

**Coachella Valley Regional Plan for College and Career Readiness 5-Year Goals and Long-Term Outcomes
September 2016 Progress Update
MASTER**

Long Term Outcomes:

- Increase high school graduation rates
- Increase college readiness
- Increase college/higher skills training completion
- Increase career readiness
- Local students in higher wage jobs



5-Year Action Goals (organized by Ford NGL Strand and Essential Practice, the underlying framework for the Regional Plan) –

25 Goals Total

Strand 1: Transforming Teaching and Learning: **4 Goals**

Strand 2: Transforming Secondary Schools: **4 Goals**

Strand 3: Sustaining Change Through Business Engagement: **7 Goals**

Strand 4: College and Career Readiness: **10 Goals**

Ford NGL Master Plan Strand	Ford NGL Essential Practices	CV Regional Plan Goal	Progress Updates: September 2016 (for 2015-2016 period)
Strand 1: Transforming Teaching and Learning	Essential Practice 1.1 – <i>Learning Pillars</i> . Students develop essential knowledge and skills for college and career readiness.	Goal 1 of 1: In 5 years, career- and interest-themed academy, pathway and related program teachers, counselors and administrators will have participated in professional development based on a needs assessment of academy-related competencies.	<ul style="list-style-type: none"> • CVUSD: Counselors & administrators from all secondary sites attended trainings and conferences including: ACTE/Vision 2015, Educating for Careers, and the Academies of Nashville Study visit • CVUSD: Provided LCAP funding for 10 single subject academic teachers to take CTE DS course work to obtain preliminary and clear credential • DSUSD: CTE Teachers/Academies participated in a tri-district CTE focused training • PSUSD: Teachers were trained on how to unpack the CTE Model Curriculum Standards in their area. • PSUSD: Teachers worked in job alike groups to develop rigorous projects and associated lessons targeting CTE standards. • PSUSD: Teachers began work to identify academic standards supported by these projects. • PSUSD: Teachers were shown on-line resources to assist them in this work. • UCR: Expanding Horizons Summer STEM Program (UCR Extension) <ul style="list-style-type: none"> ○ UCR Palm Desert Center (first time in Coachella Valley) ○ 56 participants in Grades 3-6 ○ 30 students received full scholarships from Wells Fargo ○ Computer programming, electricity, geodesic design
	Essential Practice 1.2 – <i>Teaching Pillars</i> . Educators employ teaching strategies	Goal 1 of 3: Curriculum: In 5 years, a rigorous and relevant curriculum will be in place that prepares pathway	<ul style="list-style-type: none"> • CVUSD: 8 CTE courses rewritten and upgraded to A-G, several CTE integrated courses w/ academic credit • CVUSD: Four new A-G courses were developed/adopted for new pathways • CVUSD: 2016-17, pilot year for CCGI with roll out planned for 17-18 to all secondary sites

that develop students' knowledge and skills for college and career readiness.

students to be college and career ready.

Goal 2 of 3: Instruction: In 5 years, Inquiry-, Project- and Challenge-based learning will be an integral part of career and interest-themed academy, pathway and related program instruction that includes strategies for differentiated instruction and usage of instructional technology.

Goal 3 of 3: Assessment: In 5 years, the data driven assessment system will include tools to authentically assess students in their college and career readiness.

- CVUSD: Tri-District CTE Model Curriculum Standards alignment with CCSS
- CVUSD: MS Robotics/Engineering/Info Tech bridge programs
- CVUSD: Total of \$1.2M targeted towards STEM
- DSUSD: adopted Project Lead the Way curriculum that provides robust hands on learning experiences, while meeting the 'a-g' requirements (minimum college admissions requirements.) In addition, we have adopted the C-STEM curriculum, developed by UC Davis, which is also an 'a-g' approved curriculum.
- DSUSD: A variety of metrics used to evaluate college and career readiness to include, but not limited to:
 - 'a-g' completion
 - Use of 'a-g' dashboard
 - Graduation rates
 - Local district benchmarks
 - CAASSP results
- PSUSD: The Health and Environmental Academy of Learning (HEAL) Academy at Cathedral City High School was recognized by the California Department of Education (CDE) as a Distinguished California Partnership Academy (CPA). CDE examines data reported to the state on academy performance measures and selects those CPAs that meet specific criteria determined by CDE staff.
- PSUSD: The district has implemented UC's Transcript Evaluation Service, which after each semester allows us to identify students who are only 1 or 2 classes short of A-G, disaggregated by subgroup.
- UCR: College Board approved Summer Institute for Advanced Placement teachers (UCR Extension)
 - UCR Palm Desert Center (first time in Coachella Valley)
 - 58 middle and high school
 - Subjects: Pre-AP English, Calculus A & B, English Language and Composition, English Literature and Composition, World Languages and Culture, U.S. History
- UCR: Providing CTE Credential program for CVUSD teacher cohort
- UCR: Digital Storytelling certificate
 - Coachella Valley K-12 teachers trained by Digicom, Inc. (UCR Extension)
 - K-12 teachers earn professional credits toward certificate
- UCR: California Child Development permit courses (in Spanish)
 - For RCOE Migrant Head Start
 - Courses in Thermal and Mecca
 - 200 students
- UCR: MESA Mathematics and Science Partnership Professional Development Program (CaMSP)
 - Creates opportunities for ongoing professional development for mathematics and science teachers.
 - College of Engineering
 - July 25-29 8:00-4:00
- UCR: CVUSD teacher attended MFA residency graduate writing lectures

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Strand 2: Transforming the Secondary School Experience	Essential Practice 2.1 – School districts develop a timeline for phasing in high-quality academies in order to reach a significant portion of students.	Goal 1 of 2: In 5 years, a minimum of 30% of students across the valley will be enrolled in career or interest-themed academy, pathway or similar programs. Goal 2 of 2: Economic Development targets will inform and guide development of school career and interest-themed program development.	<ul style="list-style-type: none"> • CVUSD: 44% of students were participating in academies, pathways, and Avid • CVUSD: Began planning for regional advisory in February of 2017 • DSUSD: Continually improved the percent of students participating in career or interest-themed programs. We went from 8% in 2012-2013, to 22% in 2014-2015. • PSUSD: Forty seven percent of the students enrolled in high school were enrolled in a pathway or similar program. The enrollment numbers include students enrolled in Linked Learning and California Partnership Academies, ROTC and AVID. • PSUSD: Established the Rattler Automotive Career Education (RACE) Academy serving 58 Students. The RACE Academy has been established to develop candidates for training and certification of automotive technicians to meet a growing automotive industry demand. First year course offered in 2015-16 with second year course scheduled and approved for implementation in 2016-17. • UCR: Health Academy support <ul style="list-style-type: none"> ○ The UCR School of Medicine continued engagement with two Coachella Valley high schools with health academies as part of its Health Sciences Partnership program in which “mentor teams” visit students in their classrooms to present information on college life, health careers and medical school.
	Essential Practice 2.2 – School leadership and instructional staff recognize and prioritize professional development and form communities of practice committed to shared learning to support the school’s academies and transform everyone’s practice.	No local goals established. (NOTE: This might be a place to show LCAP support for professional development, academies and pathways)	<ul style="list-style-type: none"> • CVUSD: Through the district’s LCAP, all academic teachers collaborating with an academy or pathway are budgeted to attend one CTE related conference or training • CVUSD: Through the district’s LCAP, all academic teachers collaborating with an academy or pathway are offered a paid opportunity to participate in an industry externship • CVUSD: Total of \$1.3M targeted in the districts LCAP for PD, extra-services, marketing, staff externships specific to career academies
	Essential Practice 2.3 – School-based instructional leaders use available resources to maximize the structural benefits of academies for students and teachers.	Goal 1 of 1: In 5 years, all districts will align available resources to assist with the implementation of flexible scheduling, extended learning opportunities, and/or other credit structures to support pathways and career-and-interest themed academies.	<ul style="list-style-type: none"> • CVUSD: Currently exploring how to build a hybrid CTE academy with online and face-to-face instruction • DSUSD: Continues to explore innovative scheduling options and provide resources to support career-and-interest themed academies. • PSUSD: Each of the 4 PSUSD comprehensive high schools offers unique Pathway/Academy experiences. There are at least 3 Academy or CTE pathway offerings at each school. Courses are being added in 2016-17 to expand learning opportunities for students in the RACE, PALM, CAFÉ, and PSA academies. A new education career academy, the Academy of Careers in Education (ACE) will be added at Desert Hot Springs High School. A summer planning institute is being launched in July 2016 to bring pathway teachers together for a full week of planning and developing rich and rigorous interdisciplinary projects. A culminating showcase of student projects is being planned for May 2017. Work will be progressing in developing course outlines more overtly aligned to the CTE Model Curriculum Standards and supported core academic standards.

<p>Essential Practice 2.4 – School districts and schools share responsibility for measuring success.</p>	<p>Goal 1 of 1: In 5 years, all pathways, career-and-interest themed academy students will have a personalized graduation plan to guide their college and career development.</p>	<ul style="list-style-type: none"> • CVUSD: Moving to CCGI which has a personalized graduation and post-secondary plan component with career development. • DSUSD: All 6-12 students in Desert Sands have access to resources to plan their college and career endeavors. These resources include, but not limited to: <ul style="list-style-type: none"> ○ ‘a-g’ dashboard ○ Plan of Study ○ Career interest inventories ○ College information ○ Financial Aid information ○ Electronic Portfolio
<p>Essential Practice 2.5 – School districts support the academy model and set expectations for implementing and monitoring academies.</p>	<p>No local goals established.</p>	<ul style="list-style-type: none"> • CVUSD: Responsibility is currently being shifted and structured to support the Nashville Model – which includes vertical alignment of site admin, counselors, and support staff for academy implementation

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<p>Strand 3: Transformation through Business and Civic Engagement</p>	<p>Essential practice 3.1 – Business, civic, and education leaders create a master plan for sustainable workforce competitiveness and community prosperity built on education transformation.</p>	<p>Goal 1 of 1: In one (1) year, the CVEP Workforce Excellence Oversight Committee has completed and launched a master plan for promoting sustainable workforce competitiveness and community prosperity through Transforming Teaching and Learning, Transforming the Secondary School Experience, Transforming Business and Civic Engagement through Industry Councils, and promoting College and Career Readiness.</p>	<ul style="list-style-type: none"> •
	<p>Essential Practice 3.2 – Senior business, education, and civic leaders support, sustain, and advocate for the goals outlined in the master plan.</p>	<p>Goal 1 of 1: Within one year, the Master Plan Partnership (CVEP Workforce Excellence Oversight Committee) has proportional representation by industry, education, workforce, civic partners, parents and students.</p>	<ul style="list-style-type: none"> • CVUSD: Utilized Industry Council Meetings for advisories

	<p>Essential Practice 3.3 – Career academies address skilled workforce priorities. Industry councils are formed for each prioritized career pathway to develop and support academies in these pathways.</p>	<p>Goal 1 of 1: The CVEP Workforce Excellence Committee will conduct or secure updated Workforce/Labor Market Studies every three (3) year to define projected labor market needs/trends and college and career readiness skills in targeted industry clusters specific to the Coachella Valley.</p>	<ul style="list-style-type: none"> • UCR: Health Academy support <ul style="list-style-type: none"> ○ The UCR School of Medicine continued engagement with two Coachella Valley high schools with health academies as part of its Health Sciences Partnership program in which “mentor teams” visit students in their classrooms to present information on college life, health careers and medical school.
	<p>Essential Practice 3.4 – The community aligns employer and civic support through dedicated staff who facilitate industry council meetings and coordinate support for academies in their respective pathways.</p>	<p>Goal 1 of 1: In two (2) years, the CVEP Workforce Excellence Oversight Committee will hire an industry council coordinator for each of the prioritized career sectors. Each Industry Council Coordinator will assure that 51% of the major employers/business in their sector will be represented on their industry council.</p>	<ul style="list-style-type: none"> •
	<p>Essential Practice 3.5 – Parents, guardians, and key family members are actively engaged by the community to support student success.</p>	<p>Goal 1 of 1: The CVEP Workforce Excellence Oversight Committee will implement effective parent engagement strategies across the Coachella Valley.</p>	<ul style="list-style-type: none"> • CVUSD: Parent Engagement - \$1.3M targeted in LCAP for parent centers, parent rally, and training • UCR: Co-sponsor, Tech Day Talks at PSIFF & Palm Springs Short Fest (UCR Palm Desert, MFA program with PSUSD) <ul style="list-style-type: none"> ○ Virtual reality streaming technology, video game storytelling ○ Estimated K-12 student attendees • Parental involvement in Expanding Horizons program • Arts Media and Entertainment Council: <ul style="list-style-type: none"> ○ K-12 students from Digital Storytelling pathway academy attended UCR MFA program in December ○ Students were exposed to careers in arts, and lectures on filmmaking and film critique
	<p>Essential Practice 3.6 – The broader community is aware of and actively engaged in the transformation process.</p>	<p>Goal 1 of 1: The CVEP Workforce Excellence Oversight Committee will implement marketing outreach and communication to assure awareness of the Coachella Valley regarding regional College and Career Readiness. Business leaders will actively participate with educational leaders and teachers to strengthen programs for students.</p>	<ul style="list-style-type: none"> • UCR: Presentations by community & business leaders to 3-6 graders in Expanding Horizons program (see 1.1)

	<p>Essential Practice 3.7 – Stakeholders are mutually accountable and develop skills for effective implementation of the master plan.</p>	<p>Goal 1 of 1: Each year, the CVEP Workforce Excellence Oversight Committee will facilitate and annual review of goals and outcomes pertaining to each constituent/stakeholder’s perception and actual return on investment from the Regional Master Plan.</p>	
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<p>Strand 4: College and Career Readiness</p>	<p>Essential Practice 4.1 – <i>Building Aspirations</i> – Schools, districts, business and regional partners collaborate to identify and publicize the requirements and processes associated with post-secondary admission and workplace needs.</p>	<p>Goal 1 of 4: In 5 years, the region’s high school graduation rate will increase by 10%.</p> <p>Goal 2 of 4: The region will increase its college-going rate by 10%.</p> <p>Goal 3 of 4: The region will increase its FAFSA completion rate to 85% within 5 years.</p> <p>Goal 4 of 4: The region will increase Cal-Grant award “uptakes” by 10% annually.</p>	<ul style="list-style-type: none"> • CVUSD: Graduation rate = 84% (+ 11%) • CVUSD: FAFSA completion rate 69% • CVUSD: Self-reported 85% of CTE students enrolled in post-secondary • DSUSD: Desert Sands continues to increase graduation rates annually. In addition, graduation rates for pathway and academy students are consistently at 98-99%. • DSUSD: An increase in FAFSA completion at most schools. To assist in this effort, 2 counselors will be hired to facilitate FAFSA completion. • CSUSB PDC: Individual Education Plans for all students have been adopted by all 3 school districts • CSUSB PDC: DELAC committees from all 3 districts now have 1 annual meeting on the PDC campus to inform parents about their student going to college • CSUSB PDC: has increased (and will continue to increase) the number of campus tours conducted for students and parents at all levels. • CSUSB PDC: The Post-secondary Education Committee is exploring the design of a CV Higher Education Compact that will be similar to the Long Beach Promise
	<p>Essential Practice 4.2 – <i>Building Support Systems for Post-Secondary and Career Readiness</i> – Planning, preparation, participation and performance in a rigorous academic program with adequate support systems will help prepare students for post-secondary</p>	<p>Goal 1 of 3: In 5 years, each school district will train school counselors in college going and career ready opportunities for students.</p> <p>Goal 2 of 3: In 5 years, each school district and/or RCOE will increase the number of CTE A-G courses in pathways and interest themed academies.</p>	<ul style="list-style-type: none"> • CVUSD: All counselors provided PD and conferences specific to CTE • CVUSD: 8 CTE courses were rewritten and upgraded to A-G, several are CTE integrated courses giving academic credit • CVUSD: Four new A-G courses were developed/adopted for new pathways • DSUSD: Desert Sands already has a current structure in place to support and train counselors. Additionally, we have partnered with Riverside County Office of Education for increase counselor support. • PSUSD: Work is progressing on a one stop “You Can Go to College” website, which will start with elementary students to tell them what they need to do to go to college, including financial aid, etc. This website will be used by the parent coordinator, liaisons, everyone, directing everyone to the same place. Long term plan is to create a “gaming” format for students to learn about steps to college.

	<p>education of for the world of work.</p> <p>Goal 3 of 3: In 5 years, each school district will increase number of students passing or “Conditionally Ready” on the Early Assessment Program (EAP).</p>	<ul style="list-style-type: none"> • CSUSB PDC: Hosts breakfast meeting for all school district HS guidance counselors • CSUSB PDC: Created the CV Regional College Fair to be held annually.
	<p>Essential Practice 4.3 – Regional Commitment to College and Career Readiness – The CVEP Workforce Excellence board Oversight Committee will work collaboratively to find resources to support and publicize the regional commitment to College and Career Readiness for all students.</p> <p>Goal 1 of 3: In 5 years, the region will execute a comprehensive, multi-language media campaign that spreads the message of college and career readiness to families.</p> <p>Goal 2 of 3: In 5 years, education, business and community partners will begin to develop a sustainable scholarship program that will benefit graduating seniors and college students with a permanent residence in the Coachella Valley, who decide to pursue post-secondary education.</p> <p>Goal 3 of 3: In 5 years, the Coachella Valley Economic Partnership will implement a job placement program that focuses on connecting post-secondary graduates from the Coachella Valley with internship and employment opportunities.</p>	<ul style="list-style-type: none"> • CSUSB PDC: Created the CV Regional College Fair to be held annually.
Challenges	<ul style="list-style-type: none"> • CVUSD: Integrating multiple district initiatives, Rural landscape, Strategic growth 	
Accomplishments	<ul style="list-style-type: none"> • CVUSD: Expansion to 20 total CTE programs (from 12 in 13/14), Increased A-G CTE offerings 	
Innovations	<ul style="list-style-type: none"> • CVUSD: Combined advisories – marketing, Dual credentialed teachers 	
Opportunities	<ul style="list-style-type: none"> • CVUSD: Increased business partnerships, Cross collaboration among staff/academies 	