

**Higher Education Innovation Award  
Collaborative Application**

**Rio Hondo Partnership for College and the California College Guidance Initiative**

**COVER PAGE**

**Coordinating Institution**

Rio Hondo College

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**Participating Entities**

California College Guidance Initiative (CCGI)  
California State University at Los Angeles (CSULA)  
El Monte Union High School District (EMUHSD)  
El Rancho Unified School District (ERUSD)  
Hacienda La Puente Unified School District (HLPUSD)  
Rio Hondo College (RHC)

### Application Abstract

Rio Hondo's Partnership for College (RHPC) and the California College Guidance Initiative (CCGI) began working together in 2013 to deepen and expand pre-existing inter-segmental work to increase post-secondary attainment and reduce time to degree for students in the region. Having already improved CSU/UC eligibility, academic preparation, college matriculation and first year college success rates for students from El Monte Union High School District, RHPC was looking for infrastructure to support scaling of those efforts to additional districts. CCGI provides an inter-segmental data sharing and educational planning infrastructure that both directly supports student preparation and provides educators the tools they need to improve student outcomes both within and across educational segments. In 2014, these tools were used to facilitate the Rio Hondo College "Placement for Success" pilot, which changed policy and practice to reduce placement into remedial mathematics using transcript data. It resulted in a 37% increase in the number of students who placed into college-level math, doubling their chances of transfer to a BA-conferring institution. Subsequently, Math faculty expanded the pilot to encompass all incoming students for whom transcript data is available, currently 5,030 students in participating districts. Additionally, students in RHPC/CCGI districts are working on comprehensive college and career planning portfolios that will better prepare them for success in college and work. The data in these portfolios are used to achieve efficiencies that support student success and create operational savings across segments, including prepopulating the CSU application to facilitate expedited and more accurate admissions and financial aid decisions.

### Assurance and Signature

"I assure that I have read and support this application for an award. I understand that if this application is chosen for an award, my institution will be required to submit, for approval by the Committee on Awards for Innovation in Higher Education, a report indicating proposed uses of the award funds and, as the fiscal agent, will be responsible for distributing funds to any other participating entities. I also understand that, if this application is selected for an award, my institution will be required to submit reports to the Director of California Department of Finance by January 1, 2018, and by January 1, 2020, evaluating the effectiveness of the changes described in this application."



Teresa Dreyfus  
Superintendent/President, Rio Hondo College

## CONTEXT

### 1. Collaborative Goals

Rio Hondo College (RHC) has historically convened inter-segmental efforts to address the achievement gap for students in the region, facilitating both two- and four-year pathways for post-secondary matriculation, persistence and completion for historically underrepresented students. In 2008, RHC developed the Rio Hondo Partnership for College (RHPC) with local K-12 and higher education partners. While low-socioeconomic (SES) students are overrepresented at California Community Colleges (about 70%), they are underrepresented in Baccalaureate attainment. RHC has worked over the past decade to smooth transitions from K-12 to all post-secondary pathways, to increase CSU/UC eligibility of low-income, underrepresented students in the region, and to lower institutional barriers to success at RHC's campus. All past, present and future work described herein builds upon RHPC goals, and broadened by our partnership with the California College Guidance Initiative (CCGI) in 2013. Our goals are to:

**Develop an inter-segmental infrastructure for data sharing**, which captures both academic and career planning data from K-12 districts (monthly), and uses them to address persistent pain points in all post-secondary pathways. Data are used as follows:

- a. To increase the number of low-income, historically underrepresented students who pursue a direct to baccalaureate pathway by increasing A-G completion rates;
- b. To facilitate transfer and completion of baccalaureate degrees within a 4-year time frame by reducing the number of students unnecessarily placed in remediation in the region's community colleges; and,
- c. To yield efficiencies at key inter-segmental transition points, for both students and institutions, while addressing time and cost barriers to student success.

**Create a systematic approach to college and career planning** for students in middle school, high school, and community colleges that increases college knowledge (expectations, clear goals, financial aid etc.), facilitates career exploration and results in a defined post-secondary educational plan that links to a specific pathway, degree and/or major.

**Forge and maintain partnerships that support the adoption and utilization** of the inter-segmental data and planning tools by students, and the adults that provide them guidance (across the segments) to support continuity, momentum, and coherence as students move through the educational pipeline.

Collectively, these goals increase Baccalaureate completion by:

- (1) Reducing wasted or unnecessary credit hours through pre-matriculation educational planning (Complete College America, 2011; Shulock & Koester, 2014); and,
- (2) Increasing the likelihood of on-time transfer for students who begin their postsecondary education at RHC. These goals further address equity issues by increasing the number of low-income students in the state who are eligible for admission to and pursue direct Baccalaureate pathways upon high school graduation.

## 2. Statistical Profile

While the innovations contained in this application serve all students, they are designed specifically to address barriers that low-income, underrepresented students face. Students in this region are profiled below.

**Table 2.1 Regional Demographic Census Data<sup>1</sup>**

Data Category	Counts	Percent of Total
<b>Total Number of Residents Under 18 Years</b>	141,282	100.00%
<b>Total Number of Males Under 18 Years</b>	72,609	51.39%
<b>Total Number of Females Under 18 Years</b>	68,673	48.61%
<b>White</b>	76,441	54.11%
<b>Black or African American</b>	1,603	1.13%
<b>American Indian or Alaska Native</b>	800	0.57%
<b>Asian</b>	11,947	8.46%
<b>Native Hawaiian or other Pacific Islander</b>	155	0.11%
<b>Some other race</b>	46,136	32.66%
<b>More than one race</b>	4,198	2.97%
<b>Hispanic or Latino</b>	121,471	85.98%

**Table 2.2 Rio Hondo College Student Profile Data (2013-2014)**

Student Census	Male	Female	Economically Disadvantaged	Foster Youth	Veterans	Disabled Students
26,575	55.56%	44.44%	68.9%	1.14%	1.61%	3.74%

**Table 2.3 Current Partnership Unified School District Student Profile Data**

Indicator/District	El Monte Union HS	El Rancho	Hacienda La Puente
<b>Student Census</b>	9,812	9,652	20,358
<b>Socio-Economic Disadvantage<sup>2</sup></b>	90.7%	82.5%	79.5%
<b>A-G Completion Rates (2012-2013)<sup>3</sup></b>	44%	36%	30%
<b>Students with Disabilities</b>	9.5%	12.5%	9.7%

<sup>1</sup> Comprised of cities with K-12 districts that feed into RHC

<sup>2</sup> CDE indicator includes Free and Reduced Lunch Program participation and/or no parent who has graduated from high school.

<sup>3</sup> These A-G completion rates reflect the percentage of the graduating class that has completed the course sequence. A more accurate way of measuring A-G completion rates is the College Opportunity Ratio (UCCLA, IDEA) which factors in dropout rates during high school. The College Opportunity Ratio indicates that only 9% of Black and Latino high school students in California complete the A-G eligibility requirements.

### **Factors Affecting Students' Transfer and Timely Baccalaureate Degree Completion**

Lack of “college knowledge” – expectations, clear goals, financial aid, etc. – and lack of an intentional post-secondary plan pose significant barriers for disadvantaged and low-income students as they navigate across the educational pipeline. Specifically, high school students lack an understanding of whether or not their coursework is making them eligible for a Baccalaureate (BA) conferring institution. As a result, they are often tracked into non-eligible coursework without their knowledge. Only 26% of high school freshmen in California’s public high schools graduate having completed the coursework required to meet minimum eligibility for the California State University System or the University of California. For Latino and African American students, that number is 9%.

Compounding this is a lack of knowledge and awareness, and fears about how to pay for college, preventing low-income students from exploring the full range of options available to them. This often results in low-income students attending less selective post-secondary institutions than they are eligible to attend, and which generally have lower completion rates (Long & Kurlaender, 2008). Without an intentional planning and awareness process, students frequently do not choose the optimal post-secondary pathway for their career interests or academic capabilities.

Once students do arrive at college, they are often derailed and disheartened by institutional barriers, including but not limited to placement into remedial coursework, significantly reducing their chances of degree attainment.

Finally, these students arrive at colleges unclear about the academic expectations that they will face, and without a clear program of study. As a result, students take courses that do not build towards a degree as they attempt to find an educational focus or pathway (Turner, 2004). These excess credit hours lead to additional cost, less timely degree completion, and often lower completion rates. Approximately 30% of excess credit hours, and resulting delays to completion of a post-secondary degree, are a function of student choices/behavior based on a lack of information or intentional planning (Shulock & Koester, 2014).

All of these problems impact timely transfer, persistence and BA completion rates, and all are addressed by the work currently underway in the RHPC/CCGI partnership. Our work changes the college preparation and transition experience for students by:

- Supporting systematic development of comprehensive post-secondary plans, including identification of educational goals and how students/families will finance that plan;
- Tracking their progress towards meeting CSU/UC eligibility requirements;
- Using high school transcript data to inform the critical transition to higher education, including both admissions and first year academic placement processes.

See Appendix C.3 Compendium of Research, for references that substantiate the claims throughout this document with evidence from research in the field.

## INNOVATIONS

### 3. Prior Innovations – Prior to January 10<sup>th</sup>, 2014

#### **Rio Hondo's Partnership for College (RHPC)**

In 2008, the Rio Hondo Partnership for College (RHPC), an inter-segmental approach to increasing college access and attainment in the region, was formed. RHPC is a collaboration between Rio Hondo College (RHC), CSU Los Angeles, El Monte Union High School District (EMUHSD) and UC Irvine. The goals of the partnership are to increase: 1) Academic preparation, including both instructional innovation, and the systematic analysis of transcripts to inform course placement and increase completion of A-G subject requirements; 2) College knowledge among students and families; and, 3) Post-secondary enrollment and success. The RHPC has been an active partnership for more than six years and has accomplished significant outcomes, including a 19% increase in CSU eligibility among students from EMUHSD, a 71.2% increase in the number of students who matriculated to RHC, and a 9% improved persistence rate for Partnership students who matriculated at RHC. (See Appendix B.1 Rio Hondo College Partnership, for further detail about programmatic support and policy changes RHPC initially made; Appendix B.2 El Monte UHSD College Pledge; and, B.3 MOU between Hacienda La Puente USD & CCGI.)

The RHPC facilitated dual pathways to BA completion for students in EMUHSD, either direct to a four-year college or via RHC. Priority enrollment agreements among participating institutions helped lower barriers to matriculation (all RHPC institutions) and course registration (at RHC). Additionally, the Partnership facilitated programmatic supports for students both during high school and at RHC.

However, RHPC's work also shed light on missing infrastructure and resources that prevented both expanded and deeper impact on student success in our region. There was no systematic way to get accurate, and where relevant, verified academic and educational planning data from K-12 to the post-secondary segments. Despite the tremendous value of transcript analysis and the increases in A-G completion that resulted from this work, there was no systematic and cost-effective way to expand this activity to other districts in the region.<sup>4</sup> And, there were not consistent post-secondary planning tools used across segments for all students.

At the same time, strong evidence was emerging about how widely-used placement exams were not predictive of performance in college-level coursework, when used as the sole measure of college placement. Studies showed that high school transcripts were a more accurate indicator for first-year academic placement. These studies informed a significant policy change from the California Community Colleges Chancellor's Office – the shift to using multiple measures for college placement. However, there was no infrastructure in place to

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<sup>4</sup> UC Office of the President does have a service called the Transcript Evaluation Service that runs transcript analysis, but it has historically cost more than \$4,000 per school site. That service is now being re-developed and is being priced at \$3-\$5/student, which for a school of 1,300 students is roughly the same cost.

systematically gather and utilize transcript data from multiple K-12 districts feeding into community colleges campuses.<sup>5</sup> As only 3% of first year students at RHC were placing into transfer-level mathematics (97% remediation), administrators and faculty began conversations to determine when and how they could move towards the use of high school transcript data. Drawing from seven K-12 feeder districts, the primary challenge was how to receive data from those systems in a normalized format that would allow RHC to push student data through a placement algorithm that reflected faculty-developed criteria for placement using transcripts.

### **The Inception of the California College Guidance Initiative (CCGI)**

Concurrently in 2013, the California College Guidance Initiative (CCGI) was completing a year-long investigation into how a student-centric technological infrastructure could improve college readiness and success among students in California. CCGI's goal is to create an infrastructure that supports systematic preparation among students and data sharing across institutions to facilitate the critical transition from high school to college. A three-pronged strategy emerged:

- 1) Inter-segmental Data Infrastructure. Captures K-12 student data once, and uses them to address persistent pain points across the educational pipeline, including:
  - a. Increasing A-G completion, increasing CSU/UC eligibility of low-income students.
  - b. Using transcripts first year academic placement in community colleges, decreasing placement into remediation.
  - c. Facilitating efficiencies, saving time and money for students and institutions.
- 2) Systematic College and Career Planning. CCGI provides a suite of technology based tools to magnify and leverage existing human and financial resources: a student/family-facing planning tool, CaliforniaColleges.edu, that supports college and career preparation; a counselor-facing tool, the "Professional Center," that facilitates case-management, monitoring, and reporting; a mobile app, "College Guide", that guides and reminds students about key decision points and deadlines; and, a "Solutions" portal that houses a database of related instructional and user tutorial materials.
- 3) Partnerships for Adoption. CCGI builds institutional partnerships to support adoption and integration of the tools. This includes district-wide implementation plans, curriculum development and ongoing training of educators in how to maximize the utility of the information these tools provide to support student success in their context.

### **Formation of the RHPC/CCGI Partnership**

During 2013, CCGI was laying groundwork for partnership in three San Gabriel Valley school districts, including El Monte, which was chosen because of the successes of the RHPC. RHC saw CCGI as a relatively immediate way to facilitate the use of data from multiple K-12 feeder districts, while encouraging the systematic preparation of a post-secondary plan among all high school students in the region. The scope of this Partnership has expanded during the 2013-2014 school year as described in the following section.

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<sup>5</sup> The Student Success Act requires the development of a K-12 to Community College data sharing infrastructure. When that infrastructure is developed, CCGI's data can be used in a supplemental fashion. (See Item 7. Risks and Tradeoffs for more detail.)

#### 4. Current Innovations – Since January 10<sup>th</sup>, 2014

Having developed shared goals, strategy, and groundwork with institutional partners during 2013, the RHPC/CCGI Partnership began implementing changes to policy and practice in 2014.

##### **Inter-Segmental Infrastructure for Data Sharing**

CCGI captures student data from districts monthly and uses them for multiple purposes across segments to advance student success. During Spring 2014, both El Monte Union High School District (EMUHSD) and Hacienda La Puente Unified, RHC feeder districts, uploaded academic transcript data for students from their districts into individual student portfolios on CaliforniaColleges.edu. The data were used to advance the following Partnerships goals.

##### Increasing Baccalaureate Degree Attainment

During 2014, in an effort to expand upon the successes of the RHPC's increase of CSU/UC eligibility among EMUHSD students, we built and utilized tools with district partners to:

- Partially automate the development of four-year academic plans for high school students. This advising infrastructure helps students develop college and career aspirations, understand the relationship between current coursework and their post-secondary goals, and helps counselors to make intentional course placement decisions to increase A- G completion to meet CSU/UC eligibility requirements.
- Reconcile discrepancies between local course-listings and those approved for eligibility to CSU/UC in the database that stores all approved A-G courses (UC Doorways). This is key to more intentional college planning work. (See Appendix C.1 A-G Course Listings Alignment Challenge, for a detailed description of the reconciliation issues.)

CCGI also worked with counselors and the CSU Chancellor's office during 2014 to design an automated A-G progress analysis tool that will help students, their families and their counselors know whether or not they are "on-track" for CSU/UC eligibility, and if not, what they can do to get back on track. Engineering on this tool began December 2014.

Systematically monitoring A-G progress in real-time as part of a comprehensive educational guidance infrastructure is critical to significant increases in BA degree awards for historically underrepresented students. A study of A-G progress analysis using such an evaluation in California showed that schools who consistently used A-G analysis to inform course placement increased eligibility rates for both California State University and University of California by approximately 20 percentage points over three years (Levesque & Laird, 2013).

##### Placement for Success Pilot

In an effort to implement the Student Success Taskforce recommendation about reducing unnecessary placement into remedial work, and subsequent policies regarding multiple measures placement, RHC began a conversation in spring 2013 with their Math and English faculty to encourage the use of high school transcripts for first year academic placement.

In fall 2013, aware that CCGI provided a viable mechanism for gathering K-12 transcripts in its region, RHC's Math faculty approved a pilot program – Placement for Success – to use transcript data as the sole indicator of math readiness for students from El Monte Union High School District. Each year approximately 750 students matriculate from El Monte to RHC; historically 2% of those students place into college-level Mathematics using results from the Accuplacer placement exam.

In July 2014, using criteria defined by math faculty, 336 students<sup>6</sup> matriculating to RHC from EMUHSD in fall of 2014 participated in Placement for Success. The results were extremely positive: improved placement results for 60% of the students, nearly doubling their likelihood of becoming “transfer-ready” and or completing an AA degree (from 34% to 61%), and, saving costs to students and the system at large.

- 124 students (37%) placed into credit-bearing mathematics that otherwise would have been placed in remedial math.
- An additional 77 (23%) placed one level down from transfer-level coursework who would have placed in a lower level of remediation if only placement test scores were used. While we don't yet have first semester grades or second semester persistence data, all studies indicate that students placed using transcripts should perform as well, if not better than, their peers placed using placement exams.

In October 2014, Math faculty at RHC approved expansion of the Placement for Success pilot to support all incoming first-year students for whom transcript data are available. We are working with English Faculty to advance the use of high school transcript data for placement in English.

RHC is also a member of the Multiple Measures workgroup of the California Community Colleges Chancellor's Office, and we are aware of the tools that are proposed for development. We believe that our collaboration with CCGI is complimentary to the tools that RHC will be piloting once the Chancellor's office completes development and obtains the relevant K-12 data. RHCP/CCGI efforts provide additional data beyond that proposed by the Multiple Measures Workgroup – 12<sup>th</sup> grade transcript data, and non-academic, career exploration data that can inform educational planning for students as they enter RHC or other post-secondary institutions. These data can also be used to support transition for our students who matriculate directly to CSU and other BA conferring institutions. (See Appendix C.2 Placement for Success, for more detail about the pilot.)

#### Efficiencies for Students and Institutions

In 2012, while conducting its year-long investigation about the college preparation and transition support needs of students and systems in California, CCGI learned CSU campuses were expending upwards of \$12 million dollars each year in the manual transcript verification process, and that the same transcript was individually verified at each campus where a student

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<sup>6</sup> The 336 students are those who received priority registration for their first semester because they had completed an RHC orientation, assessment and educational plan at the end of their senior year, practices that were introduced as part of the RHPC.

had applied. And even with these considerable resources being expended, the process presented significant barriers in particular for low-income students. The misalignment between districts' Student Information Systems (SIS) and UC's Doorways system created inaccuracies in the eligibility determination and extended timeframes in admissions and financial aid decisions.

There are numerous studies that show that college matriculation of low-income, historically underrepresented groups is significantly improved by streamlining the college and financial aid application processes. There are even more studies that show that financial aid is the primary determinant of whether an academically qualified low-income student will attend a four-year college or not. (See Appendix C.3 Compendium of Research, for an extensive list of relevant research on both these topics.)

During the past 18 months, the CSU Chancellor's Office has worked closely with CCGI to fully articulate its student- and family-facing college planning portal – CaliforniaColleges.edu – with the CSU system's application platform known as CSU Mentor. This articulation enables students with an account on CaliforniaColleges.edu to automatically populate their applications to all 23 CSU campuses. The pre-verified data automatically migrate to the CSU application for students who have pre-verified transcript data on CaliforniaColleges.edu. This is important because:

- It positively impacts the ability of students who are academically well suited to a direct-to-Baccalaureate pathway by removing some of the procedural access barriers.
- It allows students to get more immediate and accurate admissions decisions, which is especially important for students who aren't admitted and must make alternative plans.
- It allows CSU to provide offers of financial aid in a more expeditious fashion, which has a strong influence on college-going behavior of low-income, underrepresented students.

During the Fall 2014 (October 1-November 30, 2014), the CSU Application Pilot was launched, testing both of these efficiencies. Statewide, 3,283 students submitted 13,230 applications to CSU campuses from their CaliforniaColleges.edu accounts. For the students whose transcript data were available in CCGI's system, their transcripts were verified once centrally, and distributed to each campus as part of the student's application. Besides creating efficiencies for the CSU system, this allows for expedited and more accurate admissions and financial aid decisions for students.

### **Systematic Development of College Knowledge and a Post-Secondary Educational Plan**

There is ample evidence that shows the link between high quality counseling and college-going outcomes for low-income students (NACAC, 2006). Absent a technology-based counseling and case management infrastructure like RHPC/CCGI's, K-12 districts have no way to efficiently and systematically support and track student progress.

In 2013, the state's existing college and career planning portal, CaliforniaColleges.edu was redesigned and reengineered<sup>7</sup> to become a guidance tool, rather than solely informational. The

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<sup>7</sup> CaliforniaColleges.edu was originally launched in 2000 as an informational "one stop shop" for students as they plan for college and career. It is supported by a state line item, but was updated and expanded to include

redesign provided a more dynamic user-interface for students and added a complimentary counselor-facing portal called the Professional Center (the Pro Center).

CaliforniaColleges.edu serves the dual purpose of helping students develop an informed and intentional post-secondary plan in individual electronic college- and career-planning portfolios, while also developing a repository for K-12 transcript data that can be used to support successful transition to higher education. Portfolios track student progress on 18 college- and career-planning milestones, each of which comprises a component of a post-secondary plan that links a student's career interests to degrees, majors and specific educational pathways at specific institutions in California (or beyond). (See Appendix C., Sample CaliforniaColleges.edu Planning Milestones.) Key among these milestones is the completion of evidence-based career assessments, like the Interest Profiler, which generates "Holland Types" for each student at each grade level. Considerable research has shown that a match between Holland Types and majors they suggest a student pursue has a significant positive impact on post-secondary persistence, time to degree and degree completion (Allen & Robbins, 2010). The literature also suggests that the use of these assessments prior to college matriculation can help guide students choices about majors in ways that will lead to more timely progress to degree.

Educators are supported by accompanying developmentally-appropriate lesson plans to guide their 6<sup>th</sup>-12<sup>th</sup>-grade students through a continuum of activities. The students begin with identifying their Holland Type, exploring careers and majors associated with those results and then researching colleges that offer the majors that align with their interests. Supplemental lesson plans further push students to identify what the requirements are for success in each of those majors. (See Appendix C.5 Educational Planning Continuum Overview of Lesson Plans.)

Students are reminded about key decision points and deadlines in their college planning process by a complementary mobile app, "College Guide." The app provides them with a structured set of tasks to complete in accordance with their specified post-secondary aspirations. If a student already knows s/he wants to attend UC, the app "pushes" customized tasks, deadlines and things to consider in the process of planning and preparing for admission and matriculation at UC. If a student's aspirations include both two- and four-year pathways, s/he receives a broader set of messages and tasks associated with all of those pathways.

K-12 students are exposed to the tools as part of counseling practice and/or instructional time in partner districts, or as part of educational planning interventions at RHC. All student activity is tracked individually and in the aggregate in the "Professional Center," the counselor-facing portal for K-12 counselors to monitor and guide student activity. Importantly, the Pro Center allows counselors to sort their enormous caseloads according to what milestones their students need to complete so that they can more efficiently direct time-sensitive messages, support and interventions to their students.

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counselor case-management tools and the ability to integrate and share verified student transcripts. The revitalization of the portal was supported by private philanthropic dollars raised by CCGI.

Counselors in partner districts began helping their students use CaliforniaColleges.edu for the first time in 2014. In Hacienda La Puente, 8,016 students (76% of 6<sup>th</sup>-12<sup>th</sup> graders) completed at least one activity on CaliforniaColleges.edu, with many completing several activities for a total of 12,196 “sessions.” In El Rancho Unified, which began implementation in September of 2014, 1,800 students (65% of 6<sup>th</sup>-12<sup>th</sup> graders) have completed more than 3,486 “sessions.” In both of these partner districts, for example, 70-80% of middle school students have completed an initial career assessment activity on the website during Fall 2014. These educational plans will be revisited annually and integrated into their counseling and instructional experiences during high school. (See Appendix C.6 Sample District Implementation Plan)

CaliforniaColleges.edu portfolios are being used as the foundation for a newly-designed RHC half unit educational planning course (Counseling 105) for incoming students to develop comprehensive educational plans that explicitly link their career goals to specific programs of study at RHC, and (as desired) into a Baccalaureate granting institution. This class will be rolled out in spring of 2015.

#### **Forge Partnerships to Support Adoption and Integration of the Tools into Practice**

The premise of the RHPC has always been that student success in our region requires active inter-segmental partnership. Our expanded Partnership with CCGI provides a concrete infrastructure – a framework for collaboration, technological/data sharing tools, and facilitative support – that allows us to scale and deepen this work across the region. Working at all levels of the institutions in the Partnership, RHPC/CCGI helps facilitate policy and practice changes that support student success throughout the pipeline.

The non-academic data in CaliforniaColleges.edu, and the associated value added to the guidance process during 6<sup>th</sup>-12<sup>th</sup> grade and as a student enters a post-secondary institution, are contingent upon a meaningful integration of the tools within schools, districts and colleges. Unfortunately, just building technological tools doesn’t facilitate student success. In fact, because technological tools often rely on self-directed use by highly motivated and informed students, it oftentimes expands the divide between higher-income students from more educated families, and their less informed, and often lower-income peers.

Historical user analytics from CaliforniaColleges.edu demonstrate that students most likely to utilize such a tool on their own are disproportionately high achieving and upper-income students. Without a strategy to facilitate mandatory, educator-mediated utilization of the tools, they were underutilized by younger, less high achieving and lower income students. In order to address gaps in educational opportunity that result from a lack of college knowledge, the tools must be integrated systematically into the middle, high school and community college experience of all students, irrespective of their post-secondary aspirations or current performance in school.

A recent report by the Community College Resource Center confirms that educational advising infrastructures (sometimes referred to as IPAS – integrated planning and advising services) show great promise for improving student success and completion rates, while reducing time to

completion. The report also asserts that in order for educational advising infrastructures to “enhance and streamline,” they require an “adoption” strategy to ensure integration into daily practice by the intended end users (educators and/or students); they show that cultural shifts at the institution level are required for lasting technology adoption. (Karp & Fletcher, 2014).

The Partnership’s intentional adoption strategy supports colleagues across the segments with the integration of tools and real-time information into the fabric of their organizational culture. This support includes collaboration on the development of grade level goals for college and career planning at each school site across their district, implementation plans, building data bridges, developing a clear strategy for the integration of CaliforniaColleges.edu, the Pro Center, and associated curricular materials for students, counselors and teachers at each school site across their district and intensive first-year training for counselors and teachers on how to use the tools with students, as well as for tracking their progress. At that point, the implementation phase of the partnerships are launched. On the higher education side, the Partnership includes the identification of how the inter-segmental infrastructure can provide actionable data (academic and educational planning) to support the student success strategies that most colleges know need to be in place, but have no mechanism for implementing.

#### Gaining Traction During 2014

The work is gaining traction because it meets immediate and concrete needs for each partner entity. K-12 districts and colleges recognize that while working with students can only happen locally, some functions are best handled centrally rather than district by district or campus by campus. The collection, verification and distribution of academic data to support guidance, planning and successful transition across segments needs to be centrally managed, then functionally integrated into regional partnerships that share responsibility for student success.

During 2014, the RHPC/CCGI Partnership impacted 14,364 6<sup>th</sup>-12<sup>th</sup> grade students in three feeder K-12 districts, 201 students at RHC whose first year academic placement was improved by the Placement for Success pilot, and more than 400 high school seniors in the region whose applications to CSU campuses was facilitated electronically.

As we continue and deepen our efforts in these current partnerships we have the potential to impact the Baccalaureate pathways of more than 30,000 students by increasing their CSU/UC eligibility, increasing the number of students who place into transfer-level coursework and persist to transfer from RHC to a Baccalaureate granting institution, and by facilitating systematic college and career planning that improves time to degree for those students whose college choice is informed by their major selection and a defined post-secondary plan.

#### Demand for Expansion Within the Region During 2014

The RHPC/CCGI Partnership currently includes three of RHC’s seven feeder K-12 districts. Three other RHC K-12 feeder districts have asked to join the Partnership as well as a broader range of K-12 districts in the San Gabriel Valley that feed into Mt Sac and other post-secondary institutions in the region. We are currently in different phases of partnership development with each of them.

## 5. Future Innovations – After January 9<sup>th</sup>, 2015

Having successfully piloted several dimensions of our Partnership in 2014, RHPC/CCGI plans to expand and deepen our impact in the region from 2015 forward.

### **Expand and Deepen the Inter-segmental Data Sharing Infrastructure**

#### Increasing A-G Completion Rates

Beginning in January 2016, CaliforniaColleges.edu will launch the enhanced and fully automated version of the “A-G Progress Analysis” suite of tools. These enhancements will allow students, parents and counselors to make real-time decisions about course selection informed by whether these courses contribute to CSU/UC eligibility. The Partnership anticipates increasing A-G on-track and completion rates by 20 percentage points within four years as a result of this enhancement. (This is consistent with findings in districts that have used similar tools consistently over a four-year period). By automating this process, the Partnership will be able to implement these innovations at scale in K-12 districts in RHPC, and potentially other inter-segmental partnerships across the State.

#### Reducing Remediation – Placement for Success

Math faculty at RHC have already agreed to make Placement for Success the policy for incoming students when transcripts are available, and all indications are that CCGI will be able to provide transcript data for upwards of 700 students by Fall 2015, and 1,000 by Fall 2016. Three of Rio’s seven primary feeder districts – El Monte, El Rancho and Hacienda La Puente – are partners in RHPC/CCGI. We are currently in discussion with all remaining feeder districts about joining the Partnership in the coming 12-24 months. This should enable us to place upwards of 80% of direct-from-high school matriculants to RHC by the 2017-2018 school year. We will continue our work with English faculty to develop a comparable criteria for how high school transcript data can be used to inform first year academic placement within their discipline.

Additionally RHC plans to support other colleges in the region with whom it shares feeder districts or who want to learn from our pilot efforts. Two thirds of the feeder districts to Mount San Antonio College have already joined or in partnership development discussions with CCGI. (See Appendix A.7, Letter of Support from Mount San Antonio College.). Having already mapped the CCGI data file onto the Banner enrollment management system, we can assist other campuses who are also on Banner by sharing that resource and reducing the amount of upfront work required to begin using transcripts for placement.

#### Efficiencies for Students and Institutions

The CSU’s Chancellor’s office has requested additional phases of engineering to enable CCGI’s tools to provide CSU campuses with aggregated K-12 course-taking data to inform better educational advising, as well as internal planning on campuses for both policy and programs that support student success and efficient movement through degree pathways. Those functionalities will likely be designed during 2015 and built during the first half of 2016 as CSU re-builds its application platform. These new tools are designed to help students both within and beyond this region by providing CSU campuses with data they need to: (a) ensure successful

admission of the majority of students (especially low-income students), who are admitted conditionally upon the completion of specific coursework during second semester of their senior year; and, (b) assess and guide incoming students for selection of appropriate majors according to course-taking patterns in high school. This will decrease time to degree and increase the odds of college completion.

### **Systematic Development of College Knowledge and a Post-Secondary Plan**

With consistent support for implementation, we believe that 70% of graduating seniors from across our partner K-12 districts will complete career and college plans that chart a clear and intentional course for their post-secondary education by June 2018. These plans will include specific degrees and majors that students want to pursue, and will focus their applications on colleges where those pathways are available to them. This early educational planning should enable significant numbers of students to move quickly into defined pathways upon matriculation.

As described above, RHC's nine-hour half-unit counseling course "Orientation and Educational Planning," Counseling 105, will be rolled out in Spring 2015 with seniors at our partner high schools. This will be especially helpful for seniors over the next few years as many will not have had access to CaliforniaColleges.edu throughout high school to fully build out their college planning portfolio.

### **Forging Partnerships for the Effective Integration of the Tools**

#### Deepening and Strengthening Our Current Efforts

As RHPC/CCGI Partnership is still a nascent effort, there are many lessons being learned about what it will take to fully support integration of these tools for maximum impact. We will continue to build capacity within K-12 districts to support the complete integration of the tools, and find new ways of integrating the tools into instructional as well as counseling hours. We are already in discussions with Mt San Antonio College (Mt. Sac) and we will simultaneously work to engage other colleges in the region to maximize the benefits of this infrastructure to students in as many post-secondary institutions as possible.

#### Replication

Responding to a growing demand for this inter-segmental infrastructure, CCGI will move beyond the RHPC target zone to provide its collaborative framework, data infrastructure and facilitative support to partnerships in other parts of the state. CCGI will work to accelerate the work of collaborative partnerships in other parts of the state at varying stages of development. We will expand our partnerships in Orange, Riverside and Los Angeles counties, and explore opportunities to serve inter-segmental partnership interests in other parts of the state where demand has been strong – the Central Valley, San Diego, and the Bay Area. (See Appendix D.1 CCGI Current and Likely Expansion.)

## 6. Cost Analysis

RHPC/CCGI worked with Chip Hatcher, Hatcher Research Insights, a noted Higher Education Economist, to develop this cost analysis and the supporting narrative.

We estimate the current average cost of a bachelor's degree in the CA Community College and CSU systems is about \$102,403. The costs are proportioned as follows:

- System/Institution: \$67,048
- Student Share: \$35,355

RHPC/CCGI's infrastructure innovations decrease cost to degree at CSU by more than \$20,000:

- **Placement for Success** – our improved protocol for placement:<sup>8</sup>
  - Categorizes more students as college-ready, drastically improving the chances of transfer, which ultimately leads to more bachelor's degrees. Savings: \$5,018/degree
  - Prevents some eventual graduates from taking unnecessary remediation courses. Savings: \$191/degree
- **Pre-verification of Transcript Data for CSU admissions:**
  - CSU system estimates the administrative time required to enter transcript data by hand currently costs about \$12M/year. Savings: \$147/CSU degree.
- **Systematic and early approach to college and career advising and planning:**
  - Reduces excess credits at graduation by 30%. Savings: \$1,617 /degree
  - Students enter programs of study earlier than they otherwise would and improves transfer rates, and eventually more degrees. Savings: \$13,351/degree

Increased degree completions: In addition to cost savings, RHPC/CCGI's infrastructure improves the productivity or yield of bachelor's degrees, for the monies spent by the system and students, particularly for historically underrepresented students:

- **Placement for Success:** More students categorized as college-ready with drastically increased chances for transfer ultimately leads to about 7,230 additional bachelor's degrees conferred by the CSU system annually.
- **College and career advising and planning:** More students entering programs of study earlier results in about 22,547 more CSU bachelor's degrees annually.

In summary, our innovations save approximately \$20,324 or 19.85% of the cost of a CSU-conferred bachelor's degree while increasing the number of bachelor degrees awarded by the CSU system on an annual basis by 29,777 or 36.4%.

See Appendix E.1 for Cost Analysis Supporting Narrative, for detail on how costs and reductions were calculated and for data sources.

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<sup>8</sup> Not included in this analysis is the \$5/student savings to the institution realized by eliminating standardized tests as it will take several years before this innovation can be fully scaled across the CA Community College system.

## 7. Risks or Tradeoffs

In addition to the specific risks/tradeoffs described below, our evidence-based technology tools and approach are solely based on promoting student success across the educational pipeline in California. As a result, it is likely to pose a political risk by challenging private sector vendors that benefit from the current silos between educational segments, e.g., college testing, case management vendors, etc.

### **Equity**

Underlying the entire RHPC/CCGI Partnership is our shared commitment to improve the educational outcomes of the students in our partner institutions, 85% of whom are from historically underrepresented groups. Accordingly, the Partnership measures the impact of our policies and practices to determine whether there is a disproportionate impact on sub-groups of the student population, and will adjust our engagement and implementation strategies as necessary to achieve the desired impact on underrepresented students.

There are few potential adverse effects on students involved in this work, however, ongoing monitoring helps us to ensure that the policies and practices we have adopted are achieving our goals of increasing equity, and the opportunity for historically underserved students to move more quickly through post-secondary pathways to earn a baccalaureate degree.

### **Data Infrastructure: Student Performance in Placement for Success**

Studies on using high school transcripts for academic placement suggest that students placed in this manner will perform as well as, if not better than, their peers. As we move forward with expansion of Placement for Success, we may find that the criteria embedded within the transcript placement algorithm set by faculty was too aggressive or not aggressive enough in placing students into college-level coursework. We are closely tracking performance data, and will follow what the data tell us, always with an eye towards placing students where the data show they can succeed.

### **Systematic College and Career Planning: Quality Implementation**

Inherent in any large-scale implementation across multiple institutions, the biggest potential risks of this work are related to differential quality of student access and exposure to these opportunities. There is broad variation in the internal capacity, even among motivated and currently participating partner districts, to integrate the tools well and fully into their organizational practices. Counselor ratios in California are the worst in the country, with an average of 945 students to each counselor as compared to the 478:1 national average, and the 250:1 recommended average. (National Association for College Admission Counseling.) Counselor priorities on school sites range broadly from yard duty to scheduling to crisis intervention, leaving very little time for college and career planning work. It takes dedicated human beings to integrate technology as a useful tool for students, especially those students who are least likely to avail themselves of resources without adult mediation. While policy can be set at the district level, and infrastructure/support put in place, there are schools where the counseling infrastructures are so compromised (e.g. little or no counseling staff, insufficient

access to technology, lack of capacity to develop a data extract) that implementation of CCGI's tools is extremely challenging.

Because RHPC/CCGI intentionally targets K-12 districts with high numbers of underrepresented students, we mitigate these circumstances by:

- 1) Identifying both priorities and existing capacity within each potential Partnership district;
- 2) Explicitly communicating how our tools and resources can help address pain points that individuals, schools and districts are experiencing as a result of compromised infrastructure (i.e., efficiencies/capabilities of the tools, facilitative support from our regional staff); and,
- 3) Engaging a broad range of educators. While counselors are our first priority, we also engage instructional staff to help integrate the tools into classrooms.

### **Forging Partnerships: Alignment and Integration with Other Student Success Focused Efforts**

The biggest risks to this effort are associated with "institutional adoption" at various levels:

Locally: At RHC, there has been some hesitancy of English faculty to integrate transcript data into placement decisions. We believe that the success of the math pilot, and the increasing availability of high school transcripts from our K-12 feeder districts, will help us to encourage English faculty to pilot a new placement criteria of their own.

System-wide: Beyond RHC, other community colleges may be slow to come on board even where data are in place through CCGI to support transcript-informed placement. We believe that the mutual accountability developed among inter-segmental partners in these regional partnerships, combined with the facilitative support we provide, and the model of work to date at RHC, will help to overcome faculty resistance at other institutions in the region.

At the statewide system level, efforts are underway to design a new approach to placement and educational planning in the Community Colleges System. There is tremendous compatibility between the Partnership's work and these efforts, and strong potential for alignment. The tools CCGI has piloted within the Partnership has gained strong traction among K-12 school districts and community colleges across the state that are integrating the tools as the basis for career and educational planning within inter-segmental partnerships.

Ideally, the tools being developed at the system level will leverage the strong user base of CCGI's tools to benefit from the pre-matriculation communications platform, as well as the educational planning and data-sharing infrastructure already in place. Towards that end, CCGI has already provided Cal-Pass Plus, the contractor managing the development of the multiple measures placement tools for the CCCCCO, with our data file format to ensure that data captured in our K-12 districts can be integrated into the CCCCCO's multiple measures placement and educational planning tools down the line.<sup>9</sup>

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<sup>9</sup> The current design of the K-12 to CCC data sharing infrastructure relies upon a massive download of Cal-PADS data from CDE, which historically has been an insurmountable barrier. When that infrastructure is up and running,

## SUSTAINABILITY

### 8. Key Strengths and Assets for Sustaining a Culture of Innovation

#### **RHPC/CCGI Partnership: Inquiry in Action**

Perhaps the greatest reassurance about the sustainability of this work is that all previous RHPC policy and practice changes have been institutionalized within partner organizations.

RHPC's partner institutions came together in 2008 without external mandates to address student success issues in the region. We jointly identified barriers to student success, looked at the data, piloted interventions, evaluated the impact of those activities, scaled what could be scaled and adapted what wasn't working. This approach has developed a culture of innovation among and within our partner institutions that continued as we expanded to include CCGI and additional partner districts. In fact, the Partnership's collaborative framework, data infrastructure and facilitative support systematically engaging partners in the activities that have proven effective, and to innovate in quicker cycles of inquiry/testing/evaluation to ensure that we can continue to adapt to improve our impact.

#### **Leadership**

The best indicator that this work will be sustainable results from the Partnership's distributive leadership structure. RHPC and the expanded Partnership have always included people at a high enough level of leadership within partner institutions to make decisions about how and when to innovate. Of equal importance to the work and sustainability of the Partnership is that responsibility for the success of the effort has been shared with mid-level administrators, faculty, counselors and other front-line staff who are typically the leaders on implementation.

As front-line staff are increasingly seeing and feeling the benefits of this work, peer-to-peer word of mouth has increased demand across the region. Superintendents, assistant superintendents and high level college administrators are now calling to inquire about partnership in response to a groundswell of interest among front-line staff. With this distributive leadership structure in place, the Partnership sustains itself as staffing and leadership transitions inevitably occur.

#### **Scale**

Several factors make this work replicable and scalable in a relatively short time frame.

#### Benefits of a Technology Focused Infrastructure

- There are one time development and upfront costs associated with supporting integration, but the costs taper off and the benefits increase over time.

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CCGI's data can supplement it, as it includes 12<sup>th</sup> grade transcript and educational planning data not included in the data sets CCCC uses for their educational planning and placement tools. Further, CCGI's platform has the capability to transfer data from K-12 to BA conferring institutions, as it is already doing for all 23 CSU campuses.

- Technological tools can be iterated to adapt to new information and lessons learned during implementation in order to increase impact over time.
- As policies and circumstances change (e.g. use of Smarter Balanced scores as evidence of “college readiness”), that information can be integrated into an infrastructure that is already being used by the relevant parties. The tools become a mechanism for helping support as yet unknown innovations and changes over time.
- Technological tools are relatively easy to scale when paired with an adoption strategy.

#### Supportive Policy Context

Increased accountability for and focus on college readiness and success expressed in recent public policy creates a context in which innovation and adaptation to increase student success is no longer optional. (i.e., Common Core State Standards, Local Control Funding Formula, impending changes to the Academic Performance Index, Student Success Taskforce, CSU Graduation Initiative, UC’s enhancing community college transfer recommendations, and consideration of performance based funding in higher education.)

#### Value Add to Each Participating Institution and Cost Sharing

Irrespective of these policy mandates, each institution has already found value in the benefits provided by the shared infrastructure we’ve developed as students benefit across the inter-segmental partnership. As described in this application, there are efficiencies delivered by this technological platform for each segment if coupled with support for its integration into practice. These efficiencies save time and resources, while substantially benefitting students in areas where they have faced persistent challenges as they transition from segment to segment. Because there is concrete value to students and operational value/savings for each segment, the costs of this work can be shared among the participants, and can be sustained over time at minimal costs to each participating entity.

#### Adaptability of the “Model”

Our approach lends itself to scalability because it provides a collaborative framework that helps build (data and programmatic) bridges from K-12 to higher education, without proscribing how the infrastructure should be used in any particular institution. While partner institutions must commit to policy and practice changes that they believe will impact student success, how the tools get integrated into institutions is always in response to local goals and context. Facilitative support helps partner institutions identify the best ways to integrate the tools to advance institutional goals and first year implementation, all the while building capacity for staff to sustain the work over time.

#### Demand

There is extraordinary demand for partnership both within and beyond the San Gabriel Valley region. CCGI is currently operating in seven school districts within three inter-segmental partnerships and is in discussion about expansion with an additional eight school districts embedded within two additional inter-segmental partnerships. Due to capacity constraints, CCGI is currently not responding to demand outside of Orange, Riverside, and specific geographies within Los Angeles County. (See Appendix D.1 CCGI Current and Likely Expansion)

## 9. Stakeholder Engagement

The Partnership has a strong commitment to inform our work with: a) evidence from research; and, b) input from “end users,” which in this case includes students, faculty, advisors/counselors, and admissions staff. The design of this collaboration in its entirety emerged through a process of listening to end users about where there were disconnects in the systems, and developing tools, processes and policies to address those gaps. We have and will continue to engage stakeholders in the following ways.

### Students

- We led workshops with 13,000 6<sup>th</sup>-12<sup>th</sup> grade students to test the functionality of the CaliforniaColleges.edu suite of tools, and continue to observe classroom workshops to test each new functionality developed, most recently to test the articulation with CSU’s application platform.
- We regularly engage first-generation university and high school students to gain their insights and input into our work. Most recently we worked with two-dozen students on the development of the “College Guide” mobile app, from conceptualization through content development.

### Counselors/Instructional Staff

- We hold quarterly meetings with 9-12<sup>th</sup> grade counselors on all dimensions of the RHPC. High school counselors are additionally surveyed and engaged in discussion on an ongoing basis about the challenges and opportunities of using the tools.
  - Math faculty to gain agreement on a policy and design criteria for use of high school transcripts in placement decisions.
  - English faculty to begin a discussion of using high school transcripts for placement.
- (See Appendix G.1 Testimonials from Counselors in RHPC/CCGI K-12 Partner Districts)

### Administrators

- Articulation with CSU’s application platform was supported by an ongoing work group facilitated by CCGI that includes the CSU Chancellor’s office and admissions staff from three local CSU campuses (CSULA, CSU Fullerton and CSU San Bernardino). This group will inform future phases of our articulation. (See Appendix G.2 CSU/CCGI Working Group, for a list of working group members from CSU campuses.)
- Other regional institutions of higher education, like Mt San Antonio College, have been engaged in early discussions of potential spread of this regional approach to improving college readiness and success outcomes in the region.

### Philanthropy/Civic Leadership

- Philanthropic organizations, particularly in the region, but also state and national funders, have and continue to partner to capitalize the development/improvement of CCGI’s tools and support regional inter-segmental collaboration like the RHPC/CCGI Partnership.

## 10. Sustained Changes within Existing Financial Resources

The RHPC has been in operation since 2008 and has continued the work of collaboration for student success with or without external resources. The bulk of the costs associated with the RHPC/CCGI Partnership efforts are upfront costs for technology development, capacity building and integration of the tools into practice. Maintenance costs are quite low and spread across institutions both in the region and across the state as CCGI has begun to develop a statewide reach.

Since 2012, CCGI has been funded through a public/private partnership between the State and private philanthropy. CCGI built its college and career guidance and planning web-based platform by expanding upon and leveraging the State's existing \$500,000 investment in CaliforniaColleges.edu. Since 2013, Foundation funding has been covering one-time costs for CCGI to develop and refine:

- the integrated college and career guidance and planning platform and app for students, parents and counselors to leverage the minimal counseling resources available in many public high schools, most particularly those serving large proportions of underrepresented students;
- a model of partnering with educational institutions that embeds a strategy designed to ensure adoption and integration within normal institutional practices (i.e., curriculum development, professional development/training); and,
- the capacity for building data bridges from K12 to post-secondary, verifying and sharing academic (e.g., transcripts, A-G courses, test scores) and non-academic data (e.g., career and college plans) across educational segments.

Local philanthropies have also supported the RHPC/CCGI Partnership to absorb the upfront costs of extending partnership to additional school districts with the staffing in place to support integration of the tools and sharing data across segments.

Looking forward to ongoing revenue sources for long-term maintenance of the infrastructure, districts in the region are willing to pay a small annual per student fee to support this work (likely beginning with the 2015/2016 school year.) CSU has agreed to pay for access to transcript data as the volume of data increase to a level that creates significant admission operations savings. As each segment pays for the value added to their work, we will build a sustainable diversified revenue model that will not require payment by students, and will leverage state funding against multiple other sources.

## EVALUATION

### 11. Evaluation Strategy

#### **RHPC/CCGI Partnership Evaluation and Learning Strategy**

With two years of pilot results available, we intend to begin a formal mixed methods implementation and impact evaluation in 2015-2016 with our external partners, Professors Eric Bettinger and Anthony Antonio, at Stanford University (See Appendix H.1, Evaluation of the Efficacy of CCGI Resources and Partnerships, a draft proposal from Evaluation and Assessment Solutions for Education.). While quantitative methods will be applied to all concrete measures of student placement, persistence and completion, the impact on culture, enthusiasm and a sense of increased self-efficacy among both students and the educators that guide them, are best evaluated using qualitative methods.

In addition to this formal evaluation, the Partnership will regularly track indicators of success towards the outcomes listed in Question 12 in order to improve and sharpen our approach and/or provide accountability to our stakeholders.

As the inter-segmental facilitator/data bridge, CCGI will convene the learning and measurement staff from each of our partner institutions at the end of each semester in order to review data collected internally as well as any learning shared with us by our external partners. These meetings will be used to fine tune, augment, or eliminate elements of our tools or implementation strategies according to what we are learning.

#### Quantitative Measures

- Changes in A-G Completion rates within our K-12 partner districts (short term)<sup>10</sup>
- Number of seniors who graduate with completed college and career plan (short term)
- Changes in first-year placement rates into transfer-level Mathematics (short term)
- Success rates in first transfer-level Math courses (short term)
- Changes in first year persistence rates of RHPC/CCGI students (short term)
- Completion of first transfer-level course in mathematics (short term)
- Students who transfer to four year institutions within 3 years (short term)
- Baccalaureate Completion rates (long term)

(See Appendix H.2 Target Outcome Indicators and Supporting Assumptions and Evidence, for a more detailed list of quantitative and qualitative measures.)

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<sup>10</sup> Time period for change to be observed and used to gauge progress. Short term = <4 years; long term = > 4 years.

## 12. Target Outcomes

The outcomes we've projected are for RHPC/CCGI students who are placed using transcripts. Although evidence suggests such students will perform as well or better than their peers in college-level coursework, our projections are conservative, assuming these students will perform at the same level as their peers. We, therefore, are projecting flat transfer-level course completion, transfer to 4-year institutions, and BA completion rates. Our impact is vastly increasing the number of students to whom these percentages apply, particularly low-income, underrepresented groups.

However, we do believe that the college and career planning components of our work will increase the number of historically under-represented students who persist in community colleges, transfer and complete a BA degree, as well as those who directly pursue a Baccalaureate pathway, where completion rates are higher and time to degree often shorter.

Students from RHPC/CCGI K-12 Feeder Schools	Baseline 2013 - 2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
<b>Quantitative Outcomes</b>						
More students will graduate CSU-eligible	30%	32.5%	35%	39%	43%	50%
Students who graduate have college knowledge (expectations, goals and financial aid)	5%	12%	40%	55%	70%	80%
Students will matriculate directly to PS and place into college-level work	4%	37%	37%	37%	37%	37%
Students placed using High School transcript data perform the same as peers in transfer-level Math, placed using standardized exams	61%	61%	61%	61%	61%	61%
More students from K-12 Partner districts will transfer from RHC to 4-year BA-conferring institutions within 3 years	31%	31%	31%	31%	31%	31%
More students from K-12 Partner districts will complete a BA degree in 3 years from transfer	60%	60%	60%	60%	60%	60%
CSU will experience significant cost savings as a result of scaling the CSU placement pilot	N/A	N/A	N/A	\$40K	\$80K	\$150K

RHCP/CCGI K-12 Feeder Schools	Baseline 2013 - 2014	2014- 2015	2015- 2016	2016- 2017	2017- 2018	2018- 2019
<b>Qualitative Outcomes</b>						
Culture of innovation and inquiry is created by the value of data driven decision-making, innovation and success.	Counselors, teachers and administrators will be surveyed, and participate in focus groups. We project that we will see an improvement year over year, but the survey and focus group instruments have not yet been developed.					
Students express confidence and feel competent in guiding their own college and career trajectory	Students will be surveyed and interviewed in focus groups. We project year over year improvements, but the related tools have not yet been developed.					

Appendix H.2, Target Outcome Indicators and Supporting Assumptions and Evidence, provides detail about the indicators we'll measure to track whether we're making progress on these target outcomes, and the assumptions and evidence underlying the selection of these outcomes and indicators.

**APPENDIX A: Letters of Support**

- A.1 California College Guidance Initiative (CCGI)**
- A.2 California State University, Los Angeles (CSULA)**
- A.3 El Monte Unified High School District (EMUHSD)**
- A.4 El Rancho Unified School District (ERUSD)**
- A.5 Hacienda La Puente Unified School District (HLPUSD)**
- A.6 Mt. San Antonio College (Mt. Sac)**



December 22, 2014

Higher Education Innovation Awards  
Department of Finance  
915 L Street  
Sacramento, CA 95814

Dear Selection Committee Members:

During the past two years, we've developed a deep and fruitful partnership with the Rio Hondo Partnership for College (RHPC) that has yielded concrete gains for under-represented students in the region. We've done this by providing an infrastructure that allows the preexisting intersegmental partnership among K-12 districts, Rio Hondo and CSULA, to deepen and expand their impact.

Our role in the expanded RHPC/CCGI partnership is to provide a collaborative framework, the data and educational planning infrastructure, and facilitative support to each of our partners. This allows for the integration of our educational planning and advising tools to help meet the partners' shared goals around improving student success.

While still a relatively nascent effort, the RHPC/CCGI partnership has provided an invaluable learning opportunity for us, as we work alongside our partners to put our tools to work, identify the challenges and problems that arise, and collectively figure out ways to address them. Having built a strong foundation, we are now exploring different ways that the tools themselves, as well as the support we provide for implementation, can be strengthened and provide additional value.

Those locally generated lessons help to inform our current work in other regions, where other early adopters are looking to the RHPC as the front runners in how to fully exploit the value of our tools and support. The work in this region also informs our thinking about how best to scale and extend the impact of this work in other inter-segmental partnerships where the partner institutions are less likely to innovate on their own.

We look forward to continuing and expanding this partnership in future years,



Tessa Carmen De Roy, Ed.D.  
Executive Director



## CALIFORNIA STATE UNIVERSITY, LOS ANGELES

## OFFICE OF THE PRESIDENT

December 17, 2014

Higher Education Innovation Award  
Department of Finance  
915 L Street  
Sacramento, CA 95814

Dear Selection Committee Members:

I am pleased to offer this letter of support for the application from our partners at Rio Hondo College (RHC) and the California College Guidance Initiative (CCGI). Since 2008, Cal State L.A. has played an active role in the Rio Hondo Partnership for College (RHPC) by both programmatically supporting college planning and readiness activities in El Monte Union High School District (EMUHSD) and by extending local area admissions requirements to students from our partner institutions.

As part of the partnership agreement, Cal State L.A. has agreed to include Rio Hondo Community College and El Monte Unified School District as part of our local admissions area. Students from these local admissions area schools will only need to meet the minimum CSU eligibility requirements for Cal State L.A. admissions, whereas students from schools outside of Cal State L.A.'s local admissions area may be held to higher admissions requirements.

The data and educational planning infrastructure that CCGI provides promises to deliver both enormous operational benefits to us as an institution as the work scales up, and very important benefits to students in our region.

As part of the planning workgroup supporting the CCGI/CSU application pilot, our Admissions staff helped to design the way that verified transcript data from CCGI's partner K-12 districts could flow into the CSU's Mentor application platform. As a result of that pilot, during Fall 2014, Cal State L.A. received 1,011 applications launched from within students' individual college planning portfolios on [CaliforniaColleges.edu](http://CaliforniaColleges.edu), 417 of which were from students in CCGI pilot districts, and 54 for whom transcript data was embedded in their application. Many of the K-12 districts that send large numbers of students to Cal State L.A. are either already participating in this effort, or are in line to do so. We therefore anticipate that growing numbers of applicants will use this option in subsequent years, and are excited about the efficiencies this will provide to both the applicants and to our Admissions office, which will help smooth transitions for students as they enter our campus community.

Higher Education Innovation Award

December 17, 2014

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We know that students who arrive at our doors better prepared are more likely to complete a degree. We believe that the RHPC/CCGI partnership provides a promising approach to a regional college readiness strategy that will help increase the number of under-represented students who make it through the pipeline from K-12 through post-secondary degree completion.

Respectfully,

A handwritten signature in black ink, appearing to read "William A. Covino". The signature is fluid and cursive, with the first name "William" being the most prominent.

William A. Covino

President

**El Monte Union High School District**

3537 Johnson Avenue • El Monte, California 91731  
(626) 444-9005



December 16, 2015

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Asst. Superintendent-  
Educational Services

**Edward A. Zuniga**  
Asst. Superintendent-  
Personnel

Higher Education Innovation Awards  
Department of Finance

Dear Selection Committee members:

I write to enthusiastically support the application from Rio Hondo Partnership for College (RHPC), the California College Guidance Initiative (CCGI), and partnering K-12 school districts to the Higher Education Innovation Awards. We are deeply committed to supporting our students as they prepare for and transition to higher education and career, and are working with RHPC/CCGI to more systematically guide students through the process of developing a clear set of post-secondary aspirations and plans.

One key barrier that our students face is placement into remedial coursework once they arrive in higher education. This past summer, 336 of our graduates who were matriculating to Rio Hondo, participated in the Placement for Success pilot. Of this group 124 (37%) placed into transfer level mathematics coursework, using transcript informed placement, and an additional 77 (23%) placed into the highest level remedial courses, just one level down from transferable coursework. This approach to placement significantly increase the likelihood that our students will complete a post-secondary degree.

We are additionally pleased by the recent ability of students to auto-populate their CSU mentor applications with data from their individual portfolios on CaliforniaColleges.edu, CCGI's advising and data platform. These procedural innovations help save our students and counselors time, and reduce errors in admissions and placement that otherwise have a serious impact on our students' ability to pursue their post-secondary goals.

We anticipate that the implementation of Common Core State Standards in our classrooms will help prepare students for more complex coursework and deeper conceptual understanding in both Mathematics and English. Our work with CCGI compliments these instructional changes, by (1) helping students gain clarity about the expectations they will face in higher education, (2) facilitating the use of data across educational segments to support student advising, and (3) helping students to make the connections between future careers, their educational goals and their coursework during high school.

We are excited about the opportunities this regional collaboration is making possible for our students and look forward to seeing the fruits of our continued joint efforts.

Sincerely,

Sergio Flores, Ed.D.  
Asst. Superintendent – Educational Services



## EL RANCHO UNIFIED SCHOOL DISTRICT

9333 Loch Lomond Drive, Pico Rivera, California 90660

Tel: (562) 942-1500 • Fax: (562) 949-2821

### BOARD OF EDUCATION

Delia Alvidrez

Rachel Canchola

Jose Lara

Alfred Renteria, Jr.

Aurora Villon, Ed.D.

### SUPERINTENDENT

Martin Galindo

October 28, 2014

Higher Education Innovation Awards  
Department of Finance

Dear Selection Committee members:

I write to enthusiastically support the application from Rio Hondo College, the California College Guidance Initiative (CCGI), and partnering K-12 school districts to the Higher Education Innovation Awards. We are deeply committed to supporting our students as they prepare for and transition to higher education and career, and are working with CCGI to more systematically guide students through the process of developing a clear set of post-secondary aspirations and plans.

One key barrier that our students face is placement into remedial coursework once they arrive in higher education. We are working on several fronts to address this concern. We anticipate that the implementation of Common Core State Standards in our classrooms will help prepare students for more complex coursework and deeper conceptual understanding in both Mathematics and English. Our work with CCGI compliments these instructional changes, by (1) helping students gain clarity about the expectations they will face in higher education, (2) facilitating the use of data across educational segments to support student advising, and (3) helping students to make the connections between future careers, their educational goals and their coursework during high school.

A significant number (approximately 25-30 percent) of our graduating seniors matriculate to Rio Hondo College as the starting point for their post-secondary education. We believe that a disproportionate number are placed into remedial coursework despite having performed well in mathematics and English during high school. We are thrilled that as part of a regional strategy to increase college going and completion, Rio and CCGI are facilitating the use of high school transcript data to place our students in their first year mathematics coursework.

We are additionally pleased by the recent ability of students to auto-populate their CSU mentor applications with data from their individual portfolios on CaliforniaColleges.edu, CCGI's advising and data platform. These procedural innovations help save our students and counselors time, and reduce errors in admissions and placement that otherwise have a serious impact on our students' ability to pursue their post-secondary goals.

We are excited about the opportunities this regional collaboration is making possible for our students and look forward to seeing the fruits of our continued joint efforts.

Sincerely,

Martin Galindo  
Superintendent

---

#### ADMINISTRATION

**Roxane Fuentes**  
Assistant Superintendent  
Educational Services

**Mark Matthews**  
Director  
Human Resources

**Ruben Frutos**  
Assistant Superintendent  
Business Services

**Katherine Aguirre**  
Director  
Special Education



## HACIENDA LA PUENTE UNIFIED SCHOOL DISTRICT

15959 EAST GALE AVENUE • P.O. BOX 60002 • CITY OF INDUSTRY, CALIFORNIA 91716-0002 • (626) 933-3800

CYNTHIA PARULAN-COLFER, Superintendent

Members of the Board  
 GINO KWOK, Esq., President  
 ANTHONY DUARTE, Vice President  
 PENNY FRAUMENI, Clerk  
 JOSEPH K. CHANG, Ph.D., Member  
 JAY F. CHEN, Member

December 5, 2014

Higher Education Innovation Awards  
 Department of Finance  
 1102 Q Street, Suite 3500  
 Sacramento, CA 95811

Dear Selection Committee members:

I write to enthusiastically support the application from Rio Hondo College, the California College Guidance Initiative (CCGI), and partnering K-12 school districts to the Higher Education Innovation Awards. We are deeply committed to supporting our students as they prepare for and transition to higher education and career, and are working with CCGI to more systematically guide students through the process of developing a clear set of post-secondary aspirations and plans.

One key barrier that our students face is placement into remedial coursework once they arrive in higher education. We are working on several fronts to address this concern. We anticipate that the implementation of Common Core State Standards in our classrooms will help prepare students for more complex coursework and deeper conceptual understanding in both Mathematics and English. Our work with CCGI compliments these instructional changes, by (1) helping students gain clarity about the expectations they will face in higher education, (2) facilitating the use of data across educational segments to support student advising, and (3) helping students to make the connections between future careers, their educational goals and their coursework during high school.

A significant number of our graduating seniors matriculate to Rio Hondo College as the starting point for their post-secondary education. We believe that a disproportionate number are placed into remedial coursework despite having performed well in mathematics and English during high school. We are thrilled that as part of a regional strategy to increase college going and completion, Rio Hondo and CCGI are facilitating the use of high school transcript data to place our students in their first year mathematics coursework.

We are additionally pleased by the recent ability of students to auto-populate their CSU mentor applications with data from their individual portfolios on CaliforniaColleges.edu, CCGI's advising and data platform. These procedural innovations help save our students and counselors time, and reduce errors in admissions and placement that otherwise have a serious impact on our students' ability to pursue their post-secondary goals.

We are excited about the opportunities this regional collaboration is making possible for our students and look forward to seeing the fruits of our continued joint efforts.

Sincerely

Cynthia Parulan-Colfer  
 Superintendent

***Vision Statement:***

*The Hacienda La Puente Unified School District is a community committed to developing lifelong learners who value themselves and the diversity of all people; apply decision-making skills leading to responsible actions; and use creativity, critical thinking, and problem solving in meeting the challenges of a changing society.*



December 3, 2014

California Department of Finance  
Higher Education Innovation Award

Dear Innovation Award Selection Committee:

I write to express our support of the Rio Hondo College (RHC) and California College Guidance Initiative's (CCGI) application to the State's Higher Education Innovation Award. Since 2013, we've been aware of RHC and CCGI's intention to support improved first year academic placement, by using high school transcript data from RHC's feeder K-12 districts. We have watched with interest, as they've successfully moved 33% of the participants in their "Placement for Success" pilot into transfer level mathematics. We are eager to learn how those students perform and persist.

As Mt. San Antonio College (Mt. SAC) and Rio Hondo College (RHC) both draw significant numbers of students from Hacienda-La Puente, Bassett, and Baldwin Park Unified School Districts, Mt SAC stands to benefit from those districts participation in CCGI. CCGI is also already partnering with Pomona Unified, one of our largest feeder districts, and has been approached by both Chaffey Joint Union High School District and Rowland Unified, giving it a substantial footprint in our geographic catchment area.

Our faculty have begun working with faculty from some of those districts to better align our curriculum and thereby increase readiness among our shared students. The infrastructure provided by CCGI for both systematic post-secondary planning and K-12 transcripts can only help to advance our efforts to improve both educational planning and first year academic placement.

We look forward to exploring how we might join these efforts as more of our K-12 feeder districts come on board.

Sincerely,

Audrey Yamagata-Noji, Ph D.  
Vice President, Student Services

**BOARD OF TRUSTEES**

Dr. Manuel Baca • Rosanne M. Bader • Judy Chen Haggerty, Esq. • Fred Chyr • Dr. David K. Hall • Robert F. Hidalgo • Laura Santos

COLLEGE PRESIDENT & CEO: Dr. William T. Scroggins

**RIO HONDO COLLEGE**

**APPENDIX B: Application Item 3. Prior Innovations – Prior to January 10, 2014**

**B.1 Rio Hondo Partnership for College**

**B.2 El Monte Unified High School District College Pledge (with Rio Hondo College)**

**B.3 Sample MOU: Hacienda La Puente Unified School District & California College Guidance Initiative**

### Rio Hondo Partnership for College

The Rio Hondo Partnership for College (RHPC) was established in 2008 as an inter-segmental partnership between Rio Hondo College, El Monte Union High School District (EMUHSD) and it’s feeder elementary districts, California State University at Los Angeles, and UC Irvine, the Rio Hondo Partnership for College (RHPC). Its purpose is to increase post-secondary matriculation and success for students in the region. All interventions have been institutionalized within the district or campus that implemented them.



**The Work**

**The Outcome/s**

EMUHSD policy change to enroll all incoming 9 <sup>th</sup> graders into Algebra I	Increase from 37% in 2008-09 to 100% of 9 <sup>th</sup> graders enrolled in Algebra I from 2009-2010 12% increase in students testing proficient or advanced, despite massive increase in enrollment
Implementation of transcript analysis to increase A-G completion rates and CSU/UC eligibility	Between 2008 and 2011, there was a 19% increase in CSU eligibility district wide, with the lowest performing schools achieving a 21% increase.
Expository Reading and Writing Curriculum pilot includes 293 seniors across all five high schools	92% of students got a grade of C or better 50.5% placed into English 101 at RHC (transfer level), of whom more than a quarter had been testing basic, below basic or far below basic on CST exams.
College Knowledge interventions	71.2% district-wide increase in enrollment at RHC
Post-secondary interventions (first semester priority registration, gateway tutoring, first year experience, summer bridge and fast track)	9% increase in 2 <sup>nd</sup> semester persistence among RHPC students over their non RHPC peers.

## El Monte Unified High School District College Pledge

### Student Pledge:

1. I will graduate from high school by meeting all graduation requirements to finish high school in California.
2. I will take classes to prepare for college, by enrolling in college prep classes, for admission to the University of California and the California State University (known as A-G) and/or career technical coursework.
3. I will be proficient in reading, writing, and math, by passing the STAR Test.
4. I will apply for financial aid, by completing and filing a FAFSA (Free Application for Federal Student Aid) my senior year and submit my grade point average to the Student Aid Commission by March 2<sup>nd</sup>.
5. I will go to college, by applying for university admission or enroll directly in community college within the first semester after high school graduation

### The College Pledge:

1. El Monte Union High School District (EMUHSD) pledges that, starting in eighth grade, all students and families will be provided information, services, and resources to prepare for college and careers.
2. Rio Hondo College (RHC) pledges to offer all EMUHSD graduates a one-time priority registration by 2011.
3. UCI promises that all El Monte Union High School students who successfully complete a high school curriculum and who are designated as UC Eligible in the Local Context (those students in the top 4% of their high school class) will be offered admission to UCI and have an opportunity to earn a bachelor's degree & all Rio Hondo Community College students who apply for and successfully complete UCI Transfer Admission Guarantee (TAG) transfer requirements will be offered admission to UCI and have an opportunity to earn a bachelor's degree  
Note: Students in either pathway mentioned above would need to complete a UC undergraduate admissions application to be fully considered.
4. CSULA pledges that all El Monte Union High School students who successfully complete minimum college preparatory requirements and who are designated as CSU eligible will be offered admission to CSULA and have an opportunity to earn a bachelors degree & all Rio Hondo Community College students who successfully complete minimum community college transfer requirements will be offered admission to CSULA and have an opportunity to earn a bachelor's degree.
5. The state of California may provide financial assistance to eligible students through the California Community College Board of Governor's Fee Waiver Program, the CalGrant Program, and others.
6. The United States of America may provide federal financial aid, such as the Pell Grant and other resources, to eligible students who complete the FAFSA.





**HACIENDA LA PUENTE UNIFIED SCHOOL DISTRICT**  
 15959 EAST GALE AVENUE • P.O. BOX 60002 • CITY OF INDUSTRY, CA 91716-0002 • (626) 933-1000

**Memorandum of Agreement  
 California College Guidance Initiative**

July 3, 2013

Hacienda La Puente Unified School District (District) is committed to partnering with the California College Guidance Initiative (CCGI), which operates under the auspices of the Foundation for California Community Colleges (Foundation), to ensure a systematic baseline of college guidance for every 6<sup>th</sup>-12<sup>th</sup> grade student in our District. The purpose of this Memorandum of Agreement (Agreement) is to clearly identify the roles and responsibilities of each party as they relate to the CCGI benefits and training sessions on the premises of the District.

**Roles and Responsibilities of CCGI/Foundation**

1. Provide improved functionality of CaliforniaColleges.edu including:
  - a. The ability to house & transmit electronic transcripts.
  - b. Transcript evaluation reports to help track the progress of students (individually and in the aggregate) towards A-G completion and CSU/UC eligibility.
  - c. A mobile application to help remind students of important deadlines and key benchmarks in their college preparation pathway.
  - d. Improved student guidance tools for counselors.
  - e. A way to connect and share information with community based non-profit partners also providing support for college planning and preparation.
2. Provide professional development for relevant district personnel, and
3. Provide College Planning Student Assistant Interns (current undergraduates), employed by CCGI/Foundation to:
  - a. Run 110 minute workshops for all 6<sup>th</sup>-12<sup>th</sup> grade students in the district, during instructional time. These workshops include:
    - i. Middle school workshops which provide a basic orientation and familiarize students with both the higher education opportunities available to them, and the tools available via CaliforniaColleges.edu.
    - ii. Junior and senior workshops with a more transactional focus, helping students complete the steps necessary to successfully navigate the college application process.
  - b. Support college-going clubs on high school campuses.

**Roles and Responsibilities of District**

1. Obtain necessary consent from parents and guardians via the "consent forms" for student participation in CCGI (workshops, account creation, data import) for the purposes of college guidance, recruitment and admission (template attached).

*Vision Statement:*

The Hacienda La Puente Unified School District is a community committed to developing lifelong learners who value themselves and the diversity of all people; apply decision-making skills leading to responsible actions; and use creativity, critical thinking, and problem solving in meeting the challenges of a changing society.

2. Provide CCGI/Foundation with a list of non-profit organizations that are approved providers of student support, youth development and college planning/preparation services within the district.
3. Make computers/lab/classroom space available along with one supervisory staff person for each workshop session. Each student will need access to a computer for the full 110 minute duration of each workshop. These workshops will occur during instructional time.
4. Verify accuracy of data entered by District into the Doorways Database at the University of California Office of the President.
5. Upload student records from the local SIS system into CaliforniaColleges.edu using a standard data format with naming conventions, and using a pre-defined protocol, and as follows:
  - a. Review all data specifications with CCGI/Foundation team for Phase 1 data files (upload of school code, creation of student portfolios and counselor accounts)
  - b. Prepare and post Phase 1 data files to a FTP site.
  - c. Make any necessary fixes to Phase 1 data files to meet upload requirements.
  - d. Conduct final review of testing on beta site to ensure accuracy of Phase 1 upload.
  - e. Review all data specifications with CCGI team for Phase 2 data files (enrolled/completed courses).
  - f. Prepare and post Phase 2 data files to a FTP site.
  - g. Make any necessary fixes to Phase 2 data files to meet upload requirements.
  - h. Conduct final review of testing of beta site to ensure accuracy of Phase 2 upload.
6. Verify that data uploaded into CaliforniaColleges.edu has been validated for completeness, quality and accuracy.
7. Ensure the complete accuracy of the data uploaded into the [www.CaliforniaColleges.edu](http://www.CaliforniaColleges.edu) platform and for the use of said data by district employees.
8. Collaborate with CCGI/Foundation staff to share lessons learned during the pilot period, provide feedback and help improve both tools and protocols that will enable successful implementation in districts across the state.
9. Designate a point person for implementation who will assist the CCGI/Foundation team (including our technology vendor) to navigate issues that may arise at the level of the site or the district offices.

### Term, Termination

1. Term. The term of this MOA is from July 1, 2013-June 30, 2014 ("Term") at which time, this MOA will automatically terminate. Any extension to this MOA must be in writing and signed by authorized signatories of CCGI/Foundation and of District.
2. Termination for Convenience. CCGI/Foundation shall have the right to terminate this MOA for any reason or no reason, without penalty, at any time by providing District with written notice of termination at least five (5) calendar days in advance.

### General Terms

1. Captions and Interpretation. Paragraph headings in this Agreement are used solely for convenience, and shall be wholly disregarded in the construction of this Agreement. Paragraph headings shall not be deemed to define, limit or extend the scope or intent of the paragraphs to which they appertain.

*Vision Statement:*

The Hacienda La Puente Unified School District is a community committed to developing lifelong learners who value themselves and the diversity of all people; apply decision-making skills leading to responsible actions; and use creativity, critical thinking, and problem solving in meeting the challenges of a changing society.

2. Indemnification.

- a. District agrees to indemnify, defend, and hold harmless CCGI/Foundation, and its directors, trustees, officers, employees, and agents against any and all liability, claims, demands, suits, losses, costs, legal fees including reasonable attorneys' fees, personal injury or illness and/or death, resulting from, arising out of, or connected with the misrepresentation, misuse, or mishandling of data by District and its employees or agents in fulfillment of its roles and responsibilities as outlined in this MOA.
- b. CCGI/Foundation agrees to indemnify, defend, and hold harmless District, and its directors, trustees, officers, employees, and agents against any and all liability, claims, demands, suits, losses, costs, legal fees including reasonable attorneys' fees, personal injury or illness and/or death, resulting from, arising out of, or connected with the misrepresentation, misuse, or mishandling of data by CCGI/Foundation and its employees or agents in fulfillment of its roles and responsibilities as outlined in this MOA.
- c. Each party to this Agreement ("Indemnitor") agrees to indemnify, defend and hold harmless the other, and its directors, trustees, officers, employees, agents (collectively "Indemnitees") against any and all liability, claims, demands, suits, losses, costs, legal fees including reasonable attorneys' fees, personal injury or illness and/or death, resulting from, arising out of, or connected with (a) Indemnitor's performance or omissions related to same under this Agreement, except as provided in parts "a" and "b" above; (b) any breach by Indemnitor of this Agreement.

It is the intention of the parties that where the fault of CCGI/Foundation and District are determined to have been contributory to a matter subject to part "c" of this indemnity provision, principles of comparative fault shall be followed and each party shall bear the proportionate cost of any defense and damage attributable to the fault of that party, its officers, directors, agents, employees, subcontractors, and volunteers.

The Indemnitee must approve the extension of all settlement offers proposed by the Indemnitor and Indemnitee's approval shall not be unreasonably withheld. ~~The Indemnitor shall furnish Indemnitees with all related evidence in its control.~~

Nothing in this Agreement shall constitute a waiver of limitation of any rights which Indemnitees may have under applicable law, including without limitation, the right to implied indemnity.

3. Insurance. District, at District's sole cost and expense, will obtain, keep in force, and maintain insurance as listed below. Coverages required will not limit any liability of District and will include: commercial general liability insurance with a combined single limit of no less than \$1 million per occurrence and automobile liability insurance for all owned, scheduled, or hired automobiles with a combined single limit of no less than \$1 million per accident; and workers' compensation as required under the Workers' Compensation and Safety Act of the State of California, as amended from time to time. The Commercial General Liability Policy shall name Foundation for California Community Colleges, its directors, officers, and employees as Additional Insureds. District, upon the execution of this Agreement, shall cause their insurance carrier(s) to furnish CCGI/Foundation with a properly executed Certificate(s) of Insurance and endorsements effecting coverage as required herein. All insurance required to be carried by District and/or Indemnitor shall be primary, and not contributory, to any insurance carried by CCGI/Foundation.

*Vision Statement:*

The Hacienda La Puente Unified School District is a community committed to developing lifelong learners who value themselves and the diversity of all people; apply decision-making skills leading to responsible actions; and use creativity, critical thinking, and problem solving in meeting the challenges of a changing society.

4. Independent Status. District is an independent business entity, in business for itself, which shall perform the specific tasks relative to providing technical support and related Services to fulfill the terms of this Agreement. District offers its services to the general public. District does not have the authority to incur any obligation, contractual or otherwise, in the name or on behalf of CCGI/Foundation.
5. Notices. All notices and other communications required or permitted to be given under this Agreement, including but not limited to any notice of change of address, must be directed to the following individuals:

### Contacts

#### CCGI/FOUNDATION:

##### All Programmatic Issues

Tessa Carmen De Roy  
 Director, CCGI  
[tessacarmen@sbcglobal.net](mailto:tessacarmen@sbcglobal.net)  
 323 999 7161

##### Contract Issues, including Contract

##### Notices:

Andrea Meyer  
 Staff Attorney and Contracts Manager  
[ameyer@foundationccc.org](mailto:ameyer@foundationccc.org)  
 916 498 6721

#### Hacienda La Puente USD:

Tami Pearson  
 626-933-3829  
[tpearson@hlpusd.k12.ca.us](mailto:tpearson@hlpusd.k12.ca.us)  
 15959 E. Gale Ave  
 Hacienda Heights, Ca 91745

All notices shall be in writing and shall be emailed, personally delivered, certified mail, postage prepaid and return receipt requested, or by overnight courier service. Notice shall be deemed effective on the date emailed, personally delivered, or if mailed, five (5) days after deposit of the same in the custody of the United States Postal Service or overnight courier service.

6. Counterparts. This Agreement may be executed in counterparts, each of which shall be deemed to be an original, but both of which together shall constitute one and the same instrument. If this Agreement is executed in counterparts, no signatory hereto shall be bound until both the parties have fully executed a counterpart of this Agreement.
7. Entire Agreement. This Agreement constitutes the entire, complete, final and exclusive agreement between the parties with respect to the subject matter hereof and supersedes and replaces any and all prior and contemporaneous communications between CCGI/Foundation and District regarding such subject matter.
8. Construction of Agreement. Both parties have participated in the negotiation and drafting of this Agreement. Therefore, the terms and conditions of this Agreement shall not be construed against either party as the drafting party.
9. Authority to Bind. The parties each represent and warrant that the signatories below are authorized to sign this Agreement on behalf of themselves or the party on whose behalf they execute this Agreement. Authorized signatories of CCGI/Foundation are Foundation corporate officers, two (2) of whom must sign this Agreement, any amendment or modification thereto, for it to be authorized and valid.

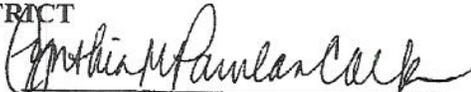
#### *Vision Statement:*

The Hacienda La Puente Unified School District is a community committed to developing lifelong learners who value themselves and the diversity of all people; apply decision-making skills leading to responsible actions; and use creativity, critical thinking, and problem solving in meeting the challenges of a changing society.

- 10. Severability. If any part of this Agreement is found invalid or unenforceable, that part will be amended to achieve as nearly as possible, the same economic effect as the original provision and the remainder of this Agreement will remain in full force and effect.
- 11. Waiver. No verbal or implied waiver of any breach of any provisions of this Agreement will constitute a waiver of any prior, concurrent or subsequent breach of the same or any other provisions in this Agreement. Any waiver by either party must be in writing and delivered to the other party.

THE PARTIES HEREBY EXECUTE THIS AGREEMENT.

DISTRICT

By:   
 Print Name: CYNTHIA PARMAN COLPE  
 Title: INTERIM SUPERINTENDENT  
 Date: JULY 3, 2013

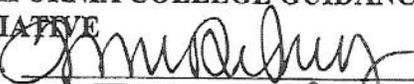
FOUNDATION FOR CALIFORNIA COMMUNITY COLLEGES

By:   
 Print Name: Joseph Quintana  
 Title: VP of Program Development  
 Date: 7-9-13

FOUNDATION FOR CALIFORNIA COMMUNITY COLLEGES

By:   
 Print Name: John O'Sullivan  
 Title: VP of Finance  
 Date: 7-9-13

CALIFORNIA COLLEGE GUIDANCE INITIATIVE

By:   
 Print Name: Tessa Delgado  
 Title: Executive Director  
 Date: JULY 5, 2013

*Vision Statement:*

The Hacienda La Puente Unified School District is a community committed to developing lifelong learners who value themselves and the diversity of all people; apply decision-making skills leading to responsible actions; and use creativity, critical thinking, and problem solving in meeting the challenges of a changing society.

**APPENDIX C: Application Item 4. Current Innovations – Since January 10, 2014**

**C.1 A-G Reconciliation Document**

**C.2 Placement for Success Pilot**

**C.3 Compendium of Research**

**C.4 Sample CaliforniaColleges.edu Planning Milestones**

**C.5 Educational Planning Continuum Overview of Lesson Plans**

**C.6 Sample District Implementation Plan**

## A-G RECONCILIATION DOCUMENT

### Overview

In the state of California, in order to be eligible for a 4-year public higher education institution – California State University (CSU) and University of California (UC) campuses – students must complete courses deemed college preparatory. These courses are commonly referred to as “A-G” requirements where the letter corresponds to a particular academic discipline or subject area (e.g., Area A = History/Social Science, Area B = English.) All high school courses considered college preparatory are submitted to the UC system to determine whether they satisfy these A-G requirements.

All approved A-G courses for every high school in California are entered into the “Doorways” database, maintained by the UC. (After February 2015, Doorways will be referred to as the “Course Management Portal” or CMP.) Information from this database is used for multiple purposes, including the ability to track student progress toward completion of the A-G requirements as well as the admission application process to both the UC and CSU campuses.

### The Alignment Problem

Though all high schools in CA are required to submit their A-G courses to the UC for approval, districts and high schools are given total autonomy to determine what they will use for a transcript abbreviation for any given course if they use one at all. The UC does not require that any course follow a common naming convention or numbering system.

This leads to a myriad of alignment problems when trying to match local transcript data to the Doorways database. These alignment problems impact both students, as they try make sense of the misalignments while applying to either CSU or UC (both systems use Doorways listings as the basis for the drop down menus in the application format), and to college admissions offices as they verify the transcript data submitted with each student’s application. These alignment problems are costly and time-intensive for all parties involved.

- The most common misalignment issue occurs when the transcript abbreviation in the district’s Student Information System (SIS) data file does not match what the district has entered into the Doorways database as the transcript abbreviation for that course.
- Another misalignment issue occurs when there is simply no transcript abbreviation entered for a course in the Doorways database.
- The last significant misalignment occurs for students who have taken A-G coursework at a high school in a different district than the one from which they graduated. Typically the designated school code of where a particular course was taken is not transferred into the SIS of the receiving district when that student enrolls. When this happens there is no way to determine where the course was taken, and the course will show up as not aligned.

There are other possible reasons for non-alignment to the Doorways database, however, the three examples above comprise the bulk of the origination of the errors.

### **CCGI and A-G Alignment**

A part of the mission of the California College Guidance Initiative (CCGI) is to increase A-G eligibility rates among students by providing an ongoing A-G progress report for each student, on both the student and counselor portals of CaliforniaColleges.edu (CCGI's statewide college and career planning portal).

Another key component of the mission is to streamline the college application process to the CSU (and, eventually, the UC). In order to streamline the application process to the CSU, CCGI works with districts to download students' academic records from their Student Information System (SIS) and submit the data to CCGI in a standard file format. The files containing the transcript data taken by the students within the district are then uploaded into CaliforniaColleges.edu.

In addition to assisting students in planning their coursework during high school, the transcript information in CaliforniaColleges.edu can now automatically pre-populate the CSU application. This allows the student to avoid the process of self-entering this information directly into the application. Additionally, because this information comes directly from a district's SIS, it is considered **verified transcript data** for the purposes of admission to the CSU.

The success of streamlining this application process and the value to the CSU admissions offices are determined in large part by how aligned the courses and grades contained within a district's SIS are to what has been entered into the Doorways database for each high school in that district. This is because **only courses that are aligned to the Doorways database will migrate into the CSU application.**

Once a district file is successfully uploaded into CaliforniaColleges.edu, an audit of the high school A-G courses is automatically conducted. This audit allows CCGI to determine which courses match what is contained in the Doorways database for a given high school. In order for a course to be considered a true match that allows the course title from Doorways to populate the student's CSU application, it must match 4 separate criteria **simultaneously**:

1. Transcript abbreviation;
2. School where the course was taken;
3. Subject area; and,
4. Year in which the course was taken.

CCGI then works with districts to help reconcile the discrepancies between their local course listings and Doorways course listings in order to increase the number of courses that match and can be used to push data through to the CSU application.

The vast majority of this misalignment could be solved if the University of California created standard naming conventions for A-G coursework. Such a shift in policy would significantly

benefit historically under-represented students whose A-G completion rates lag far behind their more affluent peers as well as time and cost efficiencies for the CSU and UC systems.

Absent a policy change, CCGI works with each partner district to determine the best solution to reconcile the discrepancies identified through the audit provided them. Since each district manages both their SIS system and their A-G listings in a different manner, there is no uniform workaround. CCGI customizes a solution that will work in accordance with their processes and protocols. We are additionally working with districts to institute best practices, including:

1. Creating district level naming conventions to ensure continuity among high schools within a district; and,
2. Capturing and recording, the designated school codes for all courses a student has completed in previous districts as part of a transfer protocol that occurs immediately when a student transfers to the district.

This combination of an audit, coupled with practice changes, will enable increased match rates over time, and thereby yield better outcomes for students and increased operational savings to CSU.<sup>i</sup>

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<sup>i</sup> There is some potential cost savings to UC campuses as well, but they don't verify student transcripts until after admission has been offered, and therefore verify a much smaller number of transcripts each year.

## Placement for Success Pilot

### A Collaboration between El Monte Union High School District, Rio Hondo College and the California College Guidance Initiative

A major roadblock to timely completion of baccalaureate degrees in California is the extremely high rates of high school graduates who are placed into remedial coursework. This phenomenon is especially true for historically underrepresented students who often begin their post-secondary education in a California Community College. Approximately 85% of students (approximately 400,000 students per year) do not pass the exams that allow for community college placement into transfer-level Mathematics, and approximately 70% do not pass exams that allow for placement into transfer level English.<sup>1</sup>

Nationwide, only 26% of students who place into remedial coursework ever transfer or complete a degree.<sup>2</sup> At RHC, 34% of our “unprepared” students persist to either degree completion or transfer. In recent years, studies from Long Beach City College, the RP group and the Community College Research Center at Columbia University Teachers College demonstrate that placement exams are not predictive of student performance<sup>3</sup>. Indeed, the most helpful indicator of a student’s performance in college coursework is their high school transcript. The findings suggest that somewhere between 25% and 30% of students who place into developmental education, can be successfully placed into credit bearing coursework, performing equally well as their counter parts who passed the placement exams.

While many community colleges recognize these facts, there are two key barriers that prevent progress on these issues:

- 1) Faculty are often resistant to changes in placement practices, in part due to the lack of curricular alignment between K-12 and higher education and the assumed lack of rigor in K-12 coursework; and,
- 2) Colleges lack mechanisms (and K-12 relationships) for collection and use of high school transcript data for placement determinations.

Recent policy shifts encourage movement towards “multiple measures placement” that utilize indicators other than just placement exams. This has built up demand to change practice more broadly across the state. The ability to base decisions on transcript data requires a mechanism for sharing that data from K-12 to higher education.

#### Inter-segmental Data Sharing in California

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<sup>1</sup> “Are Entering Freshmen Prepared for College-Level Work?” Higher Education: Answers to Frequently Asked Questions. Issue 2 (updated), March 2011, California Legislative Analyst’s Office

<sup>2</sup> Complete College America

<sup>3</sup> “Predicting Success in College: The Importance of Placement Tests and High School Transcripts”, February 2012’ CCRC Working Paper No. 42; “Student Transcripts Enhanced Placement Study (STEPS), Technical Report,” September 2013, RP Group.

For well over a decade, there has been a conversation in California about the need for a longitudinal data system that would allow for the tracking students' outcomes across educational segments. In addition, such a system could have the capability to share data across segmental lines to inform student guidance and placement decisions.

Unfortunately, no such longitudinal system has been established, and even the state's uniform K-12 reporting database "CalPADS" has not been implemented long enough to provide a full high school transcript for most students in the state. (Most districts began reporting in 2012-2013.) Further, Cal PADS has yet to share data with any higher education entity, though discussions have long been underway between the California Community Colleges System and CDE for just that purpose.

CCGI's model pairs:

- 1) An electronic repository of transcript data with an educational guidance and planning system; and,
- 2) A mechanism for K-12 districts to share student transcript data with their higher education partners across the systems, while also benefitting K-12 students, counselors, families and administrators by providing them with "real time" transcript analysis to inform decisions about course taking patterns to increase educational equity and opportunity.

The RHPC/CCGI Placement for Success pilot demonstrates one use of the data as students transition from K-12 to higher education.

### Placement for Success

There has long been a significant discrepancy in first year academic placement rates in English and Math at Rio Hondo College. While English placement ranges each year between 45-50%, the vast majority of students of Rio students were placing into remedial mathematics (consistently 97% or above.) Rio's faculty was aware of the studies demonstrating that high school transcripts are stronger predictors of course performance than widely used placement exams. However, receiving students from seven K-12 feeder districts, the primary challenge Rio's faculty faced was how to receive data from those systems in a normalized format that would allow the college to push student data through an algorithm that reflected faculty-developed criteria for placement.

In fall 2013, aware that CCGI provided a viable mechanism for gathering K-12 transcripts in its region, RHC's math faculty approved a pilot program – Placement for Success – to use transcript data as the sole indicator of math readiness for students from El Monte Union High School District. Faculty defined placement criteria specifying that:

- 1) Students would continue during the pilot to take the Accuplacer exam.

- 2) Students would be placed into the last math class successfully completed (C or better) during their last two years of high school. For example, if a student had successfully completed Algebra II during their junior year, and didn't take a fourth year of math, they would be placed into Algebra II during their first semester at RHC.
- 3) Scores on the Accuplacer could be used to move a student upwards in course placement, but not down into further levels of remediation.

The results of the 2014 Placement for Success pilot were extremely promising:

- Only 1 of the 336 participants would have placed into Transfer level mathematics using Accuplacer scores;
- 124 students (37%) placed into transfer level math using the new placement criteria;
- An additional 77 students (23%) placed into Algebra I, one level down from transfer level coursework.
- In total 60% of the students had improved outcomes relative to persistence, time to degree and possibility of attaining a baccalaureate degree.

Assuming that students who placed using transcript data perform equally well to their peers placed using test scores, as studies suggest this will be the case, the pilot should double the number of students who pass their first year math course and ultimately become transfer eligible.

Based on the results of the pilot, RHC's Math faculty expanded the pilot to encompass all incoming students for whom transcript data is available, including two additional feeder districts that joined the partnership during 2014. In 2015, in addition to expanding the reach of the Placement for Success for math, RHPC/CCGI is continuing to work with English faculty to advance the use of high school transcript data for placement in English.

## Compendium of Research

### CONTEXT

#### **Economic and Social Impacts of Postsecondary Degree Attainment**

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#### **Inequities in Degree Attainment and Postsecondary Outcomes**

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## INTERSEGMENTAL INFRASTRUCTURE FOR DATA SHARING

### **A-G Progress Analysis to Inform Intentional Placement and Increase CSU/UC Eligibility**

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### **Placement for Success**

1. Howell, J., Kurlaender, M., & Grodsky, E. (2010). Postsecondary preparation and remediation: examining the effect of the Early Assessment Program at California State University. *Journal of Policy Analysis and Management*, 29(4), 726-748.
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3. Willet, T. (September 2013). *Student Transcript-Enhanced Placement Study (STEPS) technical report*. The Research & Planning Group for California Community Colleges.

### **Efficiencies for Students and Institutions**

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## SYSTEMATIC DEVELOPMENT OF COLLEGE KNOWLEDGE AND A POSTSECONDARY EDUCATIONAL PLAN

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**CALIFORNIA COLLEGE  
GUIDANCE INITIATIVE**

CaliforniaColleges.edu Planning Milestones  
Sample Listing

Category	Activity	Meeting the Milestone	Type	Homework Appropriate	6th	7th	8th	9th	10th	11th	12th
College Planning	College Applications	Students can fill out an online college application in Your Portfolio → College Planning → Postsecondary Plans. To meet this milestone, at least one online application (not the practice application) was submitted or one self-reported offline application was saved in the portfolio.	Activity, Self-Reported								X
Financial Aid Planning	FAFSA Submitted	FAFSA submissions are tracked in Your Portfolio → Financial Aid Planning. To meet this milestone, a self-reported field on submission is set to Yes.	Self-Reported								X
Career Planning	Interest Profiler	The Interest Profiler is a 10 to 20 minute activity. It helps students figure out what interests they have in order to match them to careers, by asking 180 “How would you like to” questions. To meet this milestone, the student must complete the activity at least once.	Assessment	X	X	X	X	X	X	X	X
College Planning	Saved Colleges and Postsecondary Schools	Colleges and postsecondary schools are tracked in Your Portfolio → College Planning → Postsecondary Plans. Students can research different colleges and add the ones they are interested in to their portfolio. To meet this milestone, at least one school is saved in the portfolio.	Research, Identification	X	X	X	X	X	X	X	X
College Planning	Saved Programs/Majors	Colleges and postsecondary schools are tracked in Your Portfolio → College Planning → Postsecondary Plans. Students can research different majors and add the ones they are interested in to their portfolio. To meet this milestone, at least one program/major is saved in the portfolio.	Research, Identification	X	X	X	X	X	X	X	X
High School Planning	Your Plan of Study	Your Plan of Study tracks the academic coursework performed by the student. This information is auto-populated by the district. To meet this milestone, a primary plan is created (the plan page is displayed).	Activity		X	X	X	X	X	X	X
College Planning	ACT	Students can record ACT test scores in the College Planning → Test Scores section in Your Portfolio. To meet this milestone, ACT scores are saved.	Self-Reported							X	X
College Planning	AP Exams	Students can record AP Exam scores in the College Planning → Test Scores section in Your Portfolio. To meet this milestone, at least one AP Exam is saved.	Self-Reported						X	X	X
Your Profile	Awards, Distinctions, Honors	Awards, Distinctions, Honors are tracked in Your Portfolio → Your Profile → Experiences and Activities. Awards are entered based on relation to activities and level. To meet this milestone, at least one entry is saved.	Self-Reported	X	X	X	X	X	X	X	X
Career Planning	Basic Skills Survey	The Basic Skills Survey is a 10 to 15 minute activity. It helps students find out what careers require their basic skills by asking students to select their levels at skills like reading comprehension and speaking. To meet this milestone, the student must complete the activity at least once.	Assessment							X	X
Career Planning	Career Clusters Survey	The Career Clusters Survey is a 15 to 25 minute activity. It helps students find out which Career Cluster is right for them by asking them to select activities that they would like to do or are interested in doing now or in the future. To meet this milestone, the student must complete the activity at least once.	Assessment	X			X	X	X	X	X
Career Planning	Career Key	The Career Key is a 10 to 15 minute activity. It helps students discover their career interest areas by asking them about specific careers, values, and interests. To meet this milestone, the student must complete the activity at least once.	Assessment	X			X	X	X	X	X

Career Planning	<b>Early Skills</b>	Early Skills are tracked in Your Portfolio → Career Planning → Your Skills. To meet this milestone, at least one skill is checked.	Self-Reported	X							X	X
Financial Aid Planning	<b>EFC Calculator</b>	The Expected Family Contribution (EFC) Calculator allows a student to estimate their family's EFC. To meet this milestone, the student must reach the last step of the calculator.	Activity								X	X
Financial Aid Planning	<b>Financial Aid Award Comparison Tool</b>	Comparisons are tracked in Your Portfolio → Financial Aid Planning. To meet this milestone, students enter values to calculate free vs. loan aid for up to six colleges.	Activity									X
College Planning	<b>Intent to Register</b>	Intent to Register is tracked in Your Portfolio → College Planning → Postsecondary Plans. To meet this milestone, the student has identified and saved the school at which they intend to register.	Self-Reported									X
Your Profile	<b>Intermediate-Term Goals</b>	Intermediate-Term Goals are tracked in Your Portfolio → Your Profile → Looking Ahead. Intermediate-term goals are 2 to 5 year goals and fall under a selection of categories (e.g. career, education, personal growth). To meet this milestone, students need to save three goals.	Self-Reported	X						X	X	X
Your Profile	<b>Leadership Experiences</b>	Leadership Experiences are tracked in Your Portfolio → Your Profile → Experiences and Activities. Leadership experiences are entered based on relation to activities and position held. To meet this milestone, at least one experience is saved.	Self-Reported	X	X	X	X	X	X	X	X	X
Your Profile	<b>My Personal Statement</b>	My Personal Statement is tracked in Your Portfolio → Your Profile → How You See Yourself. Students are able to save draft and final personal statements to their portfolio. To meet this milestone, a final document has been uploaded and saved.	Upload	X							X	X
College Planning	<b>Practice College Application</b>	Students can start a practice online college application in Your Portfolio → College Planning → Postsecondary Plans. To meet this milestone, a practice application was completed.	Activity							X	X	X
College Planning	<b>PSAT</b>	Students can record PSAT test scores in the College Planning → Test Scores section in Your Portfolio. To meet this milestone, PSAT scores are saved.	Self-Reported							X	X	
Career Planning	<b>Resume Builder</b>	The Resume Builder is a 30 to 45 minute activity. It walks a student through the creation and printing of a resume. To meet this milestone, a resume is created.	Activity								X	X
College Planning	<b>SAT</b>	Students can record SAT test scores in the College Planning → Test Scores section in Your Portfolio. To meet this milestone, SAT scores are saved.	Self-Reported								X	X
College Planning	<b>SAT Subject Tests</b>	Students can record SAT Subject test scores in the College Planning → Test Scores section in Your Portfolio. To meet this milestone, at least one SAT Subject test is saved.	Self-Reported								X	X
Career Planning	<b>Saved Career Clusters and Career Pathways</b>	Career Clusters group together occupations that are in the same field of work and require similar skills. To meet this milestone, the student must add at least one Career Cluster or Career Pathway in their portfolio.	Research, Identification	X	X	X	X	X	X	X	X	X
Career Planning	<b>Saved Careers</b>	Students are able to research specific careers, including related working conditions, salary outlook, etc. To meet this milestone, the student must add at least one career in their portfolio.	Research, Identification	X	X	X	X	X	X	X	X	X
Financial Aid Planning	<b>Saved Scholarships</b>	Scholarships are tracked in Your Portfolio → Financial Aid Planning. To meet this milestone, the student must use the Scholarship Finder Search and save at least one scholarship in the portfolio.	Research, Identification	X			X	X	X	X	X	X
Financial Aid Planning	<b>Scholarship Finder</b>	The Scholarship Finder helps students create a Scholarship Profile which is used to get a list of matching scholarships. To meet this profile, at least one list of suggested scholarships was displayed.	Research	X			X	X	X	X	X	X
Career Planning	<b>Work Values Sorter</b>	The Work Values Sorter is a 5 to 15 minute activity. It helps students find their work values and match them to careers by ranking the importance of work situations. To meet this milestone, the student must complete the activity at least once.	Assessment	X	X	X	X	X	X	X	X	X

## Educational Planning Continuum Overview of Lesson Plans

Using CaliforniaColleges.edu, students learn to think critically about the path they must take to prepare for different careers. Whether students have a clear idea of what they want to do or if they have no idea, beginning with career exploration, students can learn about: career clusters, careers, majors and programs of study, and ultimately, colleges that offer those majors or programs of study.

Through a series of classroom-based lesson, students move through a process that sets the foundation for further individual exploration, and begins the development of a clear, thoughtful, and specific post-secondary plan. Each student with an account on CaliforniaColleges.edu has a free online portfolio called Your Portfolio. Assessment results are automatically saved to Your Portfolio. Additionally, students can save careers, colleges, programs/majors, resumes, activities, and more to Your Portfolio. All saved information in a student’s account can be viewed by their counselors/teachers via their Professional Center accounts.

**CAREER CLUSTERS.** Students explore career clusters by taking the Career Cluster Survey or in the Browse Career Clusters section of the website. The former facilitates opportunities for students to connect their current interests and activities with future career choices. Students are matched with career clusters based on their assessment responses. The Browse Career Clusters option allows students to get a glimpse of the different career clusters and then self-select clusters that are of interest to them. In both options, students add career clusters to their Portfolio.

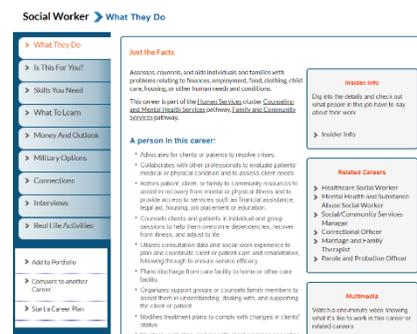
**CAREERS.** Based on career clusters, students can identify careers that are a good match for their interests, activities, and strengths. Each career cluster profile has a list of careers associated with it. Students click on the name of a career for a complete career profile. They can add careers to Your Portfolio. Students can also take the Interest Profiler, Works Value Sorter, and Career Key assessments to find careers that match their interests. Or, they can use any of the search tools in the Explore Careers section



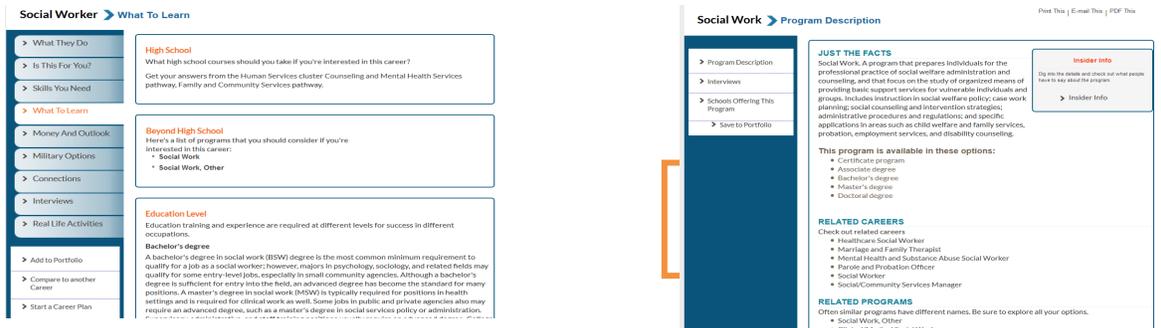
### Recommended Lesson Plan: Research and Selecting Careers (Career Cluster Survey, Saved Career Clusters, Saved Careers)

#### Related Lesson Plans (available in adaptations for 6<sup>th</sup>-12<sup>th</sup> grade students):

- Researching and Selecting Careers (Career Cluster Survey)
- Researching and Selecting Careers (Keyword Search)
- Researching Careers (Career Finder)
- Selecting a Career (Career Key)
- What Am I Interested In? (Interest Profiler)



**PROGRAMS/MAJORS.** Students can explore programs/majors based on careers they save to Your Portfolio. To find appropriate program/majors, students click on the What to Learn Tab in any career profile. They will find programs/majors in the Beyond High School section.



Program/major profiles offer a program description as well as information on degree options, related careers, and related program/majors. Programs/majors can also be saved to Your Portfolio. Students can also do a general search of programs/majors by using the Explore Programs and Majors tools in the College Planning section of CaliforniaColleges.edu.

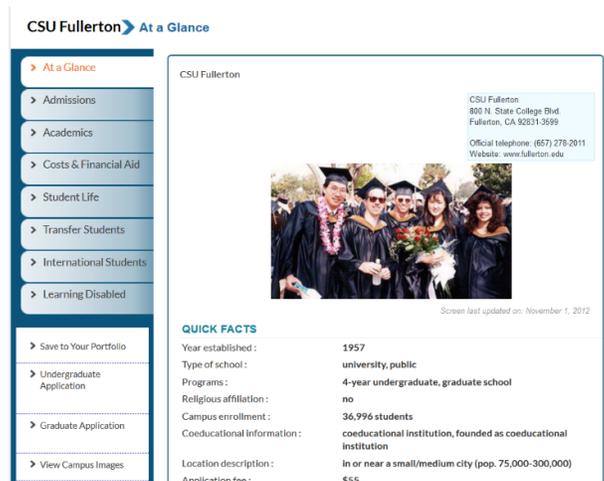
**Recommended Lesson Plan: Researching Careers and Identifying Appropriate Degrees and Majors**

**COLLEGES.** Students can find colleges that offer programs/majors of interest. From any program/major profile, they click on Schools Offering This Program – there they can do a search of schools based on degree-type and location. When students want to conduct a general college search, they can use the tools in the Explore Colleges section of the website. Students can conduct college searches by institution type, keyword search, and also based on student preferences. College profiles offer basic information, as well as an important details about admission requirements, academics, costs and financial aid, and more. Any college can be saved to Your Portfolio. Students can also apply directly to all CSU campuses from CaliforniaColleges.edu.

**Recommended Lesson Plan: Finding Colleges that Offer Your Major (Saved Program/Major, Saved College)**

**Related Lesson Plans (available in adaptations for 6<sup>th</sup>-12<sup>th</sup> grade students):**

- Identifying the Appropriate Degrees and Majors (Comparing Programs/Majors)
- Identifying the Appropriate Major
- Researching and Selecting Colleges
- Researching and Selecting Your Colleges (School Finder)
- Understanding the Costs of College
- Explaining A-G Requirements





## El Rancho Unified School District: Implementation Plan Summary 2014-2015

### Participating School Sites

During 2014-2015, CCGI will partner with 10 ERUSD counselors to serve approximately 5,400 students in the following schools:

- El Rancho High School
- Salazar Continuation High School
- North Park Middle School
- Rivera Middle School
- Burke Middle School



### District Goals

**Goal 1:** To establish the foundation for use of CaliforniaColleges.edu.

**Goal 2:** To encourage career and college exploration.

**Goal 3:** At least a 80% consent form return rate.

### Grade-Level Milestones

**Middle School:** Saved Career Cluster, Interest Profiler, Saved Careers, Saved Programs/Majors

**High School:** Plan of Study (9), Career Key (9), Saved Career Cluster (11), Saved Careers (9, 11), Interest Profiler (9), Saved Programs/Majors (10, 11), School Finder (10, 11), Saved Colleges (10, 12), Saved Activities (10), Scholarship Finder (11), PSAT (11), SAT (11, 12), CSU Application (12).

**Touch-Points.** A touch-point refers to any single interaction with CaliforniaColleges.edu. Touch-points include: (1) Classroom lessons; (2) Homework assignments based on CaliforniaColleges.edu and; (3) Activities using the *College Guide* mobile app (for twelfth grade students only).

**Middle school counselors will facilitate at least two touch-points each semester, more if time permits.**

**High school counselors will facilitate at least one classroom lesson per semester, and encourage and/or assign one additional touch-point each semester, more if time permits.**

### District Core Implementation Team

Jessica Kwek, Principal, El Rancho HS

Nancy Nasouf, El Rancho Career and College Counselor

Karen Gonzalez, Technology Services

**APPENDIX D: Application Item 5. Future Innovations – After January 9, 2015**

**D.1 CCGI Current and Projected Expansion**



CALIFORNIA COLLEGE  
GUIDANCE INITIATIVE

CURRENT AND PROJECTED EXPANSION

School Year	Inter-segmental Partnership	Higher Education	K-12 District	County/Region
2013-2014	Coachella Valley Economic Partnership	<ul style="list-style-type: none"> <li>College of the Desert</li> <li>CSU San Bernardino</li> <li>UC Riverside</li> </ul>	Desert Sands Unified	Coachella/Riverside
	Rio Hondo Partnership for College	<ul style="list-style-type: none"> <li>Rio Hondo College</li> <li>CSULA</li> <li>UC Irvine</li> </ul>	<ul style="list-style-type: none"> <li>El Monte Union High School District</li> <li>Hacienda La Puente Unified</li> <li>Pomona Unified</li> </ul>	San Gabriel Valley/Los Angeles
2014-2015	Coachella Valley Economic Partnership	SAME AS 2013-2014	SAME AS 2013-2014	SAME AS 2013-2014
	Rio Hondo Partnership for College	SAME AS 2013-2014	<ul style="list-style-type: none"> <li>2013-2014 Districts +</li> <li><b>El Rancho Unified</b></li> </ul>	San Gabriel Valley/Los Angeles
	<b>NASCENT "CC COMPACT"</b>	<ul style="list-style-type: none"> <li><b>El Camino College</b></li> <li><b>Santa Monica College</b></li> <li><b>West Los Angeles College</b></li> <li><b>Loyola Marymount College</b></li> </ul>	<b>Culver City Unified</b>	<b>West Los Angeles/Los Angeles</b>
	<b>SANTA ANA PARTNERSHIP</b>	<ul style="list-style-type: none"> <li><b>Santa Ana College</b></li> <li><b>Cal State Fullerton</b></li> <li><b>UC Irvine</b></li> </ul>	<b>Santa Ana Unified</b>	<b>Orange County</b>
2015-2016	Coachella Valley Economic Partnership	SAME AS 2013-2015	SAME AS 2013-2015	Coachella/Riverside
	Rio Hondo Partnership for College	SAME AS 2013-2015	<ul style="list-style-type: none"> <li>2014-2015 Districts +</li> <li><b>Whittier Union HS District</b></li> <li><b>Rowland Unified</b></li> </ul>	San Gabriel Valley/Los Angeles
	CC Compact	SAME AS 2014-2015	Culver City Unified	West Los Angeles/Los Angeles
	Santa Ana Partnership	SAME AS 2014-2015	Santa Ana Unified	Orange County
	<b>LONG BEACH COLLEGE PROMISE</b>	<ul style="list-style-type: none"> <li><b>Long Beach City College</b></li> <li><b>Cal State Long Beach</b></li> </ul>	<b>Long Beach Unified</b>	<b>Long Beach/Los Angeles</b>
	<b>SACRAMENTO PATHWAYS TO SUCCESS</b>	<ul style="list-style-type: none"> <li><b>Sacramento City College</b></li> <li><b>Sacramento State</b></li> </ul>	<b>Sacramento City Unified School District</b>	<b>Sacramento City Unified</b>
	TBD	Norco College	<ul style="list-style-type: none"> <li><b>Chaffey Joint Union</b></li> <li><b>Corona Norco Unified</b></li> </ul>	<b>San Bernardino/ Inland Empire</b>
	TBD	<ul style="list-style-type: none"> <li><b>Riverside City College</b></li> <li><b>Moreno Valley College</b></li> <li><b>Cal State San Marcos</b></li> </ul>	Val Verde Unified	Riverside/Inland Empire
TBD	Cal State Fullerton	Garden Grove Unified	Orange County	

2016-2017	Coachella Valley Economic Partnership	SAME AS 2013-2016	<ul style="list-style-type: none"> <li>• 2013-2016 Districts +</li> <li>• <b>Palm Spring Unified</b></li> </ul>	Coachella/Riverside
	Rio Hondo Partnership for College	SAME AS 2013-2016	<ul style="list-style-type: none"> <li>• 2015-2016 Districts +</li> <li>• <b>Baldwin Park</b></li> <li>• <b>Montebello Unified</b></li> </ul>	San Gabriel Valley/Los Angeles
	CC Compact	SAME AS 2014-2015	Culver City Unified	West Los Angeles/Los Angeles
	Santa Ana Partnership	SAME AS 2014-2015	Santa Ana Unified	Orange County
	<b>LONG BEACH COLLEGE PROMISE</b>	<ul style="list-style-type: none"> <li>• Long Beach City College</li> <li>• Cal State Long Beach</li> </ul>	<b>Long Beach Unified</b>	<b>Long Beach/Los Angeles</b>
	<b>SACRAMENTO PATHWAYS TO SUCCESS</b>	<ul style="list-style-type: none"> <li>• Sacramento City College</li> <li>• Sacramento State</li> </ul>	<b>Sacramento City Unified School District</b>	<b>Sacramento City Unified</b>
	TBD	SAME AS 2015-2016	SAME AS 2015-2016	San Bernardino/Inland Empire
	TBD	SAME AS 2015-2016	SAME AS 2015-2016	Riverside/Inland Empire
	TBD	SAME AS 2015-2016	SAME AS 2015-2016	Orange County
	TBD	Riverside City College	Same as 2015-2016 plus <ul style="list-style-type: none"> <li>• Riverside Unified</li> <li>• Moreno Valley Unified</li> <li>• Murrieta Valley Unified</li> </ul>	Riverside/Inland Empire
TBD	<ul style="list-style-type: none"> <li>• DeAnza College</li> <li>• Evergreen College</li> <li>• San Jose State</li> </ul>	<ul style="list-style-type: none"> <li>• <b>San Jose Unified</b></li> <li>• <b>Eastside Union HS District</b></li> </ul>	<b>South Bay/Silicon Valley</b>	

**APPENDIX E: Application Item 6. Estimated Impact on Costs**

**E.1 Cost Analysis Supporting Narrative**

## COST ANALYSIS Supporting Narrative

The cost analysis is designed to illustrate the potential benefits of the RHPC/CCGI infrastructure innovations, based on a cost-per-degree framework, using data provided by IPEDS, Delta Cost Project, and California Postsecondary Education Commission (CPEC), with common-sense assumptions. We used these data sources and assumptions to estimate an average combined cost per bachelor's degree in the CA Community College (CCC) and California State University (CSU) systems.

We did not include the UC system in this analysis because the primary focus of our efforts are on the vast majority of California students (about 80%) that matriculate at broad access postsecondary institutions. And our work is particularly designed to improve outcomes for historically underrepresented students who attend broad access postsecondary institutions at even higher rates than the general student population.

The cost analysis finds that our infrastructure innovations could save approximately \$20,323 (20%) of the estimated \$102,403 current average cost of a CSU-conferred bachelor's degree, while increasing the number of bachelor degrees awarded on an annual basis by 29,777 (36%), if these innovations were scaled throughout the CCC and CSU systems.<sup>1</sup>

### Understanding the Total Costs of Awarding CSU Bachelor's Degrees.

Understanding the effects of our infrastructure on the average costs of a bachelor's degree means first understanding the status quo – i.e. how much a bachelor's degree currently costs to award. Here we first calculate the expenses from institutions, without regard to where those revenues come from, and then calculate that portion that is borne by students using revenue and expense data from the Delta Cost Project. While this is a widely accepted method of measuring education costs, it does ignore some aspects of those costs that our program does not purport to change, such as the opportunity costs of students time and out of pocket costs to students (e.g. books, transportation).

There are several complicating factors to simply taking the costs of educating students and dividing by bachelor's degrees to get average (baseline) costs:

Costs come at different time periods. Students who obtain degrees in 2014 do so because they attended college not only in that year but many years before. This analysis will often ignore this fact by approximating that costs and degrees happen in the same academic year

Not All Costs of an Institution are Related to Education. Specifically, most four-year institutions have research and public service missions in addition to teaching. To address this, we calculated

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<sup>1</sup> Please note: the cost savings projections do NOT include the 23% of the students in the Placement for Success pilot who placed one level down from transfer-level coursework, rather than placing in lower levels of developmental education because we don't have adequate data to understand the full cost implications of a student being in a higher level of remediation.

that portion of each institution’s budget that is spent on education using the Delta Cost Project’s data protocol (i.e., Education and Related Expenditures).

All Education Costs Aren’t Related to Undergraduates. Specifically, many four-year institutions educate graduate students as well. To address this, we calculated the proportion of educational costs spent on undergraduates based on the Full-Time-Equivalent (FTE) proportion of Undergraduates vs. Graduates at each CSU institution. The assumption here is that graduate students cost three times more than undergraduate students per FTE (Consistent with Rouse, 1998; Vernez, Krop and Rydell, 1999; Conger, Bell and Stanley, 2009).

All Undergraduate Education Costs Aren’t Going Towards Bachelor’s Degrees. Community colleges have career/technical programs that are meant to be more-or-less terminal degrees. To address this, we calculated the proportion of undergraduate education expenses spent on academic programs at each institution, based on the proportion of student credit hours that are career/tech vs. non-career/tech. The assumptions used here are that the two types of credit cost the same per credit hour, and that the entire academic side of community colleges is in the service of transfer to four-year schools (i.e. academic associates degrees carry no weight in our analysis.)

Costs At California Public Colleges Often Contribute to Degrees Elsewhere and Vice-Versa. For example, some students at California schools might transfer to a private or out of state school, where they ultimately get a degree. Alternatively, some graduates of California public colleges received some of their education outside the segments. Our analysis ignores these situations.

Different Types Of Degrees Cost Different Amounts, And Some People Cost More To Graduate Than Others, Holding Degree Type Constant. By calculating average cost per degree as the application instructs, we are ignoring many of these differences.

Based on these assumptions, we estimate that \$13.9 billion (95%) of the approximately \$14.4 billion spent by the California Community Colleges and the CSU system in 2012-13 fiscal year were spent on core functions of higher education (as opposed to research and public service.)

PS System	Total Core Expenses	Education and Related Expenses	Undergraduate Education and Related expenses	UG Academic-Track Education and Related Expenses (E&R)
CCC	9,090,798,416	8,664,176,582	8,664,176,582	6,154,093,410
CSU	5,281,988,793	5,093,548,343	3,949,964,453	3,949,964,453
<b>Total</b>	<b>\$14,372,787,209</b>	<b>\$13,757,724,925</b>	<b>\$12,614,141,035</b>	<b>\$10,104,057,862</b>

We further estimate that based on: the graduate-undergraduate mix of the CSU, \$3.9 billion is spent on undergraduate at CSU statewide; and the proportion of academic to career technical expenses in the CCC, \$6.1 billion is spent on academic E&R expenses. In total 10.1 billion is

spent between the segments, on Academic track expenses towards Bachelor degrees completion.

PS System	UG Academic-Track E&R Expenses	UG Academic Track FTE	Costs per FTE	Costs per Student Credit Hour	Bachelor's Degrees Awarded	Cost per Degree
CCC	4,426,888,500*	616,586	9,981	333		
CSU	3,949,964,453	357,723	11,042	368	81,803	
<b>TOTAL</b>	<b>\$8,376,852,952</b>				<b>81,803</b>	<b>102,403</b>

\*portion attributable to students who ultimately transfer to the CSU

Our analysis uses the proportion of CCC costs attributable to CSU degrees determined by the most recent proportion of new transfer students at CSU to that at UC – a ratio of about 2.5 to 1. This means that only 72% of the Academic-track costs at the CCC system are included in the estimate of the average cost of a CSU bachelor's degree. The cost per credit hour numbers of each segment, calculated by taking the costs of each institution and dividing by the number of FTE undergraduates. The cost per student credit hour is calculated by dividing the costs per FTE by 30 credit hours, the average load of a full-time student. The average cost of each CSU bachelor's degree is then calculated by dividing the total \$8.4 billion by the 81,803 Bachelor's degrees awarded.

### Reductions in Average Costs due to the Infrastructure

We divided the cost savings into 5 categories (A-E). Below is more detailed information on how we calculated the potential cost implications of each category:

A. Improved Chances of Success from Bypassing Developmental Math. Our improved placement categorizes more students as college-ready and, in the CCC system, this drastically improves chances of transfer, which will ultimately lead to more bachelor's degrees. Based on those differences (and the chances of success once you get to CSU), we estimate this improved placement protocol leads to an extra 6.2 graduates (out of the 336 in the pilot) than otherwise.

These students would also cost the system, since success through to graduation would most likely entail taking more courses. We estimate that these 6.2 students would need 22.5 more credits in community college and 90 more credits at the four-year school. These additional amounts of credit are based on the assumptions that: (i) the average stay in a community college for a successful student is 45 credits; (ii) the average CCC dropout does so halfway to 45 credits; and, (iii) that once a successful student with 45 credits gets to a four-year school, they will need 90 more credits to graduate, since the average credits at graduation at CSU is 135 credits. Taking these assumptions together, we estimate that this all will result in about 7,230 additional bachelor's degrees system-wide, with \$293 million more in costs to finish them. The aggregate of these two effects is a reduction in average cost per degree of about \$5,018, a reduction of 4.9% over the current total estimated average cost of a BA degree.

B. Fewer Developmental Math Excess Credits. 124 out of 336 of the Rio Hondo pilot students were saved from having to take at least 3 credits of redundant math instruction. Here, those 124 students are categorized as “not prepared.” Based on the historical percentages of under-prepared students that become transfer-ready, the proportion of transfer-ready students that eventually enroll at CSU, and the proportion of transfer students that eventually graduate, we estimate that about 13.4 of the 124 end up being graduates. These graduates save 40.2 excess credit hours (3 credits of math each) at graduation. (Those of the 124 students that didn’t graduate also started at a more appropriate math level, but it’s not clear that they were saved from taking fewer courses, since they are assumed not to finish with a baccalaureate.) If you assume the placement protocol was implemented across all CCCs, it’s estimated that 46,994 credit hours are saved per year. Since these excess credits accrue at community college, this represents a savings of approximately \$15.6 million, or \$191 per bachelor’s degree, a reduction of .19%, relative to the current estimate.

C. Improved Efficiencies. The administrative time required to enter transcript data by hand currently costs the CSU system approximately \$12 million. This savings in itself reduces the average cost of a bachelor’s degree by \$147 or .14%. These savings are estimated by the CSU Chancellor’s Office itself, based on information about potential savings submitted by a half dozen campuses across the system of varying size and application volume.

D. Fewer Excess Credits from Improved Planning. Since the average CSU graduate has 15 excess credits, we estimate that as many as 4.5 credits per graduate would be saved each year from better planning (Shulock and Koester, 2014). For CSU students, approximately one half of whom transferred in, we assume that one-fourth of all CSU excess credits were actually accrued at community college (half of the credits for half of the students). These excess credits, based on the cost of where they accrued, translate into a savings system-wide of approximately \$132 million dollars, which is a \$1,617 reduction in cost per bachelor’s degree (1.58% reduction).

E. More Graduates from Better Planning. Improved planning also means that students enter programs of study earlier than they otherwise would. In particular, it has been shown that entering a program of study in the first year of community college increases the chances of success by 72% (Jenkins and Cho, 2012). If these results were applied to just the CCC system (we’ll assume, conservatively that early program-of-study benefits don’t apply to freshmen at four year schools), then our work with students should result in 22,547 more degrees. Again, we make assumptions, as in (A), regarding how many additional credits these now-graduates would accrue, since they would take more credits as graduates than as dropouts. Here, the estimated cost of the additional credits is approximately \$916 million. Taken together, these graduates would reduce average cost per bachelor’s degree by 13%, or \$13,351.

### Student vs. System costs

The calculations in A-E are for the entire system – they are based on institutional costs, no matter who is paying. According to the most recent Delta Cost Project data, the share of CSU costs that are borne by students (including external grants and aid, but not institutional grants)

is approximately 56%. At California Community Colleges, the share is approximately 16%. Based on those estimates, we can estimate each share of A-E that is borne by students versus California system subsidy. Based on these estimates, we conclude that approximately 28% of the potential reduction in average costs would be realized by the student, or \$4256.

Cost Saving Category	Total Reduction in Average Cost Per Degree	Reduction in Student Share
A. Improved Success from bypassing Developmental Math	\$5,018	\$1,275
B. Fewer Developmental Math Excess Credits	\$191	\$30
C. Administrative Efficiencies	\$147	\$82
D. Fewer Excess Credits from better planning	\$1,617	\$752
E. More Graduates from Better Planning	\$13,351	\$3,393
<b>Total Reduction</b>	<b>\$15,306</b>	<b>\$4,256</b>

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**APPENDIX G: Application Item 9. Stakeholder Engagement**

**G.1 Testimonials from Counselors in RHPC/CCGI Partner Districts**

**G.2 List of Working Group Members from CSU Campuses**

**Testimonials from Counselors in RHPC/CCGI Partner Districts**

"I love CaliforniaColleges.edu. It has a lot to offer our students and parents and gets them thinking about their future and money. It is easy to navigate. Students can login at school and at home with their parents. All students in the General Education AND Special Education programs have easy access to the website."

Alma Garcia, Counselor, STEAM @ Burke, ERUSD

" I just took my AVID seniors through the CSU app via the California Colleges website. Overall, pretty cool process and it is saving us time. I really think that this will be a huge asset for our students moving forward."

Megan Jara, Counselor, Wilson High School, HLPUSD  
(I took bits and pieces from email she sent to put this one together)

"The student lesson on CaliforniaColleges.edu went very well due to the coordination with the CCGI Regional Manager, teachers, administration, TOSA, and the counselor. We were all prepared in advance because of the professional development provided by CCGI. Teachers, students, administration, and I, were please with the career exploration activity and know the students benefited from the lesson."

Adlina Dugan, Counselor, Mesa Robles Middle School, HLPUSD

"Utilizing CaliforniaColleges.edu to help seniors apply to CSU's this year at ERHS was easy and allowed us to track applications for the first time. The Pro Center allowed me to easily communicate with students, reset passwords and merge accounts. The reporting capabilities allowed me to track the number of applications submitted which I was able to share with key stakeholders and served as motivational tool for our staff."

Nancy Nasouf, College and Career Counselor, El Rancho HS, ERUSD

"CaliforniaColleges.edu is a comprehensive college and career exploration website that has helped my students explore, and eventually pursue their post-secondary goals. I have been thoroughly impressed by the vast array of interactive college and career tools and information available through CaliforniaColleges.edu. Although there are a variety of good websites out there that can provide students with career interest inventories, college search tools, and information on financial aid, CaliforniaColleges.edu is truly a "one stop shop" for all these things. Another facet of this system that helps it stand out from the crowd is the educator access. I can review the goals that one student established for their freshman year or I can retrieve the data that shows which careers my students are most interested in. I also greatly appreciate professional development and on-going support I receive from the CaliforniaColleges.edu staff."

Wyatt Bernthal, College Counselor, EMUHSD



## List of Working Group Members from CSU Campuses

### Application Alignment

CSU	Contact	Title	Department	Email
Fullerton	Joe Hackbarth	Director of IT	Admissions & Records	jhackbarth@fullerton.edu
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**APPENDIX H: Application Item 12. Target Outcomes**

- H.1 Evaluation of the Efficacy of CCGI Resources and Partnerships draft proposal**
- H.2 Target Outcome Indicators and Supporting Assumptions and Evidence**



## **An Evaluation of the Efficacy of CCGI Resources and Partnerships**

Submitted by

Professors Anthony Antonio and Eric Bettinger, Stanford University and EASE

Draft: November 20, 2014

## 1. Introduction

College is the great passageway into economic mobility and long-run economic growth. Students who complete college degrees not only have higher earnings and more stable careers, but they also have better health, more stable families, and higher reported levels of happiness and satisfaction in their lives (e.g. Oreopoulos 2010). College advisers and counselors struggle on a daily basis to help more students attend and succeed in college; however, it is not clear how successful these advisers are relative to what they could be. In particular, there are significant opportunities to streamline and to magnify the efforts of college advisers and counselors. The California College Guidance Initiative (CCGI) provides resources to help advisers and counselors improve their efficacy. Their approach is three fold: first, they focus on using technological tools to improve students' and counselors' knowledge of and ability to complete the college exploration, selection, and application process; second, they focus on the adoption of entire systems where they can provide training, technological and other services to improve college access opportunities; and third, they focus on working with districts and higher educational institutions to improve their communication and to calibrate and articulate where students should be placed. While CCGI was designed based on evidence-based strategies, to date little systematic and rigorous evidence exists on CCGI's efficacy. The purpose of this document is to outline a research design that CCGI could implement in order to gain such evidence.

In writing an evaluation plan for CCGI, we recognize that any evaluation will have multiple benefits to CCGI. First and foremost, evaluation can help CCGI to improve and to sharpen its approach. As CCGI implements its model, there are often issues of fidelity to the model as school leaders adapt CCGI's outreach to meet their needs. There are also unforeseen barriers and opportunities that CCGI might be able to identify through evaluation which can inform the improvement and evolution of CCGI's future work.

The second purpose for evaluation is to provide accountability to stakeholders. Foundations and state and local leaders who invest in CCGI need to know that their investment is productive. External evaluation is an opportunity for CCGI to provide information on the "return" to stakeholders' investments.

Throughout the United States, the standards for evaluation have become stronger over the last decade. Random control trials and quasi-randomization are the preferred methods for federal government and many foundations. These rigorous methods are valuable in that they can provide unbiased estimates; however, they have limitations. We are proposing a mixed method evaluation, which incorporates both

rigorous quantitative and qualitative elements. In pursuing a mixed method evaluation, we think CCGI will maximize the value of the evidence it gathers both for identifying areas of improvement and for providing the accountability information that stakeholders desire.

Rigorous quantitative methods may be the most appropriate for several elements of CCGI's model. For example, the outreach and partnership with Rio Hondo College may be best explored with quantitative methods. An evaluation can effectively measure the percentage of CCGI students who attend college remediation, persist beyond the first year, and succeed in their first non-remedial course. CCGI students can be compared to some type of control group to determine whether these outcomes are higher.

Rigorous qualitative methods may be most appropriate for other elements of CCGI's model. For example, it is difficult to quantify the impact that counselor training has on counselors' excitement for, knowledge of, and ability to motivate students in college access opportunities. Indeed, CCGI may alter the underlying culture of college going in the schools with which it partners. Culture is difficult to quantify and to measure, and the best studies to date on college culture rely on qualitative methods (e.g. Antonio, Foster, Santikian 2013).

These strategies also complement each other. For example, suppose that we find little quantitative evidence that students improve the "fit" of their college of attendance. This could happen for two reasons. First, it might be that the parts of the initiative which improve fit are not effective and need to be modified. Second, it might be that the parts of the initiative which improve fit were never implemented correctly. Each reason requires a different solution. One requires revamping the initiative while the other requires careful monitoring on the implementation and fidelity to the model. Quantitative methods can answer the question as to whether the outcome improves. Qualitative methods can help us find why it improves or not.

The proposal has multiple sections. In the next, we provide a brief overview of CCGI and the elements of CCGI which are the focus of the proposed evaluation plan. We then divide the proposal into a set of modules. These "modules" are interdependent studies of different elements of CCGI. Each focuses on a potential study which might fill one of the goals of CCGI's evaluation – identifying areas of improvement or proving efficacy. The first module is a more general administrative module which would be necessary regardless of the overall strategy. The remaining modules focus on specific elements. We have also tried to create a "guess" at the costs that would be associated with each module. Besides the administrative module, these modules are "standalone" and it is meant to form a type of "a la carte" menu of evaluation possibilities.

## II. Background at CCGI

The California College Guidance Initiative (CCGI) provides resources and support to schools and counselors aimed at improving the college attendance and success outcomes of California students. CCGI uses three types of resources. First, CCGI uses technology to directly impact students and to magnify the efforts of advisers and counselors. For example, technological solutions can improve counseling, information access, and application procedures via an online portal, [CaliforniaColleges.edu](http://CaliforniaColleges.edu); its accompanying professional-facing portal, [ProCenter.CaliforniaColleges.edu](http://ProCenter.CaliforniaColleges.edu); and its “College Guide” mobile app.

These online portals are aimed towards two primary users: counselors and students/families. Students and families can use the online tools on [CaliforniaColleges.edu](http://CaliforniaColleges.edu) for career planning, course planning, college exploration, financial aid planning, and eventually, college and financial aid application. Counselors can use this site as well as their own Pro Center accounts to monitor their students’ progress toward preparation and application milestones, inform their one-on-one and general in-school college advising, and improve their own knowledge about resources and procedures concerning college exploration, preparation, and application.

The second type of resource/strategy that CCGI employs is its partnership with districts. Partnerships with school districts take several forms and are continuing to evolve. Early efforts included direct outreach to students via CCGI-facilitated workshops, but over time, building capacity within districts to integrate the tools and associated curricula into counseling practices and instructional time, has become the most feasible way to support students and counselors across CCGI’s partner districts. Additionally, these formal partnerships allow for the auto-population of student transcript data into students’ “Plan of Study” on the site, which enables them to track their progress in completing A-G requirements.

Finally, CCGI works with both district partners and higher educational institutions to facilitate data transfer. Data transfer can accelerate admissions and financial aid decisions. They can also help higher educational institutions place students in appropriate coursework that will help students progress in their educational careers.

In the modules below, we describe additional elements of CCGI in greater depth. For the proposed evaluation, we are proposing a one-year partnership focused on three key evaluation elements.

### III. Proposed Modules

#### A. Administration Module

Evaluators should be partners throughout CCGI. They provide valuable feedback and insight. Any evaluation also needs careful collaboration between the evaluation team and CCGI. This is important in modifying the evaluation to meet the needs and to maintain its rigor.

Moreover, the evaluators and CCGI have to be nimble to identify and exploit opportunities for learning and growth. For example, a new invitation for foundation funding often needs quick attention. As foundations reveal their preferences and try to influence CCGI, both CCGI and the evaluation team need to work together quickly to adjust and to describe the evaluation as necessary.

In the administration of the evaluation, CCGI should expect weekly or biweekly meetings with the senior evaluation staff. This would include the evaluation manager and/or the evaluation directors. Any evaluation would need to budget for these meetings and for any preparation required for them.

Also, as part of the “nimble” relationship, CCGI should reasonably expect the evaluation team to be “on call” as new issues and considerations arise. For example, in our other EASE work, we expect to be called at least twice a month with questions ranging from help with a proposal to identifying academic literature on a specific topic.

EASE charges a 10 percent overhead on any grant to cover other administrative costs (accounting, legal, and so on). We are also budgeting \$18,000 for evaluation management. We are budgeting 40 hours a month from a project manager and 4 hours from project directors.

#### B. Rio Hondo Remediation Module

The first research module focuses on CCGI’s collaboration with Rio Hondo College. CCGI works with Rio Hondo to facilitate students’ transition to college. One effort is to reduce remediation by facilitating the transfer of students’ transcripts to Rio Hondo. Rio Hondo requires evidence that students have passed basic mathematics before they enroll in typical college courses. Students can do this by taking a placement exam or by demonstrating the completion of certain courses in college. CCGI facilitates the latter.

The study would be a quantitative study comparing the outcomes of students from CCGI supported districts to other students who were not enrolled in CCGI

supported districts. The first group would be the “treatment” group while the non-CCGI students would be the “control” group. An alternative approach would be to compare the outcomes of students from a specific district before and after CCGI began partnering while making comparisons across the outcomes of students who were not at risk for remediation.

For this study, we would need the collaboration and cooperation of Rio Hondo College. They have data on students from CCGI districts and from other districts. We would need them to provide the data. We would request de-identified data where students’ names or personally identifiable information are replaced by an anonymous study identification number that Rio Hondo would control. Any research study would need to work carefully with Rio Hondo to get the data. This might be somewhat time consuming and CCGI would need to help with those relationships.

In terms of specific variables, we would need four types of variables:

- Pre-college variables: high school of attendance (or a simple indicator for whether the high school of attendance was supported by CCGI), any involvement in CCGI
- Student Characteristics: Age, gender, race, socioeconomic variables (if available), pre-college academic achievement, any placement or college entrance exam scores
- Course Assignment: remedial designation (and reason for it), other courses taken
- Outcomes: completion of remediation, performance in first non-remedial college course, first-year persistence and college attendance

We estimate that the project would take three months to complete. It would take about six weeks to arrange transfer of the data and to finalize any data agreements. It would take two weeks to clean the data, two weeks to conduct the core analysis, and two weeks to draft the results.

### **C. Process of CCGI**

This evaluation module focuses on tracking the utilization of CCGI resources in a qualitative evaluation focused on intensive observation and interviews of CCGI partners. The research will focus on multiple sources of data collection. We will conduct case studies in 8 high schools during the 2014-15 school year. At least half of these schools will be affiliated with the College Advising Corps (CAC). We will also attempt to survey students at the four CAC high schools.

There are a number of potential hypotheses that we will explore. First, we will examine the extent to which resource utilization improves the efficacy of advisers and counselors. If technological tools improve advisers' and counselors' abilities to help students, then we should see their efficiency increase. They will become more consistent in their actions, and this increased efficacy may impact student readiness for college.

Second, we will examine the extent to which other CCGI resources improve counselors' and students' perceptions of the college access process. This is quite open-ended in its description, and the underlying goal is to track which resources are being utilized, who is using them, and how they impact students and/or counselors. As we track these resources, we plan to report on usage and to explore ways in which advisers and/or counselors identify impact of CCGI.

The tracking of resource usage also extends to the usage of the new mobile app. While this might be feasible through the proposed student surveys and site visits, we may modify in coordination with CCGI the research plan to include user interviews either through the web or through phone outreach.

In our surveys and site visits, we will attempt to measure other aspects of college preparedness and readiness including, but not limited, to counselor knowledge/behavior; advising approach and practices; student aspirations and behavior; and ultimately, student college-going outcomes. We will also explore whether there are barriers or facilitators to the usage of CCGI resources.

We will also try to identify specific resources that students find useful, informative, interesting, and encouraging. We will identify similar resources that counselors find useful, informative, interesting, and encouraging. We will also track how the level of awareness of specific resources.

We anticipate conducting 8 site visits for this project. Given objectives that focus on student and counselor knowledge and usage of CCGI resources, site visits will consist of interviews with counseling staff, students, and an administrator and observations of counseling activities.

The timing of these site visits will be planned in coordination with CCGI.

#### **D. Middle School Implementation**

The third component of the evaluation will not be administered by EASE. The third feature will be conducted by CCGI staff member Terri Iler as part of her Doctoral dissertation research at UCLA.

Research suggests that students begin to form aspirations around college going well before high school. Despite a growing understanding of adolescent development in this area, very few studies have investigated ways middle schools can build school-level capacity for supporting their students (6th through 8th grade) in their understanding of and plans for college. This evaluative study could begin to address this gap in the literature by researching the effects of CCGI's tools and professional development support on the guidance practices of middle school counselors.

For this study, a survey could be distributed to all the middle schools counselors working in CCGI's partner districts. This survey would capture data on counselor usage and perceptions, assessing counselors' knowledge of CCGI's tools; use of these tools; the role of these tools in influencing counseling practice; and the role of these tools in building expertise in college and career counseling. By collecting data on a broad swath of users, including demographic information regarding years of counseling service, this evaluation module could investigate the ways usage and perception differ by individual- and school-level variables.

Additionally, one or two middle schools could be selected, in consultation with the CCGI team, where the evaluator(s) could conduct a case study or action research project, which would complement the broad-level data captured in the survey with rich information captured on site. Furthermore, selecting schools with different patterns of usage of CCGI's tools could afford insight into the ways implementation and integration take shape "on the ground" in varying school contexts.

### **E. Long-Run Initiatives and Overall Budget**

There are many other outcomes and programmatic elements which might lead to long-run evaluation opportunities. For example, one might imagine examining the outcomes of match and fit or the long-run college success of students. One might evaluate the site's A-G Progress Analysis tools, slated to launch in Fall 2015, to determine its impact on informing intentional course placement and increasing CSU/UC eligibility. One might also consider how providing information about specific vocations may improve student outcomes, and how the tools might support career readiness and/or Linked Learning work in school districts. Additionally, one might imagine designing studies about ongoing efforts of CCGI to improve students' access to CalGrants or to measure the impact of students' involvement with the web portal. If CCGI would like us to design studies around these elements, we can do so.

Target Outcome Indicators and Supporting Assumptions and Evidence<sup>1</sup>

Students Participating in RHPC/CCGI Who Directly Matriculate at RHC	Baseline 2013 - 2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
<b>High School College and Career Readiness Indicators</b>						
A-G Completion Rates Across all K-12 Feeder Districts	35% <sup>2</sup>	Not currently available	> 3%	> 5%	> 5%	> 8%
Graduation with Completed College and Career Educational Plan	N/A	5% <sup>3</sup>	40%	55%	70%	80%
<b>Post-Secondary Success Indicators</b>						
Students Placed Using High School Transcript Data <sup>4</sup>	N/A	336	700	1,000	1,300	1,600
Students Placed in Transfer-Level Math	4%	37% (124 of 336)	37%	37%	37%	37%
Students who Complete First Transfer-level Math Course	61%	61%	61%	61%	61%	61%
Students who Transfer within 3 years <sup>5</sup>	31%	31%	31%	31%	31%	31%
Students who Complete Baccalaureate Degree within 3 years of transfer	60%	60%	60%	60%	60%	60%

<sup>1</sup> Data Sources include EdResults.org for K-12 data, Banner Enrollment Management system for RHC data, and National Student Clearinghouse for data about student transfers and BA completion.

<sup>2</sup> This is an average of the baselines for the three currently participating districts - El Monte Union, El Rancho, Hacienda La Puente.

<sup>3</sup> Estimate based on RHPC/CCGI initial implementation experience in K-12 districts

<sup>4</sup> The RHPC/CCGI Partnership is working with data for a sub-set of students from each district for whom we've obtained active parent/guardian consent. We are working with the California Community Colleges Chancellor's Office to develop a more viable consent policy that will enable us to impact the full range of students who could be benefitted by these innovations.

<sup>5</sup> Students from RHC matched against the National Student Clearinghouse

Indicator/Measure	Assumptions (A) and Evidence (E) Supporting that target
A-G Completion Rates	<p><b>(A)</b> Automated and enhanced transcript analysis to inform intentional placement will roll out in spring 2016,</p> <p><b>(A)</b> Districts will see an increase comparable to that of districts in previous studies of placement using transcript analysis</p> <p><b>(E)</b> Levesque &amp; Laird, 2013</p>
Students who Graduate with Completed College and Career Educational Plan	<p><b>(A)</b> Full integration of tools in all districts will take full 3-4 years</p> <p><b>(A)</b> Most seniors graduating prior to 4th year of implementation will not complete all elements of an educational plan</p> <p><b>(E)</b> CCGI experience implementing these tools in districts during 2013-2014 and 2014-2015 to date.</p>
Students Placed Using High School Transcript Data	<p><b>(A)</b> Placement for all students for whom transcript data are available who matriculate directly at RHC</p> <p><b>(A)</b> Expansion to remaining RHC feeder districts as follows:                  2015-2016: Whittier Union                  2016-2017: two additional districts                  2017-2018: one final feeder district</p> <p>Timeframe for 3 unnamed districts based on districts' readiness &amp; CCGI capacity</p>
Students Placed in Transfer-Level Math	<p><b>(A)</b> Placement rate for students with transcript data is 37% based on the Placement for Success Pilot. Other studies have shown placement rates between 25-35%.</p> <p><b>(E)</b> Placement for Success, Long Beach and STEPS studies (Hetts, 2012; RP Group, 2013)</p>
Students who Transfer to BA-conferring within 3 Years	<p><b>(A)</b> Students perform equal to peers placed using Accuplacer data</p> <p><b>(E)</b> Long Beach and STEPS studies (Hetts, 2012; RP Group 2013)                  Banner and National Student Clearinghouse – RHC 31% transfer within three years</p>
Students who Complete Baccalaureate Degree	<p><b>(A)</b> 20% of transfer students will complete BA within 2 years of transfer; 60% will complete BA within three years</p> <p><b>(A)</b> Primary destination is a CSU campus.</p> <p><b>(E)</b> CSU Analytical studies</p>