

ACCESS Recognition and Awards

The California Postsecondary Education Commission (CPEC) has recognized ACCESS as one of seven model partnership programs promoting effective curriculum and instructional practices to strengthen the preparation of historically underrepresented students for college. LHS/ACCESS grant awards include the following projects:

- U.S. Department of Education/West Contra Costa Unified School District (WCCUSD) Advanced Placement Incentive (API) Mathematics Project (2004–2006; 2007-2009)
- California Department of Education/WCCUSD Math and Science Partnership (2006–2007)
- U.S. Department of Education/WCCUSD Cal*West/Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR-UP) (2000–2006)
- UC Berkeley School/University Partnerships in OUSD and WCCUSD (2000–2005)

Former ACCESS Student Participants Say:

ACCESS is a needed program. Now that I'm a teacher I see how you need so much support from every source. Also, the fact that many of the ACCESS teaching assistants were young college graduates of color was really important to me. I didn't know many college students; they were good role models for me.

– Glenetta Turner
Former High School Student

1/8/07



ACCESS Teachers Say:

I am very grateful for ACCESS's contributions to my teaching practice. You've helped me professionally and enriched the experience of my students.

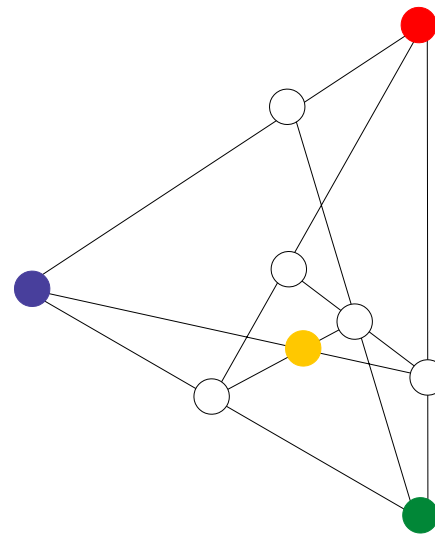
– Jolanta Walukiewicz
Mathematics Teacher, El Cerrito High School

ACCESS currently offers standards-based professional development that addresses:

- Algebra for All
- The state materials-based mathematics program
- The federal No Child Left Behind Act
- Mathematics assessments, such as the California High School Exit Exam (CAHSEE) and California Standards Test (CST)

For more information about ACCESS and inviting us into your district, please contact:

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ACCESS
MATHEMATICS

Alliance for Collaborative Change in School Systems

Lawrence Hall of Science • University of California, Berkeley

ACCESS MATHEMATICS

ACCESS: A Partner in School Change

ACCESS, a partnership program of the University of California (UC), Berkeley's Lawrence Hall of Science (LHS), was established in 1980 to assist San Francisco Bay Area urban school districts in building their capacity to prepare historically underrepresented students for admission to four-year colleges and for successful careers. ACCESS staff collaborate with K-12 teachers, counselors, and administrative staff to strengthen mathematics curricula, instructional strategies, and assessment practices at targeted middle schools and high schools. ACCESS's goal is to help students gain the mathematical knowledge, problem-solving skills, and motivation they need in order to succeed in college and beyond. ACCESS has worked in partnership with targeted schools in the Emery (EUSD), Oakland (OUSD), San Francisco (SFUSD), and West Contra Costa (WCCUSD) Unified School Districts. Further, ACCESS has collaborated with campuswide outreach efforts operating in the greater Bay Area through the UC Berkeley School/University Partnerships, the UC Office of the President's Mathematics

Professional Development Institutes, and various school-university partnership initiatives.

ACCESS Work

- ACCESS coaches support teachers in developing and implementing **standards-based mathematics curriculum** and appropriate assessment materials.
- ACCESS provides ongoing districtwide **professional development** and site-based technical assistance for teachers and administrators.
- ACCESS teaching assistants (TAs) provide site-based **instructional assistance** to students in selected mathematics classrooms.
- ACCESS TAs also conduct **Problem-Solving and Test Preparation Workshops** to help students prepare for college and careers.
- ACCESS helps **school staff** address underlying organizational and structural issues that can effect positive change for teachers and their departments.

ACCESS support has been shown to:

- increase the use of effective instructional strategies, assessment practices, student programming and college advising practices;
- improve curriculum content and coordination efforts within school districts;
- align curriculum and pedagogy with the

state mathematics content standards, national reform initiatives, and district curriculum guides;

- increase teacher collaboration and cohesiveness, both within and across schools;
- assist district-level staff and administrators with technical planning and problem solving; and
- expand the use of assessment instruments to better understand student performance.

Student Progress

Trends in placement and achievement for students at schools served by ACCESS show:

- an increase in the number of students enrolled in Algebra by grade eight and prepared to complete Advanced Placement (AP) Calculus by grade twelve;
- a substantial increase in the number of students who meet the mathematics eligibility requirements for UC or California State University admission;
- an increase in the number of students completing mathematics eligibility requirements with a grade of C or higher; and
- an increase in student enrollment rates in the more advanced high school mathematics courses.



Lawrence Hall of Science