

6) Leveraging Partnerships



The BorderLink Project



Partners played an invaluable role in the successful implementation of the project. Their contributions ranged from making available the dark fiber upon which the project infrastructure was founded to partnering in professional development to sharing responsibilities for the management of the project.

Imperial County Office of Education (ICOE). The Imperial County Office of Education served as the local educational agency and fiscal agent for the BorderLink Project. In addition, ICOE took the primary responsibility for interaction with the United States Department of Education and the implementation of professional development, videoconferencing, development of videoconferencing classes, counseling activities, College Culture, Technology Leaders Project, Innovative Videoconferencing Projects, Innovative Online Modules Projects, and the Online Educational Technology Conference.

San Diego County Office of Education (SDCOE). Staff at the San Diego County Office of Education helped to manage the BorderLink Project in conjunction with staff at the Imperial County Office of Education. Collaboratively, these managers provided administrative leadership. In addition, SDCOE staff took the lead in developing LinkWorld,

Innovative LinkWorld Projects, college recruitment activities, Get to Work website, Useful Testing Information website, College Entrance Exam mini-course, California High School Exit Exam mini-course, and English Learner Mentoring (ELM) online modules and training program. Staff from both county offices of education were frequent presenters at institutes, workshops, and conferences.

Imperial Irrigation District (IID) - A strategic partnership was developed between BorderLink and the Imperial Irrigation District (IID). This partnership enabled the BorderLink Project to develop the fiber-optic network infrastructure. The IID granted use of telecommunication poles and towers, as well as provided access to dark fiber where needed. This access was provided at no cost.

University of California College Prep Initiative (UCCPI). The UCCPI provided the funding for students to take online courses that would otherwise have cost the schools nearly \$500 per student per semester. In addition, this valued partner provided the course materials and textbooks, and supplied administrative support through a regional coordinator.

6) Leveraging Partnerships

Imperial Valley Telecommunications Authority (IVTA)—The BorderLink Project was instrumental in bringing together schools, city and county governments, and other entities in support of technology advancement for our communities. A result of this collaboration was the formation of the Imperial Valley Telecommunications Authority (IVTA), a formal, public joint powers authority charged with operating the fiber-optic network infrastructure. IVTA is currently maintaining the system and actively gathering additional support for expansion.

Digital High School Program (DHS). The BorderLink Project supported schools as they applied for and implemented the state’s Digital High School Program. This program provided funding to assist high schools with the installation and support of technology, as well as staff training.

Imperial Valley College (IVC). The Imperial Valley College provided in-kind staff time contributions to assist in the implementation of the following BorderLink activities: Imperial Valley Counselors’ Roundtable Kick-Off Conference and FAFSA Online Training for counselors.

San Diego State University - Imperial Valley Campus (SDSU-IVC). The BorderLink Project benefited from the valued partnership with San Diego State University—Imperial Valley Campus. The university worked closely with the BorderLink Project on providing post-secondary opportunities for students and their parents. SDSU-IVC also provided use of the college campus for a Parent Fair and the Imperial Valley Counselors’ Roundtable Kick-off Conference.

Imperial County Partnership of Higher Education (ICPHE). This is a collaborative group of outreach programs from Imperial Valley College, San Diego State University, and the University of California, San Diego. Outreach programs work with high school students to help them get ready for college. The Irvine Foundation recognized the value of the ICPHE’s outreach work with a grant to expand their efforts to middle school students.

Imperial Valley Counselors’ Roundtable Association (IVCRA). Through the efforts of the BorderLink Project, this group is now a Branch Charter of the California School Counselors Association. The BorderLink Project adopted and partnered with this group during our second year, and the Counselors’ Roundtable has seen growth in membership as well as a formalization of meetings.



6) Leveraging Partnerships

California Student Opportunity Assistance Program (Cal-SOAP). The goals of Cal-SOAP are so similar to the goals of the BorderLink Project that it made sense to work together to create a greater impact on student opportunities to attend college. Cal-SOAP coordinated activities such as FASFA workshops, “College: Making It Happen,” and other parent outreach programs. BorderLink students and teachers actively participated in these events.



University of California Early Academic Outreach Program (UCEAOP). This organization provided parent information meetings, student academic counseling beginning in the 7th grade, Preliminary SAT (PSAT) tests, and interpretation of test scores. The organization served as part of the Imperial Valley Cal-SOAP consortium and the Imperial Valley College Going Initiative to help students qualify to go to college.

P16 Council (P16C). The P16 Council consists of representatives from Imperial Valley College, San Diego State University - Imperial Valley Campus, Cal-SOAP, ICPHE, district superintendents, and the business community. The P16 Council takes responsibility for planning many of these groups’ college outreach activities.

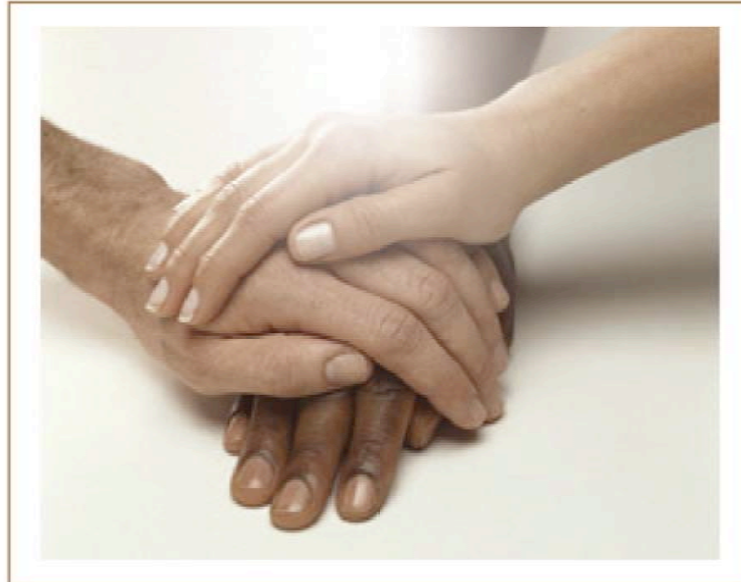
San Diego County Superintendents Technology Advisory (STAC). The STAC serves as an advisory body in San Diego. The organization was apprised of BorderLink activities and

gave advisory input, as appropriate. The STAC served in an ancillary advisory position, having financial and advisory input in several arenas in San Diego County, including the Mobile Learning Labs.

Imperial County Educational Technology Advisory Committee (ICETAC). The ICETAC served as an advisory body in Imperial County. The BorderLink staff kept the ICETAC informed about BorderLink activities. Like the STAC in San Diego County, the ICETAC provided ancillary advisory support to the BorderLink Project.

BorderLink Project Stakeholders Committee (BPSC). A separate BorderLink Project Stakeholders Committee was established during the first year of the project. The BPSC played an important advisory role in the BorderLink Project.

California Technology Assistance Project (CTAP). CTAP is a regional technology assistance project that provides coordination and services in educational technology, based upon local needs, in each of the eleven regions in California. CTAP Region 9 serves San Diego, Imperial, and Orange counties.



“Partnerships played an invaluable role.”