COVERPAGE

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List of Participants

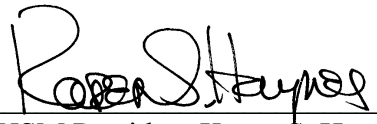
(See Appendix A for Letters of Support.) The Alliance to Accelerate Excellence in Education (The Alliance) participants include: California State University San Marcos (lead applicant), Carlsbad Unified School District, Escondido Union High School District, Fallbrook Union High School District, Lake Elsinore Unified School District, North County Professional Development Federation, Murrieta Valley Unified School District, Oceanside Unified School District, San Marcos Unified School District, Temecula Valley Unified School District, Valley Center/Pauma Unified School District, and Vista Unified School District.

Application Abstract

Building upon The Alliance's early success and momentum, since January 10, 2014, we have focused on expanding the breadth of The Alliance's activities to facilitate even greater impact and provide increasingly more support services in the pursuit of growing the number of bachelor's degrees awarded. Specifically, The Alliance partners have committed to combining their efforts to create a sustainable system of educational initiatives that are: (1) fostering institutional relationships and strengthening communication between secondary and post-secondary educators, counselors and administrators so that curriculum and learning align with college readiness and success; (2) providing resources to empower families so they are capable of supporting their children's educational success and pathway to college; (3) providing academic support and career development opportunities that support student success and that instill motivation and confidence in the student's ability to achieve a college degree; (4) providing financial resources to those demonstrating financial need and significant achievement while also providing Alliance students an opportunity to provide service to the program; and (5) serving as a repository of data and best practice that informs teaching and learning and supports the ongoing work of The Alliance.

Assurance and Signature

I assure that I have read and support this application for an award. I understand that if this application is chosen for an award, my institution will be required to submit, for approval by the Committee on Awards for Innovation in Higher Education, a report indicating proposed uses of the award funds and, as the fiscal agent, will be responsible for distributing funds to any other participating entities. I also understand that, if this application is selected for an award, my institution will be required to submit reports to the Director of Finance by January 1, 2018, and by January 1, 2020, evaluating the effectiveness of the changes described in this application.



1/7/15

CSUSM President Karen S. Haynes Date

CONTEXT

1. Specific Programmatic or Institutional Goals

The Alliance to Accelerate Excellence in Education (The Alliance) at California State University San Marcos (CSUSM) is a coordinated, systematic and comprehensive approach aimed at improving the educational pathways from high school to college and beyond for the students of ten (10) of our region's school districts (in North San Diego and Southwest Riverside Counties). "We have come together," proclaimed CSUSM President Karen S. Haynes, "to collectively work toward increasing the number of K-12 students who graduate from high school, are qualified for college admission, and are prepared for the rigor of university coursework in anticipation of the exciting career opportunities that lie ahead." The Alliance is a model of best practice in collaborative educational pipeline programs and offers significant opportunity for replication in other communities.

At the *core* of The Alliance are guaranteed admission agreements, providing a framework for students, families, teachers, faculty and service providers to work together to close the achievement gap for the region's most educationally at-risk students. Students who meet stated "college readiness" criteria (i.e., evidence-based benchmarks proven to be predictive of academic success including earning a minimum GPA of 3.0, completion of "A-G" subject required coursework, and SAT/ACT) are guaranteed admission to the University. While these agreements are at the core of The Alliance, at its *heart* are the students, families and communities.

The Alliance has exceeded all expectations and is successfully transforming the lives of our communities' students and families by reducing barriers that have traditionally presented challenges and bolstering the systems that support academic achievement. As a collective impact model, The Alliance has demonstrated particular efficacy with students from low-income backgrounds and first generation college students. Currently, The Alliance serves 195,187 students through the partner school districts.

The specific goals of The Alliance are to: (1) increase high school graduation rates in partner district high schools; (2) increase percentage of "college ready" high school graduates in partner district high schools; (3) increase college attendance rates for students graduating from partner district high schools; and, (4) increase college graduation rates of students who have graduated from partner district high schools. These four goals were developed at the outset, when The Alliance was founded in July of 2013 with the support of the Price Family Charitable Fund and the David T. & Dorris E. Staples Foundation. Used to guide the program's day-to-day activities as well as its long-range strategic planning activities, these goals inform and drive the changes we make to K-12 and University policies, practices, and systems – they are the purpose born from our collective passion.

As an institution whose priorities focus on solving critical issues, creating tomorrow's leaders, and building stronger communities, we believe The Alliance is an exemplar of these priorities, and a viable vehicle for improving the educational attainment rate of our region and facilitating graduation. (See Appendix F for CSUSM Strategic Plan/Priorities.) In addition to aligning with institutional goals/priorities, The Alliance project goals align with the priorities of the Awards for Innovation in Higher Education – each working to increase the number of bachelor's degrees awarded. Moreover, an evaluation of the initiative's outcomes demonstrates the program mitigates academic achievement disparities experienced by underrepresented groups thereby addressing the achievement gap. Early outcome data also suggest The Alliance is effective at decreasing the time to graduation. (See Evaluation section for further detail/evidence.)

2. Statistical Profile of Students

The data tell a compelling story and reveal the impetus for the formation of The Alliance. Despite 20 years of education reform, only about one-third of U.S. students are proficient in reading and math, according to the National Assessment of Educational Progress. In 2012, prior to the formation of The Alliance, achievement rates in the districts that now make up The Alliance had been below expectation, and many students and their families viewed higher education as an unattainable option. STAR Test results in 2011 (Table 1), for example, indicated only a small percentage of students in these districts achieved at proficient levels in English/Language Arts and Algebra I and, alarmingly, achievement declined as the students moved up in grade levels. The 11th grade data was most concerning as the significant numbers of students not proficient in this grade level would not have been "college ready" in their senior/12th grade years.

Table 1. 2011 STAR Test Results by Grade Level in Early Partner School Districts

	% Proficient Algebra 1					% Proficient English/Language Arts				
Grade Level	**7**	**8**	**9**	**10**	**11**	**7**	**8**	**9**	**10**	**11**
San Marcos Unified	30	46	40	25	23	37	30	28	31	30
Escondido Union	13	37	—	—	—	32	28	—	—	—
Escondido Union HS	—	—	16	5	4	—	—	25	26	24
Fallbrook Union	—	29	—	—	—	37	31	—	—	—
Fallbrook Union HS	—	—	33	12	7	—	—	26	26	25
VC/Pauma Unified	29	51	22	12	2	33	30	27	27	20
Oceanside Unified	39	32	26	13	5	35	29	27	27	23
Temecula Valley Unified	37	46	28	16	9	43	31	32	37	32

Thus, in addition to the disturbing reality that many students become discouraged and do not even consider going to college, we were facing the stark reality that a significant number of students would need to complete remedial courses in math and English upon entering the community colleges or CSUSM. Though as a state, and certainly as a region, we have made some progress in addressing this issue, we continued to seek early interventions that would tackle the challenge at its core and ensure our high school students improved achievement in the gateway math and English courses and became unequivocally ready for college.

Of the 195,187 students enrolled today in The Alliance's ten (10) regional partner school districts, a significant percentage (60%) are considered educationally at risk (i.e., in danger of drop-out), underserved populations, including approximately 48% Hispanic/Latino students. Research clearly demonstrates a correlation between low-income and academic achievement as well. According to the California Legislative Analysts Office (2012-13 data), California's low–income students perform significantly below non–low–income students in 3rd grade and 8th grade English/Language Arts and mathematics. Low–income students are less likely to complete the minimum coursework necessary to be accepted into universities (30% compared with 50% of non–low–income students). This is a grim reality for our region; low-income students comprise between 45% and 76% of our partner districts' enrollment as evidenced by their documented participation in the Federal Free or Reduced Lunch Program.

Table 2 details the current statistical profile of The Alliance students that matriculated to CSUSM, disaggregated by key attributes. This demographic profile of our sample population –

The Alliance students who have matriculated to CSUSM – is representative of the larger population of all Alliance students; as well, it mirrors the demographic profile of the region's K-12 student population.

Table 2. Statistical Profile of The Alliance Students Enrolled at CSUSM, 2009-2014

Attribute/Profile Category	The Alliance		All First-time Freshman
	#	%	%
Total Sample Population	562	100.00%	100.00
Female	332	58.97	64.42
Male	230	40.85	35.58
American Indian/Alaska Native	0	0.00	0.40
Asian	61	10.85	9.83
Black or African American	6	1.07	3.50
Hispanic or Latino	261	46.44	44.72
Native Hawaiian or Pacific Islander	1	0.18	0.34
White	182	32.38	30.32
Other	25	4.45	3.64
More than one	26	4.63	5.97
First in their families to be earning bachelor's degree	Unkn.	50.00**	50.00
Former foster youth	Unkn.	0.52**	0.52
Living with disabilities	Unkn.	0.97**	0.97
Low-income	340*	60.50	51.00***
Veterans	N/A	N/A	

*Estimated based on district partner overall population data; average of partner districts
**Estimated based on overall CSUSM self-reported, first-time freshman population data
***Estimated based on percentage of first-time freshman who receive Pell grants

Driving the creation of many of The Alliance's activities has been the belief that these factors – rates of math/English proficiency, percentage of educationally at risk, and existence of measurable financial needs – may be influenced by changes to polices, practices or systems. (See Innovations sections for detail on programs under the umbrella of The Alliance and directed at reducing burden of achievement barriers.)

Without a cohesive, inter-segmental approach to expanding access to college, and absent the ability to provide academic support and other resources to ensure persistence and completion of baccalaureate degrees, we will not be able to achieve our vision of a vibrant and stable regional economy supported by residents who are gainfully employed in the regional workforce and, thus, can provide for the quality of life that their families desire and deserve. "Today we are affirming our commitment to educating the students of our region and to being stewards of change for our schools and our communities," explained CSUSM President Karen S. Haynes at the official launch of The Alliance in July 2013. "We are partnering for a common good."

INNOVATIONS

3. Key Policies, Practices, and/or Systems Prior to January 10, 2014

The commitment to providing a secure pathway to University admission and graduation is what led CSUSM President Karen S. Haynes to sign the University's first guaranteed admission agreement with a local school district in 2006. As you can see from Table 3 below, prior to January 10, 2014, CSUSM secured eight (8) guaranteed admission agreements. Students from the San Marcos, Escondido, and Valley Center/Pauma districts have already matriculated to CSUSM and begun their studies.

CSUSM also has long-standing affiliation agreements with two regional community colleges (Palomar and Mira Costa) and a Transfer Admissions Guarantee (TAG) agreement with neighboring Mt. San Jacinto College. In addition to the guaranteed admissions agreements, CSUSM supported partner districts with middle and high school field trips, celebratory events for admissions-qualified students, and advisors from the CSUSM Early Outreach Program who were made available to speak at district functions.

Table 3. District Partner Guaranteed Admission Agreements

District	Signed	First Freshman
San Marcos (20,107)	2006	2009
Escondido (29,298)	2006	2011
Valley Center / Pauma (4,162)	2006	2011
Oceanside (21,244)	2011	2017
Temecula (30,065)	2011	2015
Fallbrook (8,309)	2012	2015
Carlsbad (10,993)	2013	2017
Vista (25,670)	2013	2017
Murrieta (23,023)	2014	2017
Lake Elsinore (22,316)	2014	2019

However, in July 2013, recognizing the efficacy of coordinated and integrated collaborations as catalysts for change and innovation, the guaranteed admission agreements were subsumed under a new administrative home at CSUSM: The Alliance to Accelerate Excellence in Education (aka: The Alliance).

This truly is the power of the innovation of The Alliance – that the whole is greater than the sum of its parts. In other words, The Alliance and its impact on the region's educational attainment is much greater than what could be achieved through the original standalone guaranteed admission agreements. The Alliance is not a single agreement or compact with a single school district, but rather a regionally collaborative model that includes agreements with 10 area school districts, spanning most of the CSUSM service region. CSUSM serves as the backbone organization for The Alliance, setting the agenda and driving the solutions.

An Alliance program director and administrative support position were hired to serve as the central management team and carry out the "backbone" work. The program director reports to the CSUSM Vice President for Community Engagement. The Vice President for Community Engagement chairs an Executive Committee whose members include The Alliance Director and all superintendents (or representative) from each of the MOU school districts. An Alliance Advisory Council provides guidance to the Executive Committee and serves as a means for providing continuous feedback on the implementation of the program components and progress in achieving the targeted milestones and outcome objectives.

As Table 3 illustrates, the school districts joined over the span of several years. Similarly, the students from the partnering districts will be admitted to CSUSM over the same span of years. This staggered admission pattern is crucial to the success of The Alliance. For the school districts, time is needed to develop their program brand, participation criteria, internal district supports, etc. And, for the University, the ramping up of Alliance student admissions allows the team to establish processes and procedures and engage in quality improvement activities.

After founding The Alliance and subsuming the agreements under a common initiative, the remainder of 2013 was spent creating a work plan. The vision for The Alliance core activities included the: creation of professional training opportunities for district teachers, counselors and administrators; development of pre-collegiate parent and student orientation and campus visitation programs; and development of an alumni speaker/mentor program.

Another key planned activity was collective and collaborative fundraising. The Alliance stakeholders – K-12 and the University – believed it would be easier to build awareness of the pathway programs/partnerships if they were all part of one larger/regional initiative than if they remained independent/isolated. Specifically, the intent of the collaborative fundraising efforts was to leverage the synergy of a broader campaign/proposed impact to directly support the students. This proved to be true, and the integrated campaign to solicit support and funds yielded a seed grant from the Price Family Charitable Fund of $555,000 (over three years). This was a significant learned lesson; the University and partner districts will continue to focus fundraising resources on seeking support for The Alliance, rather than solely on individual initiatives.

However, one lesson learned from failure rather than success is related to data and outcome measures. It became evident quickly that data were critical to all aspects of The Alliance including informing the overall strategic direction, priorities, goals and proposed activities. Moreover, data was vital to success in fundraising activities. We recognize the fundamental necessity of resources (i.e., expertise and technology) for data collection, analysis and reporting. While The Alliance would have been stronger for an earlier investment in these resources, we have identified interim solutions (i.e., leveraging expertise and technology of school district and University institutional planning and analysis professionals), and have formally added these as priorities for the next steps in the evolution of The Alliance.

While this is an area for improvement in 2015 and beyond, the data collected from 2009-2013 are undeniable and provide a clear picture of the impact of The Alliance. Year over year, The Alliance participation grows. In high school, The Alliance students are achieving more than non-Alliance students – higher GPAs (3.16 vs. 3.01 year one; 3.17 vs. 2.95 year two; 3.12 vs. 2.97 year three), higher SAT/ACT scores (1048 vs. 961; 23 vs. 20). They are demonstrating proficiency at greater rates in high school (pre-college) in mathematics and English/Language Arts, and requiring less remediation. They are going on to college at a higher rate, and performing better once there with higher GPAs (3.40 vs. 3.19), higher incidences of Dean's List inclusion (33.0% vs. 19.7%), higher incidences of satisfactory academic progress (90% vs. 83%), and fewer probation and disqualification incidences (10% vs. 17%). Moreover, the average college unit load for Alliance students is higher than for other first-time freshman (13.5 vs. 12.7), and the average time to graduation is significantly shorter (4.5 years vs. 6 years). (See Appendix B for additional evidence of impact.)

All of the lessons learned – efficacy of collaborative fundraising, need for improved data management, and recognition that as The Alliance grows so too will the need for supporting resources and programs – are being accounted for in short- and long-range planning activities. (See responses to #4 and #5 below for evidence of our learning and actions taken.)

4. Key Policies, Practices, and/or Systems Changes Since January 10, 2014

Building upon The Alliance's early success and momentum, since January 10, 2014, we have focused on expanding the breadth of The Alliance's activities to facilitate even greater impact and provide increasingly more support services in the pursuit of growing the number of bachelor's degrees awarded. Specifically, The Alliance partners have committed to combining their efforts to create a sustainable system of educational initiatives that will: (1) foster institutional relationships and strengthen communication between secondary and post-secondary educators, counselors and administrators so that curriculum and learning align with college readiness and success; (2) provide resources to empower families so they are capable of supporting their children's educational success and pathway to college; (3) provide academic support and career development opportunities that support student success and that instill motivation and confidence in the student's ability to achieve a college degree; (4) provide financial resources to those demonstrating financial need and significant achievement while also providing Alliance students an opportunity to provide service to the program; and (5) serve as a repository of data and best practice that informs teaching and learning and supports the ongoing work of The Alliance.

The five program components that form the core of our implementation model (a.k.a. The Alliance Action Initiatives) are summarized in Table 4 below. Examples of activities to be implemented in each component are also outlined in this table.

Table 4. The Alliance Action Initiatives

The Professional Development Collaborative
Vertical Articulation Teams **will engage postsecondary and secondary faculty to collaborate by vertically linking together grade levels above and below to align curriculum and instruction in mathematics and English.**
Professional Development Workshops and School-Based Activities for Secondary Teachers **will bolster content and content-based pedagogy in mathematics and English.**
Summer Institutes for Secondary Teachers, Counselors and Administrators **will help school professionals promote a college-going culture and to facilitate parent engagement.**
The Family Empowerment Network
Parent Leadership Institutes **will prepare a cadre of parents who will support implementation of school/district plans for increasing the capacity of parents to support student achievement and successful transition to postsecondary education.**
Health/Social Services Referrals **will be provided to ensure that families are directed to community resources that provide the support and services they need to address challenges that present barriers to educational achievement.**
The Student Enrichment System

Secondary Level

Peer Tutoring Programs in English and Math, **through the CSUSM Office of Undergraduate Studies (OUGS), will help reduce the need for remediation.** *College-Level Math and English Courses* **will be offered at high schools to accelerate completion of remedial courses.**

Academic Advising Teams **will ensure students are receiving regular and consistent advice that results in timely high school graduation and eligibility for college.**

The College Connection **will engage CSUSM student teams who will deliver a variety of peer-led activities designed to motivate and provide information related to preparing for college. Workshops and mentoring circles will inform and teach students how to conduct research on prospective college and universities, how to learn about and apply for financial aid and scholarships, and how to explore academic majors and careers.**

The Workforce Network **will serve to motivate and help students explore career options. Themed career fairs, electronic mentoring circles, and a variety of field experiences such as tours of local industry sites and job shadowing will be collaboratively implemented with our Supporting Partners.**

Community College (Palomar, Mira Costa and Mt. San Jacinto)

Student Enrichment Pipeline to Accelerate Transfer **to leverage existing expertise and resources at CSUSM and support students in The Alliance pipeline, we will create bridge teams with staff from the campuses including: Office of Undergraduate Studies, Office of First Year Programs, First Year Experience, Extended Opportunity Programs, TRIO Programs, Transfer Center, Career Center, Financial Aid and Counseling Center.**

University (CSUSM)

Student Enrichment Pipeline to Accelerate Graduation **will include a bridge team comprised of staff from: Graduate Initiative Steering Committee, Centers for Learning and Academic Support Services, Undergraduate Advising Services, Office of Undergraduate Studies, First Year Programs, First Year Experience, Career Center, Educational Opportunity Program (EOP), TRIO Student Support Services, and Financial Aid and Scholarships.**

ALERT, **stemming from the efforts of the CSUSM Office of Undergraduate Studies and the Graduation Initiative Steering Committee, will serve as an early warning system that monitors student achievement and that promptly and efficiently identifies at-risk students and then coordinates the support provided by the bridge team above.**

Advancing Leadership **will offer students paid internships in industry, part-time**

employment in Alliance secondary schools as tutoring trainers/supervisor or College Connection workshop facilitators.

Serve and Learn **will provide students with service learning experiences in Alliance schools and in Supporting Partner organizations.**

The Fellowship Program

The Alliance Fellowship Program **is intended to help high performing students overcome financial hardship while developing a leadership cadre of students who will work as ambassadors within their home district. The Fellowship Program is funded by individual donors.**

The Assessment, Analysis & Accountability Program

The Assessment, Analysis & Accountability Program **will collaborate with the CSUSM Office of Undergraduate Studies, Graduation Initiative Steering Committee and Institutional Planning and Analysis, to serve as a continuous improvement system by gathering, analyzing, providing, and using data on student progress and achievement to inform instruction and support services and by soliciting, documenting, and disseminating best practice strategies.**

As part of The Professional Development Collaborative (PDC), The Alliance hosted several events in 2014 including a High School Counselors Conference and a Superintendents Summit. Both of these events were intended to inform partner organization representatives about Alliance progress and outcomes and provide an opportunity to engage in collaborative learning and problem solving. Two unique professional development opportunities arose in 2014 as the result of non-Alliance initiatives or priorities. However, recognizing The Alliance will continually need to stay abreast of and respond to broader initiatives and priorities, we leveraged the expertise and efforts to further The Alliance goals.

- Common Core in Higher Education – The Alliance supported a Faculty Fellow in the CSUSM Faculty Center to hold an information session on the Common Core and how the anticipated changes in instructional pedagogies, content area expectations and assessment will impact undergraduate education in the near and far future. The Faculty Fellow held two (2) informational workshops/dialogue sessions for University faculty in Spring 2014.
- "College Ready Writers" Workshop – The Alliance discovered CSUSM faculty were investigating the efficacy of building a bridge between high school and college faculty by offering writer's workshops to area teachers. The workshops bring together high school teachers with General Education Writing instructors from the University for close study of writing expectations at each level and strategies to support continued writing development. The Alliance has supported three of these workshops in 2014.

As part of The Family Empowerment Network, The Alliance hosted Celebration Breakfasts/Receptions designed to get the students and their families excited about their successful admittance to CSUSM. Other empowerment network events included Parent Leadership Institutes and Parent Education Workshops.

The Fellowship Program scholarships are a four-year commitment:

- 1st Year - recipient receives a stipend of $1,500
- 2nd and 3rd Year - recipient will receive up to $1,500 and will work with The Alliance staff learning lifelong skills, participate in district and campus workshops and conferences, and mentor other high school students in district programs
- 4th Year - recipient receives a $1,500 stipend to complete their senior year and concentrate on graduating

Moreover, Fellowship guidelines dictate that students must have demonstrated financial need (i.e., FAFSA), maintain a GPA of 3.0 or above, and be enrolled full-time with at least 12 semester-units. 2014 saw the first Fellowship cohort.

"Attending CSUSM has become my favorite part of the week; I look forward to it every day that I get to attend. I'm immensely grateful that I'm allowed to participate in this program. I get to take classes of interest in the absence of [sic] the Concurrent program, I would not have gotten the chance to take. I think this program has prepared me for college, and has allowed me to get a sense of what works for me and what doesn't. When it is time for me to attend university, I will have already experienced what college is like, developed a proper study system for myself, and know the level of work needed to pass a class."

– Area high school student
Valerie Juntunen

The Alliance guaranteed admission agreements include the following terms/requirements: (1) FAFSA completion; (2) completion of A-G coursework; (3) SAT or ACT; and (4) cumulative 3.0 high school GPA. Informed by research that indicates that students who enter college with the necessary writing and math skills persist and graduate at higher rates than those with remediation needs, our guaranteed admission agreements require students to be "college ready" as indicated by a score on the CSU Early Assessment Program (EAP) or completion of the equivalent prerequisite coursework (i.e., Expository Reading and Writing Course or ERWC, an intensive year-long curriculum designed specifically to improve high school students' college level writing and reading abilities). Essentially this means that The Alliance students enter CSUSM with no remediation needs, which significantly decreases instructional and tuition costs each year (see response to #6 on impact to cost) and facilitates graduation by shortening time to degree. Moreover, many of the partner districts have adopted the ERWC curricula more broadly and in earlier grade levels. Thus, regardless of whether students elect to matriculate to CSUSM as part of The Alliance, students in partner districts are overall becoming more "college ready".

Over time, The Alliance has modified the terms set forth in the guaranteed admissions agreements. Informed by research that asserts that academic success is largely a factor of school attendance, some districts have expanded the benchmarks to include low absenteeism. Lastly, reflecting a district philosophy regarding high school learning outcomes, some districts require community service as part of the guaranteed admissions agreements.

Another change implemented since January 10, 2014, is that The Alliance staff at CSUSM has made a concerted effort to identify critical allies through the University. With its home in Community Engagement, The Alliance is ideally situated for the development of a vertical team within the University (i.e., cross-divisional and cross-functional) capable of extending outward to the community partners. While this has proven vital to the smooth operability of The Alliance activities, it has also been a challenge – serving as the communication hub and being solely responsible for effective communications between the University and the K-12 district partners is a weighty task and carries with it the potential for mishap. For example, The Alliance director and administrative support position must ensure that Enrollment Management Services is continually updated regarding operations, program changes, and outcomes.

The year 2014 was marked by the hiring of a Graduate Assistant (GA) to support the work of The Alliance. The GA has just completed a literature review. The literature review identified evidence-based and/or high impact practices related to educating parents and families about college preparation and readiness. The review's findings informed interview questions developed by the GA for a Regional Resource Assessment. The goal of the in-progress assessment is to inventory all of the parent education opportunities available in The Alliance school districts and non-profit agencies in North San Diego and Southwest Riverside Counties. Effectively, we intend to leverage existing programs to minimize duplication of efforts, generate efficiencies in economies of scale, and speed up the learning process in order to provide families with the information, strategies and support needed to successfully navigate the pipeline to University attendance and graduation. The Alliance should not compete or conflict with other efforts but rather should serve as a regional repository of resources, expertise and technical assistance.

Beginning in January 2014, we also began piloting a concurrent enrollment program. Starting with one area high school, concurrent enrollment allows The Alliance students to earn college credit while still in high school. Five students were enrolled in the Fall of 2014 in two lower division courses. Qualitative data indicates this was a successful pilot and suggests we consider expanding to allow more Alliance students to benefit.

January 2014 also brought an enhanced focus on providing financial support and education to The Alliance students and their families. Partner districts and CSUSM provided Cash for College and FAFSA workshops, facilitating the completion of financial aid applications, a requirement of participation in The Alliance. Also, the presence of CSUSM admissions' and financial aid office staff on the high school campuses during senior assemblies helped students to "visualize" and prepare for college admission and provided a unique opportunity to have their questions answered by knowledgeable authorities.

Partner districts also invested ample resources to provide students additional supports. These supports included the offering of test preparation courses and the provision of personalized data profiles to help students track progress toward meeting graduation and college readiness criteria.

As a result of current outcome data, we are confident The Alliance is a successful intervention model and that the changes to policy, practice and systems since January 10, 2014 will only enhance and add to the already achieved positive impacts. The Alliance will continue to grow in terms of program enrollment/participation, and greater numbers of students will graduate from high school more ready for college. Once in college, as they are more ready for the rigors of post-secondary education, they will perform better and move more quickly through to graduation.

However, the true impact of The Alliance goes far beyond the quantitative measures. Hundreds of stories of transformation have been born out of The Alliance… stories like that of

Alex. Alex is a Latino male, and throughout most of elementary school, he envisioned life as a gang-banger. He was repeatedly told that "people like him" didn't go to college, didn't belong there. But in 7th grade, he visited our campus as part of The Alliance partnership with San Marcos Unified. As Alex told an entire group of Alliance partners, that visit did not just change his life and transform his destiny; it quite literally "saved his life."

Currently a criminal justice major, Alex has been on the Dean's List every semester and will soon graduate and pursue his dream of becoming a police chief—ideally, someday, the San Diego police chief! He is succeeding because we stay focused on our collaborative program priorities and faithful to our culture of support and success. Students like Alex are why we come to work every day and why what we do—through initiatives like The Alliance—matters.

"The partnership between CSUSM and my high school helped me be more motivated in my classes, knowing that if I stayed focused, college would not be just a dream but a reality."
– First-generation college student Raymundo Catalan.

The Alliance has not only transformed individuals, but it has essentially changed the entire culture of the partner school districts. There is now a focus on college readiness in an intentional and coordinated way; moreover, the conversations are occurring at an earlier age/grade than ever before. Some of the culture changes are obvious – for example, the districts are monitoring academic progress and intervening more quickly with thorough, counselor-led transcript reviews. Other manifestations of the culture shift are arguably subtler – for example, one district has instituted an "adopt a college day" where everyone dresses in the college gear of their choice to promote college readiness/spirit. Another district has "college Thursdays" where teachers and staff wear items from their alma maters and talk with students about their alma mater institutions, majors, experiences, decision-making processes, etc. Additionally, some district schools have made "walls of fame" with maps of California and the U.S. marked with the selected colleges of the senior class.

The Alliance has also facilitated greater vertical alignment and articulation of K-16 curriculum. With a solid understanding of the pathway/pipeline from K-12 to CSUSM and the collaborative infrastructure in place, The Alliance stakeholders are able to align curriculum and standards across the grades to maximize learning and achievement.

(See Appendix C for additional detail regarding The Alliance changes since January 10, 2014.)

5. Intended Policy, Practice, and/or Systems Changes for After January 9, 2015

The Fellowship Program will see extensive development after January 9, 2015. In 2015, we will add four additional Alliance Fellows to our existing one and will begin to develop the vision and action plans for their work in the community as program ambassadors and peer supports. The Fellowship Program will continue to grow rapidly over the next three to five years, and these students will serve as the primary "connect back" to students in The Alliance high schools, serving as peer supports, outreach liaisons and mentors/role models.

Within the context of the Professional Development Collaborative, The Alliance will work in 2015 with the Memorandum of Understanding (MOU) school districts to develop a three-year rolling plan identifying and articulating current and future professional development needs. A key partner in this aspect of The Alliance Action Initiatives is the North County Professional Development Federation (NCPDF). NCPDF is a collaboration representing the San Diego County Office of Education, the College of Education at CSUSM, and 26 Northern San Diego County member school districts. The mission of the NCPDF is to meet the needs of all students and staff in the areas of curriculum, instruction, assessment, and leadership in meeting the state standards. NCPDF will finalize the professional development plan for The Alliance in 2015 and will oversee and coordinate training subcontract agreements as needed. Most importantly, NCPDF will use its established network and infrastructure to disseminate the workshops/trainings across the member districts.

As discussed previously, a significant lesson learned has been the critical importance of Alliance program data to inform direction and activities and support fundraising and quality improvement efforts. Thus, The Alliance team members – at CSUSM and in partner district offices – will work diligently after January 9, 2015 to create protocols and processes for continuous data collection and review. Additionally, The Alliance will collaborate to facilitate rapid and accurate data exchange, seek out existing enabling technologies at the University and district sites, and create a meta-data dictionary (i.e., common data terms and language to facilitate exchange, analysis and reporting). The meta-data dictionary will be the first step in constructing an assessment plan that allows us to select and utilize readily available and pertinent data for purposes of assessing program goals and informing future program initiatives.

Increased data capabilities will also provide the opportunity to explore additional impact hypotheses. For example, we would like to understand longitudinally how and to what degree The Alliance will contribute to strengthening the region's economic vitality and the quality of life for its residents by: (1) raising educational attainment rates and subsequently producing a highly qualified workforce to support the needs of local industries; and (2) creating healthy and stable communities with residents who are gainfully employed. Greater data management capabilities will also provide the opportunity to investigate educational and employment activities for those students enrolled in The Alliance at the regional high schools but who elected not to attend CSUSM. Lastly, improved data collection, analysis and reporting will ensure shared learning and provide a catalyst for replication and spread of The Alliance innovation.

In addition to improved data management, technologies will be harnessed to improve collaboration and communication. Using a cloud interface (e.g., Google Drive), The Alliance partners will create a shared space to host resource materials, standard operating procedures, and templates. This shared cloud space will also serve as home to a virtual calendar on which all Alliance events (e.g., campus fieldtrips) will be posted to ensure appropriate resource allocation and to encourage further cooperation/collaboration. Discussion threads and forum tools will allow The Alliance partners to share knowledge and make meaning – troubleshooting challenges,

discussing data findings, and innovating new supports/sub-programs. Technologies will also be used to educate students and families about The Alliance and its benefits and value via webinars and information sessions. Micro-documentaries and presentations will also be delivered online to facilitate model spread and the sharing of program outcomes/results.

In 2015, in an effort to familiarize students and families with the campus and help them to visualize a college life, we will identify new ways to bring Alliance participants to campus. One such event in 2014 was a CSUSM hack-a-thon. In 2015, the Alliance will host special events at Super Stem Saturday, Discover CSUSM, Homecoming and athletic events.

Following on the heels of the successful High School Counselors Conference in 2014, in 2015, we will host a Middle School Counselors Conference, where we will provide information regarding Alliance recruitment, admissions, academic support and first-year programs. We will also use the CSUSM Single Subject Credential program to make new partner district teachers aware of The Alliance and its purpose. In addition to educating district teachers about The Alliance, the teacher candidates will mentor Alliance students at the clinical practice sites.

All policies, practices and/or system changes intended for after January 9, 2015 as described above, support the long-term vision and stated goals of The Alliance – to increase high school graduation rates, increase percentage of "college ready" high school graduates, increase college admission rates, and increase college graduation rates (a.k.a. degrees awarded). Moreover, all intended changes described in this narrative will be implemented regardless of the outcome of this Award application.

Table 5. Summary of Intended Changes with Expected Timeline and Impact

2015 Planned Activity	Responsible Party	Timeline	Expected Impact
Execute The Alliance Action Initiatives activities	All	Jan. '15 and ongoing	Enrich The Alliance and provide additional supports and services to students and their families (see response #4)
Develop Fellowship Action Plan	Advisory Council	Feb. '15 and ongoing	Opportunities for Fellows to connect with school sites to promote program and provide peer guidance; Increased enrollment in The Alliance
Finalize/execute Professional Development Collaborative	Advisory Council and NCPDF	Jan. '15 and ongoing	Professional development trainings; Increased efficacy in creating "college ready" students
Create data management protocols	Advisory Council and CSUSM's Institutional Planning and Analysis	Feb. '15	Rapid data exchange; Common templates and data definitions; Standard reports; Common evaluation/assessment plans
Create cloud share space	CSUSM's Instructional and Information Technology Services	Feb. '15	Resource repository; Forum for collaboration and discussion
Plan campus events	CSUSM	Feb. '15 and ongoing	Increased excitement about college; Greater familiarity with college life/experiences

6. Impact on Average Cost to Award a Bachelor's Degree

By attaining The Alliance goal of increasing the percentage of "college ready" high school graduates, we will impact the average cost to award a bachelor's degree in multiple ways:

- As students are coming to CSUSM college-ready and therefore without **remediation** needs, there are savings to CSUSM in terms of instructional costs. Instructional costs for remediation are on average $6,000 per 3-unit section. The average section has 30 students. Assuming increasing Alliance participation given promotion of the program and the staggered rollout of the remaining seven (7) partner school districts, and based on Alliance enrollment trends from the three (3) partner districts with students already at CSUSM, we will project an exponential increase of new Alliance students per year through 2018-19 (100 per district per year; thus, +500 in 15/16 and 16/17; +900 in 17/18 and 18/19). Taking 2018-19 for an example, that translates to a savings of 30 remedial sessions or $180,000 in instructional costs. Multiply this by two for both mathematics and English/Language Arts, and we estimate a **savings of $360,000 per year**. The CSU system provides waivers for those with demonstrated financial need ($182/unit). Assuming 60% (percentage of students in The Alliance districts eligible for Free or Reduced Lunch) of the 900 students/year would be eligible for a waiver, The Alliance could **save the CSU system/state $589,680 per year** (for 3 units of math and three units of English/Language Arts). Assuming the remaining 40% of students would have needed to pay for the remediation courses on their own, The Alliance may **save the students combined $393,120 in tuition per year**.
- Evidence clearly shows that college readiness is negatively correlated with **time to degree**. The average time to degree completion for CSUSM first-time freshman is 6 years. For The Alliance students, the average time to degree completion is 4.5 years, due to greater numbers of transfer credits (e.g., Advanced Placement course credit), greater average course unit loads, and the reduction of time lost taking remedial and non-credit bearing coursework. In 2013/14, the State currently provides general funds per student in the amount of $6,417. Using only the number of Alliance students matriculated to CSUSM in 2014-15 (111), assuming an 80% graduation rate, and assuming 4.5 years for time to graduation due to the efforts of The Alliance, **costs borne by the State may be reduced by $856,669 over 2018-19 and 2019-20**. The cost of attendance for a student for CSUSM in 2013-14 is $22,778 including tuition, fees, room and board and other living expenses. Thus, a reduction of time to degree of 1.5 years would mean **a per student savings of $34,167**. According to College Portraits, the average starting salary for a CSUSM alum is $41,400/year. Thus, the 1.5 year decrease in time to degree could translate into **$62,100 in salary earned**. Lastly, another way decreased time to degree could result in cost savings is related to grants and scholarships. Over half of all CSUSM students received an average of $8,393 in grants and scholarships in 2012. Thus, using this percentage of grant/scholarship receipt (51%), and the assumptions above regarding graduation rates, time to degree and the number of Alliance students admitted in 2014-15, there could **be a savings to the federal/state/institution of $566,528**. Additional savings to students could result from fewer loans. The average amount borrowed by CSUSM graduates in 2012-13 was **$19,257**, and the loan payment for this amount over 10-years at 5.25% APR is $197 per month.

7. Risks or Tradeoffs and Plans to Monitor and Mitigate

There are few risks or tradeoffs when the goals and efforts are aimed at supporting students to go to college. The benefits far outweigh any potential risks. However, one question we have regarding The Alliance is whether we may be directing some of the program's resources to students who may not need them. In other words, are there students participating in The Alliance who would attend college regardless of their participation in the program as they have the necessary information and supports? It is critical that The Alliance continue to identify the at-risk students as early as possible and ensure they are consistently engaged and on track to qualify for guaranteed admission. It is the students on the bubble who are most in need of The Alliance. Identifying these students and ensuring they receive the necessary support and intervention will take the continued seamless collaboration of CSUSM and the partner school districts. We will work together to collect and monitor the data for disparities. With the support of our partner, NCPDF, we will collectively share and learn effective interventions and evidenced-based practices. The Alliance Action Initiatives will also assist with mitigating this concern. In particular, activities and efforts that educate and engage parents early on will likely be successful strategies for ensuring The Alliance is maximizing its resources to guide those most in need.

As the program builds its brand, it is possible that some may feel there is a social stigma associated with participation in The Alliance; that enrollment in The Alliance signals that a student needs greater support and assistance and is somehow lesser as a result. However, this risk will be mitigated in part through education of the program's goals and eligibility criteria. By its very nature, the program contradicts the belief that participants are lesser; one of the primary goals of the program is to increase college readiness, and the eligibility criteria is relatively demanding. We will also work collaboratively to create an environment of belonging and peer support.

With the rapid growth of The Alliance and in light of the demonstrated financial need of this population, there will be continual pressures on the partner school districts to secure scholarship funding for their enrolled students. We will work collectively to mitigate this challenge through cooperative fundraising. To date, The Alliance has been successful in these efforts (see response to #10).

SUSTAINABILITY

8. Key Strengths/Assets for Encouraging a Culture of Innovation and Adaptability

For the last decade, President Karen Haynes has led CSUSM with an eye toward the future; toward increasing the educational attainment rate of students in the region; toward developing relevant degree programs that make CSUSM students in demand; and toward engaging with the community in unique and meaningful ways that significantly benefit students and the region.

Since she began her tenure as president in February 2004, President Haynes has fostered the tremendous growth of the university by focusing on academic excellence, student life, campus climate, community partnerships and educational equity. These five strategic priorities guide the university and have helped make CSUSM a destination of choice, especially among traditionally underrepresented student populations. Forty-one percent of the 2013 graduating class were the first in their families to earn a four-year college degree, and nearly 50 percent of the total student body identifies as being a minority. Dr. Haynes' commitment to public higher education is helping CSUSM transform the lives of students and families throughout Southern California.

President Haynes signed the first MOU eight (8) years ago in 2006, and thus The Alliance has really evolved out of a long-history of mutual care and concern and collaborative approach to supporting the vitality of the region. San Marcos Unified School District (SMUSD) was the first MOU established with CSUSM. Data from the MOU program has become a key performance indicator in the SMUSD district. It has effectively transformed the district culture to be college-centric and students in SMUSD are exploring college-career as early as Kindergarten. The SMUSD MOU program incorporated innovative supports – CSUSM field trips, application workshops, and early assessment programs. The strong partnership between CSUSM and SMUSD and immediate measurable results spread to a few other surrounding school districts, which ultimately burgeoned into the innovative, regional initiative known as The Alliance.

While San Marcos was the founding MOU school district, CSUSM has strong relationships with each of the partner school districts and they with one another. The superintendents for the partner districts are exemplary change agents. As evidence of their innovation, two of The Alliance superintendents, Vista Unified School District Superintendent Devin Vodicka and Oceanside Unified School District Superintendent Duane Coleman, were among 100 top school leaders selected by the U.S. Department of Education to participate in a national superintendents summit at the White House.

Prior to The Alliance, CSUSM partnered with the regional K-12 community to establish a Distinguished Teacher in Residence (DTiR) program. The Distinguished Teacher in Residence (DTiR) program at Cal State San Marcos evolved out of a mutual desire for local school districts to be directly involved in teacher preparation at the university and the faculty's desire to remain closely connected with schools. The DTiR program has helped create and maintain important linkages between public schools in North San Diego County and CSUSM. The objectives of the program are to: (1) establish and maintain a close connection between teacher education and exemplary school practice by ensuring that new teachers prepared by CSUSM are well grounded in current concepts of teacher roles, instructional pedagogy and effective schools as practiced in model area schools; and (2) provide opportunities for CSUSM faculty to work with participating school districts on collaborative school improvement projects. Like The Alliance, DTiR is clear evidence of the CSUSM-school district common mission to solve critical issues, create tomorrow's leaders, and build stronger communities, and demonstrates a strong record of leadership, shared vision and community commitment.

Also unique to our region is the North County Professional Development Federation (NCPDF). As described previously, NCPDF is a collaboration representing the San Diego County Office of Education, the College of Education at CSUSM, and 26 Northern San Diego County member school districts, including all of the ten (10) Alliance partner districts. Established in 1992, NCPDF's goal is to maximize and share resources to improve curriculum and instruction through staff development. NCPDF has been an invaluable resource for The Alliance, and we will continue to rely on the network to facilitate professional development and quality improvement activities.

Another example of CSUSM's strength and innovation in community partnership is its division of Community Engagement. In 2011, the University created a fifth division to focus on building a stronger and more vibrant community and to forge and grow strategic partnerships between the University and a multitude of regional entities including the K-12 districts. The division of Community Engagement at CSUSM is the first division of its kind in the entire 23-campus CSU system.

As further evidence of CSUSM's culture of innovation and collaboration, the University has successfully achieved the Carnegie Foundation's Community Engagement Classification. The Carnegie Foundation for the Advancement of Teaching is a national organization responsible for classifying all institutions of higher education. In 2006, the Carnegie Foundation began a Community Engagement Elective Classification. As defined by Carnegie, community engagement describes collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity. The purpose of community engagement is the partnership of college and university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good.

In 2006, institutions were welcome to submit documentation for this evidence-based Carnegie classification in two categories – Curricular Engagement and Outreach and Partnerships. CSUSM was one of 76 institutions in the country to achieve the elective classification, and one of 62 to receive classification in both categories. Recently, CSUSM successfully achieved Reclassification, reaffirming the University's community engagement triumphs including The Alliance.

In many ways, The Alliance represents the culture of support and success that has come to define CSUSM, NCPDF and the K-12 districts. In discussing The Alliance, CSUSM President Karen S. Haynes asserted, "We know that our signing these MOUs is about more than institutions coming together; it's about forging stronger relationships with parents, businesses and civic leaders. It's about engaging with our region to ensure our students' success — to ensure that students know what's expected of them and how we will support them. When our students earn their college degree and take that knowledge back to their neighborhoods, start businesses or become involved citizens, we all win."

9. Strategies for Engaging Stakeholders and Achieving Commitment to the Goals

The foundation of The Alliance is the ten (10) MOUs. The roles and responsibilities of the partner districts and CSUSM are detailed in the MOUs and thus the institutional/organizational commitments to The Alliance are broad and deep and will survive changes in leadership. While we have strong leaders at the helm today, The Alliance is truly that – an alliance of institutions and organizations. With a common mission and purpose, The Alliance's goals and objectives will not be swayed as leaders transition.

Moreover, as the program continues to build momentum and launches in the remaining seven (7) partner districts across the region, community interest and advocacy will ensure the roots of The Alliance run even deeper and stronger. The greatest sustainability plan for The Alliance will be its success stories – as more families are transformed by the achievement of a bachelor's degree, the stakeholders (e.g., students, educators, community members, employers) will become increasingly committed and engaged.

Replication of The Alliance in other communities will also contribute to the program's sustainability. Thus, The Alliance stakeholders have committed to disseminating program results within our respective professional networks. For example, CSUSM has presented on The Alliance to the CSU Board of Trustees and intends to meet with various California legislators in 2015 to discuss The Alliance's successes.

The Advisory Council was created specifically to ensure the partners' lasting commitment to the program goals. With standing quarterly meetings, this group actively steers the work of The Alliance and personally leads/implements the requisite changes to policies, practices, and/or systems. These meetings also provide the district representatives an opportunity to pose questions of one another and/or share district-level practices and initiatives. As a source for professional guidance and development, the Advisory Council facilitates stakeholder engagement and reinforces the program's sustainability.

Lastly, to ensure The Alliance weathers changes in institutional leadership, in 2015 we will use cloud technology to archive meeting/program materials including Advisory Council meeting agendas, Advisory Council meeting minutes, presentations, reports and other associated documents. As discussed previously, we will also use this technology to proliferate standard operating procedures, report templates, and other process/protocol-oriented material that will further support The Alliance's endurance.

10. Sustainability With Existing Financial Resources

Soon after founding The Alliance in July 2013, the Price Family Charitable Foundation provided CSUSM with $555,000 in initial funding (over three years) to begin the work of the innovative collaboration. The Price Family Charitable Foundation is currently reviewing a second funding proposal.

In addition to the Price Family Charitable Foundation, the encouraging results of the program to date have attracted the attention of other non-profit entities and philanthropists looking to support transformative education initiatives – The David T. & Dorris E. Staples Foundation, Aldon Pierce, the San Diego Jewish Community Foundation, and the Linden Root Foundation. In total, The Alliance has secured over $785,000 in private/foundation funding to support its operations. The Alliance is a stated fundraising priority for the University – development staff will be dedicated to such efforts and activities in 2015 and beyond. Partner school districts have also developed their own foundations to directly support Alliance student scholarships.

Although in its infancy, The Alliance has clearly demonstrated an ability to affect academic achievement and is promising to be a model for such educational innovation and community partnership. We are confident that as we continue to progress toward achieving the goals of The Alliance, we will generate increasingly greater levels of support from community and industry partners/donors. Moreover, as discussed previously in the Innovations section, by combining our collective fundraising efforts, we will maximize returns on such activities.

As noted previously, we anticipate The Alliance will demonstrate cost savings – to the students, University, State and federal government. Specifically related to institutional/University savings realized from fewer remediation instructional costs and improvements in time to degree, it may be possible in the future to redirect existing permanent funds to support The Alliance.

The districts will also leverage new state funding from Local Control and Accountability Plans (LCAPs) to assist The Alliance. The LCAP goals consist of measurable objectives for academic achievement, graduation, and college and career readiness. All districts will devote considerable staff time and energy, as well as district financial resources, to monitoring and tracking these LCAP goals. The LCAPs' goals are in direct alignment with The Alliance (e.g., increasing success on SAT/ACT exams and improving FAFSA completion rates), and thus the LCAP funds will be another source of financial sustenance/sustainability for The Alliance.

Several of the partner districts have hired new and/or dedicated existing personnel to serve as district liaisons for The Alliance level. Again, this resource allocation demonstrates the districts' high level of confidence in and commitment to The Alliance.

With the proven funding interest, existing support from CSUSM, strong Alliance partner commitment, and with potential cost savings, we are confident The Alliance will continue to be self-sustaining.

EVALUATION

11. Quantitative and Qualitative Evaluation

To evaluate whether the changes described in the Innovations section have achieved The Alliance's stated goals, we will use both quantitative and qualitative measures. Data from partner districts and CSUSM data will be collected and analyzed by the CSUSM Institutional Planning and Analysis (IPA) department who are experts in the development and maintenance of data resources for the purposes of planning and decision making and have extensive experience in the evaluation of comprehensive and longitudinal educational initiatives. IPA will conduct both formative and summative evaluation of our processes and outcomes. Evaluation findings will be reported by IPA and The Alliance Director to the Advisory Council at their quarterly meetings to inform a discussion of implications and recommendations for process/quality improvements.

Quantitative measures will include:

- Number (and %) of students who graduate from partner high schools (NEAR TERM MEASURE)
- Number (and %) of students who graduate from partner high schools who are "college ready" (i.e., minimum GPA of 3.0, completion of "A-G" subject required coursework, and SAT/ACT) (NEAR TERM MEASURE)
- Number (and %) of partner high school graduates who attend college (NEAR TERM MEASURE)
- Number (and %) of partner high school graduates who graduate from college (NEAR TERM MEASURE)
- Year-to-year persistence rates (NEAR TERM MEASURE)
- Average time to bachelor's degree completion for partner high school graduates (LONG TERM MEASURE)
- Average educational attainment level of region (LONG TERM MEASURE)

All quantitative measures will be disaggregated by race/ethnicity and socioeconomic status.

Qualitative measures will include:

- Student and parent/family program satisfaction (at culmination of 10th grade, 12th grade, first-year, third-year, college graduation)
- Counselor program satisfaction (annually)
- Perceived barriers to college admission and/or earning of bachelor's degree (10th grade, first-year)
- Narrative description of The Alliance impact on academic and career pathway (at culmination of 12th grade and college graduation)
- Self-reported reason for non-college enrollment

12. Baseline Measures and Target Outcomes

All quantitative measures will be disaggregated by race/ethnicity and socioeconomic status in order to identify disparities and to evaluate efficacy of intervention for subgroups (e.g., traditionally underrepresented groups in higher education).

Figure 1. Logic Model for The Alliance Innovation

INPUTS	ACTIVITIES	OUTPUTS	INTERMEDIATE OUTCOMES*	LONG-TERM OUTCOMES**
The Alliance Advisory Council CSUSM Leadership K-12 Partner District Leadership NCPDF Leadership	Maintenance of and compliance with MOUs Guaranteed admissions of college ready high school graduates The Alliance Action Initiatives (see response #4) Efforts post-January 10, 2014 and post-January 9, 2015 (see responses #4 and #5)	Growth in program / body of students and roll-out remaining MOU admissions Increased capacity to support student success	Increased #/% of students who graduate from partner high schools Increased #/% of students who graduate from partner high schools who are "college ready" Increased #/% of partner high school graduates who attend college Increased #/% of partner high school graduates who graduate from college Improved year-to-year persistence rates for Alliance students at CSUSM	Decreased average time to bachelor's degree completion for Alliance students at CSUSM Increased average educational attainment level of region

* Fewer than four (4) years
** Four (4) years or more

The following table (Table 6) details the key Alliance baseline measures, and target outcomes through 2018-19. ***Given the program is intended to target high risk students, and given the diversity observed in the innovation's target population to date, the targets indicated below are inclusive of/the same as the targets for underrepresented subgroups.*** The targets were selected based on both baseline data and early evaluation data from The Alliance innovation/intervention, and represent a realistic but aggressive improvement. Each target is at or above State and national benchmarks.

Table 6. Baseline Measures and Academic Year Target Outcomes Through 2018-19

Measure	Indicator	Baseline	Target	Calculation	Data Source
High School Grad-uation Rate	Increased #/% of students who graduate from partner high schools	88% (2012 data)	2015-16: 90% 2016-17: 91% 2017-18: 92% 2018-19: 93%	#/% of class/cohort graduating in year 4	K-12 partner districts
"College Ready" Grad-uation Rate	Increased #/% of students who graduate from partner high schools who are "college ready"	37% (2014 data)	2015-16: 40% 2016-17: 43% 2017-18: 46% 2018-19: 57%	#/% of graduating class with GPA ≥ 3.0, completed "A-G" and SAT/ACT	K-12 partner districts
College Attend-ance Rate	Increased #/% of partner high school graduates who attend college	64% (2013 data)	2015-16: 67% 2016-17: 70% 2017-18: 73% 2018-19: 76%	#/% of graduates attending college within 1-year post-graduation	CSUSM; K-12 partner districts; National Clearing House
College Grad-uation Rate	Increased #/% of partner high school graduates who graduate from college	12% 4-year grad. rate 47% 6-year grad. rate (2014 data)	2015-16: 24%/76% 2016-17: 27%/79% 2017-18: 30%/82% 2018-19: 33%/85%	#/% of Alliance students; 4-year and 6-year graduation rates	CSUSM; National Clearing House; National Center for Education Statistics
1-Year Reten-tion Rate	Improved year-to-year persistence rates for Alliance students at CSUSM	82% (2013 data)	2015-16: 84% 2016-17: 86% 2017-18: 88% 2018-19: 91%	#/% of Alliance enrolled year 2	CSUSM
Time to Degree Com-pletion	Decreased average time to bachelor's degree completion for Alliance students at CSUSM	4.5 years (2013 data)	2015-16: 4.5 yrs. 2016-17: 4.5 yrs. 2017-18: 4.0 yrs. 2018-19: 4.0 yrs.	Average of total academic years to degree completion	CSUSM
Average Edu-cational Attain-ment	Increased average educational attainment level of region	34.3% with bachelor's degree or higher	Note: The impact will not be observable until 2020 or beyond	% of population 25+ with bachelor's degree or higher	U.S. Census Bureau

APPENDIX A: LETTERS OF SUPPORT

This appendix includes letters of support from the chief executive officers of the following educational entities:

Carlsbad Unified School District

Escondido Union High School District

Fallbrook Union High School District

Lake Elsinore Unified School District

Murrieta Valley Unified School District

North County Professional Development Federation

Oceanside Unified School District

San Marcos Unified School District

Temecula Valley Unified School District

Valley Center/Pauma Unified School District

Vista Unified School District

Carlsbad Unified School District
6225 El Camino Real • Carlsbad, CA 92009
(760) 331-5000 • FAX (760) 431-6707

... a world class district

December 17, 2014

Re: Letter of Support: California State University San Marcos Application: Awards for Innovation in Higher Education

Dear Committee Members:

Carlsbad Unified School District (CUSD) fully supports the application for an *Award for Innovation in Higher Education* submitted by Alliance to Accelerate Excellence in Education (The Alliance) at California State University San Marcos (CSUSM).

In 2013, CUSD and CSUSM entered into a partnership to increase the college application, attendance, and graduation rates of students in CUSD. The partnership agreement was built around a guaranteed admission program that assures CUSD students, who meet specific admission criteria, a coveted spot in the first-time freshman class at CSUSM. Both institutions have a commitment to the people of Carlsbad to expand and enhance the educational opportunities for educationally at-risk students who reside in our District's attendance area.

CSUSM has similar agreements with nine other school districts in the greater North County San Diego and Southwest Riverside County region, which includes over 100,000 students. CSUSM, CUSD, and the other nine districts are collaborative partners in The Alliance. The Alliance is the only guaranteed admission partnership within the California State University system, or nationally, to take a regional approach for increasing college readiness and attendance rates. *That is Innovation.*

The Alliance highlights CSUSM as a community-engaged university. As the anchor for The Alliance, CSUSM provides the administrative backbone and supports uniquely designed Action Initiatives with clear goals to support teachers, students and families as we work together to support students to become college ready. *That is Innovation.*

CUSD and CSUSM are very close partners and we applaud The Alliance for "Innovation" and leadership in helping the District, our students and the region prepare for a successful future.

Carlsbad Unified School District fully supports The Alliance to Accelerate Excellence in Higher Education's application, without reservation.

Sincerely,

Suzette Lovely
Superintendent
Carlsbad Unified School District

Escondido Union High School District

District Service Center
302 North Midway Drive • Escondido, CA 92027-2741
Telephone (760) 291-3200 • FAX (760) 480-3163
Steve Boyle, Superintendent

BOARD OF EDUCATION
Randy Garcia
Christi Knight
George McClure
Jon Petersen
Tina Pope

December 5, 2014

Re: Letter of Support: California State University San Marcos Application: Awards for Innovation in Higher Education

Dear Committee Members:

Escondido Union High School District (EUHSD), San Pasqual Union School District (SPUSD), and Escondido Union School District (EUSD), fully support the application for an Award for Innovation in Higher Education submitted by the Alliance to Accelerate Excellence in Education (The Alliance) at California State University San Marcos (CSUSM).

In 2006, EUHSD, SPUSD, EUSD and CSUSM entered into a partnership to increase the college application, attendance and graduation rates of students in the EUHSD service region. The partnership agreement was built around a guaranteed admission program that assures EUHSD students who meet specific admission criteria a coveted spot in the first-time freshman class at CSUSM. Both institutions have a commitment to the people of Escondido to expand and enhance the educational opportunities for educationally at-risk students who reside in our District's attendance area.

CSUSM has similar agreements with nine other school districts in the greater North County San Diego and Southwest Riverside County region, which includes over 100,000 students. CSUSM, EUHSD, and the other nine districts are collaborative partners in The Alliance. The Alliance is the only guaranteed admission partnership within the California State University system, or nationally, to take a regional approach for increasing college readiness and attendance rates. <u>That is Innovation.</u>

The Alliance highlights CSUSM as a community engaged university. As the anchor for the Alliance, CSUSM provides the administrative backbone and supports uniquely designed Action Initiatives with clear goals to support teachers, students and families as we work together to support students to become college ready. <u>That is Innovation</u>.

EUHSD and CSUSM are very close partners and we applaud The Alliance for "Innovation" and leadership in helping the district, our students and the region prepare for a successful future.

EUHSD was one of the earliest districts to develop this partnership with CSUSM, so we have had the advantage of seeing many positive impacts not only for our students but also our staff over time. The program is called MAP in our district, an acronym for **M**aintaining academic rigor, **A**ttend Regularly, and **P**articipate in school and community events. A MAP Foundation

was created that provides scholarships for those EUHSD graduates who attend CSUSM who have met all district MAP criteria AND enter CSUSM as "college ready" freshmen.

The MAP program has helped the district develop a "college and career ready" focus for our students since ALL students (and their parents as applicable) are encouraged to participate in the various events such as college field trips, college nights, college fairs, and FAFSA workshops. CSUSM provides staff from their admissions and financial aid offices to support our schools at their events, or to make presentations at parent nights or within classrooms. Our counselors, site admin, and teachers have participated in CSUSM sponsored counseling conferences and Early Assessment or Early Start workshops in order to best learn strategies to ensure a smooth transition to college.

Perhaps more importantly, we are seeing through the data provided to us by CSUSM that MAP students are maintaining higher GPAs and have higher retention rates than do non-MAP students. Additionally, due to the increased college ready focus with our MAP program, our district was just recognized by College Board as one of 547 districts in North America and Canada as an Honor Roll District for our success with increasing the access as well as the pass rate of students on AP exams. Of the 547 districts, we were among the 10% who also have more than 30% traditionally underserved minority students as well as low income students participating. Students who pass AP exams are passing the equivalent of college level courses. Another outgrowth of our membership in The Alliance is that CSUSM is now allowing a small number of EUHSD students to co-enroll in one or two CSUSM classes free of charge. That is Innovation.

The Escondido Union High School District fully supports the Alliance to Accelerate Excellence in Education's application, without reservation.

Sincerely,

Steve Boyle
Superintendent
Escondido Union High School District

Fallbrook Union High School District

2234 South Stage Coach Lane · Fallbrook, CA 92028
Phone (760) 723-6332 · Fax (760) 723-1795 · www.fuhsd.net

Hugo A. Pedroza, Ph.D., Superintendent *Wilson H. Hatcher, Chief Business Officer*

Board of Trustees: *Richard Goodlake* *Sharon L. Koehler* *Sherry Z. Ludwig* *James O'Donnell* *Michael Schulte*

November 24, 2014

Re: Letter of Support: California State University San Marcos Application: Awards for Innovation in Higher Education

Dear Committee Members:

Fallbrook Union High School District (FUHSD) fully supports the application for an Award for Innovation in Higher Education submitted by Alliance to Accelerate Excellence in Education (The Alliance) at California State University San Marcos (CSUSM).

In 2012, FUHSD and CSUSM entered into a partnership to increase the college application, attendance and graduation rates of students in the FUHSD service region. The partnership agreement was built around a guaranteed admission program that assures FUHSD students, who meet specific admission criteria, a coveted spot in the first-time freshman class at CSUSM. Based on an unwavering commitment to Fallbrook students, both institutions have expanded and enhanced the educational opportunities for educationally at-risk youngsters who reside in our District's attendance area.

CSUSM has similar agreements with nine other school districts in the greater North County San Diego and Southwest Riverside County region, all including more than 100,000 students. CSUSM, FUHSD, and the other nine districts are collaborating partners as The Alliance pursues this very worthy endeavor. We believe the Alliance is at the cutting edge of educational innovation because it is the only guaranteed admission partnership within the California State University system, and nationally, to take a regional approach for increasing college readiness and attendance rates.

The Alliance thrives under the auspices of CSUSM, a community engaged university. As the anchor for the Alliance, CSUSM provides the administrative backbone and supports uniquely designed Action Initiatives with clear goals to support teachers, students and families, as we work together to support students to become college ready.

FUHSD and CSUSM are very close partners and we fully support The Alliance for their innovative leadership and forward-thinking creativity in helping the district, our students and the region prepare for a the known and unknown challenges if the 21st Century.

The Fallbrook Union High School District fully supports the Alliance to Accelerate Excellence in Education's application, without reservation.

Respectfully,

Hugo A. Pedroza, Ph.D.
Superintendent of Schools
Fallbrook Union High School District

Lake Elsinore Unified School District

Governing Board

Heidi Matthies Dodd
President

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Dr. Alain Guevara
Assistant Superintendent
Administrative & Educational
Support Services

Kip Meyer
Assistant Superintendent
Personnel Support Services

Sam Wensel
Executive Director
Personnel Support Services

(951) 253-7000

545 Chaney Street
Lake Elsinore, CA 92530

www.leusd.k12.ca.us

December 1, 2014

Re: Letter of Support: California State University San Marcos Application: Awards for Innovation in Higher Education

Dear Committee Members:

Lake Elsinore Unified School District (LEUSD) fully supports the application for an Award for Innovation in Higher Education submitted by Alliance to Accelerate Excellence in Education (The Alliance) at California State University San Marcos (CSUSM).

In the coming year of 2015, LEUSD and CSUSM will enter into a partnership to increase the college application, attendance and graduation rates of students in the LEUSD service region. The partnership agreement is built around a guaranteed admission program that assures LEUSD students who meet specific admission criteria a coveted spot in the first-time freshman class at CSUSM. Both institutions have a commitment to the people of Lake Elsinore to expand and enhance the educational opportunities for educationally at-risk students who reside in our District's attendance area.

CSUSM has similar agreements with nine other school districts in the greater North County San Diego and Southwest Riverside County region, which includes over 100,000 students. CSUSM, LEUSD, and the other nine districts are collaborative partners in The Alliance. The Alliance is the only guaranteed admission partnership within the California State University system, or nationally, to take a regional approach for increasing college readiness and attendance rates. That is Innovation.

The Alliance highlights CSUSM as a community engaged university. As the anchor for the Alliance, CSUSM provides the administrative backbone and supports uniquely designed Action Initiatives with clear goals to support teachers, students and families as we work together to support students to become college ready. That is Innovation.

LEUSD and CSUSM are working together as close partners and we applaud The Alliance for "Innovation" and leadership in helping the district, our students and the region prepare for a successful future.

The Lake Elsinore Unified School District fully supports the Alliance to Accelerate Excellence in Education's application, without reservation.

Sincerely,

Alain Guevara, Ed.D.
Assistant Superintendent
Lake Elsinore Unified School District

Murrieta Valley Unified School District

Board of Education
Robin Crist
Kenneth C. Dickson
Paul F. Diffley III
Barbara Muir
Kris Thomasian

Patrick Kelley
Superintendent

Our Mission

To inspire every student to think, to learn, to achieve, to care

District Support Center
41870 McAlby Court
Murrieta, CA 92562
(951) 696-1600
Fax (951) 304-1536
www.murrieta.k12.ca.us

December 1, 2014

Re: Letter of Support: California State University San Marcos Application: Awards for Innovation in Higher Education

Dear Committee Members:

Murrieta Valley School District (MVUSD) fully supports the application for an Award for Innovation in Higher Education submitted by Alliance to Accelerate Excellence in Education (The Alliance) at California State University San Marcos (CSUSM).

In 2014, MVUSD and CSUSM entered into a partnership to increase the college application, attendance and graduation rates of students in the MVUSD service region. The partnership agreement was built around a guaranteed admission program that assures MVUSD students who meet specific admission criteria a coveted spot in the first-time freshman class at CSUSM. Both institutions have a commitment to the people of Murrieta to expand and enhance the educational opportunities for educationally at-risk students who reside in our District's attendance area.

CSUSM has similar agreements with nine other school districts in the greater North County San Diego and Southwest Riverside County region, which includes over 100,000 students. CSUSM, MVUSD, and the other nine districts are collaborative partners in The Alliance. The Alliance is the only guaranteed admission partnership within the California State University system, or nationally, to take a regional approach for increasing college readiness and attendance rates. That is Innovation.

The Alliance highlights CSUSM as a community engaged university. As the anchor for the Alliance, CSUSM provides the administrative backbone and supports uniquely designed Action Initiatives with clear goals to support teachers, students and families as we work together to support students to become college ready. That is Innovation.

MVUSD and CSUSM are very close partners and we applaud The Alliance for "Innovation" and leadership in helping the district, our students and the region prepare for a successful future.

The Murrieta Valley Unified School District fully supports the Alliance to Accelerate Excellence in Education's application, without reservation.

Sincerely,

Patrick Kelley
Superintendent
Murrieta Valley Unified School District

North County

Professional Development Federation

A collaboration representing CSU San Marcos, Palomar Community College, San Diego County Office of Education, and 25 school districts.
Brenda Hall, Director; brhall@sdcoe.net; 760-632-2360 • FAX 760-632-2361 www.ncpdf.org

December 5, 2014

Re: Letter of Support: California State University San Marcos Application: Awards for Innovation in Higher Education

Dear Committee Members:

North County Professional Development Federation (NCPDF) fully supports the application for an Award for Innovation in Higher Education submitted by Alliance to Accelerate Excellence in Education (The Alliance) at California State University San Marcos (CSUSM).

NCPDF and CSUSM entered into a partnership in 1992. NCPDF and CSUSM continue to have a very strong collaborative partnership to maximize and share resources to improve curriculum and instruction through staff development using a process of collaborative articulation, assessment, and evaluation in meeting the state standards.

CSUSM has ten agreements with school districts in the greater North County San Diego and Southwest Riverside County region, which includes over 100,000 students. The partnership agreement was built around a guaranteed admission program that assures students within these school districts, who meet specific admission criteria, a coveted spot in the first-time freshman class at CSUSM. CSUSM and the ten school districts are collaborative partners in The Alliance. The Alliance is the only guaranteed admission partnership within the California State University system, or nationally, to take a regional approach for increasing college readiness and attendance rates. That is Innovation.

The Alliance highlights CSUSM as a community engaged university. As the anchor for the Alliance, CSUSM provides the administrative backbone and supports uniquely designed Action Initiatives with clear goals to support teachers, students and families as we work together to support students to become college ready. That is Innovation.

NCPDF and CSUSM are very close partners and we applaud The Alliance for "Innovation" and leadership in helping students and the region prepare for a successful future.

The North County Professional Development Federation fully supports the Alliance to Accelerate Excellence in Education's application, without reservation.

Sincerely,

Brenda Hall

Brenda Hall
Director
North County Professional Development Federation

Oceanside
Unified School District
"Guiding Our Students to Bright Futures"

Board of Education
Lillian V. Adams
Mike Blessing
Adrianne Hakes, Ed.D.
Janet Bledsoe Lacy
Emily Ortiz Wichmann
Duane Coleman, Ed.D., Superintendent

December 2, 2014

Re: Letter of Support: California State University San Marcos Application: Awards for Innovation in Higher Education

Dear Committee Members:

Oceanside Unified School District (OUSD) fully supports the application for an Award for Innovation in Higher Education submitted by Alliance to Accelerate Excellence in Education (The Alliance) at California State University San Marcos (CSUSM).

In 2011, OUSD and CSUSM entered into a partnership to increase the college application, attendance and graduation rates of students in the OUSD service region. The partnership agreement was built around a guaranteed admission program that assures OUSD students who meet specific admission criteria a coveted spot in the first-time freshman class at CSUSM. Both institutions have a commitment to the people of Oceanside to expand and enhance the educational opportunities for educationally at-risk students who reside in our District's attendance area.

CSUSM has similar agreements with nine other school districts in the greater North County San Diego and Southwest Riverside County region, which includes over 100,000 students. CSUSM, OUSD, and the other nine districts are collaborative partners in The Alliance. The Alliance is the only guaranteed admission partnership within the California State University system, or nationally, to take a regional approach for increasing college readiness and attendance rates. That is Innovation.

The Alliance highlights CSUSM as a community engaged university. As the anchor for the Alliance, CSUSM provides the administrative backbone and supports uniquely designed Action Initiatives with clear goals to support teachers, students and families as we work together to support students to become college ready. That is Innovation.

OUSD and CSUSM are very close partners and we applaud The Alliance for "Innovation" and leadership in helping the district, our students and the region prepare for a successful future.

The Oceanside Unified School District fully supports the Alliance to Accelerate Excellence in Education's application, without reservation.

Sincerely,

Duane Coleman, Ed.L.D.
Superintendent
Oceanside Unified School District

2111 Mission Avenue • Oceanside, CA 92058-2326
Phone: (760) 966-4000 • Fax: (760) 721-9714 • www.oside.us

SAN MARCOS
UNIFIED SCHOOL DISTRICT
engaging students...inspiring futures

255 Pico Avenue, Suite 250
San Marcos, CA 92069

T 760.752.1299
F 760.471.4928
www.smusd.org

December 11, 2014

Dear Committee Members,

As the Superintendent of the San Marcos Unified School District (SMUSD), I fully support the application for an Award for Innovation in Higher Education submitted by Alliance to Accelerate Excellence in Education (The Alliance) at California State University San Marcos (CSUSM).

In an effort to increase the college application, attendance and graduation rates of our students, SMUSD and CSUSM entered into a partnership called the Partners Advancing College Education (PACE) Promise in 2009. The PACE Promise is a guaranteed admissions program that assures SMUSD students who meet specific admission criteria are admitted to CSUSM.

Since the beginning of our partnership, we have witnessed an increase in the number of students who meet the admission criteria, as well as a rise in A-G completion rates. SMUSD has also seen a transformation in our college culture with the promotion of college spirit days, visits to the CSUSM campus, accelerated tutoring and mentoring services, and extensive information regarding college preparation and admission. Our institutions are committed to expanding and enhancing the educational opportunities for educationally at-risk students.

San Marcos Unified is proud to be collaborative partners in The Alliance, a group that includes nine other school districts in the greater North County San Diego and Southwest Riverside County regions. The Alliance is the only guaranteed admission partnership within the California State University system, or nationally, to take an innovative, regional approach for increasing college readiness and attendance rates.

The Alliance esteems CSUSM as a community engaged university. CSUSM anchors The Alliance by supporting uniquely designed Action Initiatives to guide our teachers, students and families as we work together to advocate a district culture of college readiness. As a result of our close partnership with CSUSM, I personally commend The Alliance for their innovation, leadership, and continued assistance preparing our students for a successful future.

Sincerely,

Kevin Holt

Kevin Holt, Ed.D.
Superintendent

Governing Board: Pam Lindamood Janet McClean Jay Petrek Randy Walton Stacy Carlson
Kevin D. Holt, Ed.D. Superintendent

TEMECULA VALLEY
Unified School District

SUPERINTENDENT
Timothy Ritter

BOARD OF EDUCATION
Robert Brown
Vincent O'Neal
Dr. Allen Pulsipher
Dr. Kristi Rutz-Robbins
Richard Shafer

November 24, 2014

Dear Committee Members:

Temecula Valley Unified School District (TVUSD) fully supports the application for an Award for Innovation in Higher Education submitted by Alliance to Accelerate Excellence in Education (The Alliance) at California State University San Marcos (CSUSM).

In 2011, TVUSD and CSUSM entered into a partnership to increase the college application, attendance and graduation rates of students in the TVUSD service region. The partnership agreement was built around a guaranteed admission program that assures TVUSD students who meet specific admission criteria a coveted spot in the first-time freshman class at CSUSM. Both institutions have a commitment to the people of Temecula to expand and enhance the educational opportunities for educationally at-risk students who reside in our District's attendance area.

CSUSM has similar agreements with nine other school districts in the greater North County San Diego and Southwest Riverside County region, which includes over 100,000 students. CSUSM, TVUSD, and the other nine districts are collaborative partners in The Alliance. The Alliance is the only guaranteed admission partnership within the California State University system, or nationally, to take a regional approach for increasing college readiness and attendance rates. That is Innovation.

The Alliance highlights CSUSM as a community engaged university. As the anchor for the Alliance, CSUSM provides the administrative backbone and supports uniquely designed Action Initiatives with clear goals to support teachers, students and families as we work together to support students to become college ready. That is Innovation.

TVUSD and CSUSM are very close partners and we applaud The Alliance for "Innovation" and leadership in helping the district, our students and the region prepare for a successful future.

The Temecula Valley Unified School District fully supports the Alliance to Accelerate Excellence in Education's application, without reservation.

Sincerely,

Tim Ritter
Superintendent

31350 Rancho Vista Road / Temecula, CA 92592 / (909) 676-2661

28751 Cole Grade Road, Valley Center, CA 92082-6599 • 760.749.0464 f: 760.749.1208 • www.vcpusd.org

December 2, 2014

Re: Letter of Support: California State University San Marcos Application: Awards for Innovation in Higher Education

Dear Committee Members:

Valley Center-Pauma Unified School District (VCPUSD) fully supports the application for an Award for Innovation in Higher Education submitted by Alliance to Accelerate Excellence in Education (The Alliance) at California State University San Marcos (CSUSM).

In 2006, VCPUSD and CSUSM entered into a partnership to increase the college application, attendance and graduation rates of students in the VCPUSD service region. The partnership agreement was built around a guaranteed admission program that assures VCPUSD students who meet specific admission criteria a coveted spot in the first-time freshman class at CSUSM. Both institutions have a commitment to the people of Valley Center-Pauma to expand and enhance the educational opportunities for educationally at-risk students who reside in our District's attendance area.

CSUSM has similar agreements with nine other school districts in the greater North County San Diego and Southwest Riverside County region, which includes over 100,000 students. CSUSM, VCPUSD, and the other nine districts are collaborative partners in The Alliance. The Alliance is the only guaranteed admission partnership within the California State University system, or nationally, to take a regional approach for increasing college readiness and attendance rates. That is Innovation.

The Alliance highlights CSUSM as a community engaged university. As the anchor for the Alliance, CSUSM provides the administrative backbone and supports uniquely designed Action Initiatives with clear goals to support teachers, students and families as we work together to support students to become college ready. That is Innovation.

VCPUSD and CSUSM are very close partners and we applaud The Alliance for "Innovation" and leadership in helping the district, our students and the region prepare for a successful future.

The Valley Center-Pauma Unified School District fully supports the Alliance to Accelerate Excellence in Education's application, without reservation.

Sincerely,

Mary Gorsuch

Mary Gorsuch
Superintendent
Valley Center-Pauma Unified School District

Superintendent Mary Gorsuch | **Board of Trustees** Karen J. Burstein Donald L. Martin Mary Polito Michael T. Robledo

Curriculum & Instruction

Assist schools to deliver high quality instruction which inspires each and every student to persevere as critical thinking individuals who collaborate to solve real world problems and are College and Career ready through the implementation of the Common Core State Standards.

Board Members
Rich Alderson
Angela D. Chunka
Jim Gibson
Carol Weise
Herrera
Elizabeth Jaka

Superintendent
Dr. Devin Vodicka

Deputy Superintendent
Jeanie Luckey

November 24, 2014

Re: Letter of Support: California State University San Marcos Application: Awards for Innovation in Higher Education

Dear Committee Members:

Vista Unified School District (VUSD) fully supports the application for an Award for Innovation in Higher Education submitted by Alliance to Accelerate Excellence in Education (The Alliance) at California State University San Marcos (CSUSM).

In 2013, VUSD and CSUSM entered into a partnership to increase the college application, attendance and graduation rates of students in the VUSD service region. The partnership agreement was built around a guaranteed admission program that assures VUSD students who meet specific admission criteria a coveted spot in the first-time freshman class at CSUSM. Both institutions have a commitment to the people of Vista to expand and enhance the educational opportunities for educationally at-risk students who reside in our District's attendance area.

CSUSM has similar agreements with nine other school districts in the greater North County San Diego and Southwest Riverside County region, which includes over 100,000 students. CSUSM, VUSD, and the other nine districts are collaborative partners in The Alliance. The Alliance is the only guaranteed admission partnership within the California State University system, or nationally, to take a regional approach for increasing college readiness and attendance rates. That is Innovation.

The Alliance highlights CSUSM as a community engaged university. As the anchor for the Alliance, CSUSM provides the administrative backbone and supports uniquely designed Action Initiatives with clear goals to support teachers, students and families as we work together to support students to become college ready. That is Innovation.

VUSD and CSUSM are very close partners and we applaud The Alliance for "Innovation" and leadership in helping the district, our students and the region prepare for a successful future.

The Vista Unified School District fully supports the Alliance to Accelerate Excellence in Education's application, without reservation.

Sincerely,

Devin Vodicka, Ed.D.
Superintendent

1234 Arcadia Avenue, Vista, CA 92084-3404 (760) 726-2170 www.vistausd.org

APPENDIX B: INNOVATIONS SUPPORTING MATERIALS – KEY POLICIES, PRACTICES, AND/OR SYSTEMS PRIOR TO JANUARY 10, 2014

This appendix includes data tables, sample MOUs, and media mentions.

Table 7. Average High School GPA and SAT/ACT Scores for Students Admitted to CSUSM

	GPA	SAT	ACT
The Alliance Students	3.40	1047.90	22.53
Non-Alliance Students from Partner Districts	3.09	884.21	18.37
All CSUSM First-time Freshman (FTF)	3.19	960.93	20.14

Table 8. CSUSM GPAs for Alliance Students

CSUSM GPA (One Year Later)	
	GPA
The Alliance Students	3.16
Non-Alliance Students	2.83
All CSUSM FTF	3.01
CSUSM GPA (Two Years Later)	
	GPA
The Alliance Students	3.17
Non-Alliance Students	2.76
All CSUSM FTF	2.95
CSUSM GPA (Three Years Later)	
	GPA
The Alliance Students	3.12
Non-Alliance Students	2.72
All CSUSM FTF	2.97

Table 9. Continuation and Retention Rates

One Year Continuation Rates	
Alliance Students	All Freshman
93.9%	82.3%
Two Year Continuation Rates	
Alliance Students	All Freshman
76.3%	71.4%
Three Year Continuation Rates	
Alliance Students	All Freshman
76.3%	65.4%

H 101646

MEMORANDUM OF UNDERSTANDING BETWEEN THE

San Marcos Unified School District

And

California State University San Marcos

California State University
SAN MARCOS

Preface: AN AGREEMENT FOR GUARANTEED ADMISSION

The San Marcos Unified School District (also herein referred to as "the district") is responsible for preparing students annually for college entrance and/or work placement, with many students going on to attend California State University San Marcos.

California State University San Marcos (also herein referred to as "CSUSM") is a major public university enrolling over 11,000 students in 28 undergraduate programs, 13 graduate programs and 12 teaching credentials.

Both institutions have a commitment to the people of San Marcos and to enhancing student success. Together the two partners are entering into an alliance to expand and enhance the educational opportunities for students who reside in the District's attendance area.

The District and CSUSM have agreed that a college preparation and guaranteed admission program subsumed under a support alliance, would provide a valuable mechanism for increasing the number and percentage of the District graduates qualifying for admission into California State University San Marcos. Toward that end, the institutions have developed the Partners Advancing College Education (P.A.C.E.) Promise to serve students beginning with the graduating class of 2009.

SAN MARCOS UNIFIED SCHOOL DISTRICT'S COMMITMENT

As part of the compact described herein, the District agrees to provide all incoming seventh grade students, beginning with the 2006-07 school year, with a rigorous program of studies and support that will provide them with an opportunity to meet the requirements for entrance to California State University San Marcos upon graduation from high school without the need for remedial college courses. Working with CSUSM, the following benchmarks will be used by the Districts:

- Students must be continually enrolled in the District since the 9th grade.
- Students must complete all A-G coursework required by CSU admission policies.
- Students must meet minimum CSU eligibility index requirements.
- Students must participate in and successfully pass the Early Assessment Program in their junior year (11th grade) in mathematics and English or successfully complete additional coursework designed to build the appropriate skills and knowledge.
- Students must take the SAT Reasoning or ACT Exam.
- Students must submit the Free Application for Federal Student Aid (FAFSA).

The District will support the attainment of these benchmarks with an enhanced program, providing the following:

Academic Support:

- Clear criteria for identifying and supporting incoming seventh grade at-risk students.
- A Common Core State Standards aligned mathematics curriculum for grades 6-12.
- Additional high school mathematics electives that prepare students with skills to pass college entrance examinations or to meet college course requirements.
- Academic support, pre-collegiate programs, and/or AVID program opportunities for middle and high school students.
- Assessment of CSU English and Mathematics proficiency through participation in the CSU Early Assessment Program (EAP).
- Submission of the required Cal Grant GPA Verification for students by March 2nd of the senior year (twelfth grade).

- Intervention and credit recovery opportunities are in place during the school year for students.

Parent/Family Communication & Education:

- A clear statement of expectations provided to staff, parents, community, and students for seventh grade and each year thereafter regarding participation in the District program.
- A systematic program of parent communication and education while the student is a program participant.
- Opportunities for students and parents to visit CSUSM when organized and planned as part of the District program. Provide students and parents transportation to the CSUSM for visits and orientations.
- Frequent notification to students and parents of academic progress toward high school graduation and CSUSM admission requirements.

Professional Development Opportunities:

- Training for middle and high school teachers in Advancement Via Individual Determination (AVID) program strategies.

Data Management & Applied Analysis:

- Annual reports on the progress of each participating class provided to the University and other interested stakeholders.

Scholarship Support

- Fundraising and development of supplemental financial aid for qualified participating students.
- Distribution of supplemental financial aid for qualified participating students.

CALIFORNIA STATE UNIVERSITY SAN MARCOS' COMMITMENT

As part of the compact described herein, CSUSM will provide a guarantee of admission to CSUSM for all graduating San Marcos Unified School District twelfth grade students who:

- Successfully complete the minimum CSU eligibility index requirements and achieve a passing score on the EPT and ELM, demonstrating that they have no remedial needs in English or Math.
- Have taken the SAT Reasoning Test or ACT (no minimum score is required).

California State University San Marcos and the District are committed to an inclusionary/supportive model that allows students who fall behind in meeting benchmarks to accelerate back on target to qualify. Toward that end, CSUSM will:

Recruitment:

- Work with the District to communicate this compact to all students, staff and community members.
- Develop a comprehensive parent and student orientation and visitation program for pre-collegiate advisement including: college selection, financial aid, and other college entrance issues.
- Prioritize application, evaluation, and notification for the District program students.

Academic Support:

- Provide academic advising, guidance, and support for incoming district program students to promote timely graduation. Advising support also will be supplemented with education planning tools such as the course planner and Academic Requirement Report (ARR) designed to track and facilitate student degree completion.
- Assist and support the District graduates at CSUSM with structured programs designed to reduce the college dropout rate.
- Work with University Outreach and other Departments to extend opportunities for the District students to experience university level academic work.
- Assist with placement of qualifying students in internships, summer placements, or senior project assignments within local community businesses.
- Assist in the recruitment of college students as tutors to the District's high schools and middle schools through campus organizations and programs.
- Encourage CSUSM alumni to volunteer as speakers or mentors to the District schools.

Professional Development:

- Participate with the District staff in researching, designing, and implementing literacy and mathematics training models or other relevant professional development.

- Encourage CSUSM and the District faculty to dialogue regarding academic performance expectations at the University.
- Support dialogue and information sharing with the District teachers, counselors and administrators about freshman course expectations

Data Management & Applied Analysis:

- Monitor student achievement and continue to implement practices that encourage learning by all students.
- Provide feedback to the District staff on level of achievement of the District program students at CSUSM.

Scholarship Support

- Facilitate the distribution of supplemental financial aid for participating students.

JOINT COMMITMENT OF PARTNERS

The District and CSUSM will collaboratively work to obtain additional public and private funds to support and enhance the activities outlined in the agreement.

TERMS OF MEMORANDUM OF UNDERSTANDING

It is the intent of the partners to include the graduating class of 2009. This Memorandum of Understanding can be amended or extended by mutual agreement of the partners and will be reviewed annually.

CSUSM and the District entered into this agreement on April 26, 2009, and extended it with amendments, on March 13, 2014.

Karen S. Haynes, Ph.D.
President
California State University San Marcos

Kevin D. Holt, Ed.D.
Superintendent
San Marcos Unified School District

Original agreement signed:
April 26, 2006 (commencing with 2009 graduating class)

Amended:
March 13, 2014

MEMORANDUM OF UNDERSTANDING BETWEEN

Oceanside Unified School District

And

California State University San Marcos

Preface: AN AGREEMENT FOR GUARANTEED ADMISSION

The Oceanside Unified School District (also herein referred to as "The District") is responsible for preparing students annually for college entrance and/or work placement, with many students going on to attend California State University San Marcos.

California State University San Marcos (also herein referred to as "CSUSM") is a major public university enrolling over 11,000 students in 28 undergraduate programs, 13 graduate programs and 12 teaching credentials.

Both institutions have a commitment to the community of Oceanside and to enhancing student success. Together the two partners are entering into a partnership to expand and enhance the educational opportunities for students who reside in the District's attendance area.

The District and CSUSM have agreed that a college preparation and guaranteed admission program subsumed under a support alliance would provide a valuable mechanism for increasing the number and percentage of the District graduates qualifying for admission into California State University San Marcos. Toward that end, the institutions have developed the compact described herein to serve students beginning with the graduating class of 2017.

OCEANSIDE UNIFIED SCHOOL DISTRICT'S COMMITMENT

As part of the compact described herein, the District agrees to provide all incoming seventh grade students, beginning with the 2011-2012 school year, with a rigorous program of studies and support that will provide them with an opportunity to meet the requirements for entrance to CSUSM upon graduation from high school without the need for remedial college courses. Working with CSUSM, the following benchmarks will be used by the District:

1. Students must be continually enrolled in the District since the 9th grade.
2. Students must complete all A-G coursework required by CSU admission policies.
3. Students must meet minimum CSU eligibility index requirements.
4. Students must have a cumulative GPA of 3.0 upon graduation.
5. Students must participate in and successfully pass the Early Assessment Program in their junior year (11th grade) in English and mathematics, or successfully complete additional coursework designed to build the appropriate skills and knowledge.
6. Students must take the SAT Reasoning or ACT Exam.
7. Students must submit the Free Application for Federal Student Aid (FAFSA).

The District will support the attainment of these benchmarks with an enhanced program providing the following:

Academic Support:

- Clear criteria for identifying and supporting incoming seventh grade at-risk students.
- Additional high school mathematics and/or English electives to prepare students with skills to pass college entrance examinations and demonstrate college readiness.
- Academic support, pre-collegiate programs, and/or AVID program opportunities for middle and high school students.
- Assessment of CSU English and mathematics proficiency through participation in the CSU Early Assessment Program (EAP).
- Submission of the required Cal Grant GPA Verification for each student by March 2nd of his/her senior year (12th grade).

- Intervention and/or support courses in English and mathematics to assist students with meeting the requirements of the core classes.
- Credit recovery options provided during the school year for students at risk of not graduating.

Parent/Family Communication & Education:

- Parents/Guardians, staff, students, and community members are provided with information regarding program expectations by year, beginning in seventh grade.
- Systematic parent communication and education is provided while the students in a program participant.
- Organized and planned opportunities for the student and parent(s) to visit CSUSM and participate in orientation activities as part of the District program, including transportation to/from CSUSM.
- Frequent notification to the student and parent(s) of academic progress toward high school graduation and CSUSM admission requirements.

Professional Development Opportunities:

- Middle and high school teachers are provided professional development activities in Advancement Via Individual Determination (AVID) program strategies as well as other academic support strategies.
- Counselors at the middle and high schools are provided with professional development opportunities to ensure they are up to date on college entrance requirements and supports for students.
- Teachers are provided professional development in order to implement the transition to the Common Core State Standards to ensure students graduate college and career ready.

Data Management & Applied Analysis:

- Annual reports on the progress of each participating class provided to CSUSM and other interested stakeholders.

Scholarship Support

- Fundraising and development of supplemental financial aid for qualified participating students.
- Distribution of supplemental financial aid for qualified participating students.

CALIFORNIA STATE UNIVERSITY SAN MARCOS' COMMITMENT

As part of the compact described herein, CSUSM will provide a guarantee of enrollment at California State University for all graduating Oceanside Unified School District twelfth grade students who:

- Successfully complete the minimum CSU eligibility index requirements and achieve a passing score on the EPT and ELM, demonstrating that they have no remedial needs in English or Math.
- Have taken the SAT Reasoning Test or ACT (no minimum score is required).
- Graduate with a cumulative GPA of 3.0 or higher.

California State University San Marcos and the Districts are committed to an inclusionary/supportive model that allows students who fall behind in meeting benchmarks to accelerate back on target to qualify. Toward that end, CSUSM will:

Recruitment:

- Work with the District to communicate this compact to all students, staff and community members.
- Develop a comprehensive parent and student orientation and visitation program for pre-collegiate advisement including: college selection, financial aid, and other college entrance issues.
- Prioritize application, evaluation, and notification for the District program students.

Academic Support:

- Provide academic advising, guidance, and support for incoming district program students to promote timely graduation. Advising support will also be supplemented with education planning tools such as the course planner and Academic Requirement Report (ARR) designed to track and facilitate student degree completion.
- Assist and support the District program graduates at CSUSM with structured programs designed to reduce the college drop-out rate.
- Work with University Outreach and other Departments to extend opportunities for the District program students to experience university level academic work.
- Assist with placement of qualifying students in internships, summer placements, or senior project assignments within local community businesses.

- Assist in the recruitment of college students as tutors to the Districts' high schools and middle schools through campus organizations and programs.
- Encourage CSUSM alumni to volunteer as speakers or mentors to the District schools.

Professional Development:

- Participate with the District staff in researching, designing, and implementing literacy and mathematics training models or other relevant professional development.
- Encourage CSUSM and the District faculty to dialogue regarding academic performance expectations at the University.
- Support dialogue and information sharing about freshman course expectations with the District teachers, counselors, and administrators.

Data Management & Applied Analysis:

- Monitor student achievement and continue to implement practices that encourage learning by all students.
- Provide feedback to the District staff on level of achievement of the District program students at CSUSM.

Scholarship Support

- Facilitate the distribution of supplemental financial aid for participating students.

JOINT COMMITMENT OF PARTNERS

The District and CSUSM will collaboratively work to obtain additional public and private funds to support and enhance the activities outlined in the agreement.

TERMS OF MEMORANDUM OF UNDERSTANDING

It is the intent of the partners to include the graduating class of 2017. This Memorandum of Understanding can be amended or extended by mutual agreement of the partners and will be reviewed annually.

CSUSM and the District entered into this agreement on June 28, 2011, and extended it with amendments, on January 17, 2014.

Karen S. Haynes, Ph.D.
President
California State University San Marcos

Larry Perondi
Superintendent
Oceanside Unified School District

Original agreement signed:
June 28, 2011

Amended:
January 17, 2014

$550K GIFT ESTABLISHES ALLIANCE TO IMPROVE K-12 EDUCATION

Price Family Charitable Fund awards CSUSM $550,000 to establish the Alliance to Accelerate Excellence in Education to improve K-12 student learning.

CSUSM NewsCenter
Top Stories
Student News
Steps Magazine
News Releases
Experts Directory
Media Mentions
Faculty & Staff News
Campus Newsletters
Submit a Story Idea
Office of Communications Website

Despite 20 years of education reform, only about one-third of U.S. students are proficient in reading and math, according to the National Assessment of Educational Progress. In CSUSM's service region, 45 percent of kindergarten through 12th grade (K-12) students come from low-income households and 60 percent are at-risk of becoming high school dropouts. Recognizing that today's elementary, middle and high school students are tomorrow's leaders, Cal State San Marcos is a committed community partner, working with education and civic organizations to close achievement gaps and improve student learning.

Initial data already shows that CSUSM's nine guaranteed admission partnerships (GAP) are effective. Students participating in the programs have higher high school grade point averages and standardized test scores. Once GAP students arrive at CSUSM as freshmen, their grades are better than their peers and their risk of dropping out after the first year is significantly lower. However, there is much more work to be done. To that end, the Price Family Charitable Foundation has just announced that it will award a $555,000 three-year grant to CSUSM to address core, foundational goals of our guaranteed admission programs with area school districts via a new project called The Alliance to Accelerate Excellence in Education.

The Alliance will help CSUSM and district partners more effectively and efficiently execute the University's guaranteed admission programs by building the implementation infrastructure, strengthening the relationships between the campus and districts, launching Alliance programs and activities, building capacity through marketing and communications, and by leveraging resources.

"Ultimately, these funds will position CSUSM to seek additional external funding that will help the University and districts meet the larger goal of increasing the number of college-ready students entering CSUSM through our district partnerships as we gradually continue to roll out all proposed components of The Alliance in their entirety," said Vice President for Community Engagement Jan Jackson. "A work plan for this early phase of The Alliance will be completed during the remainder of the spring semester, in time for a July 1 launch of core activities."

For more information on The Alliance to Accelerate Excellence in Education, contact Community Engagement at 760-750-8719.

The Alliance will help CSUSM and district partners more effectively and efficiently execute the University's guaranteed admission programs by building the implementation infrastructure, strengthening the relationships between the campus and districts, launching Alliance programs and activities, building capacity through marketing and communications, and by leveraging resources.

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AGREEMENT OPENS PATH FOR VISTA STUDENTS

President Haynes and Vista Unified School District Superintendent Devin Vodicka sign guaranteed admission agreement.
PHOTO BY JESSAMYN TROUT

Ninth-graders within the Vista Unified School District now have the opportunity to take advantage of a fast-track plan that guarantees admission to CSUSM for qualified students, thanks to an agreement established between the University and district administrators on September 17. In a special ceremony on Tuesday, CSUSM President Karen Haynes and VUSD Superintendent Devin Vodicka signed the Memorandum of Understanding that outlines the compact.

"Today we are affirming our commitment to educating the students of our region and to being stewards of change for our schools and our communities," said Haynes. "We are partnering for a common good."

A Roadmap to College Success

The MOU sets a structured roadmap to college success, improving university accessibility for Vista students. It promises that all graduating seniors, from the class of 2017 and beyond, will receive guaranteed admission to CSUSM if they meet California State University (CSU) eligibility requirements and a minimum GPA of 3.0. Not only does this MOU guarantee admission to CSUSM but it helps students become college-ready, qualified to apply to any of the CSU system's 22 other campuses.

As part of the agreement, CSUSM will assist in the creation of professional training opportunities for VUSD teachers, develop a parent and student orientation and visitation program for pre-collegiate advising, assist in the recruitment of CSUSM college students as tutors in VUSD middle and high schools, and will encourage CSUSM alumni to volunteer as speakers or mentors in District schools.

CSUSM's MOU program began in 2006 when the University signed an agreement to establish a guaranteed admission program with the San Marcos Unified School District, known as the PACE Promise. Since then the University has signed ten other Memorandums of Understanding including the one today with VUSD — seven with school districts, three with organizations for former foster youth and one with a Native American tribe.

Approximately 435 students have come to CSUSM through the established agreements so far. These students have higher GPAs and retention rates and require less remediation, proving that the agreements are working.

"CSUSM firmly believes in the transformative effect education can have on families," noted Haynes. "We know that our signing these MOUs is about more than institutions coming together; it's about forging stronger relationships with parents, businesses and civic leaders. It's about engaging with our region to ensure our students' success — to ensure that students know what's expected of them and how we as a region will support them. When our students earn their college degree and take that knowledge back to their neighborhoods, start businesses and become involved citizens, we all win."

"CSUSM firmly believes in the transformative effect education can have on families," noted Haynes. "When our students earn their college degree and take that knowledge back to their neighborhoods, start businesses and become involved citizens, we all win."

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The Alliance to Accelerate Excellence in Education

Recently the Price Family Charitable Foundation agreed to provide CSUSM with $555,000 in initial funding over three years to address core, foundational goals of the University's guaranteed admission initiative through a project called, The Alliance to Accelerate Excellence in Education.

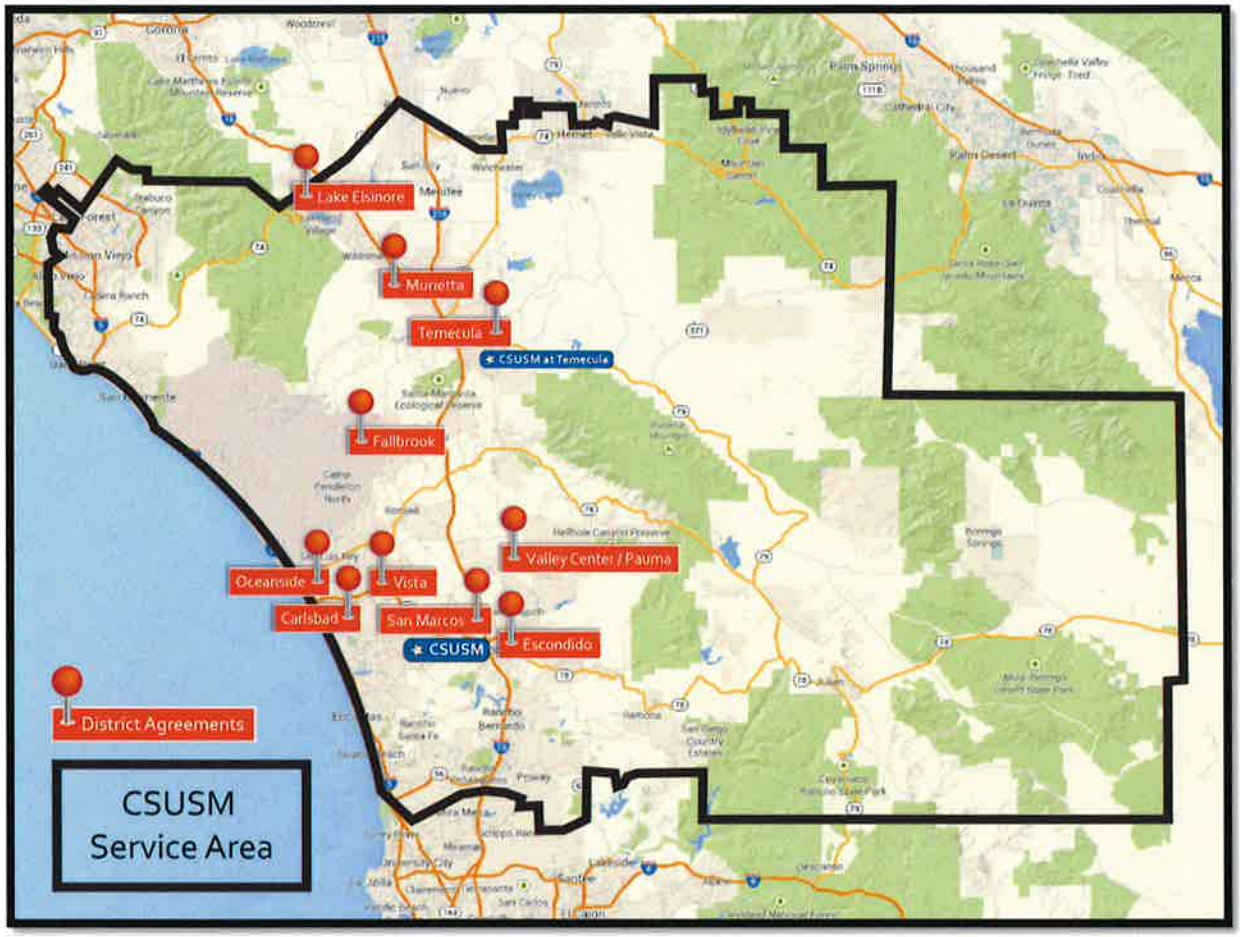
The Alliance will help the University and school district partners create pipeline programs that will prepare students for college. It will also help parents and teachers know the steps they can take to ensure student achievement.

ornia State University | College Portrait

APPENDIX C: INNOVATIONS SUPPORTING MATERIALS – KEY POLICIES, PRACTICES, AND/OR SYSTEMS CHANGES SINCE JANUARY 10, 2014

This appendix includes a map, promotional materials and further detail around The Alliance Action Initiatives.

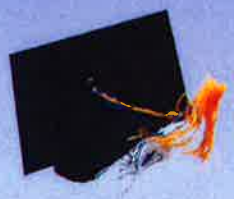
Figure 2. Map of CSUSM Service Area and Existing Ten (10) Partner School Districts



THE ALLIANCE
TO ACCELERATE EXCELLENCE IN EDUCATION

Founded in 2013 with the support of the Price Family Charitable Fund and the David T. & Dorris E. Staples Foundation, the Alliance to Accelerate Excellence in Education - simply known as "the Alliance" - **is a unique, regionally focused initiative aimed at improving the college attendance and graduation rates of students**, particularly underserved youth attending school in North San Diego County and Southwest Riverside County.

A GUARANTEED Pathway to Higher Education



CSUSM President Karen Haynes signed the University's first guaranteed admission agreement with a local school district in 2006. Today, the Alliance oversees nine agreements with school districts from Oceanside to Murrieta.

The guaranteed admission agreements are the foundation of the Alliance and provide a seamless step-by-step framework for students, families, teachers, faculty and service providers to work with one another to increase college readiness and close the achievement gap for the region's most educationally at-risk students.

California State University
SAN MARCOS

The Alliance has five focus areas to support the promise of GUARANTEED ADMISSION

Family Empowerment Network

The Family Empowerment Network seeks to empower parents and family members with information about college readiness and attendance, nurturing an environment of academic success that starts at home.

Undergraduate Fellowships & Working Scholarships

Alliance Fellowships will support and employ selected financially at-risk students during their four years at CSUSM. Students must maintain a 3.0 GPA to qualify and will be chosen through a competitive process.

Professional Development Collaborative

Teachers and counselors in the Alliance partnership will participate in joint professional development activities, implemented and managed by CSUSM.

Student Enrichment

The Alliance will work with its partners to align, streamline and enrich district and university programs and services to best support overall student needs.

Assessment, Analysis & Accountability

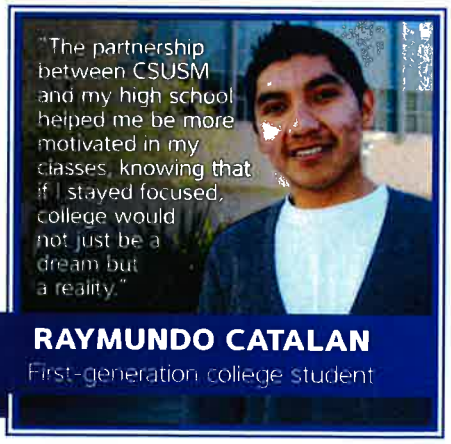
Focusing on continuous improvement, the Alliance will create a unified data warehouse that tracks student progress and achievement to inform instruction and support services at all levels of the K-16 system.

LET'S WORK TOGETHER

While other programs focus on one university and one school district, CSUSM's Alliance to Accelerate Excellence in Education takes a comprehensive, regional approach. As more students achieve higher levels of education in our communities, the entire region feels the lifting affect. Philanthropic support is essential to the Alliance's success.

For more information on giving to the Alliance, contact University Advancement

760.750.4400
csusm.edu/giving



Our Guarantee

High school seniors will be admitted to CSUSM if they:

QUALIFY

- Complete 9-12th grades in a partner district
- Complete CSU A-G coursework
- Have a 3.0 GPA or higher
- Participate in CSUSM's Early Assessment Program (EAP)
- Take the SAT reasoning or ACT test

APPLY

- Complete the FAFSA
- Submit a CSUSM application by November of senior year
- Meet all other required application deadlines

Results show students participating in our Guaranteed Admission Program:

- Have higher GPAs
- Have higher standardized test scores
- Are better prepared for college
- Are more likely to stay in college

District & Agency Partners:

- San Marcos Unified *2006*
- Escondido Union *2006*
- Valley Center / Pauma *2006*
- Fallbrook Union *2011*
- Oceanside Unified *2011*
- Temecula Valley Unified *2011*
- Vista Unified *2013*
- Carlsbad Unified *2013*
- Murrieta Valley Unified *2014*

Through these partnerships, the Alliance serves nearly 200,000 K-12 youth in North San Diego and Southwest Riverside Counties.

The Alliance Action Initiatives

Assessment, Analysis and Accountability. It is critically important that evidence based decision-making serves as a foundational characteristic of the Alliance. CSUSM has a culture of continuous improvement and thus maintains a robust Office of Institutional Planning and Analysis (IPA). A robust and unified data warehouse will provide means for ongoing gathering, tracking, reporting, and dissemination of data on student achievement.

Outcomes:

Year 1 – **design** data warehouse; **develop** a meta-data dictionary in collaboration with Alliance school districts; **negotiate** data sharing MOUs with Alliance school districts.

Year 2 – **construct** data warehouse; **develop and implement** business practice protocols to support data sharing; **develop** summary data protocols and data sharing calendar.

Year 3 – **provide continuous support** for the data warehouse; **ongoing** data tracking and analysis; refinement of business practice protocols; **integration** with IPA and Community Engagement; support additional data needs

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Family Empowerment Network. Anecdotal evidence gathered from conversations and discussions with school personnel including Superintendents, Directors and school counselors indicates the FEN has the most potential to fill existing gaps in the college readiness pipeline for students and families across the region. The intent of the Network is to develop a cadre of parent leaders to design and implement a specialized parent education curriculum geared to teach other parents about college readiness and college attendance. This model of ongoing training will sustain the Leadership Institute and workshop curriculum that is critical because parents "graduate" along with their student.

Outcomes:

Year 1 – **Design and develop workshops for families** - identify gaps for educational intervention; refine gaps into 3 areas and grade levels for focus; identify curriculum development team (10-15 teachers/counselors/curriculum developers); develop curriculum based on gaps that target college readiness; produce curriculum materials.

Year 2 – **Pilot workshop curriculum in 3 districts**; identify and train 30 parents to deliver curriculum; **deliver 5-8 workshops in 3 districts (30 parents per workshop = 150-240 parents)**; conduct post-workshop assessment at each workshop; assess pilot and revise curriculum; establish workshop protocol and final curriculum materials.

Design a **College Readiness boot camp for middle school students and families**– 4-6 week education program that includes numerous topics such as: academic and social support for middle school students, how to research a prospective college, what to do in high school to prepare for college, planning for college applications, and paying for college.

Year 3 – **Identify and train** additional parents to deliver workshop curriculum; add remaining Alliance districts to workshop schedule; **deliver 2-3 workshops in 10 districts annually (30 parents per workshop = 600-900 parents annually)**.

Pilot book camp in 3 districts; identify and train personnel to deliver boot camp; **deliver 1 boot camp program in 3 districts (20-25 families per program = 60-75 families)**; conduct post-boot camp assessment; assess pilot and revise boot camp structure/curriculum/delivery model;

establish standardized boot camp protocol and curriculum.

Professional Development Collaborative. The Alliance structure provides an ideal platform for collaboratively designed, centrally coordinated, and prudently funded professional development for teachers and counselors aligned toward overall Alliance objectives. The Alliance has prudently funded ongoing professional development provided by CSUSM faculty to member districts in the Alliance. These small investments have allowed more teachers to participate in the established professional development events.

Outcomes:

Year 1 – **Develop three-year plan in collaboration with NCPDF**; identify 3 workshops and 1 Institute to be designed and offered each year. **Continue to support two ongoing professional development workshops** Expository Reading and Writing Course **(4-5 workshops/year = 150 teachers)** and Developing College Ready Writers **(4-5 workshops/year = 150 teachers)**

Year 2 – **Design and offer** 3 professional development workshops = **30-100 teachers/workshop Design and offer** two day Institute with substantive Keynote = **300 teachers plus 30-40 teachers** for two-day in-depth program. **Continue to support** ongoing professional development workshops Expository Reading and Writing Course **(4-5 workshops/year = 150 teachers)** and Developing College Ready Writers **(4-5 workshops/year = 150 teachers)**

Year 3 - **Design and offer** 3 professional development workshops = **30-100 teachers/workshop Design and offer** two day Institute with substantive Keynote = **300 teachers plus 30-40 teachers** for two-day in-depth program. **Continue to support** ongoing professional development workshops Expository Reading and Writing Course **(4-5 workshops/year = 150 teachers)** and Developing College Ready Writers **(4-5 workshops/year = 150 teachers)**

Alliance Fellowships. The competitive Alliance Fellowships will support selected students for four years according to the following pattern.

Four-Year Fellowship: $1,500 scholarship per student per year

- $1,500 scholarships in year 1 allows students to focus on the transition to college.
- $1,500 work-study in years 2 & 3 employs students in outreach programs to mentor, coach and inspire K-12 students from the Alliance districts - building capacity for the Alliance program and providing valuable work experience for Alliance Fellows.
- $1,500 scholarship in year 4 allows students to focus specifically on post-graduate career plans and preparation.

Outcomes:

During the 2nd and 3rd years of support, **Fellows will work on Alliance initiatives** and serve as ambassadors for the Alliance programs.

Student Enrichment. We will enhance outreach efforts. Other support services include building a concurrent enrollment initiative. We've piloted the initiative and have learned challenges exist in finding appropriate classes in which to enroll the high school students. One response is to support designated class sections for the high school students each semester.

Outcomes:

Hire 10-month coordinator to support campus visits; **organize campus visits** for 7th graders from ten Alliance districts **(100-300 students/district per visit = 1000-3000 students per year)**; **organize campus visits** for 10th graders from ten Alliance districts **(100-300 students/district per visit = 1000-3000 students per year)**. Visits will occur annually.

Designate two class sections per semester for concurrently enrolled high school students from Alliance districts **(30-80 students enrolled in 3-6 units per semester)**.

APPENDIX F: SUTAINABILITY SUPPORTING MATERIALS – KEY STRENGTHS/ASSETS FOR CULTURE CHANGE AND ADAPTABILITY

This appendix includes the CSUSM Strategic Plan.

Strategic Plan

Karen S. Haynes
President

The Mission:

California State University San Marcos focuses on the student as an active participant in the learning process. As a Carnegie classified "community engaged" university, CSUSM students work closely with a faculty whose commitment to sustained excellence in teaching, research, and community partnership enhances student learning. The university offers rigorous undergraduate and graduate programs distinguished by exemplary teaching, innovative curricula, and the application of new technologies. CSUSM provides a range of services that respond to the needs of a student body with diverse backgrounds, expanding student access to an excellent and affordable education. As a public university, CSUSM grounds its mission in the public trust, alignment with regional needs, and sustained enrichment of the intellectual, civic, economic, and cultural life of our region and state.

Our Vision:

California State University San Marcos will become a distinctive public university known for academic excellence, service to the community, and innovation in higher education. In its teaching and student services, CSUSM will combine the academic strengths of a large university with the personal interaction characteristic of smaller institutions. Students will select from a growing array of specialized programs responsive to state and regional needs. Our curriculum will emphasize a strong foundation in the liberal arts and sciences while it provides the knowledge, skills, competencies and experiences needed in a global society experiencing accelerated technological, social, and environmental change. A faculty of active scholars and artists will foster student learning through teaching that reflects ongoing discovery and experimentation, and that makes a difference in the life of our communities. CSUSM will celebrate and capitalize on its diversity to form a learning community committed to this shared vision.

Our Values:

California State University San Marcos is an academic community dedicated to the values of:

Intellectual Engagement: learning, teaching, discovery, and application of knowledge

Community: shared commitments to service, teamwork, and partnership

Integrity: respect, honesty, trust, fairness, academic freedom and responsibility

Innovation: creativity, openness to change, flexibility, responsiveness, and future focus

Inclusiveness: individual and cultural diversity, and multiple perspectives

Our Goals:

Strategic Priority 1: Academic Excellence

Delivering academic excellence through high-quality programs, rich learning opportunities, exceptional staff, and effective student support mechanisms is at the core of our work at California State University San Marcos. We are committed to the success of students by encouraging their intellectual engagement and by supporting the teaching, research, and creative activities of a stellar faculty.

Objectives:

1.1 Ensure a personal student centered learning environment

1.2 Provide interactive and applied learning opportunities

1.3 Develop and offer programs that address regional and global trends and complement the university mission

1.4 Assess and adapt learning outcomes

1.5 Support faculty research, creative activities and development

1.6 Integrate appropriate innovative technology throughout the academic experience

1.7 Provide academic and student services support for student retention, success and graduation

1.8 Develop appropriate spaces for learning and collaboration

1.9 Provide students and faculty with the library materials, appropriate equipment, and classroom/laboratory supplies to support the learning environment

1.10 Ensure programs eligible for external accreditation are accredited

Strategic Priority 2: Student Life

California State University San Marcos is creating a rich, welcoming, and inclusive university environment that fosters campus pride, personal and professional development, and the active engagement of all students in the life of the university.

Objectives:

2.1 Engage and support first year students to improve retention and connectedness

2.2 Promote co-curricular activities and events to maximize student education, development, and wellness

2.3 Offer seamless services and single contact points for student services

2.4 Promote and exhibit civic engagement

2.5 Partner with students to develop an engaging and vibrant community to facilitate students' sense of belonging and campus pride

2.6 Develop space for formal and informal student gathering and collaboration

Strategic Priority 3: Campus Climate

Recognizing that our ability to excel is a function of our of ability to work together as a team, California State University San Marcos promotes a climate of camaraderie, mutual respect, and trust for all members of the university through support, effective communication, and sustained professional development.

Objectives:

3.1 Enable a sense of ownership and pride through active engagement and collegiality

3.2 Deliver service-oriented and efficient administrative processes

3.3 Demonstrate commitment to environmental stewardship and sustainability

3.4 Support professional development and celebrate achievement

3.5 Ensure a welcoming and accessible campus to visitors

3.6 Promote work and life balance

3.7 Provide opportunities and mechanisms for informal gathering and interaction

Strategic Priority 4: Community Partnerships

California State University San Marcos desires to strengthen and further expand our local, national, and international partnerships in ways that allow us to better serve our community as a leader in regional development and enhancement.

Objectives:

4.1 Strengthen K-16 and other educational partnerships

4.2 Leverage opportunities for self-support life-long learning programs

4.3 Provide strategic leadership and foster opportunities for regional growth and development

4.4 Establish mechanisms for mutual engagement of university and community

4.5 Strengthen university visibility and image

Strategic Priority 5: Educational Equity

As a community of students, faculty, and staff, we at California State University San Marcos are committed to respecting and modeling the diversity of our region within a context of social justice. Together, we strive for educational equity and promote a fair and open environment for the exchange of ideas.

Objectives:

5.1 Build an ethnically, racially and culturally diverse population of students, faculty and staff that demographically reflects the region

5.2 Provide welcoming environments for all communities of difference and serve to promote informal exchange of ideas, social interaction and collaboration within and among all groups

5.3 Articulate messages that advocate social justice and educational equity through open communication and dialogue about efforts to integrate difference (race, ethnicity, gender, culture, sexual orientation and differential abilities) in curriculum, campus programming and community discussions

5.4 Strengthen programming for students, faculty, and staff that promotes a culture open to diversity and equity issues and attainment

5.5 Provide equal access to technology and information