

Cal-PASS

Transitions

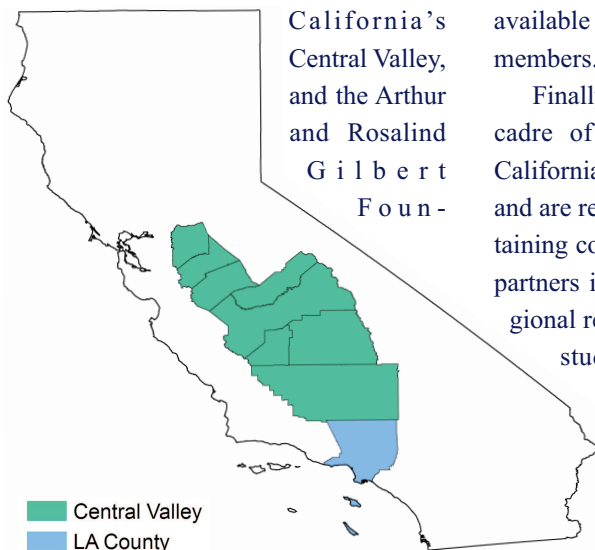
Identifying and Removing Barriers to Student Success

From the Executive Director: New Faces and Funding

I am pleased to announce the hiring of a new associate director, Jordan Horowitz. Jordan comes to us from WestEd, where he was a senior project director in WestEd's evaluation research program area. Jordan has extensive experience in K-16 education and coauthored the book *Inside High School Reform: Making the Changes That Matter*. Jordan will be responsible for overseeing Cal-PASS special projects and grants.

Speaking of special projects and grants, I am pleased to announce that in addition to the William and Flora Hewlett grant that we received in November to develop evaluation templates, we also have received two other significant grants: The Johnson Foundation has agreed to provide funding to expand our work in

California's Central Valley, and the Arthur and Rosalind Gilbert Foundation



education has provided funding for Cal-PASS to engage in expanding work in Los Angeles. See the Growing With Grants story (right) for more information.

From the technology side of the house, we are gearing up for the release of *myCal-PASS*, a Web site designed to engage faculty and staff from Cal-PASS member schools, colleges and universities for the purpose of sharing what they have learned and how they are using Cal-PASS information. This site is designed to bridge the physical distance across Cal-PASS regions to better connect educators using the Cal-PASS system throughout California. Our moderator is Warren Williams, our K-12 coordinator, who has served as a moderator on a variety of Web sites. *myCal-PASS* will be available in February to all Cal-PASS members.

Finally, we are looking to expand our cadre of regional coordinators across California. Coordinators work part-time and are responsible for making and maintaining contact with potential and current partners in their region, and bringing regional representatives together to assess student transition and success.

Interested individuals should contact Shelly Valdez (svaldez@calpass.org) at (619) 219-9855.

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Growing With Grants

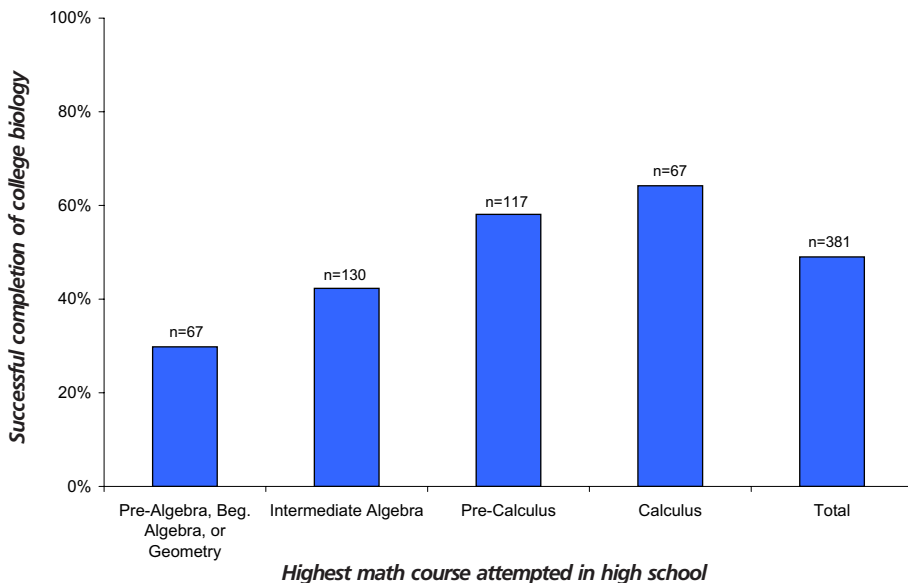
We are very pleased to announce the receipt of two new grants: a two-year, \$200,000 grant from the Walter S. Johnson Foundation, and a one-year, \$100,000 grant from the Rosalinde and Arthur Gilbert Foundation.

The Walter S. Johnson Foundation has a strong presence in the Central Valley, a region into which we have wanted to expand our program. Leveraging state funding, Cal-PASS is pleased to partner with this foundation in expanding Cal-PASS in the region and starting six new Professional Learning Councils (PLCs).

The Rosalinde and Arthur Gilbert Foundation efforts are centered in the Los Angeles area. They are very interested in expanding the Cal-PASS presence in this complex region and teaming with Cal-PASS to assist in helping their current grantees better understand their impact on Los Angeles area students. We will be working to enlist the universities in the region, develop two PLCs, and partner with some of the foundation's grantees.

Spotlight on Data:

Science Pathways: A First Look



Relationship between high school math and college biology

Science informs our actions and permeates our lives in numerous ways, from cell phones to farming. Successful science education is essential to ensure that the next generation has the scientific knowledge and skills needed to innovate and thrive.

One of the newest Cal-PASS Professional Learning Councils (PLCs) is considering the relationship between high school outcomes and community college success in the sciences and the influence of math and English skills. This council reviewed a report on science pathways of high school students and their transition to community college science courses. The report explained the relationship between success in transfer-level biology and the grade in the highest math course completed in high school. Data were available for consortium high schools from 2000–2005 and for summer 1996 through spring 2005 for community colleges. Cal-PASS data showed a positive relationship between attempted higher levels of math courses in high school and subsequent success (C or better) in transfer-level biology at community college (see figure above). Students who attempted higher levels of math in high school had higher levels of success in transfer-level biology at the community college. A similar pattern emerged for high school English.

The information in the Science Pathways Report has given the PLC a first glimpse at the broad interactions of math skills and science success spanning from high school to college. Their next steps are to explore these interactions in more detail to develop evidence-based advice for students and to further align high school preparation with college expectation.

Stay Connected With *myCal-PASS*

The first Cal-PASS principle is collaboration. In order to support electronic collaboration, we have developed *myCal-PASS*, a Web portal that allows Cal-PASS member institutions the ability to stay connected. *myCal-PASS* was launched for a select number of test users in December and is scheduled for full release in February.

Through this portal, users may view and comment on posted documents, view various calendars by subject, and join in a discussion with other Cal-PASS members through a forums page. We also have built in the ability for members of a regional consortium to view documents and reports that may be subject to MOU sharing restrictions by identifying them as either public or private. If any document is tagged as private, only users who are affiliated with a district or institution authorized by an MOU may have access to it. This function allows users to interact and share ideas with their peers within and across regional consortia. Currently posted documents include the Algebra I and Algebra II Deconstruction Standards.

The forums are organized by category, to which you may subscribe so you never miss a post. The current categories are General, Professional Learning Councils, Information Technology, and Research. The forums are moderated by Warren Williams, K–12 coordinator for Cal-PASS.

In the next phase of development for *myCal-PASS*, we will incorporate all of the data submission, download and query functions. With one login and one password, the world of Cal-PASS opens. Look for the flashing news item on our Web site homepage when *myCal-PASS* opens up to all Cal-PASS members in February.



Cal-PASS at Work: Early Achievements

Cal-PASS is not just another data-collection exercise. The real worth of Cal-PASS data is seen when Cal-PASS Professional Learning Councils use it to inform their practice with the end result being better student outcomes. The Cal-PASS Professional Learning Councils use Cal-PASS data to identify trouble areas and to design innovative interventions to help solve these problems. Faculty also use Cal-PASS data to evaluate innovations that were designed based on faculty experiences. Each issue of Cal-PASS Transitions will feature an example of these innovations.

Summer Bridge Course for English Learner Students

From examining Cal-PASS data, English Learner (EL) faculty noted that high school EL students transitioning to community college were far more likely to require greater degrees of remediation than other high school students. Research shows that students who need greater levels of remediation are less likely to earn a degree or certificate at a community college or transfer to a four year university.

In an effort to improve student success, EL faculty developed a summer bridge course at the high school to acquaint students with community college standards. The goals of the program were to:

- motivate students to attend college by exposing them to college-level work and having them earn college credit;
- increase articulation between the EL programs at the college and high school by team-teaching the class;
- involve parents and familiarize them with the college environment;
- make recommendations for future programs based on this pilot.

During the summer of 2005, the first summer bridge class met for 25 hours a week for three weeks, and included a two-unit college writing course and time in a writing lab. The college instructor focused on presenting and evaluating the writing, using the approach of multiple drafts and peer review. The high school teacher introduced grammar using grammar notebooks. Students went to the local community college to meet counselors and financial aid advisors, and took a tour of the campus.

A quantitative evaluation of how students fare when they enter community college won't happen immediately because students in the pilot were sophomores and juniors in the summer of 2005. The first group of juniors may be entering community college in fall 2007. Those students who transitioned in fall 2006 are currently being tracked, but the number is too small to be significant. However, the students and faculty reported that they felt the course resulted in improved writing skills and that the students felt more confident. Based on the student/faculty-reported success of the 2005 class, the number of students in the program increased in 2006, and it will be available in 2007.

Update: Data Submission

Cal-PASS began collecting data submissions for the 2005–2006 academic year in late October. The Cal-PASS Web submission site also allows districts to submit past years' data, including STAR data. To date, we have received core data from more than 75 percent of all K–12 and university partners with whom we have a current memorandum of understanding (MOU). The Cal-PASS staff will work with the remaining districts and universities to assist with data cleansing and the creation of their data files. The addition of the utility to extract Cal-PASS data through the SASI and Eagle Aeries student information system software proved to be a tremendous help to many K–12 districts, and we will continue to work with our users to encourage other vendors to incorporate the “Cal-PASS Extract” functionality.

If you haven't already, please submit your 2005–2006 data, or contact Mary Kay Patton at mkpatton@calpass.org if you have questions or concerns.

Community college data for 2005–2006 were extracted from the Chancellor's Office MIS and added to the Cal-PASS database for all participating districts that provided a complete submission to the Chancellor's Office. With this latest addition of data, we reached a significant milestone by having a full 10 years of data for Community College Cal-PASS participants. We look forward to reaching this target with our partners from the K–12 and university segments as well. With 10 years of data for all segments, Cal-PASS research will have few limits.



Cal-PASS Regional Coordinators

Placer & Nevada Counties Virginia Horowitz

Horowitz has a long history in the classroom as an elementary teacher, mentor teacher, and language arts specialist, as well as experience in K–12 administration as a curriculum director, principal, and coordinator for learning resources and technology. Since 1999, she has served as an education consultant for both San Diego and Sacramento County Offices of Education.

Horowitz holds two master's degrees from SDSU in educational leadership and reading.

San Bernardino County Virginia Moran & Ron Williams

Moran has served as a researcher and planner in the state's community college system for 10 years. Currently, she is the executive dean of Institutional Effectiveness at Victor Valley College, and also has served as an associate faculty member in psychology for several postsecondary institutions.

Moran has a master's degree in psychology from CSU, San Bernardino.

Williams has transformed many educational institutions through the roles of teacher, principal, coordinator, and director. In 2000, he became the coordinator of Secondary School Reform for the San Bernardino County superintendent, where he facilitates preschool through university initiatives including the Center for the Advancement of Smaller Learning Environments (CASLE).

Williams has a master's degree in education administration from Azusa Pacific University.

San Diego County Alana Nicasro, Ed.D.

Nicasro has taught in communication, education and business schools at SDSU, University of San Diego, and Westmont College, and was recently a visiting lecturer at a university in New Zealand. She launched and directed the USD Center for Learning and Teaching, has served on committees to strengthen women's centers and gender studies on college campuses, and consults.

Alana holds an Ed.D. in leadership from the University of San Diego.

Santa Clara County Linda Murray, Ph.D.

Murray is serving as superintendent in residence for the Education Trust-West (ETW), which focuses on high school reform to ensure that all California graduates are college- and work-ready. She also serves on the state superintendent's P–16 Commission. Prior to joining ETW, Murray served as superintendent of schools for the San Jose Unified School District.

Murray holds a Ph.D. from State University of New York at Albany.

Santa Cruz County Nancy Serigstad

Serigstad has a strong teaching and administrative background in K–12 and higher education, and has served as a trainer/consultant for the Santa Cruz County Office of Education. She is currently an instructor of Educational Leadership at San Jose State University and is the Science Fair coordinator for the Santa Cruz County Office of Education.

Serigstad has a master's degree in educational leadership and social science from San Jose State University.

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Student Success Conference 2007

The next Strengthening Student Success Conference, to be titled Making a Difference, will be held Oct. 3–5, 2007, at the Fairmont Hotel in San Jose. Lee Shulman will be one of the keynote speakers, Elizabeth Barkley will be our California faculty keynote speaker (a new feature), and we are hoping to get Vincent Tinto to speak on Friday morning.

The RFP is out and due back to Nga Pham Jan. 30, 2007 (Pham_Nga@rsccd.org). Consider submitting a proposal for the Cal-PASS strand and mark your calendar.

