

## CALIFORNIA ALLIANCE OF PREK-18 PARTNERSHIPS

### UNIVERSITY OF CALIFORNIA, SANTA CRUZ EDUCATIONAL PARTNERSHIP CENTER (EPC)

#### CASE STUDY FRAMEWORK

#### CONTEXT

#### Who are the participants from K-12, community college, higher education, business and community?

##### Universities

University of California, Santa Cruz  
California State University,  
Monterrey Bay

##### Community Colleges

Monterrey Peninsula College  
Cabrillo College  
Gavilan College  
Hartnell College

##### K-12 Education

Monterrey County Schools  
North Monterrey County School District  
Monterrey Peninsula Unified School District  
Pjaro Valley Unified School District  
Salinas Union High School District  
San Benito County Schools  
San Benito High School District  
Santa Cruz County Schools  
Santa Cruz City School District

#### Which partners best represent and are the most involved in the partnership?

- University of California, Santa Cruz
- Pjaro Valley Unified School District
- North Monterrey County School District
- Monterrey Peninsula Unified School District – Seaside High School

#### What is the targeted population?

Traditionally non-represented student populations

#### What is the focus and scope of partnership:

To increase UC eligibility, competitive eligibility and college-going rates among low-income and traditionally non-college going students.

#### What is the shared vision of the partnership?

To increase college going rates of traditionally non-represented student populations at the University of California.

#### ORIGIN

#### What year did your partnership begin? What prompted the establishment of your partnership?

The Educational Partnership Center traces its origins to the Monterrey Bay Educational Consortium (MBEC). Carol Moran, the current director of the EPC, was the former

director of MBEC. It appears that the key precipitant for both partnerships was concern about student preparation and eligibility for admission to UC campuses, particularly for historically underrepresented students. MBEC was originally created by former Vice Chancellor Karl Pister, followed by the Chancellor Educational Partnership Council (CEPAC) which was formed to provide a UCSC campus advisory body that then led to the creation of the EPC to bring all UCSC outreach and partnership programs under one roof. The EPC was begun in 1994.

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

Carrol Moran, Executive Director of EPC and former Director of Monterrey Bay Educational Consortium.

Karl Pister, former Vice Chancellor at UC Santa Cruz, & J. Michael Thompson, former Associate Vice Chancellor at UCSC, - founded the EPC.

**What was the environment like before the partnership was started?**

Over ninety-nine decentralized outreach programs at Santa Cruz campus, with very little communication or coordination between programs.

**What are the short term goals?**

2001-2002:

1. 20% more seniors will graduate from partnership high schools compared to the academic EPC Impact Objectives for year 2000. There were 488 eligible seniors in 2000; there will be 586 in 2002.
2. 10% more seniors will apply to the University of California.
3. 25% more juniors will be potentially eligible by completing A-G courses with a GPA of 2.6 or higher.
4. Increase contact with transfer-ready students to 50% of total students seen.
5. Partners in school partnerships will be engaged in meeting the student impact objectives listed above.
6. Garner funding and resources to maintain essential EPC services.
7. Clarify relationship issues with partnerships through partnership agreements.

**What are the long-term goals of the partnership?**

1. Build lasting, flexible partnerships with schools, colleges, businesses & the community.
2. Offer a range of specific high-quality services to schools that guide and move them toward rigorous college preparation curriculum that is successfully accessed by our target population.
3. Develop and implement a range of consistent services to students and families that motivate, inform, and develop skills that support success on college pathways for students from grades 4-14 for our target population.
4. Invest in our staff as our primary resource to help assure their continued professional growth, quality of life and continually renewed commitment to this work.
5. Create and maintain policy, planning, budgeting, communications, and organizational structure that assure support for EPC mission and goals.

6. Continually assess and communicate progress toward goals and support the most effective use of our resources to meet the EPC mission and goals.

**Which 3-5 programs would you describe as the partnerships showcase activities?**

*SAAGE program (Students Achieving A-G Expectations)* identifies high school programs: sophomores who lack one or more courses needed to complete the A-G sequence and coordinates efforts to provide them with academic counseling. The program serves 5 high schools reaching more than 9,100 students. The program is funded by a \$5 million AIAA grant entitled Passport to Education which was created to build the expectation among staff, students and parents that all students in Monterey Bay Area can go to college. The Passport is implemented using the SAAGE program.

*EAOP (Early Academic Outreach Program)* provides a variety of year-round services designed to increase the academic preparation, awareness and motivation of middle and high school students towards higher education and to inform parents about available educational opportunities. Every summer, EAOP organizes the Summer Youth Leadership Conference, which brings around 600 area youth to campus for a five-day residential experience. The goal of the conference is to create a cohort of college-bound ambassadors who will return to their communities excited about the prospect of college and ready to share information about college preparation with their peers.

*GEAR UP* focuses on one school district with the goal to significantly increase students' preparation for college starting in middle school, with an emphasis on the successful completion of "gate keeping" college-preparatory math courses. Major elements of the program are teacher training in mathematics, enhanced math curriculum with computer software, cross-age tutoring by high school and undergraduate college students, college campus visits residential programs, and parental involvement activities. Ongoing data review will allow teachers to modify instruction, identify students in need of additional assistance, and conduct program evaluation.

**Other Programs/Services:** Kids Around the University  
see attached list Magical School Bus Ride  
Dual Admissions Program  
Upward Bound

## LEADERSHIP

**What is the organizational structure of the partnership?**

The EPC is the umbrella organization for all education outreach programs at the University of California, Santa Cruz (UCSC). Officially the EPC is housed under the UCSC division of Student Affairs and receives all administrative and financial support services from the office of the Associate Vice Chancellor of Student Affairs. The EPC Executive Director reports to the Chancellor's Educational Partnership Advisory Council (CEPAC) regarding all programming and center operations. Three councils - MBEC, CEPAC, CCRC-serve in advisory roles to the EPC. The EPC Business Manager, Office

Manager, Publications & Communications Coordinator, Directors of Research & Evaluation, Transfer Partnerships, Academic Programs, CRLP Regional, North and South Regions report directly to the Executive Director

**Who are the leaders of the partnership?**

M.R.C. Greenwood- Chancellor of UC Santa Cruz

Francisco Hernandez - Vice Chancellor of Student Affairs, UCSC

Carrol Moran - Executive Director of the EPC

MBEC includes the CEO's of the County Offices of Education (Santa Cruz, Monterey and San Benito Counties), school districts, local community colleges, and CSU Monterey Bay.

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

Carrol Moran - Executive Director of the EPC

Full-time, salary paid for by the EPC

**How is the partnership governed?**

**Monterey Bay Educational Consortium (MBEC)** brings together the CEO's of County Offices of Education (Santa Cruz, Monterey and San Benito Counties), school districts, local community colleges, and CSU Monterey Bay. The mission of the MBEC is to improve curriculum, pedagogy, policy, and the public understanding and support of education. MBEC was created in 1995, at the suggestion of a local superintendent, by then Chancellor Karl Pister to devise a strategic plan with surrounding communities to increase college-going rates. MBEC meets two times per year.

**The Chancellor Educational Partnership Advisory Council (CEPAC)** was formed in 1997 as the UC Santa Cruz campus organizing body for outreach. CEPAC brought together representatives of faculty and staff from across campus to provide campus-wide support and information on outreach and partnership efforts for the UCSC Chancellor. CEPAC created the EPC to organize all UCSC outreach efforts under one roof and provide more effective services. CEPAC meets four times per year.

**Community College Regional Council** was formed to provide policy support to the new Transfer Partnerships Program created by the EPC. The presidents of 13 local community colleges provide support and advising. They meet two times per year.

**How are decisions normally made? Please provide examples of collaborative decision-making?**

Ultimately the Executive Director of the EPC, Carrol Moran retains the responsibility for top-level decision making. However the EPC frequently uses a "vertical team model" to identify needs, challenges and potential solutions. Vertical teams are composed of EPC personnel, public school teachers, administrators, counselors, college college and university faculty, and community members. This model encourages increased communication and participation in decision-making. At the heart of vertical team efforts is data-driven reform, with each team analyzing student achievement data

disaggregated by ethnicity, gender and English language proficiency. That analysis becomes the basis for focusing attention on important educational challenges over which the schools have control. It is also instrumental for planning, implementing and evaluating student and school-centered interventions. Vertical teams are coordinated by Systems Coordinators, who are school district employees jointly funded by the EPC and the district.

**What are the normal communication patterns of the partnerships?**

Formal council, program staff, vertical team and EPC center-wide meetings provide opportunities for formal interaction. In addition, informal communication takes place daily through email, phone and in-person individual and small group interactions.

**How often do representatives of the partnership meet together?**

There are weekly EPC staff meetings. The three advisory councils meet regularly to bring together top-level partner representatives. The MBEC meets 2 times per year, the CEPAC council meets 4 times per year and the Community College Regional Council meets 2 times per year. Vertical team meetings, program-based services and programming meetings vary by program.

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

The UCSC Chancellor, M.R.C. Greenwood maintains involvement through the CEPAC council and attendance of special events. Vice Chancellor, Francisco Hernandez meets with Carol Moran regularly and is very involved in the EPC. Superintendents maintain involvement through participation in MBEC council and joint partnership efforts in their individual districts. The University of California, Office of the President keeps abreast of the EPC efforts and successes. UCOP Provost and Senior Vice President of Academic Affairs attended the initial Alliance Site Visit dinner meeting and expressed his and the UCOP's support of the EPC efforts.

## **ACCOUNTABILITY**

**Who is the EPC accountable to?**

CEPAC, Vice Chancellor of Student Affairs, the various councils and funders.

**What are the key indicators of success for your partnership?**

1. # of UC -eligible students
2. Overall UC & UCSC application rates
3. A-G course requirements completed
4. Transfer student rates
5. % of under-represented students at UCSC

**What are the criteria for determining effectiveness?**

1. # of UC-eligible senior and junior high school students at partner high schools
2. # of UC applications from partner high schools

3. A-G completed course requirements with GPA of 2.6 or above
4. Transfer student rates from partner community colleges

**What are your goals based on quantitative data?**

1. 20% more seniors will graduate from partnership high schools compared with academic objectives for 2001-2002
2. 10% more seniors will apply to University of California.
3. 25% more juniors will be potentially eligible by completing A-G courses with a GPA of 2.6 or higher.
4. Increase contact with transfer-ready students to 50% of total students seen.

**What types of qualitative data are you using to judge the effectiveness of your partnership?**

1. Partners in school partnerships are engaged in meeting the above listed objectives.
2. Clarify relationship issues with partnerships through partnership agreements. Customer service surveys.
3. Greater focus on college-going within partner school districts.
4. Increased participation of UCSC faculty and staff in regional K-12 education efforts.
5. Increased funding in the region for college preparation activities.
6. Professional development for EPC staff.

## **RESOURCES**

**Funding Sources. What percentage of funding comes from hard and soft sources? What time lengths are associated with these funds?**

2001-2002 annual funding from UC Santa Cruz for the EPC total approximately \$3.9 million with a one time university fund of \$1 million. Other grants and funding include AIAA, CAPP, schedules Gear-UP, Upward Bound, and the National Science Foundation totaling approximately \$2.6 million. Total annual funding for 2001-2002 is \$7.6 million.

**What physical resources does your partnership have? Such as buildings, access to meeting space, program space or equipment. Who provides those resources? Are they permanent or temporary?**

The EPC rents a large portion of an off-campus building for the center's administrative offices meeting rooms, and program offices. The building is located within a mile of the UC Santa Cruz campus. The advantages of an off-site location include easier accessibility by community and partner organizations/individuals. In addition, it helps relieve limited campus space the programs would normally require. It also provides a central location for increased collaboration and resource sharing among programs.

**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 staff? And how many are given release time from their respective institution to be involved?**

The EPC employs 63 staff members (58 FTE), including 9 executive directors, 12 program specialists, 15 administrative support staff and 2 computer technical support staff. The EPC houses on-site its own full-time business department, which includes finances, human resources, purchasing and payroll staff. There are many UCSC faculty who are involved with the EPC programs and services.

**MAJOR CHALLENGES AND SUCCESSES:**

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

1. Cross-institutional challenges
2. Rapid expansion and growth of many programs at once.
3. Development and maintenance of multiple relationships, leadership changes.
4. Constant need to improve external and internal communications.
5. Funding needs to be long term to create sustainable programs.
6. Logistical challenges (financial, data sharing, staffing).
7. Current state budget funding cuts.

**What challenges has the partnership been successful in overcoming? What strategies did you use to overcome or solve these challenges?**

1. The EPC has leveraged \$8 million dollars in annual funding.
2. Shift from a program-driven model to a regional strategic data-driven model.
3. Organizational successes include (a). Evaluation processes; (b) Financial processes; and (c) Staffing processes and involvement in decision-making.
4. 14% increase of under-represented students at UC Santa Cruz
5. 88% increase of EAOP UC eligible high school seniors
6. 9.3% overall increase in community college transfer rates from partner colleges & 55.8% increase of under-represented transfer students.
7. Higher proportions of juniors & seniors completing A-G requirements with a B- or better.