

CALIFORNIA ALLIANCE OF PRE K – 18 PARTNERSHIPS

SAN DIEGO NORTH COUNTY PROFESSIONAL DEVELOPMENT FEDERATION (NCPDF) CASE STUDY FRAMEWORK

CONTEXT

Who are the participants from K-12, community college, higher education, business and community? Which partners best represent the partnership? (Those italicized are most involved.)

Community:

*San Diego County Office of Education
(SDCOE)*

Higher Education:

*California State University, San Marcos
(CSUSM)*

K-12:

- Bonsall Union
- Borrego Springs Unified
- Cardiff
- Carlsbad Unified
- Del Mar Union
- Encinitas Union
- Escondido Union Elementary
- Escondido Union High
- Fallbrook Union Elementary
- Fallbrook Union High
- Julian Union
- Lake Elsinore Unified
- Murrieta Valley Unified

- Oceanside Unified
- Ramona Unified
- Rancho Santa Fe
- San Dieguito Union High
- San Marcos Unified
- San Pasqual Union
- Solana Beach
- Spencer Valley
- Temecula Valley Unified
- Vallecitos
- Valley Center-Pauma Unified
- Vista Unified
- Warner Unified

What is the targeted population?

All members of the NCPDF collaborative are committed to supporting the delivery of quality pre-service, induction, and ongoing professional development activities. Using the teacher as leader and trainer model, professional development activities emphasize the importance of sharing and learning from each other. NCPDF districts, SDCOE, and CSUSM have sponsored over 75 professional development activities during the last eleven years. NCPDF has utilized district, university, and other education agencies' resources to develop, plan, and implement staff development and curricular programs that address student assessment, class size reduction, content and performance standards, technology, English language development, beginning teacher support, the *California Standards for the Teaching Profession (CSTP)*, job embedded learning, reflective practice, the teaching of early literacy, and components of a balanced reading program.

There are 27 participating school districts including both rural and suburban districts in the North County San Diego area including 2 districts in South Riverside County.

What is the focus, scope, and shared vision of the partnership?

The North County Professional Development Federation (NCPDF) in partnership with the San Diego County Office of Education (SDCOE), California State University San Marcos (CSUSM), and 27 North San Diego and South Riverside County school districts actively participates in collaborative activities to create systemic change in providing teacher access to the best curriculum and instructional practices. Since the inception of NCPDF eleven years ago, each NCPDF partner has been involved in a variety of reform efforts within its district and the Federation. Its goal is to maximize and share resources to improve curriculum and instruction through staff development using a process of collaborative articulation, assessment, and evaluation.

Collectively, participating districts can respond more effectively and efficiently to state initiatives and common needs of teachers across districts.

What year did your partnership begin?

The partnership began in 1993 with 6-8 districts that wanted to leverage their teacher professional development efforts.

What prompted the establishment of your partnership?

NCPDF was established to maximize and share resources to improve curriculum and instruction through staff development using a process of collaborative articulation, assessment, and evaluation. The goal was to provide a seamless K-16 system.

Who were the key participants and change-agents at its inception?

Dr. Steve Lilly, Dean of the CSUSM College of Education, first proposed a partnership to address professional development and preparation for teachers upon the founding of the new California State University campus in 1990. When he arrived in San Marcos charged with the task of launching a new College of Education, he enlisted the support of key superintendents including Harry Weinberg (Valley Center, later Supt. SDCOE), Rene Townsend (Vista), Don Haught (Ramona), and Mac Bernd (San Marcos). Dr. Lilly's vision was to bring the resources of the College of Education to the school districts to support teacher development and preparation, and to ensure seamless professional development opportunities from initial preparation through experienced leadership.

What are the short-term goals of your partnership? What are its long-term goals?

Both the short and long-term goals are to provide professional development that supports state initiatives through training, program development, and grant writing assistance. Meeting state mandates to districts is the most important short-term goal.

What is the timeline for the accomplishment of these goals?

Most programs require three years to complete, with others including the "No Child Left Behind" program requiring six years.

A typical timeline for a three year program begins the first year by securing necessary grant money, followed by training of the trainers in the second year, and implementation by the third year.

How is commitment demonstrated by each of the main partners?

The SDCOE is the primary fiscal agent for the NCPDF and has a representative in attendance at all Steering Committee meetings.

The CSUSM College of Education donates the physical space for the NCPDF and is represented at the Steering Committee meetings by the associate dean and a member from the College of Education faculty.

A representative from every participating district attends the Steering Committee meetings. Each district partner signs a Memorandum of Understanding when they join the NCPDF. (See Appendix A). NCPDF is a volunteer membership organization. Each year member districts make decisions on continuing participation.

Please list the collaborative activities that the partnership is involved in?

A centralized calendar of professional development activities and in-services is developed and disseminated each year. All activities are open to all district employees, no matter who takes the lead on the activity.

- Algebra Readiness Institute
- Algebra Institute Grades 8-12
- Writing Project Leadership Institute
- Math Project Leadership Institute- Under-performing schools
- Math Leaders Open Institutes
- K-12 ELD Reading Institute
- Technology Professional Development Program
- AB 1331 Mathematics Professional Development Teacher Diversity Project
- Brokering; scheduling consultants
- Workshops: K-5 Differentiated Instruction, “Really Reading”, Content Focused Coaching in Mathematics, Meeting the Needs of Gifted Learners, Content Area Reading for the Struggling Reader, etc.
- Priorities developed by Steering Committee at monthly meetings.

Which 3-5 programs would you describe as the partnership's showcase activities?

- AB 1331 Training (2 year program). Over 1000 teachers trained with 200 hours minimum per teacher in Mathematics Professional Development.
- 4-12 Reading Intervention training (2 year program) training 880 teachers. An outside evaluator was hired to measure student achievement.
- BTSA program (on-going 2 year program).
- Cognitively Guided Instruction Leaders Training (3 year program).
- National Board Teacher Networking Support Group (on-going).

LEADERSHIP

What is the organizational structure of the partnership? Please provide an organizational diagram, if available.

See appendix B for an organizational chart.

The NCPDF director and administrative assistant are employed through membership dues and housed on the CSUSM campus.

Who are the leaders of the partnership? What are their position titles and where do their positions reside in terms of institution and division? Whom do they report to? What other positions do they currently hold or what did they do before their involvement in the partnership?

Steve Lilly is the Dean of the College of Education at California State University, San Marcos. He reports to the President, Alexander Gonzales and Provost, Robert Sheath.

Nancy Giberson is Assistant Superintendent at the San Diego County Office of Education. She reports to Rudy Castritas, the County Superintendent of Schools.

Melinda Bossenmeyer is the Director of NCPDF and she reports to both Steve Lilly and Nancy Giberson. She was formerly the Principal of Curran Elementary in Murrieta, CA.

Bonnie Drolet, the Assistant Superintendent of Encinitas USD serves as chairperson of the group. She is one of the longest sitting members and chairs the steering committee meetings.

Is there a primary leader or executive director to manage day-to-day activities?

Melinda Bossenmeyer, Ed D. Director, NCPDF. As coordinator of all NCPDF activities, the director promotes articulation, planning, and coordinates the access and delivery of services to all clients in the Federation.

How is the partnership governed?

The Steering Committee advises on program needs monthly. The NCPDF Steering Committee is comprised of: a representative from each school district; the associate dean or a faculty representative from the CSUSM College of Education, the Director of Instructional Support Services from SDCOE; and the NCPDF director.

How are decisions normally made?

Decisions are made by steering committee vote. Specific programming decisions are made in meetings with trainers for the workshops.

Please provide examples of collaborative decision-making?

When it was time to establish BTSA projects, all the district representatives met together, under the umbrella of NCPDF, and developed proposals together in collaboration with the university to implement SB 2042 professional teaching credential programs and link them to masters programs. The districts then submitted three separate but similar proposals linking districts that were close in proximity to one another.

County office personnel, the NCPDF Director, and university professors organized for the delivery and coordination of AB 466, AB 1331, and AB 3482 grants. For example, the Director worked closely with math professors and grant writers at the county office on behalf of member districts. Programs were catered to each district based on the needs of that particular district.

What are the normal communication patterns of the partnership?

In addition to the monthly Steering Committee meetings, there is an email list serv in which the Director will send information and announcements out by request of any NCPDF member. Follow-up meeting minutes and handouts are distributed to all members. County office mailing lists and services are used when producing flyers for all events. By request, any member of the federation may add an item to the agenda for upcoming meetings via the NCPDF Director.

How often do representatives of the partnership meet together?

The Steering Committee meets the last Friday of every month from 9:00- 11:00 a.m. at the Professional Development Center (PDC) to articulate needs, discuss services, and plan and evaluate staff development programs. The meetings are facilitated by Bonnie Drolet.

Is there significant involvement of top-level administrators, such as superintendents, and/or university and college presidents? What is their level of involvement?

Dean Lilly is highly involved; he recruits new members to NCPDF and meets with each new superintendent in a service area. University President Alexander Gonzales and Provost Robert Sheath support fees to participate in the federation.

The County Superintendent of Schools and Assistant Superintendent are also highly involved. They provide financial support, a car, and a gas card to the NCPDF Director. Melinda Bossenmeyer is a member of the County Office of Education countywide Curriculum and Instruction committee which meets monthly at SDCOE. The county office also provides the support on content coordinators to provide content specific training and updates.

ACCOUNTABILITY

What are the key indicators of success for your partnership?

The SDCOE surveys annually and reports on services provided by the federation. Data is collected on the number of teachers trained, as well as a review of services requested against services provided.

Satisfaction of member districts is frequently evaluated. The Director travels to each Superintendent of each district annually to ask for feedback and to ascertain the needs of the particular district. This information is then used for planning in the subsequent year.

What are the criteria for determining effectiveness?

The NCPDF Steering Committee assesses program needs in accordance with local, state, and federal initiatives using qualitative and quantitative data, which includes information from focus and discussion groups, interviews and surveys with teachers and administrators.

What types of quantitative data are you collecting? How often is that data collected? How is it used?

A database is kept to collect information on what professional activities teachers have utilized. Event and workshop evaluations are collected after each day of training. Outside evaluators review student progress related to some grants.

What measures of student achievement data would be most appropriate to measure the success of your partnership?

This is rarely done for the purposes of illustrating the effectiveness of the NCPDF unless funding is available for this assessment as a portion of a grant award.

What qualitative data, stories, or anecdotal evidence of success have you collected?

Qualitative data is collected from participants in professional development activities and from administrators and Steering Committee representatives.

The NCPDF trained 871 teachers spanning 9 districts in the summer of 1999 on LANGUAGE!, a curriculum which assists older students to learn to read. A pre and post API test was given to students who received LANGUAGE!

The 1999 and 2000 API scores of 320 students who received the LANGUAGE! curriculum in the 1999-00 school year was calculated. The students showed an API score gain of 79. The expectation of the California Department of Education was that these students would show an API score gain of 21 from 1999 to 2000. Therefore, the API score gains of students in the study is rather remarkable.

The API gains of students in the study were contrasted with the average API score gains of schools in the districts where the study students attended. In eight out of nine districts, LANGUAGE! students' API score gains from 1999 to 2000 were much greater than the 1999 to 2000 API score gains of all students in the districts where the LANGUAGE! students were enrolled.

RESOURCES

Funding sources. What are your main sources of funding? Please provide a detailed budget, if possible.

The base budget for NCPDF is derived by the College of Education, and San Diego County Office of Education membership fee of \$28,888 respectively, as well as membership fees from districts based on the rate of \$.90 per average daily attendance. This money covers all operating costs. The SDCOE serves as the fiscal agent for the federation. The College of Education houses the NCPDF director and support staff. The revenue from the dues structure resulted in the base working budget of \$227,522 for the 2001-2002 school year.

Additional monies are brought into the federation budget through university and school district grants from which NCPDF serves as the grant administrator and LEA. These combined grants brought in an approximate \$3 million dollars during the 2001-02 school year.

What percentage of funding comes from hard and soft sources?

Membership dues provide for all costs within the general operating budget. Grant monies fund programs; thus, the NCPDF infrastructure is supported by “hard” funds.

What time lengths are associated with these funds?

Each spring the NCPDF Director develops the budget for the upcoming year. This base budget supports the regular activities of the Federation. Any grant funding that is secured is considered extra and typically supports supplemental activities as determined by the funding source.

What physical resources does your partnership have? Such as buildings, access to meeting areas, program space, or equipment. Who provides those resources?

The NCPDF is housed at CSUSM in donated space in the College of Education. Office space is provided for the Director and her administrative assistant. There is also the Professional Development Center (PDC) located in a commercial park in the city of San Marcos. The PDC lease is paid for by funds from membership fees and income from trainings. Three offices share the building, including the storage room, restrooms, and kitchen. The PDC was leased after seven years of operation.

The College of Education provides computers and office equipment in the university offices. During the federation’s first five years of operation, the university covered all operating costs i.e. phone service and duplication costs until NCPDF could become self-sufficient.

Are they permanent or temporary?

The offices at the University are permanent. A new training facility is currently being built. The NCPDF training room staff members will relocate to the new facilities when completed in Fall 2004.

What are the staffing resources of the partnership? Administrative support staff, executive level staff, program specialists, etc. How many are full-time paid staff? How many part-time paid staff? And how many are given release time from their respective institution to be involved?

The federation hires four full time staff: The Executive Director, BTSA Director, an Administrative Assistant to the Executive Director, and a support secretary to the BTSA Director. Project specialists support grants as they are acquired and are temporary employees through the completion of the grant. There are no part-time staff and no one is given release time.

The NCPDF partnership “pools” resources and uses individual and group expertise to maximize professional growth of teachers and administrators in the Federation.

MAJOR CHALLENGES & SUCCESSES

What challenges has the partnership been successful in overcoming?

Membership is thriving; almost all eligible districts are members. Early on, it was a challenge to get districts to see the benefits of collaborating and paying for membership to provide the working budget for the Director and Secretary.

What strategies did you use to overcome or solve these challenges?

Frequent communication, follow-up and follow through, checking on services provided and satisfaction levels of clients, site visits to share information. Large districts were allowed to join at half price initially so that they could see and appreciate the benefits.

What challenges is the partnership currently facing? What challenges do you expect to face in the future?

One of the greatest challenges is to convince teachers to participate in staff development. Given the demands of the job of teaching and the plethora of required or highly recommended staff development activities from the state level, teachers feel over extended and choose not to participate. Most of the districts do not pay an hourly rate for professional development during summer or after the regular workday.

Another challenge is to work within the political context of the State of California in an era of highly prescriptive professional development, curriculum, and instructional practices.

What have been some of your successes to date?

The NCPDF has delivered high-quality professional development activities in an efficient and effective manner. The NCPDF has served as a conduit for 26 districts and the university in conjunction with the county office of education to improve instruction for over 200,000 students within the north county region.

The federation has been extremely successful in securing state grant money, especially for mandated programs. The grants are easy to administer when there is one focal point (the federation). It is difficult to turn down a grant covering 26 school districts. According to the Executive Director "You always get a second look." This is a tremendous benefit of being large and collaborative.

What are some effective strategies for partnerships that you have employed?

Strategies include monthly meetings and involvement of University and County Office of Education leaders with eligible districts.

It is also valuable to invite numerous agencies to share and benefit from services such as Court and Community Schools, Migrant Education, Head Start, Curriculum Coordinators at county office, special education staff, education alliances including the Science Alliance, Gear Up projects, University subject matter projects and professional development institutes, Eisenhower grants, State Department of Education grants, and Federal grants.

One on one meetings between the NCPDF Director and member districts allows the federation to best serve the needs of each district. The federation can provide services to districts that are not advertised on the annual calendar of events. In fact, some districts use the federation primarily for specialized service and participate very little in calendared programs.

CRITICAL INCIDENTS

Please provide us with 1 or 2 narratives regarding critical incidences that the partnership has encountered in terms of its inception, overcoming challenges, dealing with different institutional cultures, etc.

The on-going support from the County Office Assistant Superintendent and the Dean of the College of Education was critical to the inception of the federation and has paved the way to success. They have always been available to assist and have provided access to necessary information and resources. They serve as strong advocates for NCPDF and play a critical role in recruiting members.

Communication regarding grant opportunities, i.e. (RFP's) is an ongoing obstacle. The Executive Director must depend on the County Office or University to announce grant opportunities; this does not always happen in a timely manner. It would be much easier if the California Department of Education could send grant applications directly to her office.

Much of the funding for which NCPDF qualifies may not be spent on evaluation of those activities. The partnership is eager to find ways to support evaluation of their efforts. Grant money awarded frequently does not cover these costs. It is therefore recommended that additional funding be provided to carry out these efforts, especially with state mandated training requirements.

APPENDIX A

NCPDF MEMORANDUM OF UNDERSTANDING

APPENDIX B

NCPDF ORGANIZATION CHART