

The ACCESS Center's Strategic Planning Report

I. Executive Summary

The Southern California Science and Engineering Career ACCESS Center, located on the campus of California State University, Los Angeles, was begun in 1989 as a consortium of university, community college, and pre-college campuses working in active partnership with the corporate sector, professional organizations and the community. It was established with the mission of preparing economically disadvantaged middle and high school students, traditionally under-represented in math, science, and engineering, for college and future career success in these fields. In addition, the Center was to develop and manage model educational programs that offer technical assistance to school districts, and aid in their curriculum reform efforts. To accomplish this mission of student academic success and school curriculum reform the ACCESS Center has initiated programs in faculty professional development and direct student intervention. Both these program areas include: curricula structured to be interactive and furnish practical, hands-on experience in math and the sciences; teacher leadership and parental involvement components designed to create an atmosphere conducive to student learning; and long-term data collection and evaluation devised to monitor student progress and academic success.

The ACCESS Center's strategic placement on Cal State LA's campus has allowed the Center to draw from the exceptional resources of the University's Charter School of Education and School of Engineering and Technology. Working with the faculty of these schools the Center has been able to formulate an extensive array of cutting-edge teacher professional development and student intervention programs. In addition, the Center works with the Program Evaluation and Research Collaborative (PERC) at the Charter School of Education in creating evaluation instruments for its programs and designing research studies for the monitoring of its students academic progress.

During the past seven years, CSLA has supported the ACCESS Center in a number of ways such as providing release time and partial salaries for faculty involved in the Center's middle and high school math and science programs. The University has opened its laboratory and residential facilities and equipment to the Center for use in its teacher professional development and student enrichment programs. Also, CSLA has loaned members of its administrative staff for parent and student workshops in university admissions, financial aid and the University's Educational Opportunity Program.

CSLA faculty members and ACCESS Center staff have worked effectively together in the areas of curriculum coordination and development, program planning and implementation, formulating and presenting university-based lectures and projects for middle and high school students, and providing academic tutoring and mentoring in order to nurture the untapped academic potential of these students. As a result of this thriving collaboration, the ACCESS Center has:

- 1) established an extremely successful University Preparatory Program (UPP) model that has already enabled more than 100 economically disadvantaged students to enter college, which is now being replicated at three other high schools;
- 2) developed the University-based Residential Intensive Math and Science Academy and Saturday Science Academy that have worked to motivate and encourage more than 300 middle school students to achieve in math and science with practical, hands-on experiments and projects in these fields; and
- 3) created teacher professional development programs that have trained more than 450 teachers, working in 20 school districts, in quality, interdisciplinary approaches to middle school math and science by demonstrating how complex bio-chemical mechanisms and important algebraic concepts may be conveyed to average students from low-income urban communities.

The ACCESS Center also has supported with both technical assistance and funding, Mathematics, Engineering, Science Achievement (MESA) and Junior MESA programs, a Mobil Science Museum, a math enrichment component of Young Black Scholars, and two residential summer math and science intensive programs for middle and high school minority girls covering schools in Long Beach, Inglewood, Los Angeles and Pasadena school districts.

But, the Center's educational programs have grown to the point where it needs to strengthen the coordination between its middle and high school programs to insure maximum benefit for the students, and continuous monitoring for appropriate program evaluation. Also, to increase the rate of systemic math/science reform in the Los Angeles Basin, the Center is reorganizing its faculty professional development program into a two-year institute that includes a summer academy in both life and physical science, as well as the integrated use of computer learning with the science curricula.

Given the changing political climate, and the stage of growth at which the Center finds itself, it has become necessary to diversify its funding sources. These funding and program changes have required the Center to take a long look at the direction in which its programs are heading. Consequently, the senior management and program staff instituted a strategic planning process to evaluate the Center's operations from mission goals, program objectives, personnel requirements, and implementation procedures to budgeting, fundraising, and board development.

The results of this strategic planning process have given the Center's staff a clearer vision for program direction and implementation, as well as the impetus to begin restructuring, and giving greater responsibility to, the board of directors for fundraising and organizational development. A two-day working meeting of the ACCESS Center's National Advisory Board and Regional Advisory Council will take place November 15th and 16th to review the strategic plan, conduct a board assessment, and form board committees related to fundraising, media and marketing, recruitment, and program development.

II. Evaluation of the Center's Mission and Goals

The image and mission of the ACCESS Center must be clear and understandable if its overall programs are going to be effective. In addition, this mission must match the actual needs of the community the Center is trying to serve, i.e. economically disadvantaged "B/C" students in the Los Angeles Basin.

Currently, in Los Angeles County only 59 percent of high school students actually graduate, and many of those who do graduate are not prepared for the rigors of college level courses. A recent study conducted by California State University Officials revealed that "the percentages of unprepared students at the Los Angeles-area campuses were as high as four times those recorded elsewhere in the state. At Cal State Northridge, for example, almost 70% of freshmen were unprepared in either English or math." (Los Angeles Times, March 26, 1996).

Unfortunately, economically disadvantaged "B/C" middle school students are severely under-served, since they are neither identified as gifted nor labeled as remedial. Consequently, when left on their own, high percentages of these "average" students do not graduate from high school, and those who do graduate are insufficiently prepared for college. In addition, the provision of quality education during students' middle school years is critical to their future success in mathematics and the sciences (**Caught in the Middle: Educational Reform for Young Adolescents in California Public Schools**).

The poor academic success rate in Los Angeles County can be traced to the need for high quality education during students' middle school years. Presently, middle school teachers in California do not have a specific credential requirement for teaching middle school students. In addition, approximately 50 percent of the teachers within Los Angeles are working with "emergency authorization" for teaching in math and science (Los Angeles Times, September 13, 1996). Moreover, most teachers have no knowledge or facility in computer skills related to teaching these subjects in the classroom, as called for in the most recent California Science Frameworks. As a result, many of these teachers are woefully under-prepared to teach in the areas of math and science with any level of competence or confidence. However, if students, particularly from low-income urban communities, are going to function effectively in the world of the 21st century, both they and their teachers must be literate in science, math and information technologies such as computers.

Given the above facts, the Center in evaluating current community problems listed the following as the most critical needs to be addressed:

1. A lack of proper teacher preparation in math and science, particularly at the middle school level.
2. Poor math/science education available in Los Angeles middle and high schools.

3. Substandard student performance in math and science courses.
4. Little exposure to math and science career opportunities.
5. Low college going and retention rates for economically disadvantaged students.
6. No training for teachers and administrators in working with multicultural classrooms.
7. Few bilingual or English enhancement resources for teachers and students.
8. A lack of parental involvement and empowerment in relation to their children's education.

With the articulation of the above community problems to be addressed, it became necessary for the Center to rewrite its mission statement in order for it to provide the right sense of direction for future program development.

The Mission of **The ACCESS Center at Cal State LA** is to design and implement effective educational models that enable urban middle and high school students, traditionally underrepresented in math, science and engineering, for college and future career success in these fields. Consequently, the goals of the ACCESS Center are to:

- Nurture and enable students, with unrealized potential, to achieve academic success in math and the sciences,
- Significantly improve the capabilities of higher education institutions to recruit and retain student underrepresented in the fields of math, science and engineering,
- Institute professional development programs that enhance the teaching capabilities of middle and high school educators, and
- Establish the Center as a resource for collaboration with administrators, teachers, parents and students.

In light of this new mission statement the Center began re-evaluating the goals for both its programs and its target population of administrators, teachers, students and parents. **(Please see the chart on the following page for the Center's program and target population goals.)**

III. Assessing Organizational Strengths and Weaknesses

In addition to having a clear and understandable mission, the Center needed an accurate and honest assessment of its strengths, weaknesses, obstacles, opportunities, and threats (SWOT). What are those factors working for and against the Center in carrying out its programs; What is the Center's competition; and what is the outside World's perception of what the Center does and the quality of its work? In evaluating the Center's current strengths and weaknesses the staff compiled the following lists, and ultimately concentrated on possible courses of action to address these conditions.

A. The Center's Strengths

1. A strong connection with CSLA and responsive faculty.
2. Knowledgeable and loyal staff.
3. Dr. Cobb's leadership and influential contacts.
4. Strong practical and theoretical background for the programs currently in operation.
5. The professional development and student intervention programs managed by the Center serve a real societal need.
6. A proven history and ability to build effective programs.
7. Some respect and standing with the local educational community.
8. The credentials of the National and Regional Advisory Boards are impressive.
9. Links to a large network of national educational reform organizations such as: The Algebra Project, Inc., NSF, QEM, and COMAP.
10. Student and teacher alumni of our programs report success.

B. The Center's Weaknesses

1. Limited connections with community leaders and state and local politicians, particularly from within the various ethnic communities.
2. Need to use the talents of the National and regional Advisory Boards more effectively.

3. In spite of its campus connection the Center needs to improve its utilization of campus resources, as well as its image and profile on campus.
4. No endowment or emergency fund, making finances a constant worry.
5. Frequent lack of comprehensive planning related to program implementation and special events.
6. Communication, both written and verbal, within the organization and among its senior staff needs improvement.
7. Lack of efficient record keeping.
8. Tendency to run with every good program idea that comes along rather than determining if it fits into the Center's overall mission.
9. Often not learning from previous mistakes in program planning and implementation.
10. Staff is overworked and mis-utilized, causing the Center to fall short of its capabilities.
11. Have not developed overall program budgets on an annual basis to assist with the Center's development and fundraising efforts.
12. Have not followed-up our program research findings with the reports, articles or lectures necessary to get our message and program capabilities out to a wider audience.

C. Obstacles Facing the Center

1. Political atmosphere becoming more negative with regard to affirmative action and government funding.
2. The Center's staff and organization is small compared to the magnitude of the problems in Los Angeles.
3. The geography of the Los Angeles Basin (and the number of school districts) makes program coordination difficult.
4. Bilingual and multicultural classes require a wider range of teaching skills and curriculum resources.
5. Little sense of community, or understanding of shared responsibility in such a large city setting.
6. Educational bureaucracy in the various school districts and the University slow to act and resistant to change.
7. There is competition throughout the region and state for relatively limited resources.
8. Lack of visibility, publicity and marketing for the Center's programs related to the University and the City.
9. Low teacher morale, as well as resistance to curriculum reform.

D. Opportunities Facing the Center

1. The Center's linkages with other national educational reform movements.
2. Strong math and science reform movement in California.
3. Corporations are becoming more concerned about educational reform and more receptive to minority education.
4. Minority population is increasing, which means the need for the Center's services is growing.
5. Technology and the Internet are providing the Center with additional information and resources.
6. The connection with CSLA gives the Center an ever larger cadre of qualified faculty members and minority support groups with which to work.
7. The Center's recent inclusion into CSLA's Department of Institutional Advancement.

E. Potential Threats Facing the Center

1. Loss of funding.
2. Loss of qualified staff.
3. Loss of University support.
4. Unable to keep up with the competition.

F. The Center's Competition

1. Los Angeles Educational Partnership (LAEP).
2. Educational reform projects at USC and UCLA.
3. MESA
4. Rockwell SMART
5. LAMP
6. Math Renaissance
7. Quality Education for Minorities (QEM).
8. Equity 2000.

9. State Systemic Initiative.
10. Young Black Scholars.
11. LEARN.
12. CMSI Workshops.
13. Teacher summer employment needs related to TSSA.

G. Potential Partners Among the Competition

1. QEM is a national forum where the Center may present its reform ideas and models.
2. MESA is connected with CSLA's School of Engineering and Technology and working with them would make a natural collaboration, bringing the Center's UPP students into the School's Minority Engineering Program.
3. The Center has already begun working with CMSI to develop math and science workshops for teachers and satellite science classrooms for the schools.
4. LASI is currently supporting the Center's UPP and RIMSA programs with funding.
5. Equity 2000 also is a national forum in which the Center could present its ideas and models.

H. What is the Center's Outside Image?

1. Some faculty and departments within the University perceive the Center as having a lot of money and using it foolishly.
2. RIMSA and SSA parents have a very positive image of the Center and the work it does.
3. Teachers with the Center's Math Reform and TSSA programs also have a high regard for the Center's work.
4. Groups such as LEARN, LAEP, and LASI have a very mixed opinion of the Center's work and its relevance to education reform.
5. The Center's image and profile is virtually non-existent in public discourse, due to its lack of article publication and lecturing.

I. In order to capitalize on its strengths and opportunities the Center will need to:

1. Begin utilizing the University and faculty resources at its disposal more efficiently by contacting and establishing stronger relationships with those departments and faculty members that have expertise required by the Center.
2. Become more involved with, and participate more openly in the activities and events of the national educational organizations with which it has affiliation, particularly giving lectures and seminars at their conferences.
3. Make more effective use of the influential leadership in its national and regional advisory boards by improving its communication to these boards, and asking them to take on more responsibility within the organization.
4. Take advantage of the new environment favoring educational reform by getting our message out to the politicians and corporate leaders concerning the Center's proven history and ability to build educational reform programs that deliver in the area of student academic achievement.

J. To counteract weaknesses, obstacles and potential threats the Center must focus on:

1. Opening up and maintaining connections with community leaders and politicians sympathetic to minority education.
2. Diversifying its fundraising efforts to include foundation, corporation and individual giving.
3. Tapping into the talents of its Boards, particularly in the area of fundraising for the development of an agency endowment.
4. Making strategic planning an on-going part of its organizational development.
5. Screening program ideas through the filter of the strategic plan to insure the new program's compatibility with the Center's mission and goals.
6. Working more closely with the smaller school districts in Los Angeles County that are more open to educational reform and won't spread the Center's resources so thin.
7. Using the Internet and national organization affiliations to find a wider range of curriculum resources developed for multicultural classrooms.
8. Finding common ground with its competitors to develop collaborative working relationships in order to share the limited resources available.

9. Keeping the lines of communication open with CSLA leadership to insure the University's continued support for the Center's programs.

K. To raise its profile on campus and in the community at large the Center will need to:

1. Establish a Board committee that concentrates specifically on marketing and public relations, as well as recruit more board members with marketing expertise.
2. Follow-up its program evaluation data with popular and academic articles on the success it has had with its programs.
3. Develop a quarterly newsletter for the campus and community members it serves in order to raise its visibility.
4. Recruit volunteers from among the parents and teachers it has worked with to help with fundraising and public relations in the community.

IV. Program Planning, Implementation and Evaluation

A vital part of the Center's strategic planning process consisted of reviewing its current program goals and objectives, as well as identifying and developing the specific strategies, staff needs and timelines necessary to implement these goals and objectives. The establishment of these implementation strategies related to program goals, will help to insure that the Center's future development will proceed in the appropriate direction with regard to its overall mission. As a result the Center's staff delineated the following overall program goals:

- a. Provide effective teacher professional development programs.
- b. Furnish direct student intervention programs that improve student academic performance in math and science.
- c. Develop efficient outreach and recruitment mechanisms for parents, students and teachers.
- d. Implement quality parent intervention, involvement and educational programs in tandem with its student programs.
- e. Find ways of producing a more parent-friendly environment within the schools.
- f. Seek out community and corporate partners to help support teacher training and direct student intervention in the schools.
- g. Create new collaborative partnerships with organizations similar to the Center in order to share limited resources and avoid duplicating services.

A. Teacher Professional Development Programs.

The ACCESS Center's middle school teacher professional development programs focus on providing teachers with innovative curriculum and increased science and math content knowledge, to insure the delivery of quality pre-algebra, algebra and science learning for middle school students. The Center's goals for these professional development programs are as follows:

- a. To increase the Math, as well as the Life and Physical Science knowledge content base for middle school teachers.
- b. To improve the teacher's ability to use constructivist learning pedagogy.
- c. To change the teacher's mind-set and attitudes toward students' ability to learn.
- d. To develop the teacher's sensitivity to multicultural classrooms and the different teaching methods that must be used there.
- e. To expand the teacher's ability to integrate academic assessment into the curriculum.
- f. To enhance the teacher's capability of working collaboratively with, and becoming peer mentors to, their colleagues.
- g. To boost the teacher's input into the Center's program development processes.

1. Middle School Math Reform

In the Middle School Mathematics Reform program math teachers are trained in instructional models that enable average students to make the conceptual transition from arithmetic to algebra. This curriculum uses a paradigm shift to mathematize the world familiar to each student, regardless of gender, cultural background or economic status. It draws from the common daily experiences and surroundings of urban students (such as local commuter train routes) to

present in concrete terms important algebraic concepts. The ACCESS Center is currently working with the Inglewood Unified School District (IUSD) to implement this math reform at its middle schools.

During the first year of this program in IUSD, the Center made available training workshops on the “Five Step” curricular process of the Algebra Project to all of this district’s 6th through 8th grade math teachers. It also provided a two-week summer intensive training for 15 of these teachers by bringing in a certified Algebra Project trainer from Sacramento. Furthermore, the Center began developing its own capacity to train teachers in the Five-Step curricular process by sending one of its most talented math teachers to a two-week Algebra Project training in Mississippi. This training is the first step in the process of certifying an individual as a trainer for the Algebra Project.

In the second year of this program at IUSD, the Center will provide: 1) follow-up support for the teachers who were trained during the first summer intensive, 2) more training workshops for the rest of the 6th through 8th grade teachers in the district, 3) a second two-week intensive training for 20 additional teachers, 4) complete the certification requirements for a local Algebra Project trainer, and 5) identify two more teachers to begin the Training of Trainers Program with the national Algebra Project.

To provide the necessary classroom implementation support for those teachers who recently completed our two-week summer training, we have developed several important follow-up mechanisms. The Program Implementation Specialist, funded through IUSD at (.5 FTE) and a CPEC grant to the ACCESS Center at (.5 FTE), will coordinate and conduct these support activities. In addition, this Specialist will recruit and prepare for the next summer Algebra Project Training. **(Please see the following page for this program’s implementation timeline.)**

This year’s budget for the Middle School Math Reform program will be \$176,288.

2. Teacher Summer Science Academy and Its Expansion into ASSET

In this academy middle school science teachers were introduced to interdisciplinary approaches to life science education by CSLA faculty, that included practical and easily communicated lab activities developed in the National Science Foundation’s “Bottle Biology” and “MicroCosmos” curricula. The Teacher Summer Science Academy (TSSA) was initially begun as a three-week intensive program for personal professional development.

Today, however, both business and scientific research and development rely heavily on computers and the Internet to retrieve and share data, discuss ideas, disseminate results globally, and collaborate on projects. Even though middle and high school science teachers have had the same need as business to communicate and collaborate, most of these teachers are naive when it comes to the use of computers. Indeed, many teachers are not using the Internet simply because they have not had the training.

An additional problem for these science teachers stems from the fact that they are not trained in the new California Science Framework, as they received their degrees prior to the framework’s 1990 publication. These teachers not only need to be brought up to speed on the science frameworks, they also need to develop science teaching skills and curricula that use hands-on science activities and demonstrate an in-depth understanding of the major concepts that organize factual science information. Consequently, if school districts are to upgrade their curricula standards in relation to both the science framework and modern technology, then, there is a need to create a professional development training that brings knowledge content and computer skills together within the same program.

To meet the increasing needs mentioned above, provide for both systemic reform within Los Angeles County’s school districts, and improve teacher facility in computer skills related to math and science curricula, requires a complete restructuring and upgrading of this teacher enhancement program.

The expansion of our current TSSA program into the Access to Science Standards and Educational Technology (ASSET) program will integrate computers completely into the Bottle Biology and MicroCosmos curriculum through virtual classroom instruction, so that the computer becomes more than just a tool, but an avenue of science learning and curriculum development. This program expansion will require teacher involvement for a two-year period, consisting of two summer science academies with follow-up workshops for the teachers throughout the academic year. There also will be a leadership training component, with second year teachers becoming peer mentors to first year

teachers. The goals of this curriculum expansion are to: 1) increase the teachers knowledge content in the life and physical sciences; 2) acquire and integrate computer learning with this science content for the development of science curriculum; 3) move what they have learned into the classroom through the creation of interactive science web sites; 4) develop networking and team-building skills through face to face and virtual interaction with their peers; and 5) enable the teacher to demonstrate/teach what they have learned to other teachers.

To accomplish the goals of this curriculum expansion, we plan to purchase computers for the teachers' classrooms, which will allow both teachers and students to network with their peers in other schools concerning science problems, curriculum and issues. These in-class computers will provide the teachers with the additional benefit of continuous support from CSLA faculty via the virtual classroom connection.

In the process of implementing this expansion, we also have developed partnerships with the California Museum of Science and Industry and Jet Propulsion Laboratory to share their staff and resources for the provision of follow-up teacher workshops and satellite museum classrooms for the students. These workshops also will provide leadership training so that the teachers will be able to conduct science workshops for their peers.

Finally, we have begun partnerships with eight public school districts that have high percentages of economically disadvantaged students for the purposes of recruitment and certain cost-sharing relationships that will provide internal support for the teachers in the areas of time-releases, various resource materials, and stipends.

At the end of three years, the ACCESS Center will have firmly established this new and innovative professional development program. The partnerships that the Center has developed with the various school districts and community agencies throughout Los Angeles County will guarantee the systemic nature of this educational reform in science teaching.

The availability of this teacher professional development program will enable the member school districts to institutionalize these educational reforms and teaching innovations in science and technology. In addition, these school districts will be able to collaborate together to maximize their limited educational resources.

Finally, during this programs initial three years, the Center will train 75 teachers, institute 20 support workshops, conduct 12 of traveling science center workshops, and impact the science learning experience of approximately 10,000 students throughout Los Angeles County. **(Please see the following three pages for this program's implementation timeline.)**

The core budget for TSSA in 1996-97 will be \$69,150 and the budget for the ASSET expansion will be \$163,000 for the first year.

B. Direct Student Intervention Programs.

At the middle school level, schools with high percentages of students from low socio-economic communities are targeted for recruitment and participation in two of the Center's direct student intervention programs, the Residential Intensive Math and Science Academy (RIMSA) and the Saturday Science Academy (SSA). At the high school level, the ACCESS Center has developed a very successful University Preparatory Program (UPP) model based in an academic collaboration between Lincoln High School and CSLA. The Center's goals for these direct student intervention programs are as follows:

- a. To introduce students to practical, hands-on math and science courses, and motivate them to continue taking these courses through high school.
- b. To improve students' academic performance in math and science.
- c. To acquaint students to a college environment and with careers opportunities in math and science.
- d. To increase college-going rates among economically disadvantaged students, particular with majors in math and science.
- e. To interconnect the Center's RIMSA, SSA and UPP schools in order to maintain contact with and monitor student academic progress beginning in middle school, through high school and into college.
- f. To align math and science curricular reform in the schools with set national and state standards.
- g. To expand parent involvement and participation in their child's education and eventual preparation for college.

1. The Residential Intensive Math and Science Academy & the Saturday Science Academy

RIMSA is a four-week residential program, using a variety of university resources on the CSLA campus, and is designed to enhance students' regular classroom experiences in math, science, and computer skills, as well as provide these students with the unique opportunity to experience academic life on an active college campus. SSA consists of 30 Saturday sessions conducted at the middle school site, with classes in math, science and computer skills. SSA students are placed in small cooperative work groups that allow for individual teacher attention and greater learning opportunities. Lessons in both these academies are delivered in an exciting, hands-on approach which enables students to broaden their view of science and promote their understanding of math and science applications in the real world.

The core budgets for these programs will be \$138,939 for RIMSA and \$117,242 for SSA.

2. University Preparatory Program

This program consists of several essential components: a comprehensive academic curriculum; strong tutoring and teacher training support from the university partner; required parent involvement; and a steering committee drawn from all the important stake-holder groups. The Lincoln UPP has been extremely effective, with 99 percent of those students completing the program going on to college (50 percent of whom entering specifically into math/science majors), and 97 percent (regardless of whether they finish the UPP) graduating from high school, as compared to an overall high school graduation rate of 59 percent for the Los Angeles Unified School District. This particular program also has become an effective recruitment tool for CSLA. **Of the 106 students that have graduated from Lincoln's UPP during the last three years 88 (83%) have enrolled at CSLA.** This model has now been replicated to three new partnerships. The first is between Millikan High School and California State University, Long Beach (CSULB), the second is between San Fernando High School and California State University, Northridge (CSUN), and the third is between the Crenshaw/Dorsey Cluster and CSLA.

The core budget for the UPP program for this year will be \$158,129.

3. Pipeline Coordination Project

During the past seven years the ACCESS Center, in collaboration with CSLA and Lincoln High School, has established an extremely effective University Preparatory Program model that has enabled more than 100 economically disadvantaged students to enter college. This model is now in the process of being replicated at three other high schools, San Fernando High School, Millikan High School and Crenshaw/Dorsey Cluster School. However, there needs to be a strengthening of the coordination between the Center's middle and high school programs to insure the maximum retention of students and the appropriate monitoring of their academic progress. In addition, the Center in tightening the alignment of its middle and high school programs will create a strong network of teachers, counselors, university faculty, tutors, parents, and local business committed to taking joint responsibility for the educational success of these students from middle school all the way through college.

This year, therefore, the ACCESS Center will be working specifically on improving the links between those middle schools participating in RIMSA (which are non-traditional "B-track" schools that take vacation time in March) and SSA, and those high schools and universities with established UPP programs. To accomplish this we are creating the position of Pipeline Project Manager to do liaison and curriculum coordination work between the 10 middle schools participating in RIMSA and those high schools and universities that have, or want to develop, a UPP program. These improved linkages would create a much stronger pipeline of feeder middle schools to the college preparatory programs already in existence, as well as giving more students in disadvantaged neighborhoods the opportunity to become involved in a UPP program. In addition, the Pipeline Project Manager would work with the SSA Program Coordinator to develop RIMSA for the "A" and "C-track" middle schools that are currently acting as feeder schools to UPP high schools.

The tightening of these relationships between our UPP, RIMSA and SSA schools will allow ACCESS to provide a comprehensive array of direct student intervention programs to all the schools and students we serve, strengthening the academic pipeline from middle school through to college to insure the maximum retention of students and the appropriate monitoring of their progress in math and science.

Specifically, at the end of three years the Center will have:

- 1) established four complete pipeline models at Lincoln High School, San Fernando High School, Millikan High School and Crenshaw/Dorsey Cluster Schools;
- 2) built a network of middle schools and high schools with pipelines in the development process;
- 3) implemented an additional RIMSA program on the “A” or “C” track;
- 4) instituted at least two more SSA programs among the middle schools with which it works; and
- 5) had a direct impact on 800 students at the four UPP high schools and 1,400 students in the SSA/RIMSA middle schools.

The establishment of these four complete pipelines, and network of pipelines in progress, will create a group of educators, parents, business leaders and students committed to taking joint responsibility for the students’ academic success. **(Please see the following four pages for this program’s implementation timeline.)**

This budget for the first year of this pipeline coordination project will be \$86,000.

4. North Long Beach Educational Alliance.

In North Long Beach forty-two percent of the households surrounding Hamilton Middle School (HMS) and Jordan High School (JHS) earn less than \$25,000 per year and 14% receives some form public assistance. Unemployment in the area stands at 5% but 32% of the population over 16 years of age is out of the conventional workforce. (1990 U.S. Census). More than 70 percent of the student populations at both HMS and JHS are minorities (African American, Hispanic, Asian).

In assessing the academic performance of students in the area, the most recent California Learning Assessment System (CLAS) data shows that HMS and JHS scores are below the district average and well below the Los Angeles county-wide and state-wide averages in all academic areas. In 1994, only eight of 45 students from JHS who took the CSU-administered English Proficiency Test passed. Three of 55 who took the Entry Level Math test passed (Press-Telegram, March 2, 1996). The low numbers speak to the students’ actual preparation to do university level work.

The North Long Beach Educational Alliance (NLBEA) is an educational collaboration whose mission is to reverse the downward spiral of college-going rates among economically disadvantaged students and create a seamless academic path for students from the sixth grade to two colleges and into the world of work.

During the past two years the ACCESS Center has been working to create the North Long Beach Educational Alliance as an organizational focal point for the implementation of the complete array of our direct student intervention and teacher professional development programs. This alliance is currently made up of the following partners: Alexander Hamilton Middle School (HMS), David Starr Jordan High School (JHS), Millikan High School (MHS), Long Beach City College (LBCC), California State University, Long Beach (CSULB), and Toyota Logistic Services, Inc.

While the ACCESS Center has begun a UPP program between Millikan High School and CSULB we need the money and personnel to implement the rest of our enhancement programs (SSA, RIMSA) in order to establish a strong and consistent pipeline from Hamilton Middle School, to both Millikan and Jordan High Schools, through to LBCC and CSULB.

The full development of this academic pipeline in North Long Beach will require the creation of a program coordinator’s position responsible for doing liaison work between the schools and colleges, coordinating curriculum requirements between the schools, generating parent participation in these programs, and recruiting and monitoring students for this pipeline. In addition, establishing our enhancement programs within this pipeline of schools will require three large planning sessions among the participating member schools. (It is important to note that the “B-track” RIMSA, as well as the “A” and “C-track” RIMSA programs to be developed will be open to the Long Beach schools.)

By the end of the three-year project period the following outcomes will be achieved: (1) 150 students will be enrolled in the SSA annually; (2) 420 students will be enrolled in UPP annually; (3) 140 students will be enrolled in the Summer Bridge Project annually; (4) the tutoring program will be adopted and maintained by the HMS and JHS campuses; and (5) 50 percent of the HMS and JHS student populations will be in NLBEA activities. **(Please see the following three pages for this program's implementation timeline.)**

The budget for this program's first year will be \$126,043.

C. Program Evaluation Methods

Evaluation is a critical component of the ACCESS Center's programs. Several different evaluation methods are used to both determine program effectiveness and plan future program improvements. In measuring the effectiveness of the Center's direct student intervention programs a number of indicators are utilized such as: improved student attitudes and motivations toward academics in general and math and science in particular; an increase in school attendance; better grades in classes and/or standardized test scores; an increase in the student's enrollment in math and science classes, and ultimately a growing number of students both academically prepared for, and attending college.

In order to measure these student success indicators, first, pre-testing for content knowledge, attitude and confidence level, as well as other baseline data (i.e. current grades, school attendance, etc.) are collected from those students entering an ACCESS program. This same information also is gathered from a control group of students outside the program. Second, both these student groups are monitored throughout the academic year, and/or the summer session, for academic grades, school attendance, results on standardized and district tests, and enrollment in math and science classes. Third, post-tests on content knowledge, attitude toward math and science courses, and confidence levels are administered at the end of each ACCESS program session.

The comprehensive nature of the evaluative information gathered in this manner is highly effective in determining: 1) the success of our direct student intervention programs; 2) monitoring student problem and progress through the academic pipeline; and 3) helping the center plan for program improvements and modifications.

The ACCESS Center also uses a number of evaluative indicators to measure the success of its teacher professional development programs, and improved teacher performance such as: an increased level of science content knowledge and grasp of inquiry-based teaching methodology; an improved attitude toward students and their ability to learn; an enhanced capability to work collegially with peers and parents; and a competency and willingness to integrate the new science frameworks and teaching methodology into their classrooms.

These evaluative indicators of success in improving teacher performance are monitored through: embedded evaluation within the training process; data collected in classroom and follow-up workshop observations; and pre- and post-testing of the teacher's students for an indirect measure of their teaching abilities. In addition, this year the Center, in conjunction with PERC at CSLA's Charter School of Education, is developing a new pre- and post-test evaluative instrument to aid in determining how well the teachers in the ASSET program are incorporating the new technology-based teaching methods and curriculum into their classrooms. This evaluation instrument will be ready for use at the beginning of the ASSET program in the Summer of 1997.

The information collected through these instruments will be used to help the teachers improve further on their teaching and curriculum development skills. In addition, this information will be enormously valuable to the ACCESS Center in measuring the effectiveness of its professional development programs, and in planning new modifications and directions for these programs. **(Please see the following three pages for the program evaluation schedules.)**

V. Budgets

Expenses

Administration

Operating Costs/Overhead \$77,357

Programs

University Preparatory Programs 158,129

Pipeline Coordination Project (Keck \$61,000) 86,000

TSSA 69,150

ASSET Expansion (Keck \$163,000) 163,000

Saturday Science Academy 125,135

Residential Intensive Math & Science Academy 117,242

Middle School Math Reform 176,288

North Long Beach Education Alliance (Keck \$86,000) 126,043

Total **\$1,112,148**

Income

In-Hand

Current Discretionary Monies \$132,000

LASI 389,602

CPEC 128,250

CSULB 21,000

Lottery 30,000

Subtotal \$700,852

Prospective

Coca Cola Foundation \$30,000

Southern California Edison 30,000

Subtotal \$60,000

Total **\$760,852**

VI. Board Evaluation and Restructuring

Because the Center is entering into a new phase of its development that requires a diversification of funding sources and public relations strategies, it became necessary to re-evaluate the Center's organizational resources, particularly in relation to its National and Regional Advisory Boards. How should the Center develop its organizational resources to meet its growing fundraising needs? How should the Board be reorganized to help with the expanded nature of the Center's program development, implementation and fundraising requirements? What different types of expertise need to be represented on our Board? Finally, what kinds of board committees should be formed to fulfill the Center's increasing organizational/fundraising requirements?

A. Staff Identified Board Responsibilities

In analyzing the Center's increasing need to develop stronger fundraising and organizational resources, the senior staff put together the following list of both new and necessary Board responsibilities.

1. Have a good working knowledge of the Center and a commitment to its mission and program goals.
2. Contribute and/or donate time to raise money for the Center.
3. Help recruit new board members with the stature and expertise the Center needs.
4. Furnish a list of "friends" who share the same commitment to minority education and would be willing to donate money to the Center.
5. Provide introductions to, and contacts with foundations, corporations and potential major donors.
6. Assist with the institution of annual major donor and direct mail appeals.
7. Establish a planned giving campaign to develop an endowment for the Center.
8. Advise the Center on legal, financial and organizational issues.
9. Form working board committees that meet on a regular basis.
10. Lend educational expertise for program planning.
11. Represent the Center to the community at large by producing and supporting its marketing publications and public relations events respectively.
12. Determine what the actual size of the Board should be in order to fulfil these new duties.

The Board also should form all or some of the following committees:

1. Development and Financing
2. Organization and Program Planning
3. Communications, Marketing and Public Relations
4. Nominating and Recruitment
5. Government Funding

B. Board Strengths and Weaknesses in Expertise

In reviewing the Center's current Board membership, the senior staff noted that the Board had specific strengths and weaknesses with regard to the types of expertise it needed to accomplish the above responsibilities.

The current National and Regional Boards have strengths in the following areas:

1. Educational expertise for program planning, particularly in math, science and technology.
2. Knowledge of government agencies and funding.
3. Commitment to minority education.
4. Contacts with national educational reform organizations.
5. Understanding of educational evaluation methods and instruments.
6. Represent a number of different ethnic communities.

The current National and Regional Boards have weaknesses in the following areas:

1. Lack of diverse fundraising expertise.
2. Few business and corporate connections.
3. No representation from teachers in the trenches.
4. No legal or financial expertise.
5. No real marketing, media or public relations expertise.

Finally, the Board will need to review the above needs, strengths and weaknesses, as well as the types of committees it should form to support the ACCESS Center at the joint working meeting on November 15th and 16th. It is important to note, that most organizational boards are expected to:

1. Make a personal commitment and donation to the agency it serves.
2. Have some responsibility in fund development and finding prospective donors.
3. Set-up a committee structure in support of the agency's organizational and funding needs.
4. Help recruit new board members that have both the expertise and stature needed for the success of the agency.

VII. Fundraising and Marketing Strategies

Currently the ACCESS Center receives a majority of its funding from government sources. Given the changing political climate, and the stage of growth at which the Center finds itself, it has become necessary to diversify its funding sources. These funding and program changes also have required the Center to take a long look at the direction in which its programs are heading. Consequently, the senior management and program staff instituted a strategic planning process to evaluate the Center's operations from mission goals, program objectives, personnel requirements, and implementation procedures to budgeting, fundraising, and board development.

The results of this strategic planning process has given the Center's staff a clearer vision for program direction and implementation, as well as the impetus to begin restructuring, and giving greater responsibility to, the board of directors for fundraising and organizational development. A two-day working meeting of the ACCESS Center's National Advisory Board and Regional Advisory Council will be taking place November 15th and 16th to review the strategic plan, conduct a board assessment, and form board committees related to fundraising, media and marketing, recruitment, and program development.

A. Status of Government proposals.

As was said previously, the majority of funding for the ACCESS Center has come from government agencies. Given the growing unreliability of government funds the ACCESS Center will need to build a more diversified funding base. A good case in point is the \$389,602 grant originally promised by the Los Angeles Systemic Initiative (LASI) to support the ACCESS Center's salaries and university preparatory programs. This grant, however, was caught in a funding dispute between LASI's two main partners, the National Science Foundation and the Los Angeles Unified School District for several months. As a result, the Center found itself in what turned out to be a temporary funding crunch. Such funding problems, however, emphasize the importance of diversifying the Center's funding sources by pursuing grants from private foundations and corporations.

B. Foundation and Corporation proposals.

It is extremely fortunate that the ACCESS Center's Principal Investigator, Dr. Jewel Plummer Cobb, has superb contacts with many important foundations and corporations throughout the country. Therefore, lists of primary, secondary and tertiary foundation and corporation prospects have been drawn up based on mission match, geography and the strength of Dr. Cobb's contacts. Meetings and telephone calls between Dr. Cobb and her contacts will be arranged, with written grant proposals to follow closely thereafter, starting in mid-September. In addition, a list of prospects has been developed based on mission match. Some of these potential foundation and corporation prospects are presented below.

Primary Foundation and Corporation Prospects

American Honda Foundation	McDonnell Douglas Foundation
AT & T Foundation	Charles Stewart Mott Foundation
ARCO Foundation	Rockwell Internat'l Corporation Trust
Bechtel Foundation	Southern California Edison Company
California Community Foundation	Flora L. Thornton Foundation
Goodyear Tire & Rubber Co. Fund	TRW Foundation
Halliburton Foundation	Dewitt Wallace - Reader's Digest Fund
Intel Foundation	BankAmerica Foundation(<u>Next Year</u>)
Kraft General Foods, Inc.	Chevron Corporation (<u>Next Year</u>)
Mattel Foundation	Ralph M. Parsons Foundation(Next year)
MCA Foundation Ltd.	Weingart Foundation (<u>Next Year</u>)

Secondary Foundation and Corporation Prospects

Argyros Foundation	Earle M. Jorgensen Co.
Bing Fund	Lockheed Leadership Fund
Carl F. Braum Trust	Merck Co. Trust
Donald L. Bren Foundation	Moore Family Foundation
Sherman Fairchild Foundation	Peter Norton Family Foundation
J. Paul Getty Trust	Jules & Doris Stein Foundation
GTE Foundation	Wasserman Foundation
William R. Hearst Foundation	Robert W. Woodruff Foundation

Tertiary Foundation and Corporation Prospects

Arnold & Mable Beckman Foundation
Durfee Foundation
Fruehauf Foundation
Giannini Foundation
John Randolph and Dora Haynes Foundation
E. L. Wiegard Foundation

Primary Foundation and Corporation Prospects without Contacts

Aetna Foundation	Jacob Family Foundation
Carnegie Corporation of New York	W.K. Kellogg Foundation
Annie E. Casey Foundation	Kenneth T. And Eileen L. Norris Foundation
Edna McConnell Clark Foundation	Occidental Petroleum Charitable Foundation
Crail-Johnson Foundation	Prudential
Davies Charitable Trust	The Rosenberg Foundation
Arthur Vining Davis Foundation	The Stuart Foundations
Carrie Estelle Doheny Foundation	Telesis Foundation
Dow Chemical Co. Foundation	Unisys Corporation
Howard Hughes Medical Institute	Unocal Foundation

It will be equally important for members of the Board to share the names of foundations and corporations with which they have contact if the diversification of the Center's funding sources is to be successful.

C. The Keck Foundation Grant.

Because the ACCESS Center's educational programs have developed to the point where they need the help of a major foundation to take them to the next step in their growth, it has approached the W. M. Keck Foundation with a

funding request. The Keck Foundation's emphasis and commitment to innovative science education directly aligns with the Center's mission of bringing cutting-edge science curriculum reform to the Los Angeles Basin. In addition, the foundation's visibility, leadership and position within the scientific community, will help the Center obtain further support from other private and corporate sectors and enable it to establish permanent self-sufficiency in the near future. All these factors combined make the Keck Foundation the most appropriate organization to receive the Center's funding request for strengthening and expanding its service delivery to teachers and students.

Specifically, the Center is requesting \$700,000 in funding, for a three-year period, to meet the three major program coordination and expansion goals described above and below:

1) to strengthen and improve the coordination of the pipeline between its middle and high school programs to insure the maximum retention of students, as well as appropriate monitoring for continued program evaluation;

2) to expand its TSSA program curriculum to include the integrated use of computer learning with science content, so as to enhance the teachers' creativity in curriculum development, as well as their adaptability to a multicultural classroom environment;

3) and to implement the full complement of our programs in the Long Beach Unified School District using the middle school, high school and university partnerships we have developed in the North Long Beach Educational Alliance.

D. Board Development and Major Donors.

A crucial part of the ACCESS Center's Board reorganization will be the establishment of a Development and Finance committee devoted to opening new contacts with other private funding sources and the establishment of a major donors campaign. The results from Marts and Lundy's analysis, as well as the creation of an extended "friends list" from our board members, will be used as the basis for the cultivation of a loyal cadre of major donors interested in the success of the ACCESS Center's programs.

E. Direct Mail and Marketing to increase parent and teacher involvement.

The ACCESS Center will be initiating a small direct mail campaign targeted at the eight years of parents, teachers and alumni students that have had contact with its programs. The main intent of this campaign is to increase teacher and parental involvement in the Center's programs using a quarterly newsletter and other direct mail pieces. The long-term objective of this campaign is the cultivation of a stable, but growing, group of individual small donors.

F. Special Appeals currently under discussion.

During the past few years the ACCESS Center has developed an important relationship with Mr. James Earl Jones, and several other prominent members of Los Angeles' 100 Black Men. Plans are being discussed to develop and target a special donation request letter from Mr. Jones to a select group of individuals that would be interested in supporting the ACCESS Center's programs.

Another special appeal to be developed specifically for the ACCESS Centers' university preparatory programs is being considered in the form of a "Support a Student Campaign." It costs between \$170 to \$200 to support one student for a full-year in this program. Consequently, the ACCESS Center is thinking of targeting minority businesses in the area with a request to "support a student for a year." The detail for these two appeals, however, are still under deliberation.