

**How Intersegmental Collaborative
Projects Become Institutionalized:
A Portrait of the Evolution and
Lasting Effects of Five California
Academic Partnership Projects**

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EXECUTIVE SUMMARY

For the past fifteen years, the California Academic Partnership Program (CAPP) has provided grants to institutional partnership projects with the goal of helping students from population groups traditionally underrepresented in higher education enter and complete college. These partnerships, comprised of secondary, postsecondary, and community partners, formed collaborative projects to develop curricula, improve instructional practices, develop student support services, and engage in related activities designed to improve the preparation of students for success in college. The CAPP Office hopes that by providing partnerships with technical assistance and evaluation support, in addition to several years of funding, the partnership projects eventually will become institutionalized.

However, little is known about the process of institutionalization, and the degree to which formerly funded CAPP projects have become institutionalized. To this end, the CAPP Office commissioned this study, which examines what became of five of the several dozen partnership projects it has funded in the past. This study explores the factors that influenced the process and intensity of institutionalization. These findings are designed to assist the CAPP Office in evaluating the potential of partnership projects to become institutionalized, as well as to provide support to partnership projects in the process.

We found that the partnership projects varied in the degree to which they became institutionalized. Moreover, we found that different projects became institutionalized in different ways. In some cases, the vision and goals of the partnership have been institutionalized. In others, the original partner institutions have continued to work together toward common goals, and the partnership itself has become institutionalized. For still others, some of the original project activities have been continued. It appears that the projects that have had the most stability in all three aspects – vision, partnerships, and activities – have consequently become the most enduring, fully institutionalized partnerships.

Characteristics of Successful Institutionalization

We identified, among the five projects, a number of qualities that tend to characterize successfully institutionalized projects. These include:

All partners are strongly invested in the vision and goals of the partnership. In order to become fully institutionalized, the partner institutions and the individuals directly involved must share in the project's vision and goals.

The partnership involves individuals at multiple institutional levels. While all of the partnerships involved inter-institutional collaboration, the most enduring partnerships involved individuals at both the teacher and leadership levels. The partnerships that involved high level administrators, in addition to teachers, benefited from the decision-making ability and authority they brought to table. Institutional leaders also were able to commit in-kind resources to the partnership, which clearly helped sustain the partnerships.

Collaborators in the partnership have developed trust in one another. This helped to strengthen the partnerships, improving the likelihood that the institutional relationships would be enduring.

There is ongoing communication between partner institutions. Ongoing dialogue is essential not only for getting the work done, but for developing positive working relationships as well.

Research is used to measure progress and chart the course. Those projects that have become institutionalized most successfully have continued the practice of being data-driven, a practice most developed while funded by CAPP.

Each partner has a vested interest in the goals of the partnership. For institutions to remain committed to participating in a partnership, they must have a true stake in the endeavor. In the most enduring partnerships, each institution had something to gain through their participation.

The partnership is not overly dependent on external funds. The most lasting partnerships involve institutions that are committed to the project regardless of outside funding. Frequently, they committed significant in-kind resources and participated in proposal development and fundraising.

The partnership has the ability to functionally leverage. The most institutionalized projects were able to attract large grants by demonstrating to potential funders that they were committed to the partnership's goals, and show that the project was achieving positive results.

The partnership has gained community support by demonstrating success. Several projects achieved long-term success and impressed prospective funders by publicizing each small success achieved.

The partnership has developed a culture of collaboration. To create an authentic partnership, it is critical that the institutions effectively share power.

Recommendations

The CAPP Office may be able to use the above findings to better predict the potential of partnerships it funds to become institutionalized, and to determine how best to support partnership projects in the process of institutionalization. To this end, the following recommendations are offered for consideration.

- In considering the potential of prospective projects to become institutionalized, the CAPP Office should identify those that demonstrate evidence of firmly established partnership relationships.
- The CAPP Office may want to give special consideration to those partnerships that involve, or show the potential of involving, collaborating staff at two or more institutional levels.
- The CAPP Office should ask potential partnership projects to make explicit the roles of all partner institutions, particularly community partners. It may be useful to identify the stake each partner has in the partnership project. This might be an area where CAPP could provide technical assistance to currently operating partnership projects.
- The CAPP Office should ask potential partnerships to describe how the partnership will function as a collaborative organization, including how leadership will be shared and decisions will be made. All partner institutions should be involved in the collaborative organization of the partnership.
- The CAPP Office should consider making partnership projects responsible for collecting and analyzing their own student data. This will help project staff understand the usefulness of data in evaluating the progress they are making toward goals and objectives, and build their capacity for internal evaluation. Instead of collecting student outcome data themselves,

external evaluators should support school site staff by providing technical assistance in collecting and analyzing data.

- The CAPP Office should stress the importance of internal data collection by having partnership projects assign the task of data collection and analysis to staff with access to student-level data, as well as the time and skills needed to accurately collect and analyze the data. Again, external evaluators could provide technical support in helping site staff develop these skills.
- In order to evaluate the true impact of CAPP funded projects on college enrollment and retention, more must be learned about what happens to students after high school. The CAPP Office may want to explore with the CPEC the possibility of tracking specific student cohorts over time. This would require CAPP projects to record and provide reliable, student-level data. Given the likelihood of project changes or staff turnover, tracking this data over time should probably be a function of the CAPP Office or a contracted agency.
- The CAPP Office, with assistance from project staff, partners, and external evaluators, should identify those aspects of each project that ought to be institutionalized. When possible, the CAPP Office should provide the support necessary to help a project in the institutionalization process.

INTRODUCTION

The primary goal of the California Academic Partnership Program (CAPP) is to help students from population groups traditionally underrepresented in higher education gain entry to and complete postsecondary education programs. To accomplish this, the CAPP Office provides grants to institutional partnerships comprised of secondary, postsecondary, and community partners. These partnerships work collaboratively to develop curricula, improve instructional practices, develop student support services, and engage in related activities designed to improve the preparation of students, particularly those from underrepresented schools, for success in college.

Throughout the course of their CAPP funding periods, each of the partnership projects was required to collect data and submit to formal program evaluation. All projects were expected to provide periodic progress reports to the CAPP Office, and were evaluated by external evaluators during and immediately after their funding periods. This enabled the projects and the CAPP Advisory Committee to evaluate the implementation and the outcomes of the projects. While some projects proved to be very successful at meeting their projected goals, others were less so.

Due to the short-term nature of program evaluation, little was learned about the projects funded by CAPP once their respective funding periods ended. Just as projects move on to other funders, funders move on to other projects, and the fate of formerly funded projects is rarely known. However, the intent of CAPP is that partnership projects continue to function well beyond their respective grant periods. The CAPP Office hopes that by providing partnerships with technical assistance, in addition to funding, the projects will become institutionalized. It is important, therefore, to determine how CAPP best can support partnership projects in the process of institutionalization.

With this goal in mind, the CAPP Office commissioned this study, with the express purpose of determining the extent to which formerly funded projects have become institutionalized and the lasting effects project activities have had on participating schools. The CAPP Office wanted to learn what factors and conditions help a partnership endure over time, rather than dissolve once the funding period ends. While this is an important issue for most project funders, this is perhaps

an even more salient question for CAPP, given its mission to foster the development of lasting educational partnerships.

Since it would not be practical to include the dozens of projects CAPP has funded over the past 15 years, this study focuses on a diverse sample of five formerly funded partnership projects. These projects represent all of CAPP's four completed funding cycles. CAPP considered all five projects to be at least reasonably successful; they were all well designed and implemented, and met most of their stated objectives. This study explores what became of the projects: how they changed over time, the successes and challenges they experienced, the lessons they learned, and their process of institutionalization. This study was funded by the CAPP Office and conducted by WestEd, an education research organization, and one of the nation's regional educational laboratories.

Projects Included in this Study

In early 1999, the CAPP Office, in conjunction with the CAPP Advisory Committee, selected five projects for inclusion in this study. While the CAPP Office did not set any formal selection criteria, committee members were polled on the former projects they were most interested in including in this study. The CAPP Advisory Committee made an effort to select formerly funded project sites that represented the variety of projects it has funded in the past. As noted above, all of the projects were considered at least reasonably successful in terms of their implementation and outcomes.

The five projects chosen for inclusion in this study are: 1) Project STEP, based in Santa Ana and funded during SY 1984-1987; 2) Reading, Thinking, and Writing about Culturally Diverse Literature, based in Orange County during SY 1990 - 1993; 3) The Oakland Health and Bioscience Academy, based in Oakland during SY 1990 - 1993; 4) Project PARITY, based in Humboldt County (Hoopa Tribe) during SY 1990 - 1993; and 5) the Culver City Minority Math Project, based in Culver City during SY 1993 - 1996.

Table 1
Projects Included in the CAPP Institutionalization Study

PROJECT (#)	CAPP Implementation Grant	CAPP Dissemination Grant
Project STEP (#7)	1984 – 1987	1987 – 1990 (Showcase Project)
Oakland Health and Bioscience Academy (#26)	1987 – 1990	1990 – 1993
Reading, Thinking, Writing About Culturally Diverse Literature (#31)	1990 – 1993	1993 – 1994
Project PARITY (#37)	1990 – 1993	1993 – 1995
Culver City Minority Math Project (#38)	1993 – 1996	1996 – 1998

As a group, these projects constitute a diverse sample of projects, representing a variety of CAPP funding cycles, target student populations, community profiles (e.g., urban or rural), and project goals and activities. The academic focus of the projects varied, including math, science, literature and biomedical career preparation. Geographically, the projects spanned the state of California, from the northerly rural tribal land to urban Santa Ana in the south. The project sites served urban, suburban, and rural populations, and were diverse in terms of the demographics of students served.

Data Collection

To collect data for this study, we completed a document review and conducted interviews with project staff and partners. We reviewed a variety of documents, including the annual progress reports submitted by projects during their respective CAPP funding periods. In addition, we reviewed annual and final evaluation reports written by ETI Associates, contracted by CAPP to conduct external evaluations of the projects. In some cases, information about the projects was available in books, journal articles, and on-line sources. We collected interview data through in-person and telephone interviews with former and current directors, staff, and partners of the projects. All data collection activities were conducted between March 1999 and September 2000.

As reported to the CAPP Advisory Committee previously, data collection for this project proved significantly more challenging than anticipated. While report data were available for all the projects, it proved difficult in many cases to collect interview data. In some cases, the original

project staff or partners no longer were associated with the project, and could not be contacted. In other cases, individuals associated with the projects were contacted repeatedly but were unable or unwilling to be interviewed.

Since interview data were critical in order to determine what happened after CAPP funding ended and how institutionalized projects became, the difficulty in setting up interviews proved to be a significant problem. While we eventually were successful in collecting some interview data for each project, in some cases there was not enough information gathered to develop a complete picture of a project's institutionalization and lasting effects. As will be explored later in this report, the unwillingness of former project staff and partners to be interviewed may be suggestive of problems related to project institutionalization.

Organization of this Report

In this report, we present brief descriptions of each of the five formerly funded CAPP projects included in this study. Each project description includes an overview of the project, describing its primary goals and objectives, the target population served, and the partners participating in the project. It also describes project activities and outcomes, and what the project had achieved by the end of its CAPP funding period. Each project description then explores what has happened since the CAPP funding period ended, including whether the project still exists and how project components have changed over time. For each project we assess the extent to which the project was institutionalized, describing any lasting effects from the CAPP funded period. We also discuss the successes achieved and the challenges faced by the project during and after the CAPP funding period, exploring the factors that enabled the project to endure over time. Finally, we explore the lessons learned by project staff and partners about creating and sustaining successful partnerships.

After each of the five projects is described, we then present and analyze findings across the five projects. Topics explored include any changes that occurred over time in such areas as student populations served, funding sources and priorities, project staffing, partnership constitution, and the degree to which partner institutions were invested in the partnership. We also explore how participation in the CAPP project affected the current philosophy and practice of participants, and the extent to which long-term effects on the target population could be assessed. We then

summarize the lessons learned from the experiences of the five projects, drawing conclusions about the factors that characteristics that make for the most enduring and successful partnership. Finally, we offer recommendations to the CAPP Office on selecting and funding prospective partnerships that demonstrate the most potential for institutionalization, as well as how best to support the institutionalization of existing partnership projects.

PROJECT DESCRIPTIONS

Project STEP: Student/Teacher Educational Partnership, a Model for Intersegmental Collaboration (CAPP #7)

Brief Description of the Project

Project STEP received CAPP funding from 1984 – 1987. Located in Orange County, and focused on secondary students within the Santa Ana Unified School District, Project STEP was a collaborative effort of the Santa Ana Unified School District, University of California, Irvine (UCI), Rancho Santiago (formerly Santa Ana) College, CSU Fullerton, and Chapman College. While the concept of Project STEP was developed some ten years earlier, and UCI already was working actively with the Santa Ana USD, the CAPP grant represented the first significant external funding for project STEP.

The goal of Project STEP was to increase the academic preparation of under-prepared and underrepresented students in the Santa Ana public school system, and to assist their successful transition into postsecondary educational programs. The STEP proposal submitted to (and approved by) CAPP consisted of two areas of activities: curricular enhancement, including faculty inservice training, and student academic support and guidance. Primary objectives included teaching students problem solving and higher order thinking skills necessary for success in postsecondary education courses.

In order to achieve these goals, teachers and higher education partners collaboratively developed a new curriculum for students in grades 7 through 12, which emphasized the use of problem solving and higher order thinking skills in reading, writing, math and science. District high school teachers received professional development, attending forums and workshops to develop

these competencies. The new curriculum was then taught to students in their regular classes and through individualized tutoring.

The most notable outcome of Project STEP was a dramatic increase in the number of college applications submitted by district high school students. At Santa Ana High School, the percentage of underrepresented seniors matriculating to postsecondary education programs increased from about 34% in 1985 to about 53% in 1991.

Table two
Project Step Overview

Collaborative Partners	Santa Ana USD; UC Irvine; CSU Fullerton; Rancho Santiago College; Chapman College
Target Population	Low income and minority students in Grades 7 – 12
Primary Goals	Improve the preparation of underrepresented (e.g., ethnic minority) students for post-secondary education
Primary Activities	Curriculum enhancement (focused on math, reading, writing, science); student academic and counseling support services; faculty training
Primary Outcomes	Significant increase in the number of underrepresented students attending postsecondary institutions

What has become of the Project

After its initial period of CAPP funding ended, Project STEP received additional CAPP funding from 1987 through 1990 as a showcase project. The showcase grant enabled Project STEP partners to disseminate the partnership model developed. The showcase funding also allowed STEP partners to build upon Carnegie Corporation funding to develop a program to prepare students in mathematics and science. In addition, it enabled project partners to extend the STEP model to the Compton school district in partnership with the colleges in its region in the third year of funding.

Since the end of the CAPP funding period, the partnership, no longer generally referred to as Project STEP, has continued to grow and evolve, responding to the needs of a rapidly changing community. The partnership has received funding from a variety of sources and has expanded to include additional partners and serve a larger, more diverse student population. For example, with a grant from the Carnegie Corporation, the Santa Ana STEP model was adapted and expanded to two additional minority dominant school districts (Compton and Long Beach) and

their respective regional postsecondary institutions. Additional funding from Carnegie further allowed the project to include the elementary school level starting in 1987. The STEP collaborative also received large Eisenhower and FIPSE grants, making possible the expansion of these efforts and the network of public and private institutions, resulting in a K-16 continuum of systemic reform in Santa Ana.

The partner institutions originally involved in Project STEP all have continued to be involved in the partnership, with the exception of Chapman College. Although supportive of its goals, as a small, private college, Chapman College had less to gain from contributing to the partnership, and gradually decreased its participation. The partnership remains committed to promoting the educational success of Santa Ana youth.

Project STEP partner institutions have been integrally involved in larger collaborative efforts that have developed and become institutionalized in the Santa Ana area. These include Santa Ana 2000, a collaborative that brings together the CEOs of Santa Ana's leading educational, civic, and business organizations to improve the academic achievement of students enrolled in Santa Ana schools. Together, Project STEP and Santa Ana 2000 comprise the foundation for Santa Ana Networks. The goal of Santa Ana Networks is to increase the capacity of local schools, colleges and universities to develop a K-16 educational pipeline that provides a quality education to all students in the Santa Ana school system and supports them as they move through the educational system. The partnership considers the community college a critical bridging institution for students who need support to make the major transition from completing high school to experiencing success at a four-year university.

Institutionalization Issues

While Project STEP no longer exists in the form in which it was originally funded by CAPP, the practice of intersegmental collaboration in the Santa Ana area has become highly institutionalized. The institutions involved in the development of Project STEP continue to be integrally involved in the region's current partnerships. The concept of working collaboratively across institutions to achieve common goals – namely to help prepare underrepresented students for success in post-secondary education – was greatly strengthened during the CAPP-funded years. According to individuals who have been part of STEP and subsequent collaborative

efforts, the concept of and commitment to working together in partnership has itself become highly institutionalized in the area, as evidenced by the existence of Santa Ana Networks.

As the first external funder of Project STEP, CAPP served as a catalyst for securing national attention and continued external funding, which allowed the collaborating institutions to continually branch out and expand their work. For example, the partnership's achievements during the CAPP implementation period earned Project STEP national recognition, which led to a large, multi-year grant from the Ford Foundation. The Santa Ana community and its institutions, both public and private, have become adept at working together to identify problems, develop strengths and realize shared goals. Continued achievement success has allowed them to become successful at securing funding for their partnership projects.

CAPP requires all of the partnership projects it funds to collect data and participate in evaluation, both external and internal. For Project STEP, the practice of data collection, tracking, and evaluation has carried over into the present. The work of the collaborative efforts in Santa Ana continues to be strongly data driven. For Project STEP, as well as for the partnerships that have evolved from it, one of the lasting effects of CAPP funding is the practice of data collection and analysis. The partnerships use research as a basis for program planning, as well as to measure achievement.

Successes and Challenges

Project STEP, and the expanded partnerships that have evolved from it, have had considerable success. The partnership between educational segments has become highly institutionalized. The original educational institutions, now joined by civic, community, and business institutions, continue to work effectively on common goals. The partner institutions continue to engage successfully in collaborative strategic planning and action, and have continued to obtain funding to support those efforts.

One of the keys to this success was the strong commitment from the partnering institutions to working collaboratively with one another. All of the institutions had a stake in the common goals and outcomes of the project, which kept them engaged in the partnership. Moreover, each institution had its own interests and goals at stake; for example, the community college needed

incoming students to be better prepared for college level work. As noted above, one partner institution – Chapman College –had less at stake, and thus was not a lasting partner. For the others, the strong institutional commitment kept partners actively engaged in the partnership.

The partnership has continued to be attractive to funders, successfully obtaining grants and funds with which to continue its work. One way it has won over funders is that the partnership has no paid staff or administrators. All the funds granted to the program have gone directly into project activities. This has been possible because all of the partner institutions have committed high level staff to the partnership, and expect partnership activities to constitute a significant part of their work. In fact, partnership involvement has been incorporated into the position descriptions of key administrators of the partner institutions, clearly demonstrating the high level of institutional commitment to the partnership.

The partnership has continued to be successful at earning both statewide and national recognition. This has resulted in its ability to secure ongoing funding from a variety of sources, as well as serving to offer a model for institutional collaboration for other partnerships to emulate. It also has allowed the partnership to address what is perhaps their biggest programmatic challenge, the constantly changing demographics of the student body, and the consequent need for additional academic and institutional support. In the early years of Project STEP, the Santa Ana school district's student population was 40% Latino; today it is 97% Latino. The “minority” student has become the “typical” student.

Lessons Learned

One of the most key lessons of this partnership is that in order to become institutionalized, a partnership must be authentic. Each partner institution must have a genuine stake in the goals, process, and outcomes of the collaborative. Without this, an institution is unlikely to commit high level staff, provide ongoing in-kind resources, and actively participate in a partnership over time.

Project STEP and the efforts that evolved from it have been able to set goals and develop project activities collaboratively, and then secure funding to support them. The partnership has made a point not to pursue funding that might change or influence its programmatic priorities. It has

made a conscious choice to be data-driven, establishing objectives that genuinely reflect the community's needs. The partnership has found that successfully tackling genuine issues in their community has helped them to continually receive external funding.

It appears that the success of Project STEP and the partnerships which evolved from it is due, at least in part, to key organizational features that reflect the partnership's philosophy about how a partnership should operate. These features include equity, coequal participation, and shared decision-making between partners, and a long-term commitment based on individual and shared goals. The partnership's organizational structure includes high-level representatives from each participating institution, which serves to overcome organizational pressures that could threaten major reform. Another key feature is shared governance; leadership is encouraged from each partner institution, and no single institution is allowed to dominate. The partnership also has a comprehensive scope, a plan of action aligned with long-term goals, and a strong evaluation component.

It also includes the commitment of adequate resources to cross-segmental activities such as curriculum revision, and the continuity of leadership at the various partner institutions.

Project STEP was instrumental in laying the groundwork for the evolving network of intersegmental partnerships in the region. The "discipline dialogues" created the opportunity for individuals to work together and develop real insight and understanding across institutions. It helped to stop the cycle of blaming that often occurs, for example, when college-level educators blame high school teachers for the poor preparation of students. Intersegmental collaboration helped those involved change their conceptualization of the problem, and develop respect for people working within the constraints of other institutions.

Over the many years that Project STEP and related partnerships have been in existence, the individuals from partner institutions have come to know and trust one another. This has allowed them to work together very effectively. It also has allowed them to be honest with one another about "just how bad things really are," which has helped in addressing the pressing issues in their changing community.

Academic Partnership for Improving Life Science Instruction and Postsecondary Access/Oakland Health and Bioscience Academy (CAPP # 26)

Brief Description of the Project

The Academic Partnership for Improving Life Science Instruction and Postsecondary Access, also known as the Oakland Health and Bioscience Academy, received CAPP funding from 1987 – 1990. It began as a partnership between the Oakland Unified School District and the Samuel Merritt College of Nursing. The Oakland Health and Bioscience Academy had two primary goals: to expand student learning in science and math and to increase the college admission and retention rates of students from the Oakland Unified School District. In addition, the partnership aimed to strengthen science teaching at the secondary and postsecondary level. To achieve these goals, the partnership developed new curricula in math and science, and initiated an in-service training program to strengthen teacher skills.

Table three
Oakland Health and Bioscience Academy

Collaborative Partners	Oakland Unified School District; Samuel Merritt College of Nursing
Target Population	Students attending Oakland public schools; primarily “at-risk” students at the high school level
Primary Goals	To increase student learning in science and math; strengthen science teaching at the secondary and post-secondary levels; develop science teaching materials; increase college entrance and retention rates;
Primary Activities	Curriculum development in math, science, and bioscience; partnerships between school district and college; field trips to local science and health sites; work with community health organizations
Primary Outcomes	Improved grades and standardized test scores in math and science; improved collaboration between teachers; improved knowledge and understanding of curriculum; improved attendance rates at postsecondary institutions

During the CAPP-funded period, the Oakland Health and Bioscience Academy components included the development of new teaching materials, including a life science research manual, and the creation of special study skill mini-units. It also involved the development and implementation of a program of in-service training to strengthen teacher skills. The curriculum at Oakland Technical High School was expanded to include advanced courses in physics, calculus,

and biology. The project also developed and implemented a curriculum to develop higher-level critical thinking skills, and initiated and supported collaboration between secondary and postsecondary teachers.

The Oakland Health Academy program was successful in a number of areas. The project was successful in developing and producing curricula in math and science. Teachers demonstrated improved knowledge and understanding of curricula. In addition, the process of developing the new curricula was beneficial, helping to improve collaboration among teachers. The partnership also helped to improve intersegmental relationships among teachers; postsecondary teachers reported improved knowledge and understanding of the problems of teaching high school science through their collaboration with secondary school teachers.

At the end of the CAPP funding period, there was a substantial decrease in the number of district high school students who failed to pass one or more math courses. In addition, the number of students taking the SAT increased. Student GPAs and standardized test scores in math and science courses improved. Most dramatically, by the end of the CAPP funding period, more than 90% of Oakland Health Academy students had enrolled in postsecondary programs.

What has become of the Project

The Oakland Health and Bioscience Academy has continued to operate since the CAPP funding period ended. The goals have not changed substantially, nor has the target population. The program continues to prepare students for postsecondary medical programs and careers, primarily by developing and teaching new curricula in math and science. In addition, ongoing activities include field trips to local science and health sites, and student internships with community health organizations.

The project has expanded and evolved since the CAPP funding period ended, adding new staff and partners, as well as new sources of funding. The nature of the partnership has evolved over time. While some partners have endured over time, other partners have come and gone. The Oakland Unified School District and Samuel Merritt School of Nursing continue to be primary partners. The Academy also has pursued other partnership activities with CSU Hayward, Merritt College, and Peralta College. The Oakland Health and Bioscience Academy recently has been

funded as part of a health partnership with the UC Berkeley School of Public Health, the UCSF School of Pharmacy, San Francisco State University, and other institutions. The role of Merritt College has expanded. It recently has been influential in helping to organize a regional advisory board for the now three Oakland Health and Bioscience Academies.

Like its partnerships, funding sources for the Academy have evolved over time. The basic Health Academy operations have been funded through the state Partnership Academies grant and the CDE, and in smaller part by the Oakland Unified School District Academies structure. Funding for specific projects and activities has come from a variety of additional sources. For example, the Johnson & Johnson Foundation has provided funding for health education, and the California Health Care Foundation has supported internship development, curriculum development, and dissemination activities.

The staffing of the Oakland Health and Bioscience Academy has changed significantly. Since the CAPP funding period ended, there has been almost a total turnover among project staff. Only two of the original teachers still are involved. In just the last two years, more than half of the 71 teachers at the high school have left and been replaced, reflecting the high overall turnover rate among teachers in the Oakland Unified School District. Fortunately, the project has managed to attract committed and talented new teachers who were drawn to the Academy's vision. Some of the new teachers have backgrounds in the medical fields and are relatively new to teaching. This has been beneficial to the program, as the new faculty members have brought in fresh perspectives, while still being committed to the original vision and goals of the program. This has helped the program continue.

Institutionalization Issues

The Oakland Health and Bioscience Academy already had an institutional basis from the Oakland Unified School District prior to receiving CAPP funding. The Academy has continued to receive funds from the Oakland USD as well as the CDE. In fact, the number of Health Academies supported by school districts and the CDE has increased dramatically since the early years, based on both perceived and measured effectiveness of the Oakland Health Academy model.

CAPP was instrumental in developing the basis for the project's success in several ways. Perhaps most importantly, CAPP funding played a critical role in the program's early development of clinically authentic curricula for the program, including a project group that produced the curriculum binder, and funding for the "problem-based learning" training. Some of this curriculum still is being used by the project. In addition, according to Academy staff, the problem-based learning workshop funded during the CAPP period permanently shaped their perspective on the features of good curriculum.

The partnership between the Oakland Unified School District and Samuel Merritt School of Nursing existed prior to receiving CAPP funding. When the CAPP funding period began, the two partners were at the tail end of setting up the Oakland Health and Bioscience Academy. A good relationship, and the will to work together collaboratively had already been established between the high level administrators at the two institutions. What CAPP funding helped accomplish was to establish a working partnership at the instructional levels of the two institutions. When teachers from high school and college got together to develop curricula and devise collaborative strategies for teaching, true and effective partnership between the institutions developed. CAPP funding was essential in institutionalizing the partnership, by getting staff at the partner institutions working together actively to develop and teach curricula, set up field trips for students, and establish an identity with the school district. CAPP funding also was crucial in giving the program the resources to become something visible and different in its early days.

Successes and Challenges

One early challenge faced by the project helped to sustain for the project a lasting commitment to their vision of how they would serve students. At one point, they only received reimbursement from CDE for serving those students who were categorically at-risk, as defined by a specific formula. While the focus of the Oakland Health and Bioscience Academy was to serve students at risk, program staff and partners believed – and eventually demonstrated – that the program would be more successful if it served a mix of students, including some that were not strictly considered "at risk". Project staff decided to forego funding rather than change enrollment criteria, contending that student outcomes would be better overall if they enrolled and served a

mix of students. Due to the program's success, they eventually were able to convince funders that their vision was on target.

The Oakland Health and Bioscience Academy has continued to be successful in meeting its student outcome goals. Students enrolled in the program have high rates of high school completion. For several years after the CAPP funding period ending, data on college entrance and retention rates were collected. However, in recent years there has been only informal tracking of what program graduates do after they finish high school. Several years ago, a study on former students showed that about half of the program's graduates were pursuing postsecondary health education or careers four years after graduating, an impressive achievement.

Lessons Learned

Oakland Health and Bioscience Academy staff and partners learned that the way to build onto their existing partnership was to have a vision and share it with other potential partners. They also learned the importance of making their program visible to other institutions in the larger community. They found that one partnership often leads to another, sometimes in obscure or unpredictable ways. Thus, while some partners have come and gone, the original vision has become institutionalized and even strengthened over time.

They also have learned about how to build long-lasting partnerships. Academy partners learned that partnerships are "accumulated"; relationships develop over time, based on such factors as mutual interests, professional contacts, and funding sources. Academy staff and partners learned the importance of keeping such relationships alive, so as to successfully take advantage of opportunities that present themselves. The Oakland Health and Bioscience Academy partnership has been able to move quickly to respond to funding opportunities by calling on past, present, and potential new partners for whatever is needed, such as programmatic assistance, letters of support, or funding.

Reading, Thinking, And Writing About Culturally Diverse Literature (CAPP #31)

Brief Description of the Project

The Reading, Thinking, and Writing about Culturally Diverse Literature project was funded by CAPP from 1990 – 1993. Located in Orange County, the partnership involved four school districts – Garden Grove, Irvine, Santa Ana, and Saddleback Valley – and two postsecondary institutions – Orange Coast College and the University of California, Irvine. The partnership also involved two business partners, Scott Foreman Publishing, which provided \$40,000 worth of their published books in the districts, and a local multicultural bookstore. The project director was Carol Booth Olson, a UCI faculty member and the director of the UCI Writing Project. The project also received a one-year dissemination grant, from 1993-1994.

The Reading, Thinking, Writing project brought together teacher/consultants from the UCI site of the National Writing Project to explore how secondary teachers could be responsive to the needs of a dramatically changing student body. The project involved curriculum development, staff development, and the participation of teachers in research, all with the aim of ultimately reaching, motivating, and improving the skills of students from multicultural backgrounds. The program utilized a literature-based Language Arts curriculum, and included the works of authors from a range of racial and ethnic backgrounds. The project involved revising and enhancing the reading and writing lessons taught at partner high schools. New curricula focused on stimulating minority student interest in reading and writing by assigning them culturally relevant literature.

The project also involved a major teacher training component. Extensive teacher training in using the new curricula was essential, given that the vast majority of the teachers in the districts were White.

Table four

Reading, Thinking, Writing About Culturally Diverse Literature

Collaborative Partners	Garden Grove Unified School District; Irvine Unified School District; Santa Ana Unified School District; Saddleback Valley Unified School District; Orange Coast College; University of California, Irvine (UCI)
Target Population	Middle and high school Students, particularly from multi-cultural backgrounds
Primary Goals	Develop middle and high school language arts curricula utilizing culturally diverse literature to teach reading, writing, and critical thinking; provide staff development for teachers in target schools (grades 7-14) on how to utilize the curricula; Prepare ethnic and linguistic minority students for, and motivate them to attend, college
Primary Activities	Language arts curriculum development, utilizing diverse literature; staff development activities for middle school, high school, and community college teachers; teacher research, based on assessment of student writing and learning; Young Writers Plus project; parent involvement activities
Primary Outcomes	Development of large amount of curriculum materials, eventually published as a textbook for dissemination of curricula; among students taught with the new curricula, evidence of improved writing skills, increased fluency, and higher cultural awareness and self-esteem

What has become of the Project

Since the end of the CAPP-funding period, the project has evolved, operating on funding received from a variety of sources. The current incarnation of the project is known as the Pathways project. The Pathways project still is directed by Carol Booth Olson, head of the UCI Writing Project and director of the original project. Currently, the Pathways project is based in two schools within the Santa Ana Unified School District, Century High School and McFadden Middle School. It currently has two years of funding from the U.S. Department of Education (Bilingual Education Program), and also receives funds from UCI's EOP Office and the Santa Ana Unified School District. The primary staff members of the project, a teacher at the high school and the assistant principal of the middle school, both were involved in the original CAPP-funded project, and have been involved in the program from the beginning.

The Reading, Thinking, Writing About Culturally Diverse Literature project was implemented in Language Arts courses throughout all four partner school districts. While all the districts continue to use the curricula, the “Pathways” project operates in only two schools, both within the Santa Ana School District.

Institutionalization Issues

While receiving CAPP funding, the project partners attempted to institutionalize the project by providing extensive professional development and inservice training to teachers, with the intent that they would in turn train and share their experience with their colleagues. For example, at McFadden Intermediate in Santa Ana, Language Arts faculty received inservice training from the CAPP project, and subsequently the school’s entire Language Arts curriculum was revised to reflect a multicultural emphasis. Another intermediate school in the Santa Ana school district contracted with CAPP project for a ten week inservice course on multicultural literature for their faculty using their own school resources.

The publication and dissemination of its book titled *Reading, Thinking, Writing About Culturally Diverse Literature* has been a major factor in the project’s institutionalization process. The book contains a large number of lesson plans and curriculum materials that can be used and adapted in many different districts and classrooms. In addition, teachers and others involved in the project have presented at state and national conferences, sharing their experiences and successes, as well as distributing the book and other instructional materials developed by the project.

The original project has evolved into a smaller project, which currently is being implemented in two schools within a single district. However, curricula developed during the original project years still are being used widely within the four original school districts. In addition, the concept of using multicultural literature as a means to foster understanding between students of different cultural backgrounds has become institutionalized in many additional districts. In fact, the original intent of reaching to and motivating ethnic and racial minority students has become even more critical in the region, given that the school districts enroll increasingly higher percentages of non-White students. The number of non-White students in the postsecondary programs in the area has grown as well.

This project has worked in coordination with other institutionalized projects and partnerships in the region. It has linked up with Santa Ana 2000, which involves five schools in the Santa Ana School District. Both partnerships have a solid institutional grounding, and benefit from the long-term involvement and commitment of many individuals.

Successes and Challenges

The Reading, Thinking, and Writing About Culturally Diverse Literature project has experienced a considerable amount of success from the period of CAPP funding onward. It has developed curriculum materials that have been, and continue to be, used by many teachers in numerous classrooms. Many teachers have been trained to use the curriculum and have adopted the practice of using culturally diverse literature in their classrooms. Students have responded very positively to the curriculum, demonstrating improved writing skills as well as heightened self-esteem and increased motivation to go on to college. The success of the project has helped to change ingrained attitudes among many educators that students from particular cultural backgrounds are not academically inclined, but rather that all students are capable of success when adequately challenged and encouraged.

Like other projects in California, especially southern California, the changing demographics of the population has continued to present a challenge to educators, especially as it is accompanied by a chronic lack of resources. This has limited the extent to which teachers could continue to receive needed training. It also has resulted in crowded classrooms filled beyond capacity with students with divergent needs, skills, and academic preparation.

The project has been successful in creating and sustaining a strong partnership between UCI and the area school districts. Much of this is due to a successful model for collaboration that has built on the strengths of the institutions involved. The project also has benefited from the stability of the individuals and staff involved. The original and current projects were directed by the same individual, and some of the teachers and staff involved similarly have been involved since the original project began.

Lessons Learned

Participating teachers and consultants expected that exposing students to multicultural literature would improve their motivation to read and write. They experienced first-hand the effectiveness of designing and implementing a multicultural, literature-based curriculum in classrooms with a diverse student population. However, they also experienced an unanticipated outcome. Through working collaboratively with instructors from UCI and other school districts, teachers increased their level of understanding about the lives of the diverse students in the individual districts, and what they need in order to be successful.

In addition, the teachers themselves experienced considerable empowerment through their involvement in the project. Through working collaboratively with their colleagues, teachers formed a professional, intersegmental learning community of teachers involved in research that continues to address the issues of teaching and learning about cultural diversity. Teachers and others involved in the project have reached a higher level of understanding about their colleagues from other educational segments.

Data collected and analyzed on the project showed that students immersed in the project's multicultural curricula have improved reading, writing, and analysis skills. In addition, students developed pride, self-esteem, and increased tolerance for students from other backgrounds.

The project benefited greatly from the long history of partnership involvement and development at UCI. The university has worked extensively with educators from many of the area's school districts. This history of collaboration helped the project get off to a good start and helped in the process of developing rapport and collaboration among teachers and consultants. UCI's Partnership Network has supported the activities of the partnership, which has led to the institutionalization of the project.

Project PARITY: Promoting Academic Retention For Indian (Hoopa) Tribal Youth (CAPP # 37)

Brief Description of the Project

Project PARITY received CAPP funding during the 1990 – 1993 funding cycle. The project brought together a variety of organizations and institutions with the ultimate goal of increasing the number of Hoopa tribal youth enrolled in the district's schools to successfully matriculate to postsecondary education programs. This was accomplished through several activities. Project teachers and partners developed Language Arts, math, science and social science curricula for grades 6 – 12 that reflected Native American views about the interrelationship of the disciplines, as well as Native American cultural and historical contributions. Instructional approaches were established that incorporated tribal teaching and learning methods.

Another complementary goal of the program was to improve student retention. With the knowledge that many tribal youth decided early on that they would drop out of school, the project looked at the entire continuum of the district's programs. Curricular articulation and alignment was made between each segment of the system from elementary school to the college level. A Summer Bridge program for 8th grade students prior to entering high school was established. In addition, the project established inter-institutional exchanges between students and faculty and provided an enhanced, relevant curriculum to provide students with "academic confidence" and make educational transitions easier.

What has become of the Project

After the CAPP funding period ended in 1993, efforts were made to continue the PARITY vision through additional funding sources. Project PARITY received Eisenhower support to continue its inter-institutional efforts. The district superintendent worked with postsecondary PARITY partners to continue the project. He also established a transition team, consisting of the Project PARITY's director, co-director, the high school principal, a community college representative, and himself to review PARITY's goals and seek additional funding sources.

Table five
Project PARITY

Collaborative Partners	Klamath-Trinity Joint Unified School District; Humboldt County Office of Education; Hoopa Tribal Education Committee; College of the Redwoods; Humboldt State University; Aetna Life and Casualty Company; Pacific Bell
Target Population	Middle and high school students, particularly those of the Hoopa tribe
Primary Goals	Increase the number of tribal youth matriculating to postsecondary education
Primary Activities	Developed English, math, science and social science curricula that embodied Native American cultural knowledge and practice; curriculum articulation and alignment for grades K-14
Primary Outcomes	Improved grades and standardized test scores; improved student retention; curriculum articulation and alignment; curriculum book that represents Native American approaches to learning

The district superintendent wanted postsecondary faculty to collaborate with district teachers in developing activities related to the new discipline scope and sequence articulation. Unique, experiential hands-on curricula were developed. Native American views and instructional approaches were reflected in the new curricula, as were cross-institutional and cross-age curricular approaches.

Institutionalization Issues

There were several aspects of Project PARITY that had already become institutionalized by the end of the CAPP implementation grant period. Project PARITY’s model had been adopted by the school district. The “four-point model” reflected four principles essential to the project: 1) learn about and respect the student population; 2) incorporate its values and interests into a relevant curriculum; 3) combine resources to enhance learning; and 4) maintain high expectations. The project partners believed that PARITY’s four-point model would be transferable to any underrepresented group.

During its CAPP funded years, Project PARITY produced a curriculum book that reflected the curriculum development work of the project, based on the interrelationship of the disciplines in consonance with Native American views. With their two year dissemination grant from CAPP,

representatives from the partnership attended a number of state, national, and international conferences and workshops, at which they described their project, shared information about their four-point model, and distributed copies of their curriculum book. They also consulted with other school districts and partnerships interested in undertaking similar projects.

The collaborative partnership that developed during the CAPP funding solidified into a strong cohort of educators dedicated to assisting the district projects and curricular efforts geared toward helping district students matriculate to post-secondary institutions. According to Sheila Webb, the project director, during the entire length of Project PARITY and PARITY II, the project still exists in terms of curriculum, teacher training, and interagency collaboration. However, there is no longer a formal organizational structure, or project staff, once the CAPP and Eisenhower grant periods ended.

In an effort to institutionalize Project PARITY's curriculum and instructional efforts, instructional and resource materials were permanently housed in the high school library. It was intended that the collection site would assist staff and teachers to continue to use the materials. In addition, external funding received from Pacific Bell was used to update and connect, on-line and with modems, the high school library system to allow networking with other systems and resources.

Under the CAPP grant there was an internal evaluator who worked with the project secretary and the district's building site administrators to track student progress. Data on Project PARITY students were collected using SPSS to generate semi-annual summaries and analyses of student grade, attendance, background, and standardized test score data. PARITY provided valuable information to the school district and partners since the evaluation process focused on data specifically about Native American students versus data about the whole student population. It was hoped that the level of data analysis would continue after the CAPP funding period ended.

Successes and Challenges

Project PARITY has been very successful at disseminating information about its partnership efforts. This has helped the project get national attention, which in turn has led to getting external

funding. It also has been very successful locally. Parents all over the district requested that their children were enrolled in the program.

The project, to the extent that it still exists, has become district-wide, encompassing all schools within the district. However, it currently does not receive any formal or external funding.

One of the biggest challenges with operating a partnership in such a rural location is the significant geographical distances between the collaborating institutions. During the project, partners had to travel major distances to attend meetings or work on collaborative activities. These distances were even more of a challenge during winter months, when rural roads often were impassable. Once the project formally ended, getting the partners to continue making such efforts became more difficult.

Lessons Learned

The collection and analysis of student data during the CAPP grant period was very important for this partnership. Data analysis helped project partners determine what kinds of interventions would be most effective. For example, while they knew that most students dropped out of school during high school, they discovered that many students had decided to drop out of school by a very young age; in fact, by the second grade, and simply marked time until they could legally drop out of school. Consequently, project partners aimed to include the primary and elementary grades into the program, and focus efforts and interventions earlier than high school.

Culver City Minority Mathematics Project (CAPP # 38)

Brief Description of the Project

The Culver City Minority Math Project received CAPP funding from 1993 – 1996. The project was a collaborative effort between the Culver City Unified School district and CSU Dominguez Hills, in conjunction with Hughes Electronics. The purpose of the project was to improve the mathematics achievement of underrepresented middle and high school students in the district. The partnership specifically wanted to eliminate the de facto tracking in the district's math courses such that the enrollment in advanced math courses would mirror the overall racial and

ethnic distribution of the district's students. Project partners expected that this ultimately would increase the college preparation and eligibility of underrepresented students in the district.

During their 1992 CAPP planning grant period, the project partners developed a multifaceted plan that targeted high school students in the district. However, data collected during the first year revealed that a disproportionate number of students from underrepresented groups already had been tracked into lower level math courses in the sixth grade, and thus were not in the targeted college prep courses in high school. The project partners concluded that the project must involve the district's middle school as well as the high school. Thus, when the CAPP grant period started in 1993, sixth grade students became the target group.

Starting in 1993, all sixth grade students were untracked and exposed to an enriched curriculum, which included non-traditional curricular units and a problem solving component. The next year, both sixth and seventh grades were untracked, and provided an enriched math curriculum. Eventually, all eighth grade students were enrolled in Algebra 1, and the schools adopted the use of enriched curricula for all students in Algebra 1, Geometry, and Algebra 2.

The project had a strong professional development component. Teachers participated in an array of staff development activities during all three years of the CAPP grant. Teachers at the two schools were trained to use the new curricula, and attended a variety workshops and conferences. When practical, faculty from the middle and high school attended training sessions together and were given opportunities to work collaboratively. This helped to establish collegial relationships both within and between math departments at the two schools.

Ongoing support was provided to all of the math teachers by two teacher-consultants from CSU, one assigned to the high school and one assigned to the middle school. These consultants arranged staff development sessions, met regularly with and provided support to teachers, oversaw the implementation of the project, observed student and teacher progress, and were liaisons to administrators. They also organized parent education activities, met regularly with administrators and counselors, organized tutoring programs, and gathered and prepared instructional materials critical to the programs.

The project included a major tutoring component to assist students with the rigorous coursework. High school students were trained by university personnel to provide peer tutoring four days per week. In addition, math teachers were paid to provide after school tutoring at the high school. The project also involved a parent education component, and many parent nights were held to address questions and concerns of parents.

The project enjoyed substantial success. Approximately 70% of the overall student body successfully completed Algebra I by the end of the ninth grade. In addition, many more students started taking the PSAT and SAT. While the scores were not much higher than before, the fact that the average scores did not go down when so many additional students were taking the exam was considered a significant achievement of the project. More students are taking Golden State Exam and doing well (scoring at the “recognition” level and above) than before. In addition, sixth and seventh grade math courses are heterogeneously grouped, and students have increased their problem-solving skills.

Table six
Culver City Minority Math Project

Collaborative Partners	Culver City Unified School District; CSU Dominguez Hills; Hughes Electronics
Target Population	Middle and high school math students
Primary Goals	Improve the math achievement of students from under-represented groups in grades 6 – 12; Increase college eligibility of under-represented students; Eliminate de facto tracking in math so that ethnic distribution in upper level classes would be representative of school as a whole;
Primary Activities	Provided enriched curricula to all math students; provided extensive training to math teachers in teaching the new curricula; extensive math tutoring; parent education
Primary Outcomes	Enrollment in all college preparatory courses increased over the pre-CAPP years; strongest math students performed better; Students of all ethnicities and both genders performed better in algebra and geometry; Increased percentage of students prepared for and considering college

What has become of the Project

The partnership received a CAPP dissemination grant from 1996 – 1998. During this time, the consultants from CSU wrote a report, *Algebra: Providing Access for All, One District’s Story*,

which described the implementation of the project and documents its outcomes. Project teachers and partners attended conferences around the country, where they described their project experiences and results. While the CSU consultants initially made the presentations, the project teachers eventually took over this role.

The Culver City Minority Math Project formally ended in 1996, at the end of the CAPP funded period. Some aspects of the program have continued, however. Students in the middle and high schools continue to be untracked in math, and many of the math teachers are committed to making sure that minority students continue to receive encouragement and support to enroll in advanced mathematics courses.

However, there has been some backsliding from the project's commitment in this area. For example, because teachers found that many of the students coming into eighth grade lack the prerequisites necessary for success in Algebra, the middle school recently developed a two-year Algebra 1A course. While all eighth grade students still are enrolled initially in Algebra I, those students who are floundering by the tenth week get moved to the Algebra 1A course. Not surprisingly, a disproportionately high number of ethnic minority students have been moved to the two-year course, defeating the original goal of detracking students.

The standards movement also has affected the math program in Culver City. During the CAPP years, the curricular focus of the project was on developing students' skills in problem solving, encouraging students to develop different strategies for solving math problems. Teachers emphasized to students the importance of being able to articulate their problem-solving process. Specific math skills were taught when necessary to solve math problems. Since then, however, the emphasis has moved to standards-based instruction, with its emphasis on students demonstrating their skills according to standards, rather than by demonstrating their ability to problem solve and think critically.

Since the CAPP funding period ended, there has been significant turnover among project staff. While most of the high school math teachers involved in the CAPP implementation period are still at the high school, the principal and two-thirds of the math faculty are new at the middle school. In addition, there has been no partner involvement since the CAPP period. According to the teachers who were involved in the project, the involvement of the CSU consultants was

critical. Without their involvement, and combined with the absence of support from other faculty, administrators, and the district, the project could not be maintained.

Institutionalization Issues

While the project formally ended when the CAPP funding period ended, several aspects of the project have become institutionalized at the two schools. Math teachers at the middle school continue to meet with their grade level colleagues, rather than with the entire math department, a practice that was initiated with the project in 1993. Teachers found that it is very effective to work by grade level, as it helps the teachers keep curricula consistent across classrooms and work collaboratively in developing tests. In addition, mutual respect between high and middle school teachers developed over the course of the project, and teachers now routinely work together, when possible.

After the CAPP funding period ended, the school district used Eisenhower funds to continue the practice of teachers from the high school and middle school working collaboratively. This allowed them to review and select curricula, discuss problems, determine the progression of classes, and make sure that courses were consistent and aligned. However, the district has not maintained the previous number of professional development activities that teachers had benefited from during the CAPP grant years, nor has it offered opportunities for the high and middle school teachers to participate in inservice training together, a practice that had been beneficial during the project.

The project has had a number of lasting effects in the form of practices that are still in place. The middle school still is attempting to enroll all eighth grade students in Algebra. Teachers have also maintained the practice of giving students a “problem of the week,” which encourages students to think critically in working through complex mathematical problems. In addition, they have maintained the practice of enrolling heterogeneous groups of students in sixth and seventh grade math classes, a practice that started with the CAPP project.

While more eighth graders are taking Algebra than in the years prior to CAPP, some of the middle school math teachers argue this is being driven more by the statewide math standards

rather than the institutionalization of the program. Moreover, some feel that, since the end of the CAPP funding period, eighth grade students are less well prepared for Algebra.

Despite its apparent success, many aspects of the project have failed to become institutionalized. Many of the new teachers, as well as some of the veteran teachers, want to return to using more traditional curricula. Many parents, particularly parents of students who have done well in traditional math courses, believe that the new curricula and instructional practices may hinder the chances of their students to excel and stand out. (The project used the Mathematics Diagnostic Testing Program (MDTP) to assess how students were doing under the new curriculum, and demonstrated that student performance was not suffering.) However, due to lack of support from teachers, parents, and administrators, it appears that the school board soon will decide to return to a more traditional math curriculum.

During the course of the project, teachers kept rigorous data on student achievement, which helped in guiding project implementation and assessing results. However, the teachers at the schools no longer maintain student data, nor do they track what happens to former students. There is sporadic informal tracking of former project students, but only for those students who initiate such contact.

The tutoring component, which started with the CAPP grant, was an important component of the project, given the rigorous curriculum. After the CAPP funding period was over, tutoring was continued for two years with district funding. However, the district no longer pays teachers to provide tutoring. Several teachers at the middle and high school, all of whom were involved in the CAPP project and remain strong proponents of it, have continued to provide after-school tutoring on their own time. They are hoping eventually to secure Title I funds to pay for their time in the future.

Successes and Challenges

The Culver City Minority Math Project had both successes and challenges during and after the CAPP funding period. The project was successful in achieving many of its objectives.

Challenging new math curricula were introduced and utilized in the middle and high school math programs. Middle school math courses were detracked, so that all students were exposed to

rigorous math instruction. Middle and high school students received tutoring in math. Teachers at both schools received extensive training and improved articulation between grade levels through working collaboratively with other teachers. Ultimately, a larger and more representative group of students passed Algebra, took and scored well on Golden State exams, PSATs and SATs, and prepared to go on to college. The project was considered successful and CAPP awarded the project partners with a CAPP dissemination grant in 1996 – 1998 to share with other schools and districts what they had accomplished.

However, the project faced multiple challenges during and after the CAPP implementation period, many of which prevented the project from becoming fully institutionalized. A significant challenge was the high staff turnover at the middle school, as described above. Few if any of the new teachers shared the vision of the project partners and teachers most involved in the project. In addition, some of the veteran teachers were fatigued by the amount of effort that had been required by implementing the new curricula. Thus, at the middle school, the teachers who were committed to the project and the new curricula were outnumbered by faculty who wanted to return to a more traditional approach.

The continuation of the project also was hampered by lack of funding with which to maintain the same high level of teacher training, support collegial collaboration, and continue fundamental practices such as student tutoring. Without training and support to teach the more demanding curricula, and paid time with which to work with colleagues, few teachers were willing or able to take on the effort needed to keep the project going. Most project teachers attributed the success of the Culver City Math Project to the support from CSU consultants, and to the extensive time available for teacher training and collaboration. Neither of these existed after the CAPP funding period ended, thus preventing the project from becoming fully institutionalized.

Lessons Learned

One of the most essential lessons from the experience of the Culver City Minority Math Project is that there must be “buy-in” from everyone involved, including teachers, students, administrators, partners, and parents. Teachers involved in the project suggested that the project could not be sustained after the CAPP grant period ended because there was so little support for it. The teachers who wanted to keep the project going experienced pressure from many of their

colleagues, who wanted to return to a more traditional approach, as well as from parents, especially those who wanted their children placed in honors courses. Without active administrative support, teachers could not stand up to these pressures. In addition, without budgetary support, many of the activities that had made the project successful could not be sustained, such as extensive time for teacher training and collaboration, and student tutoring.

Teachers and others involved in the project also learned through their experience in this project the importance of starting small and building incrementally upon success. Teachers and partners felt that they made a mistake during the course of the project by trying to institute changes in all grade levels at once. In retrospect, they think it would have been better to change one grade at a time. More incremental change might have helped them convince more traditional teachers, as well as parents, that detracking students and exposing all of them to more rigorous curricula could benefit all students.

The teachers also learned that, in order to sustain the project, they really needed the ongoing participation and support of their partners. The consultants from CSU had been essential to the project; without their active involvement, the teachers did not have the support they needed to continue the project. In addition, without the consultants working with parents and acting as liaisons to school and district administration, the teachers experienced much more opposition after the CAPP funding period ended. The project's business partner, Hughes Aircraft, was not actively involved in the project implementation. In retrospect, the project would have benefited from having established a specific role for the corporation and maintained better communication with its representatives.

Teachers also learned how essential funding was to the project. Without funding support for continued teacher training, it was not possible to adequately prepare new teachers to use the new curriculum. The project had expended considerable resources in training teachers, many of whom left during and after the project period. There was no way to provide that same level of training to the new teachers after the CAPP funding period ended.

FINDINGS AND ANALYSIS

As mentioned earlier in this report, interviews with former project staff and partners were necessary in order to learn what became of each project after its CAPP funding period ended. Interviews also were needed to determine the extent to which each project had become institutionalized, and what factors played a role. We had not anticipated how difficult it would be to secure interviews from former project staff and partners. While in some cases we were unable to locate key staff and partners once affiliated with the projects, more often the problem was that individuals contacted were unable or unwilling to be interviewed. Given that some individuals were contacted numerous times over a period of many months, we conclude they did not want to provide information for this study. Because this experience occurred repeatedly and relates to more than one former project site, we believe it deserves to be considered a finding of this study. While it is not clear what the precise implications are, we suggest that it may represent a failure of some project sites to be fully institutionalized.

Due to the challenge of obtaining interview data, there are gaps in what we were able to learn about the process of institutionalization. This makes it difficult to draw a complete picture of what has become of several projects. Moreover, it makes it difficult to draw comparisons among projects. In this analysis, therefore, we attempt to describe projects objectively, based upon the information that was collected. We offer examples that illustrate how particular projects operated, changed, and became institutionalized. The cited examples tend to reflect those projects about which more was learned through interviews.

The five formerly funded partnership projects described in this study varied considerably in terms of their goals, activities, and outcomes during their CAPP funding periods. The projects also varied in terms of how they were organized and staffed, and the number and type of institutional partners involved. Not surprisingly, there is considerable variation in the degree to which the projects are still operating, how intact the original partnerships are, and the extent to which the projects have become institutionalized or had lasting effects.

For several of the projects, the institutional partnerships already were well established prior to the beginning of the CAPP funding period. For both the Oakland Health and Bioscience Academy and Project STEP, for example, the institutions involved in the partnerships already

had been working together in some capacity for two or more years when the projects first received CAPP grants. This allowed the partners to hit the ground running, putting their efforts directly into project activities rather than into building institutional relationships. This appears to have helped these projects sustain momentum after their respective CAPP funding periods ended.

In addition, in the partnerships that were well established prior to their CAPP funding periods, the individuals involved in the early stages of the partnership tended to be high level administrators or policymakers from each institution. With CAPP funding, the partnerships undertook teacher-level activities, such as curriculum development, research and teacher training. These project activities brought together secondary teachers and college faculty – and constituted a new level at which the institutions were collaborating. Thus, these partnerships operated and became well established at both institutional levels during the CAPP funded period.

It appears that the partnerships that involved staff members from multiple institutional levels were better able than others to continue, grow, and become institutionalized. In the case of Project STEP, the Oakland Health and Bioscience Academy, and Reading, Thinking, Writing About Culturally Diverse Literature, the partnerships continued to operate at both levels after their respective CAPP funding periods ended. For all of them, trust, respect, and empathy developed at both levels which contributed to their ability to achieve project objectives, function as a collaborative, and ultimately, become institutionalized.

In contrast, some of the partnership projects did not have the benefit of existing institutional relationships. During their CAPP funded periods, such projects had to establish their partnerships and build relationships from the ground up. For Project PARITY, this process was formidable, given the number of institutions and the geographic distances involved. For the Culver City Minority Math Project, secondary school teachers and CSU consultants implemented project activities, without the support of an existing partnership structure. In addition, while the teachers worked together closely during and even after the CAPP funding period ended, individuals representing the administrative level from the partner institutions did not work together routinely during the project, and had essentially no role in the project after CAPP funding ended.

Consequently, there was little institutional support for the teachers to keep the project going, and the partnership essentially ended when the CAPP funding period did.

These projects also suffered from having partner institutions that never were fully integrated into the partnerships. For example, Hughes Aircraft did not have or establish an active role in the Culver City Minority Math Project. Without a role during the grant period, there was no basis for involvement once it was over. When the CAPP grant period ended, the involvement of the partner institutions ended as well.

One of the stipulations for receiving CAPP funding was that projects had to collect data and participate in program evaluation. For many of the projects, data collection was something new, and subjecting their project to evaluation was considered by some an inconvenience, at best. However, many of the projects came to appreciate the value of tracking and analyzing data, and found it useful in charting their course and revising project objectives and activities. Several projects have continued to collect and analyze such data and are committed to having their partnership efforts be data driven. However, projects typically collect data on the students currently served. Because of the inherent difficulty in tracking students once they move out of the system, few, if any, of the partnership projects continue to collect data on students once they leave high school.

In any community, problems and issues do not remain static; as conditions change, so do the efforts developed to address them. For some the projects, partnership efforts have evolved and expanded as necessary to address the evolving needs of the children and the changing face of the community. In some cases, CAPP funding helped to institutionalize the process for dealing with presenting issues, through working inter-institutionally to face problems and develop solutions. In the case of Project STEP, the collaborators got in the habit of working together to address “deficiencies” in the larger community. They came to realize that working together was necessary in order to effect systemic change.

In several projects, the partnership assisted in helping members from different institutions or educational segments to learn more about one another, which aided in the development of respect and empathy between individuals across institutions. This appears to be especially important in educational partnerships, as teachers from one segment often blame teachers from

the segment below for students' poor preparation. In the case of Project STEP, once the college teachers start working together with high school teachers and spending time at their schools and in their classrooms, they stopped blaming their high school colleagues. Instead, they came to respect high school teachers for the fact that they managed to accomplish so much in the face of deplorable conditions, such as under-prepared students, outdated textbooks, lack of resources, and overcrowded classrooms. Through gaining this insight, many college faculty realized how fortunate they were to be teaching at the college level, and wanted to help their secondary school colleagues meet the challenges they faced.

One of the effects of institutions working together over time is that the individuals involved get to know one another well, which helps individuals develop trust in one another. In the case of Project STEP, this resulted in the ability of partnership members to develop a high level of honesty with one another. According to STEP members, the inter-institutional honesty was critical in a community rife with serious problems, such as low rates of literacy, poor academic achievement levels, and dismal high school graduation rates. The ability to be honest with one another in describing the problems they faced was essential in working together effectively to tackle the problems. Since partners did not have to hide the facts or paint a rosier picture of things, they were also able to be honest with potential funders in revealing just how dire conditions were in the community. This helped the expanded partnerships in the region secure funding for continued partnership efforts.

As this study of these five formerly funded CAPP partnership projects illustrates, the projects all have been institutionalized to different degrees, and in different ways. In some cases, the vision and goals of the partnership have been institutionalized. In others, the original partner institutions have continued to work together toward common goals, and the partnership itself has become institutionalized. Still in others, many of the original project activities have been continued. It appears that the projects that have had the most stability in all three aspects – vision, partnerships, and activities – have consequently become the most enduring, highly institutionalized partnerships.

CONCLUSIONS AND RECOMMENDATIONS: SUPPORTING THE INSTITUTIONALIZATION OF PARTNERSHIP PROJECTS

In the case of most of the partnership projects included in this study, many aspects of the projects changed after their CAPP funding periods ended. These changes were brought about for a variety of reasons, including the changed priorities and goals of funders, the changing needs of the target population, and changes in the administration and staffing of institutional partners. While most of the projects have undergone significant changes, however, there has been some degree of institutionalization in all cases.

It appears that the CAPP funding period helped all projects establish and achieve important goals. While not all of the projects have been able to become completely institutionalized, in all cases there have been substantial lasting effects from the partnership activities. In addition, participating in a collaborative project was a valuable learning experience for the institutions and individuals involved.

Conclusions

As the descriptions of the projects and the analysis of what has become of them portray, the five projects varied greatly in terms of how institutionalized they became, and what lasting effects remain. While some of the partnerships have grown and become even more established and committed to their goals, other partnerships have faded or even ended completely since the end of their CAPP-funded terms. Because the individual projects in this study were diverse – in terms of their community base, location, partnership history, goals, activities, and more – it is not possible to discern from this study a specific set of factors that would promise institutionalization. However, there appear to be a number of characteristics that, when present, facilitated the institutionalization of the partnership. These characteristics are described below.

All partners are strongly invested in the vision and goals of the partnership.

In order to become fully institutionalized, the partner institutions and the individuals directly involved must share in the project's vision and goals. In the case of Project STEP, for example, their role in the partnership became part of their formal position descriptions, a testament to the commitment of the institutions involved. In the case of the Culver City Minority Math Project,

where there was arguably the least degree of institutionalization, individual teachers who had originally been strong proponents of the project had to fight the tide of teachers and administrators who were indifferent, at best, to the cause. This made them vulnerable to opposition from other teachers, school and district administrators, and parents.

The partnership involves individuals at multiple institutional levels.

While all of the partnerships involved inter-institutional collaboration, the most enduring partnerships involved individuals at both the teacher and leadership levels. The work of teachers was critical for implementing project activities, such as developing curricula and collaborating on instructional issues. The partnerships that also involved high level administrators benefited from the decision-making ability and authority they brought to the table. Institutional leaders also were able to commit in-kind resources to the partnership, which clearly helped sustain the partnerships.

Collaborators in the partnership have developed trust in one another.

Several partnerships already had been established prior to receiving CAPP funding. In those partnerships, the institutions and individuals had experience working together, and the time and opportunity to develop trust. This helped to strengthen the partnerships, improving the likelihood that the institutional relationships would be enduring.

There is ongoing communication between partner institutions.

The activities of the partnership require regular and continuous communication between institutional partners, as well as between each educational segment. Ongoing dialogue is essential; not only for getting the work done, but for developing positive working relationships, as well.

Research is used to measure progress and chart the course.

One of the important habits these projects developed during the CAPP funded years was collecting and analyzing data. This research was used as a guide for project planning and implementation, and to assess progress toward goals. In some cases, it was a valuable tool for

modifying project objectives or activities. Those projects that most successfully have become institutionalized have also continued the practice of being data-driven.

Each partner has a vested interest in the goals of the partnership.

For institutions to remain committed to participating in a partnership, they must have a true stake in the endeavor. In the most enduring partnerships, each institution had something to gain through their participation. For example, a high school might gain improved curricula or teacher training, while a college might anticipate getting better prepared students or a more diverse student enrollment. When institutions join without such a “selfish” motive, their involvement is likely to be relatively superficial or short-lived

The partnership is not totally dependent on external funds.

Although external funding usually is necessary to implement project activities, the most lasting partnerships involve institutions that are committed to the project regardless of outside funding. In the most institutionalized partnerships, partner institutions often committed significant in-kind resources and were deeply involved in the process of proposal development and fundraising.

The partnership has the ability to functionally leverage.

The most institutionalized projects were able to attract large grants by demonstrating to potential funders that they were committed to the partnership’s goals, and show that the project was achieving positive results. CAPP funding helped this process. It provided projects support which, in turn, helped the projects grow and be successful, eventually coming to the attention of other funders. In several cases, the successful collaborative work during their CAPP funding period led to getting very large, multi-year grants.

The partnership has gained community support by demonstrating success.

Several projects had ambitious goals and tried to accomplish too much too soon. The Culver City Minority Math Project made a number of mid-course changes. This alienated some individuals already opposed to the project. In retrospect, project partners learned the importance of moving

slowly and winning over skeptics by showing results. Several projects achieved long-term success and impressed prospective funders by publicizing each small success achieved.

The partnership has developed a culture of collaboration.

Partner institutions need significant time to establish a partnership. To create an authentic partnership, it is critical that the institutions effectively share power. The partnerships that have evolved from Project STEP, for example, appear to have developed a very deep relationship structure, where collaboration is the expected mode of operation. Each partner has the opportunity to develop its capacity through practices such as rotating leadership and fiscal agency.

Recommendations

The findings of this study of five former CAPP funded projects suggest that there are qualities and characteristics of partnerships that lend to the likelihood of their becoming institutionalized. The CAPP Office may be able to use these findings to better predict the potential of prospective partnerships to become institutionalized. In addition, these findings may help the CAPP Office determine how best to support partnership projects in the process of institutionalization. To this end, the following recommendations are offered for consideration.

- **In considering the potential of prospective partnerships to become institutionalized, the CAPP Office should identify those that demonstrate evidence of firmly established partnership relationships.**
- **The CAPP Office may want to give special consideration to those partnerships that involve, or show the potential of involving, collaborating staff at two or more institutional levels.**
- **The CAPP Office should ask partnerships to describe how their partnership will function as a collaborative organization, including how leadership will be shared and decisions will be made. All partner institutions should be involved in the collaborative organization of the partnership.**

- **The CAPP Office should consider making partnership projects responsible for collecting and analyzing their own student data. This would help project staff understand the usefulness of data in evaluating the progress they are making toward goals and objectives, and build their capacity for internal evaluation. Instead of collecting student outcome data themselves, external evaluators should support school site staff by providing technical assistance in collecting and analyzing data.**
- **The CAPP Office should stress the importance of internal data collection by having partnership projects assign the task of data collection and analysis to staff with access to student level data, as well as the time and skills needed to accurately collect and analyze the data. Again, external evaluators could provide technical support in helping site staff develop these skills.**
- **In order to better evaluate the true impact of CAPP funded projects on college enrollment and retention, more must be learned about what happens to students after high school. The CAPP Office may want to explore with the California Postsecondary Education Commission (CPEC) the possibility of tracking specific student cohorts over time. This would require CAPP projects to record and provide reliable, student-level data. Given the likelihood of project changes or staff turnover, tracking this data over time probably should be a function of the CAPP Office or a contracted agency.**
- **The CAPP Office, with assistance from project staff, partners, and external evaluators, should identify those aspects of each project that ought to be institutionalized. When possible, the CAPP Office should provide the support necessary to help projects in the institutionalization process.**