

**RIVERSIDE COUNTY SUPERINTENDENT OF SCHOOLS**  
**3939 Thirteenth Street**  
**Riverside, CA 92501**

**AGREEMENT FOR PARTICIPATION IN THE**  
**RIVERSIDE COUNTY EDUCATION COLLABORATIVE (RCEC)**

This Agreement, effective **July 1, 2017**, by and between, the **Riverside County Superintendent of Schools**, hereinafter referred to interchangeably as "RCOE" and "SUPERINTENDENT", and **Perris Union High School District**, hereinafter referred to as "DISTRICT", each being a "Party" and collectively the "Parties".

**NARRATIVE**

RCOE has a long history of working collaboratively and supporting our 23 districts through network activities. Through continuing this work, and with the development of the Riverside County Education Collaborative (RCEC), RCOE is uniquely positioned to build our districts' capacity to lead change at a local level, build awareness of pressing challenges, identify solutions, and to scale up innovative and effective practices to dramatically impact student achievement across our region and state.

As the lead entity, RCOE has made a strong commitment to this work by creating a College and Career Readiness (CCR) unit which consists of an Executive Director, a Director, and a Coordinator of counseling services. Additional support comes from eight Temporary Management Specialists who are experts at their site in addressing and improving state and national college and career indicators. This level of staffing confirms the commitment RCOE has to ensure all students are college and career ready as well as improve post-secondary enrollment and persistency in Riverside County. RCOE'S CCR unit's commitment and goals are congruent with both California's Local Control Accountability Plan (LCAP) academic achievement priority and the federal Every Student Succeeds Act (ESSA) emphasis on preparing college and career ready students. The College and Career Readiness state priority makes each district responsible to measure and report on CCR objectives. RCOE is leading the way for CCR in the state since no other County Office of Education is currently doing this work. RCOE is leading this vital work by building the capacity to help ensure our districts and students are successful.

RCOE membership consists of representatives from the Riverside County Office of Education (RCOE), University of California Riverside (UCR), Mt. San Jacinto Community College District (MSJC), Moreno Valley College (MVC), Moreno Valley Unified School District (MVUSD), Murrieta Valley Unified School District (MVUSD), Perris Union High School District (PUHSD), Temecula Valley Unified School District (TVUSD), Val Verde Unified School District (VVUSD), AVID Center, and College Board.

At the center of this network includes a strong partnership between local area school districts and RCOE with each participating district's members. Each partner has created and committed both school site and district level teams to focus on the college and career readiness initiatives. District's level of commitment includes monthly meetings, participation in extended professional development, and participation in all RCEC focused initiatives (ex: College Signing Day). New partnerships are already emerging with other county offices emulating the work of RCEC. These include Shasta County Office of Education, San Diego County Office of Education, and Santa Cruz County Office of Education. As these partnerships become stronger and we solidify our commitments, it is anticipated that the work of RCEC will evolve and may be influenced by additional membership and partnerships.

As the collaborative facilitator and county office, RCOE has the opportunity to work alongside 23 school districts to assist in the development of their LCAP accountability plans and to advise them on equitable and necessary allocation of resources to support CCR impact. Successful practices are identified through regular analysis of countywide data available through existing data sharing agreements with all 23 districts. A number of strategic partnerships have been built with external agencies such as Michelle

Obama's Reach Higher initiatives through the Civic Nation Foundation, National Student Clearinghouse, the California Student Aid Commission, the College Board, and CalPass Plus, which allow for an extensive amount of data sharing between partners, and enables the leadership group to drive active learning in relation to the strategies identified and implemented by each district.

## AGREEMENTS

1. **TERM:** The term of this agreement shall be from **July 1, 2017 through June 30, 2019**, unless terminated earlier as provided in this Agreement. SUPERINTENDENT may modify, suspend, or discontinue any payment of grant funds if SUPERINTENDENT is not reasonably satisfied with DISTRICT'S progress on their commitments, if there are significant changes to DISTRICT'S leadership, if DISTRICT fails to comply with this Agreement, or for any other factors that SUPERINTENDENT reasonably believes may threaten the project's success.

2. **SERVICES:**

- A. Parties agree to provide services as described on **Attachment A, Detailed Listing of Services**, which is made part of this Agreement by this reference.
- B. SUPERINTENDENT will provide key staffing to lead in the implementation of this initiative.

RCOE has a diverse team of expert practitioners ready to support and mentor districts, build effective partnerships on behalf of the collaborative, and serve as a leader and voice in issues related to College and Career Readiness (CCR). The College and Career Readiness unit with an Executive Director, College and Career Director and College and Career Coordinator will support the focus and work of this GIA award which includes all RCEC meetings as well as site and district level support.

Executive Director, Director and Coordinator of the CCR unit will oversee the planning, development, implementation, facilitation, assessment, and continuous improvement with district and county educational leaders and leadership teams, aimed at increasing student access to post-secondary education and employment opportunities.

The College and Career Coordinator will facilitate school counseling curriculum development, analyze achievement data at the county, district and site levels, promote the participation of stakeholders such as families, community agencies, state, national organizations and institutions of higher learning, and guide necessary changes to achieve excellence and equity for all students.

3. **PAYMENT:**

- A. SUPERINTENDENT agrees to pay DISTRICT as follows:

Year One **\$10,000.00** Year two **\$10,000.00**

- B. In no event shall the total amount of this Agreement exceed the amount of **\$20,000.00** without the written modification and approval of the SUPERINTENDENT.

4. **INVOICES:** DISTRICT shall submit invoices to the Riverside County Superintendent of Schools, attention: **Accounts Payable**, P.O. Box 868, Riverside, California 92502 or via email to [accountspayable@rcoe.us](mailto:accountspayable@rcoe.us).

5. **INDEPENDENT CONTRACTOR:** It is agreed that DISTRICT or any employee or agent of DISTRICT is acting as an independent contractor and not as an agent or employee of SUPERINTENDENT.
6. **SUBCONTRACT:** No contract shall be made by DISTRICT with any party for furnishing any of the work or services herein contained without the prior written approval of SUPERINTENDENT, but this provision shall not require the approval of contracts of employment between DISTRICT and personnel assigned for services there under, or for Parties named in the proposal and agreed to under any resulting contract.
7. **INSURANCE:** If DISTRICT has employees as defined by the State of California, DISTRICT shall maintain statutory Workers' Compensation Insurance in the performance of this Agreement as prescribed by the laws of the State of California.
8. **TERMINATION:** Parties may terminate this Agreement without cause upon 30 days written notice.
9. **INDEMNIFICATION:** The Parties shall save, defend, hold harmless and indemnify each other against any and all liability, claims, damages, judgments, expenses, including litigation costs, attorneys' fees, and costs of whatsoever kind and nature for injury to or death of any person or persons and for loss or damage to any property occurring in connection with or in any way incident to or arising out of the occupancy, use, service, operations, or performance of work under the terms of this Agreement, resulting in whole or in part from the negligent, reckless, willful acts or omissions of the Parties. All duties of the Parties shall survive termination of this Agreement.
10. **ASSIGNMENT:** Neither this Agreement nor any duties or obligations under this Agreement may be assigned by DISTRICT without the prior written consent of SUPERINTENDENT. Any assignment or purported assignment of this Agreement by DISTRICT without prior written consent of SUPERINTENDENT will be deemed void and of no force or effect.
11. **AMENDMENT:** This agreement may only be amended in writing by the mutual consent of the parties hereto.
12. **NOTICES:** All correspondence and notices required or contemplated by this Agreement shall be delivered to the respective parties at the addresses set forth below and are deemed submitted one (1) day after their deposit in the United States Mail, postage prepaid.

**SUPERINTENDENT:**  
Riverside County Office of Education  
Contracts and Acquisitions Administrator I  
Contracts and Purchasing Services  
PO Box 868  
Riverside, CA 92502

**DISTRICT:**  
Perris Union High School District  
Chief Business Official  
155 East Fourth Street  
Perris, CA 92570-2124

13. **ENTIRE AGREEMENT:** This Agreement, including any exhibits or documents incorporated herein, constitutes the entire Agreement between the parties hereto with respect to the subject matter hereof and no prior or contemporaneous agreements of any kind or nature relating to the same shall be deemed to be merged herein.

IN WITNESS WHEREOF, the parties hereto have executed this agreement on the day and year first above written.

**Riverside County Superintendent of Schools**

**Perris Union High School District**

Signed \_\_\_\_\_  
Authorized Signature

Signed \_\_\_\_\_  
DISTRICT

\_\_\_\_\_  
Printed Name and Title

\_\_\_\_\_  
Printed Name and Title

Date \_\_\_\_\_

Date \_\_\_\_\_

## **Exhibit A Detailed Listing of Services**

### **Description of proposed activities to improve student outcomes**

In order to achieve this mission, it is critical that we continue to improve educational opportunities for all students. Each of the previously mentioned collaborative goals is focused on inspiring access and success for all K-12 students in Riverside County. Our theory of action to increase college access remains focused on the following strategies and steps:

- College Going Culture – beginning in middle school an encouraging college-going culture will be implemented by increasing college awareness, increasing parent involvement in their student’s education, implementing specialized programs for students in need of additional support, and increasing access to college level coursework. These strategies will help to decrease remediation rates.
- Curriculum Integration – integrating college applications and other college and career readiness activities into high school curriculum will increase the number of students enrolling in college.
- Counselor Professional Development – providing necessary systemic support and professional development for school counselors and other staff to assist students will increase FAFSA completion rates and college entrance rates.
- Student Tracking – leveraging existing systems will allow students to be tracked from K-12 thru post-secondary, by increasing support and student communication, to ensure they enter the first year of post-secondary education.

### **Goals**

RCEC has determined to focus its quantifiable commitments (goals) on efforts to increase the number of students who are graduating from high school on track to succeed in college. RCEC members have co-developed the following four goals geared to increase post-secondary access and attainment in our community over the next two years:

1. Increase the percentage of FAFSA completions from 64% to 85%.
2. Increase the percentage of students applying to three or more colleges to 60%.
3. Increase the percentage of students enrolling in post-secondary education from 52% to 65%.
4. Increase the number of students who are college ready from 2.6% to 20%.

### **Evaluating approach to impact students including the data collection and indicators**

To achieve the stated goals, RCEC leadership and DISTRICT members have collectively agreed to implement the following commitments:

#### **A. Complete FAFSA/Race to Submit**

Training will be provided to over 700 educators on the financial aid process. School counselors will be trained to:

1. assist students with FAFSA completion and associated tracking mechanisms
2. implement new technologies and move away from an obsolete manual California Student Aid Commission GPA upload process and move to a new comprehensive electronic batch upload process to ensure all students GPAs are submitted for Cal Grant Award consideration
3. address college and financial aid awareness at the middle school level to increase student and parent engagement

- B. Complete Two or More College Applications/College Kickoff**
1. DISTRICT will offer on-site college application workshops
  2. DISTRICT will embed this component as a part of senior-year course curriculum
  3. DISTRICT implements senior exit surveys to track progress post-graduation
  4. University partners have committed to provide post-secondary success data to collaborative members and DISTRICT to help measure program impact
- C. Enroll in College/ Race to Rigor**
1. DISTRICT will utilize the National Student Clearinghouse Student Tracker to monitor enrollment and retention rates in post-secondary settings
  2. DISTRICT will work with community colleges to assist with assessments, applications, and enrollment
  3. School counselors will connect with high school graduates during the summer prior to their start of college
  4. University partners will assist DISTRICT with high rates of students in need of remediation
  5. Post-secondary partners will work together to expand existing articulation agreements to ensure seamless transition between 2 and 4 year institutions
- D. Enter College Ready for College-Level Work/ Race to Ready**
1. DISTRICT will commit to promote a college-going culture beginning in middle school
  2. DISTRICT will provide A-G interventions
  3. DISTRICT will ensure all sophomores take the PSAT, will provide students increased access to college-level course work including dual enrollment, AP, and IB coursework and will provide specialized programs that promote college readiness in underrepresented student populations
  4. DISTRICT will conduct annual audits at all high schools so graduating seniors meet the minimum requirements to attend a four year university
  5. DISTRICT and post-secondary partners will commit to collaborate on the alignment of curriculum between high schools, community colleges, and four-year universities to improve seamless transition and mitigate the need for remediation

#### **Data to be collected**

The creation of a clear set of goals have facilitated the development of a shared system by which the group will measure success. College completion metrics and baseline data will be collected in the following areas: (1) number/percent of students completing a bachelor's degree within 6 years of high school graduation; (2) number/percent of students completing associates degree within 3 years of high school graduation; and (3) number/percent of students completing other postsecondary credential within 3 years of high school graduation. Common-community level indicators have been identified, agreed upon and include: (1) the number/percent of students filing a FAFSA; (2) number/percent of students applying to two or more colleges; (3) number/percent of students enrolling in college; (4) number/percent of students not in need of remediation; and (5) number/percent of students "on track for college success." Additionally RCOE, in partnership with participating districts have created a College and Career Readiness Dashboard that will serve as the baseline measure to the goals identified and will assist RCEC in tracking progress, and adjust the interventions/strategies selected in order to continually build upon and improve our joint efforts. The dashboard will ensure that efforts are aligned across all participating district members.

**Ways the project Leadership will share outcomes and lessons learned with others in the region.**

The RCEC regularly scheduled monthly meetings will allow us to share progress made towards the four identified goals and the established collaborative focus area. Monthly updates from leadership members and participating institutions in the form of presentations will assist in identifying new strategies that will accelerate the pace of learning, reinforce goal attainment, and assist in development of potential and new partnerships. Web tools and electronic dashboards serve as a technology based platform to document, share and disseminate the progress of the initiative and the impact it has made on the identified CCR network metrics. These new insights or lessons learned will serve as a continuous learning process and will facilitate communications and the dissemination of best practices and resources to key decision makers and implementers within districts. This information will be used to further scale the initiative to serve other schools and school districts within our county and beyond.

We will continue to work with an external graphic designer to support our branding services for RCEC. An independent website has been established separate from that of RCOE to house dashboards, related CCR research, best practices, and related information. Dashboard and other publicly available data will be provided in real time, in usable formats to empower districts and other RCEC partners to embrace data driven decision-making and adjust practices within their localities to support the countywide College and Career Readiness Initiative and related goals.

**Timeline- All activities will occur both years**

	<b>Event/Initiative</b>	<b>Description of Activities</b>
<b>Fall</b>	College Kickoff	County wide college and career readiness focus which includes college application and FAFSA/Dream Act completion.
	RCEC Monthly Meetings	Collaborative planning meeting that focuses on updated College and Career data improvements and introduce the middle school focus.
	Race to Submit FAFSA/Dream Act Initiative	County wide financial aid planning and application submissions as well as support programs for students and parents (ex. Cash for College).
	UCR AP Readiness Program (APR)	The AP Readiness Program provides supplemental instructional support to current and potential AP students in STEM courses such as biology, chemistry, environmental science, physics, calculus, statistics, computer science principles, English Language and English Literature. Students receive up to 32 hours of course-specific instructional support, information, and test preparation.
	School Counselor Leadership Network	The purpose of the Riverside County School Counselor Network is to provide opportunities to collaborate and share best practices to create a high performing culture, promoting college and career readiness.
	Race to Rigor Focus	Ongoing planning and intentional support for students to ensure graduation and A-G completion.

	Race to Ready Focus	Ongoing Higher Education partnerships and planning including: <u>UC Riverside</u> : Providing a program that actively participates with prospective students, staying connected with high school counselors, and providing on-going support to help enrolled students transition and thrive as UCR Highlanders <u>Mt. San Jacinto College</u> : Purposely partnered with our local K-12 districts to establish a comprehensive college and career readiness model that will incorporate four key elements that work in tandem with one another: 1-Early College Transition Counseling, 2-Strategies to Reduce the Need for Remediation, 3-Increasing College Access via Dual Enrollment Courses, and 4-The Transitional Program <u>Moreno Valley College</u> : Partnered with our K-12 districts, through the RCOE, to establish a comprehensive college and career readiness model that focuses on: 1-Increasing College Access via Middle College High School Program, 2-Strategies to Reduce the Need for Remediation, and 3-Effective Transitional Programs for First Time College Students
	<b>Event/Initiative</b>	<b>Description of Activities</b>
<b>Spring</b>	RCEC Monthly Meetings	Collaborative planning meeting that focuses on updated College and Career data improvements and introduce the middle school focus.
	College Signing Day	A county wide recognition program honoring graduating seniors and their post-secondary plans.
	UCR AP Readiness Program	The Advanced Placement Readiness Program (APR) provides supplemental instructional support to current and potential AP students in STEM courses such as biology, chemistry, environmental science, physics, calculus, statistics, computer science principles, English Language and English Literature. Students receive up to 32 hours of course-specific instructional support, information and test preparation.
	School Counselor Leadership Network	The purpose of the Riverside County School Counselor Network is to provide opportunities to collaborate and share best practices to create a high performing culture, promoting college and career readiness.
	Race to Rigor Focus	Ongoing monthly planning and intentional support for students to ensure graduation and A-G completion.
	Race to Ready Focus	Ongoing Higher Education partnerships and planning including: <u>UC Riverside</u> : Providing a program that actively participates with prospective students, staying connected with high school counselors, and providing on-going support to help enrolled students transition and thrive as UCR Highlanders <u>Mt. San Jacinto College</u> : Purposely partnered with our local K-12 districts to establish a comprehensive college and career readiness model that will incorporate four key elements that work in tandem with one another: 1-Early College Transition Counseling, 2-Strategies to Reduce the Need for Remediation, 3-Increasing College Access via Dual Enrollment Courses, and 4-The Transitional Program <u>Moreno Valley College</u> : Partnered with our K-12 districts, through the RCOE, to establish a comprehensive college and career readiness model that focuses on: 1-Increasing College Access via Middle College High School Program, 2-Strategies to Reduce the Need for Remediation, and 3-Effective Transitional Programs for First Time College Students



RCOE will serve as the lead agency and will provide award implementation, oversight, and compliance monitoring. In order to be the most effective, have the largest impact on our region, and to build capacity of our districts, the majority of GIA funding will be used to support College and Career Ready activities at our five districts and three university partners. Small sub-awards for each partnering district and higher education institution will be budgeted to offset costs for travel to and from meetings, to assist with time involved in data collection, monitoring and reporting for RCEC activities, and to assist with implementation supports to be defined at the local district level. The subcontracts to the identified partners are intended to support district and postsecondary partners in meeting the RCEC collectively identified four goals over the course of the two year project period as well as offset the costs incurred to participate in RCEC meetings, professional development, and any other convening. Each partner identified will be required to develop and submit a budget to RCOE that outlines how funds will be used to support participation in RCEC activities and how activities are intended to achieve the four goals.