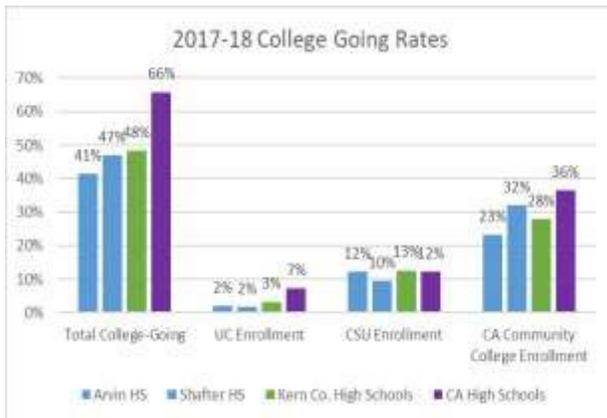


CPP 3 – HIGH SCHOOL STUDENTS

More than 51% of the new seats opened with this CSP grant will be high school seats at GAHS (1,000 seats), which will serve almost exclusively educationally disadvantaged students. GAHS will prepare all students for enrollment in institutions of higher education (IHE), as defined in subsection (e) of CPP3 in the Notice Inviting Applications (NIA), through an intentionally designed program that holds high expectations for their success in IHE while providing comprehensive supports. Building on the success of our K-8 model, we will offer a personalized, rigorous college-preparatory program with comprehensive MTSS to ensure each student succeeds. A-G completion rates and thus UC/CSU admissions eligibility rates among high school graduates in Kern County are well below State averages (38% in Kern County v.



51% CA in 2019); college enrollment rates in our community are well below state averages, particularly in Arvin, where just 41% of recent HS graduates enrolled in college v. 66% statewide.

By establishing GAHS in partnership with CSUB and BC, we are addressing the critical need in Kern County to ensure more of our young residents graduate high school qualified to enroll in and succeed in college. GAHS will *require* A-G course completion as a condition of graduation, along with taking the ACT or SAT, submitting at least one college application and the FAFSA.⁸

⁸ On a case by case basis, certain requirements may be waived, such as for students transferring in after freshman year, those with IEPs, or who meet California’s alternative diploma requirements for foster/homeless youth.

A comprehensive Advisory program with intensive college prep and life skills programming will walk students and families through these steps, preparing them for each stage of the process, including test prep, essay writing, application assistance and more.

All of our 9th graders will enroll in a dual enrollment Public Speaking course during their second semester freshman year. At the start of their sophomore year, each student will choose from one of four CTE Pathways: Agricultural Business, Food and Nutrition Science, Aerospace, or Teacher Preparation. Each Pathway is being designed in collaboration with industry partners and CSUB/BC faculty with a proscribed series of introductory and advanced courses. While all GAHS students will be expected to complete at least one dual enrollment course each year – earning a total of 12 units (3 units per course) of transferrable college credits by the time they graduate high school – qualifying students will have the opportunity to earn an Associate’s Degree from BC or admission to CSUB’s Hawk Honors program by the time they complete their HS diploma. Just as work-based experiences in their chosen pathway will give students real-world exposure to careers in their field, each no-cost dual enrollment course will offer students an opportunity to truly see themselves as successful college students, completing college-level coursework.⁹ Our MTSS program will ensure each student receives the scaffolding they need to succeed in these courses, and following a gradual release of responsibility approach, students will gain independence and thrive on their own as they progress.

⁹ See, e.g., <https://www2.ed.gov/programs/slcp/finaldual.pdf>

California notoriously has the second highest student:counselor ratio in the nation, most recently reported as *760 students to one college counselor*, three times the recommended ratio of 250:1. (<https://www.schoolcounselor.org/asca/media/asca/Publications/ratioreport.pdf>) At Arvin HS, where the overwhelming majority of our GAA alumni currently enroll after 8th grade, there currently are seven “generalist” counselors and *just one college/career technician for a student population of more than 2,600*. In response to this dearth of resources, Grimmway has employed a Director of College and Alumni Initiatives (DCAI) since 2018, who is supporting and tracking our 8th graders as they go on to high school and college. Our DCAI fills the role of college counselor for our alumni – *and increasingly, their friends at Arvin HS who did not attend GAA but whom they bring along to see her* – with an array of college prep activities:

- ***Parent Education:*** Monthly parent workshops and family forums include both structured education on the college application process, financial aid, A-G requirements, etc., as well as discussions about adolescent issues, first generation college-going and much more.
- ***After-School Tutoring:*** the DCAI tutors alumni after school and weekends in AP courses, Geometry, essays and more, teaching study skills, note taking and other key strategies.
- ***College Visits:*** Overnight trips (for many, their first time away from home), include visits to colleges ranging from CSU East Bay and San Francisco State to UC Berkeley and Stanford.
- ***Application Assistance:*** the DCAI iworks with alumni to refine their list of colleges and start working on their applications and essays.

For our K-8 students, college prep and family education begin formally in 3rd grade with discussion of A-G, college awareness and the expectation that these students can and will go to college. Parent education workshops occur monthly in middle grades, with intensive support for culminating 8th graders as they select their 9th grade courses and prepare for HS.

As we open GAHS, we will hire four academic/college counselors in Y1 with our incoming class of freshmen. Initially these counselors will help: build our relationships with colleges/universities and programs; develop our dual enrollment programs and support student success; and develop a comprehensive parent education and support program. These counselors will never have a case load higher than 250:1 as they support students from 9th-12th grades. The CMO DCAI will continue to lead college prep efforts at our K-8 schools, partnerships with programs such as the Posse Foundation, and support for alumni who do not enroll in GAHS. We will add a 5th counselor in Y3 as our first cohort reaches 11th grade to further bolster our support resources for upper classmen. While our first class of seniors will not graduate until shortly after the grant ends (June 2025), starting in 2024-25 we will add a Director of College Success position that will support our HS graduates as they enroll in college, including continued FAFSA assistance, peer support groups, helping alumni advocate for themselves and access resources on their college campuses and tracking their persistence in college.

As detailed in Section (C)(1) below, Grimmway is partnering with Bellwether researchers to conduct a formal evaluation. Project-specific performance measures tied to our college prep program include: 100% HS graduation rate; 100% A-G completion rate; 100% of graduates will have taken the ACT/SAT, applied to at least one college and completed the FAFSA; and 100% of graduates will have completed at least 12 units of dual enrollment credit with CSUB/BC.¹⁰

¹⁰ Given that our inaugural class will not graduate until a few months after the grant term ends, we will rely on the GAHS Graduation Tracking tool, modeled after similar successful HS programs, that will be used by students and their Academic/College Counselors to track their progress towards graduation requirements and goals on a semester basis. This tool will be used by Bellwether to assess students' progress towards goals prior to the grant end.