<table>
<thead>
<tr>
<th>INPUTS</th>
<th>PROCESSES</th>
<th>OUTCOMES</th>
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</table>
| **P-20 Students, Families, and Peers (Preschool through graduate and professional school)**  
- Number, demographics  
- Knowledge (college, careers, content)  
- Skills (writing, test-taking, using resources, crossing borders),  
- Attitudes (self-identity, academic self-efficacy, attitudes toward college)  
**Staff at partnership schools**  
- Number  
- Characteristics  
- Organizational supports  
**UCSC Staff**  
- Number, characteristics, organizational structure and supports (funding, facility, technology)  
- Faculty and administration  
- EPC administrative and program staff  
- Students  
**UC Office of the President and UC Campuses**  
**Legislators, Boards of Trustees, and UC Regents**  
**Funders & Supporters**  
**Vendors**  
**Community Constituents**  
- Community-based programs  
- Businesses  
- Private schools  
- Religious institutions  
- Taxpayers  
- Other government (police, libraries, etc.) | **With Students, Families, and Peers**  
- Assess knowledge, behaviors, and attitudes toward subject areas and college  
- Provide information to raise awareness and engage motivation regarding subject areas and college  
- Provide academic support, advising and tutoring  
**With School Systems**  
- Develop and maintain partnership planning teams  
- Negotiate relationships, including funding match and data transfer  
- Analyze student data  
- Articulate standards and curriculum  
- Design and implement curricular innovations  
- Design and implement professional development for staff  
- Assess and address technology needs  
- Evaluate/communicate results  
**Within EPC and UC systems**  
Communicate, coordinate, and evaluate results.  
**With Funders & Supporters**  
Ensure relationship between funders (UCOP, legislature, private supporters, corporations, and foundations) is maintained and strengthened.  
**Within the Community**  
Mobilize to bridge institutions in support of college-bound identities for all youth:  
- Families  
- Community-based programs  
- Sports  
- Religious institutions  
- Businesses | **College-Going & Transfer Rates for Educationally Disadvantaged Students**  
- UC eligibility and competitive eligibility UC transfer from community college  
- Continued school attendance  
- Grades and standardized scores of targeted students  
- A-G course completion  
- College-bound expectations and identities  
- Bridging worlds skills  
**Partnership Schools**  
- Representative student and staff population to strengthen academic pursuits  
- Strong curriculum, articulated with standards across levels  
- Increasing number of students completing A-G courses and successfully taking college entrance exams  
- Strong teaching staff: subject area knowledge, teaching skills, sensitivity to individual students  
- Strong administrative support  
- Continuous development of individuals and groups  
**Educational Partnership Center Programs & Initiatives**  
- Increasing capacity to provide effective and efficient services  
- Strong staff: skills, behaviors, morale  
- Continuous development of individuals and groups  
**Funders & Supporters**  
Continued and increasing funding to bridge achievement gaps  
**Families & Communities**  
- College-bound expectations for all youth  
- Bridging worlds skills high  
- Highly educated members of society, regardless of background (enhanced labor force, reduced social costs) |