



UC Berkeley Education-Based  
Community Engagement  
in Richmond  
(a sample)

## **Making College Dreams a Reality**

### **UC Berkeley's Center for Educational Partnerships: Keeping the Gates Open**

The UC Berkeley Center for Educational Partnerships (CEP) is critical to fulfilling Berkeley's mission to provide educational excellence while serving as a symbol of hope for all Californians. Each year, CEP programs deliver free academic enrichment, advising, and educational support services to over 60,000 K-12 and community college students and their families. The Center engages thousands of educators through professional development on educational access and equity issues. Working with a minimal campus budget, CEP performs several functions vital to ensuring that UC Berkeley remains respected and admired throughout the state:

- ▶ CEP serves as a key conduit to the University for students that are hard to reach. While UC Berkeley has little trouble attracting applicants generally, low-income, first-generation-college and underrepresented minority students may never apply or become admissible without the direct contact provided by a CEP staff member.
- ▶ CEP programs have historically provided national leadership in improving college going for students underrepresented in higher education. From pioneering programs like Puente and Upward Bound to innovative approaches like near-peer college advising, CEP's work has been emulated throughout the country.
- ▶ CEP programs provide tangible evidence of the University's commitment to engagement with the larger community. With UC Berkeley subject to frequent town-gown challenges and criticism of an "ivory tower" mentality, CEP programs enable the campus to demonstrate that it remains invested in the local community.
- ▶ Key state decision makers judge the campus by the composition of a student body made more diverse by the work of CEP. CEP's success in keeping the gates open increases the diversity of the student body. CEP ensures that students of all backgrounds (and their families) see earning a Berkeley degree as a prestigious honor that can lead to a lifetime of success.

The Center of Educational Partnerships gives promising students the means to demonstrate that they would be strong students at Berkeley and other institutions of higher education. CEP advisors encourage students to raise their aspirations for an advanced education and a better career. Through CEP's programs, students learn how to identify and fight for a strong college preparatory curriculum, gain the confidence to see themselves as college material, and develop the ability to tell their stories effectively. Despite the obstacles they face, students who have been through CEP programs have been remarkably successful in achieving their college goals.

## Mission

The Center for Educational Partnerships collaborates with schools, districts, families and communities to increase college access and success for students facing significant barriers to post-secondary education.

## Background

CEP's programs help young people overcome educational and financial barriers to prepare for and be accepted at two- or four-year colleges. Eleven programs provide services free-of-charge to well over 60,000 students annually including summer programs that give hundreds of students academic enrichment while they experience campus life at Berkeley. More than 24,000 6-12 grade and community college students benefit from intensive cohort programs and academic classes; over 80% of community college students intensively served by CEP who apply to UCB successfully transfer to Cal – and they are often the first in their family to do so.

In addition, over 36,500 students are served through CEP's school-wide / systemic change programs which build college-going cultures in schools and districts which also reach another 8,000 teachers, counselors, administrators and family members. CEP, within UCB's Division of Equity & Inclusion, provides services at more than 125 schools and 68 California community colleges each year.

## Diverse Programs

**Kindergarten to College (School/University Partnerships)** – Innovative initiatives open doors to college in many ways, such as: helping K-12 school teachers and counselors inspire ALL students to prepare for college; smoothing the transition from high school to community college to strengthen the transfer pathway; bringing multi-lingual and culturally appropriate college preparation information and resources to local neighborhoods; providing curriculum and technical assistance and developing the first web-based college-going resource (e.g., College Tools for Schools at <http://collegetools.berkeley.edu>, and <http://outreach.berkeley.edu>).

**Early Academic Outreach Program** – Brings advising and academic enrichment to 2,500 students annually in 15 Bay Area partner high schools. Additionally, Berkeley's summer Pre-College Academy offers about 250 high school students writing, math and engineering classes taught at a college pace. A ten-week SAT preparation course is offered. Rising seniors are given free tuition for regular UC Berkeley summer school classes and intensive, hands-on assistance with academic and financial aid applications. Ninety percent of EAOP graduates immediately enroll in higher education after high school.

**East Bay Consortium** – Provides academic enrichment and college advising primarily through three College & Career Information Centers in Oakland. Individual services and workshop supports include an intensive 4-week summer academic enrichment at Merritt College for rising 8-12 graders, year-round tutoring and mentoring, parent workshops, College Fair at UCB, and Cash for College workshops throughout the East Bay. EBC also sponsors the *I'm Going to College* program for 5<sup>th</sup> graders at select Oakland elementary schools, a week long Teacher Institute for OUSD math teachers, and awards up to \$5,000 in scholarships to seniors who have participated in EBC programs.

**Talent Search Program** – A Pre-College TRIO program, Talent Search provides crucial support for 6-12<sup>th</sup> grade students in ten Oakland and West Contra Costa County schools. Four-week summer programs plus year-round services help students choose the right classes, complete the financial aid and college admissions processes, and take college and university tours. SAT/ACT test preparation and fee waivers are available to those who qualify. Ninety-five percent of TS graduates go on to higher education, and receive more than \$2.5 million in financial aid for college each year.

**Upward Bound/Upward Bound Math & Science Programs** –Pre-College TRIO programs with six-week intensive, residential academic enrichment courses bring disadvantaged high school students to Berkeley, giving them a jump on academic content and college readiness. Upward Bound was UC Berkeley's first academic preparation program for high school students, established in 1966 to serve Bay Area students. Upward Bound Math & Science serves students from California, Hawaii, Arizona, Nevada and the Pacific Islands. Ninety-six percent of Upward Bound Math & Science graduates enroll in higher education.

**CAL Prep** – Early-college public charter school opened in the fall of 2005 as a partnership of Aspire Public Schools and UC Berkeley (led by the Graduate School of Education and the Division of Equity & Inclusion through the Center for Educational Partnerships). The school creates an environment of high expectations while providing intensive support to help all students close the achievement gap and be academically successful. The majority low-income, 97% African American and Latino, and first to college student body has shown powerful academic progress and all graduates attend college

**Community College Transfer Center/Transfer Alliance Project** – Provides transfer assistance and workshops for all potential UC transfer students from California Community Colleges. In addition, the Transfer Alliance Project (TAP) provides intensive, one-on-one, student-centered services for over 1,000 students at 21 northern and 10 southern California Community Colleges. TAP participants successfully transfer to UC Berkeley at a rate that is nearly three times the overall transfer admission rate. TAP students account for nearly 20% of all under-represented transfers to Cal in recent years.

**Destination College Advising Corps** – Powerful peer and near-peer advising programs to increase college-going at low performing K-12 schools. First generation college-goers and under-represented students are 20% more likely to be accepted to college if they meet with an adviser than their peers. The *Destination College Advising Corps* trains and places recent Cal grads in middle and high schools to support students facing barriers to college going. The 39 intensively trained full-time Advisers provide one-on-one college-advising services to 10,000 students and group services for at least 25,000.

**The Puente Project** – A nationally recognized program founded in 1981, Puente works with 34 high schools and 61 community colleges across California plus five community colleges in Texas to benefit 14,000 students annually. Puente staff train high school and community college instructors and counselors to implement a program of rigorous instruction, focused academic counseling, and mentoring by community members. Puente increases the number of educationally underserved students who enroll in and complete four-year college degrees and who return to their communities as mentors and leaders of future generations.

**Solano County Educational Consortium** – A consortium of higher education institutions, school districts, school sites and community-based organizations to serve 15 high schools and middle schools in Solano county. The goal is to improve the academic performance and college attendance rates of low-income, first generation college-bound youth. SCEC places approximately 20 local college students in target schools to serve as role models and provide resources on college going in under-resourced communities.

## **PARTNERSHIP WITH WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT**

CEP is proud to be in partnership with West Contra Costa Unified School District since the 1970s, and through our substantial investment propelling thousands of low-income, first generation students of color and their families to post-secondary opportunities in college and career. Our most powerful programs work hand-in-hand to motivate and raise student and family aspirations, while providing the nuts and bolts information to create and complete an academic plan that opens options and opportunities both in and beyond high school. Through our programs, students and their families are armed with the knowledge they need to choose the right post-secondary option, apply, get financial aid and make the decision of what is the best next step for a student to fulfill their future dreams.

## **THE PRINCIPLES THAT GUIDE OUR WORK IN WEST CONTRA COSTA**

- We must prepare all students for college AND career (not an either or).
- All students and families must have knowledge about the college/career process and receive the support they need to succeed (including application, financial aid, career awareness).
- We work in partnership with WCCUSD and Contra Costa Community College, as well as other college and career access programs.
- We encourage students to look at all their options for two-year, four-year, trade and other post-secondary institutions.
- We facilitate resources flowing to WCCUSD towards meeting these goals.

## **BRIEF DESCRIPTION OF CEP PROGRAMS ACTIVE IN WEST CONTRA COSTA**

### **Early Academic Outreach Program (EAOP)**

Works with students at all six of West Contra Costa's comprehensive high schools.

EAOP offers advising and academic enrichment to prepare students for college. An intensive yet supportive summer Pre-College Academy on the Berkeley campus offers students math, language and science classes taught at a college pace. Rising seniors are given free tuition for regular UC Berkeley Summer Session classes and hands-on assistance with academic and financial aid applications. Ninety percent of graduates immediately enroll in higher education after high school.

For the first six months of 2014-15, EAOP served nearly 500 students in all six comprehensive high schools. We expect to recruit an additional 240 ninth graders over the spring semester.

### **Pre-College TRIO Talent Search Program (TS)**

TS serves eight (8) WCCUSD schools: Helms, Korematsu and Pinole middle schools; De Anza, El Cerrito, Pinole Valley, Kennedy and Richmond high schools.

TS has been serving WCCUSD since 1970. TS's primary objective is to assist low-income/first generation college students with staying in school, successful advancement to the next grade level, high school graduation, and matriculation into some form of post-secondary education. Services include academic and personal guidance, SAT/ACT college test preparation, college visits, transcript evaluation, long term academic planning, parent awareness, college financial aid and admissions application preparation

assistance, and college tours for students at all grade levels. In addition, TS offers a four-week summer academic enrichment program on the Berkeley campus for middle and high school students.

Last year TS enrolled and served 750 students in WCCUSD and helped place 118 seniors (89%) from WCCUSD into some form of post-secondary education.

### **Pre-College TRIO Upward Bound (UB) / Upward Bound Math & Science Program (UBMS)**

Upward Bound has served El Cerrito, Kennedy, and Richmond high schools of the WCCUSD for over 30 years, and remains committed to providing services to deserving students in the future. All Upward Bound students receive year-round services in academic, personal, and social activities and support. A six-week summer residential session gives student participants the opportunity to live in a UCB dormitory, and experience a comprehensive program of classes in English, math, and an academic elective; evening tutorial sessions; workshops of social and cultural significance; and organized recreational activities.

Last year 61 students participated in Upward Bound and 14 participated in the Upward Bound Math & Science Program (UBMS), a TRiO program focused on students interested in pursuing careers in math and science. UBMS students are selected from partner UB and Educational Talent Search projects from California, Hawaii, Arizona, Nevada and the Pacific Islands.

All 15 seniors who graduated in 2014 were admitted to four-year or two-year colleges or universities.

### **Destination College Advising Corps (DCAC)**

The Destination College Advising Corps has worked at De Anza and Richmond HS since 2010 and now due to the support of Chancellor Dirks and the District, are working full time at all six West Contra Costa high schools to complement and strengthen the work of counselors and teachers to inspire and prepare students for post-secondary education. DCAC aims to increase the number of low-income, first-generation and underrepresented students who enter and complete higher education by placing recent (mostly UC Berkeley) graduates—many of whom are themselves first-generation college students—as college advisers in communities with low college-going rates. DCAC Advising Fellows are intensively trained in a month long summer boot camp program.

In the first six months of 2014-15, DCAC has served nearly 650 students individually, and almost 1,800 students through classroom and workshop group sessions.

### **Transcript Evaluation Service (UCB in partnership with the University of California, Office of the President -UCOP)**

Due to the partnership between UC Berkeley and West Contra Costa Unified School District, all six comprehensive high schools have access to the Transcript Evaluation Service in 2014-15. TES is a tool that uploads and analyzes transcript data for districts, schools and individual students in grades 9-12 to assess course taking patterns and grades, highlighting progress toward meeting entrance requirements for UC and CSU ("a-g"). TES evolved into a productivity tool for all phases of college advising over the past ten years and was used primarily by CEP staff and counselors in De Anza and Richmond High Schools during that time to assess post-secondary preparation, access, and success; inform students, their families and schools of "a-g" progress and patterns and support data driven school planning. TES

analysis has demonstrated that the number and percent of students at De Anza and Richmond HS meeting the “a-g” requirements has increased over the last three years.

### **East Bay Consortium**

The East Bay Consortium directs a set of initiatives that provide the information and support for students and families to secure Financial Aid. In 2014-15, EBC ran six Cash for College Workshops in WCCUSD, with nearly 400 students and 300 families participating. These annual events are a primary vehicle for students and families to complete the FAFSA application, without which students cannot access most financial aid opportunities. And this year, for the first time, due to the efforts of EBC, WCC uploaded GPA data district-wide to facilitate students receiving CAL Grants. In addition, CEP programs provided financial aid workshops for 330 Richmond HS students. As of February 28, 2015 (most recent data), there have been 628 FAFSA applications submitted—most families wait till the March 2 deadline.

### **The Puente Project**

Puente provides a program of rigorous instruction, focused academic counseling, and mentoring by community members at Contra Costa Community College (CCCC) to prepare students for transfer and success in completing a four-year college degree.

There are 110 Puente students at CCCC. 66% of CCCC Puente students who enrolled in 2008-9 to earn a degree or achieve a transfer-related outcome did so within six years (by 2013-14) while in comparison, the rate for all CCCC students is 47%. In addition, over half (53%) of Puente students who entered CCCC in 2008-9 transferred by 2013-14 compared with 28% of all CCCC students.

### **Community College Transfer Center (CCTC) and Transfer Alliance Project (TAP)**

CCTC offers transfer assistance and workshops for all potential UC transfer students. TAP enrolls a cohort of low-income, first generation students who receive intensive and on-going one-on-one advising.

Over the past three years, TAP served 209 students and CCTC 175. For the last three years, a total of 65 TAP students applied to UC Berkeley, and 55 (85%) were admitted and 54 enrolled.

### **RECENT EXPANSION AND STRENGTHENING OF THE PARTNERSHIP BETWEEN WCCUSD AND CEP**

**Pre-College Academy (EAOP):** Through a collaboration between CEP and the District, we will expand the Pre-College Academy that offers students math, writing and engineering classes taught at a college pace on the Berkeley Campus. Through this partnership we will increase the number of WCC students served from 33 to 120.

**Destination College Advising Corps:** Due to the Chancellor’s inspiring visit Richmond HS, his first high school visit since becoming Chancellor, the Chancellor made a commitment at a White House Summit in January 2014 to expand the Destination College Advising Corps to all comprehensive high schools in WCCUSD. His pledge, along with support from the district made this possible for 2014-15.

**Transcript Evaluation Service:** Due to the partnership between UC Berkeley and WCCUSD, the University of California Office of the President awarded all six WCCUSD comprehensive high schools a

free TES sponsorship for the next three years. Therefore, all WCC high schools will be able to upload, in real time, a web-based analysis of their student's progress in meeting "a-g" and evaluate access and equity to the college prep curriculum. In this way, the District and schools can identify barriers and together develop solutions to increase student success.

**CAL Prep:** Charter school founded in 2005 by UCB and Aspire Public Schools is moving to Hilltop in Richmond in fall 2015. The school will serve approximately 400 students in grades 6-12 from throughout the Bay Area. The school is authorized through the WCCUSD.

## Professional Programs

### • Teacher Education

- **DTE**  
The **Developmental Teacher Education Program (DTE)** is dedicated to improving the quality of classroom learning by educating elementary teachers to create equitable classrooms for linguistically and culturally diverse learners in urban settings.
- **MACSME**  
The **Masters and Credential in Science and Mathematics Education (MACSME)** is designed for talented individuals with solid preparation in mathematics or science who are dedicated to the improvement of mathematics and science education at the secondary level.
- **MUSE**  
The **Multicultural Urban Secondary English (MUSE)** program develops middle high school teachers that are able to effectively respond to the complex context of urban schools.

### • Leadership Programs

- **PLI**  
The **Principal Leadership Institute (PLI)** is a 14-month program that prepares educators for leadership in a K-12 setting. Participants examine real-world challenges and use research to inform practice, enabling school leaders to identify assets in their communities in order to make high-quality learning accessible to all students.
- **LSP**  
The **Leadership Support Program (LSP)** is a Commission-Approved Professional Preparation Program for the Administrative Services Credential - Clear (Tier II) and Induction program designed to build on the work that candidates complete in the Principal Leadership Institute (PLI).
- **LEEP** (*non-credentialed*)  
The **Leadership for Educational Equity Program (LEEP)** prepares education professionals for leadership roles in school districts and other organizations committed to the success of students in urban environments.

### • School Psychology

- The **School Psychology Program** is a Ph.D. program within the Area of Cognition and Development prepares students for employment in public schools, universities, mental health clinics, and a variety of work settings.



# UC Berkeley Public Service Center

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Founded by students in 1967, the UC Berkeley Public Service Center partners with the community, student leaders, and faculty to engage more than 5,000 students a year in volunteer opportunities, jobs, internships, and courses with a community-based learning component.

## Mission and Values

The UC Berkeley Public Service Center connects people through shared learning and collaborative action for social justice. The Center is guided by five core values that shape our approach to public service at UC Berkeley.

- Experiential and Reflective Learning
- Equity & Social Justice
- Collaboration and Commitment
- Community Wisdom
- Student Agency

## Current Work in Education

### BUILD (Berkeley United in Literacy Development)

Through BUILD a team of UC Berkeley students work in partnership with a public elementary school to provide one-to-one reading mentoring to children who need support. Mentors meet with 3 student-scholars a day for 30-45 minute long sessions that include reading for fun and quick skills practice in either word work, fluency, or reading comprehension. BUILD mentors are either paid through the Work Study program or earn field study units.

### CREATE

CREATE partners with East Bay afterschool programs in need of arts enrichment. Two students design and teach a weekly class in: visual arts, theater, dance, or creative writing.

## Current Community Internship & Service Programs

### Public Service Internships

The Public Service Internship programs matches hundreds of students with civic, non-profit, grassroots, governmental, and arts organizations. Students have researched legislative issues, developed community projects, handled constituent casework, implemented social media, attended council meetings, and more. Public Service Internships include the following programs:

**East Bay Community Builders:** Students are placed with grassroots organizations focused on community issues such as education, housing, or transportation.

**Cal in Local Government:** Students work on public policy projects with a local government or advocacy organization.

**Berkeley Arts Connect:** Students are matched with arts organization where they work on administrative, marketing, or media projects.

**Direct Service:** Students work with a community organization providing direct services.

# UC Berkeley Public Service Center

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## **Volunteer Income Tax Assistance (VITA) Program**

Trained student volunteers provide free tax filing services to low-to-moderate-income individuals and families in partnership with a community organization or credit union.

## **Opportunities to Seed Service in Richmond**

The Public Service Center provides grant support and scholarships to student leaders and groups providing service to local communities. It could be possible to promote service in Richmond through the following PSC programs:

### **The Peter E. Haas Public Service Leaders Scholarship Program**

Provides need-based scholarships to undergraduate student leaders who have demonstrated a significant commitment to off-campus service. Current Haas Scholars working in Richmond are:

**Managing *L.I.F.E*** (Learning and Inspiring through Financial Education) Courses, a program that incorporates practical financial literacy into economics classes at Richmond High School, the student's alma mater, and hosts a series of weekly financial literacy workshops for parents.

**Launching *Spread the Word***, a student-run organization that leads workshops and peer-to-peer mentoring at Richmond High School to mitigate the chasm between students of color and access to higher education.

### **The Student Initiated Community Projects Program**

Supports 25-30 student service groups with grant funding (in partnership with the ASUC), staff advising, and access to Public Service Center trainings and workshops. Current supported student groups working in Richmond include:

**Richmond ESC:** A student group matching students with volunteer opportunities in partnership with Richmond Volunteers

**Let's Rise** a one-to-one mentorship program for underrepresented Asian/Pacific Islander youth at Helms Middle School in Richmond.

### **Possible Transferrable Student Group Services:**

Teaching SAT Test Prep in High Schools

Advising Community College Students Transferring to 4-Year Colleges

Leading Hands-on Science or Engineering Workshops

## Berkeley Social Welfare in Richmond

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### Masters in Social Work (MSW) Field Placements

- Graduate students in social work are placed in supervised internships with Contra Costa County schools, and local-area social service agencies serving Richmond residents.
- 30 students placed in 16 unique agency sites/settings in 2014-15 – sample list:

Bay Area Community Resources	El Cerrito High School James Morehouse Project
Bay Area Local Initiatives Support Corporation	Familias Unidas
Healthy Richmond	Kaiser Permanente Department of Psychiatry, Richmond
Contra Costa County Behavioral Health-West	West County Children's Mental Health
County Adult Mental Health	Y-Team
Contra Costa County Employment & Human Services Dept.	
- **Total 2014-15 service hours = 19,040**

### Undergraduate Student Service Learning Volunteers in Nonprofits

- Students in the course *SOC WEL 107-Foundations, Philanthropy, and the Social Services: Grant Writing for Program Development* are required to volunteer in a nonprofit as part of their course work. Every semester at least three and sometimes five volunteer at nonprofits in Richmond, including Casa Latina, RYSE, GRIP Homeless Outreach.
- Student volunteers provide fundraising support by conducting foundation research to match desired projects with potential funders.
- Much of the time, students are already volunteering at the placement – examples: a tutor at RYSE, a counsellor at the Latina Center, an administrative volunteer at GRIP.

### Workforce Development Training: Post-Graduate Credential Program in School Social Work

Berkeley Social Welfare, in partnership with the Graduate School of Education, offers a post-graduate program leading to eligibility for the Pupil Personnel Services Credential (PPSC) issued by the California Commission on Teacher Credentialing. The credential is required for social work practice in K-12 public schools in California. Local-area school district employees may complete required social work courses offered by Berkeley Social Welfare in Summer Sessions.

### Engaged Scholarship

- Professor Valerie Shapiro has entered into a collaboration to be the research partner of Dovetail Learning, which delivers the Toolbox Project curriculum currently in use in Richmond schools.
- Professor Jill Berrick's research portfolio includes a current project focused on Contra Costa County and involving foster parents in Richmond.



## California College Preparatory Academy (CAL Prep) Many Reasons to be Proud



CAL Prep is an innovative public charter school which opened in the fall of 2005 in a low-income neighborhood of Oakland as a partnership between Aspire Public Schools and UC Berkeley (UCB). All graduates in the first two high school senior classes of 2011 and 2012 were admitted to four-year colleges.

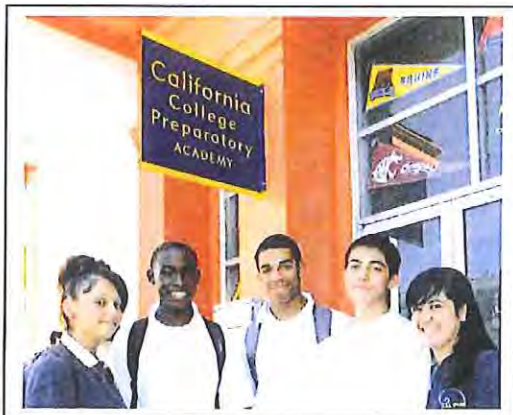
- CAL Prep integrates practical research-based support from UCB, college courses taught by Berkeley City College, Alliant International University and UCB, and intensive academic, emotional and social support from adults, to help students build the habits of mind needed in college/higher education.

CAL Prep is open to all students and families, with preference given to students who face barriers to college going. It is a regional school recruiting across the East Bay and is now located in Berkeley. It is currently serving about 225 students, grades 9-12.

- 96% of CAL Prep students are from racial and ethnic groups currently under-represented in higher education:
  - Student body is 35% African American, 60% Latino/Hispanic, 4% Asian, 1% Multi-ethnic/Caucasian
  - 68% are eligible for free or reduced lunch
  - 72% will be first in their families to graduate from college.
- Intervention programs are in place for literacy and math, plus enrichment programs during the school year and the summer (at no cost to students)
- Intense adult support is available in class rooms, and after school for students and families
- College classes are integral to the curriculum; students audit Freshman seminars at UCB and take college classes at UCB and other colleges during the summer and school year

### Broad support from UC Berkeley:

- Multidisciplinary faculty oversight committee guides all activities to co-construct the school; they have been meeting monthly since 2003
- Leadership and staffing of the campus effort are provided by the Graduate School of Education, the Division of Student Affairs, and the Division of Equity & Inclusion (E&I) through the Center for Educational Partnerships
- Philanthropic support from Cal alumni and friends, private and public foundations provides academic, emotional and cultural enrichment for all students
- Full time college advising is provided by intensively trained recent UCB graduates through the Destination College Advising Corps.



Enthusiastic students benefit from longer school days and enrichments on and off campus. Cal undergrads help throughout CAL Prep.

## California College Preparatory Academy (CAL Prep) Many Reasons to be Proud

### Why is UC Berkeley involved?

- Land-Grant colleges in the 19th century were charged to help solve society's economic development problems, such as mining and agriculture
- In the 21st century, growing achievement gaps will undermine California's economic and social progress
- CAL Prep applies research findings to create and evaluate multi-cultural school settings that lead to successful outcomes for all students.
- The applied research focus promotes engaged scholarship among UCB faculty and students.

### Academic Success

- One of the highest performing high schools in the East Bay Highway 80 corridor
- Steady and incremental growth in the Academic Performance Index (API) which increased from 650 in 2006 to 823 in 2013. Since 2007, its state ranking has been in the top decile compared to schools with similar demographics.
- CAL Prep's students are doing better in the core curriculum in comparison to similar students in Alameda County and the State of California. Our goal is for 100% of our students to meet the Proficient/Advanced standard, but we are proud of how well students are progressing. Below are some examples of Cal Prep's test scores for 2013.

Physics: African American students who were Proficient or Advanced in Physics

**55% at CAL Prep**

26% in Alameda County

35% in the state of California

Biology: Latino students who were Proficient or Advanced in Biology

**68% at CAL Prep**

30% in Alameda County

30% in the state of California

English (10<sup>th</sup> grade): African American students who were Proficient or Advanced in English 10<sup>th</sup> Gr

**67% at CAL Prep**

31% in Alameda County

37% in the state of California

English (10<sup>th</sup> grade): Latino students who were Proficient or Advanced in English 10<sup>th</sup> Gr

**64% at CAL Prep**

36% in Alameda County

41% in the state of California

### To Learn More

For families interested in enrolling their children, contact Principal Javier Cabra, (510) 486-8133.

If you would like more information about supporting CAL Prep, please call UCB E&I Development Director Marguerite Judson at (510) 642-9813, [mjudson@berkeley.edu](mailto:mjudson@berkeley.edu)





**The UC Berkeley Science Shop is** a visible and publically accessible entity within the University of California, Berkeley that connects Bay Area community organizations and university researchers. In doing so it enable partnerships that co-create action oriented research poised to bring about relevant solutions to pressing environmental issues.

**Our mission is to:** *create and sustain principled partnerships with a variety of informal community groups, non-profit organizations, local government programs and small businesses and provide UC Berkeley students with an opportunity to apply classroom learning to issues in their communities. In particular, we aim to broaden the participation and retention of underrepresented minority students in the STEM fields through environmental science that is grounded in community needs.*

**Vision and Goals:** By applying science and technology as key tools in environmental problem solving, and elevating the role and power of community voice in research, our projects and partnerships will promote the generation of locally relevant solutions, resulting in **more resilient, engaged and empowered communities.**

Since our founding in 2013 **we have completed 3 pilot projects** on the topics of water and gas conservation, environmental history of land use changes and its effects on salmon, and air quality and noxious odors in residential areas.

**Community partners:**

- Receive assistance in identifying and crafting a research question that meets their needs and is suitable for a student project
- Receive assistance finding a student that has matching skills and interests
- Receive limited financial assistance for the project
- Are active and equal participants in the project and although they are expected to mentor and help the student, they are also never alone in this relationship given that the student also has a Science Shop and academic mentor

If you are interested or have questions please email Karen Andrade at [scienceshop@berkeley.edu](mailto:scienceshop@berkeley.edu)



**CY-BEAR @ BERKELEY**  
Computing for Youth at Berkeley with Education And Research



**June 28<sup>th</sup> – July 24<sup>th</sup>**

**UC Berkeley**

**APPLY NOW!**

WANT TO LEARN HOW COMPUTERS & NETWORKS WORK? HAVE YOU EVER THOUGHT ABOUT LEARNING TO PROGRAM OR CODE?

WANT TO SPEND THE SUMMER AT UC BERKELEY LEARNING ABOUT HOW TO KEEP COMPUTERS, PHONES, AND THE INTERNET SAFE?

CY-BEAR is designed to introduce and prepare participants for the wide variety of high-paying and exciting jobs in the fields of cyber security and privacy. CY-BEAR will teach you how to code, the principals of security, and how to protect your projects.

**Eligibility:** You must live in San Francisco, Alameda, or Contra Costa County and be entering the 9<sup>th</sup> - 12<sup>th</sup> grade in the Fall of 2015. No coding experience required.

**When:** Monday-Friday, June 28<sup>th</sup> to July 24<sup>th</sup>, 2015 (except July 3<sup>rd</sup>), from 9:30 am-3:30 pm.

**Where:** University of California, Berkeley campus.  
Stipends for BART and BUS are available. Lunch and Snacks are provided free of charge!

**HOW TO APPLY:** SEND COMPLETED APPLICATIONS VIA

**MAIL:**  
CY-BEAR c/o TRUST  
337 Cory Hall, MC 1774  
Berkeley, CA 94720

**EMAIL:**  
[cybear@berkeley.edu](mailto:cybear@berkeley.edu)

**FAX:**  
**510 642-2718**

**All applications must be received by Wednesday April 1st, 2015.**



# SUCCESS @BERKELEY

Summer University Camp for Computer, Engineering, and Science Scholars



June 22<sup>nd</sup> – July 31<sup>st</sup>  
UC Berkeley  
**APPLY NOW!**



WANT TO LEARN HOW TO DESIGN AND BUILD SENSORS AND ROBOTS, 3D PRINT YOUR OWN DESIGNS, AND LAUNCH A BALLOON INTO SPACE?

WANT TO CONNECT WITH UC BERKELEY RESEARCHERS AND STUDENTS AT THE FOREFRONT OF SCIENCE, TECHNOLOGY, AND ENGINEERING AND TOUR THEIR LABS?

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**Eligibility:** You must live in San Francisco, Alameda, or Contra Costa County and be entering the 9<sup>th</sup> 10<sup>th</sup> or 11<sup>th</sup> grade in the Fall of 2015.

**When:** Monday-Friday, June 22 to July 31, 2015 (except July 3<sup>rd</sup>), from 9 am-3 pm.

**Where:** University of California, Berkeley campus.

Stipends for BUS or BART are available. Lunch and Snacks are provided free of charge!

**HOW TO APPLY:** SEND COMPLETED APPLICATIONS VIA

MAIL:  
SUCCESS c/o TRUST  
337 Cory Hall, MC 1774  
Berkeley, CA 94720

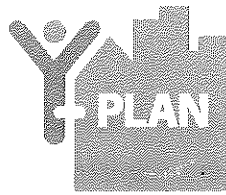
OR

EMAIL:  
[success@berkeley.edu](mailto:success@berkeley.edu)  
FAX:  
510 642-2718



**All applications must be received by Wednesday April 1st, 2015.**





**CENTER FOR  
CITIES+SCHOOLS**  
UNIVERSITY OF CALIFORNIA BERKELEY

(/)



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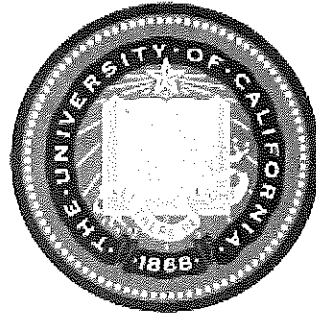
Building on a tradition of UC Berkeley students reaching out to local schools, Y-PLAN was created in 1999. Serving as the "heartbeat" of

work at the Center for Cities + Schools (CC+S), Y-PLAN keeps policy-making focused on young people. CC+S engages in ongoing research and development of the Y-PLAN methodology and supporting materials.

CC+S provides educators, civic partners, and others with resources to develop and implement Y-PLAN, including a university course at UC Berkeley, partnerships with non-profit youth program providers, and professional development initiatives in school districts.

**Y-PLAN = Education + Community  
Development**

Y-PLAN is a national model of civic centered, project-based learning that has engaged thousands of students, educators and civic partners from Dallas, Texas to Tohoku, Japan. Y-PLAN's methodology and tools involve participants in following a defined, yet flexible, inquiry process that results in authentic community development and city planning proposals for change. Y-PLAN provides learning that is relevant, meaningful, and aligned to both the Common Core and college and career readiness standards.



**The Center for Cities + Schools** (<http://citiesandschools.berkeley.edu>) at the University of California, Berkeley (<http://berkeley.edu>) is a policy research and technical assistance center working to promote high-quality education as an essential component of urban and metropolitan vitality to create equitable, healthy and sustainable communities for all.

## Contact Us

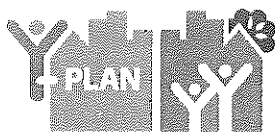
Institute of Urban and Regional Development University of California, Berkeley 316 Wurster Hall #1870 Berkeley, CA 94720-1870

**Email** [info@y-plan.berkeley.edu](mailto:info@y-plan.berkeley.edu) (<mailto:info@y-plan.berkeley.edu>)

**Phone** (510) 643-3105

**Fax** (510) 643-9576

## The Y-PLAN Team



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## Richmond High School Health Academy

9<sup>th</sup> Grade Cultural Geography

Richmond, CA • Spring 2014

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### Defining a Healthy School to Build a Healthy Community

**Project Question:** How should the WCCUSD School Board use LCFF funding to create an equitable, healthy learning environment for all Richmond High School students to succeed?

**Academic Fit:** Cultural Geography

**Instructor:** Angel Ponce-Larsen

**Students:** 31 9<sup>th</sup> Graders

**Client:** West Contra Costa School Board

**Community Partner:** Youth Enrichment Strategies

**Civic Partner:** City of Richmond

### Summary

The new Local Control Funding Formula (LCFF) dramatically changes the way public education will be funded in California, presenting an opportunity for more local control, greater transparency, and equity through the creation of Local Control Accountability Plans (LCAPs). Student voice is an integral part of this process, and in Spring 2014, the West Contra Costa Unified School District (WCCUSD) partnered with Y-PLAN and Richmond High School to examine the school environment from a health perspective and identify priorities for LCAPs. Students conducted digital asset mapping of the school environment, and created, distributed, and analyzed over 150 community surveys that asked students to define a healthy school, community, and learning environment.

Student surveys revealed a high level of overlap between the social, emotional, physical, and environmental factors that structure the health of schools and the larger community. Through school-based research, students identified Basic Necessities, Student Engagement, and School Climate as top priority areas of focus. The students came up with a slate of recommendations to improve their school facilities, including those addressing **basic necessities** like upgrading water quality and access, and improving bathrooms, expanding **student engagement** by upgrading school recreational facilities including bike racks and basketball courts, and enriching the **school climate** by creating a peer advisory group focused on decreasing bullying and creating after school clubs.



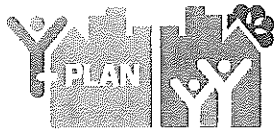
WALTER & ELISE HAAS FUND

The California Endowment



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## Richmond High School Health Academy

10<sup>th</sup> Grade World History  
Richmond, CA • Spring 2014

# Improving Transportation + Connectivity to Richmond's South Shoreline

**Project Question:** What kinds of transportation improvements would make it easier, more enjoyable, and safer for people of all ages and abilities to get to the south shoreline from the rest of Richmond?

**Academic Fit:** World History

**Instructor:** Jose Irizarry

**Students:** 75 10<sup>th</sup> Graders

**Client:** City of Richmond

**Community Partner:** Wallace Roberts and Todd (WRT), San Francisco Planning Firm

## Summary

Richmond's south shoreline area has long been separated from the rest of the city by freeways and railroad tracks. As a result, not everyone in the community has easy access, and cannot take advantage of the amenities in their own community. Between September-December 2013, 10<sup>th</sup> grade students at Richmond High School's Health Academy were commissioned by the City of Richmond to create a community survey to identify community transportation issues and opportunities to inform the South Richmond Connectivity Plan (SRTCP). By conducting digital asset-mapping, and administering a total of 579 surveys, students found that many people have never been to the south shoreline, or don't know where it is.

In December 2013, students presented their proposals to stakeholders. Their recommendations included **increasing multi-modal and active transportation** by creating bike lanes and traffic calming mechanisms, **improving safety** by making safer of bus stops, and making the shoreline a **more desirable** by creating a music venue, and skate park. In the next year, the students followed up and presented recommendations at community meetings for the South Richmond Transportation Connectivity Plan. Several Y-PLAN students have gone on to pursue internships with The City of Richmond Planning Department.



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The California Endowment



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## Berkeley Foundation for Opportunities in Information Technology (BFOIT) IT Leadership Program

[BACK TO PROGRAMS](#)

### Local Region:

East Bay

### Location:

1947 Center Street  
Suite 600  
Berkeley, CA 94704  
[view map](#)

### Phone:

510-685-0861

### Email:

[orpheus@bfoil.org](mailto:orpheus@bfoil.org)

### Contact Name:

Orpheus Crutchfield

### Website:

[Click here to visit official website](#)

### Subjects:



Computer Science



Engineering

### Type:

Guided Labs  
Lecture / Seminar

*This program is "hands on."*

### Grades:

9-12

*Middle or high school student*

### Fees / Stipend:

**FREE**

### Dates:

Summer Only

*In addition, one meeting per month in the Fall and Spring occur.*

### Check official program website

*2 weeks*

### Description:

*The Information Technology Leadership Program (ITLP) educates and trains middle and high school students in technology topics and leadership skills, gives them the necessary tools to be successful in their quest for higher education, and breaks down barriers that have traditionally thwarted achievement. The intent is to provide youth with knowledge, resources, practical programming skills and guidance in their pursuit of higher education and production of technology.*

*The objective of ITLP is to educate and train students in technology and leadership skills. Approximately 50 middle and high schools students, who show talent in the sciences and have a strong sense for social values, participate in this regional program. They receive a full year of analysis of technology issues pertinent to ethnic and low income communities. Participants attend monthly activities and a Summer Technology Training Institute. Through various activities, participants will be introduced and engaged in contemporary topics that relate to the need and development of new and existing technologies. They meet with professional experts, academics, and researchers in the fields of information technology, computer science and engineering. These professionals come from the educational, nonprofit, economic, social, and political sectors, and can give guidance and mentoring. Participants can also receive scholarships and training in the production of technology.*

*(Text is taken or adapted from the official program webpage)*

### Application:

#### Method:

By Mail

#### Deadline:

**Check official program website**

#### # of Spots:

25

#### Target Group:

Women and members of underrepresented ethnic groups (African Americans, certain Asian American groups, Chicanos/Latinos, Native Americans)

#### Citizenship Required:

#### Residency Required:

#### Other Requirements:

GPA 3.0 or above. 2. Be part of and involved in a social organization that already intends to support student learning and achievement within educational structures. This could be afterschool enrichment or similar programs in the community that the student resides in. Agree to participate in four follow-up meetings over the coming school year. (Text taken or adapted from program application).

#### # of Recommendations:

1

#### Other Materials:

School Transcript, Personal Statement, Letter of Recommendation, Application Form



## Berkeley Foundation for Opportunities in Information Technology (BFOIT) SCI-FY Summer Institute at UC Berkeley

[← BACK TO PROGRAMS](#)

### Local Region:

East Bay

### Location:

International Computer Science Institute  
1947 Center Street, Suite 600  
Berkeley, CA 94704  
[view map](#)

### Phone:

510-666-2967

### Email:

[christopherharrison@alumnae.uisi.edu](mailto:christopherharrison@alumnae.uisi.edu)

### Contact Name:

Dr. Chris Harrison

### Website:

[Click here to visit official website](#)

### Subjects:



Computer Science



Engineering

### Type:

Guided Labs  
Lecture / Seminar

*This program is "hands on."*

### Grades:

6-8

*Entering 6th or 7th grade*

### Fees / Stipend:

**FREE**

### Dates:

Summer Only

*Additionally, four follow-up meetings occur during the school year*

### Check official program website

*2 weeks*

### Description:

*SCI-FY, a project of the International Computer Science Institute (ICSI), encourages students of color and women to develop skills, leadership, and an interest in the fields of computer science, engineering, information technology, and the sciences. SCI-FY works with twenty-five middle school students between the 6th and 8th grades. These youth are self-motivated and are on their way to becoming future engineers, technologists, scientists, and leaders of our global community. SCI-FY facilitates the development of skills in problem solving, teamwork, lifelong learning, multiple ways of communicating, and technological literacy.*

*Students engage in hands-on, inquiry-based projects and activities that challenge them to integrate their conceptual and procedural understanding. The intent of SCI-FY is to cultivate in students an understanding of scientific thinking, the design process of engineering, the power of mathematical problem solving, and the application of computer modeling and programming to solving real-life problems. We believe this exposure will help encourage historically underrepresented ethnic groups and women to pursue degrees in higher education and careers in science, technology, and engineering fields.*

*(Text is taken or adapted from the official program webpage:  
[http://www.bfoit.org/SCIFY\\_InfoDese.html](http://www.bfoit.org/SCIFY_InfoDese.html))*

### Application:

Method:

By Mail

Deadline:

**Check official program website**

# of Spots:

25

Target Group:

Women and members of underrepresented ethnic groups (African Americans, certain Asian American groups, Chicanos/Latinos, Native Americans)

Citizenship  
Required:

Residency  
Required:

Other  
Requirements:

GPA of 3.0 or above. Be part of and involved in a social organization that already intends to support student learning and achievement within educational structures. This can include an after school enrichment program or similar programs in the community. Agree to attend four follow-up meetings throughout the academic year following the summer training. (Text taken or adapted from program application)

# of Recommendations: 1

Other Materials:

School Transcript, Personal Statement, Application Form



## Berkeley Math Circle - Elementary

[BACK TO DIRECTORY](#)**Local Region:**

East Bay

**Location:**

Evans Hall, UC Berkeley  
Berkeley, CA 94720  
[view map](#)

**Phone:**

+1 (510) 642-6550

**Email:**

[elena.blanter@gmail.com](mailto:elena.blanter@gmail.com)

**Contact Name:**

Elena Blanter

**Website:**

[Click here to visit official website](#)

**Subjects:**

$\pi$  Math

**Type:**

Guided Labs  
Lecture / Seminar  
*This program is "hands on."*

**Grades:**

K-5  
*5th graders should check out*

**Fees / Stipend:**

\$160 fees

**Dates:**

**Check official program website**  
*19 weeks*

**Description:**

*The main objective of this group is to develop a positive attitude towards mathematics by introducing young children to the elements of mathematical culture. BMC Elementary program is now in its third year. The number of the participants has grown, and now there are two levels: BMC Elementary I, grades 1 and 2 and BMC Elementary II, grades 3 and 4. The meetings are held on Tuesday evenings from 6-6:50pm or 7-7:50pm. They are full of hands-on activities, games, and short problems, which will hopefully establish the positive image of mathematics in the minds of the participants. (Text taken or adapted from program website)*

**Application:**

Method:	By Mail
Deadline:	<b>Check official program website</b>
Target Group:	Students in grades 1-4 in the Bay Area
Citizenship Required:	
Residency Required:	
Other Materials:	Application form; parent consent form; photo release form - all found at: <a href="http://mathcircle.berkeley.edu/index.php?options=bmc bmc_elementary">http://mathcircle.berkeley.edu/index.php?options=bmc bmc_elementary</a> BMC Elementary (in the middle of the page) Applications must be mailed to: Berkeley Math Circle / Attn: Zvezdelina Stankova / Department of Mathematics / Room 970, Evans Hall / University of California at Berkeley / Berkeley, CA 94720-3840 / (Text taken or adapted from program website)

*Last updated Jan 9, 2015, 3:43 PM. Please check the official website link for the most accurate and current information to applying!*

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## Berkeley Math Circle - Intermediate

2015-2016

### Local Region:

East Bay

### Location:

Evans Hall, UC Berkeley  
Berkeley, CA 94720  
[view map](#)

### Phone:

+1 (510) 642-6550

### Email:

[stankova@math.berkeley.edu](mailto:stankova@math.berkeley.edu)

### Contact Name:

Zvezdelina Stankova

### Website:

[Click here to visit official website](#)

### Subjects:

$\pi$  Math

### Type:

Guided Labs  
Lecture / Seminar  
*This program is "hands on."*

### Grades:

6-8  
*Also 5th graders!*

### Fees / Stipend:

\$160 fees

### Dates:

**Check official program website**  
*19 weeks*

### Description:

*The Berkeley Math Circle (BMC) is a weekly program for over 160 San Francisco Bay Area high and middle school students. The weekly sessions are on Tuesdays from 6 to 8 pm on the UC Berkeley campus. The program is jointly sponsored by the UC Berkeley Math Department, the Mosse Foundation For Arts and Education through the Mathematical Sciences Research Institute (MSRI), and Parents' Contributions.*

*Emulating famous Eastern European models, the program aims at drawing kids to mathematics, preparing them for mathematical contests, introducing them to the wonders of beautiful mathematical theories, and encouraging them to undertake future careers linked with mathematics, whether as mathematicians, mathematics educators, economists, or business entrepreneurs.*

*The purpose of the Berkeley Math Circle is to increase the quality and quantity of students who become mathematics educators and researchers, or who simply love and use mathematics in their studies, work and daily activities. Specifically:*  
*- to draw kids to mathematics and to motivate them to excel in the subject;*  
*- to draw kids to the program who are economically disadvantaged and who might otherwise not attend;*  
*- to prepare them for mathematical contests;*  
*- to introduce them to the wonders of beautiful mathematical theories, and*  
*- to encourage them to undertake futures linked with mathematics, whether as mathematicians, mathematics educators, scientists, computer scientists, economists or business leaders.*  
*(Text taken or adapted from program website)*

### Application:

#### Method:

By Mail

#### Deadline:

**Check official program website**

#### Target Group:

Middle school students interested in mathematics

#### Citizenship Required:

#### Residency Required:

#### Other Materials:

Application, Parent consent form, and photo release form - to be mailed to: Berkeley Math Circle / Attn: Zvezdelina Stankova / Department of Mathematics / Room 970, Evans Hall / University of California at Berkeley / Berkeley, CA 94720-3840 / (Text taken or adapted from program website)

*Last updated Jan 9, 2015, 3:42 PM. Please check the official website link for the most accurate and current information to applying!*



## Berkeley Math Circle - Advanced

[BACK TO PROGRAMS](#)

### Local Region:

East Bay

### Location:

Evans Hall, UC Berkeley  
Berkeley, CA 94720  
[view map](#)

### Phone:

+1 (510) 642-6550

### Email:

[stankova@math.berkeley.edu](mailto:stankova@math.berkeley.edu)

### Contact Name:

Zvezdelina Stankova

### Website:

[Click here to visit official website](#)

### Subjects:

$\pi$  Math

### Type:

Guided Labs  
Lecture / Seminar  
*This program is "hands on."*

### Grades:

9-12

### Fees / Stipend:

\$160 fees

### Dates:

**Check official program website**  
19 weeks

### Description:

*The Berkeley Math Circle (BMC) is a weekly program for over 160 San Francisco Bay Area high and middle school students. The weekly sessions are on Tuesdays from 6 to 8 pm on the UC Berkeley campus. The program is jointly sponsored by the UC Berkeley Math Department, the Mosse Foundation For Arts and Education through the Mathematical Sciences Research Institute (MSRI), and Parents' Contributions.*

*Emulating famous Eastern European models, the program aims at drawing kids to mathematics, preparing them for mathematical contests, introducing them to the wonders of beautiful mathematical theories, and encouraging them to undertake future careers linked with mathematics, whether as mathematicians, mathematics educators, economists, or business entrepreneurs.*

*(Text taken or adapted from program website)*

### Application:

Method:

By Mail

Deadline:

**Check official program website**

Target Group:

High school students who are excited about math!

Citizenship  
Required:

Residency  
Required:

Other Materials:

Application, parent consent form, and photo release form must be mailed to: Berkeley Math Circle / Attn: Zvezdelina Stankova / Department of Mathematics / Room 970, Evans Hall / University of California at Berkeley / Berkeley, CA 94720-3840 / (Text taken or adapted from program website)

*Last updated Feb 23, 2015, 10:14 AM. Please check the official website link for the most accurate and current information to applying!*

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## Expanding Your Horizons Conference - UC Berkeley

[BACK TO TOP GRADES](#)**Local Region:**

East Bay

**Location:**

102 Hearst Gym MC 4500  
Berkeley, CA 94720  
[view map](#)

**Phone:**

(510)-430-2222

**Email:**

[eyhberkeleyinfo@gmail.com](mailto:eyhberkeleyinfo@gmail.com)

**Contact Name:**

None Provided

**Website:**

[Click here to visit official website](#)

**Subjects:**[Biology](#)[Chemistry](#)[Physics](#)[Computer Science](#)[Engineering](#)[Math](#)**Type:**

Lecture / Seminar

*This program is "hands on."*

**Grades:**

6-8

**Fees / Stipend:**

\$0 stipend

**Dates:**

**Mar 14 - Mar 14, 2015**

*1 days*

**Description:**

*"A day-long event for over 300 young women to explore their interest in science, technology, engineering, and mathematics (STEM) careers through hands-on workshops, a keynote speaker and a STEM-themed raffle! Expanding Your Horizons is an opportunity for parents to learn how to foster their daughters' interest in STEM and how to prepare for college in an open panel discussion. This event connects UC Berkeley undergraduates, graduate students, faculty, and Berkeley area professional women through their shared experiences and interests in STEM fields as well as through the promotion of women in science."  
(Text is taken or adapted from the official program webpage)*

**Application:**

Method:

Online/Website

Deadline:

**Check official program website**

# of Spots:

300

Target Group:

For young women in grades 5-8 and parents

Citizenship  
Required:

Residency  
Required:

Other Materials:

Registration begins on February 16th, 2015 at 9 am

*Last updated Feb 5, 2015, 8:30 AM. Please check the official website link for the most accurate and current information to applying!*

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## Introductory College Level Experience in Microbiology (iCLEM)

[BACK TO PROGRAMS](#)

### Local Region:

East Bay

### Location:

Stanley Hall  
University of California, Berkeley  
Berkeley, CA 94704  
[view map](#)

### Phone:

510-666-3323

### Email:

skotadia@berkeley.edu

### Contact Name:

Shaila Kotadia

### Website:

[Click here to visit official website](#)

### Subjects:



Biology



Chemistry



Engineering

### Type:

Intern / Lab Volunteer

### Grades:

9-12

### Fees / Stipend:

\$2,000 stipend

### Dates:

Summer Only  
**Jun 15 - Aug 7, 2015**  
8 weeks

### Description:

*"iCLEM is an eight-week paid summer biotech internship program for high-potential, low income high school sophomores and juniors. Developed in partnership with UC Berkeley and the Joint BioEnergy Institute, the program seeks to broaden students' understanding of biotechnology and the careers available in this field. In addition to basic science and research, the program also exposes students to career exploration and preparation for the college application process. Students are paid a stipend of \$1500, plus a scholarship of \$500 upon successful completion of the program."*

*(Text taken from program website)*

### Application:

#### Method:

Online/Website

#### Deadline:

**Check official program website**

#### Target Group:

Students from underserved backgrounds and from families with little college attendance.

#### Citizenship Required:

Yes  
*US Citizens or Permanent Residents*

#### Residency Required:

Yes  
*Students must reside and attend school in San Francisco, Alameda, or Contra Costa counties.*

#### Other Requirements:

Students must: 1) Have a deep interest in science or engineering. 2) Have completed their sophomore or junior year by summer 2014. 3) Be at least 16 years of age by June 1, 2015. 4) Have a Grade Point Average (GPA) of at least 2.5 (on a 4.0 scale). 5) Have completed one year of Algebra 1, Geometry, and Biology with a grade of B (3.0) or higher. 6) Be available for full-time work between June 15 and August 7, 2015. 7) Have household income of no more than \$60,000.

#### # of Recommendations:

2

#### Other Materials:

To apply, please visit our website or <http://216.119.115.17/iclem/index.cfm?action=main.dspapplicantform&do=save>. Deadline for the application and transcript is Sunday, March 1st (midnight), and deadline for the two recommendation letters is Friday, March 6th (midnight). Transcript and one teacher recommendation are required.

*Last updated Mar 5, 2015, 2:09 PM. Please check the official website link for the most accurate and current information to applying!*

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## Lawrence Hall of Science Summer Camps

[Back to Home Page](#)

### Local Region:

East Bay

### Location:

1 Centennial Drive #5200  
Berkeley, CA 94720  
[view map](#)

### Phone:

510-642-5134

### Email:

[lhsweb@berkeley.edu](mailto:lhsweb@berkeley.edu)

### Contact Name:

registration office

### Website:

[Click here to visit official website](#)

### Subjects:



Biology



Chemistry



Physics



Computer Science



Engineering



Math

### Type:

Guided Labs

*This program is "hands on."*

### Grades:

K-5

### Fees / Stipend:

**FREE**

### Dates:

Summer Only

*June 15 to August 21, 2015*

**Jun 15 - Aug 21, 2015**

*2 months*

### Description:

*From Lawrence hall of Science website:*

*Find the Perfect Summer Camp*

*Where else can you build a wabbling robot, see how a chinchilla takes a bath, and visit the stars? More than 40 camps offer a variety of choices for you and your camper, so you can do something you already love or try something new.*

*We offer a wide variety of half-day camps, which you can combine for a full-day camp experience. We also conduct a select number of full-day camps, as well as an overnight research camp for older kids. Download the half-day camp planner, full-day camp planner, or the full summer camp catalog to plan your summer.*

### Application:

Method:

Online/Website

Deadline:

**Check official program website**

Target Group:

age 4 to highschool

Citizenship  
Required:

Residency  
Required:

*Last updated Feb 23, 2015, 12:20 PM. Please check the official website link for the most accurate and current information to applying!*

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## Summer Math and Science Honors Academy (SMASH)

← BACK TO PROGRAMS

### Local Region:

East Bay

### Location:

Level Playing Field Institute  
543 Howard Street, Fifth Floor  
San Francisco, CA 94105  
[view map](#)

### Phone:

(415) 946-3073

### Email:

[James@lpfi.org](mailto:James@lpfi.org)

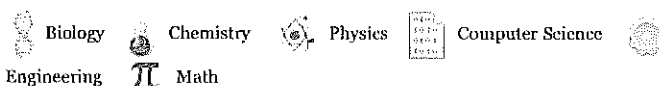
### Contact Name:

James Sarria

### Website:

[Click here to visit official website](#)

### Subjects:



### Type:

Lecture / Seminar

### Grades:

9-12  
*enrolled in 9th grade.*

### Fees / Stipend:

\$0 stipend

### Dates:

**Check official program website**  
5 weeks

### Description:

*SMASH is a three-year summer enrichment program for high-achieving, low-income students from the Bay Area that wish to excel in science, math, engineering, and technology (STEM). The summer program runs for 5 weeks each summer, usually in July and August. By helping students achieve success in high school, they are more prepared to succeed in college. One goal is to help SMASH students be admitted to top-tier colleges and universities where they can continue their STEM studies. SMASH students spend five weeks each summer in UC Berkeley dorms while they are immersed in rigorous classes. They also receive year-round support to stay on track for academic success. (Text is taken or adapted from the official program webpage)*

### Application:

Method: Online/Website

Deadline: **Check official program website**

# of Spots: 25

Target Group: Applicants must be in the ninth (9th) grade at time of application, reside and attend a public or scholarship student at a private high school in the San Francisco Bay Area. Must also self-identify as African American, Latino/Hispanic, Native American, under-represented Asian and/or Pacific Islander or mixed race/multiracial with one parent from the above ethnicities. Eligible students should come from a low income or resource-constrained family. We especially encourage applications from students who would be the first members of their families to attend college.

Citizenship Required:

Residency Required:

Other Requirements: Applicant must currently be enrolled in (or have already completed) Geometry or the equivalent with a B average.

# of Recommendations: 2

Other Materials: Application registration must be completed by Feb 1, 2015. The full application must be completed by Feb 15, 2015. Other application materials include 2 essays and a short answer section, parent questionnaire, recommendations from a math and science teacher, transcripts, and CST/STAR test scores. Registration form: <https://smash.lpfi.org/login.php>

*Last updated Jan 28, 2015, 12:58 PM. Please check the official website link for the most accurate and current information to applying!*



## Teens Exploring and Achieving in Math and Science (TEAMS) Interns

[BACK TO PROGRAMS](#)**Local Region:**

East Bay

**Location:**

Lawrence Hall of Science (LHS)  
Centennial Drive  
Berkeley, CA 94720  
[view map](#)

**Phone:**

(510) 642-1698

**Email:**

[Teams@berkeley.edu](mailto:Teams@berkeley.edu)

**Contact Name:**

Rikki Shackelford

**Website:**

[Click here to visit official website](#)

**Subjects:**

Biology



Chemistry



Physics



Computer Science



Engineering



Math

**Type:**

Intern / Lab Volunteer

*This program is "hands on."*

**Grades:**

9-12

*Students ages 15-18*

**Fees / Stipend:**

No stipend

**Dates:**

**Check official program website**

*1 years*

**Description:**

*The TEAMS Internship Program is designed to provide young people ages 15-18 with work experience and the opportunity to explore their interest in science, engineering, technology, and math careers. Interns receive stipends for their work. (Text is taken or adapted from official program website)*

**Application:**

Method:

Online/Website

Deadline:

**Check official program website**

Citizenship  
Required:

Residency  
Required:

Other  
Requirements:

Must be between the ages of 15 and 18. Interns meet on the first Saturday of the month from 10 am - noon and are required to work at least one 3 hour shift each month. Interns volunteer for the first 60 hours and receive a stipend for all services after that.

Other Materials:

Application form

*Last updated Dec 28, 2012, 3:23 PM. Please check the official website link for the most accurate and current information to applying!*

Like us? [Share your feedback & testimonials!](#)

Are you a program director looking to publish your program in our directory? [Submit your program!](#)



## Upward Bound Math and Science Center Programs

[» BACK TO PROGRAMS](#)

### Local Region:

East Bay

### Location:

2150 Kittredge St.  
Suite 2C #1060  
Berkeley, CA 94720  
[view map](#)

### Phone:

(510) 642-2312

### Email:

[nsanders@berkeley.edu](mailto:nsanders@berkeley.edu)

### Contact Name:

Norris Sanders, Director of Pre-College TRIO Programs

### Website:

[Click here to visit official website](#)

### Subjects:



Biology



Chemistry



Physics



Computer Science



Engineering



Math

### Type:

Guided Labs  
Lecture / Seminar

*This program is "hands on."*

### Grades:

9-12

### Fees / Stipend:

FREE

### Dates:

Program is year-round

### Description:

*The program is designed to strengthen the math and science skills of participating low-income students who are potential first-generation college students. The goal of the program is to help students recognize and develop their potential to excel in math and science and encourages them to pursue science or math degrees in 4-year universities.*

*There is a six week summer session that gives students the opportunity to live in a dormitory on the UC Berkeley campus while taking classes in English, math, and one academic elective. There are also organized workshops and recreational activities. During the school year, students attend Saturday College prep three Saturdays of each month. Activities include career workshops, English and math mini-courses, SAT preparation, and tutoring. During the week, Upward Bound counselors provide academic, career and personal counseling.*

*Students accepted into the program receive the program's services for free, but are expected to make a serious commitment to both their academic education and the Upward Bound Program. Students remain in the program through high school graduation.*

*Upward Bound counselors work closely with students during their senior year to assist them in selecting colleges, applying for college admissions, housing and financial aid. Tutoring is also provided on weekday afternoons at the request of students; however, students receiving a C or lower in academic subjects are required to attend tutoring appointments until their grades improve.*

*Look under "Staff" tab on website for detailed contact information (including names and e-mails). General information (phone and snail mail address) is at the bottom of the website.*

*(Text is taken or adapted from official program website)*

### Application:

Method:

Online/Website

Deadline:

Check official program website

# of Spots:

100

Target Group:

This program specifically targets low-income high school students interested in math or science. Students must belong to a family whose parents have not earned a bachelor or high degree. Students must attend one of the target high schools in Oakland and Richmond (Castlemont, Fremont, McClymonds, Oakland, Oakland Technical, Skyline, El Cerrito, JFK, Richmond)

Citizenship Required:

Yes  
U.S. citizen or permanent resident

Residency Required:

Other Requirements:

Students must have completed the 8th grade and meet the low-income first-generation criteria, and be from Region 9. Selected students must exhibit a strong interest and have academic potential in math or science. Two-thirds of all participants must be low-income AND potential first-generation college students. The remaining one-third must be low-income OR potential first-generation college students. This means that if you fit one category and not the other, you can still apply.

# of Recommendations: 3

## **Groups from The Lawrence Hall of Science serving in Richmond**

### **East Bay Academy for Young Scientists (EBAYS)** (LHS contact: [Kevin Kuff](#))

This program provides opportunities for students in grades four through twelve to engage in a combination of content learning and research activities that together encourage the growth of conceptual understandings and critical thinking skills.

[EBAYS](#) programming is presented at partner sites as either school day, after school and/or summer components. At each site, EBAYS presents curriculum that blends inquiry-oriented activities that enhance students' understanding of key STEM content and scientific practices with student led, community-based research investigations that provide opportunities for students to apply newly acquired understandings and skills in real-world contexts. Over the past year, EBAYS programming has been presented at: Kennedy High school, DeJean Middle school, and Coronado, Ford, Grant, and Stege elementary schools. EBAYS has also worked bringing STEM to work force development group in Richmond (Richmond Build)

### **Early Childhood** (LHS contact: [Ellen Blinderman](#))

Science is an important domain in early childhood, serving not only to build a basis for future scientific understanding, but also to build important skills and attitudes for learning and to develop school readiness skills. The Hall works has delivered Early Childhood programming in Brookside & Balboa Head Start centers in Richmond in 2014 and 2015

The East Bay Community Foundation funding supported outreach where 220 preschoolers experienced exciting hands-on science workshops delivered by Hall educators in each year. With this works, students were introduced to life science concepts., they had the opportunity to observe and touch gentle animals from the Hall's Animal Discovery Room and participated in workshops that emphasized language and vocabulary development along with science.

### **West Contra Costa Out of School Time Initiative** (LHS contact: [Verónica Urdaneta](#))

The Hall participates at the Ed Fund Out-of-School Time Initiative, a cross-sector collaborative that includes more than 25 members representing community-based organizations, city recreation departments, West Contra Costa Unified School District, and local government agencies.

The hall participates as a member of this Collaborative by working at four levels:

- a) Building awareness about the Hall and the resources and services the Hall provides as UC Berkeley public science center
- b) Developing STEM advocacy through regular participation in OST Collaborative meetings with all partners, highlighting the importance of STEM in preparing the future work force for the city.
- c) Increasing access to high quality out-of-school time programs to West Contra Costa children and youth. Through the Ed Fund, The Hall was able to provide professional development and 8 after school science kits (Forensics, Bubbles, Beach Science, Magnets, Exploring habitats, Food for Plants, Alternative Energy, Mystery Detectives) to out-of-school time providers to include STEM as part of their programing. Site:RYSE Center, Bethel Temple STEM program, Lego Robotics and Chess.
- d) Learning about what is relevant for the community and how to better serve the needs of the groups we are committed to bring STEM to. By participating in regular conversations, we learn what are the needs, concerns, and resources available in the community.

**Richmond Art Center, STEAM Summer Program** (LHS contact: [Reyna Hamilton](#))

The Lawrence Hall of Science Helped the Richmond Art Center (RAC) develop the summer program for 2014, by delivering programming in the summer of 2013. The Hall provided direct service through an existing collaboration between RAC and Richmond libraries, bringing engineering challenges to summer programs. The Oaxacan cultural arts and science effort was made in conjunction with the Richmond Art Center and the Richmond Main Public Library. Rick Ambrosse from the RAC and Katy Curl from the Richmond Library worked with the hall to make this happen. Activity delivered: Automata -building an Oaxacan spiritual animal. We offered 2 (1 week sessions 1/2 day).

**STEAM Infusion Curriculum Writing Retreat** (LHS contact: [Erica Barrueto](#))

This Professional Development is offered for the Richmond Arts Center own art teachers to be able to integrate STEM in after school programming delivered at their schools. Geared at teaching artists willing to design a 16-32 hr STEAM curriculum based on their current art practice (mosaic, metal arts, fiber arts, stop-motion animation, introduction to the visual arts, fused glass, etc). Coached by an LHS Science Specialist, and Julia Eden Ris, a RAC Teaching Artist. Rebeca García-Gonzalez, Art in the Community Programs Director for the Richmond Art Center. (late April- early May 2014)

**Professional Development for Elementary Teachers** (LHS Contact: [Erica Barrueto](#))

This PD is offered to elementary school teachers, to provide them with tools for them to integrate STEM content to other classroom subjects. Geared at elementary school teachers interested in integrating art instruction into their school day. Teachers are presented with STEAM art activities that can be easily integrated into their grade level's core curriculum. Facilitated by an LHS Science Specialist, and Lauren Ari, a RAC Teaching Artist.

Please, feel free to share this information with your working group. Hopefully you will find it relevant in helping this task force shape the work that we can do in collaboration with other partners interested in contributing with UC Berkeley's commitment to work and benefit Richmond.

**Prepared by**

Verónica Urdaneta

External Relations/Community Liaison

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Email: [teresa@crscience.org](mailto:teresa@crscience.org)

## **Current work in West Contra Costa Unified School District, Including Richmond**

### **In WCCUSD:**

CRS provides direct services to over 220 teachers at 40 schools in the West Contra Costa Unified School district. These teachers have access to timely information and online resources, and personalized on-call planning support, in addition to invitations for free events at local science centers. These teachers are also eligible for free BASIS (Bay Area Scientists in Schools) presentations by STEM professionals in their classrooms as they become available throughout the year.

**In Richmond:** CRS serves approximately 40 Richmond teachers at the following schools:

**Chavez  
Coronado  
DeJean  
Downer  
Ford  
Grant  
Helms  
Highland  
Jefferson**

**MLK  
Mira Vista  
Murphy  
Nystrom  
Olinda  
Sheldon  
Steger  
Valley View  
Washington**

### **Programs/initiatives we are currently involved with: ESCAPE and BASIS**

**ESCAPE** involves 100 teachers and 6 principals, at 6 K-6 schools in the WCCUSD San Pablo-Pinole family of schools. The 2 year pilot project includes teacher professional development, on-call support, in-classes STEM professional led lessons, and other resources. Intended to serve as a pilot, with goal to extend support to more schools across WCCUSD as the focus on elementary science and engineering expands. This is a collaboration between **CRS, the Lawrence Hall of Science, and the UC Berkeley Natural History Museums.**

**BASIS** involves over **450 UC grad students, post docs, researchers** who go to K-8 classrooms to present hands-on, standards-aligned science & engineering lessons with engaging interactive components. These STEM role models make a significant impact on the classrooms they visit. So far this year, they have made presentations in **nearly 40 WCCUSD classrooms, directly engaging with over 1,000 students.**

Both of these programs meet the working group goals/priorities in key areas:

**Addressing targeted needs** (Elementary science & engineering, connection to stem professionals, role models, effective teacher support)

**Expanding what works** (Successes in neighboring districts such as Oakland, models are research validated)

**Aligning with WCCUSD** (Aligns with WCCUSD strategic plan, leveraging external partners better, improving STEM ed opportunities)

**Cross departmental involvement from UCB** (BASIS participants and CRS partners come from across all science and engineering departments and programs at Cal)

**Partner with WCCUSD**

**Highlight impact**, identify challenges