

Creating Educational Opportunity in an Unequal World: The CAL Prep Story

Organized by Professors Emeriti Donald A. Riley, Psychology Department
and Carol N. D'Onofrio, School of Public Health

Tuesdays: October 31, November 7, and November 14, 2017, 2-4 pm, Room

In 2003, given the demise of affirmative action and decline of underrepresented minorities at UC Berkeley, a group of administrators, faculty, and staff, reporting to the Chancellor, took a bold step into the world of new school design. With support from the Gates Foundation and the university, we partnered with a charter school district to create an “early college” high school that would prepare low-income and first-generation college students for admission to a four-year university. California College Preparatory Academy (CAL Prep) first opened its doors in 2005.

Our recent edited book – *Achieving College Dreams: How a University-Charter District Partnership Created an Early College High School* (Oxford University Press, 2016) – tells the story of this more than 10-year collaboration between the UC Berkeley and Aspire Public Schools. Bridging two cultures – artfully described as “Pac-Man (the charter district) meets chess (the university)” – the school serves as an exemplar of an excellent and equitable education. Framed by research findings and a diversity of voices from students to superintendents, the book charts the journey from the initial decision to open a school to the high school graduation of its first two classes.

This three-session course draws from the book to engage discussion about:

- (1) the role of the university in addressing unequal opportunity,
- (2) the building of partnerships that link research and practice,
- (3) the redesign of secondary schools for equity and excellence, and
- (4) the opportunities for and constraints against scale-up of reform.

Within California, CAL Prep is one of six “college-going schools” initiated by four UC campuses (UC San Diego, UCLA, UC Davis, and UC Berkeley), representing educational field stations of the 21st century. Such bridging efforts between tertiary and secondary education have also resulted in 280 “early college” secondary schools across the nation.

Unequal Educational Opportunity and the Role of the University

October 31, 2017, 2-4 pm, [Sibley Auditorium, Bechtel Center](#)

The first session explores the nature of the achievement and opportunity gap, what the university can bring to the table as a partner with K-12 education to improve college-ready preparation for all students, especially those underserved, and the building of a partnership (and ultimately an educational field station) within the university and across the secondary-tertiary divide.

Presenters:

Professor Frank C. Worrell, Graduate School of Education

<https://gse.berkeley.edu/people/frank-c-worrell>

Professor of the Graduate School Rhona S. Weinstein; Psychology Department

<http://psychology.berkeley.edu/people/rhona-s-weinstein>

Professor Genaro Padilla, Chair of the Department of English (former Vice Chancellor for Student Affairs)

<https://english.berkeley.edu/profiles/61>

Ms. Gail Kaufman, M.A., Senior Advisor to the Assistant Vice-Chancellor for Educational Partnerships, Center for Educational Partnerships

<http://cep.berkeley.edu/gail-kaufman>

A Different Kind of High School: For Excellence and *Equity*

November 7, 2017, 2-4 pm. [Sibley Auditorium, Bechtel Center](#)

Drawing from the perspectives of researchers, educators, and students, the second session addresses the transformative changes in school design and teaching practices that together create an aligned and responsive pathway to college for *all* students. Also considered are the benefits of research-practice partnerships, and constraints on innovation, generalizability, and scaling-up.

Presenters:

Professor of the Graduate School Rhona S. Weinstein, Psychology Department

<http://psychology.berkeley.edu/people/rhona-s-weinstein>

Ms. Tatiana Lim-Breitbart, Chemistry teacher at CAL Prep and Aspire Bay Area Regional Science Specialist

Aspire Richmond California College Preparatory Academy

An Aspire Public School in partnership with UC Berkeley

<http://aspirepublicschools.org/schools/regions/california-schools/aspire-richmond-california-college-preparatory>

Angelina Zevallos, Cal Prep graduate 2017 and UCB undergraduate

The University and the Needs of First-Generation College Students

November 14, 2017, 2-4 pm, [Sibley Auditorium, Bechtel Center](#)

This final session explores findings about the obstacles that first-generation college students face in university, the necessary changes that the university must make in order to better support their needs, and their retention and graduation rates.

Presenters:

Ms. Gail Kaufman, Senior Advisor to the Assistant Vice-Chancellor for Educational Partnerships

<http://cep.berkeley.edu/gail-kaufman>

Professor Angelica Stacy, Professor of Chemistry and Associate Provost for Faculty Equity

<http://chemistry.berkeley.edu/faculty/chem/stacy>

<http://ofew.berkeley.edu/associate-vice-provost-angelica-stacy>

Dr. Marco A. Murillo, Postdoctoral Scholar, Graduate School of Education

<https://ampersand.gseis.ucla.edu/marco-a-murillo-honored-by-aera-with-2017-outstanding-dissertation-award/>

Professor Frank C. Worrell, Graduate School of Education

<https://gse.berkeley.edu/people/frank-c-worrell>

Readings

Weinstein, R.S., & Worrell, F. Eds. (2016). *Achieving college dreams: How a university-charter district partnership created an early college high school*. New York, NY: Oxford University Press.

Quartz, K.H., Weinstein, R.S., Kaufman, G., Levine, H., Mehan, H., Pollock, M., Priselac, J. Z., & Worrell, F. C. (online, 2017). University-partnered new school designs: Fertile ground for research-practice partnerships. *Educational Researcher*, 1-4.

Mehan, H. (2012). *In the front door: Creating a college-going culture of learning*. Boulder, CO: Paradigm

Carter, P. L., & Welner, K. G. (Eds.). (2013). *Closing the opportunity gap: What America must do to give all children an even chance*. New York, NY: Oxford University Press.