

Asset Mapping Project -- Highlighted Program

1 - Institution: San Bernardino Valley College

2 - Program title: Inland Empire Media Academy

3 - Contact information (name, phone, email): Diane Dusick, 909-384-8546, ddusick@valleycollege.edu

4 - Program website: <http://www.valleycollege.edu/iema>

5 - Population served and number of people served: local high school, CC and university students (approximately 100 per year)

6 - Estimated cost per year: \$25,000/year

7 – Funding source (i.e., NSF grant, foundation grant, local business), SBVC, foundation, local partners

8 - Topic area (college & career readiness, STEM education, communication network): college/career readiness

9 - Description and history:

The Media Academy provides learning opportunities in the areas of radio, television and film to local students and to members of the community. It works to ensure smooth transition of students from high school to community college to 4 year universities, and provides opportunities for internships and job placement in the media industry and local businesses. The program includes visits to KVCR, workshops and seminars conducted by industry professionals, and KVCR internship possibilities. The academy hosts an annual student film festival each spring.

10 - Data/outcomes:

None available, yet

11 - Future plans/aspirations: increase participation to support greater numbers of students with opportunities for authentic work experience in a wider variety of media. Add additional partner schools. Expand film festival to include additional workshops facilitated by industry professionals.

Asset Mapping Project -- Highlighted Program

1 - Institution: University of Redlands

2 - Program title: Spatial Literacy

3 - Contact information (name, phone, email): James Valadez, 909-748-8771,
james_valadez@redlands.edu

4 - Program website: <http://www.redlands.edu/academics/school-of-education/9762.aspx>

5 - Population served and number of people served: Teachers

6 - Estimated cost per year: TBD

7 – Funding source (i.e., NSF grant, foundation grant, local business)

8 - Topic area (college & career readiness, STEM education, communication network): **Spatial Studies**

9 - Description and history:

Spatial thinking is used in most occupations, as well as everyday life, to structure problems, find answers, and express solutions. It is increasingly recognized as essential to success in science, technology, engineering and mathematics (STEM) fields. In fact, a 2010 report from the National Science Foundation identified spatial thinking on par with quantitative and verbal abilities when predicting achievement in STEM disciplines. Yet spatial thinking is not clearly or systematically integrated in the K-12 curriculum.

This program prepares teachers and others to help their students apply spatial thinking and purposefully address spatial concepts, across all curricular areas and at any developmental level. Supporting technologies such as virtual globes, geographic information systems (GIS) and global positioning systems (GPS), as well as tools that facilitate other forms of spatial thinking, will be introduced.

10 - Data/outcomes:

11 - Future plans/aspirations:

Asset Mapping Project -- Highlighted Program

1 - Institution: Ontario-Montclair School District and Chaffey Joint Union High School District in partnership with Chaffey College, Inland Empire United Way, the City of Ontario, and City of Montclair. Other partners include the County of San Bernardino, County of San Bernardino Supervisor Gary Ovitt, Cardenas Markets, Allstar Kia, Montclair Hospital Medical Center, Alliance for Education, The Community Foundation, Citrus College, Crafton Hills College, San Bernardino Valley College, UC Riverside-ALPHA Center, CSU San Bernardino, Cal Poly Pomona, University of La Verne, and University of Redlands.

2 - Program title: Ontario-Montclair Promise Scholars

3 - Contact information (name, phone, email): Leslie Sorensen, (909) 418-6331, leslie.sorensen@omsd.k12.ca.us

4 - Program website: Promisescholars.org

5 - Population served and number of people served: Ontario and Montclair students in grades 5 – 12 who are primarily first-generation (only 32% of parents have completed high school), 85% qualify for Free/Reduced Meals, 88% are Hispanic, and 49% English Language Learners. Over 4,000 students were served through Promise Scholars partners in 2013-14.

6 - Estimated cost per year: Currently: \$100,000

7 – Funding source (i.e., NSF grant, foundation grant, local business) In-kind staff time (core partners: Ontario-Montclair School District, Chaffey Joint Union High School District, Chaffey College, and Inland Empire United Way, City of Ontario), two AmeriCorps members, business donations for scholarships and buses and t-shirts for community college visits in 5th grade and university visits in 8th grade.

8 - Topic area (college & career readiness, STEM education, communication network): College Access

9 - Description and history: The Ontario-Montclair Promise Scholars partners recognize that generational patterns of poverty and low education attainment are complex issues creating challenges that no one sector can address alone. Historically, a lack of cross-jurisdictional collaboration on educational attainment, systemic challenges, and “silo thinking” created barriers to addressing these issues in a coordinated manner. The partners believe that education is not the sole providence of schools – it is an economic development issue at the heart of a city’s success in attracting and maintaining businesses, better paying jobs, a robust tax base, and higher quality of life. The core partners came together in 2011 to expand a pilot program, Online to College to all Ontario-Montclair School District students. Online to College won a California School Boards Association Golden Bell Award in 2011 because of its positive student outcomes. Promise Scholars, like OTC, begins with 5th graders visiting a community college for their first introduction to the program where they learn about the promise of a scholarship to a partner college, help with planning for college, and assistance with financial aid and college applications if they stay in the community, stay in school, graduate, and meet requirements. Promise Scholars then works with students as they move through middle and high school and on to their transition to post-secondary learning opportunities.

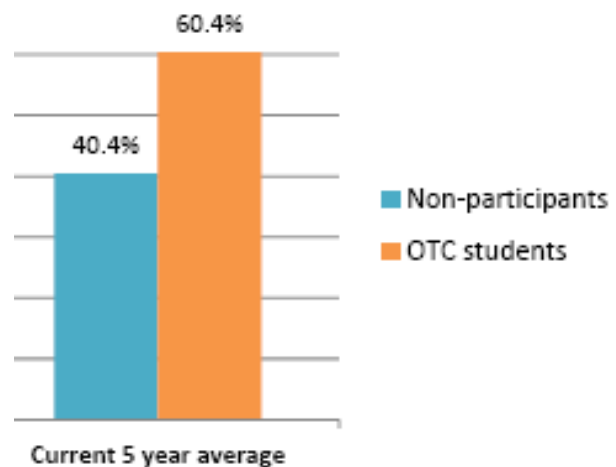
Promise Scholars is a sustainable model because of its range of partners across sectors providing in-kind services, its use of AmeriCorps members and community volunteers, and engagement of youth in the planning and delivery of services. Promise Scholars is unusual in its

underlying approach: *it is universal—meaning it will eventually serve all students* at 26 elementary, 6 middle, and 3 high schools. It does not target high- or low-performing students—it is for all students. This initiative seeks to change the culture of the schools, families, and the larger community to one of “college-going” where the expectation is that all students need to graduate from high school and then achieve some type of postsecondary certificate or college degree.

10 - Data/outcomes: Promise Scholars is expanding the Online to College program which began at three elementary schools in Montclair in 1999. Each year since 1999, Chaffey College has tracked student outcomes of each cohort of 5th graders. The students in OTC, when compared to all other high school students at Montclair High School (non-OTC participants), are more likely to go to college and experience better attendance and academic outcomes while in high school.

Analyses of Montclair High School data indicates that OTC students:

- ✓ Are less likely to be absent from school than non-OTC students. OTC students were present an average of 8 more days annually than non-OTC students
- ✓ Earn a higher GPA than non-OTC students
- ✓ Exhibit higher California High School Exit Exam (CAHSEE) test scores than non-OTC students
- ✓ Are more likely to enroll in and successfully complete courses that meet the A-G requirements (Chaffey College Office of Institutional Research)



11 - Future plans/aspirations:

The plan is to add schools and grade level activities each year as additional funds and partners are developed. Future plans include going to scale to serve all 33,000 students K-12. Currently 15 of the 26 OMSD elementary schools have the 5th grade community college visits and 6th grade Business Leader College/Career classroom presentations. Four of six middle school 8th grade cohorts have partner universities to visit with plans to add at least one additional university next year. All three high schools will have FAFSA campaigns next year. Business partners are creating a scholarship fund which will start serving graduating Promise Scholars students in 2016.

Asset Mapping Project -- Highlighted Program

1 - Institution: UC Riverside

2 - Program title: Federation for A Competitive Economy (FACE)

3 - Contact information (name, phone, email): Jennifer Cichocki, (951) 827-5425, face@ucr.edu

4 - Program website: face.ucr.edu

5 - Population served and number of people served: Inland Empire

6 - Estimated cost per year: \$100,000

7 – Funding source (i.e., NSF grant, foundation grant, local business) UCR, grants, local institutions

8 - Topic area (college & career readiness, STEM education, communication network): college & career readiness, STEM education, communication network

9 - Description and history:

In 2009, FACE (Federation for A Competitive Economy) was established with the mission of creating an intellectual climate in the Inland Empire that promotes and improves educational opportunities for ALL students, significantly benefiting the economy whose prosperity depends on a well-trained workforce at a time when society's jobs are demanding even greater education and skills. FACE, a multi-stakeholder coalition, is focused on creating systemic change through collaboration with business, education and civic partners.

10 - Data/outcomes:

- Nine community colleges in the Inland Empire are now using part or all of the EAP as an indicator of readiness college-level coursework. As a result of similar efforts to inform the community about EAP, test participation rates increased from 2010-2012 in both counties.
- Through the FACE-IEEP (Inland Empire Economic Partnership) collaboration business and civic leaders are participating in conversations and activities concerning the region's most challenging education issues and K-20 education leaders have the opportunity to work closely with each other creating a common agenda and universal understanding of the region's strengths and weaknesses. Examples of partnerships in action include: the Inland Empire Quality of Life Summit, the InSoCal Connect Speaker Series, and the Riverside Education Roundtable STEM initiative.
- Formation of the Inland Empire Education Council, which is comprised of the Chancellors and Presidents from all post-secondary institutions in the Inland Southern California region along with the Riverside and San Bernardino County Superintendents of Schools.
- FACE hosts large professional development workshops for K-20 faculty and administrators, and community stakeholders on relevant issues.
- All Annual Reports are available upon request.

11 - Future plans/aspirations:

Expansion to South and East.

Asset Mapping Project -- Highlighted Program

1 - Institution: UC Riverside

2 - Program title: Mathematics Academy for Teaching Excellence (MATE)

3 - Contact information (name, phone, email): Candy McReynolds, (951) 827-5425, candym@ucr.edu

4 - Program website: alphacenter.ucr.edu/teachers.html

5 - Population served and number of people served: 80 teachers and pre-service teachers/year

6 - Estimated cost per year: \$120,000

7 – Funding source (i.e., NSF grant, foundation grant, local business) UCR, grants, school districts, RCOE

8 - Topic area (college & career readiness, STEM education, communication network): STEM Education

9 - Description and history:

A summer intensive academy of learning with follow-ups for teachers in content and pedagogical knowledge. Emphasis is on presenting relevant mathematical concepts as related to science, technology and engineering, which are aligned with state/national standards, utilizing motivating and interesting strategies.

10 - Data/outcomes:

Participants showed significant increase in content knowledge and willingness to incorporate a variety of teaching strategies and pedagogy in their classrooms (data available upon request).

Examples of feedback:

“MATE has shown me how to put mathematics into context for students by using science, history and illuminating real world examples.” Middle School Teacher

“MATE has shown me how to utilize multiple learning styles (visual, tactile, etc.). I will balance my typical lecture style with other more engaging forms of delivery.”

11 - Future plans/aspirations:

Provide MATE academies in other areas of the Inland Empire and expand teacher participation.

Asset Mapping Project -- Highlighted Program

1 - Institution: UC Riverside

2 - Program title: Girls Excelling in Mathematics with Success (GEMS)

3 - Contact information (name, phone, email): Candy McReynolds, (951) 827-5425, candym@ucr.edu

4 - Program website: http://alphacenter.ucr.edu/parents_students.html

5 - Population served and number of people served: 100 girls and their families per year

6 - Estimated cost per year: \$15,000

7 – Funding source (i.e., NSF grant, foundation grant, local business) UCR, grants, school districts

8 - Topic area (college & career readiness, STEM education, communication network): STEM Education

9 - Description and history:

Project GEMS is an academy of learning for middle and high school girls in mathematics, especially mathematics as it relates to college and to science and technology. The purpose of GEMS is to empower girls with knowledge about the power of mathematics, community service, and mentoring and supporting one another. Project GEMS provides a stimulating environment so that mathematics is seen as interesting, relevant and related to other subjects and to life.

As a result of the foundation provided by this academy, girls are motivated to take more mathematics courses and consider careers which are mathematically based. Positive attitudes are nurtured as girls learn about community service and are exposed to successful women role models.

Curriculum addressed during GEMS includes, but is not limited to:

Quantitative literacy

Algebra and geometry for career success

Critical thinking and problem solving strategies

Community service awareness

Importance of role models

Mentoring techniques

History of successful women as inventors, scientists, mathematicians, and leaders

Students are provided with materials and supplies that will encourage a hands-on experience, designed to benefit their learning and enhance their retention of ideas in mathematics. Students will also learn about UCR and memorabilia will be available.

10 - Data/outcomes:

In the past, as a result of participation in GEMS programs, measures indicated that participants were more likely to see the value of mathematics to their future, the value of being a role model and the importance of giving back to the community. One GEMS girl claimed, "I learned the importance of

mathematics to life and to everything I do". A parent stated this program "Inspired my daughter to think while motivating her toward community service and learning more about prominent women in business, mathematics and science". Since its inception in 2000, GEMS has impacted 6410 girls and their parents, 491 future teachers, 328 existing teachers and their principals and 98 community leaders from across Riverside County. (Complete evaluation reports are available upon request).

11 - Future plans/aspirations:

Offer GEMS at locations throughout the Inland Empire.

Asset Mapping Project -- Highlighted Program

1 - Institution: Crafton Hills College

2 - Program title: Senior Day

3 - Contact information (name, phone, email): Kirsten Colvey, 909-389-3327, kcolvey@craftonhills.edu

4 - Program website: N/A

5 - Population served and number of people served: Seniors at feeder high schools in CHC service area. 700+ students per year

6 - Estimated cost per year: \$4000 per year for 15 high schools

7 – Funding source (i.e., NSF grant, foundation grant, local business) : College budget

8 - Topic area (college & career readiness, STEM education, communication network): College and Career Readiness

9 - Description and history: Every year Crafton Hills College hosts up to 700 students from area high schools at its annual Senior Day. This event provides these students with an introduction to the programs of Crafton Hills College and an opportunity to become familiar with the campus, faculty and staff. Students are greeted by the college at a general presentation where current Crafton students share their stories about their success in college. They are also provided with a tour of the campus and a variety of workshops which highlight the various programs and majors that CHC offers, along with information about support services available to students. It is our intent that the experience will break the ice for those seniors who have already made the choice to attend CHC and encourage those who are undecided to consider college as an option after high school. Ultimately, we want students to experience CHC as the serene and welcoming place it is.

10 - Data/outcomes:

Satisfaction Survey Results

The day was well attended. Students attending 15 local high schools submitted 532 Surveys. Attendees were more likely to be Seniors at Yucaipa High School (21%), followed by Beaumont High School (10%), Redlands High School (9%), Citrus Valley High School (9%), and Redlands East Valley High School (9%).

The demographic information collected which indicates that Hispanics and Caucasians represented the largest ethnic distribution of students with 50% of the respondents identifying as Hispanic/Latino and 33% as Caucasian/White. In addition, a majority of the respondents were female (64%) and 17 years old (54%).

Participants' level of satisfaction with the workshops, the general presentation, the campus tour, and the overall visit to CHC was measured. Respondents were more likely to agree or strongly agree with all of the statements. Specifically, 98% of the respondents were satisfied with the visit to CHC. In addition, 99% of the respondents also agreed that the workshop helped to increase their knowledge of CHC.

11 - Future plans/aspirations: Expand capacity of Senior Day to more area high schools.

Asset Mapping Project -- Highlighted Program

1 - Institution: Crafton Hills College

2 - Program title: Left Lane Project

3 - Contact information (name, phone, email): Raju Hegde, Dean of Math, English, Reading, and Instructional Support, rhegde@sbccd.cc.ca.us. Kirsten Colvey, Dean of Counseling and Matriculation, kcolvey@sbccd.cc.ca.us.

4 - Program website: none

5 - Population served and number of people served: 400 students

6 - Estimated cost per year: \$550 per student

7 – Funding source (i.e., NSF grant, foundation grant, local business); Basic Skills funds, San Manuel donation, district

8 - Topic area (college & career readiness, STEM education, communication network): College and career readiness

9 - Description and history: In its second year, the Left Lane project connects existing programs to provide a clear pathway to completion for entering CHC freshmen. Using the college's expedited matriculation process (SOA3R) to inform and recruit students, the program provides a summer bridge, educational goal planning, and learning communities linked with basic skills courses to support student advancement in the first year. Participating students are required to see a counselor to develop an education plan, participate in the math or English summer bridge program and attend tutoring sessions, and take their required Math and English classes in the first year of enrollment. Their participation guarantees them priority registration. In its two-year lifespan, the program has grown from 276 to 400 students served per year, with plans to bring the program to full scale.

10 - Data/outcomes:

Left Lane students were substantially and statistically significantly more likely than non-Left Lane students to earn a grade of record in an English or a math course in their first semester at CHC.

Left Lane students were more likely to be retained from Fall 2012 to Spring 2013 than non-Left Lane students.

Left Lane students who earned a GOR in either English or math in Fall 2012 were more likely than non-Left Lane students to enroll in an appropriate English or math course in the subsequent semester.

Left Lane was particularly influential in the course completion of female and African American students.

11 - Future plans/aspirations: Considerable planning is taking place to bring Left Lane to scale.

Asset Mapping Project -- Highlighted Program

1 - Institution: Crafton Hills College

2 - Program title: SOA³R (Senior Orientation, Application, Assessment, Advising and Registration) Program

3 - Contact information (name, phone, email): Kirsten Colvey, 909-389-3327, kcolvey@craftonhills.edu

4 - Program website: N/A

5 - Population served and number of people served: Seniors at feeder high schools in CHC service area. 400+ students per year

6 - Estimated cost per year: \$11,000 for 7 schools

7 – Funding source (i.e., NSF grant, foundation grant, local business) : College budget, state categorical program funds

8 - Topic area (college & career readiness, STEM education, communication network): College and Career Readiness

9 - Description and history: Since 2003 the SOA³R (Senior Orientation, Application, Assessment, Advisement and Registration) program is designed to provide seniors from area high schools with a streamlined fast-track through the CHC enrollment process at their high school before they graduate. As the name implies, students complete all the processes the college requires to be ready to start classes their first semester. CHC staff from Admissions and Records, Assessment Center and Counseling Center travel to the high school to meet with the students over a series of days in late spring. Staff from specific support programs, such as Disabled Student Programs and Services (DSPS) and Extended Opportunity Programs and Services (EOPS), and the Left Lane Project share information about their programs and sign up eligible students. Seniors also have the opportunity to participate in a short term new student orientation course. As an incentive to complete the SOA³R program, participants are given upgraded priority for registration in their first semester.

10 - Data/outcomes:

Sample

- 1,433 students have participated in SOA³R from Fall 2009 to Fall 2012
- The number of students participating in SOA³R has increased from 318 in Fall 2009 to 385 in Fall 2012, a 21% increase

Findings

- High school students who participated in SOA³R had a statistically significantly higher completion rate (96%) than students from the same high schools who did not participate in SOA³R (92%)
- High school students who participated in SOA³R had a statistically significantly higher success rate (81%) in the subsequent fall semester than students from the same high schools who did not participate in SOA³R (70%)

- High school students who participated in SOA³R had a statistically significantly and substantially higher fall to spring retention rate (89%) than students from the same high schools who did not participate in SOA³R (77%)

11 - Future plans/aspirations: Expand SOA³R to more area high schools.

Asset Mapping Project -- Highlighted Program

1 - Institution: Barstow Community College (BCC)

2 - Program title: Summer Youth Program- Career Academies “The Sky is the Limit”

3 - Contact information: Sandi Thomas, Director of Career and Technical Education
760-252-2411 ext. 7283, sthomas@barstow.edu

4 - Program website: BCC website: www.barstow.edu

5 - Population served and number of people served: 65 Students 5th – 8th graders

6 - Estimated cost per year: \$3500.00

7 – Funding source – SB70 Grant

8 - Topic area (college & career readiness, STEM education, communication network):
High Tech Trades with Robotics, Solar and Electrical, Administration of Justice and Business, and Management

9 - Description and history:

Barstow Community College’s Career Technical Education (CTE) department has offered its Summer Youth Program for 5 consecutive years. The age group is middle school students ranging from 5th-8th grades. Each year the program has a variety of components for students to engage in while providing some fun and positive activities for students to participate in. The CTE Summer Youth Program 2013 gave students in the 5th-8th grade, the opportunity for career exploration with project based learning in the areas of High Tech Trades with Robotics, Solar and Electrical, Administration of Justice, Business, and Management. Math, writing, and presentations, were integrated in their projects which gave them a better understanding how the subjects are an important factor in putting the projects together.

2013 Youth Program video: http://www.barstow.edu/Video/2013_CTE_SummerCamp

10 - Data/outcomes: 68 students started with the 4 week program, and 65 completed the program with an experience of future skills and the opportunity to apply hands on projects with the major advantages that it makes learning more like real life to the students.

Enrollment in the Summer Youth Program has increased in past years, and students seem more excited about what they learned, and seem to expand their interest in learning due to the projects they completed. In interviewing the students they mentioned that they made a connection to subjects and the projects. They learned how to collaborate, and their social skills seemed to improve by the end of the 4 week program. They were more confident talking to groups of people, including adults. With the program growing, Barstow Community College CTE objectives with project-based learning are to help students improve test scores, reduce absenteeism, and have fewer disciplinary problems by keeping them engaged in school.

11 - Future plans/aspirations:

Barstow Community College CTE plans to continue working with the 5th-8th grade students during the year to stay connected with them in putting together projects and keeping the students interested and engaged. With this program we hope to emphasize the importance of skills needed for the workforce and how important education is. We also hope that students enroll in ROP and/or college classes in their future to continue pursuits of their educational and vocational goals.