

CALIFORNIA ALLIANCE OF PRE K – 18 PARTNERSHIPS

THE SHASTA PARTNERSHIP

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).

K-12 Partners:

- Shasta County Office of Education
- *Shasta Union High School District* – Lead Agency
- *Anderson Union High School District*
- *Gateway Unified School District*

Higher Education:

- University of California, Office of the President
- California State University, Chico
- Shasta Community College
- UCCP (UC College Prep Initiative)

Community:

- Mercy Medical, Catholic Healthcare West
- American Association of University Women, Redding Branch
- The McConnell Foundation

What is the targeted population?

Traditionally non-college going eighth grade & high school students and their families. The Redding area has a population of 80,000. It is an economically depressed area representing some of the poorest counties in California. Median income is \$24,000. Only 8-10% of the adults in the county have a baccalaureate or higher level of education. (Site Profile)

What is the focus and scope of the partnership?

To create a “college-going” culture in Shasta County by working primarily with 6 partner high schools, plus 8th graders and their families in all of the associated feeder schools.

What is the shared vision of the partnership?

The overall mission is to increase the number of high school graduates who apply and attend post-secondary institutions of higher education.

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

The Partnership was initiated based on traditionally low student participation rates in post-secondary education. Previous outreach attempts by CSU Chico's Upward Bound and Trio Programs had failed in the area. In addition, the UC system had expressed concerns over not enrolling enough students from the region.

The Shasta Partnership began in the winter of 2000 to address the specific success measures of the Academic Improvement and Achievement Act (AIAA). The Partnership first received a \$25,000 planning grant that allowed groups from within the Partnership to draft a proposal, which was funded. A partner match of 100% was required for the Implementation Grant and determined the current project budget. Creative planning resulted in a grant of \$330,000 per year beginning in the summer of 2000.

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

Marylee Boales, Grant Writer for Shasta Union High School District
 Gary Hartley, Shasta County Office of Education
 Patricia McDevitt, CSU Chico
 Nisa Donnelly, UC Office of the President

What are the long-term goals of your partnership?

- Increase the number of partner school students who are prepared to apply for entrance in a college or university with higher college-going rates.
- Increased community awareness and support of a "college-going culture."
- Economic renewal and increased jobs in the region.

What are the short-term goals?

- Increase the number of partner school students who are fully prepared for college and university entrance exams.
 - Increase the number of partner school students who enroll in and successfully complete A.P. courses.
 - Increase percentage of students enrolled in UC/CSU required courses and higher percentage completing these courses with a "C" grade or above.
 - STAR test results improved
- (Response to August 2002 Survey)

What is the timeline for the accomplishment of these goals?

The leaders of the Partnership anticipate a commitment of 3-5 years to achieve the short-term outcomes they are pursuing.

How is commitment demonstrated by each of the main partners?

- The Shasta County Office of Education is responsible for implementing the AVID program in the partner schools.
- Shasta Union High School District serves as the lead agency for the Partnership, in collaboration with both the Anderson Union High School District and Gateway Unified School District. All of the high schools within the three districts are highly involved, with support from all feeder schools.
- The University of California Office of the President, and CSU Chico provide comprehensive outreach programs to the Partnership including the coordination of fieldtrips to college campuses.
- UCCP provides online AP test prep services to the students served by the Partnership.
- Shasta Community College provides the GEAR-UP program at partner schools. It works with the partners to promote enrollment at the C.C. with the goal of transferring to a four-year university.
- Mercy Medical, Catholic Healthcare West provides scholarships to students through its foundation.
- The American Association of University Women, Redding Branch promotes education and equity for women and girls. It is involved in some of the Partnership's events and provides scholarships to first generation college students.
- The McConnell Foundation is a local philanthropic organization that provides grant funds to qualified nonprofit, tax-exempt organizations, government agencies, and public schools (high school and above). They provide scholarships to students beyond the first year of college, support college information awareness night, and conduct research in the community to help create college-going culture.

Please list the collaborative activities that the partnership is involved in? Which 3-5 programs would you describe as the partnership's showcase activities? (Showcase programs listed first in italics.)

1. The Shasta Partnership provides *funding for one site coordinator and clerical support staff at all six partner high schools* to assist students with college related questions, advising and services.
2. *College Preparation Partnership Program* – Trained facilitators provide free training for the SAT & ACT. Students must complete 20 hours of direct instruction, a pre-test and post-test and take the SAT or ACT. After completing those requirements students will be given a \$35 dollar check to help defray the expenses of the SAT or ACT test fee. The Intersegmental Coordinating Committee provided a grant of \$90,000 to provide funding for 450 students.

3. *College Field Trips* – During the 2001-2002 school year the Academic Improvement and Achievement Act (AIAA) grant provided funds for 18 field trips to CSU & UC universities for high school students in partner high schools. In 2000-2001 twelve field trips were taken, including tours of UC Berkeley, UC Santa Cruz, UC Davis, and CSU Chico. In addition to another 18-20 one-day trips in 2002-03, at least one overnight fieldtrip was scheduled.
- College Bound Website for 8th-12th grade students and their parents
 - AVID program (Achievement Via Individual Determination) at 5 of 6 partner schools- a program designed to increase college potential for low achieving students.
 - Expanded Advanced Placement Courses offered at all six partner high schools, with online AP test preparation.
 - UC Summer Residency program at Lassen Park
 - School to Career Counselors Workshop
 - Job Shadow Events
 - Wear Your College Colors Day
 - Conferences for Administrators, Teachers & Counselors, including a Counselor Conference held annually in Redding and a Conference for North State Educators
 - University Prep Day
 - College: Why Not? Conference
 - College Making It Happen: materials and workshops for eighth graders and parents
 - Community College awareness evening with booths and workshops
 - UC Davis Talent Search program providing outreach and services to the partner high schools

LEADERSHIP

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

The Shasta Union High School District serves as the lead agency. Marylee Boales is the Project Coordinator for the Shasta Partnership and works 1/3 time on the initiative. Each of the 6 partner high schools has a paid Site Coordinator and clerical support who receive a stipend for their time. CSU Chico and UC Office of the President help to coordinate field trips, workshops and conferences. The County Education Office coordinates the AVID program at 5 schools.

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?

- Marylee Boales, Project Coordinator and Grantwriter, Shasta Union High School District. The Project Coordinator reports directly to the Shasta Union High School District Associate Superintendent of Schools, Instructional Services, and the Superintendent.

- Gary Hartley, Grant Development Coordinator, Shasta County Office of Education
- Patricia McDevitt, Associate Director for Admissions, Office of Admissions, CSU Chico
- Nisa Donnelly, Communication Coordinator, Early & Intermediate Outreach, UC Office of the President

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

Marylee Boales, Project Coordinator & Grant Writer for Shasta Union High School District 1/3 time spent on Shasta Partnership, paid by the AIAA grant.

How is the partnership governed?

Each school is an equal partner. Members of the Partnership have agreed that all funding and activities should be split evenly between the six high schools (regardless of the number of students primarily because smaller schools have fewer resources). Shasta Union High School District, as Lead Agency, has all fiscal and grant reporting responsibilities for all grant funding for the Partnership.

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

All of the partners are included in the decision-making process and have at least one representative at meetings. Major directional decisions are made on a consensus basis. If time is of the essence, a majority vote may suffice.

Two examples of collaborative decision-making include: 1) the districts all agreeing that resources should be shared among the partner schools equally, and 2) the districts joining together to seek additional grant funding for college test preparation, then operating the grant collectively.

What are the normal communication patterns of the partnership?

Mostly written communication including email. The Inter-district mailing system is used for letters in order to save postage. Each Site Coordinator is responsible for getting information from the Partnership to their particular site. Students receive valuable information and notices from Partnership flyers and handouts, and from ads placed in student newspapers.

The Partnership publishes *College Bound: The Shasta Partnership Newsletter*. It is released quarterly and distributed to all of the partners, the CDE, and secondary stakeholders. The newsletter contains news and updates on grants and activities organized by the Partnership.

How often do representatives of the partnership meet together?

Key representatives meet twice each year to evaluate progress towards project goals and objectives. The school site coordinators participate in quarterly workshop sessions to share information, update the scope of work, and plan grant activities.

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

Due to the difficulty in traveling to the region, top-ranking university officials have only made isolated visits to the region. Therefore, their representatives are more involved with the Partnership.

The school superintendents are highly involved. Superintendent Dennis Boyle was especially crucial in the planning meetings and initiation of the Partnership until today.

ACCOUNTABILITY

What are the key indicators of success for your partnership?

The Partnership has five major indicators of success based on AIAA funding. Significant increases in all of these areas are necessary for the Shasta Partnership to receive continued funding.

1. Increased percentage of students taking the SAT/ACT with improvement in district average scores.
2. Higher percentage of students enrolled in CSU/UC required courses, with a higher percentage of graduates who have completed the required courses with a "C" or better.
3. Number of students prepared for college increased (community college, CSU, UC)
4. STAR test results improved
5. Higher percentage of students enrolled in AP courses with a greater number completing AP exams with a score of "3" or better.

In addition, more parents will encourage and support student preparation for and admission to colleges and universities, teachers and counselors at feeder and partner schools will be better prepared to encourage and inform students about options for education beyond high school, and business and community leaders will encourage and support student goals to include college and university attendance.

(Response to August 2002 Survey)

What are the criteria for determining effectiveness?

Intersegmental Relations, California Department of Education, as primary funding source, requires data and budget reporting to prove progress toward meeting stipulated Success Measures. Marsha Devine is the consultant for the Shasta Partnership and is in frequent contact with the Project Coordinator. Marsha Devine and a budget analyst have conducted an on-site visit in January of 2002. Data reports are submitted to the Lead Agency and each high school in the district on a semi-annual basis. Site Coordinators report to their administrators on a quarterly basis. (Site Profile)

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

ACT and College Board provide SAT and AP scores to partner schools; the scores and number of participants are compiled and compared to previous year(s).

CDE website and local data collection within the Partnership provides the basis to measure completion of a-g requirements, as well as AP course offerings.

The Partnership also measures how many students from the partner schools enroll in post-secondary options each year.

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

In addition to the measures already mentioned, in February 2002 UCLA Professor McDonough outlined the results of a study conducted in the Redding area entitled, “Uniting Research & Practice: Leadership for Improving College Access.” He found that the key determinants to positive college attendance and choice are:

- Attending a college-focused high-school.
- Having parents who expect you, and can help you plan to go to college.
- Having college plans by the 10th grade.

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

In order to measure the increased awareness and support of a “college-going culture” in the region, the Partnership measures attendance and increased local involvement in “College Awareness Month” activities, additional community based organization participation in Partnership activities, increased local media coverage, parent newsletter and advertising responses. Site coordinators report to the Partnership office concerning teacher and counselor involvement and student responses. (Response to August 2002 Survey)

Milan Woollard, Principal at Shasta High School, has noted an increase in student interest in attending college. The Partnership is “Opening a door that a lot of kids have always seen as a wall.” (Site Visit Summary Report)

RESOURCES

Funding sources. What percentage of funding comes from hard and soft sources? What are your main sources of funding? What time lengths are associated with these funds? Please provide a detailed budget, if possible.

Funding is based on a \$330,000 annual AIAA grant for three years. Only 12 AIAA grants have been funded statewide. A partner match of 100% (includes in-kind donations) was required for the grant and has been obtained. Participants have agreed to continue the Shasta Partnership after the main AIAA funding ends, but are unsure how the activities of the Partnership will continue to be funded. Other grants include an AIAA expansion grant of \$64,759 to extend influence of the Partnership to 13 other far Northern California counties, C3P (College

Preparation Partnership Program) grant of \$90,000 for college entrance test preparation, AP Challenge grant and an Educational Technology grant. (Site Profile)

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

The Shasta Partnership does not uniquely own or operate any physical resources. Access to space and equipment is provided by the school partners.

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 AIAA grant provides 1/3 FTE to the Project Coordinator. All six partner schools have a Site Coordinator and a clerical support staff person. The Site Coordinators are teachers, counselors, or other student related personnel who act as liaison between the Lead Agency and the school. Clerical support at each site assists the Site Coordinator by collecting and disseminating information about grant-funded activities. Both the Site Coordinator and clerical support receive stipends for their time, estimated at roughly one hour per day. This commitment goes above and beyond the typical working day responsibilities; there is no release time provided. However, the schools do release the Site Coordinators four days per year to attend the quarterly meetings.

MAJOR CHALLENGES AND SUCCESSES

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

The Partnership is still working to meet the Measures of Success, but as of June 30, 2002, there has been a 20% increase in the number of students taking AP exams, with a 12% increase in scores. Fifteen AP classes have been added across the partner schools.

Data tracked over a five-year period by the California Department of Education indicates an increase in students meeting the a-g college admission requirements during the past two years exceeding the previous years by approximately 10-12%.

The number of participants in the annual College Awareness Month activities rose from 1800 to 5000 students and their families from its inception in 2000 to 2002. Marylee cites greatly increased publicity efforts attributing to the event's success.

Both the UC and CSU system have renewed their interest in working in the area due to the Partnership and Marylee's efforts.

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

Shasta county has unique challenges in terms of its geographical isolation, provincial attitudes, non-college going culture, and economic depression. Students in the area are well prepared for college, but primarily attend Shasta Community College and do not transfer to four-year institutions. In 2001, only 24 students from the region enrolled at any UC campus.

In terms of isolation, busing of students from rural areas prevents some students from participating in before or after-school activities. CSU Chico is a 90-minute drive on a two-lane highway, which is sometimes impassable due to river flooding. UC Davis is 3 hours south on the Interstate.

The lack of articulation agreements between Shasta Community College and the UC/CSU system have made transferring a larger obstacle to students. This is primarily due to a lack of the college's involvement with the Partnership, and a lack of communication and involved leadership.

There is a need to create a critical core of individuals committed to collaborative partnership work and to develop methods to sustain the partnerships even when people change jobs. (Site Visit Summary)

With the recent budget cuts to education in the state, the districts have had difficulty putting forth the required matching funds to receive their grant. Fortunately, strong leadership from each of the districts has produced these funds each year.

What have been some of your successes to date?

Much of the success attributed to the Partnership lies in the establishment of its programs including:

- The annual Counselor Conference in Redding
- College Making it Happen workshops
- Field trips to CSU Chico, UC Santa Cruz, Berkeley, and Davis
- College test preparation classes
- Website for 8th to 12th grade students and their parents
- AVID program at 4 partner schools
- Conference for North State Educators
- Paid Site Coordinators and clerical staff at all six partner schools

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

The *College Bound Newsletter* identifies the most important strategies for the Partnership, including careful planning and implementation, communication at all levels, monitoring of performance (accountability), and a continuous dedication to improvement.

Marylee has cited the importance of collaborating with another partnership, namely College OPTIONS. This partnership also operates in Shasta and Siskiyou counties with the same primary goals as the Shasta Partnership, both working to improve the college-going culture in the

region. This collaboration encourages the growth and sustainability of the Shasta Partnership, as together they can more effectively leverage their resources.

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 Shasta Partnership is attempting to change long-held cultural values regarding the importance of going to college for individual and regional success. Many are working-class poor and farming families, most of which have children that would be first-generation college students. As mentioned previously, access to four-year universities is difficult due to geographical isolation. Patty McDevitt stated, “Chico might as well be a world away for these kids. A large percentage of them have never even been to Chico State before.” The slow economy is just one cause of family apathy and lack of vision that includes post-secondary opportunities. Mike Stuart, Superintendent, feels that educational leaders across the region support the concept of educational partnerships, but have had trouble searching for the “how to make it happen.” Still, the leaders of the Partnership are committed to improving the educational opportunities and supporting the advancement of the students they serve, noting that long-term commitment will be required to change community attitudes and to inform their community about the importance of higher education to the economic development of the region.