

EDUCATIONAL EQUITY & OPPORTUNITY Through Regional Collaboration

CONFERENCE SPONSORS

California Academic
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Long Beach Education
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California State University,
Long Beach
Long Beach City College
Long Beach Unified
School District
Teachers Association of Long
Beach
University of California,
Office of the President

Welcome to the Sixth Annual California K-16 Partnerships and Student Success Conference at California State University, Long Beach!!

This conference was developed to promote and encourage the implementation of a vision of the proverbial “seamless education system”. Since its inception five years ago, California has experienced the ebbs and flows attendant to our ambitious school reform agenda, fiscal priorities, new governors, and shifting political sands. Nevertheless, the impetus toward greater collaboration and cooperation across educational boundaries continues to flourish as evident in many small and large efforts across the state.

This conference’s theme, *Educational Equity and Opportunity through Regional Collaboration*, speaks to the continuing focus on the crucial values of the organizers: access, excellence, and equity. The values are woven throughout the conference plenary sessions and concurrent strands: Developing and Sustaining Successful Pre-School through Graduate School Collaboration; Partnership Activities that Address Local Priorities; and, Founding of the Alliance for Regional Collaboration to Heighten Educational Success.

We are delighted to host you as our guests in Long Beach. The Conference Planning Committee and staff hope that these two days together will be productive, provocative, and enjoyable. Moreover, we hope that the discussions and presentations here will serve to invigorate and sustain your continuing commitment to access, excellence, and equity through collaboration and cooperation with your partners.

Cordially,

Linda Tiggs-Taylor

Linda Tiggs-Taylor
Conference Co-Chair
California State University, Long Beach

Penny Edgert

Penny Edgert
Conference Co-Chair
California Education Round Table
Intersegmental Coordinating Committee

CALIFORNIA K-16

PARTNERSHIPS  STUDENT SUCCESS

CONFERENCE PLANNING COMMITTEE AND STAFF

Conference Co-Chairs

Linda Tiggs-Taylor, California State University, Long Beach

Penny Edgert, California Education Round Table Intersegmental Coordinating Committee

Conference Advisory Board

The Conference Advisory Board includes representatives from all educational sectors and all regions of the state of California.

Dorothy Abrahamse, California State University, Long Beach

Valerie Bordeaux, California State University, Long Beach

Kathleen Cohn, California State University, Long Beach

Christine Dominguez, Long Beach Unified School District

David Dowell, California State University, Long Beach

Mel Gregory, California Education Round Table Intersegmental Coordinating Committee

Farley Herzek, Long Beach City College

Jean Houck, California State University, Long Beach

David Jolly, California Academic Partnership Program

Eleanor Knott, California Academic Partnership Program

Jacqueline Mimms, University of California, Office of the President

Nina Moore, University of California, Office of the President

Kim-Oanh Nguyen-Lam, California State University, Long Beach

Sharon Olson, California State University, Long Beach

Joy Salvetti Wolfe, California Department of Education

Judy Seal, Long Beach Education Partnership

Conference Staff

A team of excellent staff members makes this conference possible. The Conference Advisory Board extends a special “Thank You” to these individuals who have devoted countless hours to making this conference a success!

Rachel Brophy, California State University, Long Beach

Tom Chavez, California State University, Long Beach

Vicki Lovotti, California Education Round Table Intersegmental Coordinating Committee

Loren Mader, California State University, Long Beach

Sharon Olson, California State University, Long Beach

Jenny Orem, California State University, Long Beach

Jennifer Schulte, California State University, Long Beach

Virginia Soto, California Academic Partnership Program

Conference Assistants

This group of middle school and high school students have assisted in convening the conference. For many, this is the second or third conference in which they have participated. Their high energy, hard work, and fun spirit contributes tremendously to the success of the conference!

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EDUCATIONAL EQUITY & OPPORTUNITY Through Regional Collaboration

Conference Strands:

- **Developing and Sustaining Successful Pre-School through Graduate School Collaboration**
- **Partnership Activities that Address Local Priorities**
- **Founding the Alliance for Regional Collaboration to Heighten Educational Success (ARCHES)**

Guest Speakers

RUSSLYNN ALI

Executive Director, Education Trust—West (ETW)

Challenges Through Data

Wednesday, June 22 - 9:45 a.m. to 10:30 a.m. - Long Beach Ballroom

Russlynn Ali is the founding director of the Education Trust—West (ETW). Established in 2001 as the West Coast presence of the national organization, ETW is committed to closing the achievement and opportunity gaps separating low-income, African-American, and Latino students from their peers.



In her 10 years of advocacy prior to joining ETW, Russlynn held several senior positions at various youth and educational organizations. She served as the liaison to the President of the Children's Defense Fund in Washington, DC; Assistant Director of policy and research at the Broad Foundation in Los Angeles; Chief of Staff at the Los Angeles Unified School District Board's of Education; and, Deputy Co-Director of the Advancement Project.

Russlynn attended Spelman College and graduated from American University with a Bachelor's Degree in Law and Society. She holds a law degree from Northwestern University where she was awarded the Lowden-Wigmore Prize for oral advocacy. Russlynn practiced corporate and civil rights law and served as an adjunct faculty member at the School of Law at the University of Southern California prior to her advocacy career.

Russlynn is a member of the State Bar of California and serves on the boards of a number of education-related organizations and foundations.

Russlynn lives and works in Oakland, California.

JACK O'CONNELL

State Superintendent of Public Instruction

Wednesday, June 22 - 1:00 p.m. to 1:45 p.m. - Long Beach Ballroom

Solution -- Collaborating in Regional Partnerships

Jack O'Connell was elected to serve as California's 26th State Superintendent of Public Instruction on November 5, 2002. He garnered more votes than any other contested candidate in the country. Before that, he served for two decades in the California State Legislature representing the Central Coast.



At the helm of the California Department of Education, Superintendent O'Connell has focused on accountability, rigor, and high standards for all students. He has reduced the bureaucratic burden placed by State Government on school districts and created clearer, more appealing communications tools to benefit parents. He is a strong advocate for improving student achievement in California high schools. A proven team builder with the ability to forge consensus on thorny issues, especially where challenges are strongest, Superintendent O'Connell has fortified California's world-class academic standards, strengthened California's assessment system, and bolstered support for the state's classrooms. He is a long-time advocate for smaller class sizes, improved teacher recruitment and retention, comprehensive testing, and state-of-the-art school facilities.

Jack O'Connell was born in 1951 in Glen Cove, New York. In 1958, his family moved to Southern California where he attended local public schools. He received a Bachelor of Arts Degree in History from California State University, Fullerton and earned his secondary teaching credential from California State University, Long Beach in 1975. He returned to his high school alma mater to teach for several years and later served on the Santa Barbara County School Board.

Superintendent O'Connell was elected to the 35th State Assembly District in 1982 and was re-elected by wide margins thereafter, including once garnering both the Republican and the Democratic nominations. In 1994, the Superintendent was elected to the 18th State Senate District and easily won re-election in 1998.

Throughout his career, Superintendent O'Connell has been dedicated to improving public education in California. As the author of numerous landmark education bills in both the California Assembly and the State Senate, he made quality education his number one priority. This commitment to the children of California earned Superintendent O'Connell the praise and the respect of colleagues and educators.

Superintendent O'Connell and Doree have been married for more than 25 years and have a daughter, Jennifer, attending community college. Doree O'Connell recently earned her teaching credential at Cal Poly, San Luis Obispo.

CONFERENCE AT A GLANCE

Pre-Conference Events

Monday - June 20, 2004 and Tuesday - June 21, 2004

California Academic Partnership Program Workshops (by invitation only)

Conference Events

Wednesday - June 22, 2004

8:30 a.m. - 9:30 a.m. Registration and Continental Breakfast
Poster Session and Vendor Displays - all day
9:30 a.m. - 9:45 a.m. Welcome and Conference Overview
9:45 a.m. - 10:30 a.m. **Plenary Speaker - Russlynn Ali**
10:30 a.m. - 10:45 a.m. Break
10:45 a.m. - 12:15 p.m. Concurrent Sessions - Interactive Workshops
12:15 p.m. - 1:00 p.m. Luncheon
1:00 p.m. - 1:45 p.m. **Plenary Speaker - Jack O'Connell**
1:45 p.m. - 3:15 p.m. Concurrent Sessions - Interactive Workshops
3:15 p.m. - 3:30 p.m. Break
3:30 p.m. - 5:00 p.m. Concurrent Sessions - Interactive Workshops
5:00 p.m. - 5:30 p.m. Walk to the Earl Burns Miller Japanese Garden
5:00 p.m. - 7:00 p.m. Earl Burns Miller Japanese Garden Reception
Open to All Conference Participants

Enjoy the City of Long Beach and Dinner with Friends!

Thursday - June 23, 2004

7:30 a.m. - 8:15 a.m. Registration and Continental Breakfast
Poster Session and Vendor's Displays - all day
8:15 a.m. - 9:30 a.m. Alliance for Regional Collaboration to Heighten Educational Success
9:30 a.m. - 9:45 a.m. Break
9:45 a.m. - 11:00 a.m. Concurrent Session - Interactive Workshops
11:00 a.m. - 11:15 a.m. Break
11:15 a.m. - 12:45 p.m. Concurrent Session - Interactive Workshops

SCHEDULE OF EVENTS

Wednesday, June 22, 2004

CONFERENCE SERVICES

Conference Registration

8:30 a.m. to 5:00 p.m.

Welcome Center in the University Student Union Lobby
Jennifer Schulte and the staff from the Office of Academic Projects

Conference Concierge

8:30 a.m. to 5:00 p.m.

University Student Union Lobby

Throughout the conference, you may consult our "Conference Concierge" for information about transportation, accommodations, dining, and entertainment to enhance your experience. This service is provided courtesy of the Long Beach Education Partnership (Long Beach Unified School District, Long Beach City College, and California State University, Long Beach).

Sunset Lounge

8:30 a.m. to 5:00 p.m.

Sunset Lounge

Throughout the conference, the Sunset Lounge will be available to you whenever you need a place to relax between sessions.

CONTINENTAL BREAKFAST

Poster Session and Exhibitors/ Vendor Displays

8:30 a.m. to 9:30 a.m.

University Student Union Foyer

WELCOME AND CONFERENCE OVERVIEW

9:30 a.m. to 9:45 a.m.

Long Beach Ballroom

Linda Tiggs-Taylor, Executive Director, Educational Partnerships in Pre-Collegiate Programs for Science, Technology, Engineering, and Mathematics, Office of Academic Affairs, California State University, Long Beach

Gary Reichard, Provost and Senior Vice President for Academic Affairs, California State University, Long Beach

Challenges Through Data

9:45 a.m. to 10:30 a.m.

Long Beach Ballroom

Plenary Speaker

RUSSLYNN ALI - Executive Director, Education Trust—West (ETW)

Introduced by Penny Edgert, Coordinator, California Education Round Table Intersegmental Coordinating Committee

BREAK

10:30 a.m. to 10:45 a.m.

Concurrent Sessions

10:45 a.m. to 12:15 p.m.

Student Achievement in a Professional Development School (1)

Aida Allen, Rosa Parks Elementary School; Doug Fisher, San Diego State University; Nancy Frey, San Diego State University

Santa Monica (Room 307)

The City Heights Educational Collaborative has resulted in significant improvements in student achievement in three urban schools (elementary, middle, and high school). This session focuses on lessons learned about increased achievement and the role each partner plays in school change and improvement.

Multi-District Partnerships (2)

Marge Hobbs, California State University, San Marcos and San Diego County Office of Education Seal Beach (Room 239)

The North County Professional Development Federation (NCPDF), in partnership with the San Diego County Office of Education (SDCOE), California State University, San Marcos (CSUSM), and 26 north San Diego and south Riverside county school districts, actively participates in collaborative activities to create systemic change in providing teachers, administrators, and para-professionals access to the best curriculum and instructional practices. Since the inception of NCPDF ten years ago, each NCPDF partner has been involved in a variety of reform efforts within its district and the Federation. NCPDF's goal is to maximize and share resources to improve curriculum, assessment, and instruction through staff development

using a process of collaborative articulation, assessment, and evaluation.

Bridging P-18 Cultures and Identifying Common Goals: Long Beach “Seamless Education” Initiatives for 2005-2008 (3)

Dorothy Abrahamse, California State University, Long Beach; Christine Dominguez, Long Beach Unified School District; Farley Herzek, Long Beach City College; Jean Houck, California State University, Long Beach; Judy Seal, Long Beach Education Partnership

Newport Beach (Room 221)

Members of the Seamless Education Leadership Council will discuss the process used to determine the mutually agreed upon goals for the Long Beach Education Partnership for 2005-2008. The steps included: forming the Leadership Council; revising the vision and mission statement; determining the Education Initiatives; and, developing the timeline for reporting.

The PATH to District-Wide Achievement (4)

Julie Elliott, Advancement Via Individual Determination (AVID); Bob Saunders, AVID; Judy Walker, San Diego County Office of Education, Regional System of District and School Support (RSDSS); Granger Ward, AVID

Redondo Beach (Room 303)

Advancement via Individual Determination (AVID) district-wide is an approach to improving student achievement and developing a college-going culture throughout a district. This staff development, student support, and high expectation

model builds on the AVID strategies that have produced outstanding results for AVID students for 25 years. This workshop will explain the elements of AVID district-wide and the partners involved in the effort. Additionally, this session will allow time for participants to discuss the concepts, explore the PATH materials, and think through next steps for their own districts. We will allow ample time for participants to ask questions.

The Collaborative for Higher Education High School Mathematics/Science Enrichment Project Funded by the California Academic Partnership Program (CAPP) -- A Project for Attracting Underrepresented Students to Careers in Science, Technology, Engineering, and Mathematics (5)

Juan Cruz, Yerba Buena High School; Leo Florendo, Los Altos High School; Ed Landesman, The Collaborative for Higher Education High School Mathematics/Science Enrichment Project; Luz Medina, Student, Yerba Buena High School; Mauro M. Moreno, Jr., Student, James Lick High School; Adam Randall, Los Altos High School; Barbara Schallau, James Lick High School; Tracy Wolcott, Yerba Buena High School

Hermosa Beach (Room 304)

The project, in four high schools, features curriculum enrichment in 11th grade second-year Algebra and Elementary Physics with trips to local scientific complexes, including NASA Ames, the Hiller Aviation Museum, the San Jose Tech Museum, and the Exploratorium. In the summer following the 11th grade,

students attend a science camp that stresses applied scientific projects, such as, the building of electronic equipment, the construction of a web site, and robotics. Subsequently, students obtain internships at NASA Ames or local industry. In the 12th grade, students either engage in engineering applications or take a college engineering course as well as visit the local colleges and universities.

Design Studio and Case Studies: Two Stories of High School Success (6)

Alice Kawazoe, California Academic Partnership Program; Nina Moore, University of California, Office of the President; Karen O’Connell, San Lorenzo High School; Laura Robell, San Lorenzo High School; Barbara Shreve, San Lorenzo High School

Manhattan Beach (Room 305)

The partnership projects supported by the California Academic Partnership Program (CAPP) probe the conditions and issues that challenge high schools. In this workshop, CAPP highlights two successful initiatives that should inform educators involved in high school improvement:

1. San Lorenzo High School will share the lessons learned in planning, implementing, and hosting their recent Design Studio focusing on the themes of Literacy, Algebra for All, and Collaboration.
2. Case Studies tell the stories of teachers, departments, and schools in their challenges to re-define leadership, professional development, student support, and teaching and learning. One CAPP consultant will present a case study of her collaboration with four diverse high schools.

Sustaining Partnership Growth and Managing Change (7)

Marylee Boales, College OPTIONS; Lianne Boren, College OPTIONS; Patricia McDevitt, California State University, Chico; Kelly Salter, The McConnell Foundation
Venice Beach (Room 306)

College OPTIONS is an unique educational partnership serving two counties in rural far Northern California. In its second functioning year, the partnership is addressing issues requiring creative problem solving, redirection, and revitalization. This workshop will provide some assessment and action tools that are beneficial in this process. We will share practical, real-life strategies that might be useful for other partnerships that are forming, ready to revamp, or just need an energy boost.

LUNCH

12:15 p.m. to 1:00 p.m.

University Student Union Courtyard

Solution -- Collaborating in Regional Partnerships

1:00 p.m. to 1:45 p.m.

Long Beach Ballroom

Plenary Speaker

JACK O'CONNELL - *State Superintendent of Public Instruction*

Introduced by Diane Siri, Superintendent, Santa Cruz County Office of Education

Concurrent Sessions

1:45 p.m. to 3:15 p.m.

Strengthening Teacher Quality through Regional K-18 Data-Driven Collaboration (8)

Dan Cope, Santa Cruz County Office of Education; Diane Cox, Delano Union Elementary School District; Pamela Davis, Center for the Future of Teaching and Learning; Carrol Moran, University of California, Santa Cruz
Redondo Beach (Room 303)

The Teacher Development Regional Database Collaborative (TDRDC) is an effort by the Center for the Future of Teaching and Learning to strengthen California's teacher workforce through regional, data-driven collaborations among K-18 educational institutions. The primary objective of the strategy is to help regional leaders build and maintain a data-driven teacher workforce decision-making system. This system facilitates the collection and analysis of current-year research to illuminate regional teacher workforce issues and provides a continuing capacity to address teacher supply and demand and the quality of the teacher workforce. The panel will share two such efforts: the Kern County Teacher Development Initiative and the Monterey Bay Educational Consortium (MBEC) Teacher Workforce Initiative.

Using Data to Increase College-Going Rates: From Inspiration to Sustainability of Programs (9)

Stephen Mello, University of California, Santa Cruz; Jerry Morales, North Monterey County High; Jesse Obas, North Monterey County High School; Pablo Reguerin, University of California, Santa Cruz; Lydia Zendejas, Soledad High School
Seal Beach (Room 239)

Data on student progress is essential from the initial stages of deciding on a program plan to determining which students to serve and the necessary services needed to increase college eligibility. The Educational Partnership Center at the University of California, Santa Cruz, in collaboration with school partners, has developed the Student Acquiring A-G Expectations Program to support students strategically to increase college-going rates. Data were key in sustaining the program as initial grant resources disappeared. This presentation will show ways that data were used at every stage of the way -- from the inspiration for the program to the annual, monthly, and daily planning.

Mathematics Diagnostic Testing Project: Diagnostic Testing to Improve Teaching and Learning (10)

Maricela Gonzalez, Mountain View Unified School District; Jack Ladwig, California State University, Chico; Barbara Wells, University of California, Los Angeles
Venice Beach (Room 306)

The California Mathematics Diagnostic Testing Project (MDTP) develops diagnostic tests of readiness for college preparatory mathematics courses from pre-algebra through beginning calculus. These tests, informative scoring reports, supportive written response materials, and consulting and professional development services are available without fees to California teachers and schools. The panel will discuss ways MDTP supports teachers and schools in their efforts to strengthen student understanding of mathematics. Collaborative efforts will be demonstrated that lead to increased

communication and articulation among teachers from middle school through the universities. Sample MDTP materials will be available for inspection and may be ordered at the session.

Inside High School Reform: Promising Practices and Explorations (11)

Rae Etta Emmett, Hoover Senior High School; Lawton Gray, Temple City High School; Jordan Horowitz, WestEd; Dave Jolly, California Academic Partnership Program

Hermosa Beach (Room 304)

This panel will discuss a book with the same title recently co published by the California Academic Partnership Program (CAPP) and WestEd. The volume draws upon lessons learned from the evaluation of CAPP projects to identify successful strategies that high schools can implement to improve instruction and learning. The book is based on the evaluation of five CAPP initiatives involving 32 high schools, feeder middle schools, and postsecondary educational partners. Jordan Horowitz, the primary author, will present an overview of the book. This will be followed by reaction to the book to be followed by reaction to the book from educators at the participating schools.

Achieving Together What We Can't Do Alone: San Diego County's California High School Exit Examination (CAHSEE) Compact (12)

Tom Bishop, Del Mar Union School District; Karen LaBonte, San Diego County Office of Education; Luan Rivera, Ramona Unified School District

Manhattan Beach (Room 305)

While the controversial California High School Exit Examination (CAHSEE) has underscored the chronic achievement gap, it has also served as a catalyst for unprecedented collaboration among educators and the community in San Diego County. At a public news conference in September 2003, the "CAHSEE Compact" to eliminate the achievement gap was signed by 42 superintendents and district boards. Since then, a 15-member Task Force, led by Rudy Castruita, County Superintendent of Schools, and Ed Brand, Superintendent, Sweetwater High School District, has successfully guided stakeholder groups to focus their partnerships on eliminating the achievement gap, as measured by the CAHSEE.

The California Science Project (CSP): A School University Partnership Responding to Local Needs and Priorities (13)

Arthur Beauchamp, University of California, Davis; Maria Alicia Lopez Freeman, University of California, Los Angeles; James Marshall, California State University, Fresno; Nicole Wickler, California State Polytechnical University, Pomona

Newport Beach (Room 221)

Since 1998, the various California Science Project (CSP) sites have developed partnerships with local schools and districts. Additionally, they have designed science professional development programs and efforts informed by the local context and responsive to school and teacher needs and priorities. Three regional sites of the CSP network will present their efforts in collaborating with local schools and teachers in different geographic regions and district contexts in California: the Sacramento area, Fresno in the Central Valley, and

the San Gabriel Valley. The project is centered on deepening teacher's knowledge of science, developing effective teacher practice, and focusing on the development of academic language of all students, with a special emphasis on English Learners and speakers of non-standard English.

P-16 Start-Up Model for Rural and Economically Depressed Regions (14)

Jorge Aguilar, University of California, Merced; Lee Andersen, Merced County Office of Education; Andrea Baker, Merced County Department of Workforce Investment; Jose Banda, Planada School District; Scott Galbraith, Merced County Economic Development Corporation; Sharon Twitty, Merced County Office of Education

Santa Monica (Room 307)

This presentation describes key leaders from economic development, education, workforce development, and business collaborating to establish a Preschool-16 Council in Merced County. They will describe keys to success for a partnership in a region with a primarily agricultural economy, high unemployment and poverty, large populations of immigrants and non-English speakers, low academic achievement, and low college-going rates. With strong support from higher education and non-education partners, many significant school improvement actions have been implemented. Not coincidentally, achievement scores in the entire county are on the rise.

Improving California Low-Performing Schools (15)

Margaret Fortune, Governor's Initiative to Turn Around Failing Schools; Patty Ladd, Keiller Middle School

Alamitos Bay Room

Margaret Fortune, the Director of the Governor's Initiative to Turn Around Failing Schools, will discuss ways that state and local communities can play a role in improving California's low-performing schools. The Initiative calls for the assignment of school recovery teams and parent-initiated charter schools, both aimed at giving struggling schools a fresh start. Joining Ms. Fortune will be Patty Ladd, Principal of Keiller Middle School in San Diego. As a school in Program Improvement, Ms. Ladd, along with parents and teachers, converted Keiller into an independent charter school in order to improve student achievement. Ms. Ladd will discuss the transformation process as it operated at her school.

BREAK

3:15 p.m. to 3:30 p.m.

Concurrent Sessions

3:30 p.m. to 5:00 p.m.

How Do You Know Your K-16 is Making a Difference? Using Intersegmental Student Data to Determine the Efficacy of Your K-16 Efforts (16)

Brad Phillips, California Partnership for Achieving Student Success (Cal-PASS)

Alamitos Bay Room

New statewide initiatives promoting partnerships have just begun in California. While headed in the right direction, a deficiency of partnerships in general has been the lack of an intersegmental student-tracking

base to support these efforts. This presentation will guide you through ways that existing partnerships have used Cal-PASS, a student tracking, State-sponsored database, to improve their efforts. Examples of student tracking -- both transition and success -- will be discussed as well as lessons learned along the way.

Social Justice Teacher Preparation and Retention: A Framework for K-16 Partnerships and Communities of Practice (17)

Frankie Gelbwachs, University of California, Los Angeles; Anthony Rosilez, University of California, Los Angeles

Santa Monica (Room 307)

An important aspect in the training, support, and retention of new teachers struggling for equitable learning and social justice is the development of communities of practice through the collaboration of university faculty and local school partners. This session will engage participants in an interactive learning activity in which they will have the opportunity to examine their own partnerships and identify ways that their collaborative efforts might move from circles of practice to communities of practice aimed at supporting their SB 2042 goals and promoting educational justice. Participants will learn a framework for their next steps in building such communities of practice.

Partnering to Improve Mathematics and Science Teaching (18)

Carrol Moran, University of California, Santa Cruz; Laurie Scolari, University of California, Santa Cruz; Linda Esquivel, University of California, Santa Cruz

Venice Beach (Room 306)

Through two distinct programs, the Educational Partnership Center at the University of California, Santa Cruz aims to enhance current and future mathematics and science teaching by fostering a learning environment for undergraduate and graduate students in school classrooms. Undergraduates collaborate with students and teachers by serving as Academic Coaches and apply effective tutorial and college advising techniques. Through a Center for Adaptive Optics workshop, graduate students are engaged in learning inquiry-based science teaching which they practice and refine as instructors in the COSMOS program. Undergraduate and graduate students will share ways that this learning environment has shaped their aspirations to improve mathematics and science teaching.

Formation and Development of the Latino Educational Attainment (LEA) Initiative (19)

Juan Carlos Araque, Orange County Department of Education Seal Beach (Room 239)

Orange County is a county with the fifth largest concentration of Latino residents in the United States. Forty-four percent of children in public schools are from Latino families and more than eighty percent of these students were born in this county. Sadly, most of these children score below the 35th percentile in Language Arts and Mathematics tests. To address these systemic educational gaps, representatives from more than one-hundred organizations from all three sectors -- private, public, and non profit -- launched the Latino Educational Attainment (LEA) Initiative. The LEA Initiative's main goal focuses on supporting Latino parents in becoming better advocates for their children's education.

California GEAR UP: A Model for Developing and Sustaining a College-Going Culture through Collaboration (20)

Susan Bonoff, North Hollywood High School; Shelley Davis, California GEAR UP; Robyn Fisher, R.T. Fisher and Associates
Hermosa Beach (Room 304)

The California GEAR UP Program supports middle schools in developing their organizational capacity for preparing ALL students for high school and postsecondary education through collaboration with researchers, schools, and partners.

Based on research at the University of California, Los Angeles, the program focuses on the adults who influence students: faculty, counselors, school leaders, and families to develop a *college-going culture*. Presenters will share best practices and resources of the program, including the School Self-Assessment Rubric, the Professional Development Action Plan, and the Resources and Materials Clearinghouse that are designed to meet the needs of middle schools.

Understanding the Difference between Disaggregating Data and Analyzing Data from State-Mandated Tests (CST, CAHSEE, CELDT) (21)

Jorge Aguilar, University of California, Merced; Terry Barnes, Chowchilla School District; Xuanning Fu, University of California, Merced; Melissa Mayorga, University of California, Merced
Manhattan Beach (Room 305)

The Center for Educational Partnerships at the University of California, Merced has developed a data analysis tool that can assist schools to improve student

performance on standardized examinations, including the California Standards Test (CST), the California High School Exit Examination (CAHSEE), and the California English Language Development Test (CELDT). By analyzing these data, the Center for Educational Partnerships identifies the true areas and strands of strengths and weaknesses. Data-driven school and student-centered interventions can then be designed to improve overall test scores for all students. This service has proven beneficial to schools now seeking to use data to avoid making, as one principal called it, decisions about professional development and student interventions based on a “fuzzy warm feeling.”

Building Collaborative Partnerships through Communication (22)

Mary Ann Cox, San Joaquin Delta College; Jo Ann Olmsted, Stockton Unified School District; Raul Rodriguez, San Joaquin Delta College
Newport Beach (Room 221)

As a result of the California Education Reform Communities Network project, the Stockton Education Partnership was created in January 2004. The mission of the partnership is “ensuring ever increasing success of students and their families.” We had the commitment of partners, a mission statement, and the question: What do we do now? San Joaquin Delta College, a founding partner, had used Appreciative Inquiry to facilitate change within their organization. We decided that Appreciate Inquiry would be used to strengthen our partnership. Appreciative Inquiry focuses on the structure of an organization rather than on problems. This interactive session will provide participants an overview of

Appreciative Inquiry and ways to begin the process.

The Santa Ana Partnership: An Academic Achievement-Centered Collaborative (23)

Lewis Bratcher, Santa Ana Unified School District; Rosa Harrizon, Padres Promotore de la Educacion; Juan Lara, University of California, Irvine; Sara Lundquist, Santa Ana College; Mike Munoz, Saddleback High School; Lilia Tanakeyowma, Santa Ana College
Redondo Beach (Room 303)

The purpose of the long-standing Santa Ana Partnership is to move effective strategies for students who are primarily first generation pre-college and college students to the center of public institutions as standard permanent practices that substantially impact student achievement and college and university-going and completion. This panel session will feature leaders of the partnership’s primary domains (Achieving College, The Math and English Academic Core, Parent Empowerment, Policy and Evaluation) who will share best practices, sample results, and activities in progress. Sustainability and resource development will also be covered as part of this interactive session.

Earl Burns Miller Japanese Garden Reception (Open to All Conference Participants at no charge)

5:00 p.m. to 7:00 p.m.

Earl Burns Miller Japanese Garden

Light Appetizers and No-Host Bar

Welcome

Linda Tiggs-Taylor, California State University, Long Beach

SCHEDULE OF EVENTS

Thursday June 23, 2004

CONFERENCE SERVICES

Conference Registration

7:30 a.m. to 8:15 a.m.

Welcome Center in the University Student Union Lobby
Jennifer Schulte and the staff from the Office of Academic Projects

Conference Concierge

7:30 a.m. to 1:30 p.m.

University Student Union Lobby

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Sunset Lounge

7:30 a.m. to 1:30 p.m.

Sunset Lounge, University Student Union

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CONTINENTAL BREAKFAST

Poster Session and Exhibitors/ Vendor Displays

7:30 a.m. to 8:15 a.m.

University Student Union Foyer

8:15 a.m. to 9:30 a.m.

Creating the Alliance for Regional Collaboration to Heighten Educational Success (ARCHES)

Long Beach Ballroom

This plenary presentation will announce the creation of an alliance of regional collaboratives whose goal is to improve student learning through cooperative efforts between the public schools and higher education. This session will discuss the purposes of ARCHES, including awarding grants to support local work between educational organizations and business/community interests, identifying facilitators who can provide assistance to existing and new regional collaboratives, creating a web based clearinghouse to share best practices, seeking financial resources to develop and sustain regional collaboratives, and advocating for state and federal policies that promote regional collaboration.

BREAK

9:30 a.m. to 9:45 a.m.

Concurrent Sessions

9:45 a.m. to 11:00 a.m.

The Copernicus Project: Centering the Enhancement of Science Teacher Quality Across the Professional Development Continuum (24)

Jocelyn Edey, Raymond Hurst, Cathy Lussier, Linda Scott-Hendrick, and Athena Waite, University of California, Riverside

Santa Monica (Room 307)

The Copernicus Project is designed to build on the significant strengths of long-standing, successful educational, business, and community partnerships. The Copernicus Project, in the Graduate School of Education at the University of California, is funded by the United States Department of Education (Teacher Quality Enhancement Grants Program). The project's goal is to improve the quality of teaching and learning in K-12 science. The Copernicus Project is centered in the early identification of future science teachers; systematic recruitment from a diverse pool of candidates; high quality and focused teacher preparation; and, sustained, mentored support of new and veteran teachers through continuing professional development.

Partnering to Facilitate Community College Transfer (25)

Barbara Love, University of California, Santa Cruz; Lucy Silva, University of California, Santa Cruz; Edward Valeau, Hartnell College

Hermosa Beach (Room 304)

This panel will share a variety of ways in which the Educational Partnership Center at the University of California, Santa Cruz collaborates with local community colleges to increase transfer. From a regional policy group of Chief Executive Officers to cross-institutional teams, engineering pathways programs, internships, bus trips, summer bridge programs, and services for foster children in community colleges, this effort has developed a variety of strategies to increase community college transfer rates. This panel will discuss some of the challenges and lessons learned in facilitating partnerships in the unique world of community college transfer with high school reform efforts.

SETuP: A Special Education Teacher Partnership Initiative (26)

Marquita Grenot-Scheyer, California State University, Long Beach; Kent Halbmaier, Downey Unified School District; Sue Parsons, Cerritos College; Noelia Vela, Cerritos College

Laguna Beach (Room 225)

In this workshop, the presenters will share information about the formation and efforts of a Special Education Partnership that involves four unified school districts, a California community college, and a California State University. The audience will then engage in a

process to yield an action plan to address needs and issues in special education.

The Transcript Evaluation Service: A Planning and Action Tool for Partnerships (27)

Yvette Gullatt, Office of the President, University of California; Charles Masten, Office of the President, University of California

Redondo Beach (Room 303)

The Transcript Evaluation Service (TES) is a statewide initiative of the California Student Aid Commission, EdFund, and the University of California to improve student academic achievement in college preparatory coursework. TES uses state-of-the-art technology to evaluate student transcripts for “a-g” course pattern progression. In this interactive workshop, participants will learn to use TES data to guide students toward a rigorous course pattern and to identify, develop, implement, and evaluate efforts to improve overall postsecondary readiness.

Early Assessment Program: Preparing High School Senior for College-Level English and Mathematics (28)

Marshall Cates, California State University, Los Angeles; Julie Detloff, California State University, Bakersfield; Dana L. Grisham, Office of the Chancellor, California State University; Nadia Mendoza, California State University, Los Angeles; Cathy Williams, San Diego County Office of Education

Alamitos Bay Room

The Early Assessment Program (EAP) is an initiative of the

California State University to prepare high school students for the demands of college-level English and mathematics. EAP includes three components: the test; the senior-year experience; and, professional development. Panel members will provide an overview of EAP and share their personal experiences with various aspects of the program. They will highlight innovative approaches in both English and mathematics for preparing high school student for college-level courses. In addition, panel members will provide information on ways that high school teachers, counselors, principals, and others can become engaged with the program next school year.

Introducing SDK16 - San Diego County K-16 Consortium (29)

Carolina Cardenas, California State University, San Marcos; Rafael Hernandez, University of California, San Diego; Nicole Jackson, University of California, San Diego

Newport Beach (Room 221)

Begun as “just another parent conference”, the Parent Expo has been transformed into the largest intersegmental collaboration project in San Diego County. The San Diego County K-16 Consortium (SDK16) is San Diego County’s only educational partnership that spans across all levels of education in both the private and public sectors. SDK16’s members include colleges, outreach programs, school districts, community groups, and corporate sponsors. Attend this workshop to learn to replicate this structure in your region.

Got Programs? Limited Funding? Together We Can (30)

Linda Doughty, California Student Opportunity and Access Program (Cal-SOAP); Coleen Maldonado, Cal-SOAP Venice Beach (Room 306)

In fiscally conservative times, how does one still manage to do outreach in the State of California? For the past 26 years, the California Student Opportunity and Access Program (Cal-SOAP) continues to march forward serving low-income and first-generation students and their parents as well as creating a *college-going culture* at schools and in the community. Come learn from both a newly-formed and veteran consortia on ways to create a model for collaborative partnerships, to develop an infrastructure of support from federal, state, and local funding and to develop academic and advisement programs with limited resources.

Resources to Support Regional Collaboration: Creating and Growing Partnerships (31)

Ron Fox, California Department of Education; Paul Gussman, California Workforce Investment Board; Karen Humphrey, California Postsecondary Education Commission; Dave Jolly, California Academic Partnership Program; Ida Oberman, Springboard Schools; Kelly Salter, The McConnell Foundation

Long Beach Ballroom

What resources exist to support the creation of regional collaboration or support specific activities that an existing partnership has decided to pursue? This panel includes both public and private funders discussing

the opportunities and criteria their respective organizations consider in awarding grants and supporting collaboration. This session will include discussion of the Alliance for Regional Collaboration to Heighten Educational Success (ARCHES) plan to award grants to support collaboration this fall.

Student Friendly Services California Education Round Table (CaliforniaColleges.edu) (32)

Tennyson Collin, XAP Corporation; Rick Cornish, Intersegmental Coordinating Committee (ICC); Joy Salvetti-Wolfe, California Department of Education

Manhattan Beach (Room 305)

Student Friendly Services is a powerful, open-ended web site whose purpose is to assist students to navigate the uncharted and sometimes choppy waters of college selection and application. Also known as CaliforniaColleges.edu, it was created through close collaboration among all of the state's education sectors, particularly the California Community Colleges, the California State University, and the University of California systems. The web site, whose traffic has increased steadily since its launch, allows visitors to "tour" hundreds of public and independent campuses digitally, research admissions requirements and financial resources, and actually use the interactive side of the web site to prepare application materials.

BREAK

11:00 a.m. to 11:15 a.m.

**Concurrent Sessions
11:15 a.m. to 12:45 p.m.**

MESA: A Statewide Partnership for Developing Students in Mathematics, Engineering, and Science (33)

Derrick Booth, Mathematics, Engineering, Science Achievement (MESA); Lucy Casale, MESA; Veronica Guajardo, California Association of MESA Directors (CAMD); Valerie Roberts, MESA Seal Beach (Room 239)

The Mathematics, Engineering, Science Achievement (MESA) Program serves educationally and financially disadvantaged students from elementary school through the baccalaureate in math-based majors. The MESA community college programs (MCCP) are located at 30 sites and collaborate with MESA pre-college efforts and with programs at baccalaureate-granting institutions. MCCP's goals include supporting students to succeed in calculus-based majors, reducing the time it takes for a student to transfer, providing a smooth transition for students entering the community college through their lower division requirements, and transferring to the university. The partnership of math and science faculty, counselors and advisors, program directors, MESA students, industry partners, and the MESA Statewide organization will be highlighted.

English Articulation Project: A Collaborative Effort (34)

Marilyn Martinez-Flores, Riverside Community College; Daniel Martinez, Riverside Community College

Santa Monica (Room 307)

This project is a collaborative effort between the participants in the Riverside Community College GEAR UP Grant. The three high schools provided data on student course outcomes in English courses in the senior year. This information was used to predict student placement in the Riverside Community College's assessment process. The placement information was added to the high school course information and used to predict course success in the student's first semester of college. The data showed that the grade in high school was a consistent predictor of success in college beyond that of the student's course, school, or the teacher in high school.

Imperial County P-16 Council Changing Culture (35)

Blas Guerrero, Office of the President, University of California; Victor Jaime, Imperial Valley College; Judy Maurice, Imperial County Office of Education; Kevin McFadden, Cal-SOAP; Pat Salcido, Holtville Unified School District

Venice Beach (Room 306)

The new Imperial County P-16 Council was launched in 2004. Partners from higher education, businesses, and community agencies joined all school districts

to establish a countywide *college-going culture*. Its mission is to increase achievement and access to college for all students, especially those historically underserved. This Council has three goals for 2004-2005: 1) increase achievement in mathematics and academic writing; 2) prepare students and their families to increase college eligibility, acceptance, and attendance; and, 3) collect and use data effectively to document success and plan next steps for improvement.

College Begins in Middle School (36)

Sandra Williams Hamp, College Board; Ben Tucker, College Board
Alamitos Bay Room

Decisions made in middle school have an impact on a student's future. Younger students are often unaware of the importance of college and need assistance in answering these questions: How to prepare; How to apply; How to pay; and, Where to go. CollegeEd was developed to inspire every single student to attend and succeed in college. Students learn that they hold the key to their success by getting involved in the academic process in middle school and high school. This session will demonstrate ways that educators are using this program to promote a *college-going culture* in middle schools across the state.

Partnering for Improving Student Achievement (37)

Jim Fillpot, Chaffey College; Pat Mark, San Bernardino County Office of Education; Phil Mirci, San Bernardino County Office of Education; Virginia Moran, Crafton Hills College; Ron Williams, San Bernardino County Office of Education

Hermosa Beach (Room 304)

A group of courageous educational leaders created the Partnerships for Advancing Student Success (PASS P-16) Council. The mission, "learning for all -- whatever it takes," involves nothing less than creating quality classrooms, schools, districts, and systems through coordinated and interdependent efforts across educational segments. This collective effort impacts student learning and teaching for over 420,000 students within the region and spans across public schools, community college, California State University, University of California, and private postsecondary institutions.

Compact for Success: A Partnership to Improve High School Student Preparation and a Guarantee of Admission to the University (38)

Cheryl Dorris, Sweetwater Union High School District; Gonzalo Rojas, San Diego State University; Earl Wiens, Sweetwater Union High School District

Redondo Beach (Room 303)

The Compact for Success is an unique partnership between Sweetwater Union High School District and San Diego State University. This partnership includes an offer of a guarantee of admission to San Diego State University for all students entering the district by the ninth grade; a support system at the university to help students graduate in four years; and, a Compact Scholarship fund which has already generated \$2.5M in contributions. District students must complete a set of required benchmarks by the time that they graduate from high school, including the A-G course sequence, a 3.0 GPA, and satisfaction of the English Placement Test (EPT) and Entry-Level Mathematics (ELM) requirements. As San Diego State University has become increasingly selective in the recent years, the partnership has gained in value and benefits (average GPA for entering freshmen in fall 2004 was 3.7). The creation of a *college-going culture* begins in the seventh grade in the district and involves the university, the district, students, and their families is a powerful foundation for student success. The workshop will describe the core programs and activities that support the Compact partnership.

Firebaugh Student Success Through Community Collaboration (39)

Eliseo Gamino, West Hills College; Vickie Hoyle, Fresno County Economic Opportunities Commission; Ida Oberman, Springboard Schools; Jose Ramirez, City of Firebaugh; Wayne R. Walters, Firebaugh-Las Deltas Unified School District

Manhattan Beach (Room 305)

The panel spotlights a partnership in one high poverty Central Valley community -- Firebaugh -- among the school district, the college, the city, and the Fresno County Economic Opportunities Commission. The coalition's goal is to ensure the academic success of Firebaugh students. The challenges that the team has confronted and the opportunities that they have been able to seize to strengthen the path of all Firebaugh students towards college and career success will be highlighted.

Developing and Sustaining a Unique P-20 Partnership in an Ever-Changing Context (40)

Catherine Cooper, University of California, Santa Cruz; Carrol Moran, University of California, Santa Cruz; Karl Pister, University of California, Santa Cruz; Diane Siri, Santa Cruz County Office of Education

Long Beach Ballroom

Drawing on the book *Success by Design*, the panel from the Monterey Bay Educational Consortium (MBEC) and the University of California, Santa Cruz will share lessons learned with respect to responding to rapidly shifting policies and funding that are ongoing challenges to partnerships. This panel will discuss the development of the structures and roles of key partners to support collaborations in the initial stages of development. Additionally, they will illustrate moving from a dozen overlapping programs with different reporting lines into an integrated, regional partnership with the flexibility to respond to changing resources. Helpful tools for the processes described will be distributed.

INFORMATIONAL POSTER SESSIONS

“Go to College: We’ll Pay for it! -- The icanaffordcollege.com Campaign: Making Community College Affordable for All Californians”

Mark Kleinman, Crocker/Flanagan Advertising and Public Relations; Paige Marlatt Door, Statewide Financial Aid Campaign, California Community Colleges; Linda Michalowski, Office of the Chancellor, California Community Colleges

Pathways to Teaching Mathematics and Science: A Higher Education Collaborative Partnership

Beatrice Gibbons, California State University, Bakersfield-Antelope Valley

Promoting Social Justice through Communities of Practice

Annamarie Francois, University of California, Los Angeles

INDEX OF EXHIBITORS & VENDORS

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Notes

