

**UCLA Academic Preparation & Educational Partnership (APEP)
Program Committee Meeting
February 22, 2012 ----- 8:00 – 9:50am
Moore Hall 3340 (Reading Room)**

February 2012 Program Updates

Updated Programs Include:

The programs listed below receive UC Student Academic Preparation & Educational Partnership (SAPEP) funding and are part of UCLA's Academic Preparation & Educational Partnership (APEP) programs

- Arts Bridge [School of Theater, Film & Television]
- CCCP (Center for Community College Partnerships)
- Center X Educational Partnerships
- EAOP (Early Academic Outreach Program)
- UC LEADS
- Law School Programs
- Medical School Programs
- SIAC (Student Initiated Access Center)
- SRM EVALUATION GROUP [GSE&IS]
- UARS Community College Programs

The program listed below receives UC Student Academic Preparation & Educational Partnership (SAPEP) funding but is administered by UCOP and is not a UCLA Academic Preparation & Educational Partnership (APEP) program

- Mathematics Engineering Science Achievement (MESA)

The programs listed below do not receive UC Student Academic Preparation & Educational Partnership (SAPEP) funding

- BruinCorps
- UCLA Community School
- UCLA Lab School
- UCLA TIE-INS Collaboration
- UNEX Education Programs
- Vice Provost Initiative for Pre-College Scholars (VIPS)
- Arts Education Program and Visual and Performing Arts Education Minor [School of Arts & Architecture]
- Student Affairs Information and Research Office (SAIRO)
- First Start UCLA Summer Guardian Academy
- UCLA Volunteer Center

Arts Bridge (Theater, Film & Television) (2-22-12)

ArtsBridge Director Patricia Harter.....pharter@tft.ucla.edu.....(310) 206-7217
Perry Daniel, Program Coordinator and Student Advisor perrydaniel@tft.ucla.edu

ArtsBridge is a program in the University of California network to put the arts to work in the Los Angeles public school system. TFT's contribution centers on training 10 or 12 theater students a year to put their hard-earned skills to use in a K-12 classroom setting. Each is assigned to collaborate for up to 10 weeks with a teacher in an underserved community, helping to teach subjects as diverse as environmental science, history and even math.

This year, TFT ArtsBridge is currently collaborating with the Geffen Playhouse in bringing an original show to LAUSD elementary schools. Incorporating themes from the production, ArtsBridge

scholars will create and lead both pre and post-show workshops. Each teacher will be presented with a curriculum packet composed of supplemental materials and related activities.

For more information, please visit:

http://geffenplayhouse.com/more_info.php?show_id=152

Locations:

- Castle Heights ES
- Braddock Drive Magnet School
- Toluca Lake ES
- Figueroa St. ES
- Griffith-Joyner ES
- Kelly ES
- Sunrise ES
- ACES ES
- 99th St. ES
- Delevan Drive ES
- Dolores Huerta ES
- Ritter ES
- Middleton ES

CCCP (Center for Community College Partnerships)

Asst. Vice Provost/Director Alfred Herrera aherrera@college.ucla.edu (310) 267-4440

Partner Community College Locations

- Compton
- Cerritos
- Citrus
- East Los Angeles
- El Camino
- Glendale
- Mt. SAC
- LA City
- LA Harbor
- LA Mission
- LA Pierce
- LA Southwest
- LA Trade Tech
- LA Valley
- Long Beach
- Pasadena City
- Rio Hondo
- Santa Monica
- West LA

Main Activities/Goals

Through a multi-faceted approach with efforts at the student, faculty, and administrative level CCCP works to increase the academic preparation and competitiveness for community college transfer students, particularly those who are first generation, low-income or underrepresented. CCCP also helps community colleges to develop a transfer sending culture, and the University to develop a transfer receiving culture.

The Center has a three pronged approach to its work: *Community College Administrators:* Regular meetings to discuss and develop collaborations, and meetings to discuss summer programs, peer mentors academic support programs; *Faculty:* Discipline Dialogues focused on pedagogical and curricular issues and; *Students:* Scholars Program, Peer Mentoring Program, Summer Academic Residential Programs, Summer Sessions Program, Saturday Academies, Buddy Days, UCLA Days.

CCCP recently received 2 grants that focus on STEM, the HSI SMC grant working on increasing the academic preparation and competitiveness of underrepresented students from Santa Monica College and the Jack Kent Cooke STEM Grant focused on increasing the yield of low income students who enroll at UCLA from local community colleges.

- Compton
- Cerritos
- Citrus
- East Los Angeles
- El Camino
- Glendale
- Mt. SAC
- LA City
- LA Harbor
- LA Mission
- LA Pierce
- LA Southwest
- LA Trade Tech
- LA Valley
- Long Beach
- Pasadena City
- Rio Hondo
- Santa Monica
- West LA

Center X Educational Partnerships (2-22-12)

Executive Director Jody Priselacpriselac@gseis.ucla.edu(310) 206-0023

Locations

Current partnerships with Center X include:

- Schools in the Partnership for Los Angeles Schools
- Eighteen high schools across LAUSD through the “Exploring Computer Science” grant (Since September 2009)
- One high school in Local District 7 in LAUSD (Since November 2010)
 - Fremont High School with a focus on mathematics teaching and learning
- Our pre-service partnership with LAUSD LD 3, 4, 5, and 7 and Compton are continuing.
- Professional Development for Huntington Park HS and district leadership in LAUSD LD 6
- One middle school in Local District 5 in LAUSD
 - Clinton Middle School in partnership with Diploma’s Now and City Year Los Angeles

Descriptions

Center X Professional Learning Partners (PLP) support four schools in the Partnership for Los Angeles Schools (PLAS) and at Clinton Middle School in Local District 5. Center X PLPs are dedicated to meeting the needs of teachers and students and use a variety of approaches to working with teachers and students, including Cognitive CoachingSM, Adaptive Schools, Polarity Management, culturally, relevant and responsive pedagogy, content-based coaching, collaboration, demonstration lessons, co-teaching, and classroom action research.

In meeting the unique needs of schools these partnerships include a variety of models. At Stevenson Middle School four content coaches work with teachers on refining teacher practice through collaborative lesson planning and observations. This year, the science department, supported by the science Center X PLP, is participating in Take One!, the National Board for Professional Teaching Standards professional development model in which teachers video tape and analyze their classroom instruction with their peers and reflect on teacher practice through a written commentary. At Jordan High School, a Center X PLP supports the professional development for teachers and bringing together ELA teachers to collaborate around lesson planning. Writing is the focus at Figueroa St. Elementary, where the Center X PLP provides professional development, observations, coaching, and co-teaching experiences for teachers learning to integrate Writer’s Workshop into their district curriculum. Clinton Middle School provides a unique opportunity for our Center X PLP to partner with Diploma’s Now from Johns Hopkins University and City Year Los Angeles to support ELA teachers in providing strategic instruction for students. And at Roosevelt STEM Academy, a small school at Roosevelt HS, the Center X PLP provides coaching support for the principal and is bringing together ELA teachers for collaborative lesson planning.

Additionally, at Huntington Park High School in Local District 6 and with the Local District 6 instructional team, Center X provided professional learning opportunities in developing collaborative groups through Adaptive Schools and Cognitive CoachingSM. At Huntington Park HS, in support of their restructuring process, Center X provided professional development for all three tracks around their Network and Small Schools Missions and Visions and what it might mean to work collaboratively in the new structures of the school.

Through the work at Huntington Park HS, the Local District 6 Superintendent and Leadership Team saw the value in bringing similar work to her Local District 6 Instructional Team. Center X provided professional learning around developing collaborative groups with their instructional team and is

currently engaged in the Cognitive CoachingSM Foundations Seminar to develop the Local District 6 team in their skills in working with administrator and teachers.

EAOP (Early Academic Outreach Program) (2-22-12)

Director Debra Poundsdpounds@saonet.ucla.edu(310) 794-5681

Locations

UCLA Campus Partners:

- BruinCorps
- Center for Community College Partnerships
- The College
- Continuing Education/UNEX
- Academic Advancement Program (AAP)
- School of Education & Information Studies
- School of Engineering/CEED-MESA
- School of Law
- Riordan Program (AGSM)
- Undergraduate Admissions & Relations with Schools
- Vice Provost Initiative for Pre-College Scholars (VIPS)
- Financial Aid Office
- SIAC
- UCLA Graduate and Professional Schools
- UCLA Outreach Evaluation (SRM)

Middle Schools:

- Adams MS
- Audubon MS
- Belvedere MS
- Bethune MS
- Bret Harte MS
- Carver MS
- Crozier MS (IUSD)
- Edison MS
- El Sereno MS
- Griffith MS
- Hollenbeck MS
- Mann MS
- Mark Twain MS
- Monroe MS (IUSD)
- Cochran MS
- Muir MS
- Nightingale MS
- San Fernando MS
- South Gate MS
- Stevenson MS
- Webster MS
- Wright MS

High Schools:

- Antelope Valley HS (AVUHSD)
- Bell HS
- Belmont HS
- Blair HS (PUSD)
- Bravo HS
- Carson HS
- Crenshaw HS
- Dorsey HS
- Fairfax HS
- Franklin HS
- Fremont HS
- Garfield HS
- Hamilton HS
- Huntington Park HS
- Inglewood HS (IUSD)
- Jefferson HS
- King Drew HS
- LA Center for Enriched Studies (LACES)
- Littlerock HS (AVUHSD)
- Manual Arts HS
- Marshall HS (PUSD)
- Monroe HS
- Montebello HS (MUSD)
- Morningside HS (IUSD)
- Muir HS (PUSD)
- North Hollywood HS
- Palmdale HS (AVUHSD)
- Pasadena HS (PUSD)
- Polytechnic
- Roosevelt HS
- San Fernando HS
- South Gate HS
- St. Bernard Catholic HS (LA Archdiocese)
- Sylmar HS
- Washington Prep HS
- Westchester HS
- Wilson HS
- Venice HS
- View Park Charter

Information-Only High Schools:

- Cantwell-Sacred Heart HS (LA Archdiocese)
- Cleveland HS
- Culver City HS (CCUSD)
- Grant HS
- Highland HS (AVUHSD)
- Knight HS (AVUHSD)
- Lancaster HS (AVUHSD)
- Lincoln HS
- Los Angeles HS
- Marshall HS

- Quartz Hills HS (AVUHSD)
- Reseda HS
- Santa Monica HS (SMUSD)
- University HS
- Eastside HS (AVUHSD)
- Jordan HS
- Lynwood HS (LUSD)
- Narbonne HS
- Palisades Charter HS

Main Activities/Goals

Prepare educationally disadvantaged students to be college ready and admissible to the nation’s competitive colleges/universities. Providing services in four main areas:

- 1) academic enrichment activities which include Saturday Academies, Summer Academic Boot Camps, and academic tutoring
- 2) entrance examination preparation
- 3) academic advising which includes the development and monitoring of 3 or 4 year academic plans and junior assessments
- 4) “college knowledge” which includes college application and financial aid workshops, personal statement workshops, campus tours and parent workshops.

UC LEADS (2-22-12)

Director Sonia Zaratesoniaz@lifesci.ucla.edu (310) 206- 2680

Location

UCLA

Partners:

Off-Campus:

- UC Office of the President
- All UC campuses

On-Campus:

- Graduate Division
- Division of Undergraduate Education
- Undergraduate Research Center-Sciences
- Anderson School of Management
- Mindful Awareness Research Center
- Career Center

Description

The University of California Leadership Excellence through Advanced Degrees (UC LEADS) program is a top-tier capstone undergraduate research program. UC LEADS provides funds for the participating students to conduct an independent research project with a UCLA Faculty mentor during the academic year and one summer. UC LEADS also provides funds for the students to participate in mentored research at another UC campus during summer two. Students participate in seminars and workshops that serve as professional development and will prepare them for successful matriculation and completion of a graduate degree in the sciences (hopefully at a UC). Special consideration is given to applicants whose socioeconomic background, access to educational opportunities, and other life experiences, suggest that they will benefit from this type of program, and who demonstrate potential to contribute to the diversity and excellence of research and teaching in higher education.

Goals

The mission of this capstone program is to make leaders, one scientist at a time. The goal is for these students to matriculate to a PhD program at a UC campus.

Main Activities

- Quarterly Journal Club. Both Fall and Winter quarters serve to increase the student’s scientific knowledge base since they are each presenting and discussing on topics from Life and Physical Sciences as well as Applied Mathematics. Spring quarter is focused on leadership.
 - Fall quarter the fellows present their summer research findings to increase their comfort in presenting their own research..
 - Winter quarter the focus is on increasing the student’s comfort in reading, synthesizing and presenting primary literature papers in their research topic and/or major.
- Leadership Seminar. The goal of the leadership seminar is to facilitate the student’s ability to “lead from who they are” by identifying their own and other people’s strengths and learn ways to foster improvement in themselves and others.
- Spring quarter the students participate in leadership seminars and engage in an experiential learning project that will complement the seminar topics (awareness, intention/purpose, presence, collaboration and moving into action/execution).
- Opportunities to share their research findings and identify as up-and-coming scientists; attendance and participation at regional and national conference.
- Networking opportunities to receive information about academic and professional prospects
- Community building activities; social events to build support networks.

Law School (2-22-12)

Executive Director: Leo Trujillo-Cox.....	Trujillo@law.ucla.edu	(310) 794-5720
Associate Director: Tony Tolbert	Tolbert@law.ucla.edu	(310) 794-8841

Locations-- Partners include the following campus and community programs:

- UCLA School of Law
- Academic Advancement Program
- Career Based Outreach Program
- Constitutional Rights Foundation
- Early Academic Outreach Program
- Student Initiated Access Groups
- UCLA Career Center
- Bruin Guardian Scholars Program & Student Group
- The Bruin Resource Center
- UCLA Office of Student Affairs

Main Activities/Goals

- The Law Fellows Program is UCLA Law’s cornerstone academic outreach initiative. The program, now in its fifteenth year, is a pioneering academic development initiative designed to ensure equity, access and excellence in legal education.
- The objective of the program is to encourage and prepare a diverse group of high-potential undergraduates and recent graduates to pursue careers in law, or said differently, into, through, and beyond law school.

- Each year, the program works with nearly 100 new undergraduate students and college graduates from more than a dozen schools throughout California and across the country.
- Through a series of Saturday Academies, Law Fellows engage in academic and career programming designed to increase their competitiveness for admission to law school, demystify the law school experience, and facilitate their entry into the legal profession.
- Academies offer professional-level instruction by law faculty, in which participants are exposed to cases and a variety of other materials used in law school.
- Each Fellow is assigned a law student mentor with whom they interact throughout the year.
- Informative seminars and panel discussions, designed to demystify the law school experience and practice of law, are led by staff, practicing attorneys, and other members of the legal community.
- Each Fellow who successfully completes the program receives a full scholarship for an LSAT preparation course.
- Participants complete a “Juris Doctorate Action Plan” and meet with the directors of the Program regularly, often over the course of several years until they matriculate to law school and beyond, receiving continuous academic support, mentoring, counseling, career guidance, and advising on all aspects of the law school application process.

Medical School Programs (2-22-12)

Director Liz Yzquierdo.....eguerrero@mednet.ucla.edu(310) 825-3575

Locations

UCLA pipeline programs:

- Academic Advancement Program, HIGH AIMS
- Early Academic Outreach Program
- Latino Medical Student Association UCLA/Drew Chapter-mentorship
- Prologue to Medicine, Medical School Pre-entry Program
- Student National Medical Association UCLA/Drew chapter-mentorship
- Summer Medical Dental Enrichment Program (SMDEP)
- UCLA Premedical/Pre-Dental Enrichment Program (UCLA PREP)
- UCLA Premedical/Pre-health Student Organizations
- UCLA Re-Application Program (UCLA RAP)

Enrichment Program Targeted partner schools:

- American River College
- CSU campuses (Dominguez Hills, Long Beach, Los Angeles, Northridge, Cal Poly, San Bernardino)
- East Los Angeles College
- Hispanic Serving Institutions (national)
- Historically Black Colleges and Universities (national)
- LMU
- Los Angeles Valley College
- Mt. San Antonio College
- Occidental College
- Santa Monica College
- Stanford University
- UC campuses (Berkeley, Davis, Irvine, Los Angeles, San Diego, Santa Cruz, Santa Barbara,
- University of Southern California

Main Activities/Goals

- Provide targeted students from with a means to strengthen their ability and readiness to study medicine and dentistry through their participation in a rigorous summer program for UCLA PREP students and an 11-month comprehensive program for UCLA RAP participants.
Students are exposed to the rigorous prerequisite basic science review classes, hands-on clinical preceptorships in community and research settings, and admissions tests preparation, conducted by medical and basic science faculty or community practitioners. Students are mentored in small group clusters, led by current medical and dental students.
- Program alumni are tracked and follow-up counseling is continued until the student enters and completes professional training
- Provide medical school admission information to colleges, universities and prehealth student organizations
- Attend local pre-health and national conferences provide information on our medical education and pipeline programs

SIAC (Student Initiated Access Center) (2-22-12)

SIAC Advisor Jose Leonprovide emailprovide phone

School Locations

- Belmont HS
- Bret Harte MS
- Carson HS
- Central Continuation HS
- Civitas School of Leadership
- Compton HS
- El Camino Community College
- Jordan HS
- Leuzinger HS (CVUHSD)
- Long Beach Polytechnic HS
- Morningside HS (IUSD)
- San Gabriel HS
- Santa Monica HS (SMMUSD)
- Tetzlaff Middle School
- West Adams Preparatory HS
- Westminster High School

Community Center Sites

- Pico Youth and Family Center
- Southern California Indian Center
- Los Feliz Public Library
- Torres-Martinez Tribal TANF (Long Beach and Commerce)
- Al-Hiba Islamic Institute

Main Activities/Goals

- American Indian Recruitment
- Higher Opportunity Program for Education
- MEChA Xinatchli
- Mentors for Academic And Peer Support
- Pacific Islander Education and Retention
- Samahang Pilipino Advancing Community Empowerment
- Students Heightening Academic Performance through Education

Main Activities/Goals

- Seven (7) individual projects, with 1 FTE per project and part time student staff ranging from 10 to 50
- The projects which work collaboratively to increase access to higher education for Southern California and Reservations in the south west United States.

- Works to target K-14 students from low income communities who have historically low representation in institutions of higher education
- Target students from all academic backgrounds, focusing on students from at-risk populations, including but not limited to: foster youth, English Language Learners, low-income, below 2.5 GPA
- Work primarily with students from high school, with some elementary and middle school students at the community center sites
- SIAC staff/volunteers provide weekly, ongoing services to the sites, including one-on-one peer advising, tutoring, skills building and workshops
- Quarterly field trips, parent dinners and workshops
- Projects partner with various student, campus and community organizations to host large scale events promoting higher education
- All projects have a mechanism for parental involvement
- Two projects (AIR and SPACE) serve the community college population as a target population
- One project (AIR) serves American Indian tribal/reservation communities throughout South West United States.
- Undergraduate student staffs are reflective of the diversity of our target population; some of the staff/volunteers are graduates of those very schools
- Encourage academic success and the pursuit of graduate school, as well as personal and professional development for the undergraduate student staff/volunteers
- With the UCLA student population, provide ongoing personal and professional development via an annual training, weekly staff meetings, staff developments and one-on-one reflection meetings

SRM EVALUATION GROUP (GSE&IS) (2-22-12)

Evaluator Anne Voannevo@ucla.edu

The SRM Evaluation Group has continued to offer its assistance to APEP Partners between Spring 2011 and Winter 2012. The focus of our efforts during this time has been assisting various partners with logic model and instrument development as well as providing consultations concerning data management. These activities have been conducted in the spirit of building programs' capacities to engage in evaluation. As such, they are executed in partnership with staff. The SRM Evaluation Group has facilitated the previously mentioned activities with the following APEP partners:

- BruinCorps
 - Development of evaluation proposal and plan;
 - Development of program logic model;
 - Development of tutor and tutee surveys for evaluation of the BruinCorps program;
 - Conducted evaluation of the BruinCorps program; and
 - Development of parent and student surveys for VISTA workshops.
- Center for Community College Partnership (CCCP)
 - Development of a center-wide logic model
- Early Academic Outreach Program (EAOP)
 - Development of program logic model and
 - Consultation regarding database development/data management.
- Samahang Pilipino Advancing Community Empowerment (SPACE) (a SIAC program)
 - Development of program logic model
- Together in Education in Neighborhood Schools (TIE-INS)
 - Development of program logic model and
 - Development of parent and teacher surveys.

- UCLA Extension - Department of Humanities, Sciences Social Sciences and Health Sciences
 - Development of needs assessment survey for continuing education classes

The SRM Evaluation Group will continue working closely with respective APEP Partners to complete these various ongoing consultations. The next step for most Partners entails identifying and prioritizing evaluation questions based on the developed logic models and determining the sources of existing data that can be used to address those questions.

UARS Community College Programs (2-22-12)

Associate Director Rosa Pimentelrpimente@saonet.ucla.edu(310) 825-4697

Locations

California Community Colleges:

- | | | |
|-------------------|-----------------|------------------------|
| • Antelope Valley | • Irvine Valley | • Pasadena |
| • Cerritos | • LA Harbor | • Rio Hondo |
| • Chaffey | • LA Mission | • Riverside (3 sites) |
| • Citrus | • LA Pierce | • Saddleback |
| • Compton | • LA South West | • San Bernardino |
| • Cypress | • LA Trade Tech | • Santa Ana |
| • El Camino | • LACC | • Santa Barbara |
| • ELAC | • Long Beach | • Santiago Canyon |
| • ELAC satellite | • Moorpark | • Santa Monica College |
| • Fullerton | • Mt. Sac | • Ventura |
| • Glendale | • Orange Coast | • West LA |
| • Golden West | • Oxnard | |

Main Activities/Goals

- Inform prospective transfer students of the transfer requirements for CSU & UC
- Target students for UC & UCLA via one-on-one advisement
- Track and support student applications for UCLA
- Provide presentations on transfer, majors, financial aid, housing and support services
- Counselor in service training
- Student Transfer Opportunity and Mentor Program provide student mentorship, tours, and annual conference.
- Co-program Transfer Alliance Program (TAP) conference with College L&S for annual fall event at UCLA for prospective students.
- Regional Counselor In Service training @ Fresno/Merced Region.
- UCLA Bruin Transfer Days @ UCLA for Fall and in Spring (NOR CAL)
- College Week Live online event in Winter for prospective students.
- UCOP conferences for transfer staff and directors-UC Counselor Conferences & Ensuring Success-presentations by various UARS staff.

MESA (Mathematics Engineering Science Achievement) (from website)

Director Rick Ainsworth.....rique@ea.ucla.edu(310) 206-6493

Participating schools include:

Senior High Schools

- Crenshaw High School
- City Honors High School(IUSD)
- Dorsey High School
- Fairfax High School
- Hamilton High School
- L.A.C.E.S.
- Los Angeles High School
- Morningside High School (IUSD)
- University High School
- View Park Prep Charter High School (Indp. Charter)
- Westchester High School

Middle Schools

- Audubon Middle School
- John Burroughs Middle School
- Emerson Middle School
- Monroe Middle School (IUSD)
- Parent K-8 School (IUSD)
- Webster Middle School
- Wright Middle School

The UCLA MESA Schools Program (MSP) is one of 22 university centers in the Mathematics Engineering and Science Achievement (MESA) Statewide organization. MESA's mission is to enable economically disadvantaged students to prepare for and pursue a math-based degree in areas such as science, technology, engineering, or mathematics (STEM).

Beginning in 1997 with only five schools, UCLA CEED's MESA Program currently serves 18 schools and over 800 students in the Los Angeles Unified and Inglewood Unified School Districts .

Each MESA school site is supported by 2-3 teachers who serve as MESA advisors and coordinate STEM activities for enrolled students. In addition, MESA high school students benefit from the support of college counselors who have joined our team of MESA advisors.

BruinCorps (2-22-12)

Director Debra Poundsdpounds@saonet.ucla.edu(310) 794-5681

Partners/Activity locations

Los Angeles Unified School District

- *Elementary schools*
 - 59th Street Elementary
 - Nora Sterry Elementary
 - Brockton Elementary
 - 42nd Street Elementary
 - Tom Bradley Elementary
 - UCLA Community School
- *Middle schools*
 - Audubon Middle School
 - Belvedere Middle School
 - Bret Harte Middle School
 - Carver Middle School
 - Emerson Middle School
 - Webster Middle School
- *High Schools*
 - Crenshaw High
 - Dorsey High

Community Based Organizations

- Culver City Teen Center
- Hope Street Family Center

- YMCA – East LA
- YMCA – South LA
- Para Los Niños – Liemert Park
- Hispanic College Fund (Belmont, Roosevelt, Santee)
- UCSD – EAOP (Gompers Academy MS, Lincoln HS)

Campus Partners

- Financial Aid Office
- EAOP
- Center for Community College Partnerships
- SIAC
- Graduate School of Education and Information Studies

Main Activities/Goals

UCLA BruinCorps is a community service learning program of UCLA Student Affairs consisting of a tutoring program and AmeriCorps VISTA. With the goal of providing equal access to educational opportunities, UCLA students tutor students in under-resourced communities in East, West and South Los Angeles and the San Fernando Valley. The AmeriCorps VISTA sponsors a College Career Center project in middle schools and community-based organizations in these communities. Through these programs, BruinCorps’ members and volunteers serve students in elementary, middle and high schools.

UCLA Community School (GSE&IS) (2-22-12)

School-Community Program Liaison Merle Price mprice@gseis.ucla.edu (310) 206-9936

Location

Mid-city in LAUSD Local District 4 at the former Ambassador Hotel site, now known as the Robert F. Kennedy Community Schools complex.

Description

The UCLA Community School (UCLA-CS) is a unique partnership among the Los Angeles Unified School District (LAUSD), the University of California, Los Angeles (UCLA), and the local community. These partners have created a small autonomous K-12 pilot school, similar to a charter school, in a historic school complex that serves neighborhood students from Pico Union and Koreatown in Central Los Angeles. On September 9, 2009, UCLA-CS opened its Lower School with 340 students in Kindergarten through 5th grade. In September 2010, the Upper School was added and the school grew to 840 neighborhood students, Kindergarten through 11th grade. In Fall 2011 the school reached its capacity with approximately 1,000 K-12 students.

UCLA-CS belongs to the progressive tradition of university-based lab schools (such as UCLA Lab School), the Coalition of Essential Schools, and the national small and community schools movements. The school's approach to teaching and learning honors the role of students in constructing their own learning and developing their knowledge, skills, and passions—facilitated by caring and wise adults, other students, and engaging educational experiences within and beyond the classroom. It also honors the role that public education plays in our democracy and seeks to instill in students a commitment to justice and the common good.

From 2008 to 2009, an Advisory Board representing all partners laid out the core competencies they envisioned for students and what was needed to achieve this vision. These competencies were further elaborated by the teaching faculty throughout a two-year design process and now serve as

the foundation for curriculum planning and assessment as well as professional growth and evaluation. The UCLA Community School envisions that all students will graduate able to fully engage in adult life, equipped with the following four core competencies:

- Learning with passion and self-direction
- Mastery of academic content knowledge and skills
- Being bi-literate, bi-lingual, and multi-cultural
- Active and critical participation in society

These competencies will be developed in students over time and through a variety of engaging educational experiences, strong relationships, and democratic structures. The school website, <http://uclacommunityschool.gseis.ucla.edu/>, includes The 2010-11 Annual Report which describes the second year of the school's efforts (2010-2011) to set its progressive vision in motion. Also on the website are The Fact Sheet, which provides a one-page summary of the school and its structures, and the school's information booklet which provides a helpful overview of the school's background and mission.

PARTNERS: The UCLA Community School represents a partnership between the Los Angeles Unified School District, UCLA, and a powerful coalition of community-based organizations called the Belmont Education Collaborative.

UCLA Community School Partners include:

- | | |
|---------------------------------------|-------------------------------------|
| • UCLA | • Los Angeles Small Schools Center |
| • Los Angeles Unified School District | • Central American Resource Network |
| • Belmont Education Collaborative | • Alliance for a Better Community |

UCLA Lab School (2-22-12)

Outreach Coordinator Sharon Suttonssutton@ucla.edu(310) 825-1325

Locations:

Institute and Educator Day attendees from:

- | | |
|--|--------------------------------------|
| • Camarillo Academy for Progressive Education (CAPE) | • Lawndale School District |
| • Chinese American International School | • Long Beach USD |
| • Citizens of the World Charter School | • Los Feliz Charter for the Arts |
| • El Segundo USD | • Magnolia Elementary |
| • Fountain Valley USD | • Pleasant Valley School District |
| • Hermosa School District | • Pomona USD |
| • Heschel Day School | • Rowland Heights USD |
| • Hong Kong Schools | • Santee School District |
| • Hyogo University (Japan) | • Santa Monica-Malibu USD |
| • LAUSD | • Tustin USD |
| • Larchmont Charter | • Ventura County Office of Education |
| | • Westside Neighborhood School |
| | • Westwood Charter |

Conferences and Presentations

- American Educational Research Association (AERA)
- California Association for Bilingual Education (CABE)
- Computer Using Educators (CUE)
- International Society for Technology in Education (ISTE)
- National Arts Education Conference
- National Council of Teachers of Mathematics (NCTM)

Main Activities/Goals

- Districts/schools sending significant number of teachers to Critical Thinking Institute (project-based learning, information management, and technology integration)
- Schoolwide professional development on Inquiry in Action
- Developing assessments for Common Core Standards (CCS)
 - Reading and comprehending informational text
 - Writing informative and explanatory text
- Multi-year project on research and development of a dual language program with focus on evaluation and implications for improvement of program design
- Development of Safe Schools (“Cool Tools”) Curriculum for dissemination to other schools
- Launch of Educator Days on the second Thursday of each month beginning in November. Provides a snapshot of various programs including Writers Workshop, Readers Workshop, and Cognitively Guided Instruction (CGI) in mathematics.

UNEX Education Programs (No Update)

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Locations

- School districts in southeast LA Professional Development consortium led by Norwalk-La Mirada USD
- LAUSD and school districts throughout LA County
- LA Universal Preschool agency
- LACOE, Kern County Office of Education, Inyo County Office of Education
- CAPSES (California Association of Private Special Education Schools)
- College of the Canyons – Santa Clarita
- Charter Schools

Main Activities/Goals

- Courses applicable to a K-12 credential: computer technology, health education for teachers, methodology course for teaching English language learners, special needs learners
- Designated Subjects Teacher Credential Program
- Early Childhood Certificate Program
- Reading Certificate Program
- Education Specialist Credential Intern Program
- Single Subject Credential Intern Program
- CLAD Through CTEL Certificate Program
- Juvenile Justice Educator program
- Parents as Educators courses
- Educating students with autism course for the Education Specialist credential legislation
- Professional development for K-12 teachers
- Environmental education training for teachers and administrators in accordance with the California Environmental Education Initiative (EEI)
- Participation in the development and implementation of a collaborative UNEX-wide Global Sustainability Certificate Program
- Updating and revision of TESOL and TEFL Certificate Programs
- Community College teacher and administrator courses
- K-12 principal and administrator courses
- Education psychology courses
- Project-Based Learning courses
- Differentiated Instruction courses
- Integrating Art and Creative Writing into the Curriculum courses.

UCLA TIE-INS Collaboration (GSE&IS) (2-22-12)

Coordinator Christine Shen.....shen@gseis.ucla.edu(310) 794-9852

Location

The four TIE-INS schools (Brockton Elementary, Nora Sterry Elementary, Emerson Middle School, and University High School) are all within a few miles of UCLA.

Description

TIE-INS (**T**ogether **I**n **E**ducation **I**n **N**eighborhood **S**chools) is a collaboration between UCLA and Nora Sterry Elementary School, Emerson Middle School, and University High School. Chancellor Gene D. Block announced it May 18, 2009. It represents a partnership between LAUSD and UCLA, memorialized in a Memorandum of Understanding that provides seat space for children of UCLA faculty and staff, in exchange for services provided to the schools by UCLA.

The collaboration enables children of UCLA employees who live outside the attendance area to go to these four public schools, which are near the UCLA campus. In exchange, UCLA—with guidance from the schools’ leaders—provides assistance and enrichment in support of high achievement for all students in these schools. A coordinator for TIE-INS, appointed in the fall of 2011, has been effective as a point of contact for services to the schools which include resources for professional development, tutoring for students, field trips to campus, programs for parents, and summer enrichment opportunities.

The participating schools are in Los Angeles Unified School District Local District 3, and each has a rich history with UCLA. Any UCLA employee’s child who is selected by UCLA for enrollment in any of the TIE-INS schools is guaranteed the opportunity to attend through high school graduation so long as the child meets the usual expectations for academic performance, attendance, and citizenship. Once part of TIE-INS, there is no need to reapply each year in order to continue to participate, as is required by many other programs.

The original plan for TIE-INS was to start in 2009-10 with a small number of children enrolled in kindergarten and first grade and build up enrollment in subsequent years. TIE-INS was more popular than expected, and parents were interested in all three schools available at that time. Consequently, TIE-INS began September 2009 with 41 children enrolled at Nora Sterry Elementary School, 23 youngsters enrolled at Emerson Middle School, and 16 teenagers enrolled at University High School. In its second year, TIE-INS has an enrollment of 161 children of faculty and staff. Currently, in its third year, TIE-INS has an enrollment of 184 children of faculty and staff.

All UCLA academic appointees and career (non-probationary) staff at any classification level are eligible to apply. Applications for the 2012-13 school year will be announced in the fall.

Vice Provost Initiative for Pre-College Scholars (VIPS) (no update)

Director Jonli Tunstalljtunstall@college.ucla.edu(310) 825-2366

Locations:

Pasadena Unified School District:

- Blair HS
- Marshall Fundamental HS
- Muir HS
- Pasadena HS
- LAUSD District 3:

- Crenshaw
- Dorsey
- Hamilton
- LACES
- Westchester
- LAUSD District 7:

○ King-Drew Medical Magnet
Informational Schools:

- San Fernando High School
- North Hollywood High School

Main Activities/Goals

- Increase the number of underserved students at UCLA—eligible, admitted and enrolled.
- Services: professional development, Buddy Days, career, major seminars, informative parent nights, graduate and professional school mentoring, summer programs, Saturday academies, and college workshops.

Arts Education Program and Visual and Performing Arts Education Minor (Arts & Architecture) (Updated 2-22-12)

Contact: Associate Dean Barbara Druckerbdrucker@arts.ucla.edu.....(310) 825-7005

As of July 1, 2009, the School of the Arts and Architecture (SOAA) scaled back its small, but important K-12 outreach program, ArtsBridge. The staff position of Director was not renewed and the duties of that position were taken over by the Associate Dean of Academic Affairs. Despite the loss of the full-time director position, in 2009-10 SOAA continued working with 9 ArtsBridge scholars and 2 graduate student mentors at 2 public school sites.

During 2009-10, the Associate Dean researched how best to offer this program in the future, taking better advantage than heretofore of the rich collaborative possibilities existing between campus programs, such as the Center for Community Learning, UCLA Live and the Hammer and Fowler Museums' educational and outreach programs, and interested SOAA, TFT and GSEIS faculty. In spring 2009, an Arts Education Committee was convened to explore the collaborative outreach and curricular possibilities existing at UCLA. Based on these discussions, the Visual and Performing Arts Education (VAPAE) minor for the School of the Arts and Architecture was developed.

As of June 30, 2010, the ArtsBridge program in SOAA was formally suspended. Its core courses (AA102, 192 and 192SL) became the basis of the Arts Education Teaching Sequence (AETS) in the newly approved VAPAE minor. The maximum number of students initially accepted into the minor was to be 20 undergraduates. As of December 2010, the Arts Education program in the School received a generous grant, therefore allowing the program to increase its number of VAPAE minors to a total of 40, and to double the number of teaching sequence (AETS) offerings for the 2011-12 academic year.

In 2009-10, the number of public schools involved with ArtsBridge was reduced from 17 to 3 (Jefferson Elementary School, Jordan High School and UCLA Community School) in order to focus efforts and use limited resources more efficiently. For 2010-11 the school sites basically remained the same (except for adding the Sylvia T. Salvin Special Education Center). For the 2011-12 academic year the number of collaborating school sites remained stable, and will for 2012-13.

School site locations for 2012-13

- UCLA Community School (continuation – main site)
- UCLA LAB School (new site)
- Sophia T. Salvin Special Education Center (continuation)
- UCLA Tie-In Schools (new sites, if needed)
- Jefferson Elementary (on hold)
- Jordan High School (on hold)

Updated Main Activities for 2012-13

- Develop creative partnerships in arts education that bridge UCLA arts faculty and students with artists, teachers, and students in under-resourced schools and/or classrooms in Los Angeles.
- Expand participation in arts education by supporting college preparedness of young artists in urban spaces.
- Introduce and prepare undergraduate students for graduate school majoring in arts education
- Assist and support the efforts of classroom teachers to better realize their goals of providing culturally relevant, high quality arts education opportunities for their students.
- Work creatively with schools to build community through the arts, and to envision and help implement structural improvements in their arts education programming.
- On campus, to educate and mentor young artists interested in becoming teaching artists.
- Facilitate access for teachers and students in under-resourced schools to take advantage of UCLA Arts' outreach programs.
- Facilitate access for teachers and students in under-resourced schools to take advantage of UCLA Arts' cultural institutions such as the Fowler Museum, the Hammer Museum and UCLA Live.

Student Affairs Information and Research Office (SAIRO) (Updated 2-22-12)

Contact: Kristen McKinney.....mmckinney@saonet.ucla.edu.....(310) 794-7860

The Student Affairs Information and Research Office (SAIRO), is the research and assessment office for UCLA's Student Affairs Organization. SAIRO's primary research and assessment activities center on three core activities: 1) quantitative and qualitative data collection, analysis, and distribution (including the administration of a number of campus-wide student surveys including the Freshman Survey, Transfer Student Survey, DLE, UCUES, and SA Graduate and Professional Student Survey), 2) data request and consultation services, and 3) Student Affairs Program Review coordination and oversight. SAIRO's mission is to support the learning and development of the whole student by 1) developing the capacity of the Student Affairs organization and other stakeholders to collect, interpret, and utilize data to enhance the quality of students' educational experiences and campus environment; 2) providing reliable, timely, and useful information about students and their experiences; and 3) helping SA departments assess and document the effectiveness of their programs and services. Essentially, SAIRO's purpose is to keep SA staff up to date about the backgrounds, experiences, and needs of students; assist SA departments in assessing their services; and contribute to campus-wide and UC system-wide research and assessment efforts.

First Star UCLA Summer Guardian Academy (2-22-12)

Director: vacant

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Partner: First Star

Activity Locations: UCLA campus

In the spring of 2011, UCLA and First Star partnered to create the **First Star UCLA Summer Guardian Academy** as a first, scalable step to leveling the educational playing field for the Foster Youth of Los Angeles. Aiming to provide an intensive college prep experience for rising 9th grade foster youth, the first cohort of 30 youth were selected to participate in the Summer Academy 2011, a 5 ½ week residential program followed by monthly, all-day Saturday sessions throughout the academic year. With the addition of six youth, the cohort returns to campus for Summer Academy 2012 to commence the second of a planned four-year program that aims to prepare participants for successful matriculation to 2 or 4-year colleges and universities. The program will also expand to

campuses nationwide in summer 2012, thus creating an entirely new avenue where Foster Youth build happy and productive lives, based upon excellent secondary education.

The **First Star UCLA Summer Guardian Academy** provides a residential environment that includes:

- An annual 5-week residential college stay, beginning in students' rising 9th grade year and continuing throughout the students' high school years, with highly proficient, experienced staff
- A comprehensive introductory college immersion program
- 4 UCLA undergraduate academic course credits, totaling 16 units for the four year program
- Encouragement, motivational training, Life Skills instruction.
- A laptop computer, video camera and comprehensive instruction in self-advocacy and expression through the safe and proficient use of these technologies.
- A caring adult network, foster "alumni," and young adult mentorship
- Superior individualized attention and services
- Integrated, interdisciplinary UCLA campus programs and resources
- Access to selected campus services
- Top quality, healthful food services
- Monthly follow up programs and evaluation

UCLA Volunteer Center (from Website)

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<http://volunteer.ucla.edu/about/>

The UCL Volunteer Center was launched by its first project: UCLA Volunteer Day on September 20, 2009, which has become the nation's largest service project for new university students. A project that began with 4,000 participants with eight service projects has grown to involve more than 8,000 UCLA community members at sites that reach every major community in the city.

The Volunteer Center has expanded to organize more than seven other unique annual programs and events that involve the greater Bruin community in civic engagement. And though its website and use of social media, the Center also serves as a hub for community planning material, how-to guides, recognition of community leadership, opportunities for volunteers to share their experience and connect with others, and access to an interactive database and calendar of volunteer opportunities in Los Angeles.

The Volunteer Center also serves as a model for the planning, design, implementation, and management of large-scale community projects that can be replicated by other universities, companies, and organizations.