

**Evaluation of the
California Academic
Partnership Program (CAPP)
Curriculum Projects**

Final Report

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INTRODUCTION

This document is the final evaluation report for the California Academic Partnership Program (CAPP) Curriculum Projects. These projects were funded from 1997 through 2002. The schools funded under this initiative were:

- Mar Vista Senior High School, Sweetwater Union High School District, Imperial Beach, CA
- Reedley High School, Kings Canyon Joint Unified School District, Reedley, CA
- San Benito High School, San Benito High School District, Hollister, CA
- Tennyson High School, Hayward Unified School District, Hayward, CA

The report opens with a description of the CAPP Program, overview of the evaluation, and a summary of key themes and findings. This is followed by chapters for each of the CAPP Curriculum project sites. These chapters provide an overview of the project at the site, proposed and actual implementation of project components, a description of other project issues, and student outcome data. Following the site chapters, we present three issue-based chapters: partnerships, professional development, and school reform. The next chapter presents the findings for a group of students from each site who received comprehensive CAPP support. We close the report with conclusions and parting thoughts.

The CAPP Program¹

The California Academic Partnership Program (CAPP) was established by the California Legislature in 1984 for the purpose of developing "cooperative efforts to improve the academic quality of public secondary schools with the objective of improving the preparation of all students for college."

To achieve this end, CAPP supports the establishment of academic partnerships between secondary schools and community colleges, public or private baccalaureate degree-granting institutions, and business enterprises aimed at: (1) transforming the relationships between educational institutions in ways that directly benefit students; (2) improving curriculum in subject areas required for admission to college; (3) strengthening teachers' capacities to enable all students to learn the curriculum; (4) enhancing the ability of students to benefit from these

¹ from the CAPP program website [HTTP://WWW.CALSTATE.EDU/CAPP/PROGRAM/WHAT .SHTML](http://www.calstate.edu/capp/program/what.shtml)

changes; and (5) improving postsecondary and business partners' understanding of these students' unique needs.

Successful academic partnerships supported by CAPP are intended to be real, durable and effective. Real partnerships are those in which secondary and postsecondary educators and participants from business partners recognize their common interest in public school students and work together as equals to meet these students' educational needs. Durable partnerships are those whose value to the partner institutions has been internalized to the point that maintenance of the collaborative relationship does not depend on supplementary funding from external sources. Effective partnerships are those that result in significant improvement in the academic achievement of all students, particularly of those most dependent upon the performance of the institution to enable them to fulfill their individual educational potential.

Overview of the Evaluation

WestEd developed and used a multiple method approach to the evaluation of the CAPP Curriculum projects. We conducted reviews of archival information including project proposals, annual reports to the CAPP Office, and school and district information. We also conducted a longitudinal review of archival student outcome data from the school, district, and state of California. We interviewed the project director, school site administrator, and other key staff (e.g., lead teachers, partner agency administrators) for each of the projects. We also conducted group interviews with teachers and students.

We began the evaluation in 1996 and continued through 2002. Annual evaluation reports were delivered each year, covering the previous academic year. We experienced delays primarily due to time lags for the posting of statewide student data. This report is comprehensive and covers the entire five-year project with a focus on the final year.

This report reviews the findings among the four projects individually and together to explore themes and findings relevant to the goals of CAPP.

Key Themes and Findings

In this section we present key themes and findings from the evaluation of the CAPP Curriculum projects. These were derived from analyses across the four projects to identify commonalities. Key themes and findings are supported by evidence from this document and the annual evaluation reports delivered in past years.

The findings are: (a) staff turnover posed an obstacle to implementation; (b) projects needed assistance obtaining and using data; (c) parent involvement efforts generally were

unsuccessful; (d) projects would have benefited from increased involvement of the CAPP Office and Advisory Committee; (e) schools' participation in CAPP led to higher expectations for students; (f) CAPP funding may not have been central to many reforms, but acted as a catalyst; and (f) students who participated in a full CAPP program demonstrated high rates of preparation for college and college attendance. We address each of these in this section.

Staff Turnover

Staff turnover posed an obstacle to successful development and implementation of CAPP project activities. Projects experienced staff turnover in two areas that had different ramifications. First, there was staff turnover at the designated schools. Teachers, staff, and administrators involved with the projects left the school or district for other assignments. Effects of this type of staff turnover were: (a) remaining staff were overburdened with the work of the project; (b) project positions remained unfilled leading to incomplete implementation or implementation failures; and (c) extra time was needed each year to address issues related to buy-in and support, orientation of new staff, and scheduling activities.

The second type of staff turnover occurred at partner institutions. At a number of project sites the local community partner experienced staff turnover that left the project with no support. The person who signed on to the proposal was reassigned or left the local partner agency and their replacement had little or no interest in the CAPP partnership. In many cases the partnership disappeared. Faculty at postsecondary educational partners working with the CAPP projects were reassigned or had their duties expanded. This created problems for postsecondary faculty who had to reassess their ability to commit time to the CAPP project. Most often, the CAPP project suffered with postsecondary partners reducing their commitment. This resulted in less support in areas of faculty professional development and college awareness information to students.

The further along the projects were in the five-year funding cycle, staff were less likely to be replaced. In the fifth year, with funding at a minimum,² staff who left any of the four projects were not replaced. This reduced the availability of staff to respond to final evaluation requests and reporting requirements.

Obtaining and Using Data

The CAPP Curriculum project sites experienced difficulties obtaining and using student data. These projects were funded before the current focus on data-driven decision making at

² Projects received \$100,000 the first year and funding was reduced by \$20,000 each year. In the fifth and final year each project received \$20,000.

local educational agencies. Hence, most sites were ill-prepared to identify, collect, and interpret student data toward project improvement and school reform. The evaluation team provided data to project staff and others at the target schools about their students. We also provided project staff with information about where to obtain data collected by the California Department of Education.

The lack of student data systems at the project sites posed another issue. Project staff and school administrators did not know how to request data from their district central office. When requests were made, the central office could not respond for a number of reasons. There was no designated individual to conduct data runs and provide reports. Data were not collected and stored systematically or at the appropriate level. Also, data could not be reported in appropriately aggregated and disaggregated ways.

Data problems also existed at the project level. Projects did not collect attendance information for specific components (i.e., programs and activities). This compromised their ability to assess the effectiveness of specific components, groups of components, and dosage levels.

Parent Involvement

All projects struggled with issues of parental involvement. This problem is not unique to CAPP. Schools, programs within schools, and parents bemoan the lack of meaningful parent involvement. However, the issue is salient for CAPP considering the focus on improving college-going rates among the target population. Research has shown that parents are the most influential factor on children's decision to go to college (e.g., Cabrera & LaNasa, 2000).

Projects attempted to involve parents in a number of ways. They experienced greatest success with parent nights designed to provide information about college applications, financial aid, and admission requirements. Parents also turned out for visits to colleges when they were invited to participate.

Involvement of CAPP Office and Advisory Committee

The projects would have benefited from increased involvement of CAPP Office staff and CAPP Advisory Committee members. There are a few ways in which benefits could have been realized. First, as noted by many project staff, the freedom to act provided by CAPP funds was seen as a positive factor compared to other funding sources. However, this freedom frequently resulted in long development periods, small numbers of students served by some activities, and projects not always applying best practices to their work.

As has been demonstrated recently, a little bit of involvement by CAPP Office staff and Advisory Committee members can have deep and meaningful effects. We identified four reasons for this. First, CAPP involvement adds just enough oversight to ensure projects move along at an appropriate pace. This oversight is not punitive, rather it is provided as constructive advice in the context of early identification and resolution of development and implementation obstacles.

Second, CAPP involvement improves the quality of partner participation. Because the visit of CAPP Office staff and Advisory Committee members are perceived as important events, partners make time to attend meetings. Also, CAPP involvement provides the perspective of a critical friend who can resolve issues with partners who may not be fulfilling their obligations to the project.

Third, CAPP involvement helps ensure programs and activities are based on best practices. CAPP Office staff and Advisory Committee members possess expertise in a number of areas such as data analysis, instructional reform, English language learners, instructional leadership, and district operations. When visiting project sites, they provide informal advice and engage in formal professional development activities that result in project improvement.

Finally, CAPP involvement improves accountability. When visiting project sites, CAPP Office staff and Advisory Committee members ask questions that require project staff to take time to reflect on project progress. Visits encourage project staff to review their goals and objectives and reassess these in light of what they know about their programs.

Higher Expectations for Students

A recurring theme when project staff and school faculty were asked about schoolwide outcomes of CAPP presence was higher expectations for students. Most of this evidence was anecdotal. However, respondents noted two reasons for these higher expectations: exposure to research and the goal of the CAPP initiative.

Higher expectations for all students was a recurring theme for the CAPP Curriculum projects when they were assembled for annual meetings sponsored by the CAPP Office. Frequent presentations by Katie Haycock of the Education Trust and Penny Edgert of the California Department of Education exposed project staff and school faculty to research that demonstrated the results of raising expectations for students in low-performing schools. These presentations inspired attendees to return to their schools with different attitudes about their own students.

Second, the goal of CAPP to increase college-going rates among students at funded schools helped to raise expectations. Because prior to CAPP involvement there was no expectation that many students would attend a postsecondary educational institution, merely receiving CAPP funding forced a change of attitude. However, the effects were more meaningful. Focusing on

the A-G course requirements for admission to California's public postsecondary educational institutions meant CAPP schools reassessed their curricula, student demographics in these courses, and course availability. By increasing awareness of college opportunities, more students came to believe college might be an option for them. Finally, students and teachers found the classroom more engaging as a result of improved instructional practices.

CAPP Funding as Catalyst

CAPP funding acted as a catalyst for other efforts at the four CAPP Curriculum project sites. These projects were funded at a time when school reform toward instructional improvement was gaining momentum as a national movement. CAPP funding provided the Curriculum project sites with a meaningful and convenient place to begin their reform efforts.

Some projects built upon CAPP efforts to become involved in other school reform activities. For example, the staff of Tennyson High School attribute their participation in the Bay Area School Reform Collaborative (BASRC) directly to their CAPP work.

At other sites, the reforms initiated by their CAPP Curriculum project funding became the jumping off point for broader or deeper school reform. Some sites found that reforms begun by CAPP in specific departments (e.g., math department reform) became a model for reforming other departments at their high school. CAPP reforms at project high schools also became models for reform at other schools in their district.

Specific activities also fostered broader changes. For example, faculty professional development activities allowed teams to work together in ways that brought a new sense of collegiality to departments within schools. Faculty also felt empowered to act to improve curricula in a coordinated and directed manner.

Student Outcomes

Although the four CAPP Curriculum project site high schools exhibit mixed results among identified student outcomes, under a best case scenario we found exceptionally positive results. When schoolwide data were evaluated for student outcomes, the findings were not positive. From information provided by the California Department of Education, we identified few positive patterns of improvement that could be attributed to the CAPP program in areas such as A-G course completion, dropout rates, graduation rates, and SAT scores. It seems the project sites with the strongest teacher advocates performed better on these indicators.

However, we asked each site to identify 25 students who they would consider *CAPP-intensive*. That is, each site identified students who received multiple comprehensive CAPP

services. This provided us with a best case scenario. Over 90% of these 100 students completed requirements for admission to California public postsecondary educational institutions, applied for admission, and were accepted as freshmen. Details about this group can be found in the final section of this report. We conclude that when program and activity development is thorough, implementation is faithful to best practices, and participation in activities is high, CAPP is likely to have positive effects on students and achieve the program's intended purpose.

MATHEMATICS AND ACADEMIC LANGUAGE LINK MAR VISTA HIGH SCHOOL

Project Overview

The Mathematics and Academic Language Link (MALL) project at Mar Vista High School (MVH) and Mar Vista Middle School (MVM) addressed the relationship between academic language and mathematics. Two of its primary goals were more successful transition of students between levels in the educational system and the greater retention of students in college preparatory courses. The MALL project targeted ethnically diverse, low socioeconomic status students denied successful experiences in college-preparatory mathematics courses in secondary education and who were underrepresented in postsecondary educational institutions (PEIs). Enhancing the ongoing articulation between Mar Vista Middle School and Mar Vista High School, as well as with the K-6 system and institutions of higher education, were ongoing concerns of this project.

The MALL project supported the Advancement Via Individual Determination (AVID) program, the California Network Project, and was concerned with enhancing the ongoing articulation between high schools and institutions of higher education. It complemented Math Renaissance and the Integrated Mathematics Program (IMP), implementation of curricula reform, GOALS 2000 and Healthy Start, effective use of technology, team teaching, school-based leadership teams, greater awareness of school-to-work issues, and the need to address the challenges and rewards of diversity in the classroom and workplace.

During the first year, it was proposed that several project activities would be implemented at both project sites, Mar Vista High School (MVH) and Mar Vista Middle School (MVM). First, teachers and their classes were to be selected for participation in the MALL program. Teacher development and curricula change were proposed to occur via staff SDAIE training and the subsequent modification of existing curricula, as well as the development of new curricula, that integrated math and language. MALL project partners planned several student support activities. Additionally, enhancing parental involvement was a proposed component of the MALL program at this site.

Proposed and Actual Implementation of Project Components

Target Population Identification and Involvement

The MALL project targeted ethnically diverse, low socioeconomic status students denied successful experiences in college-preparatory mathematics courses in secondary and postsecondary education and who were underrepresented in institutions of higher education.

The basic component of the MALL program was the MALL class, in which specialized instruction was to be provided to students, focusing on the integration of math and language. Rather than students being individually selected for participation in the MALL program, teachers and classes were selected. Originally, it was estimated that approximately 150 students would be directly affected by the project during the 1996-1997 school year. The project targeted students in grade levels seven through ten.

The MALL project targeted ethnically diverse, low socioeconomic status students currently denied successful experiences in college-preparatory mathematics courses in secondary and postsecondary education and who are underrepresented in institutions of higher education. The ethnic and socioeconomic composition of MVM and MVH remain unchanged, although at MVM student enrollment increased by approximately 50 students per year.

Students selected for MALL program participation include MVM and MVH students identified as gifted and talented education (GATE) students or honors students. Less than one-third of all GATE-identified ninth graders were MALL-identified students. The Mar Vista project site described itself as “casting a wide net” but placing emphasis on those students with middle-level to upper-level skills most likely to benefit from MALL program involvement. Bilingual and special education students were not specifically targeted. The MALL program targeted the same students targeted by UCSD’s CREATE program; students enrolled in college preparatory courses by the eighth grade.

Initially, rather than selecting students for participation in the MALL program, teachers and the classes they taught were selected. As the project evolved, however, the distinction between MALL and non-MALL classes/students became blurred. A cohort of MALL students could not be followed across project years due to semester-to-semester transitions and the lack of blocked scheduling. By the third year of project implementation it became clear that students were selected for MALL classes on the basis of academic achievement, as well as other factors. Curricula and teaching strategies did not differentiate MALL from non-MALL classes, and most student support activities were available to non-MALL as well as MALL students. Additionally, all math teachers at MVH and MVM received the same opportunities to participate in professional development activities.

Staffing

Originally, project staff at Mar Vista High School included a project co-director, site director, and 18 tutors. Tutors included six certified teachers, as well as five college students recruited by the college partners and seven peer tutors. Similarly, Mar Vista Middle School project staff included a project co-director, site director, a computer lab facilitator, and seven tutors. Tutors included three certified teachers and four students provided by SDSU. The director of the Mathematics Diagnostic Testing Program at UCSD, served as the internal evaluator for this project site.

Since the first year of MALL project implementation, several important staffing changes occurred. The original co-director of the project at MVM retired after the project's first year, while the original co-director at MVH left the school after the conclusion of the project's third year, although she remained active in the CAPP program in an advisory capacity and stayed connected to MVH. MALL program implementation was not significantly affected by these staffing changes, as co-directors each assumed the role of site director. The role of the internal evaluator was never clearly articulated.

Student Support Activities

MALL project partners planned several student support activities. These activities included tutoring and homework assistance, college student shadowing, college preparation workshops, parent workshops, *Math Nights*, summer internships, library visits, and summer Academic Language and Mathematics Institutes. Initially, *Math Night*, library visits, and college student shadowing were the only student support activities provided exclusively to MALL students. All other activities were available to both MALL and non-MALL students.

The tutoring component differed between MVM and MVH. The tutoring component at MVM consisted of a homework center, internet access laboratory computer, and computer multimedia laboratory. The outreach program of San Diego State University (SDSU) provided tutors. The tutoring component at MVH consisted of a tutoring and homework center available to students Monday through Thursday, as well as Saturday mornings. The shadowing of college students was to be conducted twice each semester with the assistance of Southwestern College (SWC), University of California San Diego (UCSD), and SDSU. The college partners also were to facilitate library visits. Two series of college preparation workshops were to be hosted by the counseling centers at MVM and MVH. The business partner, Union Bank, was to provide a two-week summer internship for 30 eleventh-grade students. And finally, two-week summer

Academic Language and Mathematics Institutes for 35 students and their parents, 7 teachers, and educational experts was planned at SWC.

Most of the student support activities initially proposed were implemented. However, there were differences in the degree to which they were implemented successfully. Homework assistance/tutoring was the one student support activity consistently implemented and in high demand. At MVH, approximately 75 to 80 students used the homework center each day. At MVM, computer and multi-media labs were available to students, as well. As CAPP funding ended, other programs (i.e., CREATE and ASAP) were implemented to support providing homework assistance/tutoring.

Project partners implemented few student support activities during the project's last couple of years of CAPP funding. The shadowing of college students and college library visits were not conducted, as the scheduling and arranging of these activities proved cumbersome. Business partner, Union Bank, did not provide guest speakers in MVM classrooms, summer internships for MVH incoming seniors, or conduct Math Nights. While not all of the student support activities delineated above were conducted in any one previous year, the last two years, in particular, evidenced a weakening of partner involvement. One proposed activity, the summer Academic Language and Mathematics Institutes never got off the ground due to institutional barriers.

Some student support activities not in the initial proposal but supporting the goals of CAPP were implemented. For example, under the auspices of CAPP, approximately 30 juniors interested in an engineering major visited San Diego State University to participate in Engineering Day. And a SAT-preparation workshop series was conducted each year at MVH.

Curriculum Change

Curriculum change involved staff SDAIE training and the subsequent modification of existing curricula, as well as the development of new curricula, that integrated math and language. SDAIE lessons were to be developed and compiled for use by math department faculty. Other than this, curriculum change was not proposed as a focus of the MALL project.

The implementation of SDAIE teaching strategies in the classroom, predicated on teacher training and the development of a compendium of SDAIE lessons, occurred to a minimal extent. Teachers were resistant to using the SDAIE lessons because they greatly increased the amount of time required to teach a curriculum unit. For this reason, few lessons were actually developed and piloted. With the push toward SAT-9 and new standards, implementation of SDAIE lessons was further de-emphasized.

Curriculum change was ongoing. MVH math faculty were represented on the district-level committee responsible for standards revision, as well as on the curriculum cabinet, a committee composed of mathematics department chairpersons. MVM math faculty also actively dealt with curriculum issues, but not necessarily as a focus of the MALL project.

Professional Development

The core of proposed professional development efforts for the MALL project was SDAIE training. SDAIE training began in October 1996 and was provided in two tiers. SDAIE expert, Helen Tobin, provided mathematics-specific training once a month for MALL faculty and staff only, while expert, Aida Walqui, provided general training for other interested faculty and staff. Specific lessons were to be designed that utilized SDAIE strategies that then were to be applied in the classroom. Concurrently, teachers in the Sweetwater Union High School District were beginning the state mandated SDAIE training for core content teachers.

As proposed, SDAIE training and the implementation of SDAIE teaching strategies in the MALL classes was the core of professional development and curriculum change efforts, respectively. As the MALL project unfolded over the course of five years, however, math faculty participated in other professional development opportunities available to them.

MALL faculty and other math department faculty participated in professional development activities throughout the first three years of the project. The process of SDAIE training for core content teachers, as mandated by the state, was completed at Mar Vista Middle School and Mar Vista High School by the fall 1998 semester.

Math faculty at MVH and MVM participated in the Mathematics Leadership Institute conducted by the San Diego Area Math Project (SDAMP). This included a one-week summer institute and follow-up sessions/trainings throughout the year during the second, third and fourth years of MALL project implementation. Approximately ten math faculty members participated in one or more of these professional development activities. During the last two years of the project, 1999-2000 and 2000-2001, MVM was not involved with the SDAMP or SDAIE training.

The 1998-1999 school year, the third year of CAPP, marked the first year of the project's participation in the Mathematics Renaissance K-12 program, further strengthening the articulation among MVH, MVM, and three feeder elementary schools. Professional development days were devoted to strengthening the articulation between grade levels, with all middle and high school math teachers, and a cadre of elementary school teachers participating. Additionally, MVH and MVM mathematics faculty attended the Algebraic Thinking Institute offered at UCSD

during the summer of 1999, while one of the project's co-directors was a facilitator during the summer of 2000. The institute was conducted five days per week for four weeks.

Parent Involvement

The MALL project proposed to encourage parental involvement by inviting parents to participate in a subset of student support activities, such as college preparation workshops and the Summer Academic Language and Mathematics Institute.

This project site experienced difficulties implementing a parental involvement component. During the first two or three years of the project, college preparation workshops, targeting MVM seventh graders and their parents, were conducted by the Sweetwater consortium of local colleges and universities. During the fourth year of MALL project implementation, it was anticipated that the CREATE grant would stimulate the development of a parental involvement component to provide parents with information on the University of California admissions requirements and process. It is unclear whether this got underway. Another mechanism that may enhance parental involvement is the Compact for Success program, the Sweetwater School District's compact with San Diego State University. The compact identifies the seventh-grade class at MVM as having guaranteed SDSU admission based on parents and students meeting the terms of a contract, which includes parental involvement. Across most project years, reaching out and engaging parents proved difficult.

Partnerships

It was proposed that the MALL project be implemented by a collaborative partnership among Mar Vista Middle School (MVM) and Mar Vista High School (MVH), Southwestern College (SWC), San Diego State University (SDSU), the University of California at San Diego (UCSD), the San Diego Area Writing Project (SDAWP), the San Diego Area Math Project (SDAMP), and Union Bank. Partners committed to developing strategies and support systems for making academic language and mathematics more accessible to traditionally underrepresented students, with the ultimate goal of enhancing student access to institutions of higher education.

Developing and maintaining viable partnerships was a challenge for the Mar Vista site. The notable exception was the project's strong relationship with the SDAMP. The third year of the project witnessed a further weakening of PEI and business partnerships. However, the Compact for Success and an Academic Improvement and Achievement Act (AIAA) grant were expected to enhance the relationship between MVM and MVH. The CREATE program was expected to enhance MVH's partnership with UCSD.

Other Issues

As stated previous reports, perhaps of greatest significance is that MALL project faculty have assumed activist, leadership roles in their respective departments, as well as school-wide, as a result of CAPP funding. The strong level of articulation between Mar Vista Middle School and Mar Vista High School has been, in large part, a direct result of CAPP and provided opportunities for faculty to deal with issues around articulation.

Student Data

In this section we present student data for Mar Vista High School. Data are presented for five years covering the period of the grant. This period covers academic years 1996-97 through 2000-01.

As can be seen from the following tables, Mar Vista High School experienced large improvements in the student outcomes targeted by CAPP. MVHS experienced reductions in the four-year dropout rate. This rate dropped from 18.8 to 8.5 percent. The proportion of graduates who completed the A-G course requirements increased from 12.6 to 25.4 percent. The proportion of seniors who took the SAT increased from 33.5 to 40.3% with no reduction in the average score on the examination.

During the same period, statewide, the rates on these indicators remained constant with the exception of the dropout rate. Statewide approximately one-third of seniors took the SAT and approximately 36 percent graduated with the required UC/CSU course requirements. The four year statewide dropout rate was reduced from 13 to 11 percent and the one year rate was reduced from 3.3 to 2.8 percent.

Table 1*Mar Vista Dropout Rate*

1996-97			1997-98			1998-99			1999-2000			2000-01		
N	1 yr rate	4 yr rate	N	1 yr rate	4 yr rate	N	1 yr rate	4 yr rate	N	1 yr rate	4 yr rate	N	1 yr rate	4 yr rate
103	5.1	18.8	57	2.7	10.8	75	3.5	13.9	35	1.6	7.2	45	2.1	8.5

Table 2*Mar Vista Graduation Rate*

1996-97	1997-98	1998-99	1999-2000	2000-01
73.1	81.0	78.2	84.0	87.4

Table 3*Mar Vista Graduates with A-G Course Requirements Rate*

1996-97			1997-98			1998-99			1999-2000			2000-01		
Total Grads	N with A-G	% with A-G	Total Grads	N with A-G	% with A-G	Total Grads	N with A-G	% with A-G	Total Grads	N with A-G	% with A-G	Total Grads	N with A-G	% with A-G
326	41	12.6	392	74	18.9	398	75	18.8	447	102	22.8	389	99	25.4

Table 4*Mar Vista SAT Rate*

1996-97			1997-98			1998-99			1999-2000			2000-01		
N tested	% tested	V/M mean	N tested	% tested	V/M mean	N tested	% tested	V/M mean	N tested	% tested	V/M mean	N tested	% tested	V/M mean
93	33.5	898	110	34.7	886	110	30.8	895	357	41.5	878	141	40.3	892

PROJECT CONNECT REEDLEY HIGH SCHOOL

Project Overview

Project CONNECT was the result of a collaborative effort among Reedley High School, Kings Canyon Unified District, the five middle schools in Kings Canyon Unified District (Citrus, Grant, Dunlap, Navalencia, and Riverview), Fresno County Office of Education, Reedley College (formerly known as Kings River Community College), California State University Fresno, and the United States Department of Agriculture - Forest Service. CONNECT is an acronym used to describe the efforts of the collaboration, improving Curriculum through Objectives which meet the Needs of our students, Nurturing their academic success, Evaluating our efforts, Collaborating with our partners, and promoting the use of Technology and skills for the 21st century.

Project CONNECT evolved from three efforts initiated at the start of the 1995-1996 academic year:

- (1) Reedley High School's adoption and implementation of a new mathematics curriculum, IMP (Integrated Mathematics Program).
- (2) The establishment of the Central California Consortium, which is a collaboration consisting of California State University, Fresno, State Center Community College District, Fresno County Office of Education, Kings Canyon Unified School District, Central Valley Hispanic Chamber of Commerce, City of Orange Cove, Forest Services Hispanic Employees Association (FSHEA), USDA Forest Service and Sierra National Forest. These agencies are collaborating to develop opportunities for increasing Hispanic students' matriculation rate through the various levels of education and to create an interest and desire to pursue an education that will lead them to careers with the Forest Service and other USDA agencies.
- (3) Increasing collaboration with Reedley College (formerly known as Kings River Community College - KRCC). Reedley High School is the largest feeder school to Reedley College with over 50% of its graduates enrolling.

Reedley High School's Project CONNECT proposed to target students involved in Integrated Mathematics Program (IMP) math classes and those enrolled in AVID classes. The project proposed to improve the preparation and eligibility of underrepresented students for postsecondary education, develop an academic support system and a parent involvement plan to ensure that more students are successful in their first year of math, to increase the readiness of

students for high school level work, and to increase the readiness of students for college level course work.

Anticipated effects were:

- (1) a substantial increase in the number of students completing A-G course requirements, especially among the underrepresented student population;
- (2) a substantial increase in the number of students successfully completing Math 1, an increase in the number of students completing three years of college prep math, an increase in the number of students taking higher levels of math, and an increase in standardized test scores and in college entrance test scores;
- (3) curriculum and instruction change in middle school mathematics to support an interactive mathematics approach. Greater articulation, communication, and collaboration between high school and middle school staff and programs;
- (4) a k-12 mathematics curriculum articulation plan developed for the school district;
- (5) a successful summer *Jump Start* program to prepare eighth and ninth grade students for success in high school;
- (6) a successful model incorporating business partnership activities, that could be replicated with other partners;
- (7) a successful parent involvement and counseling program to provide students with motivation and support; and
- (8) a successful academic support program (AVID).

Proposed and Actual Implementation of Project Components

In this section we present the proposed project activities and their actual implementation. We also discuss the reasons for differences between proposals and implementation, when this information is available.

Target Population Identification and Involvement

The demographics of Reedley High School included a high proportion of Hispanic students, approximately 64%. Among the remaining students, 31% were White, and approximately 5% were Asian, African American, Filipino, Native American, or Pacific Islander. The goal of Project CONNECT was to increase the number of underrepresented students matriculating to college campuses. CAPP students were identified in two ways. One was through

involvement in the AVID program. The other was through enrollment in IMP math classes. It was proposed that these selection criteria would identify a majority of underrepresented students. The goal was to have eventually every student in the school a CAPP student. This would occur by phasing out the College Preparatory Math (CPM) program and phasing in the IMP program for all math classes; thus ensuring almost all students would be participants of the CAPP program at some time during their four years at Reedley High School.

Reedley High School was able to implement their plan almost as proposed. In fact, almost all Reedley High School Students were identified as CAPP students at some point during their time at Reedley High School. The exceptions to this were special education students and honors math students. The target population remained the same throughout the entire CAPP grant period.

Staffing

At the time of the baseline report, staff at Reedley High School included Tanya Goosev, project director; Stella Bohn, project co-director; nine math teachers; four AVID teachers; one business teacher (who was responsible for mapping business resources within the community); and Janet Adams, coordinator of Parent Nights. Various Staff from Citrus, Grant, Dunlap, Navalencia, and Riverview Middle Schools were included in Project Connect through staff development, involvement in the San Joaquin Valley Math Project, and the district-wide curriculum articulation meetings. The internal evaluator Agnes Tuska represented California State University, Fresno. Maria Kelley represented Kings River Community College. Dirk Charley was the Liaison for the Sierra National Forest Service.

During the grant period, there were several staffing changes. The original project director, Tanya Goosev, left after the second year of the grant and was replaced by Judy Lindeleaf. Ms. Lindeleaf was the project director for the third year of the grant. In the fourth year of the grant, the entire district had leadership shifts due to the illness of the superintendent. Mark Dutra was the project director during the fourth year of the grant. In the beginning of the fifth year of the grant, there was another person temporarily assigned to be project director and shortly after, Judy Lindeleaf resumed being the CAPP project director. Throughout, Stella Bohn remained the co-director, which gave stability to Project Connect.

The math department teachers remained consistent. In the third year, Jim Gilmore left the math department to teach at Reedley College. In his new position, he remained connected to the CAPP program as an advisor. There were also two new hires in the math department in the third year. The AVID program went through a few teacher changes and ,in the end, had three dedicated AVID teachers.

The representative from California State University Fresno, Agnes Tuska (who was also the internal evaluator) withdrew from the project in the second year due to conflicts with her teaching schedule. The University did not send a replacement. A formal partnership with Reedley College never formed. The initial liaison for the Forest Service was Dirk Charley. There were several staffing changes until Jim Oftedol became the liaison.

Student Support Activities

Reedley High School proposed to offer Math Help, a tutoring program held daily after school for students. This program was newly implemented as part of the CAPP grant and lasted the entire grant period. The AVID program was another component of student support activities offered to a select number of students. Students in the AVID program received intensive amounts of student support. They attended daily AVID classes in which they learned study skills, had access to tutoring, and heard guest speakers every Friday.

Curriculum Change and Professional Development

The bulk of Reedley High School's CAPP project was dedicated to curriculum change and professional development to support these changes. These activities were fully integrated and are presented together in this section. The original components that fell under this category were Math IMP, AVID, *Jump Start*, and k-12 articulation. All of these components began in the first year of the grant. Not all components survived.

Math IMP

A major component of Reedley High School's CAPP proposal was to switch from the previous Math system they used, College Preparatory Mathematics (CPM) to the Integrated Mathematics Program (IMP). Students enrolled in a Math IMP class were identified as CAPP students. During the five year grant period, Reedley was able to switch fully to Math IMP. After the first year, staff realized there was a high failure rate among students in Math 1. Upon researching reasons for this failure, they discovered the students who were failing were not doing their homework. In an effort to support these students, the following year the staff implemented a homework policy. Students faced a series of consequences when they did not do their homework. This system lasted for two years. It was discontinued because it required too much paperwork by the administration and teachers. Faculty engaged in a number of activities to support student success in Math IMP: staff attended numerous IMP trainings, attended NCTM conferences, took classes in the summer to enrich their own math skills, offered Math Help after school, and briefly

implemented the homework policy. As a result of their efforts, they found that more students went on to higher Math (Math 3 and Math 4) than in the years before CAPP.

AVID

Implementation of the AVID program was another component of the CAPP program at Reedley High School. After the first year of implementation, program staff did not believe freshmen took the program seriously. Staff decided to refine their selection process to identify students who would be better suited for the AVID program. Each year, a cohort was added until students in all four grades were in the AVID program. Eventually, the AVID program was institutionalized with a group of AVID tutors, a group of AVID teachers, a regular AVID class period, and an AVID tutorial program.

Jump Start

In the proposal, Reedley High School was going to offer *Jump Start* every summer to students who needed enrichment to enter Math 1 in the fall of their freshman year. It was designed to be a six-week course, four hours a day, in which three weeks were taught by one teacher and then the other three weeks by another. *Jump Start* was offered during the first summer of the grant period. It was discontinued due to the overwhelming amount of work it took for teachers to provide the course.

K-12 Articulation

The CAPP grant supported a plan for the high school to take the lead in the district-wide articulation of math from kindergarten through twelfth grade. Elementary, middle, and high school teachers met monthly to align curricula among all schools in the district. Approximately 25 participants met monthly. The team included teachers, school and district administrators, and the superintendent. The articulation group also met in five grade-level subcommittees, some of which overlapped to ensure smooth articulation: K-2, 2-4, 4-6, 6-8, and 6-12. Work focused on aligning coursework to district standards, developing benchmarks for student performance, retention, remediation, and consequences. Within grade groups also met to address deficiencies and add examples to the text.

This experience was valuable because teachers were able to understand clearly what was going to happen to their students at the next level, align the curriculum to district and state standards, and support student success throughout the mathematics sequence. The PEI partner, Agnes Tuska, was assisted this process while she was involved with the project.

Parent Involvement

Reedley High School proposed the counseling department would coordinate Family/Parent Nights to inform parents of the changes occurring at Reedley High School. These were to be held monthly with a different topic of interest at each meeting. The parent nights occurred throughout the five years of the grant. They were held one night each month with a different topic of interest for each meeting. The largest turnouts were for nights addressing : (a) getting in to college, (b) AVID, and (c) financial aid.

Partnerships

The business partner for Reedley High School was the Sierra National Forest Service (SNFS). The SNFS committed to providing a liaison who would work with the CAPP program. This position initially was filled by Dirk Charley. After several staffing changes, Jim Oftedol was assigned as the permanent liaison who worked with the school. The creation of this position showed true commitment on behalf of the SNFS. For the first two years of the grant, the liaison worked primarily with students at Reedley High School. Over time, the partnership with the SNFS expanded to a district-wide partnership program called *Generation Green*. The SNFS was pleased with the way the partnership turned out and was planning to replicate *Generation Green* across the United States.

Initially, Reedley High School had two institutions of higher education as partners: Reedley College and California State University Fresno. The partnership with Reedley College never got started. When Jim Gilmore, a former Reedley High School math teacher began teaching at Reedley College, an unofficial partnership was formed. Mr. Gilmore was an advisor to the high school math department and helped with the articulation process between the college and high school. The partnership with California State University Fresno ended during the second year of the CAPP grant. The assigned representative from the University had conflicts with scheduling and did not have the support of her department to make the partnership work.

Other Issues

School staff reported they were happy with the effects of the CAPP program at Reedley High School. They were able to implement the proposed aspects of Project CONNECT. They implemented Math IMP and AVID; attended conferences; and were able to be involved in the district-wide k-12 math articulation process. They believed their efforts were supported by the district; especially the articulation piece. Evidence of this support was the creation of a district-level position who worked with the articulation committee.

“We feel very positive about CAPP. *Generation Green*, AVID, and IMP are all programs that we wouldn’t have without it. Math IMP, AVID, and K-12 articulation are now institutionalized and because of our success, we can go to the district and ask for money to continue. Because of CAPP, the changes we implemented felt like an experiment and we did not have a lot of pressure to perform so if it was successful cool, and if not, that was okay too. This low pressure allowed us to implement some valuable reforms at Reedley High School.”

Institutionalization

All proposal activities were attempted. IMP, AVID, k-12 articulation, and *Generation Green* remained at Reedley after the grant ended. Some activities were dropped along the way. For example, the *Jump Start* summer bridge math program, was discontinued because it was too much work for the teachers involved over the summer. There also are not as many parent nights as during the early years of the grant. The homework policy, originally implemented to encourage homework completion among failing students, is no longer in effect. Like the *Jump Start* program, it was experienced as too demanding of teachers. The PEI partnerships never developed as intended. Finally, the luxury of attending conferences disappeared with the end of the CAPP funding.

Tutoring math nights are ongoing, as is the school-wide tutoring program with one math teacher available each day. “We set the tone to offer more after-school tutoring programs. The science and English departments now are offering them and the library is open until six in the evening, when late busses leave.” College and career counseling also are ongoing. Math IMP, AVID, *Generation Green*, k-12 articulation, and the tutoring system all are institutionalized.

Budget and Funding

The diminishing budget worked well for Reedley High School because they had high costs in beginning, which tapered off as time went on. They never felt that funding was tight due to the diminishing budget. Before the CAPP grant, the math department was receiving more money than other departments. The district used the CAPP funding as an opportunity to reduce internal funding to the math department. At the end of the grant period, the math department was funded at a rate equal to other departments at Reedley High School.

Relationship with the CAPP Office

The school appreciated working with the people from the CAPP office and WestEd. “The people we had to deal with on this grant have been quality people Dave Jolly [Executive Director, CAPP] and Jordan Horowitz [Senior Project Director, Evaluation Research, WestEd] never made us feel like stepchildren.”

Other comments from Reedley Staff include the following:

“Opportunities such as school visitations and interactions with other CAPP schools gave us ideas of where to go and allowed us to appreciate what we have.”

“CAPP has afforded our students with many opportunities to expand their horizons. They can think outside the box now, too.”

“The extra period off for math teachers was great in the beginning.”

“We had total satisfaction working with CAPP even if the number crunching was difficult. Tanya Goosev did it first - it was her baby and number crunching came easy for her. Inheriting it was hard.”

Student Data

In this section we present student data for Reedley High School. Data are presented for five years covering the period of the grant. This period covers academic years 1996-97 through 2000-01.

As can be seen from the following tables, Reedley High School experienced mixed results for the student outcomes targeted by CAPP. Reedley experienced reductions in the four-year dropout rate. This rate dropped from 9.1 to 4.2 percent. However, the proportion of graduates who completed the A-G course requirements decreased from 38.3 to 25.8 percent. Math faculty noted that more students were taking higher level math courses as a result of their CAPP efforts. So these findings likely are related to students performing less well in other departments. The proportion of seniors who took the SAT increased from 24.3 to 35.4%.

During the same period, statewide, the rates on these indicators remained constant with the exception of the dropout rate. Statewide approximately one-third of seniors took the SAT and approximately 36 percent graduated with the required UC/CSU course requirements. The four year statewide dropout rate was reduced from 13 to 11 percent and the one year rate was reduced from 3.3 to 2.8 percent.

Table 5*Reedley Dropout Rate*

1996-97			1997-98			1998-99			1999-2000			2000-01		
N	1 yr rate	4 yr rate	N	1 yr rate	4 yr rate	N	1 yr rate	4 yr rate	N	1 yr rate	4 yr rate	N	1 yr rate	4 yr rate
48	2.5	9.1	51	2.6	9.7	19	1.0	3.7	27	1.4	5.1	22	1.1	4.2

Table 6*Reedley Graduation Rate*

1996-97	1997-98	1998-99	1999-2000	2000-01
89.0	91.6	92.9	92.6	91.7

Table 7*Reedley Graduates with A-G Course Requirements Rate*

1996-97			1997-98			1998-99			1999-2000			2000-01		
Total Grads	N with A-G	% with A -G	Total Grads	N with A-G	% with A -G	Total Grads	N with A-G	% with A -G	Total Grads	N with A-G	% with A -G	Total Grads	N with A-G	% with A -G
324	124	38.3	350	168	48.0	365	116	31.8	399	100	25.1	387	100	25.8

Table 8*Reedley SAT Rate*

1996-97			1997-98			1998-99			1999-2000			2000-01		
N tested	% tested	V/M mean	N tested	% tested	V/M mean	N tested	% tested	V/M mean	N tested	% tested	V/M mean	N tested	% tested	V/M mean
83	24.3	996	90	23.6	996	129	33.9	941	119	29.4	927	143	35.4	914

CAPPCOM SAN BENITO HIGH SCHOOL

Project Overview

The California Academic Partnership Program – Communications (CAPPCOM) was a four-year integrated program at San Benito High School (SBHS). English and Spanish speaking students entered the program as freshmen and were immersed in language and computer-based courses. Originally tied into the school's Communications/Liberal Arts career path (one of four school-to-career pathways offered by the school), CAPPCOM students were expected to form a telecommunications/marketing company by the eleventh grade. The CAPPCOM program was designed to assist students to develop the competencies and personal motivation needed to complete high school and go on to be successful in college. Designed to be a dual-immersion language program, CAPPCOM provided intensive language training for English language learners (ELL) and former non-English proficient students (English/CAPPCOM), as well as Spanish immersion for a parallel set of native English speakers interested in learning Spanish (Spanish/CAPPCOM).

The CAPPCOM project at San Benito High School was designed to provide a rigorous academic program that prepared participating students to attend and excel in four-year colleges and develop careers in an increasingly technological society. CAPPCOM had several goals in this area. As a result of this program, CAPPCOM staff expected that the English language skills of Latino students would increase, enabling a larger number to meet college entrance requirements. Specifically, the curriculum was designed to raise language scores on the SAT, ACT and CTBS tests, as well the quality of writing skills among Latino and other students with limited English language proficiency.

Due to their relatively low language arts and math competencies, some 65% of Latino students from SBHS entered four-year colleges by way of special admissions. Latino students also were underrepresented in the school's more challenging math courses. Thus, another goal of the CAPPCOM program was to increase the number of Latino students from SBHS entering four-year colleges by their own right, or through the regular admissions process. CAPPCOM students would be prepared for taking demanding courses, including AP courses; it was expected that there would be increased enrollments in AP Spanish, AP Statistics, and AP English. Project staff expected that all Spanish/CAPPCOM students would be prepared to enroll in AP Spanish, and that a smaller proportion of the English/CAPPCOM students would likely move on to AP English, given that so many of them had limited English proficiency. It was expected that, as a result of the CAPPCOM program, both the English and Spanish CAPPCOM cohorts would become fully bilingual.

Finally, the CAPPKOM project aimed to increase the number of Latino instructors at San Benito High school. At the beginning of the CAPP funding period, the student population was 58% Latino, while only 17% of the faculty were Latino. As part of the CAPPKOM program, a partnership was formed with CSU Monterey Bay to establish SBHS as a student teacher training site by the third year of the CAPPKOM program. It was hoped that this would be a good source of new Latino teachers for the school.

Proposed and Actual Implementation of Project Components

In this section we present the proposed project activities and their actual implementation. We also discuss the reasons for differences between proposals and implementation, when this information is available.

Target Population Identification and Involvement

Although the CAPPKOM program was available to any interested student, the target population was “underrepresented minority students,” particularly Latino students. Latinos at San Benito High School historically were much less likely than their White classmates to graduate and enroll in colleges and universities. CAPPKOM strove to enroll students who lacked English language proficiency. Students selected for the program were neither the highest performing academic population nor the lowest. To enroll in the program, students were expected to test at or above grade level proficiency, as assessed by the CTBS exam administered to incoming freshmen each fall. In some cases, students testing below grade level could be admitted to CAPPKOM under special circumstances, such as a recommendation from teachers or counselors. The CAPPKOM project at San Benito High School aimed to enroll freshman students who would remain enrolled in the program throughout their high school careers. Each fall, CAPPKOM planned to enroll a new cohort of 150 freshmen in the program. These students, half in the Spanish/CAPPKOM and half in the English/CAPPKOM component were expected to remain in the program for the duration of their high school years.

For the most part, the CAPPKOM program enrolled the target population as proposed. Perhaps the most significant difference was the low enrollment. For example, 90 rather than the projected 150 students in each freshman cohort. In some cases, the low enrollments were due to relatively small numbers of students who met the prerequisite of testing at or above grade level (as measured by their CTBS scores, and later, by their STAR scores). In fact, the program would have been unable to accommodate 150 new students each year, due to the lack of computer hardware and other facilities. There was also significant attrition each year from the freshman to

sophomore course, as many students appeared less interested in teledramatic arts (the tenth grade CAPP COM curriculum) than computers (the ninth grade CAPP COM curriculum). Therefore, the size of the CAPP COM cohorts became smaller as each cohort advanced to their second and third years. In addition, fewer Latino students enrolled in the program than was originally intended.

Staffing

Proposed staffing for the CAPP COM program at San Benito High School included: the director, Karen Schroder, (Director of Student Services), her assistant, Kathi Bosworth (School-to-Work Coordinator), an internal evaluator, Michael Robustelli (District Curriculum and Projects Director), two English teachers, Hilary Ford and Martha Gioia, and one Spanish teacher, Gretchen Yoder. In addition, the division chairs of the Foreign Language and English departments, Martha Gioia and Frank Mouro, respectively, were to join staff in biweekly team meetings.

The individual staff members proposed for the CAPP COM program were involved for most of the CAPP funding years. Karen Schroder was the director of the CAPP COM program until the final year of the CAPP funding period, at which time she became the school's principal and lacked the time to manage the program. Her assistant, Kathi Bosworth, worked with the program for the first two years, but then left the school. Her position in the CAPP COM program was not filled, with most of her duties absorbed by the program director, program teachers, or discontinued. Michael Robustelli continued to provide internal evaluation support to the program. Hilary Ford stayed with the CAPP COM program until she left the high school three years into the project. She was instrumental in revising curricula, training new teachers in the program, and enhancing the technology aspect of the program. Gretchen Yoder also remained with the program through the first three years.

Finding teachers with the requisite combination of skills proved to be a considerable challenge for the program. However, the CAPP COM program ultimately was successful in hiring a number of teachers over the CAPP funding period who possessed, or were able to develop, strong skills in video production and editing, including Pat Adams (Spanish) and Tony Mercurio (English). These and other teachers were responsible for encouraging students to stay with the program and develop marketable skills. In addition, several other teachers taught in the program, some exclusively as Spanish or English teachers, and others who combined language instruction with instruction in computer or media and telecommunications. These teachers included, among others, Amy McAfee, Dale Johnson, and Barbara Dahl.

Student Support Activities

As proposed, all students enrolled in CAPPCOM were expected to keep up with a rigorous academic curriculum. For students appearing to have academic difficulty, teachers and program staff were to make arrangements for special tutoring so they did not fall behind. During the eleventh and twelfth grades, students enrolled in the CAPPCOM program were to have on-site internships where they would receive guidance from mentors in the field of telecommunications to expand their knowledge and skills.

Most of the students who enrolled in CAPPCOM managed to keep up with the rigorous academic curriculum. Students received academic support from their CAPPCOM teachers, who generally devoted significant additional time helping students with their coursework and projects. The internships originally planned for juniors and seniors in the CAPPCOM program did not materialize. However, some of the more advanced CAPPCOM students got experience developing telecommunications and video projects for local organizations and for the school.

Curriculum Change

Special curricula were to be developed for the CAPPCOM program each year, as each cohort advanced toward graduation. For example, prior to the first year of the program, the ninth grade curriculum was developed, followed by the development of the tenth and eleventh grade curricula in years two and three, respectively. Ninth grade curricula combined language arts training with computers. CAPPCOM was designed as a dual immersion program: ELL and former ELL students were enrolled in the English CAPPCOM course, and students wanting to learn Spanish were enrolled in the Spanish CAPPCOM course. Each class was taught exclusively in the target language. During the ninth grade, both Spanish and English CAPPCOM curricula integrated language arts with computer instruction. During the tenth grade, both CAPPCOM components were integrated with teledramatic arts, and the study of video technology. During the eleventh grade, the plan was for all students to form a telecommunications or marketing company and to have internships in the field of telecommunications with the guidance of business mentors. While students were expected to remain in CAPPCOM through their senior year, there were not explicit plans for the curricula. Because CAPPCOM students took CAPPCOM courses for a block of two periods every day, students enrolled in the program were expected to take summer school classes to complete all the courses required for graduation and college admission.

As planned, special curricula were developed for the CAPPCOM program each year. In addition, based on successes and challenges, teachers were called upon to revise each year's

curricula to make the program work better and more closely meet students' needs and skills. As planned, freshman students in the ninth grade courses received language instruction and immersion combined with instruction in computer applications. Sophomore students received language immersion in combination with media production skills. During the eleventh grade, CAPPCOM students learned advanced video and computer skills. However, they did not engage in internships nor did they form a telecommunications or marketing company during their junior year. This aspect of the program did not come to fruition.

In addition, the CAPPCOM program did not formally offer a fourth year of curriculum and instruction for seniors; those students interested in continued study in the target language or teledramatic arts were invited to take advanced study on their own. The few students who remained involved in CAPPCOM developed fairly advanced telecommunications and video skills, with which they produced various class projects and videos for the school and local non-profit organizations. Finally, more technology was integrated into Spanish/CAPPCOM classes than originally anticipated, due in part to the availability of useful software, and the Spanish teacher's ability to teach students the applications and develop a curriculum to utilize them.

Professional Development

The CAPPCOM program was to be staffed with instructors who were either English or Spanish teachers, and possessed skills and experience in computer applications, teledramatic arts, and video production. The program planned to send their instructors to courses and workshops where they could learn more about computers and video production, as well as how to integrate them with language instruction. The CAPPCOM program also planned to make use of the school-wide professional development sessions provided monthly at San Benito High School.

CAPPCOM teachers received training, as needed, in the use of the Internet and various software applications used for instruction. Staff development consisted of off-site training as well as training from colleagues with strong computer skills at the high school. One of the CAPPCOM teachers, Hilary Ford, developed such strong computer skills that she became the district's technology coordinator, and provided ongoing staff development to the CAPPCOM faculty, as well as to other teachers. In addition, one of the program's Spanish teachers received "second language learner teacher development." Teachers also were able to make use of the program's business and higher education partners as resources for developing curricula and designing appropriate lessons.

Parental Involvement

Parent involvement was intended to be a significant component of the CAPPKOM program. Parents were expected to participate in program meetings and events. In addition, CAPPKOM planned to hold annual open houses for parents of prospective CAPPKOM students to inform them about the program, and to support the ongoing involvement of parents of participating CAPPKOM students. Parents were invited and expected to participate in CAPPKOM field trips, and to help out in CAPPKOM classrooms. In addition, the CAPPKOM parent involvement component was to include parent training in computers and technology.

Parent participation in CAPPKOM was significantly less than hoped. Parents were informed of the CAPPKOM program and its goals. They were involved in motivating their children to enroll, and do well, in the program. Project staff promoted the CAPPKOM program to parents at back-to-school nights, and through articles in the school's parent newsletter. The project also hosted a *CAPPKOM Open House Night* at which counselors informed parents about the program and tried to solicit parental input. Parents were invited to participate by attending meetings and accompanying CAPPKOM students on field trips, but parent participation was low. In addition, CAPPKOM staff noted that the participation of Latino parents was much lower than they had hoped. While several of the Spanish-speaking parents did help out in the English/CAPPKOM courses, most of the parents who came to school-based CAPPKOM activities were the parents of students enrolled in the Spanish component. This was disappointing, as the Latino students were the primary target of the CAPPKOM program.

Partnerships

As proposed, a number of partners were to be involved in the project, representing local colleges and universities, public and community agencies, and media and telecommunications organizations. They were expected to provide resources to the project and attend partnership meetings at which they would advise the project. Partners were to include representatives from California State University Monterey Bay (CSUMB), Gavilan Community College, Hollister School District, the City of Hollister, the local Offices of Emergency Services, Free Lance (the local daily newspaper), Radio K-MPG, local television stations Channel 34 and 35, and Mad Dog Marketing. Partners were invited to attend program meetings and events. Business, media, and agency partners were expected to provide internships to CAPPKOM students in their junior year. The partnership with CSUMB was expected to result in the placement of student teachers at SBHS and the CAPPKOM program, once the new CSU campus began its teacher training program.

Most of the proposed partnerships came to fruition, at least for part of the CAPP funded years. Partnerships were established with colleges and universities (Gavilan Community College and CSUMB), local media organizations (Free Lance daily newspaper, Television Channels 34 and 35, Radio K-MPG, and Mad Dog Marketing), as well as with the San Benito Office of Emergency Services, the City of Hollister, and San Benito High School. In addition to attending partnership meetings, partner representatives hosted site visits for students, collaborated with teachers to develop curricula, and provided technical assistance to project staff. During the first years of the CAPPCOM program, participating partners hosted field trips for CAPPCOM students. Students toured local businesses and explored local colleges and universities. Business partners also came into the CAPPCOM classrooms to teach students, provide expertise and technical assistance to program staff, and provide mentoring.

The various partnerships evolved during the course of the CAPP funding period. While some partnerships faded with time, other partnerships were sustained and developed further. The strongest partnerships were those with CSUMB and Gavilan College, as well as local television stations 34 and 35, and the City of Hollister. Jim Frazier, from Gavilan College, applied his experience in television broadcasting and production to advising students and teachers on television production technique and new media. He also attended numerous CAPPCOM meetings, worked on video projects with students, attended student presentations, and helped CAPPCOM students develop a public service announcement to be broadcast on local television.

Other proposed partnership activities were not implemented as planned. As part of CAPPCOM's agreement with local Channel 34, there was to be a television station located on the SBHS campus, to be staffed in part by CAPPCOM students. When the key contact person departed the station, the promised equipment was never delivered. This was a significant disappointment to the program. In addition, due to a delay in setting up the teacher training program at CSUMB, there were no student teachers placed at SBHS; another disappointment for the CAPPCOM program and a significant gap in the planned reform of the school.

Student Data

In this section we present student data for San Benito High School. Data are presented for five years covering the period of the grant. This period covers academic years 1996-97 through 2000-01.

As can be seen from the following tables, San Benito High School experienced little to no gains for the student outcomes targeted by CAPP. SBHS experienced reductions in the four-year dropout rate early in the program. However, at the end of the five year funding cycle this rate had returned to its original high of 3.8 percent. The proportion of graduates who completed the A-G

course requirements decreased steadily during the first few years of the project but began to recover in the final year. The proportion of seniors who took the SAT also decreased during the first few years of the project and then recovered to surpass the early rates. This project, in particular, targeted a group of students for services. Therefore, we direct the reader to the final chapter in the report examining the outcomes for students who received a full complement of services.

During the same period, statewide, the rates on these indicators remained constant with the exception of the dropout rate. Statewide approximately one-third of seniors took the SAT and approximately 36 percent graduated with the required UC/CSU course requirements. The four year statewide dropout rate was reduced from 13 to 11 percent and the one year rate was reduced from 3.3 to 2.8 percent.

Table 9*San Benito Dropout Rate*

1996-97			1997-98			1998-99			1999-2000			2000-01		
N	1 yr rate	4 yr rate	N	1 yr rate	4 yr rate	N	1 yr rate	4 yr rate	N	1 yr rate	4 yr rate	N	1 yr rate	4 yr rate
22	0.9	3.8	12	0.5	2.0	22	0.9	3.6	15	0.6	2.5	22	0.8	3.8

Table 10*San Benito Graduation Rate*

1996-97	1997-98	1998-99	1999-2000	2000-01
97.4	97.4	95.0	96.9	95.9

Table 11*San Benito Graduates with A-G Course Requirements Rate*

1996-97			1997-98			1998-99			1999-2000			2000-01		
Total Grads	N with A-G	% with A-G	Total Grads	N with A-G	% with A-G	Total Grads	N with A-G	% with A-G	Total Grads	N with A-G	% with A-G	Total Grads	N with A-G	% with A-G
373	219	58.7	447	201	45.0	457	187	40.9	433	152	35.1	445	209	47.0

Table 12*San Benito SAT Rate*

1996-97			1997-98			1998-99			1999-2000			2000-01		
N tested	% tested	V/M mean	N tested	% tested	V/M mean	N tested	% tested	V/M mean	N tested	% tested	V/M mean	N tested	% tested	V/M mean
170	35.3	990	160	32.4	978	153	30.9	940	181	36.7	937	214	44.4	955

TENNYSON HIGH SCHOOL

Project Overview

The Seamless Transition Project, also known as Tennyson CAPP, was located at Tennyson High School in Hayward. It was designed to improve the academic performance, motivation, and college readiness of the school's students. The project was composed of both curricular and student support components, both of which were implemented by a collaborative partnership among Tennyson High School, the Hayward Unified School District, California State University Hayward (CSUH), Chabot College, and Rohm & Haas, a locally-based international company. The program's curricular component focused on two areas: problem solving in mathematics and essay writing in language arts. The goal was to achieve college-level proficiency among 80% of the program's participants by the end of their junior year. Program staff developed and implemented an articulated, ninth to eleventh grade curriculum, in collaboration with their partners in higher education and business. Together, they developed associated standards and assessment procedures.

The program's student support component consisted of a variety of activities, including the *Summer Bridge* program for incoming ninth graders, the *Prep for College* course, academic tutoring, college readiness guidance, academic and career mentoring, counseling, and parent involvement. Students were recruited from area middle and junior high schools, and entered the CAPP program as ninth graders.

Proposed and Actual Implementation of Project Components

In this section we present the proposed project activities and their actual implementation. We also discuss the reasons for differences between proposals and implementation, when this information is available.

Target Population Identification and Involvement

The target population of the CAPP program at Tennyson High school was students generally interested in attending college, who were from population groups underrepresented at the CSU and UC systems; primarily African Americans, Latinos, Filipinos, and other students of color. One of the goals was to identify for the program a group of students who reflected the ethnic diversity of the high school's population, including the approximately one-third who were English language learners (ELL). However, the program was open to any student interested in

participating, as long as ELL students were at least at ESL Level 5 by the end of the eighth grade. Although students were not screened for academic ability, they had to be eligible to take Math 9A, Algebra, or Geometry as ninth graders. The only program requirement was that students enroll in the *Prep for College* course. The original implementation plan was to enroll 60 incoming freshmen into the first year's program cohort, and enroll 60 freshmen in each subsequent cohort every fall.

During the first year of operation, 100 eligible freshmen – 40 more than the anticipated 60 – were identified and enrolled in the CAPP program. These students met all of the eligibility requirements, and – mirroring the overall school population – almost one-third of them were ELL. The CAPP program at Tennyson continued to enroll between 100 and 120 new ninth graders each year, and provided academic and support services to each cohort through their junior year. In addition, the CAPP program accepted several tenth graders each year upon their request and willingness to take *Prep for College*.

Staffing

As proposed, the Seamless Transition Project was to be co-directed by Steve Neill, a Tennyson High School guidance counselor, and Dr. James Zarillo, the chair of the English Dept. at CSUH. A Tennyson math teacher, Lynn Vernon, was to serve as the project coordinator. A Tennyson English teacher, Kevin Kerswell, served as the internal evaluator (replacing George Moore, who was proposed originally). Together, Lynn Vernon and Kevin Kerswell were to co-teach the school's *Prep for College* course, taken by all ninth graders in the program. Along with Lynn Vernon and Kevin Kerswell, several additional math and English faculty at the high school were to be involved in curriculum development and implementation, assessment development, and professional development planning and delivery. School counselors and two faculty members were to be responsible for the *Summer Bridge* program. In addition, Tennyson High counselors and faculty were to develop and implement the parent involvement component.

The program was staffed as proposed for the first years of the project, followed by some staffing changes, as faculty members left the high school. As proposed, the Seamless Transition Project was co-directed by Steve Neill and Dr. James Zarillo. Lynn Vernon was the project coordinator for the first three years. When she left the high school at the end of the 1998-99 school year, Kevin Kerswell assumed the role of project coordinator starting in fall 1999. He was the project coordinator for two years, until he left the high school, near the end of the CAPP funding period. During the final year of the project, Steve Neill provided most of the administrative functions; he directed the project, coordinated project activities, and served as the internal evaluator. During the course of the program's operation, a number of additional teachers

came on board; they taught the *Prep for College* course and implemented the curricula developed as part of the CAPP program. These new faculty members also recruited incoming ninth graders into the program, and implemented the *Summer Bridge* component. Most notably, the new teachers included Anne Kennedy, an English teacher, and Kelly Garcia and Sarah Fang, who team taught the *Prep for College* course.

Student Support Activities

The Tennyson CAPP program originally proposed a full complement of student support activities. These included: *Summer Bridge* for incoming ninth graders; the *Prep for College* course; student mentoring; cross-age tutoring; field trips to colleges and universities; field trips to Rohm & Haas; parent involvement; recruitment of eighth graders from area feeder schools; SAT preparation classes; and a variety of additional social activities such as annual CAPP breakfast and a year-end CAPP picnic for the entire CAPP community of students, staff, partners, and families.

All the proposed student support activities were implemented to some extent. While some continued to be a vital part of the program each year, others were discontinued or dwindled over the years. *Summer Bridge* was implemented most summers, prior to the start of the school year. Participation in *Summer Bridge*, which was voluntary, varied considerably from year to year. CAPP staff successfully involved CAPP students from earlier cohorts to attend *Summer Bridge* and help incoming CAPP students. The cross-age tutoring component presented a number of challenges. It proved difficult to recruit college students to provide tutoring, and sometimes participation of CAPP students was low, but the program continued to commit resources into tutoring. Eventually, these efforts paid off, and Chabot faculty, students, and Tennyson upper class students provided tutoring to a large number of CAPP students. Tutoring also was provided to students school-wide, and became an institutionalized program at the school.

The *Prep for College* course was offered every year, and also became institutionalized at the school. As proposed, it is a team-taught rigorous course. It is popular among students and always enrolled to capacity. Field trips to colleges and universities have been organized most years, with funding sometimes supplemented with funds raised by CAPP students. During a recent year, students had the opportunity to visit east coast schools. Field trips to Rohm & Haas were made the first four years of the program, but then were discontinued as the partnership with the company lost momentum. CAPP events such as the annual breakfast and picnics were held each year, and brought the various CAPP cohorts, faculty, and partners together. And, while program teachers actively recruited middle school students most years, they found plenty of students were eager to be in the program.

The mentoring component was not implemented as successfully as some of the other components. Students in Business, a local non-profit organization, successfully identified and trained mentors in the first year of the program. Several students were matched with mentors during the first two years. However, it became difficult to recruit new mentors, and there was limited interest among students.

Curriculum Change

The Tennyson High School CAPP program proposed to develop curriculum and associated assessments in math and language arts. The math curriculum units would emphasize problem-solving skills, and the language arts curriculum units would focus on essay writing. The goal of the new curricula was to engage students in challenging academic studies that would help them prepare for college. By the time they finished eleventh grade, 80% of CAPP students would achieve college-level proficiency in math and language arts, as measured by assessments developed by the project staff, as well as placement exams administered by CSUH and Chabot.

As proposed, math and language arts curriculum units, as well as associated assessments, were developed by high school teachers in collaboration with partnering postsecondary instructors. The CAPP curriculum units that were developed continue to be used by Tennyson High school faculty, eventually including non-CAPP teachers as well as those in the CAPP program. CAPP's initial work around developing and strengthening CAPP student writing skills crossed over into the recent Bay Area School Reform Collaborative (BASRC) reform effort at Tennyson High School. Steve Neill was awarded a small grant with which to revise and produce the CAPP curriculum. The revisions included incorporating content standards in math and language arts, using uniform formatting to make it more user friendly, and binding the curricula in a way they could be easily used and reproduced by other teachers. The CAPP curriculum was used as a model for developing standards-based units in language arts, school-wide, to align school-level assessments to California state content standards.

Professional Development

Proposed professional development activities were to include collegial interaction among faculty and staff to support the development and implementation of math and language arts curriculum units, developing course-specific plans for team-teaching, developing assessments, and team teaching the new curricula.

As proposed, CAPP staff participated in ongoing professional development activities, which primarily took the form of collegial interaction in developing curriculum units and teaching. Teachers at the high school, often in partnership with faculty from Chabot College and

CSUH, worked together to develop curricula and corresponding assessments, and team-taught courses and learning activities. The more experienced teachers, who had refined the team-taught *Prep for College* course, provided training and support to the newer teachers who gradually took over teaching the course. In January 2000, school staff combined CAPP and SB82 funds to bring in Jane Schaffer, an expert in writing, to train teachers at Tennyson on writing multi-paragraph essays (MPE). Thirty-five teachers were trained. This proved to be a huge asset for the school, as it helped faculty school-wide embrace this approach to teaching writing.

Parental Involvement

As originally proposed, parent involvement was to be an integral part of the Seamless Transition Project. It was thought that having parents actively involved by participating in program events and project meetings would help to ensure that students had the support of both their families and their school.

Throughout the CAPP funding period, there was significantly less parent involvement than had been anticipated. Parents always were informed about CAPP activities and invited to participate, but their attendance at program events was consistently low. Part of the issue was that more students than anticipated ended up participating in CAPP, and that meant there were considerably more parents with whom CAPP staff needed to communicate. CAPP staff concluded after the first year of the program that it would have taken considerably more time and effort than they could realistically devote to substantially increase parent participation. Nonetheless, parents continued to be informed about all CAPP activities and always were invited to participate in program activities. During the final two years of the program, Steve Neill set up sophomore counseling sessions designed to get students and their families to think about how to select college preparation courses (i.e., those in the A-G course sequence). Parents were encouraged to attend these sessions and a large number of them did.

Partnerships

The CAPP program proposed to work closely with three partners. These included CSU Hayward (CSUH), Chabot College, and Rohm & Haas, an international chemical manufacturing company based in the region. CSUH was contacted during the planning grant period, and Dr. James Zarillo, the chair of the Teacher Education Department, agreed to serve as co-director of the project. His proposed involvement included overseeing curriculum development and managing the budget and other administrative duties, as well as attending project meetings and events. Two CSUH math instructors were to help develop math curricula and assessments and

participate in classroom instruction alongside Tennyson faculty. Chabot College faculty members also were to participate actively in the program. Two faculty members, one in math, and one in language arts, were to help develop curricula and assessments and assist with instruction.

Rohm & Haas, who had been involved actively at Tennyson High School prior to the CAPP grant period, proposed to participate in several ways. The company agreed to host several open houses for CAPP students each year, so that students could tour the plant, meet engineers, and learn about how math is applied in a business setting. In addition, the primary contact person for Rohm & Haas would coordinate the efforts of company employees to volunteer in Tennyson High classrooms and in the tutoring program.

All the proposed partnership activities were carried out as planned. The CAPP program benefited from the active, sustained involvement of the postsecondary and business partners. The same individual faculty members who agreed to work with the program continued to do so until the end of the CAPP funding period. Some of them even expanded their roles. For example, Dr. Susan Gill from Chabot provided professional development for Tennyson faculty, helping them learn how to incorporate new instructional methods. Dr. Jose Alegre, also from Chabot, became heavily involved in the tutoring program, and helped ensure it ran smoothly. Although Dr. Zarillo continued to be co-director, his active involvement in program activities decreased in the last two years of the CAPP funding period, when he tended more exclusively to managing the budget. The participation of Rohm & Haas decreased during the last year of the program. This was largely due to a change in personnel (the person who coordinated the company's involvement in the program left the region) coupled with a smaller CAPP program budget, which translated to less Tennyson faculty time devoted to managing administrative aspects of the program, including the partnerships.

Student Data

In this section we present student data for Tennyson High School. Data are presented for five years covering the period of the grant. This period covers academic years 1996-97 through 2000-01.

As can be seen from the following tables, Tennyson High School experienced mixed results for the student outcomes targeted by CAPP. Tennyson experienced dramatic reductions in the four-year dropout rate. This rate dropped from one-third to 10.5 percent. The proportion of graduates who completed the A-G course requirements decreased early, then began to recover. The proportion of seniors who took the SAT remained fairly constant. The reduction in the dropout rate meant more students remained in school who likely were underperforming.

Therefore, the drop in students completing the course requirement would not be unexpected. Furthermore, the recovery later in the cycle and relative constancy of SAT rates are more positive than they would be without these students remaining in school.

During the same period, statewide, the rates on these indicators remained constant with the exception of the dropout rate. Statewide approximately one-third of seniors took the SAT and approximately 36 percent graduated with the required UC/CSU course requirements. The four year statewide dropout rate was reduced from 13 to 11 percent and the one year rate was reduced from 3.3 to 2.8 percent.

Table 13*Tennyson Dropout Rate*

1996-97			1997-98			1998-99			1999-2000			2000-01		
N	1 yr rate	4 yr rate	N	1 yr rate	4 yr rate	N	1 yr rate	4 yr rate	N	1 yr rate	4 yr rate	N	1 yr rate	4 yr rate
123	8.3	31.4	171	10.7	38.4	68	4.0	16.9	64	3.4	13.9	50	2.6	10.5

Table 14*Tennyson Graduation Rate*

1996-97	1997-98	1998-99	1999-2000	2000-01
62.3	56.0	64.6	74.2	75.9

Table 15*Tennyson Graduates with A-G Course Requirements Rate*

1996-97			1997-98			1998-99			1999-2000			2000-01		
Total Grads	N with A-G	% with A-G	Total Grads	N with A-G	% with A-G	Total Grads	N with A-G	% with A-G	Total Grads	N with A-G	% with A-G	Total Grads	N with A-G	% with A-G
233	78	33.5	218	41	18.8	263	55	20.9	316	65	20.6	337	81	24.0

Table 16*Tennyson SAT Rate*

1996-97			1997-98			1998-99			1999-2000			2000-01		
N tested	% tested	V/M mean	N tested	% tested	V/M mean	N tested	% tested	V/M mean	N tested	% tested	V/M mean	N tested	% tested	V/M mean
115	33.4	872	120	39.4	861	112	34.6	847	109	35.5	877	118	35.2	853

PARTNERSHIPS

Partnerships are at the heart of the CAPP program. Each site funded during this phase of CAPP had postsecondary educational partners and local community/business partners. In this section we discuss issues and findings related to the partnerships developed by these CAPP curriculum project schools.

Benefits and Successes of Partnerships

Partnerships with postsecondary educational institutions (PEIs) and local businesses provided several benefits to the CAPP projects. These included support for professional development activities, enhanced articulation between high schools and middle schools, improved student support activities, and other benefits.

One of the primary benefits derived from partnerships with PEIs was the support the projects received for professional development. The types of professional development facilitated by PEI partners included teaching a summer class for mathematics teachers, facilitating the articulation of mathematics standards for all grade levels, and conducting a 3-year program comprised of a Mathematics Summer Leadership Institute and follow-up trainings.

Another benefit of these partnerships was the enhanced articulation between high schools and feeder middle schools. As one project noted, CAPP funding provided middle and high school mathematics departments the opportunity to address this critical issue for the first time. Projects also formed working partnerships with local community colleges that enhanced the articulation between feeder high schools and community colleges.

Additionally, PEI partners facilitated many student support activities including providing tutors to staff classrooms and homework centers, conducting library visits, college student shadowing, advising students and teachers on television production techniques, job search skills workshops, and hosting open house events that allowed student to see the application of math to the real world of work.

Some of the projects also experienced unique benefits partnering with businesses. A partnership with the National Forest Service through its Generation Green program was so successful that it was expanded to the entire school district. The program offered students paid summer internships, funding for field trips for science classes, and job search skills workshops. Other projects experienced difficulty forming “real” partnerships with local businesses. A partnership with a local bank ultimately floundered because a viable role in the project never developed.

The involvement of partners varied across sites, as well as across years of project implementation. Partnerships evolved over time, both in terms of the particular institutions and the individuals who participate, as well as the form of participation. Some partnerships grew stronger, some weakened, and some never really formed at all. Overall, however, when viable partnerships were formed benefits were derived.

Partnership Obstacles

Projects faced several challenges or difficulties regarding the development of viable partnerships with both PEIs and local businesses. Among the most common challenges or difficulties the projects faced were logistics around scheduling (e.g., meetings, student support activities), establishing clear roles and responsibilities, and dealing with issues of accountability. One of the projects resolved these issues by integrating existing and potential grants/initiatives under the umbrella of CAPP, compensating PEI partner representatives through annual stipends, and placing emphasis on developing long-term relationships with postsecondary education partners. Another site found that the only way to resolve time and scheduling issues was to buy out the time of college partner representatives. Finally, having a specific individual designated as being responsible for working with the CAPP projects proved essential.

Among the challenges faced forming viable partnerships with local businesses were finding a “real” common goal, dealing with personnel changes, and maintaining good communication.

Benefits to Students

Students derived significant benefits through partnerships with PEIs and local businesses. In large part, students benefited indirectly. As one project director stated, “The primary benefit

The primary benefit derived is the improvement in the quality of teaching because the main function of our partnerships is to enhance professional development around pedagogy, standards, and assessment.

derived is the improvement in the quality of teaching because the main function of our partnerships is to enhance professional development around pedagogy, standards, and assessment.”

Other benefits derived by students included access to tutors and other resources, personal contact with individuals from PEI and business partnerships, and the development of specific skills and/or knowledge. At several projects, PEI partners provided tutoring in homework centers and classrooms. Students also benefited from personal contact with PEI and business partners. “Students thrive on, and benefit from, the personal contact” with individuals

from the PEIs and businesses partnering with the project sites. For example, a black, female chemical engineer provided a role model for minority students, “someone they could identify with, being successful in industry.” One of the projects noted that working with their community college partner enabled students to learn to write more analytically, while another project described the partner as providing students with expertise concerning television production and “new media” techniques.

Sustaining Partnerships

CAPP projects varied regarding their ability to sustain their partnerships with PEIs and local businesses once CAPP funding had ended. One of the projects emphasized that the valuable partnerships formed with PEIs were strengthened or facilitated by other grants such as CREATE with the UC system, CAPI with the CSU system, and the SMART grant (assessments). This CAPP project site was very deliberate, implementing a strategy to integrate existing and potential grants/initiatives under the umbrella of CAPP. Another project was able to sustain its partnership with the National Forest Service, expanding the program district-wide.

Other partnerships with PEIs and businesses were not sustained once CAPP funding ended. Some of this may be attributed to changes in both project staffing and personnel changes at partner institutions and organizations. As one respondent described it, “The business partnership....was fairly dependent on the involvement of a few key individuals who were very committed to the program and being involved in it.....It was not maintained after key individuals left.”

PROFESSIONAL DEVELOPMENT

In this section, we present the professional development that occurred among the four CAPP Curriculum Project sites. Faculty professional development was a central part of each CAPP project. These efforts focused on a variety of areas including content mastery, pedagogy, building collegiality, and articulation support.

We open with a discussion of the professional development activities made possible by the CAPP grant. Next, we discuss the ways in which professional development activities were linked to curriculum development and improving student achievement. In the third section we discuss partner involvement in professional development activities. This is followed by a discussion of the unique aspects of CAPP-supported professional development. We close with the impact of professional development activities.

Professional Development Made Possible by the CAPP Grant

Staff at all schools thought the money CAPP provided for professional development was extremely valuable. They also noted this piece was essential and the “most significant aspect of the CAPP grant-related activities.”

CAPP money was essential for the development and implementation of authentic, site-based, relevant, and responsive high quality teacher-designed-and-led professional development activities for teachers. A few aspects of the funding were crucial. The money was: (a) open for access during the summer; (b) at the Project Director’s discretion and not held by the District Office or site Principal, worthy as they may be; and (c) sufficient and augmented by CAPP on an as-needed basis. Also, the CAPP Advisory Board was receptive to the unique needs of projects and endeavored to supplement funding if sites indicated a real need for more money. A theme often repeated was that, unlike many other grants, CAPP seems to be all about empowering teachers to get the information, training, support, and resources they need to improve their practice so students can learn.

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It was noted that the funding allowed projects to pay faculty for tasks. For example, one site noted that partnerships with the San Diego Math Project would never have come about if they were not able to pay teachers at a curriculum-writing rate of \$33/hour to participate.

The CAPP grant supported faculty participation in established professional development programs including Area Math Projects, Math Renaissance K-12 project, and SDAIE training. It also supported attendance at follow-up sessions. Faculty noted follow-up sessions frequently were missed in the past due to funds not being allocated for attendance.

The funds were large enough to support team attendance at professional development programs which allowed team members to work through the training together. This was identified as a great benefit not previously experienced. As one respondent noted, “We were able to do a total department-wide math and AVID training. We were able to attend conferences as a department.”

Funds also linked local sites to the broader context for their work. Sites got involved on a state level in Math IMP. This allowed them to stay informed regarding math standards and instruction, statewide.

Professional development funds also supported work to be accomplished in other areas. Sometimes, monies were combined with funding from other programs. At one site, all-day, off-campus workshops dedicated to departmental work and dialogue surrounding curriculum alignment efforts were made possible by the integration of CAPP and Title I funds from 1999-2002.

Finally, CAPP allowed for collegial work with college teachers around pedagogy of math and language arts (mostly writing). This had an impact on how high school teachers, and eventually instructors schoolwide, taught language arts and math.

Student Centered and Broader Impact Professional Development

All schools reported that the professional development was geared toward curriculum, not personal teacher development. One site noted the professional development made possible by CAPP was related to curriculum alignment (to key assessments and instruction) and improved teacher proficiency in assessment, generally. At another site, staff development focused on pedagogy and on how to teach students to write.

Funds also were used to support continuing education efforts. At one site, the postsecondary educational partner provided a summer class, teachers were able to take for credit, that focused on teachers’ mathematical skills and enrichment.

Partner Involvement in Professional Development Activities

Among all of the sites, the business partners were not involved in staff development. The postsecondary partners were involved in professional development and/or curriculum development at all sites. Their expertise seemed to be appreciated by the school sites.

Postsecondary educational partners were involved in all professional development activities (especially department pullout days and summer institutes). Additionally, writing and math teachers received additional training in a variety of areas. These included orientation to the revised ELM and EPT placement tests at the California State Universities and a study of student work to reveal degrees of standards mastery.

Postsecondary educational partners also worked closely with high school faculty to develop and teach curriculum units and to develop assessments and rubrics. Seen as independent of the district, postsecondary educational partners also were frequently instrumental in encouraging buy-in to new ideas among faculty who balked or actively lobbied against adoption. This was accomplished with professional development activities that targeted reticent faculty and used successful strategies to win them over.

Unique Aspects of CAPP-Supported Professional Development

The CAPP schools agreed that CAPP allowed them to have more meaningful staff development because the funding provided for staff development was not restricted by district guidelines. The projects were able to determine which professional development activities would support project goals and act upon those needs. One respondent said:

Teachers and others at our school found the initiative and creativity to put this program together is a tribute to the degree of autonomy and possibility provided by CAPP and its resources. CAPP does not appear to expect schools to fail. CAPP Advisory Board members have faith in the power of school site staff and qualified teachers. They do not underestimate the challenges faced by schools full of marginalized students and teachers.

Teachers were motivated by the trust implied in the freedom to use funds as project directors and project staff saw fit. One respondent noted:

Project Directors and participating teachers get the message that they can make a difference and that CAPP wants to advance promising initiatives and programs. This is not to say that “anything goes” and that you can pull the wool over WestEd’s or CAPP’s eyes. It just means that people “in the trenches” get the message that there is, indeed, a light at the end of the tunnel and that CAPP expects someone to find it.

In many cases schools used this funding to send groups of teachers to conferences, which would not have been possible without CAPP. The ability to dedicate resources to departmentwide training instead of sending an individual teacher to report back to the group was

...people “in the trenches” get the message that there is, indeed, a light at the end of the tunnel and that CAPP expects someone to find it.

noted by many as unique to CAPP.

Respondents noted that CAPP support for professional development was continuous over an extended period. The long-term nature of the support allowed teachers to have a three-year relationship with the Teacher Professional Development Program at WestEd with an emphasis on developing teachers’

ability to coach one another in instructional practice. Another respondent said, “CAPP funding allowed us to have ongoing involvement and teamwork between college and high school instructors. This has had an impact schoolwide on how teachers teach.”

Impact of Professional Development Activities

All schools commented that the professional development provided by the CAPP program was extremely valuable. In some cases, this was the only way faculty could have received the intensive professional development they did. All schools agreed that the professional development also affected students positively.

Professional development provided by CAPP had a profound impact on teachers’ perception of their own professionalism. Teachers attended workshops on Saturdays and they participated in regularly scheduled pullout days. One site had 17 math teachers dedicate 3 entire weeks to intensive work at San Diego State University over the summer. This had a lasting effect as eight English teachers will do similar work in 2002, two years after the end of the CAPP grant. At another site, the increased professionalism was described another way:

People don’t sit around complaining about the dress code, administrators, or tardy policy as they used to prior to involvement with CAPP. There is no quantitative evidence to corroborate the assertion, but this buy-in to the agenda dictated by our CAPP grant proposals transfers to students, who are coming to perceive their teachers as much more united in their efforts to help students master the academic standards required for future success.

Professional development activities also were identified as an important support for improved articulation between high schools and their feeder schools. This, in turn, led to students passing additional courses in the mathematics sequence:

CAPP influenced the screening of students coming into math classes from the middle schools. Teacher recommendation took on a whole new meaning once we were all on one accord after the articulation meetings. More students took Math 1 earlier and students stayed in math longer. Due to the efforts of CAPP, the math graduation requirement was changed; incoming freshmen have to pass Math 2 in order to graduate.

At one site, respondents directly linked professional development activities to improved student achievement, “The cumulative effect of all professional development efforts was to enhance student achievement as evidenced by AP results. CAPP played a large part in enhancing student achievement regarding mathematics, too.”

SCHOOL REFORM

All of the CAPP curriculum project schools were involved in additional school reform efforts during the years in which they received CAPP funding. In some cases, these other school reform efforts were an outgrowth of their CAPP grants. In other instances, they were embraced due to their project and school site staff's experience with the CAPP project and the partnership model for school reform. In some cases, the CAPP projects helped schools move from one reform effort to another.

The section opens with a presentation of some key school reform activities at the CAPP Curriculum Project schools. Second, we present a discussion of how the projects encouraged targeted students to prepare for college and related student support activities. This is followed by a discussion of how the CAPP program influenced schools' attempts to prepare students for college study (e.g., implementing standards-based curricula). Third, we present the programs' influence on the ways in which students are selected for college preparation and support. We close with a discussion of the impact of CAPP on reform at participating schools and lessons that can be applied to other schools.

A Sample of School Reform Activities at CAPP Curriculum Schools

At Tennyson High School, the presence of the CAPP program paved the way for a number of other school reform projects, most notably Tennyson's involvement with the Bay Area School Reform Coalition (BASRC) and Immediate Intervention: Under-performing Schools Program (II/USP). Tennyson's BASRC grant lasted four years and focused on developing standards-based processes for curriculum and assessment. BASRC activities had a school-wide focus and built upon the CAPP project activities. According to folks at the school site, it is unlikely Tennyson would have received the BASRC grant without first having implemented the CAPP project. Through CAPP they were able to develop the infrastructure they needed in order to win and implement their BASRC grant. Tennyson high school staff describe the II/USP grant as a schoolwide reform effort. It is a student-centered, standards-based approach that builds literacy and numeracy. In addition to these major reform efforts, Tennyson High has been the site of a number of smaller, shorter school reform efforts during and since the CAPP grant period.

At Mar Vista High School, the CAPP project director applied and received grants for the CREATE Partnership and AIAA grants. She also helped revise the school's Categorical Site Plan for both mathematics and language arts. Since moving to a new high school during the CAPP grant years, she served as the school's Categorical Coordinator which involved managing the Title I, EIA/LEP, and GATE programs. In addition, Mar Vista implemented a professional

development initiative (3-year K-12 program), the San Diego Area Math Project (a professional development effort aimed at changing pedagogy), and a marine science (school-within-a-school) program where students take different science and math courses to complete the A - G course requirements. Mar Vista also had the Collaborative Academic Preparation Initiative (CAPI) – a CSU program in which SDSU provided tutors to targeted classes. Copernican block scheduling was a major planned reform. But it was never implemented because the district lacked the software necessary to do student scheduling.

Likewise, there were quite a few school reform efforts in place at Reedley High School in addition to their CAPP program. GEAR UP, an intervention program between the junior high schools and the high school, also connected the community college with local middle schools. ProNite, an after-school program funded by a grant written by the California Initiative, provided tutoring and SAT test preparation for a target population of nontraditional SAT test takers. The Upward Bound program has been at the school for a long time, and has a connection with Reedley College. Generation Green started with the CAPP project, but evolved to encompass the entire school district. Originally supported with CAPP funds, Project Green is now entirely funded by the U.S. Forest Service. The program targets primarily Hispanic and Vietnamese students within the District and provides a number of services, including summer jobs, scholarships, job fairs, and related college prep projects.

Encouraging Targeted Students to Prepare for College

Many of the school reform efforts described above target students under-represented at postsecondary educational institutions, particularly four-year colleges. Thus, many of the projects involve college preparatory activities for traditionally underserved students. Because these schools have high proportions of students who do not matriculate to post-secondary study, many of the college preparatory efforts target the entire student body. This includes improving the numbers of students matriculating to four year universities by helping focus resources and talent on achieving success in a finite, defined, group of objectives.

All of the reform efforts at Tennyson High – CAPP, BASRC, and II/USP –supported the preparation of students for college, by increasing literacy, writing, and math skills. In addition, Tennyson High School dramatically increased the number of AP courses offered; at the time the CAPP project started there were three AP offerings, and now there are twelve. This has, in part, been a result of the CAPP program at Tennyson High school, which did a lot to make the schoolwide culture more academic and college-oriented. Many students who formerly would not have been encouraged to take college preparatory courses, let alone AP courses, were encouraged to do so.

Mar Vista High was an AVID national demonstration site prior to CAPP. Most of the AVID teachers were in the Math department at Mar Vista and used to be tutors. They had a strong commitment to helping the target population succeed and matriculate to postsecondary education. Mar Vista High also offered SAT prep courses through its partnership with UCSD and CAPI. Two math teachers and one language arts teacher were trained to teach SAT1 and SAT2 prep classes.

The Tutoring Center at Mar Vista High serves a small population of students who regularly use the Center on a voluntary basis. They currently are thinking about restructuring the Tutoring Center because of the new team strategy at the school. They would like students to be tutored by their own teacher as much as possible. There are also very strong outreach programs at Mar Vista High, from Southwestern Community College, San Diego State University, and University of California San Diego.

Reedley High School has several programs in place to encourage and support college preparation for the target students of CAPP. These include AVID, AP classes, and AP exams, which are provided free due to the high proportion of students at the school who qualify for the free and reduced price lunch program. Reedley High also provides SAT test preparation. If students sign up for this program in the fall, they can take the PSAT test prep course at no charge. The school also holds monthly counseling nights, which began during the CAPP period, where they discuss college preparation issues such as how to apply for college and financial aid.

CAPP Influence on How Schools Prepare Students for College Study

The CAPP program appears to have had a strong and lasting influence on how the high schools prepare students for college entrance. At Tennyson High, the current schoolwide focus on standards-based education is a direct outgrowth of the CAPP program. During the CAPP years, Tennyson High developed a *math placement model* for incoming ninth graders. They used three pieces of data: the eighth grade teacher recommendation for course placement, the eighth grade math grade, and the Mathematics Diagnostic Testing Program (MDTP) – the diagnostic test they used when they began the CAPP program. They continue to use this model and are finding that students do better in math, starting in the ninth grade. In addition, many more students at the school are now taking higher-level math courses, such as Calculus.

The CAPP program also resulted in a strong, schoolwide emphasis on how to teach writing, which has apparently been instrumental in improving students' writing skills. Recently, this was demonstrated by the large proportion of Tennyson High students who passed the Subject A (writing) test.

They continue to implement strategies to encourage students to think about attending college. Tennyson High school instituted an annual program whereby Tennyson High alumni, including former CAPP students, come to speak to current high school students about their college experiences and career paths. For example, last year a CAPP graduate spoke to students about the full football scholarship he won to the University of Oklahoma and his experiences as a college student there.

CAPP had considerable impact on how students at Mar Vista High School prepare for college entrance. According to project staff, CAPP provided the school with the rare combination of resources, information, support, and flexibility that encourage teacher leadership.

Communication and information are major factors in teachers' abilities to advocate for and support their students. This is especially true when teachers are students' primary or only institutional agents – the people who “know the rules of the game and can coach students to success.” In addition, CAPP and the WAC (Western Assessment

Collaborative) supported standards-based instruction, a major reform effort at Mar Vista High School, which began in the final grant year with the small remainder of CAPP funds.

The CAPP program also had an impact on how Mar Vista High's math department works. CAPP funding provided time for teachers to work together and reflect through three years participation in the San Diego Area Math Project. During this time, the math department “jelled” as a team and professional learning community, and became “the math group.” This contributed to a greater articulation between Mar Vista High and its feeder middle school.

For Reedley High School, the CAPP program actually had a major impact on the entire school district in terms of how students prepare for college. The CAPP program led to the articulation of the district-wide math program, aligning all grade levels to state standards. While this has not led to an increase in the number of Reedley High students matriculating to Reedley College, it appears that the Reedley College students who graduated from Reedley High now were doing as well in math as other students. In addition, the Generation Green Program exposed many students to postsecondary education options.

The CAPP program led to the articulation of the district-wide math program, aligning all grade levels to state standards.

CAPP's Influence on How Students are Selected for College Preparation and Support

CAPP appears to have been instrumental in challenging traditional perceptions and beliefs about which students should be preparing for college, as well as how and by whom such

determinations should be made. According to several CAPP program directors, many high schools and teachers had low expectations for their students. This is particularly true of the CAPP curriculum schools, where the proportion of students matriculating to four-year universities traditionally was very low. Many schools failed to communicate adequately with students and their families – especially among those from populations underrepresented in postsecondary education – about preparing for college, or do little to encourage students and families to think about college preparation. One of the most important things schools can do, therefore, is to challenge the assumptions about which students should be preparing for college, as well as the low expectations that schools and teachers communicate to students and their families. CAPP has been instrumental in this area.

At Tennyson High, former CAPP co-director Steve Neill made it a mission to have all the school’s students plan for college. He has been developing a planning tool to be required of all high school freshmen that will force them to think about their high school course-taking patterns and post-high school plans. He is planning to use carryover sophomore counseling monies to develop a plan that will make it mandatory for all freshmen to develop a three-year academic

CAPP was instrumental in fostering internal school communication regarding issues such as student recommendations, placement, and success information that informed decisions about student course placement and college preparation.

plan in order to graduate. This strategy was implemented in the Los Angeles area, and appears to be an effective way to get students on the college preparation track early enough to make college a possibility for these students.

There is still substantial work to do at Tennyson High in this area, however. The CAPP program’s approach to preparing all students for college has not been institutionalized throughout the school. Instead, individual counselors vary in their

approach; some counselors are very invested in college preparation, and require all their students to go through college prep planning, while other counselors continue to designate college prep activities for those students they deem to be “college material”.

Because low expectations for students and lack of communication about preparing for higher education present a barrier to efforts to prepare students for college, one of the most important things programs can do is support relationships among teachers and the involvement of school counselors. CAPP was instrumental in fostering internal school communication regarding issues such as student recommendations, placement, and success information that inform decisions about student course placement and college preparation. Mar Vista High School also instituted *departmental pull-out days*, which involve representatives from the middle school and high school, in addition to local colleges and universities. These off-campus, inclusive

events have clearly-specified agendas and expected outcomes, which have proved essential and very productive.

Impact of CAPP at Participating Schools

Overall, CAPP appears to have had a lasting impact on the participating schools. At Tennyson High School, CAPP had an impact on how the school teaches language arts (primarily writing) and mathematics. The curricular components and pedagogy are a direct outgrowth of the CAPP grant, and have become institutionalized at the school. CAPP funding was used to provide schoolwide professional development for teachers regarding how to integrate writing instruction in their courses, as well as teaching students to write the multi-paragraph essay. Through their CAPP work with postsecondary language arts faculty (particularly their Chabot College program partner), CAPP teachers moved away from a “response to literature” style of writing (based on reading fiction), to an emphasis on students reading non-fiction and constructing an analytical essay. The plan is to expand this to all teachers, schoolwide.

As a result of CAPP, Tennyson High also developed the *hurdle program*. This involved backward mapping on what students needed to know and be able to do – from college to ninth grade – and set up hurdles so students would need to demonstrate mastery at each grade level. Students had to score 90% proficiency (the hurdle) in order to move on to the next phase in math. The ultimate goal was to get a passing grade on the ELM exam, for math placement in college. The school supports this program by offering tutoring in math aligned with student needs. Approximately 30 students each day utilize math tutoring, initiated with the CAPP project, which is now provided by Tennyson High calculus students.

At Mar Vista High School, the CAPP project elevated the awareness of important issues among various stakeholder groups and provided teacher leaders with the power to make things happen. The CAPP Curriculum project grant and currently, the CAPP Standards project grant, are parts of the same continuum. The CAPP Standards project will allow the school to move further toward standardizing teaching and assessments across teachers. This includes common syllabi, common grading scales, and common rubrics.

In addition, the CAPP program was helpful to Mar Vista High School more broadly. CAPP Advisory Board meetings and mailings informed school-based staff about recent legislative action, and provided access to cutting-edge information from major think tank groups and experts. Because CAPP funds could be used during summer months, and project directors were given flexibility in how to spend CAPP funds, Mar Vista High teachers were able to accomplish much of what they considered most meaningful through the support of CAPP funding. In addition, the CAPP Advisory Board Members provided competent, informed, and challenging

leadership. Expectations were high, but were accompanied by responsiveness to project needs, and the awareness of the challenges faced by educators attempting to produce change at the school level.

At Reedley High School, the CAPP program enabled the Math department to begin an after-school tutoring program. The tutoring program evolved into the math lab tutorial, which is now held during the school day because it proved too challenging for teachers to get students to come for tutoring after school. Through CAPP, teachers at Reedley High were able to get special training in math, to share knowledge, and interact with colleagues in conference settings. CAPP was instrumental in improving the skills of Reedley teachers by supporting extra training in AVID and Math IMP. These high quality trainings helped teachers develop valuable new instructional techniques and be able to model them for other teachers.

Lessons Learned About School Reform through the CAPP Experience

The CAPP Curriculum program offered grantee schools a valuable opportunity to engage in a school reform effort that focused on curriculum and instruction, and helped prepare the stage for subsequent school reform efforts. Tennyson High school describes school reform as a cumulative undertaking, in which one wave of reform builds onto another. The existence of CAPP enabled the school to move forward with new school reform efforts, each of which have been successful in various ways.

While their CAPP project was originally designed to serve a maximum of 180 students, project staff soon realized that it worked better to broaden their scope and involve many more students and teachers. Many of the CAPP project components including new math and language arts curriculum, the Prep for College course, tutoring, mentoring, and professional development activities eventually went schoolwide. This allowed more teachers and students to benefit from the project. The CAPP program helped developed the infrastructure for subsequent schoolwide reform efforts. It also paved the way for their work under the BASRC and II/USP initiatives which, in concert with CAPP, clearly benefited the school. A significant downside of going schoolwide was that measuring the specific impact of the CAPP project became very challenging.

The CAPP Curriculum program offered grantee schools a valuable opportunity to engage in a school reform effort that focused on curriculum and instruction, and helped prepare the stage for subsequent school reform efforts.

A related lesson learned at Tennyson High was that for school reform efforts to be most successful, there needs to be schoolwide support and buy-in from teachers and administrators. In the early years, CAPP project staff expended considerable energy defending the program against charges by their colleagues that the program was elitist, since it was not available to all students. Eventually, a number of additional teachers came on board. They believe they wasted time and energy struggling with teachers who obstructed their efforts and would not cooperate with their activities. In retrospect, it would have been better to try to provide a schoolwide program and enjoy a higher level of support among teachers and administrators from the beginning.

Tennyson High staff also learned that to build systemic infrastructure, each wave of reform needs to build on previous efforts. This was evident in the use of student data to drive program decisions. CAPP, and subsequently BASRC, helped Tennyson High staff learn how to collect and analyze student data, and use this information to drive instruction. This represented a major systemic change for the school. Tennyson High staff now use their own student data to assess how they are doing, what they need to focus on, and what they need to do differently.

Similarly, at Mar Vista High, staff learned that school reform efforts are most effective when they are brought together, rather than kept separate. It was the association between CAPP and other reform efforts that enabled positive results to occur at Mar Vista High. CAPP had a major impact on the math department, coalescing the department into a team working toward a common goal. While the AVID program had the most direct impact on students getting into college, the effects of CAPP appear to be more long term and harder to measure because students are not singled out for intervention. Together, these and other reform efforts improved instruction and student outcomes schoolwide.

In addition, staff experience with CAPP had an important effect on how Mar Vista High faculty and staff view partnership activities. Because of their positive experience with the genuine partnerships developed through the CAPP program, the project director has been involved in a number of subsequent partnership initiatives (e.g., Compact for Success and II/USP), as well as being involved in the school's site council. "Without the positive partnership experiences through CAPP," she notes, "these later partnerships efforts might not have been so readily embraced."

THE BEST CASE SCENARIO

Because the CAPP projects at these sites were composed of a number of programs and activities, we were interested in the effects on students who received a full complement of activities. That is, under the best case in which a student participated in all activities the project had to offer (e.g., college awareness, academic support) what results could be expected. We requested each site identify 25 students who fully participated in their projects. We then examined these students records and spoke with them about their plans for after graduation.

Among these 100 CAPP students the results were extremely positive. The mean grade point average among these students was 3.24 (on a scale with a maximum of 4.0). Among these students 96% completed the A-G course requirements for admission to a four-year public postsecondary educational institution in California and all graduated. Furthermore, among these 100 students 54 were admitted to a California State University school, 17 were admitted to a University of California school, 2 were admitted to private postsecondary educational institutions, and the remainder planned on attending a local community college. Of the 27 students who planned to attend a community college, 20 of them (74.1%) hoped to enter a four-year postsecondary educational institution within two years.

These students, when interviewed, spoke very highly of the CAPP services they received. They mentioned individual teachers who guided them as the single most important factor in their ability to complete school and go on to college. Of these 100 students, 8 stated they probably would not have graduated without the support of the CAPP program and 23 stated they would not have considered college as an option upon graduation.

CONCLUSIONS

The California Academic Partnership Program (CAPP) Curriculum Projects experienced mixed results in the development and implementation of project activities and programs. These projects also demonstrated mixed results among key CAPP student outcomes.

Projects had mixed success involving parents and maintaining partnerships. Parent involvement suffered from many of the problems echoed around the country including low attendance at events, struggles to ensure parent involvement was meaningful, and difficulties engaging parents with children most in need of parent participation (English language learners, academically low performers). Partnerships with community businesses and agencies were the most difficult to maintain. This was due to staff changes at partner institutions that left nobody with an investment in the program as a key liaison. Partnerships with postsecondary educational institutions also were problematic. Problems resulted from two factors: (a) unclear roles and responsibilities and (b) college faculty who worked with the program were reassigned or assigned extra duties in their departments.

Problems were encountered implementing programs. Tutoring programs, for example, had a difficult time. There were problems identifying appropriate tutors, targeting tutoring efforts to student needs, and encouraging students in need of tutoring to attend. Other programs and activities: suffered as a result of resistance from some faculty members, were relegated to the back burner as other issues took priority, and dealt with staffing shortages due to turnover at project schools.

Project staff had difficulties obtaining data to support decision-making. These projects predated much of the current focus on disaggregating student data toward school improvement and districts were unprepared to provide the needed information to project staff. Project staff did not always know how to request the information.

Successes were experienced at all sites, however. Staff acknowledged that participation in CAPP helped raise expectations for all students at their schools. The freedom that came with CAPP funds supported a variety of professional development activities that otherwise would not have taken place. Faculty believed these activities encouraged them as professionals and resulted in improvements in classroom instruction that ultimately benefited students. CAPP activities and funds also acted as a catalyst for later, broader school reforms.

Student outcomes were mixed. It seems projects with stronger implementation, most importantly a strong and consistent teacher advocate at the project high school, had the best results (Mar Vista and Tennyson). Dropout rates improved and a greater proportion of students graduated ready for college. Among an intentional sample of students identified as receiving full CAPP project services, the student outcomes were extremely positive.

This was the final cohort of projects funded before some important reforms to the CAPP program. These reforms addressed many of the issues identified among these projects. For example, among later cohorts of projects there is a closer relationship between the projects and the CAPP Office staff and Advisory Committee members. This closer monitoring is likely to improve program development and implementation. Also, there no longer is a community partner required for funding with a stronger focus on the partnership with postsecondary educational institutions. Partnerships with feeder schools to the high school also are an expectation. Finally, the CAPP program has linked the projects to broader school reforms (e.g., alignment with California state standards in English and Math, student readiness for the California High School Exit Examination (CAHSEE)) that provide increased focus for project activities.