

College Access & Preparation (CAP) Forum

Renewing our commitment to student equity, access and achievement

EAOP/College Advising Corps Partnership:
Collaboration Model Between
EAOP and DCAC

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Preparation Programs
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Introductions/Warm Up

Presenter Introductions/Roles

Getting to Know Who is In The Room

Please Share

- Your Name, Organization
- Who was ou college Heroine or Hero?
- What you hope to learn or questions you would like to have answered?

Workshop Goals

- Overview of EAOP, College Advising Corps and Destination College Advising Corps (DCAC) Programs, Service Model, Staff Roles
- Data/Outcomes Reporting
- Funding Model
- Challenges & Benefits

Conceptualizing our Work

The Social Construction of College Access

Reexamine and redefine what constitutes academic promise, high quality knowledge and high quality learning.

Oakes, J., Rogers, J., Lipton, M., & Morrell, E. (2002)

Near Peer Models/Organizational Change

Person who assumes responsibility for creating the college culture. Nine principles have been identified as essential for such a culture: (1) college talk; (2) clear expectations; (3) information and resources; (4) comprehensive counseling model; (5) testing and curriculum; (6) faculty involvement; (7) family involvement; (8) college partnerships; and (9) articulation.

McClafferty, K. A., McDonough, P. M., & Nunez, A. (2002), McDonough, P. M. (1997)

Community Cultural Wealth

Various forms of capital nurtured through cultural wealth include aspirational, navigational, social, linguistic, familial and resistant capital. These forms of capital draw on the knowledges Students of Color bring with them from their homes and communities into the classroom.

Yosso, T. (2005)

Cohort Work

Although always fluid and changing, peer relationships are indisputably important. For students from working class and immigrant families, peers often play an even more significant role in shaping school performance patterns than peers for youth from more advantaged circumstances.

Cooper, C., & Gandara, P. (2001)

College Advising Corps

History and Background

Service Model

- Near Peer Service Strategy: Recent Graduates as Advisers
- Whole School: College Enrollment

DCAC Model

- Regional Managers/Regional Coordinators
- Soft Cohort

Data Expectations

Overview of UC Berkeley EAOP

History

Cohort Service Model

- 18 Partner High Schools
- 3275 Students Served
- 93% Complete A-G
- Academic Programs

Staff Roles and Responsibilities

- The Evolution From Regional Coordinators to Managers
- Regional Managers/Regional Coordinators
- Adviser Fellows

EAOP/Destination College Advising Corp Collaborative Model

How does it all work?

- Destination College Advising Corps
- DCAC: Recruits, leads training, and provides administrative support of Adviser Fellow.
- EAOP: Team leader/supervisor, acts as regional liaison to school and district.

Collaborative Service Delivery

- Cohort Services
- Whole School Services
 - Workshops, Drop-In, Whole School Events
- Academic Programs
 - PCA, Summer Sessions, SAT, Office of President Initiatives

EAOP/DCAC Adviser Fellows

Jessica Thach, EAOP/DCAC Adviser Fellow
De Anza High School 2015-2017

Fellow Advisory Board Member
Destination College Alumni Association
UCOP Post-Graduate College Advising Intern
Incoming Graduate Student at UCLA



<https://drive.google.com/open?id=0Bzf2tpMSnGNlam5PdIVNT0RfTDJHS2p3UVFJWGPnZG9TRFF>

FAB 6 Spoken Word Piece





CAC NATIONAL SUMMIT



RISING SCHOLARS



COLLEGE CARNIVAL



ADMIN SELFIE



TRANSITIONING OUT



COHORT WORKSHOPS



SEA SCHOLARSHIP EVENT



COLLEGE PANEL

Data Gathering & Outcomes Reporting

Data Entry – What we collect?

How are we measuring our outcomes? What do we report about?

GRACE Data Tracking System

Evaluation - Stanford

Data/Outcome Samples

Key Performance Indicators

College Applications

DCAC Outcome Example

College Applications

Students who met with a DCAC College Adviser Fellow were **23% more likely** to a **submit a college application.**



*Data from CAC's third party evaluator Evaluation and Assessment Solutions for Education, LLC

FAFSA Submissions

Students who met with a DCAC College Adviser Fellow were **21% more likely** to **submit a FAFSA.**



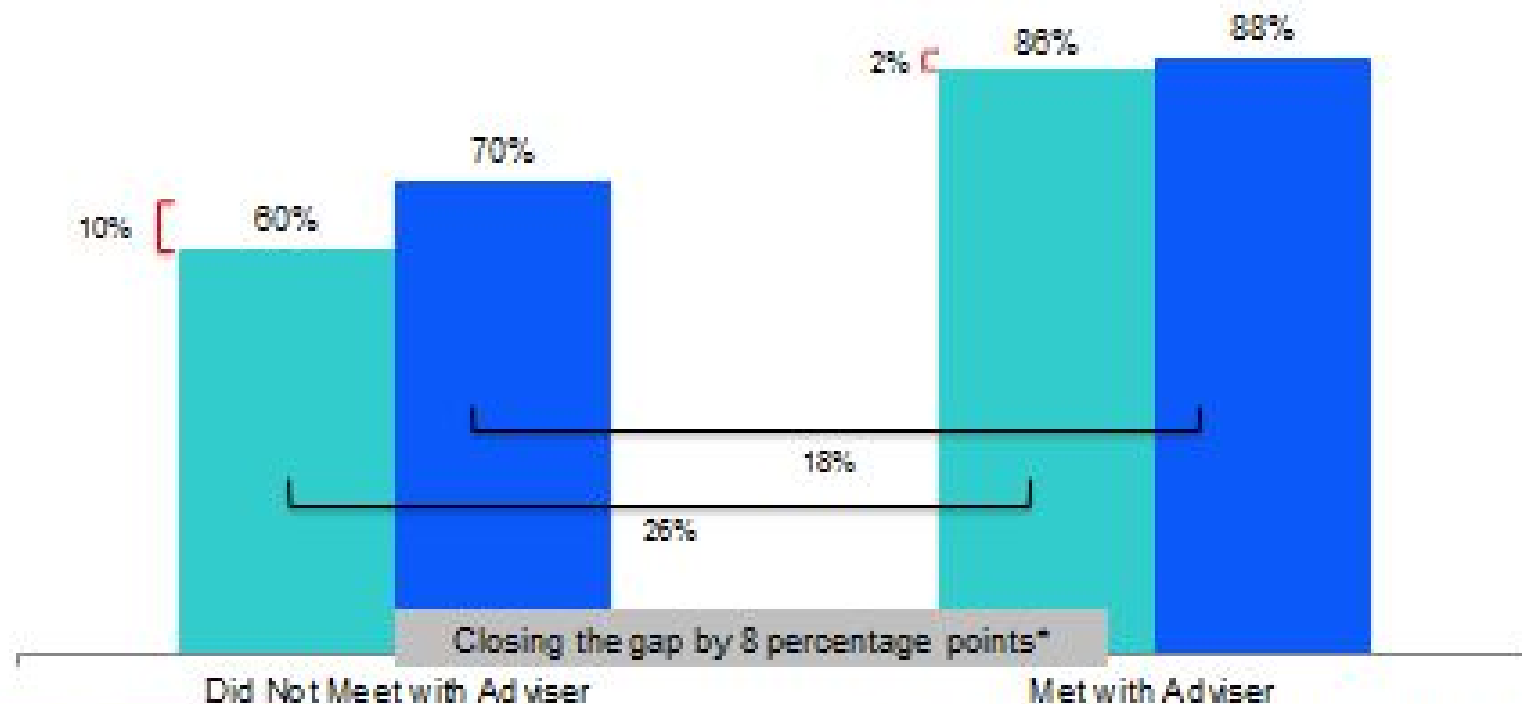
*Data from CAC's third party evaluator Evaluation and Assessment Solutions for Education, LLC

DCAC Outcome Example

Closing the Gap in California

Submitted Application to 1 or More Colleges

■ URM ■ Not URM



Funding the Opportunity

Creating the Organizational Structure

- Funding Development
- Silo to Collaborative Partnerships

Funding Partners

- College Advising Corps
- School Site
- EAOP/Cal-SOAP
- Community/School District Initiatives

Adviser Fellow Cost

\$72,000.00/Adviser Fellow

- \$33,000.00 Per Adviser Fellow Cost (stipend and insurance)
- \$3,000.00 Indirect Cost (University Charges)
- \$13,000.00 Manager Cost
- \$22,000.00 Overhead (Trainings, Site Budgets, Admin Personnel and Supplies)

Challenges Implementing The EAOP/DCAC Model

Program Branding

Multiple Outcomes Expectations

- Organizational Structure
- Changing Service Model
- Service and Funder Outcomes/Expectations

Data – Collecting and Outcomes Reporting

Benefits For Schools, Youth, Families and the Community.

Service Delivery

- More Comprehensive Services
- Maintain Service Levels

Students

- Maintain and increase students served

School Site, School District and Regional Visibility

Cost-Effectiveness

Data Sharing

Implementing The Model

Go At It Alone

- Partnership Model With Local Districts

Directly Through College Advising Corps

- Application process through national office of CAC

Long Range: Partner with DCAC

- In Development

QUESTIONS?

Cited Research

Cooper, C., & Gandara, P. (2001). Guest Editors' Introduction: When Diversity Works: Bridging Families, Peers, Schools, and Communities at CREDE. *Journal of Education for Students Placed at Risk*, 6(1–2), 1–5.

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