  
Postsecondary Success!**



**March 8, 2022  
Riverside County Office of Education  
College and Career Readiness**

## Webinar Tips

This webinar is being recorded and uploaded to the RCEC YouTube page as well as [www.rcec.us](http://www.rcec.us).

All participants have been muted, please use the Q&A option.

Participants can submit comments in the chat box.

Every effort has been made to ensure the security of this webinar. In the event that we experience technical difficulties, please log off and rejoin the webinar.

Materials, sources, and handouts shared in the webinar will be provided to registered participants only.

# Meet Our College and Career Readiness Team

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Executive Director



**Gil Compton**  
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**Yuridia Nava-Ed.D.**  
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Coordinator



# Why Courses of Rigor Prepare Students for Postsecondary Options?

- High scholastic expectations for ALL students decreases the opportunity gap
- Students gain the necessary soft skills such as public speaking, time management, and analytical/problem-solving skills
- Expands and maintains multiple postsecondary pathway options
- Students are more likely to matriculate and persist with their postsecondary educational plans

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# AGENDA

## **Step 7: Best Practices in Schools that Have Increased A-G Completion Rates Recap**

- Examples of high leverage plans of action
- Brainstorming strategies for A-G development
- School site A-G improvement examples
- A-G innovative initiatives school-wide

## **Step 8: The Critical Role of Families, Community Members, and External Partners**

- Active engagement with higher education partners
- Gain cultural awareness and understanding of the communities you serve
- Develop external partners
- Development of partnership opportunities for families and students



# Recap Sample Goals for Implementing A-G Improvement Best Practices

- 100% of sites will have specific student group A-G goals with an equity focus
- All HS sites and district will create and monitor a Master Schedule Calendar
- 100% of site staff/district will be trained on A-G requirements and transcript analysis
- Counseling team will identify and create A-G Smart Goals with counseling related activities (direct/indirect) for all students
- Counseling team will identify and create A-G Smart Goals with counseling related activities (direct/indirect) for a special student sub group
- All instructional staff will be trained on essential standards and their role in A-G access and improvement





# Recap Sample Goals for Implementing A-G Improvement Best Practices

- 100% of CTE courses are A-G approved
- 100% of CTE courses correctly match on the UC/CMP Portal
- 100% of CTE staff will be trained on industry sectors and labor market needs
- 100% of CTE courses/pathways will be aligned with current labor market needs and projections
- 100% of CTE pathways will generate industry certifications and/or college units
- Site/District create a timeline for CTE course pathway classroom redesign
- 100% of CTE pathway offerings will have industry standard equipment





# Recap Sample Actions/Activities for A-G Improvement Best Practices

- Leadership team shares staffing needs, recruitment process, and collects preferred teaching feedback
- Create a 9th- 12th grade transcript analysis calendar
- Implement an intervention schedule within the school day and provide non-school day intervention options (after school/weekends), including data results reports by quarter/semester (achievement outcome data)
- Counselors create a school-wide and student specific A-G goals
- Leadership team creates and implements an A-G parent/teacher communication calendar
- Site/district create an A-G fiscal impact report to share with Cabinet, Bargaining Unions, and Management

## Leadership Teams

- Establish process for exiting students from A-G on-track and courses of rigor (Acknowledgement Form)
- Site/district review CTE course offerings and pathways to maximize A-G completion
- Create a CTE site/district pathway and course offering committee which includes industry sector leaders

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# Recap Sample Actions/Activities for A-G Improvement Best Practices

- Site/district resubmit non A-G CTE course offerings for UC/CMP approval
- Leadership team (admin, counselors, department chairs) analysis grade distribution by course/subject each semester
- Counselors review credits/grades by caseload each semester and share with leadership team
- Audit credit recovery options/needs by semester
- Leadership team evaluates essential standards for grading each semester
- Department chairs and leadership team design and implement intervention strategies based on student learning of essential standards
- Set deadline for contacting parent/guardians of no-show students
- Gather input of course offerings from students each semester with a focus on specific groups (ethnicity, English Learner, Students with Disabilities)





# Recap Sample Grant Expenditures for A-G Improvement Best Practices

- Funds to redesign CTE classrooms and purchase industry standard equipment
- Additional funds for CTE industry certifications
- Funding for release time for CTE instructional staff to audit, assess, and create college articulation agreements
- Funds for soft skills and career readiness curriculum including training for CTE instructional staff
- Funds for CTE professional development for instructional staff, leadership teams, and counselors
- Funds for additional PLC for site/district CTE committee
- Funds for additional hours for CTE instructional staff to provide parent communication on course academic progress

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# Recap Sample Grant Expenditures for A-G Improvement Best Practices

- Additional funding for counseling teams to analyze A-G data, create goals, and prep counseling related activities (lessons, presentations, small groups curriculum development)
- Funding for teams (i.e. counselors, department chairs, AVID Coordinators, Athletic Directors) to attend UC/CSU counselors conference and additional A-G professional development
- Funds for teacher professional development on A-G requirements, transcript analysis, and student essential standards
- Funding for additional hours for certificated instructional staff to provide before/after school student interventions, intervention data analysis, and family communication
- Funding for additional after hours for support staff (Counselors, Instructional Coordinators, Translators, etc.) to provide parent communication/conferences on A-G completion status

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**Peter Bryant**

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## **Dr. Charles Nies**

**Vice Chancellor for Student Affairs**

**University of California, Merced**

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## California External Partner Examples

- California Student Opportunity and Access Program ([Cal-SOAP](#))
- College Access Partnership ([CAP](#))
- College Bridge ([CB](#))
- CSU Early Assessment Program ([EAP](#))
- CSU Pre College Programs ([CSUSB](#))
- Early Academic Outreach Program ([EAOP](#))
- Gateway To College ([GTC](#))
- Gear Up ([GU](#))
- National College Attainment Network ([NCAN](#))
- One Future Coachella Valley ([OFCV](#))
- Partnership for Access to College Education ([PACE](#))
- Promise Scholars ([PS](#))
- QuestBridge ([QB](#))
- The Posse Foundation ([TPF](#))
- Trio/Upward Bound ([TRiO](#))

For a full list by region/state/national college access partners, click [here](#)!



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# Cal-SOAP: California Student Opportunity and Access Program

- Cal-SOAP was established by the state legislature in 1978. Today, Cal-SOAP is instrumental in improving the flow of information about postsecondary education and financial aid while raising the achievement levels of low-income, elementary, and secondary school students or geographic regions with document low-eligibility or college participation rates, and who are first in their families to attend college.
- Today, 16 Cal-SOAP projects operate throughout California by consortia, made up of secondary and postsecondary schools and community agencies. Cal-SOAP works in cooperation with other intersegmental outreach programs to avoid service duplication.
- Cal-SOAP [Webpage](#)

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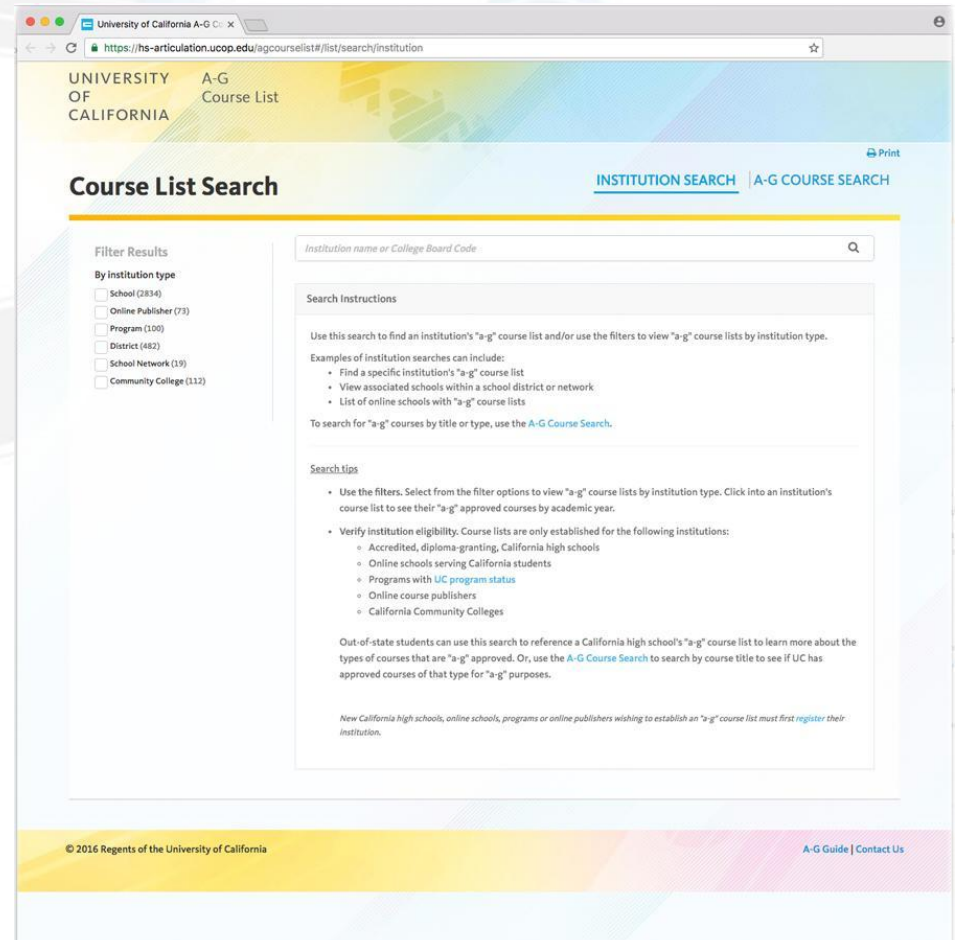
## Training for College Success Coaches

### Transcript Analysis and A-G Training

- Why the focus on A-G?
- Access and Success
- Student Transcripts
- University of California (UC) A-G Course List

[\(UC Doorways\)](#)

- [Validation Rules](#) for Math and LOTE
- The G - Elective
- Non A-G Courses
- Honors Courses



The screenshot shows a web browser window displaying the University of California A-G Course List search page. The page title is "UNIVERSITY OF CALIFORNIA A-G Course List". The search interface includes a search bar with the text "Institution name or College Board Code" and a search button. Below the search bar, there are "Search Instructions" and "Search tips" sections. The "Search tips" section includes the following information:

- Use the filters. Select from the filter options to view "a-g" course lists by institution type. Click into an institution's course list to see their "a-g" approved courses by academic year.
- Verify institution eligibility. Course lists are only established for the following institutions:
  - Accredited, diploma-granting, California high schools
  - Online schools serving California students
  - Programs with UC program status
  - Online course publishers
  - California Community Colleges

Out-of-state students can use this search to reference a California high school's "a-g" course list to learn more about the types of courses that are "a-g" approved. Or, use the A-G Course Search to search by course title to see if UC has approved courses of that type for "a-g" purposes.

New California high schools, online schools, programs or online publishers wishing to establish an "a-g" course list must first register their institution.

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## Transcript Scavenger Hunt - Breakout Room

Question	Answer
How many semesters has the student been in high school?	
How many high schools has the student attended?	
Has the student attended summer school?	
What is the student's academic GPA?	
Has the student taken an Advanced Placement (AP) or International Baccalaureate (IB) course?	
What is the highest course of Language Other than English that the student has earned a C- or better in?	
What is the highest course of Math that the student has earned a C- or better in?	

## Internal College Success Coaches Training

### Onboarding

- New Employee Orientation (NEO)
- Keenan Safeschools Training
- Google Voice and Text
- Platform Training
- Spreadsheet/Scheduler Training
- Shadowing of College Success Coach
- Meet and Greet with School Site

### Californiacolleges.edu

- CCGI Milestones and Troubleshooting
- Californiacolleges.edu (CCGI) Trainings
  - CSU Apply
  - CCC Apply
  - UC Apply
  - Financial Aid
- Transcript Analysis and A-G Training

## Internal College Success Coaches Training

### College Applications

- University 101: Next Steps to College Enrollment
- Moreno Valley College (MVC) 101
- Mt. San Jacinto College (MSJC) 101
- Common App Training
- Western Undergraduate Exchange (WUE) Training
- Story2 Training
- CSU Application Training
- UC Application Training
- Community College Application Training

### Financial Aid Applications

- Annual Statewide Financial Aid Training
- FAFSA 101
- CA Student Aid Commission (CSAC) Videos on Cal Grants
  - CSAC Cal Grant Overview
  - Cal Grant A, B, and C

## Utilizing Data to Drive A-G and Program Improvement

- Weekly CCGI Reports
  - CCGI Registration by School Site and Grade Level
  - College Applications
    - University of California (UC) College Applications
    - Cal State University (CSU) College Applications
    - California Community College (CCC) Applications
- Student Contact Information by District (Monthly Data Drop)
- Calpads Reports (Cal-SOAP Eligible Students)
- 5.7 Foster Youth Reports
- Program Spreadsheets by School Site and District with Direct Contact Notes and Services Provided Including Follow-Up
- Weekly Webgrants Reports
  - Non-SSN GPA Report
  - Student Summary Reports
    - Completed
    - No EFC (Error)
    - Started App
    - No App

## Parent Engagement Opportunities (Virtual and In-Person)

- Advanced Coursework/CTE Pathway Parent & Student Nights
  - Dual Enrollment
  - Advanced Placement
  - Concurrent Enrollment
  - CTE Pathways and Demonstrations
  - Well defined website for parents to access information on advanced coursework, A-G, etc.
- Specialized Population Parent Nights
  - ELD College Night in Primary Target Language(s)
  - SPED Postsecondary Opportunities
  - Incoming 9th Grade “Open House”
- Middle School and High School Parent Night Series
  - How to Support Your MS/HS Student
  - How to Interpret Your Student’s PSAT Scores
  - How to Support Your Student’s SE Well-Being
  - Postsecondary Pathways for Students
  - What is A-G and Courses of Rigor? What Does a College and Career Ready Student Look Like?
  - Family Transition Meetings for Incoming Freshman with Specialized Populations



## Questions and Answers



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