Team Name: Advising & Transfer ANT

Tactical Plan: <mark>2021-2022</mark>

Team Vision: More students, specifically historically marginalized and those from under represented populations, are completing bachelor's degrees because all barriers (systemic, institutional, economic, geographic, environmental and social emotional) that impede equitable access to higher education and progression to a four-year college or university degree have been identified and mitigated.

Team Strategy: Mobilize students, educators and community partners to identify systemic and institutional barriers that impede access to a higher education and progression to a four-year college or university degree. Leverage resources for the greater good and share best practices to design, implement and sustain actionable and measurable solutions to mitigate the identified barriers.

Tactic 1: Establish and scale high-touch interactive support process/system/marketing for students to efficiently transfer to university, including cross-sector supports from essential extenders - non-profits and CBOs.

Output(s)	Output Metric(s)	Short-term Outcome(s)	Short-term Metric(s)	Mid-Term Outcome	Mid-Term Metric(s)	Long-term Outcome	Long-term Metric(s)
• Identify local community colleges with existing early alert programs. (Mariana has list serve for all transfer center directors) • Define the desired results for a pilot project so that you can communicate through push marketing (directed, deliberate across institutions for this transfer-ready group that can better communicate transfer destination options. (Need to refine…) Improve student understanding of complex Transfer Process and Timeline. Possibly "Year at a Glance" of timeline and requirements at each level. • Explore potential to scale successful high-touch programs/pilots that address successful handoffs, i.e. UCR (intervening at drop off points); UCR/Crafton Hills test of 60+ unit handoff.	• All IE community colleges have been surveyed to determine if using early alert system.	• An alert or push notification is created and activated in college's system (Starfish, Cranium Café, other) that triggers a message to students as they reach unit completion benchmarks (i.e. 15, 30, 60 units) to notify that they need to meet with their counselor to plan transfer steps. • Identify common messaging that all colleges use to drive completion and transfer (like public health messaging) …. "Have you got your 30?" with partners like Starbucks/Krispy Kreme • Include messaging about affordability of private institutions as well as public	• 6 colleges activate alert/push notification process for students at completion benchmarks.	• For participating colleges, completion and transfers applications have increase from 19/20 and/or 20/21 benchmark.	• Completion and transfer rates have increased per college data system and/or NSC and/or other	• Foster an efficient, high-quality education system that creates equitable access for all students.	•

Original ideas for short term outcomes for first output – consider as built out tasks
• Schedule classes at times that work for student schedules
• Improve student advising supports: Counselor to student ratio; program supports like EOP (?)
• Conduct internal audits at 30 units

Tactic 2: High School Transition Support for All Students

Output(s)	Output Metric(s)	Short-term Outcome(s)	Short-term Metric(s)	Mid-Term Outcome	Mid-Term Metric(s)	Long-term Outcome	Long-term Metric(s)
• Design communication/advising strategy so that high school students have clarity about their individual post-secondary career goals and education pathways to get them there. To potentially include things like: 　○ **Dual Enrollment:** What impact if every senior could graduate with 1-year of dual enrollment accomplished? 　• **Making an Affordable Choice for College (Financial Literacy):** Students are aware of and understand how to use Financial Aid Calculators (i.e. DecidED, OFCV C2Nav and other tools) to determine best college fit. Understand that private universities can be less expensive for some students as result as "time to degree" efficiency. 　• **Include best practices from "K-12 Hidden Opportunities to Boost Post-Secondary Success", i.e:** 　　• Redesign advising to promote college selection based on likelihood of graduation (not just likelihood of acceptance	• X# of high schools in the IE agree to pilot the common communication / advising / reporting strategy with a group of pilot students so that students graduate aware of their post-secondary plan (using CCGI tool or other) and how to follow it.	• Pilot students leave HS with a post-secondary plan, and a mindset of completion with a clear understanding of potential obstacles and connection to resources to surmount those. • Identify where there are build-ins within systems (CCGI, Ed Plans or other) that could be amplified so that pilot students can indicate that they have "post-secondary plan" and explore possible pilot with private colleges to demonstrate possibilities. Would be helpful for 4-year schools to know that a plan exists so can be use in Junior year application advising sessions.	• X# of pilot students complete their post-secondary plan and demonstrate understanding • Each school has a plan to inform staff, families and community about value of tool use • All administrators, teachers, counselors in pilot schools set expectation of utilization of the plan and verify student use • An intersegmental flag has been added to student file or post-secondary application so post-secondary admissions offices are aware a plan exists. • Self-efficacy: Students are aware of and share their plans and career goals with college admissions counselors	• Increased post-secondary enrollment for pilot students • Demonstrated progress toward transfer /completion by pilot students.	• X% increase in pilot students enrolling in post-secondary (need tool/source to collect this data) • X% of pilot students transfer / complete within 2-4 years	• Foster an efficient, high-quality education system that creates equitable access for all students.	•

Things to consider as build out Tactic 2 tasks:
- Define "mindset" and how to measure
- Define "tools" and how will we measure effectiveness of tools
- accountability for use of tools?
- What are transition points?

• Design process and structure for annual follow up with pilot students to follow progress.
• Community college adopt a system where students complete certain benchmarks/milestones that begin early
　Create an estimate of what's possible – for example… these 2 things can be moved if these things could be scaled

Tactic #1: Establish and scale high-touch interactive support process/system for students to efficiently transfer to university, including cross-sector supports from essential extenders - non-profits and CBOs.

Target Population	Expected Dates of	Description	Services needed from the community
Who will benefit from this initiative? All students!	**Start Date:** 9/1/21 **End Date:** 9/1/25	**How will you describe to the greater community what you are doing?** We are working to empower students to leave high school with clarity and a plan for where they are headed and how they will get there. All stakeholders – schools, families and the community are ready to assist students as they advance their "next-steps" plan.	**How can community partners engage this initiative? What are you looking for? How can existing resources in your community be aligned?** Participate in the planning and conversation, share ideas and resources (knowledge, community members who will speak, etc.) Community groups can encourage parents to share their experiences, fears and hopes

How did the team engage the target population in creation of this plan?

Students were invited in dual enrollment conversations to participate with adults via interviews and focus groups. This is an important ongoing element. Parent interviews and panel presentations will be important to include in the ongoing work. Most powerful is parents of 1st gen college students return and share their experience -- how they felt, their fears, and how they supported their students.

Parents shared their observations and experience with their students.

Systemic Change Through Collective Impact

How does this change business as usual in our community?	How will this affect future generations?	How will this scale and be sustained?
There is a commitment to alignment and utilization of resources. A commitment to collaboration will build accountability across segments. Emphasizes the importance of life planning for all students – we are making it more visible, so people know this is something that all students need to have to move forward.	Increased college attainment Helps to change the goal posts for ALL of our students– moving them from just completing high school. Helps community to think about new goals. Will improve results that are currently not equitable for all students. Driving self-efficacy for 1st gent students where students can say they created a plan to take themselves through this process. Teaching live planning earlier vis a vis a just a college plan.	Utilizing the resources and creating a common language can be something. That is modeled and can become a best practice that can grow. Leveraging this plan across many schools can create something that is sustained – with support from partners like County Offices of Education