

COVER PAGE

- Contact Information

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- List of Participants

UC Merced, Fresno City College, and Fresno Unified are participants in this application.

- Application Abstract -

Our innovative partnership that help create many of the progressive accomplishments between our 3 systems has been profoundly impacted by Mr. Jorge Aguilar who operates through a unique role providing institutional leadership to both UC Merced as Associate Vice Chancellor for Educational and Community Partnerships and to Fresno Unified as Associate Superintendent for Equity and Access. The UC Merced and Fresno Unified partnership work helped to establish a framework to build college and career readiness educational offerings, establish quality data indicators to assess progress and guide direction for district planning, and establish regional partnerships with Fresno City College and UC Merced to improve student access and achievement at the college and university systems. Mr. Aguilar helps facilitate a network of support and collaboration that delivers programs that better serve our students achievement and transfers between the 3 systems. He works closely with the Fresno Unified leadership team, Fresno City College Vice President Dr. Chris Villa who oversees Student Success Programs, and he works directly with the UC Merced Chancellor's Office to facilitate diverse educational partnerships within the region. As our collaboration and planning continues among our 3 systems, we anticipate significantly increasing the number of bachelor degrees awarded, increasing the 4 year graduation rate, and increasing transfer enrollments to UC Merced through the Fresno Higher Education Pathway.

- 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.


Dorothy Leland
UC Merced Chancellor

Question 1

The Fresno Higher Education Transition and Success Pathway addresses five key goals that focus on improving student success outcomes for Fresno Unified School District students matriculating at Fresno City College and transferring to - and graduating from - the University of California, Merced (UC Merced).

The five goals of this effort are:

- To increase the number of college eligible graduates at Fresno Unified School District;
- To increase the number of students that matriculate and are appropriately placed in courses leading to their successful transfer from Fresno City College to UC Merced;
- To provide targeted counseling and academic support services for successful course completion at Fresno City College for Fresno Unified School District students that graduate A-G off-track and enroll at Fresno City College;
- To increase transfer rates from Fresno City College to UC Merced through UC Merced's Transfer Initiative Program; and
- To increase graduation rates through UC Merced's Calvin E. Bright Center, which is provides academic assistance with the goal of helping students achieve academic success, overcome barriers, reach exciting milestones in their academic work and develop leadership skills.

Given the population of students served by Fresno Unified School District where 87% of students meet the state's Local Control Funding Formula (LCFF) criteria by being low-income, English Learners, or foster youth, these goals are critical to meeting the needs of underrepresented students in higher education.

The five stated goals were established prior through a unique partnership focused on a body of work titled "*Equity and Access*" in 2009 between Fresno Unified School District, Fresno City College, and UC Merced. Intending to craft a distinctive vision and culture as an institution of higher learning that Central Valley residents call "our university", UC Merced Associate Vice Chancellor Jorge Aguilar was granted a leave of absence from UC Merced to collaborate with Fresno Unified School District and Fresno City College on increasing college going rates.

The impetus for the partnership is *to ensure students are given an equal opportunity to graduate from high school and have the greatest number of postsecondary choices from the widest array of options*. Through this collaboration, Associate Vice Chancellor Aguilar has been able to impact greater equity and access for students. *Equity and Access* is not an isolated or standalone initiative for UC Merced, Fresno City College, or Fresno Unified School District – **it is the backbone of their joint work**. To sustain this partnership, data metrics have been created and are assessed through a quarterly basis through a Cycle of Continuous Improvement process in order to continually improve our strategies for student success. The leadership teams use the indicator results to create strategies, which improve student placement, course offerings, matriculation, transfer eligibility and degree attainment.

This mutual commitment between all partners demonstrates the value of this unique partnership and its readiness to address the established goals.

Question 2

The following table shows the unique population of students served by UC Merced. Of note:

- Over 62% of UC Merced students qualify for the Pell grant based on low-income status alone;
- 65% of UC Merced students represent first generation students pursuing a higher education;
- 33% of UC Merced students are non-native English speakers; and
- 46% of UC Merced students are Hispanic or Latino.

These data demonstrate the profound opportunity to further engage underrepresented students that are affected disproportionately by high poverty, language skills, social and economic barriers to successfully graduate from a 4-year college/university.

Fall 2014 University of California Merced	#	%
Total Degree Seeking Undergraduates	5884	100%
Low Income Students (Pell Eligible)	3647	62%
First Generation Students	3810	65%
Non-Native English Speakers	1966	33%
Female	3033	52%
Males	2822	48%
American Indian/Alaskan Native	14	0.20%
Black/African American	337	6%
Hispanic/Latino	2681	46%
Native Hawaiian or other Pacific Islander	37	0.60%
White	831	14%
Asian	1447	25%
Other race	281	5%
Students who were foster youth	80	1.4%
Students who are Veterans	11	0.2%
Students with a Disability	153	2.5%

The Central San Joaquin Valley area of California is located in an isolated, rural, and primarily agricultural area of the state and is characterized by high unemployment, high poverty rates, and low levels of academic attainment. In 2005 a Congressional Research Report found that without seasonal farm jobs, the San Joaquin Valley could come to resemble Appalachia, with young people leaving for education and not returning, and the remaining residents with homes and other local attachments not attractive to investors. Per capita income in the eight-county San Joaquin Valley is lower than in the 68-county Central Appalachia region (*Cowan, Tadlock. 2005. California's San Joaquin Valley: A Region in Transition, Congressional Research Service. December 12*). Moreover, the average unemployment rate is 15.7% (*California Employment Development Department, 2010*). Lack of major employment opportunities also contribute to

unacceptably high levels of poverty – and as a result 44 percent of Fresno residents live in concentrated poverty. Residents of the region also have an average per capita income of \$19,603 which is 29.7% lower than the California average (*U.S. Census – American Community Survey 1 – 2009 Estimates*).

These unaddressed academic and socioeconomic factors deprive students of the opportunity to develop as young adults in a positive direction. The very high percentage of residents without a college degree has resulted in a target area that may not understand the value of obtaining a postsecondary education. Unfortunately, for the high number of low-income and first-generation college students attending Fresno Unified School District, college enrollment is neither expected nor planned due to the lack of awareness of the importance of postsecondary education combined with the complexities of the financial aid application process that create formidable obstacles.

Despite the factors described above, the partnership has already begun to influence college eligibility rates through the establishment of business process protocols driven by established data metrics related to A-G completion, higher education awareness, financial aid, and matriculation.

The sustainability of this partnership is essential to continue breaking the cycle of low-income and low educational attainment levels that are destroying the lives of students, families and our communities.

Question 3

Although UC Merced has collaborated with Fresno Unified School District and Fresno City College over the past several years, much of our work prior to January 10, 2014 was focused on foundational staging, including trust-building, inventorying opportunities for engagement, relationship-building, and identifying data metrics to demonstrate the impact of our efforts.

At the core of the early phases of our partnership, UC Merced, Fresno Unified School District, and Fresno City College adopted a guiding principle of working toward creating policies and practices that ensured *all students are given an equal opportunity to graduate from high school with the greatest number of postsecondary choices from the widest array of options.*

To live up to this principle, a commitment was made to implement a research-based three-tiered model of academic and social-emotional support that matches student need to the type and intensity of required services based on the following graduation and postsecondary eligibility statuses: *on-track, subject borderline, and off-track.*

To effectively implement the academic support component of this three-tiered model, UC Merced partnered with the University of California Office of the President to analyze transcripts electronically through its *Transcript Evaluation Service* for the specific purpose of measuring A-G completion rates by grade level for all students. Those data were then uploaded to a new *Equity and Access* database called the *A-G Monitoring Tool* which was introduced to counselors in 2009. The *A-G Monitoring Tool* allows counselors, among other things, to identify students who are on track to graduate and are close to meeting the minimum A-G courses. Once identified, counselors provide appropriate scheduling interventions to ensure that students graduate in a position of having the greatest number of postsecondary choices from the widest array of options.

By design, the *A-G Monitoring Tool* allows counselors to query information related to A-G completion by grade level and student characteristics, including English Learner status, *low-income, foster youth, disability status, ethnicity, home language* and others. Using this tool, counselors discovered that students on-track to complete between nine (9) and eleven (11) A-G units by the end of their freshman year attend only two (2) of Fresno Unified School District's eight (8) comprehensive high schools. This information triggered further study of student transcripts. The findings indicated that the majority of students on-track to complete up to eleven (11) A-G units by the end of the 9th grade year started high school with up to two (2) A-G units in mathematics and two (2) A-G units in Language Other than English in middle school.

The *A-G Course Monitoring Tool* led to our ability to provide targeted interventions to meet the needs of *subject-borderline* and *off-track* students through a redesigned summer school effort in 2010. While school districts throughout the state were cutting or eliminating summer school, Fresno Unified School District increased summer school course offerings in 2010 and 2011 and transformed the traditional summer school program into a comprehensive expanded learning system that provides programs based upon individual student needs identified by the *A-G Course Monitoring Tool*. Students are targeted for participation based upon academic deficiencies such as having "D" and "F" grades or not being on grade level toward graduation credits. The use of

the *A-G Course Monitoring Tool* and the development of service delivery protocols to address academic needs resulted in an aligned system that leverages all available internal resources and provides wrap-around services addressing student academic needs.

Since implementing this three-tiered support system:

- Graduates at Fresno Unified School District have increased from 3,614 students in 2008 to 4,205 students in 2014;
- A-G completion rates at Fresno Unified School District have increased from 25.8% in 2008 to 46.57% in 2014;
- More than 2,500 more students have started their academic years back *on-track* toward meeting UC/CSU admissions eligibility requirements as a result of the redesigned summer school initiative;
- Application rates to the University of California have increased from 220 applicants in 2009 to 555 applicants in 2014;
- Application rates to CSU Fresno have increased from 999 applicants in 2009 to 1,927 applicants in 2014; and
- 84.1% of students from the 2014 graduating class applied to a community college.

Chief among the lessons learned from our efforts prior to January 10, 2014 was the need to further engage Fresno City College in creating a seamless transition for – and empowerment of – incoming students in order to increase the overall number of Fresno Unified students who persist and complete programs of study at Fresno City College. Said differently, the increases in graduation and A-G completion rates uncovered areas of opportunity to further streamline the transition process between Fresno Unified School District and Fresno City College by focusing on the matriculation process.

The partnership capitalized on this opportunity and committed to apply a Cycle of Continuous Improvement marked by ongoing meetings to review data metrics directly associated to this goal. Through quarterly Cycles of Review focused on the development of business process protocols related to the matriculation process as well as matriculation-related metrics such as those listed below, we have been able to create a more seamless transition for incoming students to persist and complete programs of study at Fresno City College (See Appendix B).

ID	Indicator	13-14 Winter		14-15 Winter		
		Fraction	Pct	Fraction	Pct	LCFF
326	Number and percentage of 12th grade students who applied to the State Center Community College District	3122 * 4777	65.35%	3195 4658	68.59%	LCFF FY
347	Number and percentage of 12th grade students who have applied to State Center Community College District and have successfully completed the online orientation	423 * 2812	15.04%	1986 3056	64.99%	LCFF H, EL
2840	Number and percentage of 12th grade students who are only eligible to apply to a community college, applied to State Center Community College District, and have successfully completed the online orientation	76 * 879	8.65%	426 710	60.00%	LCFF FY
566	Number and percentage of 12th grade students who applied to State Center Community College District, took the placement assessment or exempt, attended orientation, and did not complete the advising session	36 * 36	100.00%	218 1021	21.35%	LCFF EL

Question 4

Based on the lessons learned described in Question 3, UC Merced, Fresno Unified School District, and Fresno City College have worked to enhance the foundational systems used to create a more seamless transition for incoming students to persist and complete programs of study at Fresno City College and UC Merced.

Since January 10, 2014, data systems have been enhanced to create data dashboards (see below) to assess our progress on a number of performance measures where we can analyze and direct appropriate resources to positively impact or improve our educational services. These metrics include tracking measures in both student achievement and our strategic alignment of supports to improve the metrics for all schools within the district. Some examples of the performance measures tracked and monitored through the data dashboard include:

- Student performance on English Language Arts (ELA) or Math assessments;
- Percent of 9-12th grade students completing Advanced Placement (AP) and International Baccalaureate (IB) courses;
- 1st passing rate on the CAHSEE for ELA and Math;
- Percent of students enrolled in a CTE pathway;
- Percent of graduates who completed A-G UC/CSU entrance requirements; and
- Percent of students who enroll in an institution of higher education.

All Indicators												
Row	+	ID	Indicator	13-14 Winter		13-14 EOY		14-15 Winter			Last Updated	
				Fraction	Pct	Fraction	Pct	Fraction	Pct	LCFF		Trend
1		430	Number and percentage of 12th grade students scoring 'ready' on the Early Assessment Program for college level English Numerator: Number of 12th grade students scoring 'ready' on	422 3481	12.12%	422 3481	12.12%	446 3598	12.40%	LCFF		Jan 8, 2015 @ 11:10PM Update view
2		2048	Number and percentage of 12th grade students scoring 'ready' on the Early Assessment Program for college level Math Numerator: Number of 12th grade students scoring 'ready' on	72 2165	3.33%	72 2165	3.33%	51 2414	2.11%	LCFF		Jan 9, 2015 @ 12:24AM Update view
3		112	Number and percentage of 9th-12th grade students enrolled in Advanced Placement Courses in the current academic year Numerator: Number of 9th-12th grade students enrolled in	4267 17644	24.18%	4267 17644	24.18%	4388 19069	23.01%	LCFF FY, EL		Jan 8, 2015 @ 11:02PM Update view
4		186	District Dashboard (Goal 1): 1st Time CAHSEE Pass Rate (ELA) Numerator: 1st Time CAHSEE Pass Rate (ELA)	0 0	0.00%	3324 4525	73.46%	0 0	0.00%	LCFF		Jan 8, 2015 @ 11:03PM Update view
5		3162	District Dashboard (Goal 4): Percentage of graduates who completed A-G requirements Numerator: Percentage of graduates who completed A-G	N/A N/A	N/A	1702 3457	49.23%	10 28	35.71%	LCFF		Jan 9, 2015 @ 02:19PM Update view

The data dashboard has been an effective tool providing the best information to assess and plan the direction of policy and resources most effectively to support our goals. As a result, Fresno Unified School District established the Office of College and Career Readiness (CCR) to further design specialized educational offerings and support to students that better prepare them for post-secondary success. Some of the outcomes demonstrated through this purpose is the increase in the graduation rate of students from the each comprehensive high schools in the Fresno Unified School District. Among these graduates, the district has achieved annual increases in the percentage of students who satisfy the UC/CSU A-G admission requirements and prepared for higher education success. The district also tracks the increasing number of graduates that have applied to college and university programs within the UC, CSU and CCC systems.

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All Indicators												
Row	+	ID	Indicator	13-14 Winter		13-14 EOY		14-15 Winter			Last Updated	
				Fraction	Pct	Fraction	Pct	Fraction	Pct	LCFF		Trend
1		3735	Number and percentage of on-track, 12th grade students who have applied to at least one 4-year institute of Higher Education Numerator: Number of on-track, 12th grade students who have	1645 * 1787	92.05%	1454 1545	94.11%	1525 1685	90.50%	LCFF		Jan 9, 2015 @ 02:32PM Update View
2		656	Number and percentage of on-track, 12th grade students who applied to 3 out of 4 segments of higher education, including State Center Community College District	366 * 1787	20.48%	391 1544	25.32%	477 1685	28.31%	LCFF		Jan 9, 2015 @ 02:32PM Update View
3		326	Number and percentage of 12th grade students who applied to the State Center Community College District Numerator: Number of 12th grade students who applied to the	3122 * 4777	65.35%	3233 4364	74.08%	3195 4658	68.59%	LCFF FY		Jan 8, 2015 @ 11:05PM Update View
4		328	Number and percentage of 12th grade students who applied to the California State University System Numerator: Number of 12th grade students who applied to the	2061 * 4776	43.15%	2179 4364	49.93%	1920 4656	41.24%	LCFF FY		Jan 8, 2015 @ 11:05PM Update View
5		330	Number and Percentage of 12th grade students who applied to the University of California System Numerator: Number of 12th grade students who applied to the	575 * 4777	12.04%	695 4364	15.93%	915 4658	19.64%	LCFF FY		Jan 9, 2015 @ 10:28AM Update View
6		332	Number and Percentage of 12th grade students who apply to a Private institution of higher education Numerator: Number of 12th grade students who apply to a	188 * 4776	3.94%	197 4364	4.51%	95 4656	2.04%	LCFF		Jan 8, 2015 @ 11:06PM Update View

As a result of this innovative process of evaluating quality information as a tool for improvement, dashboard metrics have provided each institution the ability to accurately determine students' appropriate placement in courses that facilitate faster completion to certification, degree attainment, or university transfers. Examples of the metrics that are used to guide the correct first year student placement in courses include:

- Percent of students that applied to Fresno City College that should be placed in college level English or Math transferable courses;
- Percent of students that applied to Fresno City College that should be placed in college level Math transferable courses

All Indicators												
Row	+	ID	Indicator	13-14 Winter		13-14 EOY		14-15 Winter			Last Updated	
				Fraction	Pct	Fraction	Pct	Fraction	Pct	LCFF		Trend
1		3077	Number and percentage of most recent graduates who enrolled at State Center Community College District and placed in a transferable Math course in the Summer or Fall Semester -	N/A N/A	N/A	N/A N/A	N/A	80 614	13.03%	LCFF		Jan 9, 2015 @ 02:41AM Update View
2		3078	Number and percentage of most recent graduates who enrolled at State Center Community College District and should have been placed in a transferable Math course in the Summer or Fall	N/A N/A	N/A	N/A N/A	N/A	358 614	58.31%	LCFF FY		Jan 9, 2015 @ 02:42AM Update View
3		3075	Number and percentage of most recent graduates who enrolled at State Center Community College District and placed in a transferable English course in the Summer or Fall Semester -	N/A N/A	N/A	N/A N/A	N/A	95 925	10.27%	LCFF FY		Jan 9, 2015 @ 02:41AM Update View
4		3076	Number and percentage of most recent graduates who enrolled at State Center Community College District and should have been placed in a transferable English course in the Summer or	N/A N/A	N/A	N/A N/A	N/A	236 925	25.51%	LCFF		Jan 9, 2015 @ 02:41AM Update View

This collaboration is prescriptive because the accurate placement of new students prepared for college level courses will significantly reduce their time and expense to complete their education at the college, and progress efficiently to higher education transfer to UC Merced or other institutions of higher education.

One of the most important systemic changes initiated in this partnership since January 10, 2014 has involved the establishment of data exchange agreements between UC Merced, Fresno Unified School District, and Fresno City College. These agreements resulted in each entity sharing student level information that facilitates the application and matriculation process so that staff can identify appropriate interventions to ensure a seamless transition from high school to institutions of higher education.

For example, Fresno Unified shared student level information showing which students were A-G on-track and should attend targeted presentations by outreach and recruitment personnel from

each institution of higher education. Fresno Unified School District then received daily data files from Fresno City College and UC Merced indicating which students applied, were admitted, and denied throughout the application and admissions cycle.

During the matriculation cycle, Fresno Unified received daily files showing which students had fulfilled important matriculation requirements such as placement exams, orientation sessions, class registration, etc. This mutual commitment between Fresno Unified School District, Fresno City College and UC Merced demonstrate the value of this unique body of work as more students are entering their college experience as true freshman, avoiding an investment of time in remedial and prerequisite courses, and having a greater opportunity to complete their Bachelor of Arts/Bachelor of Science goals within the traditional four years.

Since the data dashboard is accessible to Fresno City College, they have used the information to support their work in the preparation of students entering higher education through workshops, academic counseling, and various student support services, including free tutoring and academic support through the Tutorial Center, Writing and Reading Center, and Academic Computer Lab.

To address the needs of Fresno Unified School District students enrolling at Fresno City College a *Summer Bridge Program* was launched in 2014. The Fresno City College *Summer Bridge Program* targeted incoming students from Fresno Unified who took pre-college level courses in English and math in conjunction with a counseling course. *Summer Bridge Program* students were also registered for summer 2014 and fall 2014 courses in English and/or mathematics simultaneously and were expected to enroll in the next higher level of English and/or mathematics in the fall after successfully completing the English and/or math course in the summer. The program served 100 students over the summer period, but is scheduled to expand to serve 500 Fresno Unified high school graduates in 2015. The expected outcome of this program is for students to progress academically by accessing student support services in order for them to successfully transfer on time to a 4-year college/university.

All Indicators												
Row	+	ID	Indicator	13-14 Winter		13-14 EOY		14-15 Winter			Last Updated	
				Fraction	Pct	Fraction	Pct	Fraction	Pct	LCFF		Trend
1		3416	Number and Percentage of 12th grade students who indicated they are interested in FCC's Summer Bridge Program Numerator: Number of 12th grade students who indicated they	N/A N/A	N/A	N/A N/A	N/A	523 3192	16.38%	LCFF		Jan 9, 2015 @ 03:32AM Update view
2		3423	Number and percentage of 12th grade students who meet the eligibility criteria for FCC's General Population Summer Bridge program	N/A N/A	N/A	N/A N/A	N/A	1319 3192	41.32%	LCFF		Jan 9, 2015 @ 03:35AM Update view

Fresno City College continues to utilize the data dashboard to enhance its efforts to serve Fresno Unified School District students by identifying appropriate strategies to support successful student transitions from high school to higher education leading to a transfer program to a 4-year college/university.

An example of this effort is UC Merced's 4-day residential program called the Summer Transfer Academy & Resources for Success (STARS) program was piloted in summer 2014 for community college-bound students. The program provides participants the opportunity to take a college writing course, meet with CSU and UC admissions officers to learn about the transfer process, explore the world of research by interviewing undergraduates conducting research in Yosemite National Park, and gain mentorship from current UC Merced and transfer students.

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In order to support this partnership, UC Merced has adopted the following outcome measures aligned to the partnership goals:

- Increase two-year graduation rates for California Community College (CCC) transfer students;
- Increase number of new CCC transfers enrolled;
- Increase degree completion by CCC transfer students; and
- Increase degree completion by low income students (Pell or Cal Grant recipients).

In order to achieve these outcomes, UC Merced has instituted a variety of programs that are aligned to this partnership goals.

One notable effort implemented by UC Merced was the *Summer Up Program*. This program guarantees newly matriculated students who placed one course below transferable math a seat in a transfer level math course for fall 2014 upon completing the *Summer Up Program*. Participants were tutored by UC Merced students and received weekly advising meetings with the Summer Up coordinator. Aside from learning math, participants were taught how to use transfer tools such as ASSIST, UC Transfer Admissions Planner, and how to read their college catalog in order to understand what terms such as pre-requisite or co-requisite meant. The new goal established for the next summer would be to articulate the Summer Up course with Fresno City College so that students will be able to gain credit for the course.

To serve *foster youth* students, UC Merced also initiated the *Guardian Scholars Program* in 2014. This program provides a sustainable network of academic and personal support services that promote degree attainment for foster youth at UC Merced. *Guardian Scholars* are able to register for classes prior to the general student population. Guardian Scholars who complete their housing applications on time are guaranteed a home in the residence halls. The Extended Stay Program also allows *Guardian Scholars* to remain in the residence halls during winter and spring breaks. Free tutoring services are available to *Guardian Scholars* through the Bright Success Center. *Guardian Scholars* in good academic standing are eligible for a textbook stipend each semester through the Burton Book Fund. *Guardian Scholars* are assigned a peer mentor during their freshman year, with the expectation that they assume the role of peer mentor in years three and four. Unlimited individual and group counseling is available to *Guardian Scholars* through the Counseling and Psychological Services office. Studies show that foster youth students enrolled in *Guardian Scholars Programs* are three times more likely to persist in college compared to traditional foster youth. Because of the support services participants receive, students are able to actively engage in full college experience and succeed academically.

The institutional commitment by UC Merced, Fresno Unified School District, and Fresno City to the data dashboard coupled with the incorporation of the Cycle of Continuous Improvement process will continue to result in ongoing and sustainable changes and enhancements to policies, practices, and systems benefiting targeted students.

Question 5

Based on its longstanding partnership, Fresno Higher Education Transition and Success Pathway will continue to evolve in order to continue to refine practices, policies, and systems to ensure that Fresno Unified School District students matriculating at Fresno City College transfer to - and graduate from - the UC Merced.

Along with Fresno City College Vice President for Student Services, Dr. Chris Villa, UC Merced Associate Vice Chancellor Aguilar will continue to co-chair monthly partnership meetings between UC Merced, Fresno Unified School District, and Fresno City College. Such meetings will be founded on the principle that we are to *create mutual systems that result in a seamless transition for – and empowerment of – incoming students in order to increase the overall number of Fresno Unified students who persist and complete programs of study at Fresno City College and UC Merced.* The objective will be to facilitate college access and completion for Fresno Unified School District students.

Such systems will be constructed through the following leadership and institutional commitments:

Fresno City Commitments:

- All outreach and recruitment activity communications will be centralized between Fresno Unified School District and Fresno City College;
- All outreach and recruitment activities at Fresno Unified School District schools will be placed on a master calendar and administered through the Guidance and Counseling department;
- All Registration-To-Go activities at Fresno Unified School District schools will be placed on a master calendar and administered through the Guidance and Counseling department;
- All Fresno City College Assessment/Placement of incoming Fresno Unified School District students will conclude by April 30, 2015;
- All Fresno City College On-line Student Orientations will be completed by Fresno Unified School District students by February 2015 in order to receive priority registration to register for courses;
- All Fresno City College Advising for incoming students on-site will begin by March 2015 and conclude by April 2015;
- Identify Fresno Unified School District students in the first semester of their senior year who have indicated that Fresno City College is their first choice college in order to accelerate them through Fresno City College services, and if applicable, the Fresno City College curriculum;
- Invite Fresno Unified School District students who are fully matriculated and registered (and their parents) to participate in a Ram Ready Event (orientation) in March 2015 (prior to fall 2015 registration);
- Recruit incoming Fresno Unified School District students and their families to a second Ram

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Ready event in July 2015 that will connect them with campus faculty, staff, and students;

- Build an expanded Summer Bridge Program in summer 2015 targeting Fresno Unified School District students that will enable them to enroll in pre-college level courses in math and English, Counseling 53, and Information Competency/Research Skills with the expectation that they will enroll in college-level English and math courses in fall 2015;
- Develop new multiple measures that will enable incoming Fresno Unified School District students to be exempted from placement testing and accurately placed in English courses; and
- Identify Fresno City College courses, including on-line courses that Fresno Unified School District students might enroll in through dual enrollment.

UC Merced Commitments:

- Hire a dedicated UC Merced Admissions Officer to work with targeted high schools, including Fresno Unified School District to identify high school student during their junior year;
- Hire a dedicated UC Merced Articulation Officer to ensure that strong articulation agreements are in place for all community colleges, including Fresno City College;
- Launch a UC Merced transfer audit system called *Transferology*. This database software will enable prospect transfer students to assess their community college course work toward fulfilling major and graduation requirement at UC Merced. *Transferology* will place the transfer student at a threshold never available in the past, especially to support Fresno City College transfers;
- Restructure UC Merced's transfer outreach and recruitment strategy to improve services to targeted community colleges, including Fresno City College. Services to Fresno City College will include weekly visits by an Admissions Advisor focused on developing stronger relationships with community college personnel and programs dedicated to helping students transfer;
- Identify Fresno City College prospective transfers through early identification that will lead them to be transfer ready applicants through the *Transfer Initiative Program*; and
- In conjunction with UC Merced faculty, review the current transfer admission selection policies in order to potentially create additional transfer admissions pathways for students from Fresno City College.

Question 6

College and career postsecondary readiness is an important element that affects the average cost to complete a bachelor's degree. As a partner, Fresno City College provides the opportunity for more students to attend higher education than can be generally accommodated by 4-year colleges/universities. Fresno Unified School District has recognized and strategically applied appropriate resources and services to improve student transition from high school and readiness for higher education. Fresno Unified School District and Fresno City College have collaborated on expanding dual enrollment opportunities for high school students. Mitigating the number of students that are required to take remedial courses will allow students to directly pursue the courses necessary for degree or transfer completions and avoid additional courses for college preparation. Course completion and student persistence rates are also important contributors to avoiding delays or extended time to complete college courses within academic programs. Other essential elements that affect the cost for higher education completion is the availability of courses required while attending college in order to transfer to a 4-year college/university.

The average cost of educating a student at a California Community College (CCC) is profoundly lower than that of a 4-year college/university. Earlier this year, Governor Brown suggested that the University of California (UC) should consider decreasing freshman enrollment in favor of more community college transfers. A state report recommended how the UC could strengthen the transfer pathway and align its majors similar to the Associate Degree for Transfer Program implemented between the CCC and CSU systems. Governor Brown further explained that transfers effectively increase diversity within higher education providing greater access opportunities for low-income families.

This partnership creates a pathway from Fresno Unified School District to Fresno City College through effective student support services in order to increase student transfers to UC Merced for bachelor's degree completions within 4 years. The partnership focuses on a number of critical elements that collectively improve the average cost to award a bachelor's degree. By reducing the need for remedial courses, accurately placing students in community college courses, and ensuring the availability of courses required for college completion, students can potentially save an average of one to two years of time and costs. As a result, two years of college general coursework completed at Fresno City College and then transferring to UC Merced can potentially save two years of direct UC enrollment costs for a typical Fresno City College transfer student.

The cost to attend UC Merced for tuition, books and supplies is approximately \$14,579 per year (\$29,158 for two years). By comparison, two years of general coursework completion to transfer from Fresno City College for tuition, books, and supplies is only \$5,172 (\$2,586 per year). The net savings for a college student spending two years at Fresno City College and transferring to UC Merced is \$23,986. Additional time and cost savings may further benefit new students at Fresno City College if they meet the A-G requirements, avoid remedial coursework, are accurately placed in courses, and do not experience a delay in course availability of transferable level coursework. This could save students additional year or two and further cost savings for degree completion between \$26,572 and \$29,158 at the higher cost potential. Therefore, the effective coordination of transfer services, student engagement, and college preparation between the three segments will generate substantial cost savings for students to complete their bachelor's degree. This is especially true given the unique population served by the partnership.

Question 7

The nature of this work has significant implications for all of the partners. The primary risks center around managing change. The risks are somewhat internal in each organization but there are also interdependent risks across each institution which need to be mitigated as well.

Risk #1 (Integrity of the data): The strength of this partnership depends on efficient, real-time and accurate data sharing across all institutions. Effective data management enables the institutions to identify the high priority students and provide direct support as needed to ensure students are meeting the milestones in the matriculation process starting with overall college eligibility. The risk centers on the ability to make sure any potential data sharing barriers are resolved quickly. Key information challenges include matching student identification numbers, transcript analysis integrity and placement exam consistency. This means that each institution must understand the data and course taking patterns and requirements.

Mitigation of the Risk: The mitigation work has centered on creating data sharing agreements which entail building the technology pipeline to ensure that the institutions can freely and efficiently share student data. This also involves following all regulations regarding student privacy. Each data exchange also involves quality control for the data shared. And finally, this requires the level of data detail to ensure all students are visible and the student count is accurate (e.g. name, gender, income status, language level, race, etc.).

Risk #2 (Data Used Inappropriately): Given the strategic importance of data sharing to this partnership, all of the institutions have needed to invest in data analysis professional learning. This means building the capacity of counselors and other professional team members to analyze data and use it to create and implement action plans in response to the data trends. Without effective professional learning, there is a real risk that leaders will see the data trends but not be in a position to change conditions on behalf of all students.

Mitigation of the Risk: An important way to mitigate this risk is to provide professional learning to counselors regarding the data and its meaning. In addition, well designed performance metrics or indicators, which measure key process steps, provide “de facto” training as well. It is the effective use of indicators which provides a way to effectively lay out the important process steps in implementing this institutional framework well. This is probably the most important area to support under-represented students. Every indicator should be designed to make every student type visible. This means indicators will be disaggregated by gender, race, English level, income status, etc.

Risk #3 (Fear of Backlash): The public nature of this work creates a risk in public settings especially when data trends are not favorable in both the internal and external contexts. Given the political nature of the governance structure of all three partners, there is a risk of public perception negatively impacting the ability of the public institutions to partner with each other. At a high level, elected officials potentially struggle discussing the challenges in their work with other public institutions. This potentially leads to one of the institutions “blaming” another if graduation or transfer rates are not improving. Internally, this becomes a risk as well as employees who are accountable for the data outcomes may struggle with providing a clear understanding of the underlying trends.

Mitigation of the Risk: The most important way to mitigate this risk is to ensure clarity in the roles and responsibilities of each institutional partner. The effective use of indicators or measurable outcomes defines the boundaries in the partnership. This also provides a way for each partner to describe how it contributes to the success of the partnership and share mutual accountability for the partnership outcomes. This creates the conditions for the work to be viewed as a continuum of collected efforts versus an initiative in silos.

Risk #4 (Appropriate Unit Leader): In all three institutions, there must be an empowered champion who understands all of the policy issues and concerns as it relates to student success in their context. For Fresno Unified, this is a leader who clearly understands a-g completion, student course placement, master scheduling process and the matriculation process. For Fresno City College, this is a leader who clearly understands student placement, matriculation and the transfer process. For UC Merced, this is a leader who clearly understands the transfer process and degree completion requirements. Ultimately, the institutional leader must have the appropriate knowledge and authority to implement the partnership framework and move the designated indicators.

Mitigation of the Risk: The risk mitigation centers on thoughtfully aligning the partnership work with the appropriate internal leader. This means evaluating if the institutional leader has the appropriate span of control to ensure that any barriers to collaborating with the other institutional partners are reduced and mitigated. This is important because the selection of the inappropriate leader can lead to unnecessary decision making delays and stifle collaboration efforts both internally and externally.

Question 8

As described above, the Fresno Higher Education Transition and Success Pathway benefits from a longstanding history of partnership work between UC Merced, Fresno Unified School District, and Fresno City College.

As the newest campus of the University of California system, UC Merced intends to craft a distinctive vision and culture as an institution of higher learning that Central Valley residents call “our university”. As part of this vision to serve an underserved region – as well as to support excellence in research, public service and teaching – UC Merced Associate Vice Chancellor Jorge Aguilar was granted a leave of absence from UC Merced in 2009 to collaborate with Fresno Unified School District and Fresno City College on increasing college going rates.

The impetus for the partnership is *to ensure students are given an equal opportunity to graduate from high school and have the greatest number of postsecondary choices from the widest array of options*. Through this collaboration, Associate Vice Chancellor Aguilar has been able to impact greater equity and access for students. *Equity and Access* is not an isolated or standalone initiative for UC Merced, Fresno City College, or Fresno Unified School District – **it is the backbone of their joint work.**

To sustain this partnership, data metrics have been created and are assessed on a quarterly basis through a Cycle of Continuous Improvement process in order to continually improve our strategies for student success. The leadership teams use the indicator results to create strategies which improve student placement, course offerings, matriculation, transfer eligibility and degree attainment.

The innovation of this partnership is demonstrated by the continued role of Associate Vice Chancellor Aguilar who also serves as Associate Superintendent for Equity and Access in Fresno Unified School District.

Through this partnership, UC Merced and Fresno Unified School District have created college and career readiness educational offerings, established quality data indicators to assess progress, and guide direction for district planning through the establishment of a board adopted district dashboard (See Appendix F). This effort resulted in the expansion of the partnership with Fresno City College to improve student access and achievement at the college and university systems.

Along with Fresno City College Vice President for Student Services, Dr. Chris Villa, Associate Vice Chancellor Aguilar co-chairs monthly partnership meetings between UC Merced, Fresno Unified School District, and Fresno City College. Such meetings are founded on the principle that we are to *create mutual systems that result in a seamless transition for – and empowerment of – incoming students in order to increase the overall number of Fresno Unified students who persist and complete programs of study at Fresno City College and UC Merced*. The objective is to facilitate college access and completion for Fresno Unified School District students.

Such systems are being constructed through the following leadership and institutional commitments:

- All outreach and recruitment activity communications are to be centralized between Fresno

University of California, Merced

Unified School District and Fresno City College;

- All outreach and recruitment activities at Fresno Unified School District schools will be placed on a master calendar;
- All Registration-To-Go activities at Fresno Unified School District schools will be placed on a master calendar;
- All Fresno City College Assessment/Placement of incoming Fresno Unified School District students will begin November 1, 2014 and conclude April 30, 2015;
- All Fresno City College On-line Student Orientations will be completed by Fresno Unified School District students by February 2015 in order to receive priority registration;
- All Fresno City College Advising for incoming students on-site will begin March 2015 and conclude April 2015;
- Identify Fresno Unified School District students in the first semester of their senior year who have indicated that Fresno City College is their first choice college in order to accelerate them through Fresno City College services, and if applicable, the Fresno City College curriculum;
- Invite Fresno Unified School District students who are fully matriculated and registered (and their parents) to participate in a Ram Ready Event (orientation) in March 2015 (prior to fall 2015 registration);
- Recruit incoming Fresno Unified School District students and their families to a second Ram Ready event in July 2015 that will connect them with campus faculty, staff, and students;
- Build an expanded Summer Bridge Program in summer 2015 targeting Fresno Unified School District students that will enable them to enroll in pre-college level courses in math and English, Counseling 53, and Information Competency/Research Skills with the expectation that they will enroll in college-level English and math courses in fall 2015;
- Develop new multiple measures that will enable incoming Fresno Unified School District students to be exempted from placement testing and accurately placed in English courses; and
- Identify Fresno City College courses, including on-line courses that Fresno Unified School District students might enroll in through dual enrollment.

This mutual commitment between all partners demonstrates the value of this unique partnership and its readiness to address the established goals.

Question 9

The Fresno Higher Education Transition and Success Pathway benefits not only from a longstanding history of partnership work between UC Merced, Fresno Unified School District, and Fresno City College, but also from a broader history of collaborations beyond institutions of higher education.

All three leaders of UC Merced, Fresno Unified School District, and Fresno City College are members of the Fresno Area Strive. This organization is made up of youth, families, business, community, and educational leaders who have come together to improve the success of children in the metropolitan Fresno area. Partners must commit to making an impact in assisting students in the attainment of the goals of Fresno Area Strive. Fresno Area Strive's goals include:

- Every child will be prepared for school;
- Every child will be supported in and out of school;
- Every student will demonstrate components of a healthy lifestyle;
- Every student will succeed academically;
- Every student will graduate from high school and enroll in post-secondary education and/or career training; and
- Every student will complete post-secondary education and/or career training and enter a meaningful career.

In addition, UC Merced Chancellor Dorothy Leland and Fresno City College President Tony Cantu are active members of the Central Valley Higher Education Consortium, a group of 21 public and private, 2 and 4 year colleges spanning an entire region of California, led by the Chancellors and Presidents of Central Valley colleges and universities and its mission states: "We unite to increase higher education participation and success in the Central Valley."

The Fresno Business Council is comprised of formerly disconnected organizations, and a steward leader willing to take responsibility for helping to solve critical and systemic problems. They are initiative-based organization focused on accelerating community transformation and measuring outcomes.

Associate Vice Chancellor Aguilar is a member of the Board of ARCHES, the Alliance Regional Consortiums to Heighten Educational Success. ARCHES's goal is to foster and support ongoing regional collaboration aimed at improving student achievement and closing the achievement gap. By helping Pre K-12, higher education, businesses, unions, governments, and community organizations work together on projects and activities that enhance the quality of education, ARCHES helps to prepare California students for success in college, careers, and life.

Associate Vice Chancellor Aguilar serves as chair of the California Academic Preparation Program to (CAPP), CAPP was established by the State Legislature in 1984. CAPP's purpose is to develop cooperative efforts to improve the academic quality of public secondary schools in order to improve the preparation for college for all students.

Question 10

As described in Question 5, the Fresno Higher Education Transition and Success Pathway effort will be sustained through resources leveraged between all partners in order to ensure that Fresno Unified School District students matriculating at Fresno City College transfer to - and graduate from - the UC Merced.

As a result of the successes already achieved through this partnership, a variety of external agencies have funded components of this effort. For example, The California Endowment awarded UC Merced a two-year grant to increase college going rates among Fresno Unified School District students. In addition, resources were awarded to UC Merced to contract with the American Institutes of Research to document the partnership in order for other districts and institutions of higher education to replicate this type of work.

Moreover, the Fresno Unified School District Board of Trustees as well as UC Merced have committed internal resources to sustain the partnership through in-kind and direct resources. For example, Fresno Unified School District hired eight (8) additional full-time counselors to serve students at each comprehensive high schools in 2014-2015 bring the counselor-student ratio to 349:1. Moreover, Fresno Unified School District contracts with UC Merced to support various departments that impact this partnership, including the College and Career Readiness department, Department of Prevention and Intervention, and Alternative Education Programs. For its part, UC Merced provides in-kind and direct resources in order to assign six (6) full-time outreach staff through Fresno Unified School District's comprehensive high schools to support the partnership. Each staff member is responsible for serving low-income, first generation students through the following:

- Develop student academic plans to ensure post-secondary admission eligibility;
- Implement grade-appropriate college-going workshops, curricula, materials, and activities;
- Serve as an advocate for students and parents in the college-going process;
- Serve as liaison between students and parents;
- Develop and maintain program services to parents/families to support student academic success and access to higher education;
- Work with UC/CSU/CCC Admissions and Financial Aid staff to ensure program participation and a smooth transition from application to enrollment at an institution of higher education.
- Deliver college-going workshops to parents and families at community and school sponsored events.

This mutual commitment between all partners demonstrates the value of this unique partnership and its readiness to address the established goals more swiftly should additional funds be awarded.

Question 11

The overall framework for monitoring this work will include a regularly scheduled review process. The review framework will be the Cycle of Continuous Improvement (CCI). This is a best practice process for reviewing an existing plan. Key elements of the process include: (Create Plan, Implement Plan, Assess Plan, Analyze Plan Results, Reflection on potential plan changes and Re-plan). The CCI framework will incorporate the development of key performance metrics including:

High School Student Readiness

- The number and percentage of high school graduates off-track for a-g completion
- The number and percentage of high school graduates applying to Fresno City College
- The number and percentage of high school graduates completing all steps in the Fresno City College matriculation process
- The number and percentage of high school graduates who successfully enroll and attend Fresno City College

Community College Readiness

- The number and percentage of students taking the placement exam
- The number and percentage of students passing the placement exam
- The number and percentage of students appropriately placed in a transfer eligible course
- The number and percentage of students placed in a remediation course
- The number and percentage of students completing the required courses for transfer to UC Merced
- The number and percentage of transfer eligible students who apply to UC Merced
- The number and percentage of transfer eligible students who are accepted to UC Merced

Degree Attainment

- The number and percentage of transfer students who are accepted at UC Merced who enroll
- The number and percentage of transfer students on-track to meet the graduation requirements of their major
- The number and percentage of transfer students who graduate from UC Merced

There will be potentially other qualitative measures such as student survey responses regarding their perceptions of various stages of the college going process. There is currently a senior survey which is included in the appendix. This survey will be revised based on the partnership outcomes. Potential key questions will include: (Perceptions of college going, eligibility, financial aid, matriculation, transfer and degree attainment)

Question 12

A key element of the sustainability of this partnership centers on building the overall pipeline of college eligible students. One of the breakthrough fundamentals of the partnership is the collaboration between UC Merced and Fresno Unified School District on building and implementing a performance management system leveraging the efforts of the California Office to Reform Education (CORE). CORE is a nonprofit organization that seeks to improve student achievement by fostering highly-productive, meaningful collaboration and learning between its 10 member school districts: Clovis, Fresno, Garden Grove, Long Beach, Los Angeles, Oakland, Sacramento, San Francisco, Sanger and Santa Ana Unified. This involved taking an existing accountability framework and deconstructing it to address various elements impacting student readiness and eligibility to matriculate at a college/university. The innovation of this partnership is the contribution each institution makes to this unique partnership; UC Merced’s extensive knowledge around A-G articulation and academic profiling and Fresno Unified School District’s ability to embed the expertise within the CORE accountability framework, referred to as the School Quality Improvement Index (SQII). This partnership to a large degree has shaped the creation of the Fresno Unified School District SQII and builds the sustainability capacity of the partnership work through a series of interdependent performance metrics and/or indicators

It is important to note that aside from measuring student applications, the most critical measures center on matriculation and enrollment. For example, the overall impact of districts’ master schedules on overall college eligibility pipelines is often overlooked. Therefore, the partnership focuses in large part on ensuring that students are accurately scheduled in the most rigorous course taking pattern that their academic profile suggests that they could successfully complete. This is commonly referred to as “*updrafting*”. Ultimately, effective *updrafting* ensures that students are able to become eligible to all segments of higher education and enroll in credit-bearing courses.

A key component of this *updrafting* process has been the development and implementation of a series of master scheduling metrics. These metrics provide the foundation for building overall student course taking capacity and creating the conditions for students to be successful at the highest levels based on their performance. The metrics below provide some perspective on how this supports students.

The rationale for the selection of metrics primarily centers on measures which provide insight on reaching college-going eligibility status. These metrics provide an overview of student college readiness conditions and identifies potential areas of student support.

The forecasting strategy primarily centers on increasing the pipeline of students who are college-eligible and ensuring that they have the course taking capacity and advising to ensure that they take the highest level of course taking that they are eligible to receive based on their academic schedule. The data points here all come from the UC Merced which houses the partnership’s data through a hosted server.

Metrics	2013	2014	2015	2016	2017	2018	2019
Number and percentage of 9th-12th grade students scheduled to take advanced-level	7679	7,756	7,833	7,911	7,990	8,070	8,151

University of California, Merced

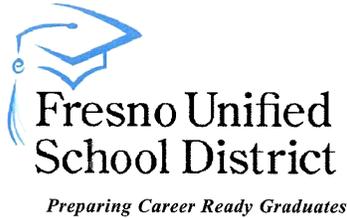
courses (AP/Honors/IB, Stat or Trig or higher)							
Number and percentage of 9th-12th grade students on track for A-G completion	6,301	6,364	6,427	6,492	6,556	6,622	6,688
Number and percentage of students who have passed an Advanced Placement examination with a score of 3 or higher	975	1025	1050	1100	1150	1200	1225
Number and percentage of on-track, 12th grade students who applied to 3 out of 4 segments of higher education, including State Center Community College District	391	420	450	480	560	600	650
Number and Percentage of A-G on track, 12th grade students with a 2.5 to 2.99 GPA, have SAT/ACT scores, but have not submitted a California State University application	5	5	4	3	2	2	0
Number and percentage of on-track/subject borderline, 12th grade students with a 2.5 GPA or above, who have an SAT/ACT score	735	750	770	800	810	830	850
Number and percentage of 9th-12th grade students with 1+ D/F in Semester 1	9938	9600	9200	9000	8700	8500	8300
Number and percentage of most recent graduates who enrolled at State Center Community College District and placed in a transferable Math course in the Summer or Fall Semester -	80	120	140	160	180	200	220
Number and percentage of most recent graduates who enrolled at State Center Community College District and placed in a transferable English course in the Summer or Fall Semester -	95	130	150	170	190	210	230

UC Merced is committed to support transfer students from Fresno City College that are graduates of Fresno Unified School District. The partnership provides improved collaboration in planning and increased coordination of resources strategically. Through this evolution, UC Merced anticipates substantial growth in the number of students that are college ready and able to complete their courses and degrees in a timely manner.

Fresno City College Projected Transfer Enrollment Growth to UC Merced

Year	Prospects	App Rate	Min Applicants	Admit Rate	Admits	SIR Rate	SIR	Enroll Rate	Enrolls
2016	75	40.00%	30	45.00%	13.5	40.00%	5.4	90.00%	4.86
2017	100	42.00%	42	46.00%	19.32	45.00%	8.69	90.00%	7.825
2018	150	44.00%	66	55.00%	36.3	50.00%	18.2	90.00%	16.34
2019	250	46.00%	115	60.00%	69	55.00%	38	90.00%	34.16
2020	300	48.00%	144	60.00%	86.4	60.00%	51.8	90.00%	46.66

Appendix A



BOARD OF EDUCATION

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SUPERINTENDENT

Michael E. Hanson

January 7, 2015

Committee on Awards for Innovation in Higher Education
California Department of Finance
Education Systems Unit – Innovation Awards 7th Floor
915 L Street
Sacramento, CA 95814

RE: Partnership Application to the Awards for Innovation in Higher Education

Dear Committee Members:

The Fresno Unified School District (Fresno Unified) supports the University of California, Merced application to the California Department of Finance for the Awards for Innovation in Higher Education. Fresno Unified is the fourth largest school district in the State located in the central San Joaquin Valley serving 73,689 students in grades K-12. Our students are ethnically diverse and predominantly minority (84% non-white) student population. English Learners (EL) comprise 24% of the overall student population with 36 different languages spoken. Nearly 84% of Fresno Unified students are eligible for the Free and Reduced Price Meals program, 2,475 students are homeless, 658 are in foster care, and 4,965 have been identified as migrant. Additionally, 85% of students enrolled at Fresno Unified are identified by the California Department of Education as Socioeconomically Disadvantaged.

The majority of our students are disproportionately affected by higher concentrations of poverty than the average California city as the U.S. Census Bureau ranks Fresno as the second poorest urban area in the entire United States and the poorest metropolitan area in California. High school graduation and access to higher education is the most effective means to mitigate poverty. Therefore, Fresno Unified has applied significant resources to increase College and Career Ready graduates. Additionally, Fresno Unified has improved coordination with Fresno City College and the University of California, Merced to increase student transfers between our three systems. Our goal is see our students' graduate college ready, pursue higher education academic opportunities, and complete their bachelor's degree within four years. This application to the Awards for Innovation in Higher Education defines our partnership and innovation in achieving these objectives strategically.

Sincerely,

Ruth F. Quinto
Deputy Superintendent/CFO



Fresno City College

1101 East University Avenue, Fresno, California 93741
Phone: 559-442-4600, Ext. 8558 • FAX: 559-485-7304

Dean of Student Services

January 7, 2015

Committee on Awards for Innovation in Higher Education
California Department of Finance
Education Systems Unit – Innovation Awards 7th Floor
915 L Street
Sacramento, CA 95814

RE: UC Merced Partnership Application to the Awards for Innovation in Higher Education

Dear Committee Members:

Fresno City College supports the University of California, Merced partnership application to the California Department of Finance for the Awards for Innovation in Higher Education. As California's first community college, Fresno City College provides quality, innovative educational programs and support services directed toward the enhancement of student success, lifelong learning and the economic, social, and cultural development of our students and region. Our institution has adopted strategic goals that directly enhance student success. For example, Fresno City College identifies and implements collaborative activities to facilitate successful completion of student academic goals. We continue to identify and mitigate the access barriers to higher education. Additionally, Fresno City College is working to strengthen existing and create new community partnerships for higher education completion.

This past year, Fresno City College held several strategy meetings with Fresno Unified School District and University of California, Merced (UC Merced) leadership to collaboratively align our support services and accurate course placement for students in order to effectively meet their individual educational needs. This partnership coordination is further enhanced by our data exchange agreements that help identify students on track for graduation that meet A-G university requirements, students that apply to college and/or university, among other important student matriculation indicators. Fresno City College is expanding services to support more students to prepare and transfer into higher education. The institution provides many bridging opportunities for students to develop the skills to succeed and transfer to a four year institution such as UC Merced. As a result, UC Merced is expanding student outreach at Fresno City College to increase student transfers into UC Merced enrollment. This innovative data sharing partnership between our three institutions will help us accurately align resources where they are most needed to effectively improve the student transfer process.

Sincerely,

A handwritten signature in black ink, appearing to read 'C. M. Villa'.

Christopher M. Villa

Vice President of Student Services

State Center Community College District.
EQUAL OPPORTUNITY EMPLOYER

UNIVERSITY OF CALIFORNIA

BERKELEY • DAVIS • IRVINE • LOS ANGELES • MERCED • RIVERSIDE • SAN DIEGO • SAN FRANCISCO



SANTA BARBARA • SANTA CRUZ

UNIVERSITY OF CALIFORNIA, MERCED
Sponsored Projects Office
MERCED, CALIFORNIA 95343
<http://spo.ucmerced.edu>

January 7, 2015

Committee on Awards for Innovation in Higher Education
California Department of Finance
Education Systems Unit – Innovation Awards 7th Floor
915 L Street
Sacramento, CA 95814

RE: UC Merced Partnership Application to the Awards for Innovation in Higher Education

Dear Committee Members:

The University of California (UC Merced) opened Sept. 5, 2005, as the 10th campus in the University of California system and the first American research university of the 21st century. The campus significantly expands access to the UC system for students throughout the state, with a special mission to increase college-going rates among students in the San Joaquin Valley. It also serves as a major base of advanced research and as a stimulus to economic growth and diversification throughout the region. Situated near Yosemite National Park, the university is expected to grow rapidly, topping out at about 25,000 students within 30 years.

UC Merced has adopted Governor Jerry Brown's recommendation that expanding transfer enrollment should come in conjunction with outreach to community college students to help prepare students for successful transitions between the systems. Transfer enrollment also increases student diversity where the San Joaquin Valley is home to diverse population represented by many underserved communities.

The UC Merced Transfer Initiative Program's (UCM-TIP) mission is to increase the number of eligible transfer ready students in the Central California region through early transfer advising, intervention, and increase access and awareness of transfer resources and tools.

UCM-TIP will work with the Fresno City College Summer Bridge program to provide transfer advising to students, assist students in creating a UC Transfer Admissions Planner, and teach students how to use transfer tools such as ASSIST. Through our ongoing collaboration with Fresno City College and Fresno Unified School District, we are creating a higher education pathway to UC Merced by increasing transfer enrollment rates, increasing the number of bachelor degrees awarded, allowing more students to complete their degrees in four years, and easing the transfer process between our three systems effectively to support student success.

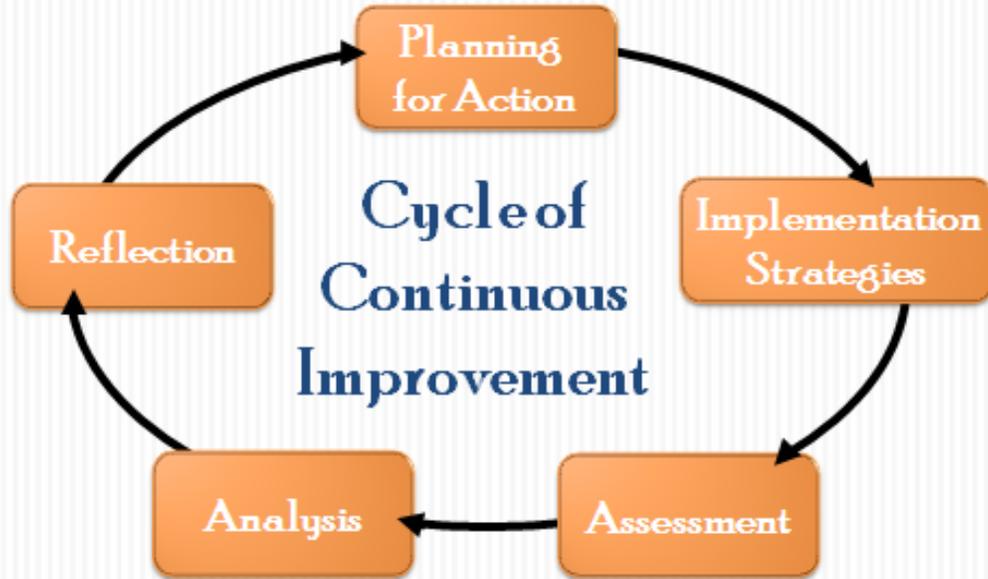
Sincerely,

A handwritten signature in blue ink that reads "Thea Vicari".

Thea Vicari
Director
Sponsored Projects Office

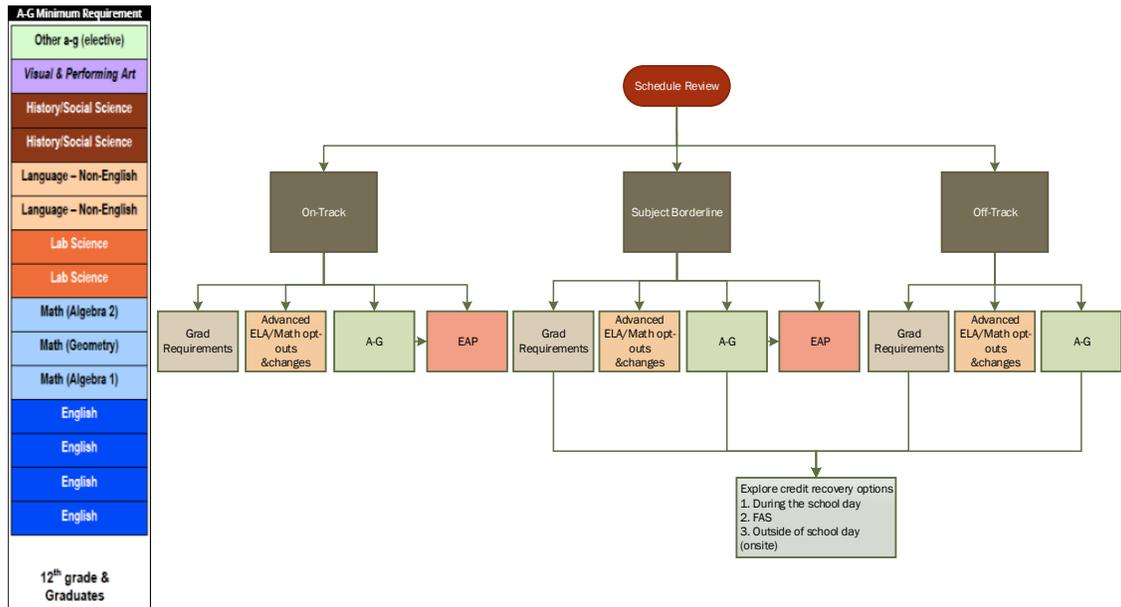
Appendix B

Data Dashboard Supports the Cycle of Continuous Improvement

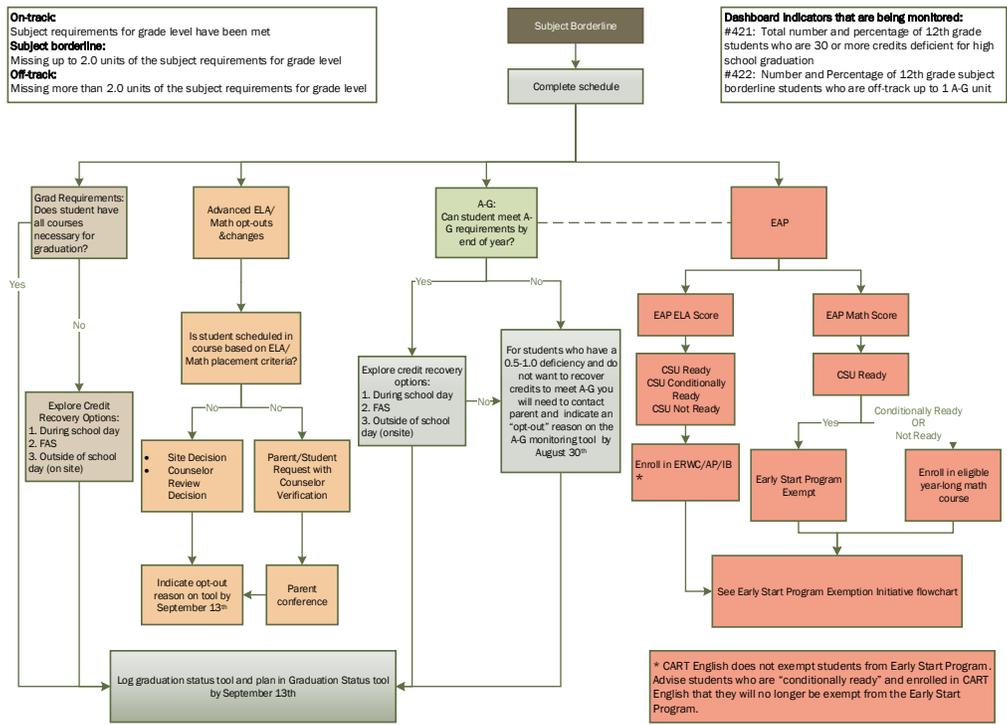
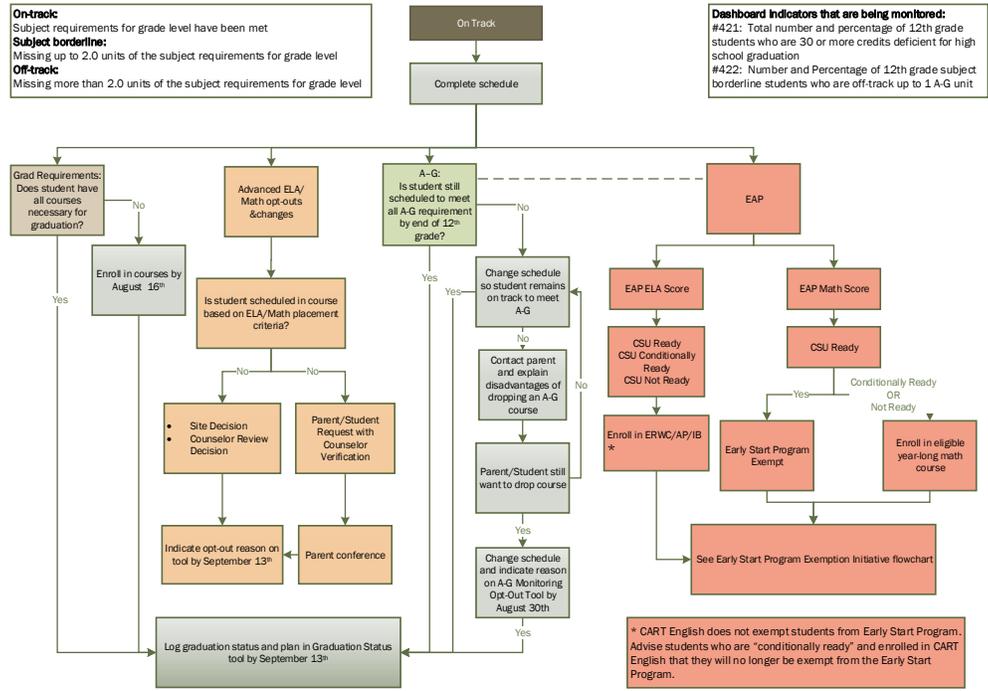


12th Grade Schedule Review

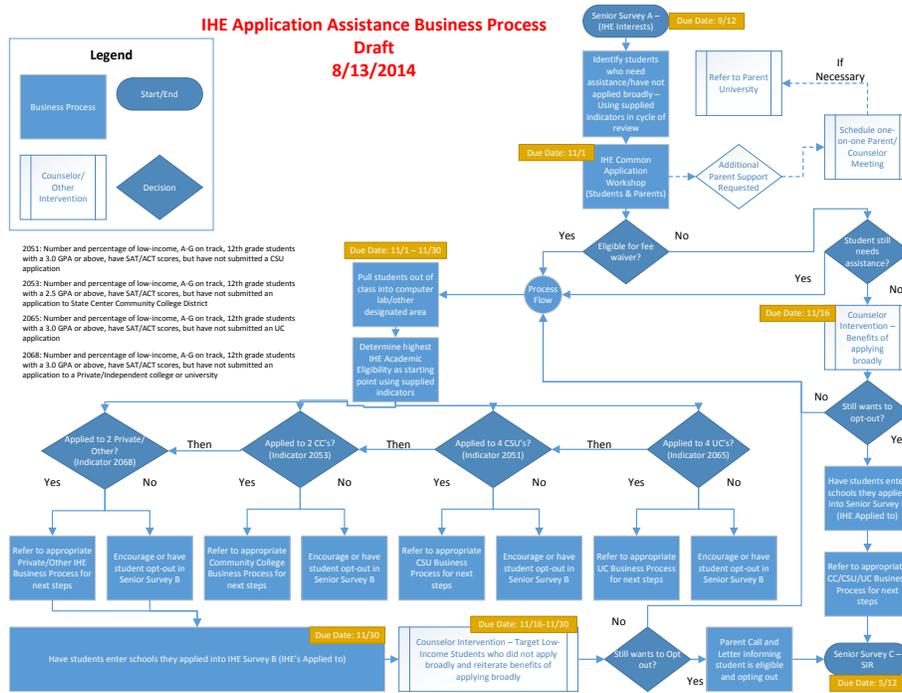
12th Grade Schedule Review



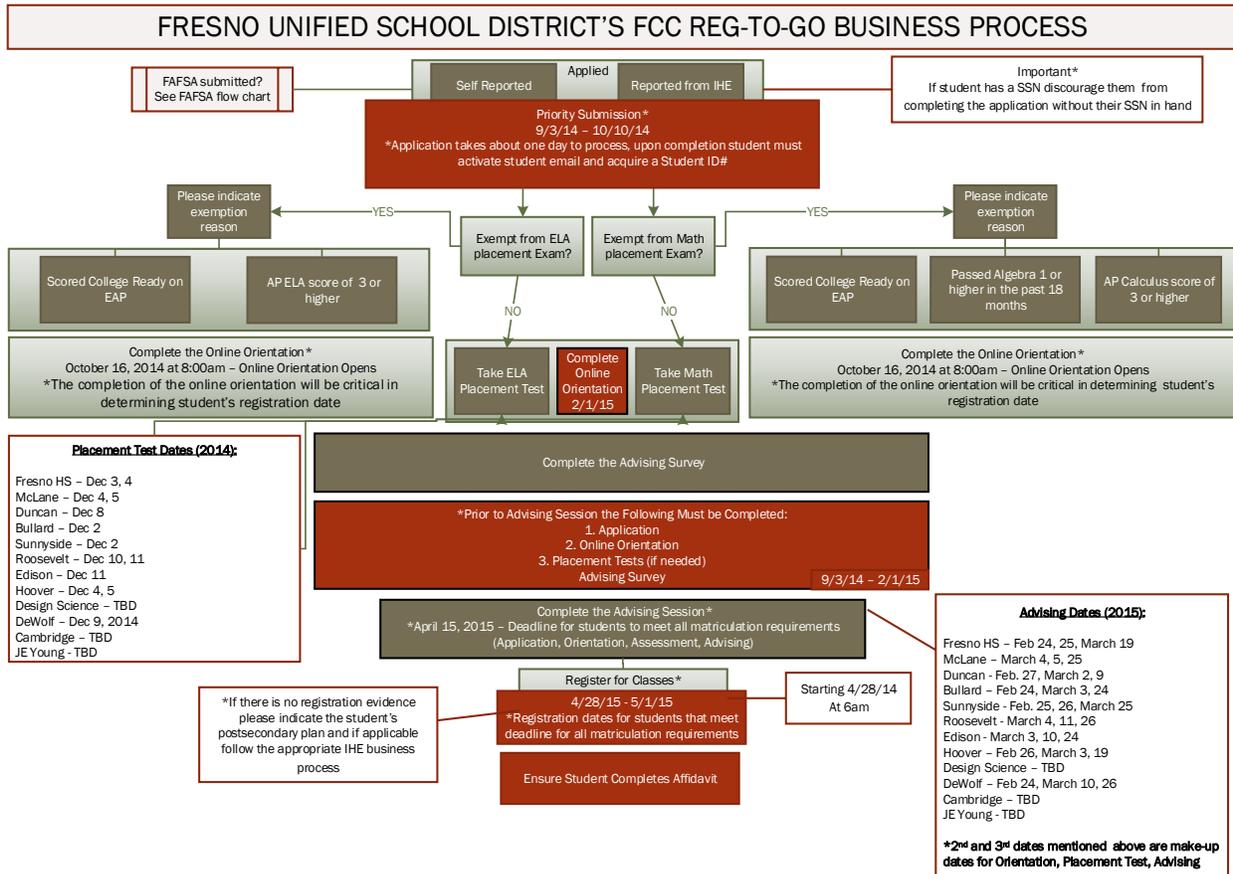
University of California, Merced



Institution of Higher Education Application Assistance Business Process

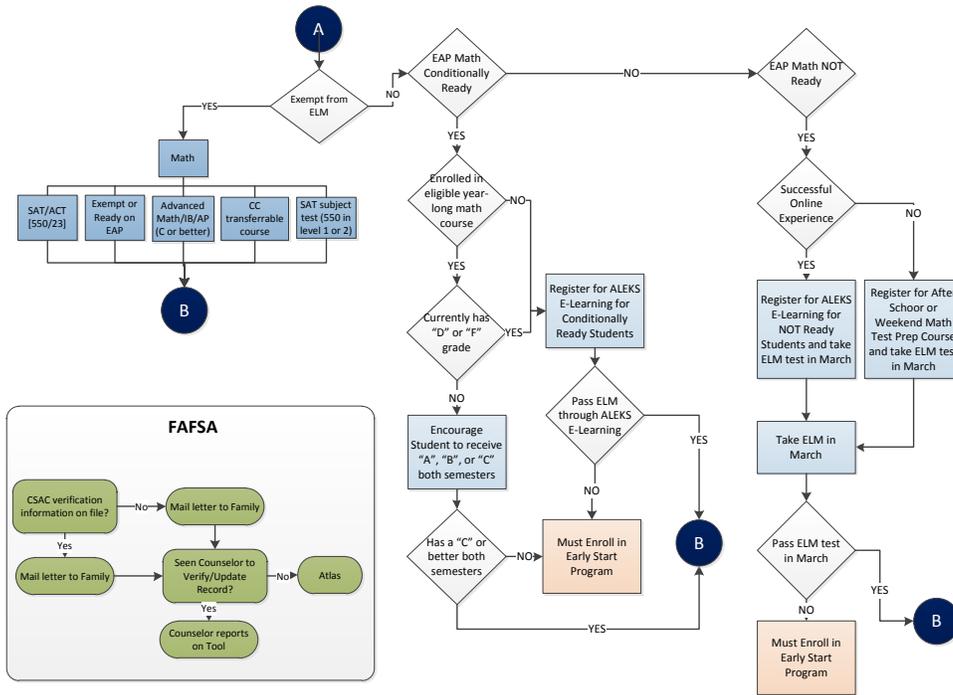


Fresno City College Reg-To-Go Business Process



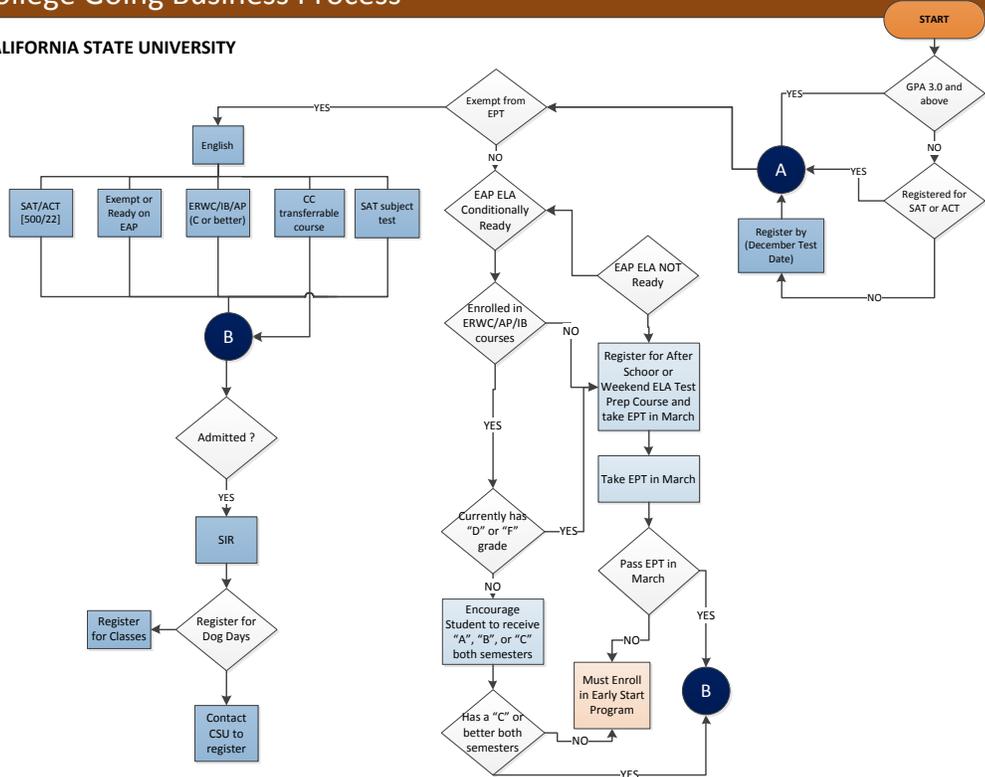
College Going Business Process - California State University

FRESNO UNIFIED SCHOOL DISTRICT
EARLY START PROGRAM EXEMPTION INITIATIVE FLOWCHART

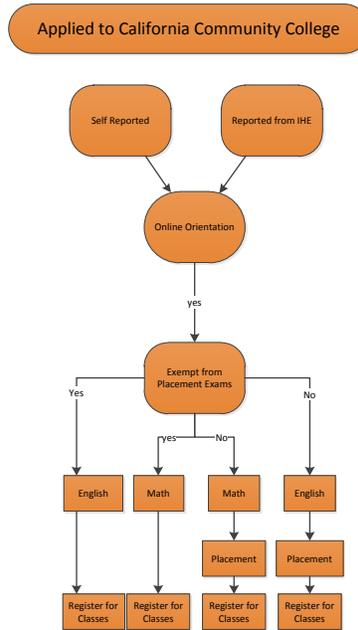


College Going Business Process

CALIFORNIA STATE UNIVERSITY



College Going Business Process - California Community College

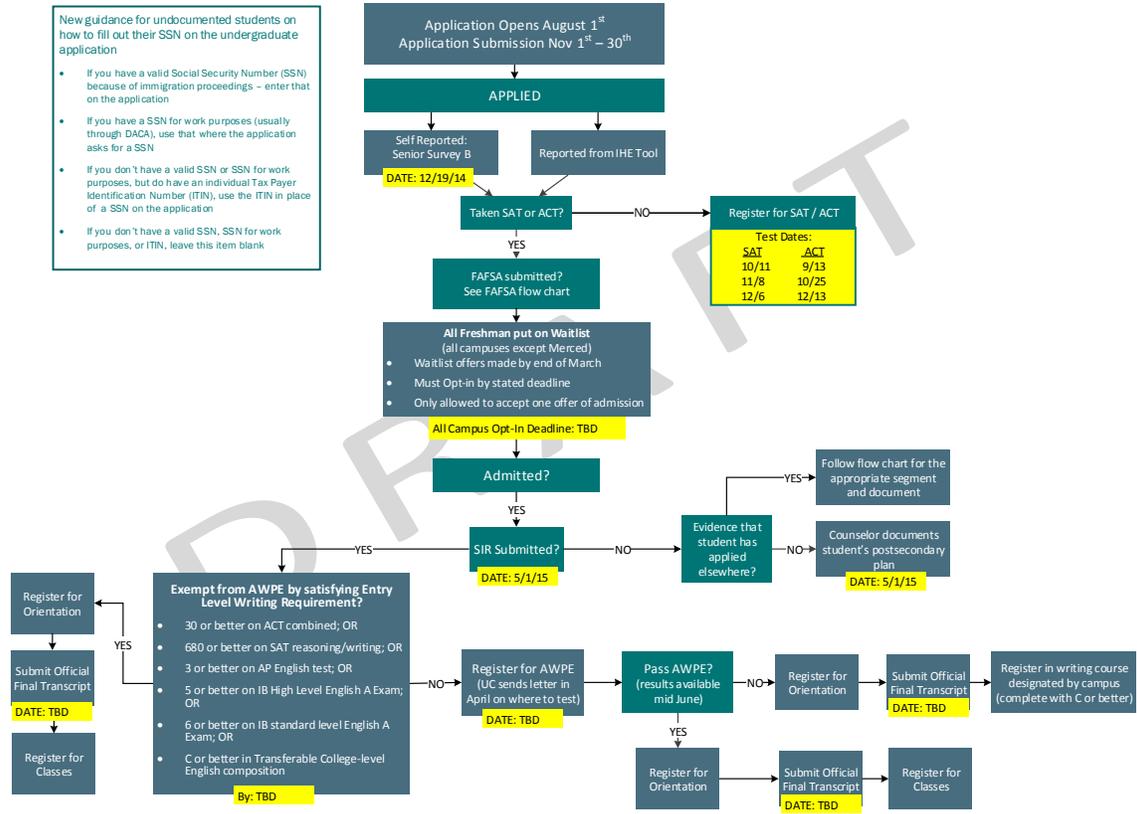


College Going Business Process - University of California

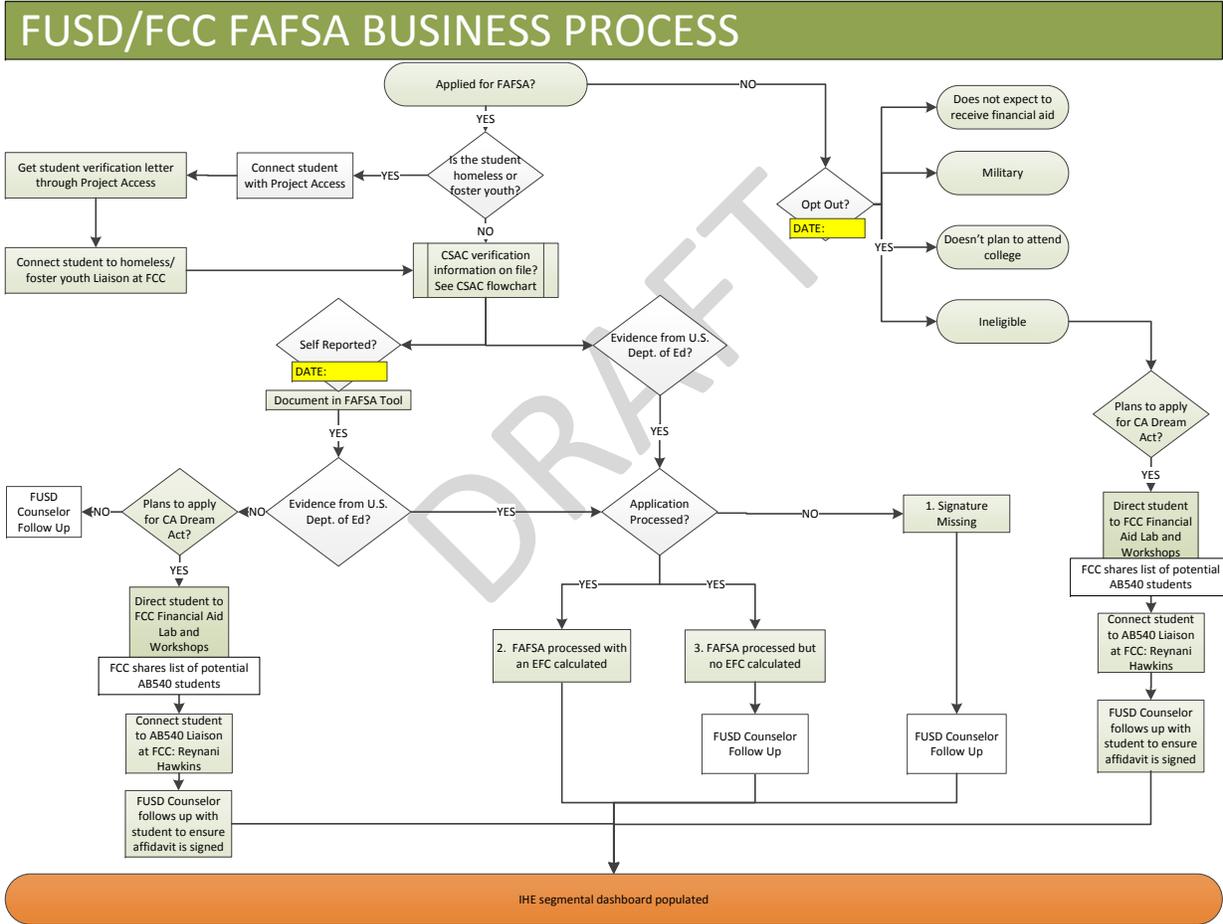
College Going Business Process University of California

New guidance for undocumented students on how to fill out their SSN on the undergraduate application

- If you have a valid Social Security Number (SSN) because of immigration proceedings - enter that on the application
- If you have a SSN for work purposes (usually through DACA), use that where the application asks for a SSN
- If you don't have a valid SSN or SSN for work purposes, but do have an individual Tax Payer Identification Number (ITIN), use the ITIN in place of a SSN on the application
- If you don't have a valid SSN, SSN for work purposes, or ITIN, leave this item blank



FUSD/FCC FAFSA Business Process



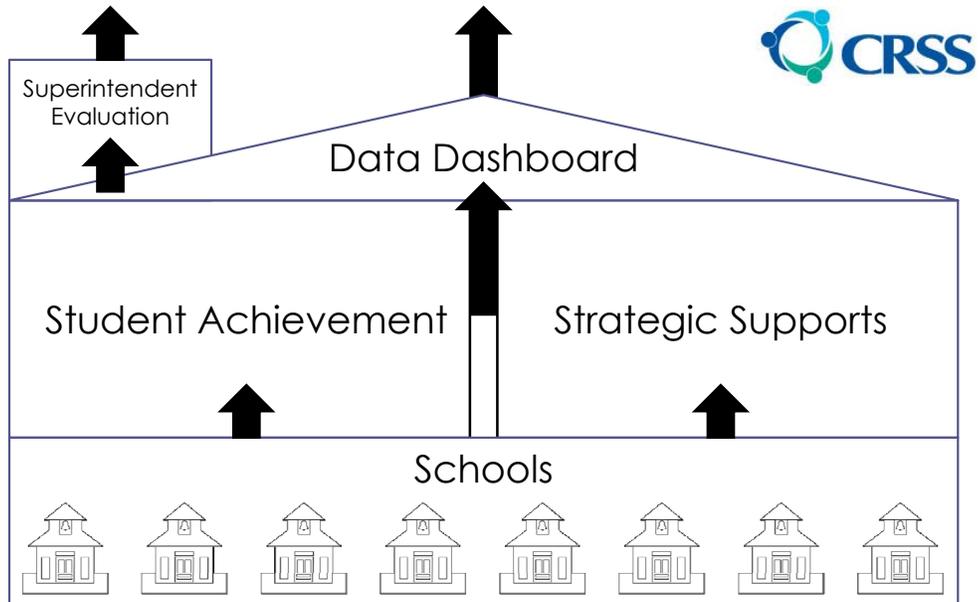
Appendix F



Discuss and Adopt the Proposed District Data Dashboard

November 12, 2014

3 Forward District Work and Accelerate Progress





Proposed District Data Dashboard Metrics

Alignment	Proposed Metrics
Goal 1	% of students who are kindergarten ready
Goal 1	Performance on Smarter Balance (ELA) - grade levels to follow
Goal 1	Performance on Smarter Balance (Math) - grade levels to follow
Goal 1	Growth on Smarter Balance (ELA) - grade levels to follow
Goal 1	Growth on Smarter Balance (Math) - grade levels to follow
Goal 1	% of 3rd grade students reading at grade level
Goal 1	% of 3rd grade students proficient in Math
Goal 1	% of 5th grade students reading at grade level
Goal 1	% of 5th grade students proficient in Math
Goal 1	% of 8th grade students reading at grade level
Goal 1	% of 8th grade students proficient in Math
Goal 1	% of 8th grade students completing their 8th grade math course with a C or better
Goal 1	% of 9th grade students enrolled in Algebra I
Goal 1	% of 9th-12th grade students completing AP/IB courses
Goal 1	% of Advanced Placement (AP) exams passed (scoring 3+)
Goal 1	% of International Baccalaureate (IB) exams passed
Goal 1	1st passing rate on CAHSEE (ELA) - as available
Goal 1	1st passing rate on CAHSEE (Math) - as available
Goal 1	% of students passing the CELDT
Goal 1	English Learner re-designation rate
Goal 1	Number of AP/IB exams taken
Goal 1	MS redesign performance
Goal 1	Effectiveness measures of staff training



Proposed District Data Dashboard Metrics

Alignment	Proposed Metrics
Goal 2	% of students engaged in arts, activities and athletics
Goal 2	% of schools which have active engagement with parents
Goal 3	% of students enrolled in a CTE pathway
Goal 3	% of students who graduate career ready (TBD)
Goal 4	Graduation Rate (Cohort)
Goal 4	% of students with 95%+ attendance
Goal 4	In-school suspensions per 100 students
Goal 4	Out-of-school Suspensions per 100 students
Goal 4	Expulsions per 100 students
Goal 4	% of students with a D or F on their report card
Goal 4	% of students participating in free meal program
Goal 4	School climate survey
Goal 4	% of students enrolled in 10th grade who are on-track to graduate that were enrolled in the 8th grade
Goal 4	% of graduates who completed a-g requirements
Goal 4	% of students who score "college ready" for higher education in Smarter Balance test (TBD)
Goal 4	% of students who enroll in an institution of higher education

