

**UC Santa Cruz Educational Partnership Center
Evaluation Framework**

INPUTS	PROCESSES	OUTCOMES
<p>P-20 Students, Families, and Peers (Preschool through graduate and professional school)</p> <ul style="list-style-type: none"> • Number, demographics • Knowledge (college, careers, content) • Skills (writing, test-taking, using resources, crossing borders), • Attitudes (self-identity, academic self-efficacy, attitudes toward college) <p>Staff at partnership schools</p> <ul style="list-style-type: none"> • Number • Characteristics • Organizational supports <p>UCSC Staff</p> <ul style="list-style-type: none"> • Number, characteristics, organizational structure and supports (funding, facility, technology) • Faculty and administration • EPC administrative and program staff • Students <p>UC Office of the President and UC Campuses</p> <p>Legislators, Boards of Trustees, and UC Regents</p> <p>Funders & Supporters</p> <p>Vendors</p> <p>Community Constituents</p> <ul style="list-style-type: none"> • Community-based programs • Businesses • Private schools • Religious institutions • Taxpayers • Other government (police, libraries, etc.) 	<p>With Students, Families, and Peers</p> <ul style="list-style-type: none"> • 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 <p>With School Systems</p> <ul style="list-style-type: none"> • 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 <p>Within EPC and UC systems</p> <p>Communicate, coordinate, and evaluate results.</p> <p>With Funders & Supporters</p> <p>Ensure relationship between funders (UCOP, legislature, private supporters, corporations, and foundations) is maintained and strengthened.</p> <p>Within the Community</p> <p>Mobilize to bridge institutions in support of college-bound identities for all youth:</p> <ul style="list-style-type: none"> • Families • Community-based programs • Sports • Religious institutions • Businesses 	<p>College-Going & Transfer Rates for Educationally Disadvantaged Students</p> <ul style="list-style-type: none"> • 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 <p>Partnership Schools</p> <ul style="list-style-type: none"> • 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 <p>Educational Partnership Center Programs & Initiatives</p> <ul style="list-style-type: none"> • Increasing capacity to provide effective and efficient services • Strong staff: skills, behaviors, morale • Continuous development of individuals and groups <p>Funders & Supporters</p> <p>Continued and increasing funding to bridge achievement gaps</p> <p>Families & Communities</p> <ul style="list-style-type: none"> • College-bound expectations for all youth • Bridging worlds skills high • Highly educated members of society, regardless of background (enhanced labor force, reduced social costs)