



# Summer 2010



## Education Partnerships Spotlight

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### Articles

#### Career Technical Education: Surprised and Delighted

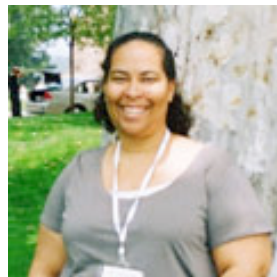
*Thousands of Career Tech courses meet UC/CSU requirements*



One day in fall 2008, University of California Director of Undergraduate Admissions Susan Wilbur read an article about a medical Spanish class offered at a high school in the Fresno area. The advanced-level Spanish course was being offered as part of the school's health institute, enabling students interested in pursuing careers in the medical field to communicate directly with patients in Spanish. (Continued on page 2)

#### Foster Youth: Engage, Persist, Graduate

*Simone Rahotep creates residential program for 9th grade foster youth*



Simone Rahotep was inspired to form a partnership between UCLA and community-based organizations focused on helping foster youth because of the commitment she saw at UCLA to creating a continuum of care to help foster youth succeed in college. While 70% of foster youth express a desire to attend college, less than half graduate from high school. Of those, only 20 percent attend college and even fewer graduate. (Continued on page 4)

#### Positive Outcomes for Programs: Annual Legislative Report Highlights

*Report shows positive outcomes for UC student academic preparation programs*



The University of California's student academic preparation programs continue to make progress in helping educationally disadvantaged students prepare for college, according to a report to the California state legislature. The programs are helping more students complete a

college preparatory curriculum in high school, prepare for and take the standardized tests required for college admission, pass the state's high school exit exam, and enroll in college after graduation. (Continued on page 5)

## FEATURE ARTICLE

## Surprised and Delighted

*Thousands of career technical education courses meet UC/CSU requirements*

One day in fall 2008, University of California Director of Undergraduate Admissions Susan Wilbur read an article about a medical Spanish class offered at a high school in the Fresno area. The advanced-level Spanish course was being offered as part of the school's health institute, enabling students interested in pursuing careers in the medical field to communicate directly with patients in Spanish. The University did not yet have any Language other than English courses with Career Technical Education (CTE) content on its Doorways lists of approved courses in the "e" – Language Other Than English subject area, so Director Wilbur was, as she described it, "surprised and delighted" to come across this course. "Surprised, because I had been visiting a number of high school health science magnet programs offered across California and often thought a course like this would be an ideal example of how courses can link rigorous academic language instruction with practical knowledge students require for medical-related careers. Delighted, because such a course existed and could serve as a model for other similar career-focused programs statewide." Director Wilbur asked the principal to submit the class for "a-g" approval.

Initially, the course had not been approved because the reviewers felt the assigned textbook focused more on career-related skills than academics. Director Wilbur urged the course review staff at the UC Office of the President to reevaluate the course. After further communication with the school regarding the content of the course and its textbook, the reviewers concluded that the medical Spanish course had sufficient academic content and the course was approved in the "e" subject area.

The state of California has embarked on an ambitious agenda to support and expand the development of Career and Technical Education opportunities within high schools. The University of California is meeting the challenge to approve academically rigorous CTE courses for the "a-g" subject requirements for both the UC and the California State University systems. Since the 2001-02 school year, the number of CTE courses approved for the "a-g" subject requirements has increased dramatically, from 258 to over 9,000. "These courses range from the traditional ones such as Anatomy & Physiology and Photography," observed Don Daves-Rougeaux, Associate Director of Undergraduate Admissions at the UC, "to innovative ones such as Business Calculus and Educational Psychology."

The University of California Curriculum Integration (UCCI) Institute was established to help high schools expand the number of CTE courses meeting the "a-g" subject requirements. The Institute helps teachers create innovative model course outlines that integrate CTE and academic content, and identifies a cadre of expert teachers and administrators to further develop these courses. The inaugural institute was held this May at the UCLA Conference Center in Lake Arrowhead. [Continued on page 3](#)



"CTE offers the promise to enhance student learning and is proving to be an effective school reform strategy."

The UC encourages schools to apply to the Curriculum Integration Project (CIP). CIP awards teams of teachers up to \$5,000 to develop curriculum outlines that integrate Career and Technical Education (CTE) with the "a-g" curriculum.

For more information on CIP, please visit the "a-g" Guide at <http://www.ucop.edu/a-gGuide/ag/cte/>.



UCCI participants create curriculum for CTE finance and business courses that meet "a-g" subject requirements.

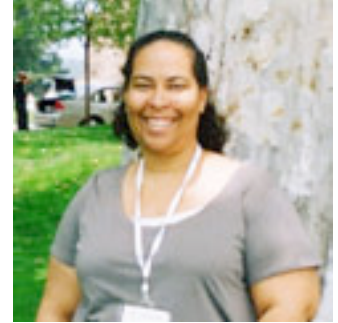
Visit the UCCI website at <http://www.ucop.edu/ucci/>.

Continued from page 2

**A wide variety of CTE courses meet the “a-g” subject requirements**

<b>Subject Area</b>	<b>Course Example</b>	<b>Industry Sector</b>	<b>Career Pathway</b>
“a”	Agriculture Government	Agriculture & Natural Resources	Agricultural Business
	Criminal Justice and Public Policy	Public Services	Legal and Governmental Services
“b”	English for Business	Marketing, Sales, & Service	Entrepreneurship
	Law in Literature	Public Services	Legal and Governmental Services
“c”	Business Calculus	Finance and Business	Business Financial Management
	Multimedia Information Technology	Engineering and Design	Computer Hardware, Electrical, and Networking Engineering
“d”	Auto Physics	Transportation	Vehicle Maintenance, Service, & Repair
	Culinary Chemistry	Hospitality, Tourism & Recreation	Food Service & Hospitality
“e”	American Sign Language	Public Services	Human Services
	Health Science Academy – Spanish	Health Science & Medical Technology	Diagnostic Services
“f”	Animation	Arts, Media, & Entertainment	Media & Design Arts
	Furniture Design	Fashion & Interior Design	Interior Design, Furnishings, and Maintenance
“g”	Applied Computer Programming	Information Technology	Programming & Systems Development
	Introduction to Education	Education, Child Development & Family Services	Education

## PERSONAL PROFILE



## Engage, Persist, Graduate

*Simone Rahotep creates residential program for 9<sup>th</sup> grade foster youth*

Simone Rahotep was inspired to form a partnership between UCLA and community-based organizations focused on helping foster youth because of the commitment she saw at UCLA to creating a continuum of care to help foster youth succeed in college. While 70% of foster youth express a desire to attend college, less than half graduate from high school. Of those, only 20 percent attend college and even fewer graduate. "At the University of California, we want former foster youth to be successful: to engage, to persist, and to graduate. Working in Student Affairs, I was aware of campus efforts to support these youth. I also became interested in how to engage community stakeholders in this process," said Dr. Rahotep, the Community Relations Coordinator for UCLA undergraduate admissions.

"At the University of California, we want former foster youth to be successful: to engage, to persist, and to graduate."

In only one-and-a-half years, Dr. Rahotep, who holds a Ph.D. in psychology, formed a vibrant community-based association called FETCH, Fostering Education through Community Help. Meeting monthly at a community partner facility, members of organizations including Para Los Niños, the United Friends of the Children, the Los Angeles County Department of Children and Family Services, and UCLA share information and resources, strive to provide foster youth in general with postsecondary educational opportunities, and work to ensure that individual students receive the support they need to be successful at UCLA.

UCLA staff provide community organizations with information on financial aid and admissions policies,

counseling and psychological services; representatives from community organizations provide expertise in independent living and transitional housing. "This has been a great partnership that is mutually beneficial," said Dr. Rahotep. "When a youth on our campus needed help with off-campus housing, our community partners helped us understand the options available through the Transitional Housing Program and we were able to connect our student with the right resources in the community. Also, the community partners are comfortable calling us with concerns about their students on campus. They have a name and face on campus throughout Student Affairs that they can reach out to, whether it be in admissions, financial aid, AAP counseling, or the Bruin Resource Center."

Thanks to funding from Education Partnership's University-Community Engagement program, UCLA Student Affairs, in partnership with Para los Niños and United Friends of the Children, hosted a three-day summer residential program July 9-11, for rising 9th graders in foster care. Based on the EAOP Bruin Weekend model, this new initiative provided students entering high school with information about the systems of higher education in California, the UC/CSU "a-g" course requirements, and financial aid. The students lived in UCLA residential halls, worked with a professor to build math problem-solving skills, and met former foster youth attending UCLA. As part of the partnership, United Friends of the Children will enroll the cohort of students into their program, so that they can receive ongoing support. As organizer of the event, Dr. Rahotep noted, "This summer intensive experience is part of UCLA's comprehensive commitment to this community."

## University-Community Engagement

Learn more about the eight University-Community Engagement grant recipients for 2010 calendar year at <http://www.ucop.edu/uce>.

## Recommended Reading

Casey Family Programs, *Improving Educational Continuity and School Stability for Children in Out-of-Home Care* at <http://www.casey.org/Resources/Publications/#bestpractices>.

## DATA POINTS

## Report shows positive outcomes for UC student academic preparation programs

The University of California's student academic preparation programs continue to make progress in helping educationally disadvantaged students prepare for college, according to a report to the California state legislature.

The programs are helping more students complete a college preparatory curriculum in high school, prepare for and take the standardized tests required for college admission, pass the state's high school exit exam, and enroll in college after graduation, according to the report.

"With the extremely thin counseling resources in most public high schools in California, these programs have been a critical resource for underrepresented students hoping to go to college. It is virtually certain that without them, many of the underrepresented students on our campuses today would not be here," said Patricia Gándara, Professor of Education at UCLA and Co-Director of The Civil Rights Project/Proyecto Derechos Civiles.

UC's "Student Academic Preparation and Educational Partnerships" programs reach more than 130,000 students from kindergarten to graduate school. The programs focus largely on students who are socioeconomically disadvantaged, would be the first in their families to attend college, and/or attend low-performing schools. According to W. Norton Grubb, the David Pierpont Gardner Professor in Higher Education at the University of California, Berkeley Graduate School of Education, "Programs like Puente are valuable because they develop innovative practices that can be replicated in high schools throughout California."

Guided by recommendations from a committee representing the University, the Legislature, and the state Department of Finance, in 2005 UC adopted a new and more rigorous accountability framework for the programs. The framework establishes three-year and five-year goals for the programs and uses a data-driven evaluation process that measures programs on a broad array of outcomes, producing a higher level of oversight and evaluation than exists for many comparable programs around the nation.

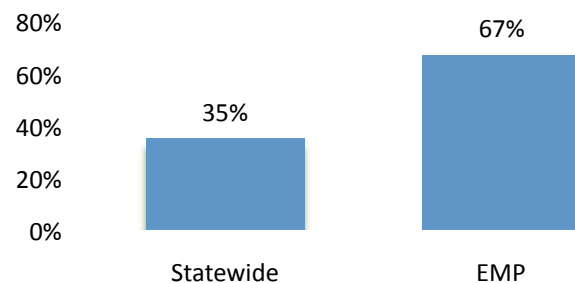
The report uses this accountability framework and finds, among other things:

- Program participants are successfully going on to college. Three of four students in SAPEP's three largest programs, the Early Academic Outreach Program (EAOP), Mathematics, Engineering, Science Achievement (MESA), and The Puente Project, enrolled in college.

- More students are passing the California High School Exit Exam (CAHSEE). For example, 93% percent of Puente 10th grade students passed the CAHSEE, compared to less than 72% of socio-economically disadvantaged students statewide.
- Sixty-one percent of Community College Transfer Program students later enrolled in a four-year institution.
- Eighty percent of participants in graduate and professional school academic preparation programs go on to graduate or professional school.

These outcomes confirm previous independent research findings. Students participating in EAOP, for example, are twice as likely to complete college preparatory requirements as their peers, while Puente students attended four-year colleges at almost twice the rate of non-Puente students (Quigley, 2002; Gándara, 1998). In addition, UC's SAPEP premedical programs improve applicants' chances of enrolling in medical school (Grumbach & Chen, 2006).

### "a-g" completion rates



EAOP, MESA, and Puente (EMP) students complete the A-G requirements at much higher rates than students statewide.

The total SAPEP budget for 2009-10 is \$29.6 million, which consists of \$17.6 million in State Funding and \$12 million in University funds. The budget of \$29.6 million for 2009-10 represents an overall budget reduction of 6% from the 2008-09 SAPEP budget of \$31.3 million. In 2008-09, SAPEP programs leveraged the State's and the University's \$31.3 million investment by securing an additional \$49 million to be distributed over the next three to five years.

Read the complete SAPEP report at

<http://www.ucop.edu/edpartners/research.html>

## ANNOUNCEMENTS

## Foster Youth Webinar October 1, 2010

*Supporting foster youth in academic preparation programs*

Education Partnerships will host a webinar on supporting the educational attainment of foster youth on October 1, 2010, from 10 – 11:30 am. Jackie Wong, Statewide Coordinator for Foster Youth Services for the California Department of Education, and Jenny Vinopal, Assistant Director of Foster Youth Programs for California State University, will discuss topics including educational challenges for foster youth, key legislation, and partnerships between the CDE and academic preparation programs.

A call-in number will be provided prior to October 1. For more information and to reserve space, contact the UCOP Education Partnerships Department by emailing [edpartnerships@ucop.edu](mailto:edpartnerships@ucop.edu).

## Transfer Admissions Guarantee (TAG) website goes live

*Transfer students can use one website to get course-taking advice and apply to the University*

Seven UC campuses offer guaranteed admission to California community college students who meet specific requirements. By participating in a Transfer Admission Guarantee (TAG) program, students receive early review of their academic records, early admissions notification, and guidance about major preparation and general education coursework.

Now there's a website where students can input their coursework as they go along, and apply for a guarantee to all seven campuses with the new online TAG application. Participating UC campuses are: Davis, Irvine, Merced, Riverside, San Diego, Santa Barbara and Santa Cruz.

Special thanks to the team of individuals from each of those campuses, the UC Office of the President, and our community college partners for conceptualizing and implementing this tool. The TAG website is a joint initiative of Education Partnerships and Student Affairs.

For additional information about TAG, contact Reginald Hillmon, Coordinator, College Access and Preparation, Transfer Initiatives at [Reginald.Hillmon@ucop.edu](mailto:Reginald.Hillmon@ucop.edu); 510-987-0127 or Michael McCawley, Associate Director of Undergraduate Admissions, UCSC, [mikemc@ucsc.edu](mailto:mikemc@ucsc.edu), (831) 459-2374.

Visit the TAG website at

[http://uctransfer.universityofcalifornia.edu/transfer\\_admis\\_guar.html](http://uctransfer.universityofcalifornia.edu/transfer_admis_guar.html).

## RESEARCH AND POLICY NEWS

## Beyond Safety

*Improving the continuum of academic care for foster youth*

Dr. James S. Vacca at the Department of Special Education and Literacy in the Department of Education at Long Island University examined the effects of frequent moving on school achievement in foster children. Among other recommendations, his study suggests that to improve foster children's academic success, case workers should consider educational needs as well as safety and security needs when making placement decisions, and academic support services—such as tutorials in core subject areas—should be formally instituted for foster children. Read James Vacca, "Breaking the cycle of academic failure for foster children — What can the schools do to help?" at

<http://ideas.repec.org/a/eee/cysrev/v30y2008i9p1081-1087.html>

## Tinkering with the Master Plan

*Increasing equity, eligibility, and effectiveness in California's public systems of higher education*

This year marks the 50th anniversary of California's Master Plan for Higher Education. Given the state's budget problems, ongoing concerns about equity in access to college, issues of eligibility to UC and CSU, and the effectiveness of academic preparedness through the community colleges, the Master Plan has come under renewed scrutiny. The Public Policy Institute of California recently published a policy paper that details challenges facing California's higher education systems. Higher Education in California: New Goals for the Master Plan argues that a pending gap between education skills and workforce needs is best closed by increasing freshman eligibility, community college transfers and completion of degrees.

You can watch Dr. Hans Johnson talk about the paper in a video posted on YouTube at

<http://www.youtube.com/watch?v=xMyk0ehDsFM>.

## FEATURED HONORS AND AWARDS

### Special Honor for Nikishna Poletuaptewa

Nikishna Poletuaptewa, Director of the American Indian Resource Program at the UC Irvine Center for Educational Partnerships, was awarded a national 2009 Native American 40 Under 40 Award by the National Center for American Indian Enterprise Development (NCAIED). Poletuaptewa was the only person in the field of education honored.

Learn more at [www.airp.uci.edu](http://www.airp.uci.edu).



### Millions for College-going Innovations at UCB

The UC Berkeley Center for Educational Partnerships recently received \$2 million from three foundations to support and expand its innovative college-going efforts: \$1.6 million dollars over two years from the Doris & Donald Fisher Fund for the Fisher Counseling Initiative: Reforming College Advising and Counselor Education, to expand college advising services in middle and high schools in Solano County, San Jose, and San Francisco. Learn more at <http://cep.berkeley.edu/DC> and <http://www.ncaied.org/>

More than \$250,000 from AmeriCorps to fund 70 Undergraduate students to work in campus and community-based outreach programs in four counties (nine school districts and 24 public schools). Learn more at <http://www.californiavolunteers.org/index.php/AmeriCorps/Funds>.

More than \$99,000 from the Woodrow Wilson National Fellowship Foundation to support research into practice focused on CAL Prep to create a theory and model of a Comprehensive Support Structure for Early College Secondary Students. Learn more at <http://www.woodrow.org/> and <http://cep.berkeley.edu/CP>.

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