

CALIFORNIA P-16

COLLABORATION & STUDENT SUCCESS

**Student Achievement
and Educational Equity
Through Regional Collaboration**

**CALIFORNIA P-16
COLLABORATION AND STUDENT SUCCESS
CONFERENCE**

2006 REPORT

Sponsored by
Alliance for Regional Collaboration to
Heighten Educational Success (ARCHES)



ARCHES

CALIFORNIA P-16 COLLABORATION AND STUDENT SUCCESS CONFERENCE

2006 REPORT

Dear Fellow Educators:

For the seventh year, advocates of delivering seamless, effective education to all of California's children came together at California State University, Long Beach in June 2006. They gathered to hear from experts, share best practices, and tap into the collective wisdom that comes from experience. The annual conference featured several differences this year:

- **A new name.** Long known as the California K-16 Partnerships and Student Success Conference, the event has been rechristened as the California P-16 Collaboration and Student Success Conference. The "P" acknowledges the growing recognition that preschool plays an important role in getting students off to a good start in life. "Collaboration" broadens the concept of working together across multiple entities, including the private sector, community-based organizations and government agencies.
- **A different sponsor.** Launched as a new organization at last year's conference, the Alliance for Regional Collaboration to Heighten Educational Success – ARCHES – convened the 2006 conference, working closely with the Long Beach campus, the California Academic Partnership Program, and the California Education Round Table Intersegmental Coordinating Committee.
- **A fresh focus.** While the goal remained – as it always has been – improving student achievement and closing the gap among groups of students, this year's conference specifically highlighted progress in developing, implementing and assessing regional collaboratives.

The following report provides a summary of plenary presentations, as well as highlights of selected concurrent sessions. Our hope is that those who attended the conference will find the material a handy reminder of the wide-ranging, successful work that is being done. Those who were unable to join us will get a flavor of the multiple efforts under way across the state – and perhaps be inspired to join us next year as we continue to work together to make a difference for California's students.

Cordially,

Dennis J. Galligani
ARCHES
Executive Director

Claude Goldenberg
Chair
Conference Planning Committee

Diane Siri
ARCHES
Executive Director

Conference Co-Sponsors

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INTRODUCTION

In welcoming conference participants to his campus, CSU Long Beach President F. King Alexander spoke about today's knowledge-based economy and the need for everyone to be lifelong learners if they are to become successful, productive members of society. He noted that in the past decade, policy makers, businesses and many others have come to recognize that education is at the very root of the well-being of countries and their economies.

Increasingly, this means that educators are called upon to rethink and strengthen the opportunities that are provided at every step along the education continuum. And more than ever, educators are turning to collaboration as a powerful tool to improve the chances for student success.

Each year, the California P-16 Collaboration and Student Success Conference brings together education experts and practitioners to share their latest efforts, offering lessons learned in the field and best practices as they are being developed. Under the auspices of ARCHES – the Alliance for Regional Collaboration to Heighten Educational Success – the 2006 conference continued the annual celebration of collaboration, focusing on cooperation not only across educational boundaries but also between a variety of public and private entities.

Highlights of the conference included:

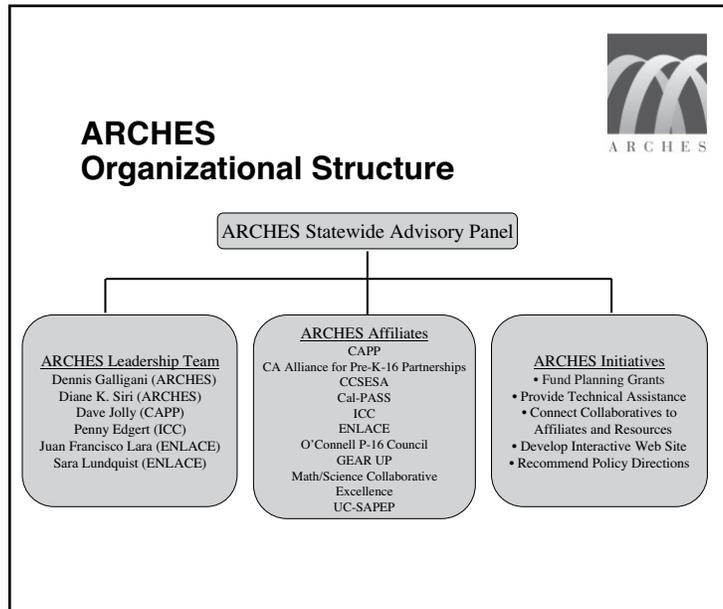
- An update on the progress of ARCHES during its early stages, as well as plans for the coming year. By focusing on regional, collaborative approaches to address education challenges with programs that will yield quantifiable results, ARCHES fosters innovation and success.
- A plenary address by Michael J. Gallo, who has played a key role in linking businesses to the education community in San Bernardino County. The private-public collaboration that he has helped develop has opened opportunities for students that are both challenging and engaging.
- Keynote remarks from State Superintendent of Public Instruction Jack O'Connell, who addressed the conference for the third year in a row. His efforts to improve education opportunities for students span his years as a high school teacher, state legislator and recently re-elected statewide officeholder.
- More than 25 presentations were offered during five concurrent sessions, each providing real-world examples of the difference that collaboration is making in California.

The following report summarizes the plenary sessions. In addition, highlights from five of the concurrent offerings are included, as well as brief summaries of other presentations.

ALLIANCE FOR REGIONAL COLLABORATION TO HEIGHTEN EDUCATIONAL SUCCESS (ARCHES): Progress in Our First Year and a View to the Next 365 Days

A year ago at this same conference, we launched ARCHES – the Alliance for Regional Collaboration to Heighten Educational Success. Focusing on the same issues and strategies that are central to this conference, the Alliance grew from the building blocks that came before. First there was the California Academic Partnership Program, created under 1984 legislation by Senator Teresa Hughes. In 2000, there was the California Education Round Table and its Intersegmental Coordinating Committee’s Endorsement, which described how we want to work together. In 2003, the University of California Strategic Review Panel made collaboration with schools to improve student achievement a priority.

Then the California Alliance of Pre K-18 Partnerships came together from seven successful organizations already in existence and began to look at not only what works best in improving student achievement but also what the next steps are to generate best practices throughout the state. In 2004, this group issued a report. Additionally, interviews were conducted with 80 business leaders around the state. In the same year, State Superintendent of Public Instruction Jack O’Connell formed the P-16 Council to identify and work on priorities that would improve student achievement.



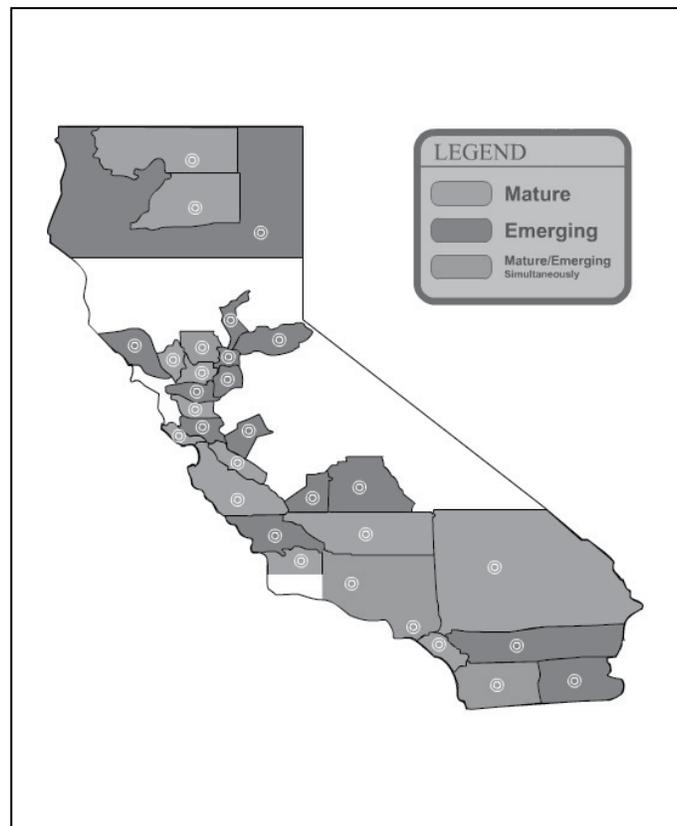
The logical next step was ARCHES:

- ◆ An **Alliance** that would harness the knowledge, experience, and strength that characterizes each partnership into a statewide network that could increase the base of expertise and develop significant synergy in the state.
- ◆ A **Regional** approach that would allow each of the estimated 30 to 40 regions in the state the have their own unique set of educational issues to respond to different geographic and cultural characteristics while taking advantage of local leadership relationships.
- ◆ A **Collaboration** that would involve all stakeholders, inviting them to commit resources, set aside institutional imperatives, learn each other’s cultures and build trust through candid sharing of data that could be used to benefit students. Rather than partnerships, with perhaps only a school and a college working together, collaboration reaches beyond to in volve all sectors: schools, community colleges, baccalaureate-granting institutions, businesses and community-based organizations.
- ◆ With the goal of **Heighten Educational Success**, the effectiveness of each regional collaborative and ARCHES itself will be measured in terms of enhancing student achievement and closing the gap in opportunities and resources.

ARCHES, then, is envisioned as a voluntary confederation of collaboratives whose sole purpose is to improve student success and close the achievement gap among groups of students. The collaboration is a means to an end: The end, or goal, is greater student academic achievement, opportunity, and equity in California.

Strengthening our efforts from the beginning, ARCHES has combined forces with California ENLACE – Engaging Latino Communities for Education. With the same goals and by working together, this W.K. Kellogg Foundation-funded initiative that created 13 partnerships in seven states from 1999 through 2005 is being expanded, as is ARCHES. Our first official meeting last July was with ENLACE, and California ENLACE contributes funds for grants and participates on the ARCHES-ENLACE Team.

One of our goals during the past year has been to further break down silos and broaden the dialogue. We have many distinct programs that provide critical, value-added services to specific cohorts of students – EAOP and EOP/S, AVID, GEAR UP, TRIO. These programs often provide the first opportunity for leaders to meet and work together with a common purpose across systems. But all too frequently, they function independently of other related programs. We don't want to change the programs, but we want to help them begin a transformational journey from siloed systems and strategies to collaboration.



Collaboratives have core characteristics. A successful collaborative:

- ◆ Prepares to think critically and strategically about the larger educational system.
- ◆ Proposes work to transform the institution over time.
- ◆ Designs a system to impact all students.
- ◆ Embraces results-centered accountability.
- ◆ Has no omega point – instead, envisions ongoing work into the future.

In the first year, ARCHES had an agenda of proposed activities. The first was to develop a plan to provide each school with the opportunity to eventually participate in a regional collaborative. This goal involves affiliating with existing educational organizations, supporting current regional collaboratives, and, when appropriate, fostering new collaboration. To that end, we issued a Request for Proposals for new or emerging collaboratives. There were 46 proposals submitted and we were able to fund 11 collaboratives and identify an additional 16 potential collaboratives.

Within the 11 funded collaboratives, we got the strong breadth of participation we were looking for: 85 school districts; 15 county offices of education; 31 community colleges; 11 CSU campuses; six UC campuses, plus the Office of the President; two independent and two out-of-state campuses; 24 community-based organizations; and 22 businesses, plus an alliance of more than 1,200 businesses.

The priority areas for the proposals included:

- ◆ Availability of qualified teachers, especially in math and science (one proposal funded).
- ◆ Professional development of teachers on standards-based instruction (two funded).
- ◆ Increase in college-going rates (four funded).
- ◆ Reduction in secondary school attrition (one funded).
- ◆ Improvement of the transfer function in community colleges (two funded).
- ◆ Greater access to quality pre-school experiences for more students and families (one funded).

We asked the collaboratives to do three things within a short period of time: 1) build a collaborative, share resources and eliminate silos so they can work together effectively; 2) identify a broad area for improvement to focus their efforts on; and 3) define the focus as a measurable student objective.

In addition to funding new and emerging collaboratives, ARCHES also had a goal of creating a web-based clearinghouse to encourage dialogue and sharing of best practices. The website has been created and is already in the process of being revised. We have piloted a web forum and begun a research bibliography.

Another goal was to convene state-wide and regional conferences to facilitate the sharing of information, expertise and best practices. We supported a highly successful regional conference in Merced in March, and now we are sponsoring today's conference in Long Beach in June. We hope to have an additional regional conference in the fall. We also are working on assembling a group of facilitators to assist entities in developing and sustaining regional collaboratives.

We have been successful in seeking financial resources for co llaboratives. We have secured funding from the California Academic Partnership Program (CAPP), the California Department of Education (CDE), the California Education Round Table Intersegmental Coordinating Committee (ICC), Engaging Latino Communities for

What Others Say about ARCHES

Speakers from different education sectors were asked to comment on a number of questions related to the work of ARCHES. The following are brief excerpts from their remarks:

Sue Stickel, Department of Education, who spoke about the Superintendent's P-16 Council – *The Council is focused on improving student achievement, eliminating silos and collaborating to make sure that each student has a competent and caring teacher, and helping the public understand that having an educated citizenry is our best chance for improving the economy.*

Marie Smith, Los Rios Community College District – *The California Community Colleges recently completed a strategic planning process. The community colleges have several missions – and all of them are enriched and supported by the collaborative approach of ARCHES. Collaboration comes naturally to community colleges. With 110 around the state, some times the local community college may be the only institution of higher education within a region, so we are used to reaching out to the private sector, K-12 and others.*

Michael Aldaco, University of California – *We see the value of collaboration in a number of areas: efficiency by avoiding duplication of efforts and services; alignment and coherence at the school site level; and intersegmental alliances. It is not just a matter of doing well for students, but also it is about the economic well-being of California.*

Allison Jones, California State University – *For its part, CSU is engaged in several areas. We are reaching out to the families of children in elementary and middle school. We are working more closely with the K-12 community and partnering with local organizations. Super Sunday is an effort to raise the visibility of the importance of education in local churches. In the past few months, we've reached 35,000 families in Los Angeles and the San Francisco Bay Area through Super Sunday presentations. The Early Assessment Program has been highly successful in helping high school students understand their college readiness status. All of this, and more, reflects our commitment to collaboration.*

Education (ENLACE), and the University of California (UC) – and we are working on developing additional private and public funding sources. ARCHES has also been intensively involved in advocating for state and federal policies that promote regional collaboration and supporting legislative proposals through participation on the P-16 Council. In addition, ARCHES has been working on identifying new affiliate partners from various sectors of society to work with us, sharing what is already in place rather than re-inventing the wheel.

It has been a busy and successful first year – but there is more on the way. ARCHES is planning a new round of funding in September. We will be providing five new planning grants for new and emerging collaboratives, as well as funding for mature collaboratives to provide mentoring for new and emerging collaboratives. For details as they develop, visit our website at www.arches-cal.org.

We thank all of you for your support and participation in the past year. And we look forward to continuing to work with you in the year ahead as we all continue to move our agenda for student success forward!



PRESENTATION BY

MICHAEL J. GALLO

Michael J. Gallo is President and Chief Operating Officer of Kelly Space and Technology, Inc., a San Bernardino County company that is developing a commercial reusable launch vehicle and other space technology. He has played an instrumental role in developing the Alliance for Education, which connects more than 1,200 private-sector firms and organizations with the San Bernardino County Office of Education. A former Air Force officer, Gallo is also the chair of the Community Action Partnership, an organization that provides support for low-income communities in San Bernardino County; past president and current president-elect of the San Bernardino Area Chamber of Commerce; and past chair of the San Bernardino County Workforce Investment Board.



The Private Sector and Education: A Dynamic Collaboration for Student Success and Our State's Economic Future

The good news is that the future holds plenty of new jobs in technology. The bad news is that we are not expecting to have many graduates in the United States who are looking for those jobs. In the United States, the number of graduates in math, science and engineering has declined each year for the past 10 years; instead, we lead the world in graduating lawyers. China and India are much more productive in turning out the type of graduates that are needed in an economy that is driven by technology.

Add to that the fact that for the cost of one chemist or engineer in the United States, a company can hire five in China or 11 in India, and you can see that we have a problem. Since we can't compete on the wage front, we will have to continue to compete based on the advantage we have today: innovation and entrepreneurial know-how. That's where we still hold a leadership role.

Technology companies are worried about where our future workers are going to come from. Companies like mine can do their own programs to train the next generation of workers, but that would mean we have to keep replenishing the supply. It really makes far more sense to get involved early and do what it takes to get kids interested in and motivated about science and technology. We also have to show them the link between what they can do and what kind of jobs they can get, as well as open their eyes to what they are capable of achieving.

Today, many students are turned off by classroom science and math; they don't see the connection between what is in the book and the real world. If you take the technology and bring it down to their level and provide them with a hands-on way of dealing with it, you can see the spark in their eyes – the excitement they feel as they grasp the technology. And then, because they are the computer generation, they will dig into Web sites, get more information and begin to ask some very good questions. Suddenly, this boring stuff about how to calculate the height of a parabolic arc becomes interesting and real to them.

How can a school bring science and math to life? One answer is to get business to participate in the local education environment. In San Bernardino County, the Alliance for Education has several levels of involvement to offer businesses:

- ◆ **Speakers Bureau** – Business people go into the classroom and simply talk about what they do and what kind of education it takes to do similar jobs.
- ◆ **Field Study** – Students come to the business and spend half a day learning about what goes on and how they might qualify for a future career.
- ◆ **Project-Based Learning Environment** – A business helps create a semester-long project that engages all subjects and disciplines, from math and science to history and writing. For example, if you want students to think about what they would need to do to colonize Mars, you don't just look at the science and math. You might also look at history to see what the country's founders thought when they were putting government structures together, and look at social science to understand the human challenges.

At our company, we provide a field study experience. We bring in students to learn about our work on designing reusable launch vehicles for space exploration. We “set the stage” by talking about the President’s initiative to focus on Mars and the moon once again. Then we “frame the technology” issue that our company is involved with, providing them with the context to understand the potential success that can come from the work we are doing.

From there, we look at some equations so they can begin to see the relevance of math to the real world. How fast do you have to go to escape gravitational pull and stay up in space? How do you calculate the height of an arc? The principles and scientific formulas are difficult to grasp, but the students really get into it once they see how it is connected with the real world.

Finally, we give them an opportunity to use what they have learned, both on a computer model and in the field with actual rocket firings. They make predictions about the results and then they test their predictions – and they have fun and learn at the same time.

It’s all part of a much bigger picture. Our motivation as a company is that we have created an aerospace research and development center, with a dozen or more companies working on different projects. Students can come down and see a variety of companies working on different aspects of aerospace. At the same time, it all comes together as an economic development strategy for the county. Workforce development and education are cornerstone pieces of the county’s strategy.

We also are starting to develop the Norton Air and Space Academy – NASA for short, unless the real NASA gives us a hard time about it! We want to create a laboratory of a school, a charter school, that can provide an extended school day and school year to focus on getting kids interested in technology, math and science.

This is not about having the private sector get into the business of education – but companies have to start taking an interest in growing the employees of the future. If we don’t, then in 10 years when everyone retires, all of the jobs will be overseas. In the United States, we need to be innovative and take risks if we want to stay ahead in today’s global economy. There’s nothing like the satisfaction of achieving greatness and leaving the world better off than it was before you came along. But that requires taking risks. We need to instill that in students.

We have a great education system in place and we have every kind of opportunity that you can imagine for every kid. Now we just need to figure out a way that businesses can contribute to what we already have and work with the education system to make sure we capture students’ imaginations and show them what they can do. With the Alliance for Education, that’s what we are doing in San Bernardino County.

PRESENTATION BY

JACK O'CONNELL

Jack O'Connell, first elected State Superintendent of Public Instruction in 2002, was recently re-elected to a final four-year term by winning more than a majority of the vote in California's June 2006 primary. Prior to becoming the leader of the state's K-12 education system, O'Connell served first in the Assembly and then the Senate for two decades. Among the numerous education laws that he authored is the one that created the California High School Exit Exam. Prior to his political career, he taught high school and served on the Santa Barbara County School Board. He has a bachelor's degree in history from California State University, Fullerton and a teaching credential from California State University, Long Beach.



Regional Collaboration: A Strategy to Improve Student Achievement and Close the Achievement Gap

With the new global economy, there are increasing demands on our education system. The worker of the future will have to have critical thinking skills, good analytical ability and strong problem-solving capabilities to succeed in the new economy.

What does this mean? For good problem-solving skills, students will have to know algebra and geometry. They will need better communication skills, which is why our writing exam is so important. It will be important that they know about technology, which drives so much of what happens in business today.

To not only survive but also thrive in this new demanding economy, they will have to be equipped to compete. Our competition is no longer other states, like Arizona or Texas. Today, our competition is from abroad. Many jobs are going to other countries, and we have to make sure our students get the education they need for the high-value jobs that we retain in the United States. If we don't have a well-trained, well-educated workforce that is capable of thinking and doing, then our ability to continue as the fifth or sixth largest economy – the economic engine for the world – is threatened.

We in education know that we have many challenges. We admit it – but we are up to the challenges. We know and admit that we have an achievement gap in California, but we are addressing it and beginning to see progress. And we know that we are going to have a teacher shortage over the next decade as 97,000 teachers retire – a third of our workforce. We have to recruit more teachers by creating more pathways, and then retain them as teachers by providing better incentives and support.

We know we need to do a better job, but we also know it is going to be difficult because of the state's demographics. When I was in college, half of the families had students in public schools. Now it is only one-quarter, so it is much tougher to get the community support and resources that we need. We have an aging population, which means greater demands on public resources for health care. The competing priorities make it a challenge for education to get the support we need, so we must make the connection for the public between investment in public education and the state of our economy.

We need to do more to focus on the achievement gap – the top priority for my next four years as State Superintendent of Public Instruction. I'm convinced that the collaboration that this conference focuses on is going to help us close the gap, setting up the conditions for students to succeed in a rapidly changing world. The K-12 system needs to have a strong connection with higher education; we can't afford to have a silo mentality, where the schools only talk to themselves and institutions of higher education only talk to themselves. The California State University system has taken an early lead on this with the highly successful Early Assessment Program that helps 11th graders understand what they are lacking and what they need to do to prepare for college.

The statewide P-16 efforts have been impressive, especially the call for more rigor and relevance. Today, we have a new meaning for the three Rs – rigor, relevance and relationships. Those who participate in this conference and my own P-16 Council have been leading the push for more rigor. This has been particularly true in career and technical education programs. In the past three years, the number of courses approved by the CSU and UC system has tripled – not by lowering standards but by injecting more rigor into the curriculum and changing the focus of the courses. We have a new framework of standards for these courses that the State Board of Education is expected to adopt this summer.

The Council has also recommended expanding the number of partnership academies because they have been so successful. We want to duplicate programs like the one in San Bernardino County that Michael J. Gallo talked about. We need to bring together the business, labor and technology communities so we will know what skills need to be focused on.

Another recommendation has been for more high school counselors, and the new state budget provides a specific augmentation for counselors. That's just the beginning for high schools, which for too long have been ignored while we focused on reforming elementary schools. That was probably the right thing to do – with smaller class sizes, teacher professional development, better text books and more, we have made substantial progress in the lower grades.

But now it is time to focus on high schools. Three years ago, we held a high school summit in Sacramento, expecting 300 or 400 people to come – 4,000 showed up. We came away from that recognizing that there is a strong desire to change high schools, and in the following years we've seen collaboratives and partnerships begin to have an impact.

We can take pride in many of the improvements that are being made. We have a fair and accurate accountability model with our API. Anyone can go to the Internet and see how their schools are doing. And we have the High School Exit Examination, which is the capstone of accountability, not just for schools but also for students. The high school diploma of the future must mean more than the high school diploma of today.

So we have tremendous challenges, but we also have tremendous advantages and opportunities. In California, we are fortunate to have a strong business and technology community that is driving and expanding our economy. Their central theme when it comes to education is ensuring a well-trained and talented workforce. These businesses want to expand to other countries, and California – with our diverse citizenry – is perfectly poised to help them, as long as we continue to invest in our public education system.

Conferences like this one are an important part of the progress that we have been making. You know which models are working; you share best practices and learn from each other. With your help, today we have a much more seamless, integrated education system than ever before. The regional approaches that are being developed and then shared here provide valuable assistance to teachers. Your efforts will help us close and eventually eradicate the achievement gap.

Thank you for your continuing commitment. You are making a difference for all students in creating the environment that ensures each student can learn to his or her maximum potential. With the collaboration that is already under way, I am convinced that the best is yet to come for education and our children.

CONCURRENT SESSION HIGHLIGHTS

**California Partnerships for Achieving Student Success (Cal-PASS)
Presenters: Michelle Kalina and Terrence Willett, Cal-PASS**

California Partnerships for Achieving Student Success (Cal-PASS) began in 1998 when the Grossmont-Cuyamaca Community College District wanted to monitor the success of its transfer students. Today, Cal-PASS has grown throughout the state by creating regional partnerships of primary, secondary and postsecondary institutions to track the progress of students as they move from one segment to the next. It includes more than 2,000 K-12 schools, community colleges and universities throughout California. Its principles include collaboration, discovery, alignment, innovation, evaluation and expansion.

Associate Director Michelle Kalina and Director of Research Terrence Willett presented information about Cal-PASS and provided examples of the data that are collected and the types of analysis that can result.

Cal-PASS is designed to increase communication between systems. It informs and documents the K-16 pipeline, improves articulation and student preparation, empowers faculty to improve instruction, facilitates student learning, and provides tools to assess the effectiveness of interventions.

Cal-PASS collects data on students after the personal information has been removed or encrypted. The data collected include demographic information, course enrollments, grades, State Testing and Reporting System (STAR) and California High School Exit Examination (CASHEE) scores, awards and information about interventions. The collaboration is established in such a way that confidentiality is maintained under the Family Educational Rights and Privacy Act (FERPA), access to the data is password protected, and any published data do not allow the identification of individual students.

At this point, there are 103 million

Instructional Leadership Initiative: Collaborating to Improve Classroom Instruction

Supported by WestEd and the California Academic Partnership Program, the Instructional Leadership Initiative focuses on teachers collaborating to plan standards-based instruction, analyzing student work, set performance standards, and planing re-teaching strategies. Currently, the initiative serves four high schools.

Design Studios: A Different Model for Professional Development

The California Academic Partnership Program sponsors professional development activities for its grantees. In the past two years, two “design studios” for teams of teachers from several secondary schools were convened. Design studios are carefully planned two- or three-day visits to host schools, which provide materials in advance about their programs.

Case Studies from the California Academic Partnership Program: Science, Technology, Engineering and Mathematics (STEM) at Bay Area High Schools

Two high school districts (Eastside Union and Mountain View-Los Altos Union) have joined in a regional collaborative with NASA/Ames researchers, the Baskin School of Engineering at UC Santa Cruz, and the Krause Center for Innovation at Foothill College to recruit more students into physics and higher level mathematics courses – leading to possible careers in science, technology, engineering and mathematics (STEM).

The Mathematics Diagnostic Testing Project: Increasing Student Preparation for College Mathematics

CSU and UC provide Mathematics Diagnostic Testing Project services to California secondary schools at no charge. The results from the diagnostic exams are used to identify strengths and weaknesses of individual students.

Providing Quality Instruction for English Learners

This panel explored evidence-based success in meeting the needs of English learners through several different approaches to professional development. Additionally, statewide data on a large-scale approach to professional development through the California Reading and Literature Project for English Learners were discussed.

records in the system. The data are shared locally with discipline-specific faculty councils who analyze the data and formulate ways to improve outcomes. Faculty councils address English, math, counseling, English learners, technology preparation and science.

One example of the work that is being done is the effort by math councils to deconstruct the state's Algebra 1 content standards into component parts that reflect the skills that need to be learned. Once gaps in the foundation skills are identified, the councils can provide best-practice models for teaching and samples for assessments. The initiative supports better articulation and alignment as students move from middle school to high school and into higher education.

Another example is the work that English councils are doing on teaching writing. Many high school teachers come to their craft from a literature-analysis perspective rather than from an expository-writing foundation. Since students must write well to succeed in higher education, the English councils have been involved in looking at new approaches. Articulation is also a key focus of the work. For example, Grossmont-Cuyamaca and CSU San Diego have agreed to create transfer-level English courses that are identical in content and rigor.

Research questions are often generated from the field and then data are analyzed to answer questions. With the data in hand, faculty from both sectors can come together, examine what they are teaching, look at what is happening, and then take action to change the outcome.

What each consortium looks at is driven by requests from the partnerships. There are 11 Cal-PASS consortia as of June 2006. Funding comes from the state, the California Community College System, Grossmont-Cuyamaca Community College District, and several foundations, including the Carnegie, Girard and Hewlett foundations.

More information about Cal-PASS and how to join is available at www.calpass.org.

IT'S ABOUT TIME: A MODEL FOR TRANSFORMATIVE PROFESSIONAL DEVELOPMENT THAT CAN REDUCE SECONDARY SCHOOL ATTRITION

**Presenter: Ivan Cheng,
CSU Northridge**

In 2000, successful completion of first-year algebra became a high school graduation requirement in California. However, the failure rate for algebra is very high. In Los Angeles Unified School District, data show that the percentage of students who receive Ds or Fs ranges from 44.7 percent to 63.9 percent, depending on the grade level of the student.

As his dissertation project at UCLA, Ivan Cheng set out to find a way to help teachers rethink and revise their teaching strategies during summer algebra classes. In this session, Cheng discussed how the professional development opportunity was presented to teachers in a way that encouraged participation and led to self-generated change in instructional methods.

The Student Improvement Through Teacher Empowerment (SITTE) pilot project was funded by ARCHES. Unlike typical professional development, SITTE did not start with the presumption that teachers needed to be “fixed.” Instead, the problem was identified as student achievement and the focus was on how that could be addressed. Teachers were invited to participate on a paid basis in daily sessions after their summer algebra classes to examine how students were doing, brainstorm about more effective techniques, implement the new approaches, and then assess effectiveness – all in a continuous loop designed to improve results during the summer courses.

The key was providing teachers with time to collaborate and reflect on data. This helped increase teacher awareness of student thinking – giving them the opportunity to provide alternative solutions, watch for student misperceptions, cultivate better student attitudes, and respond to student comments. Teachers were then able to incorporate what they were observing about the students’ progress into their lesson design.

For example, many students are thrown off by “ugly” equations. But teachers help them use their existing knowledge and comfort with arithmetic to deal with algebraic concepts. Because many students see

Long-Term Professional Development Collaborations: Benefits and Challenges

UC Irvine and San Diego State have long-term partnerships with two districts with similar demographics: Santa Ana Unified School District and National Elementary School District. The presentation focused on the evolution of the partnerships and the influence of sustained professional development on student achievement.

CSU’s Early Assessment Program: Innovative Approaches that Lead to Improved Curriculum Development

CSU’s Early Assessment Program has led to innovative approaches with high schools, including using test results to drive curriculum improvement, incorporating technology, increasing professional development opportunities, and improving communication with schools. There is also the potential to use results to guide placement in California Community Colleges.

Engaging Latino Communities for Education (ENLACE)

This session provided information about the three core components of the three-year statewide effort to improve the academic achievement and college-going rates of Latino students in California. The core components are academic achievement, policy changes, and family and community engagement. ENLACE and ARCHES have been, and will continue to be, collaborators in promoting and supporting regional collaboration in the state.

Philanthropy, Regional Collaboration, and Student Achievement

Philanthropy and private-sector funding are becoming increasingly important sources for developing and sustaining collaborative efforts. This panel discussed successful efforts to obtain private-sector funding, as well as the non-financial support that philanthropists can offer to educators.

math as a jumble of symbols and equations, the teachers design inquiry-based lessons that help students organize information in order to see patterns, rather than working through a textbook a page at a time.

As Cheng said, the project turned teaching into getting through to kids rather than getting through the book.

In terms of results, the pilot project found:

- ◆ Teachers increased their flexibility and resourcefulness by departing from the textbook and designing their lessons based on student learning needs.
- ◆ Teachers increased their sense of efficacy and confidence to find instructional solutions and improve their attitudes about students and themselves.
- ◆ Teachers increased their interdependence and teamwork both during the experiment and afterwards.
- ◆ Students succeeded at dramatically higher rates. Before the pilot project, 75 percent of students failed at the site during the school year and 61 percent failed the summer courses. The pilot project reduced the failure rate to 40 percent, with 60 percent of the students passing.

The strengths of the pilot project were: aligning the professional development with the district instructional guidance systems; situating professional development in the context of actual classroom teaching; allowing time for daily collaborative lesson planning; and, reflecting on and refining lessons based on ongoing recognition of student thinking.

What can be learned from the pilot project? Professional development is more effective when it focuses on student learning to foster teacher learning. It is critical to understand the local context and teacher needs, use teacher knowledge to build new knowledge, provide the appropriate tools and resources (particularly time, space and salary), and focus on what works. When you do, you create an environment that promotes engagement through empowerment.

For more information, go to www.csun.edu/~icheng or e-mail icheng@csun.edu.

REGIONAL COLLABORATION TO INCREASE COLLEGE-GOING RATES

Presenters: Don Russell, Sonoma County Office of Education; Marie Smith, Los Rios Community College District; Sharon Twitty, Merced County Office of Education

This panel discussed three different projects that are focusing on increasing college-going rates, a top ARCHES-ENLACE priority.

Merced County Office of Education

The Merced County Office of Education is using an ARCHES-ENLACE grant to link high school career-technical education and college preparatory curricula to create a more seamless path from high school to higher education. Merced is pursuing three strategies:

- ♦ Analyzing the A-G status of high school Regional Occupational Program (ROP) students. This provides information about where students are and what more they need to do to become A-G eligible.
- ♦ Increasing the number of career technical courses that are A-G certified. This involves working with UC to ensure that courses have the academic content and rigor that will allow them to be certified as appropriate for A-G credit.
- ♦ Revising the curriculum so that career-path students have academic course choices that are relevant to their goals. By pairing academic teachers with career-technical teachers, coursework can be improved so that academic content is brought to life with real-world applications.

The goal is not simply being able to say that all students are qualified to go to college. Instead, it is about producing the highly qualified workforce that the emerging economy requires, whether that is for businesses that are looking for

California GEAR UP: Promoting a College-Going Culture for All Students

California Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) is a middle-school model for creating a college-going culture. The program helps schools impact student achievement through the adults that surround them: administrators, counselors, teachers, and parents.

Summer Algebra Academies as an Intervention Strategy

The focus of this session was the conceptual framework and educational research that provided the background for the design of the Summer Algebra Academies conducted by UC in Imperial County. This project was the foundation for the ARCHES-ENLACE grant to the Imperial County Office of Education.

Role of Families in Creating a College-Bound Community

This panel provided an opportunity to family practitioners, parents, teachers, school administrators, district staff, and community organizers to discuss best practices for involving families in education. The panel also focused on the needs at each step of the educational process that must be addressed to prepare students for college.

An Innovative Approach to Preparing Students for Life After High School: College Track

College Track is an after-school, non-profit organization that provides the resources necessary for low-income high school students in the San Francisco Bay Area to transcend their economic constraints and realize their academic and personal potential.

Building a Regional P-16 Plan: Tulare-Kings County Network for Student Success

The partners in the Tulare-Kings County Network for Student Success shared their six-month journey in connecting student success, regional business needs, program opportunities, and technical assistance providers into a single regional plan. The Network is an original ARCHES-ENLACE grantee.

college-educated workers or for trades that rely on workers having solid analytical, communication and math skills.

Los Rios Community College District

In the Sacramento area, collaborations and partnerships have been re-forming in new directions, under both the ARCHES concept and the Linking Education and Economic Development (LEED) concept. The local-area LEED will be relying on the local ARCHES collaborative to carry out the work that emerges from LEED's strategies.

One of the key goals for the area is improving student achievement in mathematics. Because STEM (science, technology, engineering and math) education is something that businesses and industry are interested in, improving math performance is a key to workforce development and economic progress. As part of their work, the Sacramento collaborative has offered to serve as the Cal-PASS Math Council for the region. They will be bringing math professionals in the area together to work on curriculum and alignment.

Sonoma County Office of Education

For the Sonoma County Office of Education and its ARCHES grant, the key focus is increasing the percentage of English learners who score at or above the proficient level on state standardized tests. Their objective is to reduce the achievement gap in half by 2007. Of the 40 districts in the county, 28 have joined the effort. The strategies include:

- ◆ Generating educator, parent, community, and public awareness about the achievement gap so that efforts to address it can be mobilized.
- ◆ Improving instructional practices and programs for English learners.
- ◆ Providing support for school leaders in their efforts to narrow the achievement gap.
- ◆ Engaging parents and the community in activities that support improved achievement.

The effort, called Aiming High, has an executive council that meets twice a year, a steering committee of subcommittee chairs, and four subcommittees that are responsible for meeting the goals. The subcommittees are: school leadership, preschool and elementary, secondary preparedness, and instructional practices and programs.

Aiming High is using scores from the base year of 2004 and is looking at scores for second, fourth, sixth and eighth graders. The original gap in achievement was between 30 and 35 percent. After one year, the project showed no progress in language arts but two to four points of improvement in math across the grades.

For more information about these projects, e-mail stwitty@mcoe.org, smithmb@losrios.edu, or drussell@scoe.org.

THE STRATEGIC PLAN OF THE CALIFORNIA COMMUNITY COLLEGES AND RESPONSES FROM THE EDUCATIONAL COMMUNITY

Presenters: Steve Bruckman, California Community Colleges; Jonathan Brown, Association of Independent California Colleges and Universities; Allison Jones, California State University; and, Michael Aldaco, University of California.

With 72 districts and 110 campuses, the California Community Colleges – each with its own locally elected governing board – are a decentralized system compared to the California State University and University of California systems. Nonetheless, when Mark Drummond became chancellor of the system, he directed that a strategic plan be created to provide a central focus for all the colleges.

In this session, Steve Bruckman, Executive Vice Chancellor and General Counsel for the system, presented the plan, which was completed in January 2006. He then invited a panel of three respondents to comment on its importance and potential impact.

The plan defines four challenges and opportunities:

- ♦ Demographic change – The population of California is growing more diverse with Asian and Latino immigrants, making new demands on the system. At the same time, the population is aging and increasing in the state’s inland areas.
- ♦ Educational challenges – More than half of all incoming students need basic courses in math and English.
- ♦ Aligning state educational policies – Each of the state’s different educational sectors has a separate governing structure, which has resulted in unnecessary barriers between high school and college.
- ♦ Capacity for change – Community Colleges have the opportunity to drive educational change by linking careers and basic skills courses, improving the visibility of the system and providing leadership on reform issues.

Attracting College Students into Teaching Careers in Mathematics and Science in Middle and High School

One of the priority areas for the ARCHES-ENLACE initiative is expanding the availability of qualified teachers, especially in math and science. The panel explored different approaches being used to encourage college students to consider teaching careers early in their academic studies. Among the approaches are involving business and industry; placing college freshmen in school classrooms to observe the teaching of math and science; and seminars that focus on math and science content and pedagogy.

Improving High School Student Performance: Lessons Learned from the California Academic Partnership Program

CAPP has issued two new reports on high school reform in low-performing schools. One initiative at nine high schools successfully focused on increasing the High School Exit Examination pass rates. However, there was no improvement in college eligibility, and “double-dosing” students with English or math instruction was found ineffective without careful implementation. The other study summarized many years of high school reform, particularly highlighting successful practices in student support and professional development.

A New Paradigm for Professional Development Schools: The Long Beach Education Partnership’s Urban Teaching Academy Program

CSU Long Beach and the Long Beach Unified School District are launching three Urban Teaching Academies at elementary schools. These professional development academies will provide onsite training for teachers at every stage of the professional continuum.

Improving the Community College Transfer Rate to Baccalaureate-Granting Institutions

This panel focused on two regional collaboratives funded by ARCHES-ENLACE. The Regional Educational Alliance for Completing Higher Education (REACH) is a collaborative of eight community colleges, five universities, and 19 county offices of education in Northern California. The collaborative is working to increase college readiness of students and to improve the transfer rate. The Tulare County Office of Education is sponsoring a different collaborative that is working on a comprehensive “student success” model that includes transfer from community colleges.

In addition, the plan provides five goals, each with key strategies to achieve the goals. Bruckman described the first three:

College awareness and access

- Encourage early awareness of the Community Colleges as an option and the need for students and parents to prepare for college success.
- Ensure that the Community Colleges remain affordable and continue to provide open access.
- Increase college access for growing population groups.
- Expand and sustain a range of delivery methods while maintaining high standards.
- Support equity and diversity at the Community Colleges.

Student success and readiness

- Ensure that basic skills development is a major focus and an adequately funded activity of the Community Colleges.
- Develop methods to more effectively assess student preparedness and to place students in appropriate courses.
- Enhance alignment of K-12 and Community College standards, curriculum and assessment practices.
- Ensure that the Community College system and their partners are maintaining and improving the transfer function.
- Support effective teaching and learning.
- Identify effective practices leading to degree and certificate completion.
- Support innovation in workforce education.

Partnerships for economic and workforce development.

- Ensure that Community College programs are aligned with state and local economic and workforce development needs.
- Create links between academic and career fields to provide career pathways.
- Ensure academic rigor while delivering timely, relevant and high-quality offerings that meet the needs of business and industry.
- Encourage initiatives to collaborate with workforce development agencies and industry sectors.
- Ensure that tools and resources needed to respond to long-term workforce trends are available.
- Ensure that resource allocation mechanisms equitably address infrastructure and staffing needs for critical programs.

The last two goals and associated strategies deal with creating a more effective, efficient system and developing new resources to fully fund the Community College programs and initiatives.

Allison Jones, Assistant Vice Chancellor, Student Academic Support for the California State University System, said the strategic plan is welcomed by CSU – which is the destination for about 75 percent of all transferring Community College students – for several reasons. CSU has already been doing a substantial amount of work to improve the transfer process, as well as to enhance college awareness in early grades. Jones said CSU looks forward to the opportunity to work more closely with the Community Colleges on these initiatives, as well as on ensuring that students who transfer are well prepared and that articulation of courses is improved.

Michael Aldaco, Assistant Vice President for Student Academic Preparation and Educational Partnerships for the University of California, as well as Executive Director of California MESA, said that, as a former transfer student himself, he personally recognizes the key role that Community Colleges play in access and educational equity. He said the emphasis on the Community Colleges working closely with K-12 schools to improve student academic achievement before higher education – an arena where the UC system is already engaged – is particularly needed. Aldaco called the plan clear and concise, and said UC looks forward to partnering with the Community Colleges as they move forward to implement the plan.

Jonathan Brown, President of the Association of Independent California Colleges and Universities, called the plan ambitious and noted that it will succeed or fail based on the resources the Community Colleges are able to bring together to support the key strategies. He said the plan does a good job of showing how the Community Colleges fit within what the other sectors of education are doing and sharpens the focus on areas where the Community Colleges can have the most impact. He cautioned, however, that higher education as a whole still faces many challenges if it is to continue to be a successful driver of the state's economic growth. One is the ability to compete with the educated workforce in the new worldwide economy, and another is the need for all the sectors of education to find new ways to work together.

Both the executive summary and full strategic plan are available at the California Community Colleges website, www.cccco.edu.

THE TEACHER WORKFORCE PIPELINE: COLLABORATION ACROSS PUBLIC SCHOOLS, COMMUNITY COLLEGES AND UNIVERSITIES

Presenters: Dan Cope, Monterey Bay Education Teacher Workforce Initiative; Ed Landesman, University of California, Science and Mathematics Initiative; and Carrol Moran, UC Santa Cruz

The Teacher Workforce Initiative (TWI) is a project of the Monterey Bay Educational Consortium, a group that for the past 10 years has brought together the UC, CSU, community colleges, county offices of education and K-12 school districts in the area to improve educational opportunities. Two years ago, the Consortium established improving the teacher workforce in Monterey, San Benito and Santa Cruz counties as a priority.

In this panel, Carrol Moran and Dan Cope talked about TWI, and Ed Landesman described the Aurora Project, a math and science teacher initiative funded by ARCHES.

TWI has several objectives, including illuminating teacher workforce issues, such as the high cost of housing, the need for diversity in the workforce, and the gap between supply and demand. TWI is intended to maintain an ongoing capacity to address these issues and to facilitate the collection and analysis of data that will be helpful in forming strategies and taking action.

Data that have been collected under the initiative include California Basic Education Data System (CBEDS) information, higher education statistics and answers from the tri-county teacher exit questionnaire that is given to departing teachers. Local statistics about salaries, free/reduced lunch students and the state language census are obtained from the California Department of Education. Using the data, TWI tracks ethnicity, age, qualifications and other data about teachers. Among the trends:

- ◆ There are more Caucasian teachers when compared to the statewide statistics (75 percent vs. 72 percent), but also more Hispanic teachers (18 percent vs. 15 percent).
- ◆ Teachers tend to be older than the statewide average, with almost 43 percent over age 50.

You Can't Do It Alone: Engaging Business and Labor in Collaboration for Student Success

Preparing students for graduation and beyond is no longer just a high school issue – it is a community issue and an economic issue. Education, business, industry and labor leaders in San Bernardino County have recognized this and have joined together in an Alliance for Education. The goal: Prepare students for postsecondary education and career opportunities.

Expanding Quality Pre-School Opportunities for California Youngsters

This session discussed the policy and programmatic aspects of the growing interest in providing pre-school opportunities for all students. The panelists focused on the role of the county superintendents in expanding quality pre-school opportunities to more California youngsters.

Intersegmental Math Councils: Communities of Practice for Teaching and Learning

In a pilot initiative, the Intersegmental Curriculum Alignment Project has engaged teachers from secondary schools, community colleges and baccalaureate-granting institutions in deconstructing California's Algebra I standards. The goal is to align expectations for student learning from middle school through college-level algebra.

The Role of AVID in Student Achievement and Educational Equity: Regional Collaborations and Partnerships

AVID collaborates with several organizations (ACT, the College Board, and GEAR UP) to increase college-going rates among students from under-represented backgrounds and to enhance educational equity. The panel discussed data that indicate the success of several strategies.

- ◆ The three counties have 5,609 fully qualified teachers and 424 under-prepared teachers. This number has been significantly reduced in the past three years – yet students in areas where there is higher poverty and more language diversity remain more likely to have an under-qualified teacher.
- ◆ Teachers who leave the area often do so because of the high cost of living or inadequate support at their schools.

Based on the findings, TWI recognizes that it is important to recruit and retain new teachers to address anticipated retirements and positions now filled by unqualified teachers. To build the teacher pipeline, TWI is working on media and communications outreach to give the issue greater visibility, expanding efforts to recruit teachers for the area, and moving to reduce barriers, particularly in high-need areas like math, science and special education.

The goal of the Aurora Project, funded by ARCHES/ENLACE, is to address the high-need areas of qualified single-subject credential math and science teachers in the schools. The project creates a freshman/sophomore field experience for community college students to engage them early on in a possible teaching career. These undergraduates not only observe teachers in math and science classes, but also engage in tutoring, meet for seminars and receive financial support.

The Aurora Project has centers in both Northern and Southern California, with each involving collaboration among community colleges, universities, county offices of education, school districts, business partners and community-based organizations.

For more information about the Monterey Bay Education Consortium Teacher Workforce Initiative, go to http://epc.ucsc.edu/mbectwi/cftl_mbec/index.htm. For more information about the Aurora Project, e-mail elandesm@comcast.net.

CONCLUSION

Under the best of conditions, children are nurtured and supported with high-quality, equitable opportunities to learn from preschool, through elementary and secondary school, into college and beyond. Unfortunately, multiple demands that compete for limited public resources make “the best of conditions” an aspiration rather than a reality for most of California’s growing, diverse student population.

Nonetheless, California continues to make progress in improving education opportunities for all of the state’s children. At least some of the credit must go to diligent educators who have ignored the ebb and flow of resources, reached out to others across education systems, and worked hard to identify and implement best practices.

Many of those educators gathered in Long Beach in June 2006 – as many have since the first conference was held in 2000 – to attend the newly named and refreshed California P-16 Collaboration and Student Success Conference. The conference has continued to focus on student achievement and educational equity by looking for ways to support a seamless learning system that will help all students become productive citizens and lifelong learners.

Now under the sponsorship of ARCHES and with the support of the ARCHES-ENLACE collaboration, the conference is an important way to share success stories, spread innovation and keep energy focused on ways to improve student learning. In this report, we have provided a brief look at the productive discussions at the conference. We look forward to extending the discussion and expanding the support for educational success when we meet again in June 2007.



CALIFORNIA P-16

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