



**AWARD FOR INNOVATION IN HIGHER EDUCATION
Report on Proposed Uses of the Award**

- 1. Coordinating Institution:** #52 University of California, Los Angeles
Contact Person's Name and Title: *Jody Priselac, Associate Dean, Community Programs, UCLA Graduate School of Education & Information Studies*
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Other Participants: Los Angeles Unified School District

2. Amount of the Award: \$2,500,000

3. Narrative on Purposes and Timeline for Fund Expenditure

Purpose: Preparing and Supporting Students to Succeed in College

UCLA plans to use this historic award to deepen and leverage change via our *teaching schools*. We have learned a great deal from creating the UCLA Community School – all that we wrote about in our award proposal. But that was just the tip of the iceberg. Our dream would be to be able to create a *Zone of Excellence* – a network of UCLA *teaching schools* that are designed to create, evaluate, and demonstrate innovative instructional strategies; to shape stronger, innovative teacher education programs; to deploy new technologies; to increase the rate at which California's high school students graduate college-ready; to reduce the need for remedial coursework in college and support college completion; and to inform educational policy. The funding from this Award will make possible the launch of the *Zone*.

Our focus in the *Zone* would be to provide the systems where university faculty can collaborate authentically with K-12 teachers and leaders to shape educational practices that will focus on underserved populations, by developing ongoing and formative evaluation methods that inform daily instructional practices, and by demonstrating schools where our youth become, engaged, ethical, and self-directed learners who are managing their own pathway to college and career success, UCLA will reduce the average cost to a bachelor's degree by working at the K-12 level to strengthen teaching and learning, resulting in a new generation of youth who are prepared from day one to thrive in their college studies with reduced need for remediation.

Our overarching goal for the Innovation Award is to increase the number of underserved and underrepresented students who graduate from high school college and career ready; who enroll in two and four-year colleges; who transfer from 2 to 4 year colleges; and who graduate from college. In order to achieve our goals, we are planning a 3-prong approach that builds upon what we have learned from the UCLA Community School partnership but pushes us forward to new and unique work:

1. *Zone of Excellence*: Partner with Los Angeles Unified School District, local high-need communities, and other UC campuses to create and sustain a set of innovative *teaching schools* for our *Zone of Excellence* that leverage change throughout California.
2. *Teachers are Key*: Create a teacher preparation program by advancing a residency model of learning that engages the K12 and higher education community as equal partners in preparing teachers for the 21st century with technology at its core.
3. *College Success Culture*: Leverage the heightened social and cultural capital students receive in teaching schools to ensure on-time college completion.

The funding from the Innovation Award will help us achieve our goals in the following ways:

To launch our *Zone*, we will begin by creating a new partnership campus in South Los Angeles. This new school will expand UCLA's ability to impact educational practices and outcomes for the African American community, with the goal of increasing the number of Black students who graduate UC and CSU ready, enroll in college, transfer, and ultimately graduate on time from a four-year college. What makes this school unique and different from the UCLA Community School is that we are planning to include a wrap-around approach – “Point-of-Learning Services.” Children come to school with multiple needs that exceed and, in some ways, precede academic needs. Point-of-learning clinical support from UCLA's schools and programs will assist students and their families within the Teaching Schools network with medical, legal, public health, and social welfare services. We also envision a support services program to include mentoring, tutoring, weekend and afternoon enrichment activities, internships, as well as parent engagement activities and classes. We believe that these services will have an immediate impact on the lives of our community's most vulnerable youth. Funding will enable us to do the initial work engaging the neighbor community and the K12 community in designing and opening the school. We will establish a leadership team with precise roles and responsibilities, and create an advisory board of relevant stakeholders with a diversity of expertise to help guide the design process.

University teacher education programs are under attack for not preparing teachers who are ready for the demands and challenges of teaching today's students. With this funding we propose to re-envision teacher preparation by developing a residency model that integrates technology into the daily practice of novice and

mentor teachers to enhance learning; and supporting innovative instructional strategies that reduce the need for remediation in college. To re-envision the role of emerging technology in a 21st Century education, UCLA Education experts will work with technology sector experts and teachers to re-envision what education in a one-on-one tablet era looks like and how we can use this emerging technology to truly engage young people as self-directed, passionate learners. We plan to create a new focus on the emerging one on one tablet classroom – we feel we have a responsibility to be at the forefront of shaping how teachers can most effectively use these tools, especially as tools for English Language Learners and children with learning disabilities. To make this happen requires that we change how we are currently preparing teachers. We plan to develop methods for fully preparing new teachers to manage this tablet classroom environment from day one on the job. We are working to prepare teachers who can inspire children’s belief in themselves as engineers of their own futures.

Our innovation over the last five years has focused on preparing students to enter college. Now, with three cohorts of graduates, this Award will enable us to focus on what happens to our students once they enter college. Our hypothesis is that if students are well prepared when they enter college, they will avoid the dangerous remedial track that derails so many first generation college students. We also believe that the university-based human, social, and cultural capital students develop in the *Zone of Excellence* teaching schools will translate into college success. Despite these supports, however, we also know that our students will face barriers and require a range of supports to adjust and persist in college. For this reason, we plan to develop a tracking system and alumni network for teaching schools’ graduates in order to broker resources for these students while also studying how these resources and other factors contribute to on-time college completion. Developing programs and structures for staying with students from K12 through college is a unique endeavor. We look forward to creating the innovations that will make this happen. We will share this research-based knowledge and best practices for ensuring graduates of these schools flourish in college.

Timeline: The Next Phases of Innovation

Design, implementation and evaluation of innovation require significant funding, time, and UCLA’s long-term commitment. With the start up of a new teaching school, the expansion of a technology-driven teacher residency program, and the creation of a powerful teaching schools’ alumni support network, we are embarking on an ambitious next phase of innovation. As detailed in our award application, the university has invested substantial resources to ensure the teaching schools initiative is supported over time. UCLA believes this project is vital to its mission and a priority project moving forward. The opportunity to use the extensive knowledge resources of this university to shape K-12 educational practice is of importance to all stakeholders at the university. Therefore, core costs in support of this project are embedded within the base budget of the UCLA Graduate School of Education & Information Studies and a proposal is advancing to shift some of this

funding to core university funds. As this core funding creates permanent university infrastructure, a new center or unit, the university is also engaged in a major development effort to ensure that stable funds are available to support continual and long-term innovation. This award, therefore, will represent the first significant investment in the work of this Initiative—focused on the three main prongs of innovation outlined above.

To maximize the award's impact, we plan to create an endowment and therefore request that the funds be allotted all at once. This one-time investment will be used wisely to fund the initial design, implementation and evaluation of the innovation over the next three to five years and in subsequent years to ensure sustainability and scalability.

We expect this endowment will generate \$110K per year. Our plan is to use this stable line of funding to support design and implementation of innovative work with K12 schools, teachers and students as they prepare for college and to succeed in higher education.

4. No funds will be transferred to partnering institutions.

5. Make check payable to:

The Regents of the University of California.

Send the check to:

**Dr. Jody Z. Priselac, Associate Dean for Community Programs
University of California Los Angeles
Graduate School of Education & Information Studies
2320 Moore Hall, Box 951521
Los Angeles, CA 90095-1521**



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April 10, 2015

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#52 University of California, Los Angeles

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2. Amount of the Award: \$2,500,000

3. Chancellor's Assurance and Signature:

Dear Committee on Awards for Innovation in Higher Education,

I am deeply honored that UCLA has been awarded one of the inaugural prizes for Innovation in Higher Education. UCLA believes this project is vital to its mission and a priority project moving forward. The opportunity to use the extensive knowledge resources of this university to shape K-12 educational practice is of importance to all stakeholders at the university. We will continue to strive to innovatively address California's K-20 public education systems, making them a more effective pipeline to college and career success in a digital, global era.

I assure that I have read and support the attached report outlining the proposed uses of the award funds.

A handwritten signature in black ink that reads "Gene D. Block". The signature is fluid and cursive, with the first name "Gene" and last name "Block" clearly legible.

Gene D. Block
Chancellor
University of California, Los Angeles