

College Readiness Block Grant Plan

Background

At the state level, \$200 million is allocated to the College Readiness Block Grant. The allocation is based on an equal amount per unduplicated pupil enrolled in grades 9 through 12 during the 2015-16 fiscal year. No school district serving at least one unduplicated pupil in grades nine through twelve shall receive an allocation of less than \$75,000. Based on our unduplicated count Davis Joint Unified School District is eligible for the minimum funding level of \$75,000.

Alignment with Local Control Accountability Plan

The College Readiness Block Grant aligns with and supports our Local Control Accountability Plan (LCAP) in at least two areas: 1) Student Goals; and 2) Support for English Learners. Goal 4 of our LCAP states: We will develop and implement a system that enables each student to set and pursue academic, social, and personal goals. The increased and improved services below support the development of student goals.

The actions and services below are also an extension of several of the actions and services incorporated into Local Control and Accountability Plan for this year including providing the PSAT for all students (Goal 4 Action 3), a parent liaison to assist parents/guardians of socioeconomic disadvantaged student better navigate systems at DSHS (Goal 7 Action 2), and an English Learner Mentor Program at DSHS to support EL Students to increase access to a variety of student services on campus (Goal 4 Action 1).

Access to a-g Courses

Students in Davis Joint Unified School District have access to a wide range of a-g approved courses at Davis Senior High School and our junior high schools. Students from Davis School for Independent Study can also access a-g courses at DSIS and through co-enrollment.

Increased or improved services to unduplicated students

Direct Services for Students

Provide students with a series of workshops and personalized mentoring that help them to develop goals and adhere to a four-year plan that will allow them to meet a-g requirements for admission to the University of California or California State University systems. This would include components such as the development of study skills, work on Mindset; information about [Educational Opportunity Program \(EOP\)](#) and [Early Assessment Program \(EAP\)](#); a timeline about necessary assessments, application deadlines, and a personal essay. Understanding which grades will be eligible for admissions, and strategies to make up grades that do not qualify. Students may also become familiar with workforce needs which may influence career choices.

Provide opportunities for student to visit four-year and community colleges so they become familiar with the advantages a college education may present. A visit for incoming freshmen provides an opportunity for students to understand the need for a four-year plan and to set goals to help them gain eligibility.

Develop systems that are sustainable after the funds have been expended. This may include online resources, materials through school sites, or an app.

Parent Education

Provide parents with a workshop or series of workshops to become familiar with the steps that are necessary for students to gain college admission and to be able to pay for college. This may include opportunities to complete the FAFSA, student loan applications, and scholarships. The development of a timeline parents could follow to support their student's progress along their four-year plan would also be beneficial.

Fees and Services

Cover fees and services for eligible students for enrollment in test preparation classes (AP, SAT, ACT, Khan Academy) and specific fees for standardized tests. Additionally, funds could be used to cover the cost of college applications.

Next Steps

1. Review the draft plan at the District English Language Advisory Committee to receive feedback from parents of English Learners January 17, 2017
2. Student interviews to determine what types of services would be most frequently accessed by students (workshops, social media, and online resources).
3. Identify appropriate partnerships with Sacramento Community College, California State University at Sacramento, University of California at Davis and others as appropriate.
4. Bring a final proposal to the Board of Education on consent at a future meeting.

Metrics

The metrics below will be used to measure the effectiveness of this plan:

- Increase in the percent of unduplicated students completing a-g requirements;
- Increase in the percent of unduplicated students enrolling in a four year post-secondary college;
- Increase in the enrollment of unduplicated students in AP Courses;
- Increase in the percentage of unduplicated students passing AP Exams with a 3 or more; and
- Increase in the percentage of unduplicated students determined to be prepared for college based on the Early Assessment Program.

Proposed Budget

	\$25,000.00	\$25,000.00	\$25,000.00
Description	2016-2017	2017-2018	2018-2019
Extra Duty Teachers	\$5,000	\$5,000	\$5,000
Extra Duty Counselor	\$4,525	\$4,525	\$4,525
Extra Duty Admin			
Extra Duty Instructional Aides	\$3,000	\$3,000	\$3,000
Benefits			
Professional Services - Consultants	\$6,000	\$6,000	\$6,000
Student Fees/Testing Fees	\$5,000	\$5,000	\$5,000
Indirect Cost Rate 6.27% LEA	\$1,475	\$1,475	\$1,475
	\$25,000	\$25,000	\$25,000