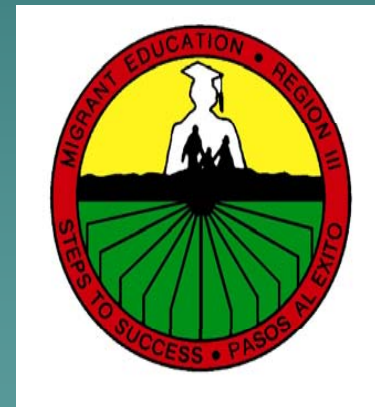
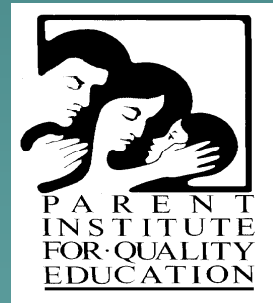


# Partnership List



*Stanislaus Partners  
in Education*

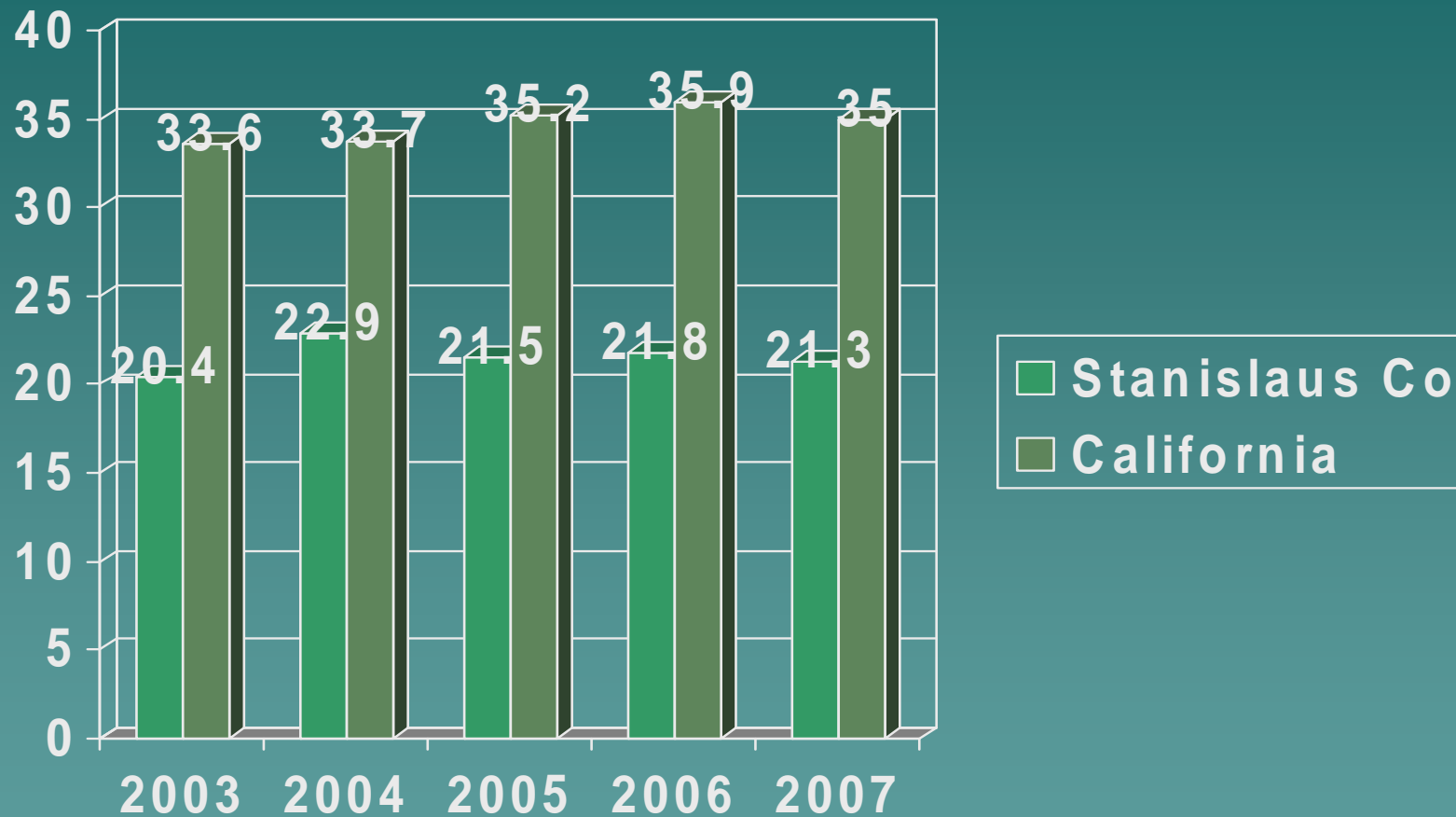


# **MISSION**

The mission of the Arches Central Valley Regional Collaborative is to build a “College Going Culture” among low income and underrepresented students from communities with historically low college going rates.

# CSU & County Eligibility Comparison

Numbers are % of students eligible



# GOALS

## Short Term:

- ◆ Increase the number of students in targeted schools in Stanislaus County who successfully complete Grade 8 Algebra, or Grade 9 Geometry, by providing Summer Academies for transitioning Grade 7 and 8 students.
- ◆ Provide parent and student support before, during, and after the summer academies.

# GOALS

## Long Term:

- ◆ Expand the Summer Math Academies to serve students in all districts in Stanislaus County
- ◆ Add Summer Math Academies for Grade 6 Math, Grade 8 Science, and Grade 10/11 English
- ◆ Develop a variety of ongoing support strategies for high school students and parents --- tutoring, study skills, mentoring, and college/ career awareness



# FUNDING SOURCES

- ◆ Teachers – Summer School Funds
- ◆ Instructional materials – District IMF and/or Categorical funds
- ◆ Facilities – In kind service from college partner or district site separate from summer school site
- ◆ Transportation – district categorical funds
- ◆ Tutors – College programs, AVID, categorical
- ◆ Activities – In kind services from parent and/or local community organizations and from local businesses

# BEFORE

## Administration

- Establish Baseline Student Performance Data and benchmarks
- Select master teachers, curriculum and materials
- Schedule guest speakers, field trips, etc.

## Students

- Students complete a modified GEAR UP College Awareness Survey

## Parents

- Informational events for parents and students invited to participate in the Summer Academies are held in April or May to kick off the program



# DURING

## Administration

- ◆ Bilingual Aides assist English Learners
- ◆ College culture building activities

## Students

- ◆ In-class tutors
- ◆ Field trips to colleges and businesses
- ◆ Math Moments

## Parents

- ◆ Participate in college visits
- ◆ Parent contact calls insure student attendance and success



# AFTER

## Administration

- ◆ Students completing the Academy are enrolled in Grade 8 Algebra or Grade 9 Geometry
- ◆ Students may also be enrolled in an Algebra Support Class and/or AVID class during the school year
- ◆ Student data and results analyzed

## Students

- ◆ Tutoring and counseling support provided during regular school year
- ◆ College visits and guest speakers from local businesses enhance the College Going Culture for these students throughout their Grade 8 experience

## Parents

- ◆ Parent communication continues and Parent Institutes are offered

# PLANNING for the FUTURE

Following the success of this pilot project,

over the next 5 years and beyond, the program will be expanded to districts countywide.

Summer Academy content will be expanded to Geometry, Science, and English Language Arts

The Collaborative will continue to act as the conduit and facilitator

# Academy Strengths

- ◆ Utilize master instructors
- ◆ Bi-lingual Aids to assist English Learners
- ◆ Utilize tutors who are math and science majors
- ◆ Provide continuity with Algebra instructors during the 8<sup>th</sup> grade (looping when possible)
- ◆ Utilize existing resources such as After School Programs, TRIO, The Parent Institute, etc.

# LESSONS LEARNED

- ◆ Keep the mission in the forefront. Do not become so focused on the current project that you miss other opportunities or resources that are available
- ◆ Schedule subcommittee meetings to address issues involving only some of the partners so as not to take up time of all Collaborative members
- ◆ Remember that collaborative work must be equitable and feasible for all partners

## LESSONS LEARNED CONT'D

- ◆ Insure that **as expansion occurs** all areas of the program are **replicable and sustainable**
- ◆ Continually review data, survey results, and other information to determine which components are successful and which are falling short of benchmarks
- ◆ Have a representative or designee from each partner at all meetings
- ◆ Develop a Memorandum Of Understanding to clarify the level of commitment required by each partner

# Cohort I (2007)

## Student Achievement Data

- ◆ 48 of 51 students completed the Summer Algebra Academy (94%)
  - ◆ 71% received a C or higher in Algebra at the end of the academic year
  - ◆ 23% scored at proficient or advanced on the Calif. Standardized Test (CST's)
  - ◆ 58% are currently enrolled in Geometry in 9<sup>th</sup> grade
  - ◆ 48% are also enrolled in College Preparatory Science
  - ◆ 10% are also enrolled in Pre-Advanced Placement Physics
  - ◆ 54% are also enrolled in College Preparatory English
- ◆ The outcome indicates that approximately 2/3 of the students that went through the Summer Algebra Academy were successful in Algebra. These were students that were at basic or slightly below basic in Pre-Algebra and were not being recommended for Algebra in the 8<sup>th</sup> grade.
- ◆ The outcome also indicates that just over 50% of these students are now on the College Track with regard to completing the A through G requirements for college entrance eligibility. This is significant as indicated below:

### CSU & UC Eligibility Rates 2007

California	35%
Stanislaus County	21.3%
Academy Students	55%

# Together

## The ARCHES Central Valley Regional Collaborative Is:



Arming students with information



Igniting a passion within them to set the bar high



Encouraging children to DREAM BIG

And WORK HARD

It is all about relationships, relevance, and rigor