

ARIZONA STATE UNIVERSITY

# Education Partnerships

Collaboration and the Collective Good

White Paper III

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OFFICE OF THE VICE PRESIDENT FOR EDUCATION PARTNERSHIPS  
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## **Executive Summary**

### **Collaboration and the Collective Good: Arizona State University's Education Partnerships**

As a vital partner embedded in communities across greater Phoenix, the state of Arizona, the nation, as well as in global venues, Arizona State University's Office of the Vice President for Education Partnerships (VPEP) unites in mutual cooperation and shared responsibility with school districts and community partners to achieve the following common goals for all of Arizona's citizens:

- Enhanced academic performance for all students
- Improved high school completion rates
- Increased numbers of students adequately prepared and admitted to college
- Increased numbers of students enrolled, retained and successfully completing undergraduate degrees
- All students competent in areas of science, technology and math as new technological developments require these competencies and other 21<sup>st</sup> century skills in the workplace

ASU's Education Partnerships' activities to foster and achieve these common goals include building upon a framework focusing upon four pillars of support

- early childhood education
- teachers
- educational leaders
- students, schools, and families

The guiding principles that shape the office of the VPEP are the same ones that ASU President Michael Crow has set as the new standard for the New American University, namely, inclusiveness, Pasteur's principle of use-inspired research, social embeddedness, and global engagement. Expanding upon the many already-established systemic links with schools and private sector partners for the distribution of intellectual, professional, human and fiscal resources that mutually enrich the University, PreK-12, and community missions, the office of the VPEP facilitates, augments, creates, sustains, and measures the effects of such connections, with the goal of enhancing student development and achievement for school systems, individual schools, and individual students

This White Paper, the third in a series, articulates how our collaborative efforts have recently made a difference with such school districts as Phoenix Union and Tolleson Union High School Districts and many of their feeder districts that comprise our ALPHA Partnership, as well as the Mesa Public School system that comprises our BETA Partnership. For four years now the ALPHA team has successfully coordinated, implemented, and evaluated programs and services affecting our focus areas of early childhood, quality teachers, educational leaders, and schools and families, all with the overall goal to enhance the academic performance of students in partner districts. In addition to school districts, other important public and private organizations and agencies, both inside and outside the University, have also partnered with us to share resources, time, and knowledge. Arrangements are now under way for other partnerships such as GAMMA (Roosevelt School District) and DINÉ (a Navajo Nation partnership). Ten other formal partnerships and allied innovative initiatives will also be established in the coming years. Ultimately, it is the intention of the office of the VPEP to demonstrate that a university system-wide office is a critical necessity for any major metropolitan university, in carrying out its role as a New American University, and to be one with the community.

More information, including previous white papers as well as an evaluation plan and preliminary results, may be found on the ASU Office of the Vice President for Education Partnerships website at:

<http://vpep.asu.edu/>

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## ASU—the New American University and Education Partnerships

Looking ahead to the nature of a quality 21<sup>st</sup>-century education, ASU President Michael Crow in his 2002 inaugural address set a new standard for ASU as the *New American University*.

“The *New American University* would cultivate excellence in teaching, research, and public service, providing the best possible education to the broadest possible spectrum of society. The new American university would embrace the educational needs of the entire population—not only a select group, and not only the verbally or mathematically gifted. The success of the new American university will be measured not by who the university *excludes*, but rather by who the university *includes*, and from the inclusion will come its contributions to the advancement of society.” (11/13/2002)

These presidential guiding principles address the cultivation of the potential of our state’s growing and diverse population.

### Guiding Principles

**Inclusive not Exclusive.** President Michael Crow, in his inaugural address, articulated a focus on the individual—on openness and access to learning environments— as he seeks to build, “. . . a university that is linked to the educational system, linked to families, linked to the community, to provide mechanisms to enhance the preparedness of students for college in an effort to increase their ultimate success.”

**Pasteur’s Principle.** Use-inspired research and scholarship that will lead to high social impact in order to address the compelling needs of many of our youth, particularly Hispanics and other populations. ASU, as *A New American University*, must engage in applying research and knowledge to radical reform efforts of the education of low income youth and high-need populations along the entire PreK-16 system, creating high social impact and genuine change.

**Social Embeddedness.** The university as a social incubator, structuring programs in ways that not only advance knowledge but, wherever practicable, serve the needs of the people of Arizona as well as the larger national and international communities. ASU is committed to addressing challenges in our PreK-12 educational system through ongoing partnerships and new partnership initiatives.

**Global Engagement.** Building connections with international neighbors is critical to the advancement of ASU as well as to greater metropolitan Phoenix and the entire state. With the largest influx of students into our academic pipeline coming from Mexico, global engagement is critical in realizing a high return on education as a key investment in human capital and our statewide economy.

The *New American University*, is, in part, what the Kellogg Commission (February 1999) refers to as an *engaged institution*. Seven characteristics define an engaged institution:

- responsiveness: listening, serving, reaching out;
- respect for partners: two-way communication and learning through collaboration;
- academic neutrality: providing objective, neutral facilitation and information;
- accessibility: equally accessible to all constituencies of concern;
- integration: interdisciplinary work with new opportunities for integrating institutional scholarship with the university’s teaching and service missions;
- coordination: ensuring clear communication on the engagement agenda;
- resource partnership: leveraging funds and resources through strong, healthy, and strategic alliances.

Within the broader vision of Arizona State University as the *New American University*—a socially-embedded, engaged institution as “*one university in many places*”—lies the conceptualization and implementation of the ASU Office of the Vice President for Education Partnerships (VPEP).

## **VPEP University-wide Collaborations**

Across ASU, colleagues from various departments collaborate to advance university engagement with the primary -secondary education and public sectors. ASU bustles with motivated and dedicated faculty and staff, who not only serve the graduate and undergraduate student populations, but share across colleges and departments to reach out to deliver: programs, support, new curriculum, teacher professional development training, and youth opportunities to Pre-K-12 students.

ASU Departments new this year to the Office of the Vice President for Education Partnerships are the Office of Youth Preparation and the Arizona Prevention Resource Center, which expand outreach to thousands of students and educators across Arizona. Other ASU collaborators include the Office of University Initiatives, University Student Initiatives (Admissions, Financial Aid, and Student Affairs), Academic Community Engagement Services, Intercollegiate Athletics, Public Affairs, Barrett Honors College, and the Center for Research on Education in Science, Math, Engineering and Technology (CRESMET). The office of the VPEP works collaboratively with Dr. Mari Koerner, Dean of the College of Teacher Education and Leadership (ASU West) and Director of University Teacher Preparation, Dr. George Hynd, Senior Vice Provost for Education and Innovation and the Dean of the Mary Lou Fulton College of Education (new to ASU 2008), and Dr. Carole Greenes, Dean of the School of Educational Innovation and Teacher Preparation at the ASU Polytechnic Campus (new to ASU 2007); as well as with the Ira A. Fulton College of Engineering, the Sandra Day O'Connor College of Law, the College of Liberal Arts & Sciences, the Katherine K. Herberger College of the Arts and the Biodesign Institute.

Internal institutional collaboration is vital to coordinated outreach efforts and the office of the VPEP will continue to cultivate connections with outreach efforts across the university to maximize alliances between research faculty and the Pre-K-12 sector, especially in the area of teacher professional development and youth opportunities.

## **The Framework for Education Partnerships: Pillars of Support**

Through the office of the VPEP, Arizona State University endeavors to fulfill its commitment to providing responsible and responsive leadership with regard to Arizona's PreK-12 education system by establishing and addressing goals in the following four central areas.

- Early Childhood Education
- Highly Effective Teachers
- Highly Effective Educational Leaders
- Students, Schools, and Families

ASU's Office of the Vice President for Education Partnerships not only works with ongoing multi-campus programs within the university but also continues to seek partnership with community and corporate entities to leverage the power of combined resources. In addition, the partnership continues to seek and obtain funding from outside sources to meet program goals.

### **Early Childhood Education**

Early childhood education can make a critical difference in the later success of poor children. Research (National Research Council and Institute of Medicine, 2000) has shown that children who participated in early intervention programs:

- had higher academic achievement throughout primary grades and young adulthood;
- had fewer placements in Special Education;
- had fewer negative interactions with the juvenile justice system;
- completed more years of education than those who did not;

- were more likely to attend college.

Innovative research conducted in the area of early childhood education, such as the Carolina Abecedarian Project (2003), has demonstrated the positive effects of educational programs designed for learners under the age of five from socio-economically disadvantaged backgrounds. Through the Carolina Abecedarian Project, children who were infants to age five were provided full-time, high-quality educational intervention, with each child receiving a prescribed set of educational games and activities that were incorporated into the children's play. In these activities, there was an emphasis on language as well as a focus on social, emotional, and cognitive areas of development. What make this project unique and significant were the follow-up studies done on children who were involved in the study and those who were not at the ages of 12, 15, and 21. As a result of this extensive study, important findings supporting the long-term benefits of early intervention have been proven. Findings from the study suggest the following benefits for youngsters who receive early educational intervention: higher cognitive test scores; better achievement in reading and mathematics; a stronger probability of completing more years of education; and enhanced language development.

In October 2003, Governor Janet Napolitano (D-Arizona) traveled to North Carolina to meet with educators who gathered there to share information regarding successful early intervention programs. From this gathering, Governor Napolitano formed the Arizona State School Readiness Board. According to *Executive Order 2002-16*, the purpose of this board is to "develop coordinated, efficient, and cost effective delivery systems for early childhood education programs in Arizona" (Governor of Arizona, 2002). In order to accomplish this, policy work groups were formed and are focusing on early care and education, health care, and family support. The policy work groups are as follows: 1) New Initiative/Financing, 2) Program Coordination/Governance, 3) Health Care, Quality and Cost, and 4) Professional Development. The initiative is described in the "*School Readiness Action Plan*" (Arizona State School Readiness Board, 2004).

ASU's unique capacity to correlate comprehensively the broader issues of family and preschool development is also of particular significance. ASU will draw upon its faculty across disciplines to consider the implications and develop strategies in early childhood education and intervention. This will include faculty not only in education but also, at a minimum, those in psychology, family studies, sociology, social work, and the neurosciences. University efforts draw upon the best scientifically-based, empirical data regarding child development and school success in a holistic way. Developing longitudinal data from these projects also contributes to a more significant understanding of the long-term implications for sustained improvements in school readiness and achievement. The university's leadership role in directing its human and intellectual resources in this important arena of education is key.

Arizona State University has begun planning and implementation of plans to:

- Prepare 120 early childhood educators per year—a 100% increase.
- Expand partnerships with Head Start and place 50% of prepared educators in high-need communities to advance Early Childhood Education efforts.
- Inform communities of the value and importance of early childhood education by preparing school/district representatives to provide parents and early caregivers with research-based information and hands-on activities for interaction with pre-toddlers and infants.

### **Highly Effective Teachers**

Research conducted by Linda Darling-Hammond (2000), a leading scholar in teacher education, has revealed that the quality of teacher preparation accounts for 40% to 60% of the total variance in student achievement after taking students' demographics into account.

Arizona State University must work to ensure that excellent teaching is the norm in all schools (e.g. charter, private, public, parochial, and home) rather than the rare prize competitively sought. A significant step toward that goal will include the Mary Lou Fulton College of Education and all disciplines across the entire university working with school districts to increase the number of high quality teachers available to schools.

In addition, ASU must then support all schools in identifying the most creative and effective use of teachers' resources and talents.

The report, *Is There a Teacher Shortage?*, released by the Morrison Institute for Public Policy (2003, ASU College of Public Programs) showed that while Arizona is not currently experiencing a teacher shortage (1.2 teachers for every position opening), by the year 2010 Arizona will need almost 12,000 additional teachers. Over the past 10 years, ASU has prepared more than 11,000 teachers. Yet with many veteran teachers scheduled for retirement within the next 5 to 10 years, meeting the growing demand for new teachers will require a concerted effort. Our overarching charge must be not only to increase the number of qualified teachers but also to ensure that the individuals entering the profession are well-prepared to manage the complex role of the classroom teacher (Morrison Institute, 2003).

The need for a more diverse pool of qualified teachers must also be addressed. Currently, just one-tenth of all certified teachers are Hispanic and only one-fifth are members of other ethnic minority groups. These statistics do not reflect the demographic distribution of the state's population. Recruitment and preparation of teachers to reflect the demographics of the state must be a focus of the university.

Arizona State University continues to execute plans to:

- Prepare 2,500 educators per year—a 50% increase.
- Expand partnerships with K-12 schools and districts and place 50% of prepared educators in high need communities to advance academic achievement.
- Enhance existing programs and create new pathways to teacher education and retention by:
  - increasing participation in ongoing programs;
  - enhancing Post-Baccalaureate programs;
  - creating condensed 4-year alternatives throughout the university;
  - creating Summer Intensive Academies;
  - expanding existing and creating new teacher induction and retention programs.

### **Highly Effective Educational Leaders**

Possibly the most neglected area of education in the past has been support for our education leaders such as principals and school/district administrators. The strongest schools owe much of their success to those who serve in leadership positions. The fact that there tend to be better students in schools with good leadership at all levels is not a coincidence. Simply put, educational colleagues, students and parents will work hard for good leaders. With a national turnover rate of 42% of elementary principals projected to continue into the next decade, good administrators will be in great demand. Arizona will meet that demand. The university as a whole must prepare and support those leaders if the educational challenges in Arizona are to be met.

Arizona State University has begun planning and execution of plans to:

- Prepare 100 education leaders per year—a 150% increase.
- Expand partnerships with K-12 schools and districts and place 50% of prepared administrators in high need communities to advance academic achievement. (PLACE 50 EDUCATIONAL LEADERS ANNUALLY)
- Enhance existing programs and create new programs to prepare and support Educational Leaders by:
  - increasing the number of Educational Administrative Leaders;
  - creating an Arizona Educational Leadership Institute;
  - creating a Teacher Leadership Certificate Program;
  - creating a Navajo Educational Leadership Program;
  - offering Leadership Academies.

## Students, Schools, and Families

Approximately 95,000 of Arizona children under the age of six live in poverty. This is 3% higher than the national average and 21% above the acceptable rate for a prosperous and advanced state and nation. Research (Carolina Abecedarian Project, 2003) suggests that poverty in early childhood results in long-lasting, negative consequences for cognitive development and academic outcomes. While ASU is committed to supporting all children, a special focus must be placed on serving children from economically disadvantaged homes and on finding new and innovative ways to enhance their academic achievement, school completion rates, and access to post-secondary education.

Arizona State University has begun planning and execution of plans to:

- Create opportunities for academic support for Arizona students and families through the university, PreK-12 schools, government, and community agencies.
- Enhance ongoing partnerships with private and corporate sector entities.
- Develop and implement programs that will assist underrepresented students in success tracks.
- Increase public awareness of the importance of family and community participation in a student's personal and academic endeavors.

## The Work of the Office of the Vice President for Education Partnerships (VPEP)

### The Importance of Partnership

The American Heritage Dictionary defines **partner** as *one that is united or associated with another or others in an activity or a sphere of common interest*. It further defines **partnership** as *a relationship between individuals or groups that is characterized by mutual cooperation and responsibility, as for the achievement of a specified goal*.

Arizona State University shares the common concern with citizens of Arizona that our schools serve all children's needs to be educated and prepared for the demands of the 21<sup>st</sup> century workplace and to become life-long learners and engaged citizens. As a vital partner embedded in communities across greater Phoenix, Arizona State University's office of the VPEP unites, *in mutual cooperation and shared responsibility* with school districts and community partners, to achieve the following common goals for all of Arizona's citizens:

- Enhanced academic performance for all students
- Improved high school completion rates
- Increased numbers of students adequately prepared and admitted to college
- Increased numbers of students enrolled, retained and successfully completing undergraduate degrees
- All students competent in areas of science, technology and mathematics as new technological developments require these competencies and other 21<sup>st</sup> century skills in the workplace

ASU's office of the VPEP activities to foster and achieve these common goals, include building upon the framework focusing upon four pillars of support:

- early childhood education
- teachers
- educational leaders
- students, schools, and families

Phillips Academy in Andover, Massachusetts bears the motto, *Non sibi*, which translated from the Latin means *not for oneself*. Students who attend this school are encouraged to look beyond themselves and to treat others as they would wish to be treated, thinking not only of themselves, but of the world around them, both locally and in the greater global context. Looking beyond ASU, the Office of the Vice President for Education

Partnerships exemplifies *non sibi*, by identifying school and community partners who express needs to which we respond with collaborative agreements for shared responsibilities and resources—working together to achieve common goals. ASU responds to requests from both schools and community groups *to partner* and at the same time, proactively seeks out opportunities to work in a united way forming partnerships for the common good.

Another precept—*the end depends upon the beginning*—reflects the importance of all children’s earliest educational experiences, both in the home and in formal settings. Because pre-school and early childhood developmental opportunities forecast future educational success, the Office of the Vice President for Education Partnerships emphasizes programs of support and intervention beginning in the early years. The Office of the Vice President for Education Partnerships at ASU realizes the truth in this precept and is concerned with childhood education at its very earliest stages by educating young parents and pre-school children through a variety of programs.

### **Realizing Infinite Possibilities: Arizona State University’s Education Partnerships**

Since its founding in Tempe in 1885 as the Arizona Territorial Normal School, Arizona State University (ASU) has continued to fulfill its original mission of training educators for Arizona’s schools. Today school districts across Arizona hire many teachers prepared by ASU’s colleges of education. In turn, many students instructed by these teachers eventually attend Arizona State University as undergraduates, creating an important cyclical link. Arizona State University’s commitment to preparing teachers and to providing a strong local public post-secondary experience for Arizonans remains a strong one to *all* students. ASU’s Office of the Vice President for Education Partnerships (VPEP) channels ASU’s resources to establish and maintain a long-term institutional commitment to high-need school districts, offering collaborative planning and strong relationships to reach communities throughout the state.

The office of the VPEP serves the best interests of all of Arizona’s children to ensure that the highest quality P-20 education is available and accessible, regardless of socioeconomic, cultural, or ethnic backgrounds. To strengthen the university’s connections to the pre-school through twelfth-grade educational sectors and to underscore the importance of ASU’s role, the office of the VPEP has established the following vision, mission, overarching goals, design principles and strategy to move forward.

#### **Vision**

The Office of the Vice President for Education Partnerships engages deliberately and strategically with preK-12, public, and private sector partners to enhance the academic performance of Arizona’s students, focusing on educational innovation throughout the home-to-school education continuum.

#### **Mission**

The Office of the Vice President for Education Partnerships improves the academic performance of students in Arizona from early childhood through high school completion and promotes the successful attainment of a college degree.

#### **Goals of the VPEP**

- Strategically develop multiple partnerships to enhance students’ academic performance.
- Improve high school completion rates, college admission, enrollment, and completion.
- Enhance ASU’s role in the preK-12 community.
- Strengthen existing partnerships and develop new ones with other corporate, private, and community agencies.
- Realize educational innovation opportunities in alliance with research and development.

## Design Principles

- Action-oriented effort with a focus on impact and both short-term and longitudinal results.
- Focus on innovations that are proven or supported by empirical evidence.
- Establishment and maintenance of true partnerships through leveraged participation and shared resources across the university and community.
- Assessment of all efforts (research, programs, interventions) through systematic evaluation.
- Dissemination of all results and impacts so as to take a leadership role in defining higher education collaboration locally, regionally, nationally, and globally.

## Strategy

Across the university's multiple campuses there are well-established systemic links with schools and private sector partners for the distribution of intellectual, professional, human and fiscal resources that mutually enrich the University, PreK-12, and community missions. The Office of the Vice President for Education Partnerships expands upon this foundation and facilitates, augments, creates, sustains, and measures the effects of such connections, with the goal of enhancing student development and achievement for school systems, individual schools, and individual students.

## Augmented Design Principles

The ASU Office of the Vice President for Education Partnerships (VPEP) will continue to function with its set of core principles but will augment these to demonstrate real collaboration. The following attributes of vital partnerships will be cultivated:

1. Interdependent working relationships, collective action, and shared resources;
2. A shared, collective identity;
3. Sound intervention logic;
4. Equitable relationships obtained through negotiations;
5. Benefiting from conflict and competition;
6. A collective voice and unity of purpose (one voice created from many—*e pluribus unum*);
7. Shared language;
8. Accepting diversity;
9. Shared responsibility and accountability;
10. Trusting relationships;
11. Governance structures and processes;
12. Inclusion of relevant stakeholders;
13. A coherent design for school improvement; and
14. Data-driven, result-oriented evaluation and improvement systems.

“Collaboration does not belong to one partner; it belongs to all partners.”<sup>1</sup>

## Partnership Activities

### THE ALPHA PARTNERSHIP—OUR PROTOTYPE

In Spring 2004, the former Office of University-School Partnerships started a concerted effort to coordinate existing partnership programs and facilitate the creation of new partnerships in order to establish a successful and effective framework for continued, long-term community collaboration within a five-year timeframe. In the Fall of 2003, the university laid groundwork for the ALPHA Partnership which was launched in January 2004. This partnership works with Senator Richard Miranda (D-AZ, Arizona Legislative

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<sup>1</sup> Brabeck, Walsh, & Latta, pp. 54-60, 2003.

District 13), the school leaders of the Cartwright Elementary, Fowler Elementary, Isaac Elementary, Murphy Elementary, Phoenix Elementary, Phoenix Union High School, Tolleson Elementary, and Tolleson Union High School Districts. It is the first of many that will leverage university, PreK-12, and community resources to enhance Arizona's academic achievement.

Plans continue to reconfigure and expand the ALPHA Partnership in the following ways: 1) Form the Tolleson "family" of districts by including Littleton, Union, and Pendergast along with Tolleson Elementary and Fowler, all five "feeder" elementary districts which form the Tolleson Union High School District; 2) align ALPHA elementary districts (Phoenix Elementary, Murphy, Isaac and Cartwright) with receiving high schools in the Phoenix Union High School District; and 3) use this reconfiguration to enable tracking student progress over time in a more articulated education pipeline.

### **THE BETA (MESA) PARTNERSHIP**

Maximizing on the success of the ALPHA Partnership, the ASU Office of the Vice President for Education Partnerships has begun implementation of our second large-scale partnership, the BETA Partnership, with Mesa Public Schools. This collaboration builds on strong previous relationships with Mesa and expands University activities that are already in place in Mesa in the areas of Masters' programs, student teacher placements, and professional development support programs such as the ASU Center for Research and Education in Science, Math, Engineering and Technology (CRESMET).

Through both ALPHA and BETA Partnerships, ASU's office of the VPEP has offered the following opportunities to partner districts.

#### **Early Childhood Support**

- Professional development in developing an *Early Childhood Education Knowledge Base: Healthy Brain Development for School Readiness*. This program focused on building a knowledge base for an action plan and implementation of programs for infants, toddlers, and parents with supporting materials in both English and Spanish.
- The Office of Youth Preparation implemented Leaps & Bounds— A Kindergarten Readiness Program that is unique because it sees the parent as the child's first teacher--has been implemented in more than 11 school districts including Phoenix Elementary, Isaac, Cartwright, Murphy, Fowler, Roosevelt, Tempe Elementary, Paradise Valley, Chandler, Washington Elementary, Pendergast Elementary, and several community-based organizations.
- With support from the Early Childhood Educator Professional Development Grant, the knowledge and skills of early childhood educators who work in communities with a high concentration of needy children are being enhanced via formal training and support.
- ASU Early Childhood faculty are working with partner districts and sharing their expertise in building new learning environments and teaching programs.
- Numerous early childhood programs have been offered to school districts at schools both inside and outside of partnership districts.
- Early Childhood Demonstration Site at the Garcia school in Murphy School District is being fully implemented. Agencies have signed agreements to provide services which are ongoing, a governance structure has been established and meetings are ongoing. The next steps will be to complete the evaluation design.
- The office of the VPEP has been active with the Maricopa Regional Planning Grant through the United Way. We have completed our regional needs assessment to determine where gaps exist in early childhood programs and services education, health, social and human welfare.

- Early Childhood Community of Practice has been expanded to include over 30 agencies i.e., local and state governmental agencies, community based agencies, and foundations and school districts. Meetings occur monthly with information being shared and looking at possible grants to write collaboratively.
- Received \$50,000 from John and Dee Whiteman for the Garcia Demonstration site, \$92,000 from the Carstens Family Fund to expand *Bridges Learning Discovery* in all classrooms in the Murphy School District PreK-2nd grade as well as in five All-Day Kindergarten Programs. The remainder of the \$150,000 was received from the Stardust Foundation.
- The Arizona Prevention Resource Center (APRC) runs one of the most comprehensive clearinghouses which are Arizona's central source for broad-based prevention information and materials.
- APRC also provides an array of technical services which support early childhood including anti-bullying training and evaluation, Reading First technical assistance and evaluation, writing and evaluating state and federal grants, Childsplay, Safe Schools/Healthy Students and parental surveys.

### **Support for Highly Effective Teachers**

- Continued student teacher incentive programs through ALPHA Scholarships and the AmeriCorps program. Supported 30 student teachers for fall semester of 2007 and 20 for spring semester of 2008. AmeriCorps will meet increased projections to 160 corps members.
- Received ACCESS grant from the U.S. Department of Education in the approximate amount of \$ 1.4 million to offer cohorts over a five year span leading to ELL endorsement or the master's degree. The office of the VPEP sought and received institutional approval to become an academic unit to offer more cohorts in other critical areas.
- VPEP strengthened the partnership with ASU West's College of Teacher Education and Leadership to continue *Learning Fore Ever*, high quality professional development workshop scholarships, to ALPHA Partner districts' educators. All allocated slots have been filled for both fall and spring semesters 2007-2008 which will impact over 95 educators. We are also exploring the start of a few professional development schools in the Roosevelt School District.
- VPEP identified over 30 National Board Teacher Certified candidates in ALPHA Districts in partnership with Arizona K-12 Center.
- The AIMS Prep web site which is operated by the Office for Youth Preparation has been accessed by over 1,000 teachers across the state. AIMS Prep which consists of the Practice Questions CD and the Teachers' Manual was mailed to every K-8 school and school district in the state. An upcoming presentation will be offered to ALPHA Key Communicators to refresh them on usage for their teachers.
- A state wide partnership conference was held in September, 2007 and was extremely well attended, with outstanding presentations. The participant feedback was very positive.
- In 2004 the Office of Youth Preparation's Options for Excellence program established the annual *Advancing Arizona Education Conference* which deals with current Arizona educational issues, subject area content sessions, Advanced Placement teacher preparation, and vertical teaming. Middle school and high school teachers come together each September to meet national, university, and state educators, who make a difference in providing equity and achievement for all students.
- The Math and Science Outreach program, Office of Youth Preparation, in collaboration with the Biodesign Institute at ASU, offered a full-day training program to middle-school science teachers representing nine different school districts. The training materials, focused on infectious disease, were developed and presented by personnel of the Center for Technology in Teaching and Learning, at Rice University.

- The English Language Learners Community of Practice group has been meeting to come up with alternative ELL models to those proposed by the state ELL Task Force. ALPHA Districts, through the ELL Community of Practice, have made numerous presentations and submitted three different briefs detailing research-based ELL programs and models which will be included in final recommendations. A template was developed for alternative models that several ALPHA districts submitted to the state ELL Task Force.
- Mentoring for Novice Teachers--- A pilot program has continued to mentor beginning teachers working with urban ELL students with on-site support for new teachers in the Phoenix Elementary District. The Office of Youth Preparation offers professional development for UCAN Serve teachers.

### **Support for Highly Effective Educational Leaders**

- On-going discussions ensue with the Mary Lou Fulton College of Education's Division of Educational Leadership & Policies Studies with numerous administrative cohorts being established around the Valley which include ALPHA Partnership candidates.
- The VPEP received a \$150,000 planning grant from the Helios Foundation. Contact has been made with all participating institutions and organizations involved in leadership training and staff has been hired. A research of national models is underway and the Community-Wide Leadership Advisory Committee was established.
- Working collaboratively with ASU's Tempe and West campuses and ALPHA Partnership Superintendents, discussions regarding master's programs in educational leadership leading to principal certification are being affected with possibilities for tailoring to district needs and co-teaching (superintendents and university faculty).

### **Students, Schools, and Family Support**

- Numerous programs and services have been implemented to maintain and enhance ALPHA Partnerships including, but not limited to, ALPHA Student Teaching and AmeriCorps Incentive programs, ASYouth, Leaps & Bounds, the Young Writer's Program, Options for Excellence, Anti- Bullying, College is for You, STARLAB To Go, Math and Science Outreach, Teachers for Tolleson, Junior Law & Court Works and GEAR-Up activities, the ACCESS Program, Science is Fun, and Programs for Talented Youth.
- The Mesa Writing Institute, a week-long training event with national and state experts, was completed by 40 teachers from Mesa Public Schools. Teacher reactions have been very favorable and evaluation data has been collected and is under analysis.
- The Office of Youth Preparation has implemented several programs in the Roosevelt School District such as Leaps & Bounds, College is for You, Young Writer's Program, and Math and Science Outreach. Meetings are on-going with the superintendent with the goal of establishing a formal collaborative agreement.
- Work has begun to explore the establishment of an education partnership with the Navajo Nation. Meetings have been held with Dr. Tim Begaye, a faculty advisor who has written a white paper on what is occurring on the education scene in tribal communities. Also identified are areas for discussion with tribal leaders. A large scale meeting is scheduled to take place with the Navajo President, other tribal leaders, and community leaders.
- For four years, the Arizona Prevention Resource Center (APRC), in partnership with the Governor's Office for Children, Youth, and Families (GOCYF)/Parents Commission and the Men's Anti-violence Network (MAN), has administered the Olweus Bullying Prevention Program, serving over 135 schools and more than 95,000 students. Results of the program are promising. Schools fully implementing the program have seen a 26 percent decrease in bullying behavior overall; schools implementing with fidelity have seen a 44 percent decrease in bullying behavior.

- ASYOUth was a huge success in the summer of 2007, involving five ALPHA Districts and 239 students accessing 43 programs across 13 ASU colleges. Numerous funding proposals have been submitted for 2008 to expand the program to all ALPHA Districts targeting 300 students
- The Office of Youth Preparation exceeded its target goal of bringing College Is for You to 1740 students by November, raising the new target to 3400. The office has printed additional booklets to continue the program with several more schools.
- Evaluations are on-going according to established timelines for 146 Reading First Sites statewide.
- GEAR UP year two activities are in process and going very well. Year two planning and budgets have been completed for 2007-2008.
- The office of the VPEP has collaborated with Intercollegiate Athletics so that all ALPHA Districts were able to attend at least one football game in 2007. Also, several attended Homecoming in 2007. We are currently working on several new initiatives including a pilot program called "Spend the Day with a Scholar Athlete" for 8th grade students.
- The Office of Youth Preparation's Court Works Program worked with volunteer attorneys to prepare 8th grade students from the Murphy School District to conduct mock trials at the Sandra Day O'Connor United States Courthouse. Attorneys are assigned to each group of students to work with them as judges, prosecutors, etc in the courtroom. ASU Law students worked with the students in advance through the Junior Law program.
- The Options for Excellence Program, in the Office of Youth Preparation, is a liaison between educators and The College Board and ACT,INC., offering middle and high school administrators support in obtaining programs that improve achievement. It assists teachers, schools and districts in developing programs of rigor such as the Advanced Placement, International Baccalaureate, and CLEP programs. Options has collaborated with various districts in the Valley such Tolleson Union High School District and Phoenix Union High School District in creating program implementation plans that meet the needs of their specific students, parents, and teachers.
- The Office of Youth Preparation's Programs for Talented Youth, an academic enrichment program for 3<sup>rd</sup> through 7<sup>th</sup> grade talented students, provides the opportunity for students to experience challenging courses in a university setting. Working with community-based organizations, public, private, and charter schools, the program is committed to pursuing multiple gateways for identification and recruitment in order to enhance opportunities for youth. PTY offers a three-week summer program, and a six-week Saturday program in the fall and spring.
- The Office of Youth Preparation's Young Writer's Program provides opportunities for the K-12 community (4th through 12th graders) to work with ASU poets and writers in order to build student confidence through creative writing. The program recently published its 7<sup>th</sup> edition of *22 Across—Anthology A Review of Young Writers* with support from the Arizona Commission on the Arts and the National Endowment for the Arts.

#### **THE ROOSEVELT (GAMMA) PARTNERSHIP**

Another partnership that is planned on the immediate horizon is the GAMMA Partnership with the Roosevelt School District. One of the first efforts related to this activity is the raising of external funding to support the partnership. ASU is currently working with both Roosevelt's Governing Board as well as its newly-appointed superintendent to establish consensus on a plan. As plans evolve, ASU will involve other partners such as community colleges, city, state, CBOs, businesses, homebuilders, etc.

#### **THE NAVAJO NATION PARTNERSHIP**

The ASU Office for the Vice President for Education Partnerships plans to build upon current ASU involvement in the Navajo Nation in order to establish a Navajo Nation Partnership. First steps will

necessitate an environmental scan of present ASU activity with the Navajo Nation to be followed by a dialogue with key leaders and tribal officials. We then plan to engage in outreach to schools, school leaders, and communities. This partnership will also entail collaboration with other vital partners (e.g., other universities, foundations, government agencies, etc.) as needed for support.

### **UNIVERSITY PUBLIC SCHOOLS INITIATIVE (UPSI)**

The UPSI program is designed to serve students who reflect the socio-economic and culturally diverse student population in Arizona, pre-school through high school. UPSI will offer curriculum and an environment with an emphasis on cutting-edge technology as a learning tool, a strong second language component, and a multicultural environment that supports a global perspective.

The distinguishing feature of UPSI is a research-based curriculum and a focus on innovation. The principal objective of the UPSI research base is to help students learn rather than simply to observe them. Targeted research will allow for more fluid assessment of UPSI programs and instruction, and produce solutions to increase student achievement. ASU faculty and UPSI teachers will study the teaching and learning of content in classrooms, allowing for improvements in curricular structure and the modification of teaching concurrently – thus aiding in the rapid deployment of transportable models of innovation to constituent public schools.

Potential innovations will be driven by ASU faculty and may include: development and implementation of a rigorous and relevant standards-based math curriculum delivered through *multiple* pathways; creation of an online professional development model for engaging teachers in scientific inquiry; teaching methodologies that seamlessly integrate technology for learning into the classroom; integration of multilingual and multicultural components across the curriculum; and development of leadership training for teachers, staff, and administrators. Our goal is to surpass traditional academic achievement standards while encouraging students to hold themselves to a higher standard of success.

### **Pathways for Participation**

There are three ways families, schools, communities, and businesses will be able to participate in UPSI:

1. University Public School Network - located on or near the ASU campuses, these schools will be “Centers of Educational Innovation” where new innovations can be developed, implemented, assessed and when proven successful, scaled out to other schools.
2. School Partnerships - UPSI will partner with schools throughout Arizona that share the UPSI beliefs and values. These schools will be called “New American Schools”. These partnerships will bring the resources of ASU to these schools with the goal of increased student achievement and provide an opportunity for UPSI to research their reforms and scale out the successes with other schools throughout Arizona.
3. Virtual Learning Center - provides real-time information about innovations in school leadership, curriculum, and instruction methodology based on research from the UPSI Schools. The data and information will be made available to encourage other schools to engage in the research and implement those research-based practices found to increase student achievement.

### **Current Status**

ASU has established University Public Schools, Inc., an Arizona not-for-profit 501c3 corporation that will serve as a charter management organization and govern the network of schools. The first UPSI Center of Educational Innovation will open on the Polytechnic campus in the fall 2008. The plan is to open the center grades K – 6 add pre-k and grades 7-8 in 2009 and grow through grade 12 in subsequent years. ASU faculty curriculum working groups representing academic units across all ASU campuses have met multiple times and have created the curriculum framework for the centers. The charter application was approved and the charter was granted in January 2008 by the Arizona State Board for Charter Schools. Conversations to

explore partnerships have been conducted with numerous school districts in Arizona including the Tempe Elementary School District, Mesa Public Schools, Phoenix Elementary School District, Higley Public Schools, and others.

### **ARIZONA HIGH SCHOOL COMPLETION/COLLEGE-GOING INITIATIVE (HSCCGI)**

The High School Completion/College-Going Initiative is being advanced to give greater impetus to the overarching goals of ASU Education Partnerships. These overarching goals ensure student success in and throughout the pre-Kindergarten-12 grade pipeline, student acceptance to and attendance in college, and ultimately, college completion. The Office of the Vice President for Education Partnerships efforts have been focused on high-need underserved populations within school districts and individual schools.

In order to increase the educational attainment of students in Arizona, the extent of the problem must be clearly understood. To further our understanding of the issue, the Initiative proposes to: 1) Collect all known statistical data on graduation rates and college attendance in Arizona; 2) form a database of pertinent studies examining the causes of low educational attainment; and 3) synthesize all information and disseminate the findings

It is expected that the focus of the initiative will gradually expand to include both symptoms of the problem as well as underlying causes. This may require that the Initiative conduct longitudinal case studies on school environments in Arizona that consistently demonstrate high graduation and college matriculation rates. This process will involve the following: 1) Identifying the selection criteria to locate highly performing schools; 2) locating schools that meet the selection criteria; 3) selecting schools amenable to longitudinal research methods; 4) conducting multiple case studies using a methodology of spontaneous replication; 5) supplementing quantitative data with qualitative data from site visitations and interviews; and 6) analyzing findings in order to identify successful, replicable practices which lead to high and/or improved educational attainment.

More information about the Arizona High School Completion/College-Going Initiative, particularly, a white paper titled "Perilous Passage: Arizona High School Completion/College-Going Initiative" may be found at our website,

<http://prek12partnership.asu.edu/reports/FINAL%20DRAFT%20White%20Paper%2003%2022%2006.pdf>.

### **STATEWIDE COLLABORATIONS**

The Office of the Vice President for Education Partnerships maintains an openness to collaborate with several local and state initiatives and organizations which share our goals and objectives. Possible partners include, but are not limited to:

- The Center for the Future of Arizona
- The Valley of the Sun United Way
- EDUCARE
- City Of Phoenix Head Start Program
- Chicanos por la Causa
- Arizona GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs)
- The Arizona Business and Education Coalition
- The Arizona Department of Education

### **CROSS-CAMPUS LEADERSHIP COUNCIL**

In addition to an overall need for teachers, our partner districts tell us that our next priority in terms of the teachers that we produce should be teachers in mathematics and science. In an effort to respond to this request, the Office of the Vice President for Education Partnerships has formed a new cross-campus leadership council with the goal of creating an effective teacher preparation interface across all four ASU campuses, including non-education colleges. We anticipate that in 2008 we will formalize the VPEP Council to include Tempe, Polytechnic, West, and University College. Our top priority will be to produce high quality teachers, particularly for high-need schools and communities, including, but not limited to, the areas of mathematics and sciences.

## Timeline

The Office of the Vice President for Education Partnerships is currently in the process of developing a five-year strategic plan that aligns with university-wide goals. Among other activities, our long-term plans include replication of partnership efforts in other high-need contexts in the state. These new partnerships will be supported by the key leadership positions put in place at start-up with additional support team members which are commensurate with workload and resources. The five year plan calls for sustaining and initiating new partnerships as follows:

### Five-Year Timeline

<u>Partnership</u>	<u>Location</u>	<u>Status</u>
ALPHA	Westside Phoenix	Continuing from Jan '04
BETA	Mesa Public Schools	Continuing from Fall '06
GAMMA	Roosevelt Elementary School District	Preliminary Launch 2007
DELTA	Paradise Valley School District	2008 Launch
DINÉ	Navajo Nation	2008 launch
+ Other partnership plans include Scottsdale Unified School District, other Native American communities (Gila River, Salt River), Globe-Miami, and Yuma, as well as UPSI-related partnerships with Gilbert, Glendale, and Tempe districts.		

## Evaluation

Using data to make strategic decisions and wise investments can be seen as one of the success factors of effective partnerships (Coffman, 2005). Furthermore, the development of appropriate measures to monitor progress and results and to make judgments on performance is an important function of strategic partnerships. Such monitoring is necessary to the sustainability of partnerships (Coble & Williams, 1998).

Measurement and evaluation as a structured, systematic effort is an integral part of the Office of the Vice President for Education Partnerships. A set of core principles that include essential elements for an assessment framework has been developed by the office:

1. The work is guided by solid intellectual conceptualizations and empirical evidence of ongoing successful efforts.
2. All efforts will be accompanied by evaluation.
3. Results will be disseminated.

Major evaluation efforts are underway, as a comprehensive plan is being developed to evaluate ASU's partnership initiatives. Guided by a clear vision, mission, goals, and core principles, the ASU Office of the Vice President for Education Partnerships developed a strategic roadmap and a master evaluation plan. The strategic roadmap allows the use of pathways for visualizing relationships and activities of the partnerships.

Using the measurable engagements approach, clearly articulated objectives with measures and benchmarks are assigned to each of the specific goals. The evaluation measures and benchmarks enable the office to track and report meaningful progress of the ALPHA (and other) districts over time in response to the ambitious goals of the Office of the Vice President for Education Partnerships.

A primary focus of the evaluation effort is to examine ASU VPEP engagements and effectiveness on participating students' academic skills and achievement, attitudes toward learning and school, and behaviors in and out of the classroom. In addition, the evaluation efforts examine both the use of ASU and community resources by teachers and educational leaders and the degree to which professional development has affected practice. The VPEP evaluation efforts engage parents and family members who participate in the ASU partnership, to assess their understanding of program impact. For example, programs such as *Bullying Prevention, Bridges, Creciendo Unidos*, and *Arizona Quest for Kids*, which are being evaluated in the Murphy School District, engage students as well as their parents and family members. Furthermore, the evaluation efforts focus on identifying program factors, if any, that are related to improved outcomes for students, teachers, leaders, schools, and families.

It is imperative that partnership efforts maintain built-in and centralized information and data systems to coordinate and facilitate monitoring and evaluation of the university's preK-12 engagement (events, programs, initiatives, people etc). The VPEP office's evaluation activities include data profiling efforts for focus schools and districts in Alpha partnerships. Data have been collected for the last four years, which will be used as baseline data and will allow for the monitoring of educational progress over the years. The following are a few examples of demographic and achievement measures that are being compiled for partner districts and schools:

- Student and Student Body Descriptors (such as total student population, gender and ethnicity distribution, English language learners, and students on free or reduced lunch)
- FTE Figures (such as number of FTE teachers)
- Community Descriptors (such as median household income)
- School Descriptors (such as Title I school designation)
- Student Achievement Tests (AIMS, SAT9, AZEC)
- Student Academic Progress
- School Profiles (AZLEARNS achievement profiles (excelling, highly performing, performing and underperforming)).

VPEP evaluation efforts have enabled us to determine the impact our various programs have had to date on our various program partners and constituents. Under the program pillar of Early Childhood Support, an estimated 1,310 students have been impacted by the Early Childhood Community of Practice and the Bridges Learning Discovery Program. Under the program pillar of Highly Effective Teachers, we are pleased to report that in 2006-2007, 122 student teachers were provided scholarships to teach in Arizona school districts of high need, a 122% increase from 53 in 2003-2004. Results indicate that 57% of these student teachers have signed employment contracts with their districts. Under the pillar of Highly Effective Educational Leaders, a first administration cohort of 22 certified principals graduated in December of 2007, while a second cohort graduated 17 principals who are leaders in schools of high need. Finally, under the Students, Schools and Family pillar, the VPEP Office of Youth Preparation had the following impacts during the 2006-2007 year: Astronomy Fair with 1,247 participants; the Arizona Instrument to Measure Standards (AIMS) test preparation support for 660 teachers online; College is for You in 13 schools involving 1,171 students; Junior Law program in six schools involving 470 students; and the Young Writers Program in 11 schools involving 774 students.

More information on measurement and evaluation efforts and preliminary findings/results can be found on the web site of the Office of the Vice President for Education Partnerships: <http://vpep.asu.edu/>

## **Funding for Partnership Evaluation and Activities**

It is critical that resources are committed to address the needs and meet the challenges. The successes of ASU's Office of the Vice President for Education Partnerships are contingent on sufficient funding and resources. While ASU and the partner school districts are investing real dollars as well as absorbing the costs associated with the time and effort of staff, faculty, and students, other funds must be found in sources such as government, business, the non-profit world, and private sector. Some of these efforts are underway as evidenced by the evaluation support from a private donor and the plan for other external support.

### **Evaluation Support for Partnership Efforts**

Thanks to the generous support of the late Bill Carstens, a private donor who made a \$750,000 gift (payable at \$150,000 for five years), a comprehensive evaluation plan is being implemented to identify what works in ensuring the overall success of the ALPHA Partnership. Evaluation efforts will be guided by a team of evaluation experts and University and school partners will work together to develop evaluation objectives. Evaluation measures will be carefully designed to address areas such as validity, reliability, direction, sensitivity to differentiation across respondents, direct relatedness to what the program can actually achieve, and unbiased data collection. Evaluation efforts are ongoing.

### **External Support for Partnership Activities**

The Office of the Vice President for Education Partnerships' Development Committee has undertaken an ambitious plan to raise funding from all sectors of the community, including public competitive grant opportunities as well as local philanthropic resources. Since its inception, the Office of the Vice President for Education Partnerships has lead efforts and collaborated with others to raise over \$7.4 million dollars in private and public funds for its many activities. These include several grants from the ASU Women and Philanthropy Program for ASYOUth and scholarship support for ALPHA teachers, support of over \$2.7 million for ALPHA districts from Arizona GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs), a \$150,000 planning grant from the Helios Foundation for the VPEP office's leadership initiative and \$1.4 million from the U.S. Department of Education to work with ALPHA teachers to obtain the recently state-mandated SEI (Structured English Immersion) credential.

## **Groundwork for Additional Partnerships**

As the ASU Office for the VPEP has been engaged in building the ALPHA and BETA partnerships, the office staff has begun work on developing partnerships with Paradise Valley and Roosevelt School Districts Others presently being seeded are Scottsdale Unified School District and the Navajo Nation.

## **Conclusion**

The prospect of success for education partnership initiatives through the office of the VPEP is promising. Demonstrated success will provide the foundation for collaborative programs to enhance PreK-12 education in Arizona in the future. In "realizing infinite possibilities" of education partnerships, ASU will stay constant to its purpose of providing a strong educational foundation for the State of Arizona. Addressing the needs, working together, focusing on results, staying the course, and accelerating momentum toward breakthrough, we can turn the tide of the challenges we face. Failure to do so is not an option.

More information, including previous white papers as well as an evaluation plan and preliminary results, may be found on the ASU Office of the Vice President for Education Partnerships website at:

<http://vpep.asu.edu/>

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More information about the ASU Office of the Vice President for Education Partnerships, including previous white papers as well as an evaluation plan and preliminary results, may be found on the ASU Office of the Vice President for Education Partnerships website at:

<http://vpep.asu.edu/>