

UCSB Office of Campus Outreach Initiatives
Evaluation Case Study 2002

Channel Islands High School

UCSB Partership School

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UCSB Chancellor's Outreach Advisory Board (COAB)
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Introduction

Channel Islands High School's student population (about 2,850 students) includes a large majority of Latino students (almost 70%), many of whom are English Language Learners (about 25%) and are socioeconomically disadvantaged (about 50%).

The Channel Islands partnership located in the city of Oxnard within Ventura County involves schools in four districts: Ocean View Elementary School District, Oxnard Elementary School District, Hueneme Elementary School District, and the Oxnard Union High School District. Nestled among oceanside farmlands approximately 40 miles south of the city of Santa Barbara, Channel Island High School's student population (a total of about 2,850 students) includes a large majority of Latino students (about 70% within the high school), many of whom are English Language Learners (about 25%) and who have parents who are migrant farm workers. Channel Islands High School (CIHS) is one of the lowest performing (from a student achievement perspective) of five high schools in its district, drawing from the Elementary districts in the communities of Point Hueneme, Oxnard, and Point Mugu.

The following descriptive data demonstrates the challenges and strengths to which Channel Islands High School and UCSB Outreach must dedicate their resources.

Standardized Testing Data

The following table provides the national percentile rank for the average performance of students in the high school (CIHS) compared to students in the Oxnard Union High School District (OU) and students statewide (CA) in the Standardized Testing and Reporting (STAR) Program.

(Note: Shaded boxes indicate high school rankings lower than the state averages.)

Channel Islands High School 2001															
SAT-9 National Percentile Ranking and Comparisons with District and State															
Grade	Reading			Math			Language			Science			Social Science		
	CIHS	OU	CA	CIHS	OU	CA	CIHS	OU	CA	CIHS	OU	CA	CIHS	OU	CA
9	28	33	35	48	51	54	45	51	51	38	42	45	36	41	45
10	23	30	33	41	42	47	33	40	41	37	44	45	27	33	38
11	33	35	37	47	44	50	43	47	47	41	45	45	47	53	57

Students in Channel Islands High School show lower percentiles than district-wide or statewide rankings across all content areas.

These data indicate that, on average, students within Oxnard Union High School District score at or slightly below the state average on the SAT-9 in all grade levels and across all content areas. Students in Channel Islands High School, however, show mean scores approximately one to ten percentiles below the district and statewide averages across all content areas.

Yet over the last two years, Channel Islands High School has made some scoring gains. The following table shows Channel Islands High School's 2000 data compared to their 2001 data for the SAT-9 test results. The

table displays the change in percentages of students who scored at or above the 50th percentile.

Channel Islands High School 2001										
SAT-9 Comparisons 2001 vs. 2000: Percent Scoring At or Above 50 th Percentile										
Grade	Reading		Math		Language		Science		Social Science	
	2001	Change	2001	Change	2001	Change	2001	Change	2001	Change
9	22%	+1	46%	+5	44%	-2	32%	+8	34%	-1
10	20%	-3	40%	-4	33%	-2	37%	0	25%	-3
11	29%	+8	43%	+1	43%	+3	38%	+9	49%	+3

These data demonstrate that student progress in improving scores is inconsistent across content areas and grade levels. The most notable increases were seen in the areas of science for 9th and 11th graders. Still, a majority of students remain below the normative score, particularly in the area of reading.

On the Academic Performance Index (API) scale of 200 to 1000, Channel Islands High School's 2000 Base API was **561**, and their 2001 Growth API was **568** (meaning an increase in 7 points). Since Channel Islands High School failed to meet their 5% improvement goal (including improvement for students who are socioeconomically disadvantaged), they are *ineligible* to receive the Governor's Performance Award. Channel Islands High School's statewide decile rank is a **3**.

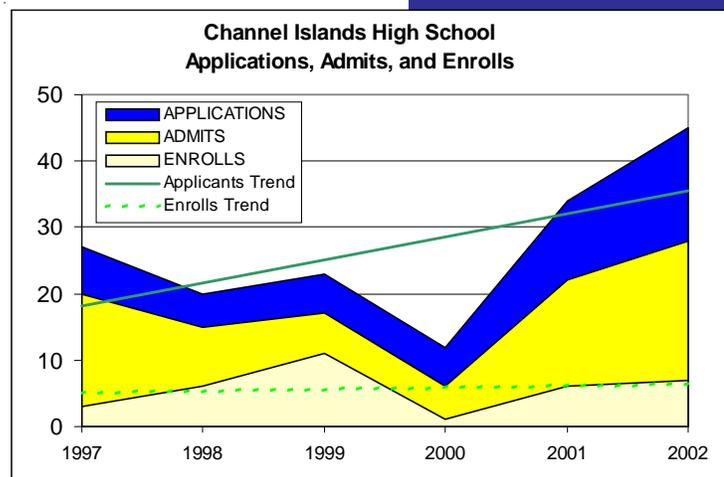
UCSB Admission Data

The graph below illustrates the comparative numbers of Channel Islands High School students who have applied to, been admitted to, and enrolled in UCSB from 1997-2002. Trend lines indicate that while enrollment rates have remained fairly consistent (despite a decline in 2000), application rates have steadily risen. In fact, the number of students admitted in the 2002 Fall Freshman class (29 students) was 32% higher than the previous year (22 students), and CIHS's admission rate was 64%—much higher than the overall UCSB 2002 Freshman admission rate of 51%.

Overall, the descriptive data above demonstrate high poverty rates, historically low standardized testing performances, and low eligibility rates for the students of Channel Islands High School. Despite these risk factors, UCSB Outreach, in partnership with the Channel Islands High School community, have seen

Channel Islands High School students have made inconsistent gains in their testing scores over the last two years.

CIHS' UCSB admission rate for Fall 2002 (64%) was much higher than the overall UCSB Freshmen admission rate (51%).



Interviews were conducted with 6 Channel Islands High School students, 4 teachers, the Principal, a Vice Principal, 3 counselors, and the school site coordinator.

some recent gains in performance indices and UCSB admissions. What has contributed to these rebounds in performance—and what more can be done to continue these positive trends—are the focal points of the interviews conducted with Channels Islands High School teachers, counselors, administrators, and students as described in the case study below.

Methodology

In order to share the perspectives of the Channel Islands elementary and high school districts' students, teachers, and administrators, interviews were conducted by the Evaluation Coordinator of Campus Outreach Initiatives. Individuals interviewed included:

- 6 high school students
- 2 high school administrators (the Principal and Vice Principal)
- 3 high school counselors
- 4 teachers (including English, Spanish, and social science)
- 1 UCSB Outreach Site Coordinator (responsible for middle school and high school outreach activities).

The semi-structured interview protocol included questions about the breadth and adequacy of the UCSB Outreach Programs, the nature of the school-university partnership, outcomes associated with outreach, and goals/expectations for future outreach activities. Overall, the participants shared some unique perspectives about the context of outreach, but recurring themes and issues emerged from the interviews that offer insight into the true character of the partnership, personal experience with outreach activities, and ongoing support for continued collaboration. These trends are described and discussed below.

Findings

How UCSB Outreach Meets Channel Islands High School's Needs

Over the last year students, teachers, counselors, and administrators from Channel Islands High School have taken advantage of the resources UCSB Outreach program have offered. For example, UCSB School-University Partnerships, Early Academic Outreach, and Office of Campus Outreach Initiatives have sponsored multiple CIHS outreach activities during 2001-2002, including: (a) after-school articulation meetings with feeder middle schools; (b) specialized departmental meetings and professional development opportunities including Partnership School Principal Meetings hosted at UCSB; Equity in Education Meeting at Poinsettia Pavilion; sponsorship of conference

attendance (NCTE in Baltimore, CMC in Palm Springs); the UCSB Academic Writing Partnership (including the Diagnostic Writing Service); Project RENEW; an Algebra Institute; a California History-Social Science Articulation Day, and other California Subject Matter Project events; (c) guest presentations and conferences such as AVID training, “Teaching in the Heterogeneous Classroom” by Jeannie Oakes, “Tools for Teaching” by Fred Jones, “Effective Schools” by Pat Davenport, the Governor’s Secondary Reading Initiative with Rosemary Staley, and an MIT Women’s Initiative; (d) academic development opportunities including workshops and classroom presentations by Dolores Corral and Phil Lawson, SAT preparation, tutoring, and UCSB campus visits; and (e) an outreach site coordinator to supply college counseling, guidance, application support, and coordination for outreach activities.

Most of the individuals who were interviewed immediately acknowledged the work of the Early Academic Outreach Program—specifically the services provided by Dolores Corral, Channel Islands Site Coordinator, and Phil Lawson, Academic Services Coordinator—as instrumental to the outreach efforts at Channel Islands. In their roles, both Ms. Corral and Mr. Lawson provide academic advising, test preparation, information about college requirements, and tutoring support services. Phil Lawson was praised by students, teachers, and administrators alike for his after-school tutoring program, his test preparation workshops, and his work with the teachers. Ms. Franky Ramirez, English department chair, was especially appreciative of Mr. Lawson’s clear communication about his goals and objectives. Mr. Lawson came to the Department Chair meeting with an overview of his program for the teachers, and he explained to them how they could be assets by referring students who needed the services. In addition, Mr. Lawson has assisted all of the staff on how to teach test-taking strategies to their students. Mr. Mike Martinez, CIHS Principal, and Ms. Dana Karney, CIHS Vice Principal, recognized the powerful partnership that Mr. Lawson and Ms. Corral brought to their school. These administrators attributed Channel Islands High School’s improved API results at least in part to EAOP’s integrating effective student-centered strategies into the school’s curriculum across disciplines.

Dolores Corral, for her own part, was commended by *every* interviewee for her investment of time, energy, and resources into the community of Channel Islands. She provides critical support, reinforcement, and encouragement to the students as well as their parents. “The program has worked great—she’s an asset on campus,” declared Ms. Ramirez. She refers students to Ms. Corral to examine their grades and diagnose areas where they may need help. Ms. Corral is uniquely able to provide this service since the teachers, according to Ms. Ramirez, “don’t have access to the program [database].” Ms. Ramirez also believes that teachers are not able to reach students as well as Ms. Corral: “We can talk till we’re blue in the face, but many of them won’t listen. Dolores has better luck

Phil Lawson, EAOP Academic Services Coordinator, was praised by students, teachers, and administrators alike for his after-school tutoring program, his test preparation workshops, and his work with the CIHS teachers.

“[The UCSB Outreach programs] practically got me into college!”

-- CIHS Student

“Ms. Corral is able to do more follow-up on our kids regarding college applications and submitting the FAFSA. It’s really valuable.”

-- Paco Reynoso,
CIHS Counselor

talking to them one-on-one.” In addition, Ms. Corral “comes to the classrooms at the beginning of the school year to guide the students through applications. It helps them understand the process so it’s not so scary and it doesn’t come up on them so fast.”

As a result, one student exclaimed that the outreach programs “practically got me into college! They give advice, testing dates, tell me what classes to take, remind me of deadlines...” Other students affirmed that the workshops offered for SAT/ACT prep helped them to become more familiar with the vocabulary words and the test formats—and improve their scores. One student declared, “[Ms. Corral] helps me with persistence. Keeps me on track. If I have questions, she calls the financial aid office. If she didn’t help me, I’d have no clue.” The students described how Ms. Corral visited their classrooms with reminders about what applications were due. The high school counselors, according to the students, are always “overbooked and never have time.” Ms. Corral, though, “has different information, more time, and more details about the university.” In particular, Ms. Corral assisted them with knowing which courses are valid for university (UC and CSU) requirements and introduced them to opportunities on the UCSB campus (like the six-week summer session). With Ms. Corral’s help, one female student, in fact, applied for and was awarded a full scholarship for the summer research program where she studied Social Psychology and Chicano Studies.

The counseling staff and the CIHS administrators acknowledged that Ms. Corral provides services that the counselors just do not have the time or resources to do themselves. “Ms. Corral is able to do more follow-up on our kids regarding college applications and submitting the FAFSA (Financial Aid Form for Student Assistance). It’s really valuable,” stated Paco Reynoso, CIHS counselor. While the counseling staff gives out information for students and parents, Ms. Corral ensures that the forms and applications are properly completed and submitted. She also regularly attends their counseling meetings, and “she is well-established as a presence on campus,” said Ms. Betty Patterson, a 16-year veteran CIHS counselor. Similarly, Ms. Dana Karney, Assistant Principal, declared that Dolores Corral “has helped more than anything else.” Because the high school’s counseling ratio is high, Ms. Corral finds students and works with them, their teachers, and their parents. Through her work, Ms. Karney acknowledged, CIHS has increased the number of students in college prep classes and the number of students accepted to the University of California. The Academic Outreach Program is “very active on campus,” and Ms. Karney also recognized that Ms. Corral has been implementing feeder school articulation activities on campuses and providing information to the junior highs. Ms. Corral has increased middle school student and teacher awareness of requirements, financial aid, the application process, tutor availability,

support services, and the counseling staff. For example, at a recent “High Achievement Awards” ceremony at Blackstock Junior High, Ms. Corral did a presentation on “How to be Successful.” Articulation is difficult, though, because there are three different districts that feed into Channel Islands High School—so “she’s on the road quite a bit doing articulation.” Still, Ms. Karney feels that Ms. Corral has been “instrumental in vertical course articulation for the core curriculum.” Plus, she has brought resources into the schools and promoted the idea that there are “many ways to get to the UC system.” Both Ms. Karney and Principal Martinez appreciate Ms. Corral’s broad-based efforts: she “gears students for the university, but she doesn’t *just* recruit them for UCSB—instead, it’s for all UCs, state, and community colleges—to get students well-prepared and in a mindset that they can do it.”

Ms. Emelina Coronado, CIHS Spanish teacher, additionally attested to the fact that a great benefit to the outreach work of Ms. Corral is that she has the same background (bicultural-bilingual). Many of the students from Channel Islands High School do not have parents familiar with the educational system. If students need additional information or guidance, Ms. Corral acts as a “surrogate” to make the phone calls and provide necessary assistance. She calls the financial aid offices of the schools, for example, when complications or questions come up. Ms. Coronado believes that the high school counselors at CIHS are overworked—most of their caseloads are over 500 students—so they cannot provide the same kind of individualized attention. What’s more, Ms. Coronado knows that Dolores also works weekends and nights to meet the needs of the 3,000 CIHS students. “We work a lot together to meet deadlines. She doesn’t stop!”

Mr. Zeke Jaquez, Special Programs Coordinator at CIHS, similarly described Ms. Corral’s work as assisting the students in selecting the right courses, taking the appropriate tests, calling parents, and discussing decisions with students. For example, if a student came in and said, “I want to drop Physics,” Mr. Jaquez refers him to Ms. Corral. He believes that many of the students make erroneous choices like this because of their friends and/or because their parents are not aware. With Ms. Corral’s bilingual skills, she has great success in discussing these decisions (and their ramifications) with the students and their parents. Furthermore, Ms. Corral is, in his opinion, “part of the counseling staff. . . . She takes time to build relationships.”

But Ms. Corral’s introduction to Channel Islands High School was a difficult transition for both her and the school district. Mr. Jaquez acknowledged that there was resistance in the beginning on campus “because it was so new.” When asked about the source of this resistance, Mr. Jaquez described Ms. Corral’s presence on campus as a testament to UCSB’s judgment that Channel Islands High School was

“[Dolores Corral] gears students for the university, but she doesn’t just recruit them for UCSB-- instead, it’s for all UCs, state, and community colleges-- to get students well-prepared and in a mindset that they can do it.”
-- Dana Karney,
CIHS Vice Principal

Dolores Corral, in partnership with a supportive teacher and counselor, developed strategies to increase her access to the CIHS classrooms and her potential to build relationships and trust with the school community.

“[Dolores Corral] closes the gap that couldn’t be done through other counselors.”

**-- Mike Martinez
CIHS Principal**

deficient in the number of students enrolling in the University of California. While the numbers reflect that fact, he believes that “UCSB doesn’t realize that we had a kid with a 5.4 GPA who went to Oxnard [Community] College! He’s a poor kid and wasn’t ready to go to a four-year college away from home. They need the two-year transition, the maturity, and there are family considerations that don’t show up in the numbers.” In order to get past the resentment that some teachers and administrators felt about UCSB’s implied criticism of the school’s progress, Ms. Corral and Mr. Jaquez developed strategies to increase her access to the classrooms and her potential to build relationships and trust with the school community. For example, Ms. Ramirez was willing to incorporate the university’s application requirement of a personal essay into her class assignments, and as Department Chair, she asked the rest of the English teachers to do so, too. Ms. Corral was accepted into their classes as part of the lesson plan—spanning three days to write and re-write the essay. As a result, Ms. Corral said more classroom doors were opened to her, and her office in November is now routinely full of students working on their essays. Mr. Jaquez also invited Ms. Corral to all of the parent meetings he hosted through his special programs. This enabled her to build initial relationships with the families in the community. Ms. Corral also believes that she has greatly benefited by getting the “blessing” of Mr. Bill Terrazas, who is well-known in the community, and Mrs. Coronado—so students are encouraged to see her more often. With Mr. Jaquez’s additional personal introduction toward the Migrant Education families, the counselor and teachers have opened many doors for Ms. Corral, acting as her “cheerleaders.” Ms. Corral is also fortunate to have her sister employed at Oxnard College in their Puente Program, with a reputation in the community for encouraging transfers to four-year universities. These opportune circumstances have all contributed to Ms. Corral’s success at Channel Islands High, she testified, and her ability to build so many personal, one-on-one relationships with students and their parents. Mr. Mike Martinez, CIHS Principal, concurred, and he asserted that the UCSB Outreach results are so successful because Ms. Corral is from the community. She understands and is connected to the families, he believes, and she goes “above and beyond” by going into their homes and making families feel comfortable. She dissolves the mystery of not knowing, Mr. Martinez said, and “she closes the gap that couldn’t be done through other counselors.”

Moreover, Ms. Imelda Blanc-Gennell, CIHS AP Spanish teacher, reflected on the challenges that Channel Islands High School exemplifies and the hard work that UCSB offers in response. “This school is very fragile and full of problems. I take my hat off to Dolores. We have racial problems, violence, low SES.” Despite those challenges, Ms. Blanc-Gennell believes that the students can be empowered to succeed, and she credited Ms. Corral with doing extraordinary work to that end.

She reflected on her own experience as coming from a family of seven. “I educated myself as a Latina long before it was fashionable.” Helping students to learn that their ability to make proper choices is their “most valuable instrument,” she believes, is UCSB’s and CIHS’s critical, collective mission.

In addition to the work of the Early Academic Outreach Program, teachers and administrators credited the School-University Partnership (SUP) program with providing supportive professional development to CIHS teachers. Ms. Karney, Vice Principal, applauded the work of SUP Director Tom Ostwald: “He is very open in communication and very willing to be creative and stretch as much as possible to operate on the school site.” She described his flexibility and depth to use resources for school reform and teacher training to increase academic achievement. Mr. Ostwald gave them opportunities to collaboratively plan for the future, and he helped tap into additional resources. As an example, Mr. Ostwald linked CIHS to the Fred Jones’ “Tools for Teaching” program for ten beginning teachers. In addition, Ms. Karney recognized that the SUP program supported the Academic Writing Partnership, a Math Subject Matter Project, and other staff development and workshops (especially in the areas of math, English, science, writing across the curriculum, technology, and social science). There was also good participation in “advanced opportunities,” she said, such as an Educational Equity Conference in Colorado that a number of teachers attended with the support of School-University Partnerships. “There’s just so much. It’s on-going.”

The Writing Program coordinated by Ilene Miele has been particularly successful, Ms. Karney testified. “Our teachers are really glad to have an outsider to help the students. It’s a validation of our own teachers’ message that ‘there’s a need for you to write well.’” Ms. Franky Ramirez, English Department Chair, called the writing project a “great program. It gave us a chance to enlighten each other about curriculum.” The project, she said, helped about seven or eight participating teachers to examine expectations for students going to the University of California. The teachers visited the UCSB campus, attended three different levels of university writing courses, and examined the college curriculum, textbooks, and sample research papers. Ms. Ramirez believes that these experiences helped the high school teachers to re-examine what they were doing in their classes and to modify their practices. For example, the teachers learned about using nonfiction prompts versus literature and having the students deconstruct the writing prompts. In addition, Ms. Miele observed the classroom practices at various levels in the high school—from ELD to advanced courses. She would then be available in the resource room at lunchtime to debrief and dialogue with the teachers about what she observed during the day. It was all “very professional,” according to Ms. Ramirez. Both Ms. Miele and the teachers would look

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**-- Dana Karney,
CIHS Vice Principal**

“[The Academic Writing Partnership] is a great program. It gave us a chance to enlighten each other about curriculum.”

**-- Franky Ramirez,
English Department
Chair**

“My dad got excited [about my going to college] after [the UC Success Night]! At first, he was concerned about my security: where I was, what I would do. But at the UC Success Night, he met people I’d be on campus with and other parents.”
-- CIHS Student

at their outcomes and talk about how to assess papers. Ms. Ramirez believes that the students concomitantly benefited from the project: “They had a ‘real’ college teacher teaching them.” She thinks Ilene’s presence was a reinforcement in the classroom and helped the students to “step up a notch” in their performance. Ms. Miele also provided the students with feedback on an individual or small-group level. She led the students through the Diagnostic Writing Sample at the beginning of the school year, integrated within a unit of instruction (Huckleberry Finn) in the second quarter. In addition, Ms. Miele brought to the high school class the lesson that she uses at UCSB with her college students, and the high schoolers were exposed to the college level of dialogue and deconstruction of the text: “They really saw what a college course was like!” Ms. Ramirez, however, believes that “It would be nice if we could have [Ms. Miele] longer.” The UC system is on a different school calendar, she recognized, and the quarter terms are shorter. She wondered also whether Ms. Miele was afforded enough preparation time. “She’s always flying,” she said—knowing that Ilene serves multiple schools and classrooms in Ventura County. She believes, in fact, that Ms. Miele had to provide the student’s their feedback during her own free time—a testament to her dedication, but an unfortunate necessity due to the program’s popularity amid limited resources.

One UCSB Outreach event that the students, teachers, counselors, and administrators alike highly praised was the “UC Success Night” hosted in the Spring to celebrate CIHS students’ admissions to UCSB. Principal Martinez was especially appreciative of the event, which academically awarded and recognized students and their parents, because “we are so tied into the bureaucracy, we can’t spend our dollars on recognition. But it makes a world of difference to our students!” Ms. Betty Patterson, CIHS Counselor, was also quite impressed with the celebratory dinner, and she agreed that it is critical to increase the number of recognition events that, thereby, increase parental awareness. CIHS Social Science teacher, Mr. Bill Terrazas, in fact, declared, “I’ve never seen so many proud Latino parents!” The students also affirmed that UC Success Night was helpful in allaying their parents’ fears about college life and college tuition. One admitted, “My parents were freaking out about the costs, but then they saw the support available.” In addition, the evening offered opportunities for families to interact with UCSB faculty, staff, and current students. As a result, another student proclaimed, “My dad got excited [about my going to college] after that! At first, he was concerned about my security: where I was, what I would do. But at the UC Success Night, he met people I’d be on campus with and other parents.” The outreach event’s success in increasing parent knowledge and feeling of security was critical, Mr. Jaquez stated, in giving parents a realistic picture of college campus life. He cautioned, “Parents are afraid. It’s a tough decision. If they can postpone [sending their kids away], they will.” Mr. Jaquez confirmed that it was vital that UCSB, at the UC

Success Night, give parents a sense of “Who is going to be looking after my kid when they go to college?” Apparently, that message of confidence and well-being was effectively delivered at the event. Dolores Corral believes that the UC Success Night also solidified the idea that UCSB has a long-term commitment to the community and to sharing in their success. She said, “I could feel the pats on the back. The teachers were happy and appreciative.” Furthermore, Ms. Corral believed the evening “helped to promote our [outreach] principles. It made the statement, ‘This is just our beginning. We’re going to do this *and more.*’” As a result, Ms. Corral believes that the teachers have increased expectations about Channel Islands high school student performance and UC-level work.

Students and teachers also recognized other UCSB Outreach efforts that were successful in increasing student and parent knowledge and confidence about college. One student who had participated in AVID in junior high school claimed, “I wasn’t thinking about college at all until that program.” Another verified that her involvement in Future Leaders of America (FLA, a community organization connected to UCSB’s outreach efforts and ENLACE grant) and AVID helped to ease her parents’ concerns about her going away to college. Both of these enrichment opportunities assist students and their parents in understanding better the educational system and the importance of pursuing higher education. In addition, FLA sponsored a number of family camps where parents could talk to other parents as well as students. Other students were involved with Upward Bound (administered at CIHS by Cal Lutheran University) and Mathematics, Engineering, and Science Achievement (MESA, administered at CIHS by Cal State University Northridge) programs, which promoted college preparation, career awareness, and academic achievement. Ms. Corral additionally talked about other outreach opportunities provided through CIHS’s Migrant Education program, collaboration with Oxnard College’s Puente program, and UC Prep Academy (offered to the Oxnard School District in early June). Each of the five high schools in Oxnard sent all of their 11th graders to this year’s Prep Academy, which included individualized transcript reviews and a college faire.

Furthermore, Ms. Blanc-Gennell, CIHS Spanish teacher, was especially impressed with her experience at a recent UCSB campus visit with CIHS students hosted by the UCSB Early Academic Outreach Program. She affirmed that, “I’ve been to many campuses, but the way UCSB reaches out to students—I think it is a wonderful thing, especially for students coming from homes where their parents are not at that educational level.” Ms. Blanc-Gennell believes it makes quite a difference when someone other than the students’ teachers delivers the message about the importance of higher education. Her experience as a chaperone confirmed this: “Even though it was a small group of students,

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**-- Imelda Blanc-Gennell,
Spanish teacher**

“[UCSB Outreach] is truly integrated into the school programs and with the school staff... There is no longer a line of distinction.”

-- Dana Karney
Vice Principal

I believe it was more effective. The students were comfortable asking questions, and they built a rapport with the person in charge of the trip. It eased their tension and their skepticism.” In contrast, she said, the trips to other UC campuses have not been effective in reaching their students in a meaningful way. There has been no personal contact beyond the tour guide, and Ms. Blanc-Gennell viewed those trips as “site seeing, and that’s it.”

Finally, Principal Martinez acknowledged the multiple times that the UCSB Partnership School principals have met at the UCSB campus. Considering the six principals’ busy schedules, he believes it has been quite an accomplishment to gather them all together at various times in the school year. The meetings have been helpful to Mr. Martinez to hear what outreach and enrichment activities have been found successful at the other high school campuses. The principals have shared their common difficulties, interests, and perspectives about college, and they have learned what the UC’s expectations are for their students.

How the Channel Islands High School-University Partnership is Characterized

When asked about the nature of the partnership between UCSB and CIHS, counselors Paco Reynoso and Betty Patterson said that they believed that there existed a true partnership between the university and the high school. Prior to the formal outreach partnership, they recognized, Channel Islands High School benefited on a short-term basis from grants, but services were quickly lost when the funds depleted. With the outreach work, however, the school has built vertical teams within the district that need to be sustained. The counselors did recommend, though, that UC guarantee admissions to partner school students given specific eligibility criteria. “If we’re doing all to maintain the partnership, there should be some guarantee of getting into a UC school,” they argued. Similarly, Vice Principal Karney believes that “Yes, the UC people have become one of our support services to provide activities for students. They are accepted as part of the campus and academic support service—and part of the counseling team.” Ms. Karney sees the staff—including UC representatives Dolores Corral, Phil Lawson and others—as taking a team approach: supplementing each other and supporting each other—and the teachers do the same thing. “[UCSB Outreach] is truly integrated into the school programs and with the school staff,” confirmed Ms. Karney. In fact, if one of the UC staff is missing (pulled away for other outreach activities), Ms. Karney knows it is difficult for the school. “There is no longer a line of distinction,” in her opinion, between the school and UC staff. The UC Academic Advisor “adds clout and prestige. It’s a wonderful counseling team with different resources.” Finally, Ms. Karney affirmed, “Everything we’ve ever asked for—more clarity or improvement of a program—[UCSB has] been

responsive and followed through. We've done the same, so it's reciprocal... from theory to practices.”

While most of the comments about the partnership were positive, two teachers offered insightful and critical appraisal of the university policies and practices that influence their views of the affiliation between CIHS and UCSB. Mr. Terrazas, Social Science teacher, cautioned that, in its work to reform low-performing high schools, the “UC system has to change, too!” According to Mr. Terrazas, the UC system serves a privileged class and is steeped in tradition. In his opinion, some of the most oppressive places in this country are universities, in fact, and there is evidence that real disparities exist in their campus populations. The University of California has a reputation for being a high-class, conservative, and privileged university system, he argued, and “you can't change anyone until you start changing yourself.” UC needs to put more effort into training their teachers to work with the lower classes, he recommended, to “practice what they preach,” and to work to rid the system of biased tests, like the SAT required for admissions. Mr. Terrazas relayed the example of a female Channel Islands High School student whose dream was always to go to UCSB. She was not accepted, and she was consequently denied on appeal due to her low SAT scores. He asked, “How do you work with these students when the university doesn't even work with them?” He implored UCSB to help in these situations and to ensure that their university classrooms are diverse.

Outcomes Attributed to UCSB Outreach Activities

Administrators and teachers at Channel Islands High attributed a number of positive outcomes to the investment of time and opportunities provided by UCSB Outreach in partnership with the school. Through the outreach programs, according to Ms. Karney and Mr. Martinez, Channel Islands High has seen the number of students taking AP courses increase, the number of students enrolling in college prep courses increase, and the number of student going to tutoring increase. More importantly, “There is a synergy of everyone working together—inspired by the UC system.”

In addition, the administrators have seen an increase in positive attitudes among the kids. Through word of mouth, they believe, Phil Lawson has built up a network of students, and Dolores Corral is intimately tied to the community. These factors have helped to achieve a “We can achieve” attitude that includes the parents and the teachers. “Their goals have changed. They have more vision. The students truly are life-long learners. UC has brought a breath of freshness and life to this place!” avowed Ms. Karney.

“Their goals have changed. They have more vision. The students truly are life-long learners UC has brought a breath of freshness and life to this place!”
-- Dana Karney,
Vice Principal

“Having people on campus connected to UCSB-- imagine what that does to the students, to the teachers, to me! Name recognition-- that is what the program has done. People will go to where they are familiar.”

-- Mike Martinez,
CIHS Principal

“Our kids have never heard of the SATs until Dolores [Corral] calls them in [to her office]. They are first generation Latino families.”

-- Emelina Coronado,
Spanish teacher

But the administrators caution that these outcomes have taken a good amount of time. This year, however, they have noticed a particularly different feel to the school’s culture. They have witnessed this change in the teachers, too, who now affirm that “we should be teaching *all* students.” Mr. Martinez especially noted the importance of good marketing of the programs: “Having people on campus connected to UCSB—imagine what that does to the students, to the teachers, to me! Name recognition—this is what this program has done. People will go to where they are familiar.” He described how the concept of higher education at UCSB seemed unattainable to CIHS students before, but now it seems much more within reach. “A lot of that has to do with name recognition. Outreach has enhanced their familiarity,” affirmed Mr. Martinez. Similarly, the programs have accomplished the same objectives with the parents and lessened the barriers, he claimed. Mr. Martinez thinks that the parents believe now that, “My student could go there [to UCSB]. That would be OK!” The outreach programs have made the campus more familiar, more acceptable—a “good place to go.” It has, in Mr. Martinez’s opinion, “influenced their affective filter—taken ‘nerdism’ off of it at the kid level. Before, it was ‘uncool’ to be in college prep or AP, but not so much anymore. It’s OK to be smart.”

Both Mr. Jaquez and Dolores Corral additionally documented the increases in the number of students accepted to college: from 13 a couple of years ago to 60 this year. Mr. Jaquez believes that the outreach programs have helped to spread the word around the community that the *students are capable of higher education*. Ms. Corral has also witnessed an increase in the number of students coming in to her office to get information about college. They are asking more questions about different careers and majors, about scholarships, and they are using the office as a resource. She also documented an increase in the number of students who are volunteering hours in the community. They are asking more questions about volunteer opportunities, too, like “Where can I go and what can I do?” Ms. Corral also claimed that the number of students taking community college courses increased. The students are asking more questions about which teachers should write their letters of recommendation—so they are utilizing more sophisticated strategies in their applications to colleges. Finally, Ms. Corral and Mr. Jaquez have both responded to more parents this year asking questions about their children’s courses and how they can satisfy college requirements.

Teachers, including Mr. Terrazas and Ms. Coronado, recognized that the outreach programs have helped to increase the number of students taking the SAT and the number of students accepted to and attending the University of California. Ms. Coronado affirmed that “Our kids have never heard of the SATs until Dolores calls them in. They are first generation Latino families.” She believes that the students’ awareness of the different pathways to the university has increased, as has the number

of assessments that students have completed for placement in community colleges, too. In addition, the students talk with one another, so Mr. Terrazas and Ms. Coronado anticipate that the number and diversity of students who realize these high expectations will continue to grow daily.

Additional Suggestions for Improvement of UCSB Outreach Activities

While most respondents in the interviews claimed great satisfaction with the breadth and scope of UCSB's outreach activities, many provided some constructive feedback about potential areas of improvement. When asked about the gaps in the programs, Mr. Martinez called UCSB Outreach "awesome and outstanding—there's just not enough of it." But he realizes that it is a financial situation. If CIHS had "more people power, we'd get better results. We need two Dolores Corrals and two Phil Lawsons. It's shocking they are going to be cut back, because [outreach] is so successful."

In fact, one of the most frequent suggestions across participants in the interviews was the need to increase further Dolores Corral's access to the high school and middle school classrooms and the consistency of her office hours. When asked about whether there were any gaps in the outreach programs, both counselors Mr. Reynoso and Ms. Patterson acknowledged that Ms. Corral works with the junior high schools, "but we want her all to ourselves." While they understood the importance of her work at the other schools, they have recognized that sometimes in her absence, "our kids need her." Mr. Jaquez would also like to see Ms. Corral have more regular hours. Her schedule is not even consistent even when she is on campus, he claimed: "Kids come through all the time looking for her." Mr. Jaquez recognized that Ms. Corral is often pulled off campus to visit the junior highs or attend meetings at UCSB, but he believes that the high school needs her to have more predictable hours: "Kids don't know, and I don't know," he complained. He would like her to post her hours for the benefit of the students, the counseling staff, and the administrators.

Ms. Ramirez, English teacher, confirmed that Ms. Corral has "extremely limited access to classrooms." She attributed this challenge to the fact that the school does not want class time interrupted due to their focus on high school exit and STAR exams—unless the teacher personally requests the presentation. The English department is an exception, however, because as Chair, she has encouraged her teachers to "build her into the curriculum." In addition, Ms. Ramirez mentioned a system limitation: she wonders whether the outreach programs reach enough students across populations. She verified that the programs "definitely reach the Hispanic kids, who have lots of programs that support them. With other kids, though, it is harder to make connections. For example,

**"We need two Dolores Corrals and two Phil Lawsons. It's shocking they are going to be cut back, because [outreach] is so successful."
-- Mike Martinez, CIHS Principal**

“Students with C or B averages... need to see the light. Need a trigger. Field trips [to the university] would make [college] touchable.”

**-- Mike Martinez,
CIHS Principal**

A very helpful component of campus tours is for parents to see “the alarms on campus, the escort services available at night, the security and safety.” This increases their sense of security and allays the parents’ fears of sending their child away to college.

**-- Zeke Jaquez,
CIHS Counselor**

Vietnamese or Anglo kids with C averages and not acing tests. If pushed, they could do it. But grants, funds, and loans are not as easy to find to support them.” Ms. Ramirez described that there are too many silos of funding with specific criteria, and many children end up falling through the cracks of eligibility. “The Partnership should try to illuminate more programs for those students.” Mr. Jaquez concurred, suggesting that the UCSB outreach programs should be in all of the Oxnard schools: in Pacifica, Oxnard High, and Rio Mesa where “they have the same population.” Principal. Martinez and Ms. Karney also both supported the idea of outreach focusing on the mid-level ability kids—the students with C or B averages who have no extra help. Mr. Martinez believes that these students “need to see the light. Need a trigger. Field trips would make it touchable.” But the high school needs considerable funding support to make that happen. Due to the legislated standards and testing requirements, “everything we do must be tied to the curriculum, so special program funding sources won’t let us take trips to the university.”

Other participants, particularly teachers and students, also recommended that UCSB outreach programs help to support more campus tours. Mr. Terrazas and Ms. Coronado thought that more campus visits should be offered not only to students but to parents and new teachers as well. But the university must be mindful, the students cautioned, about the clash of values that can occur during these campus tours. For example, one student related a recent experience: “I went on a tour with my Dad, and in the dorms were free condoms.” Another talked about how his mother witnessed piles of tequila bottles in the dorm rooms, too. This clash between traditional values and the college community’s free spirit and independence can only deepen the chasm between UCSB and the Latino community. Mr. Jaquez recommended that the university, in response, be more supportive of supervision activities to allay the parents’ fears. He believes that the campus must figure out a way for the students to “touch bases” with their parents. The college students have independence and their own mind legally as 18 year olds, Mr. Jaquez admitted, but they should not “go overboard. They should be independent, but still have Mom and Dad looking over their shoulder.” While Mr. Jaquez has heard about the support services offered to the UCSB students, he has not seen any hard data, so it is still difficult to assure parents. As a counseling staff, CIHS staff had the opportunity to visit college campuses in northern and southern California. He “saw the alarms on campus, the escort services available at night, the security and safety,” but Mr. Jaquez thinks that the information about such safety mechanisms at UCSB is not widely known in the community. We need to provide more of that information to the parents.

As a response, Ms. Corral has encouraged parents in the community to increase their involvement in school and outreach activities. For those who are adamant about their children not going to college, she has

developed what she believes are effective strategies to open up a dialogue and to provide parents with information about the importance of higher education. First, Ms. Corral knows that it is important to know and respect the families' culture, so she talks with parents with their culture in mind. She then shows them kindness, honor, and respect, and she devotes much one-on-one time to the parents. Finally, Ms. Corral has tried to increase the number of parent meetings, a strategy that is of high priority to Mr. Jaquez. He said, "We need more emphasis on this. Kids drop classes and the parents don't know about it." He recommended that UCSB help to sponsor a Parents' Institute to inform them about college requirements, exit exams, and special program-sponsored events. The parents, he says, need more information and awareness about their child's academic progress by grade level. He also discussed a successful parent visit on campus one Saturday that was a "real positive thing." College professors spoke in Spanish to the parent group, and his information was "reassuring" to them. "It was wonderful!" he exclaimed. "A slam dunk on convincing parents to let kids come to UCSB!"

The students also recommended that UCSB increase the publicity of their outreach activities, since there were many opportunities that students didn't find out about until it was too late (for example, the UC Prep Academy). The students said that they learned about most activities by dropping by Ms. Corral's office, or sometimes there would be announcements in the school bulletin. But these methods are inconsistent and not reliable—announcements can be too late, or teachers may not even read the bulletin to their classes. So the students had a number of creative suggestions to increase publicity:

1. Get student email addresses and inform them of activities over a listserv.
2. Create a UCSB Outreach bulletin board, especially with information about college.
3. On Raza College Day, take students who are not thinking about college to give them the opportunity to change their minds.
4. Offer trips to the university earlier. Currently they are offered to juniors and seniors, but that is too late in their academic path.

Mr. Martinez, in fact, recommended that UCSB develop a "road show, a mobile show" to provide more mass marketing, more public relations for their school. "Flood the market with your name!" The community looks at UCSB as if we are "elitist, out of touch," he believes. So if UCSB would bring people to the community—rather than requiring that they go *there*—it would break down some barriers. The biggest disadvantage that UCSB has, he contested, is geographic: it is located in a wealthy environment, so people view it as expensive and unattainable. He recommended that we send a message that, "We're not an ivory tower.

CIHS students recommended that UCSB increase the publicity for their outreach programs by advertising events over a listserv, creating a bulletin board with college information, and offering campus tours to younger students.

“Flood the parents with positive images [of college]! Right now, they only have scary images of frat parties... Challenge the myth that college is just sex, drugs, and rock and roll.”

**-- Mike Martinez,
CIHS Principal**

CIHS students and teachers attribute low attendance at after-school tutoring programs to stigma, apathy, transportation limitations, and/or after-school employment.

We have tools to support you along the way once you are there.” He also encouraged us to utilize CIHS graduates—peers of the students currently attending UCSB—to help them become familiar with how life would be on campus and what expectations there are for college students. Another innovative idea offered by both Mr. Martinez and Ms. Karney was for UCSB to create a video production, with a title and theme concerning: “A Day in the Life of a UCSB Student.” The video could feature diverse college coeds, they suggested, and target high school students and their parents as the major audiences. “Flood the parents with positive images! Right now, they only have scary images of frat parties, etc. They also believe they need their kid’s help to support the family,” claimed Mr. Martinez. UCSB has to challenge the myth that college is just “sex, drugs, and rock and roll” that promotes more division among the social classes, he encouraged. “Flip those ideas to the other side!”

The students had additional recommendations to increase the effectiveness of the outreach offerings. They recommended that UCSB offer more SAT preparation and tutoring opportunities that are course-oriented, particularly by paying high school students to give others help. After school, they said, most students would not participate in programs, but a study hall period would be useful. When asked about the barriers to participating in the current after-school tutoring program, the students attributed the low attendance to embarrassment, apathy, or after-school employment. “Many of them just aren’t used to asking for help,” one student explained. As a consequence, Ms. Ramirez recognized that Mr. Lawson, unfortunately, “doesn’t get the kids he hoped he would [in his after-school tutoring program] to yield efforts. Kids won’t stay after school. He’ll only get six to eight kids even though he does everything he can to lure them in there.” Ms. Ramirez suggested that the school might consider mandating the program for some students, but “the management does not support that this year.” Yet, she still affirms that “for the reading level of our kids and they’re needs, his place should have been hopping every night!” Ms. Ramirez also wondered whether transportation might be an issue for the students—and a reason why Mr. Lawson’s program did not achieve higher attendance. She explained that many kids have to catch the bus for Point Mugu, some students don’t feel safe staying after school, and others may not be able to get rides home. But tutoring, most teachers and administrators at CIHS affirmed, is critical. Due to the lack of higher education of most of the parents in the community, the students may not be able to get the assistance they need with their schoolwork at home. Mr. Jaquez asked, “Who can help the kids at home with Physics if the parents only went to grade school?” As a result, Ms. Corral wants to implement an Upward Bound-type tutoring program where students would come one to two times a month on Saturdays. The program would include tutoring as well as weekend recreational activities. The tutoring could be organized into study hall groups for intensive work on

SAT preparation, too. She hopes it would be a “cool” climate instead of giving the students the stigma that the after-school tutoring program seems to have unwittingly reinforced.

Furthermore, Ms. Corral continues to encourage students to run for leadership roles within ASB with the hope of increasing the diversity of student officers. Students are very welcoming of her suggestions, especially with the blessing of Mr. Jaquez, so they are “willing to do whatever they have to do.” In addition, Ms. Corral is trying to increase student internship opportunities with the expectation that this may increase their parents’ expectations about their children’s potentials. She lamented, however, that there is a dearth of internship opportunities in the local area. While there exist some limited chances to work in the county (for example, at the county hospital), Ms. Corral is working with county supervisor and trying to develop more internships for UCSB like UCLA has in the medical field.

While many participants suggested that UCSB work to increase opportunities for these types of student-centered support services, one teacher, Ms. Blanc-Gennell, cautioned that the outreach programs must create consistent approaches that do not breed dependence. Ms. Blanc-Gennell credited Dolores Corral with doing extraordinary work, but she did attest to the fact that she “overextends herself in trying to help students.” Some students, she believes, are “overly demanding” of her time, such that the less vocal students are neglected. “It’s not her fault. The situation is too demanding of her time and efforts.” Ms. Blanc-Gennell recommended that UCSB develop a uniform way that students would be required to approach Ms. Corral. This kind of consistent approach to helping students is “hard to do—even in teaching,” but it’s necessary to ensure that she can devote resources to other students and better distribute her time. “Some are just too dependent on her help. She needs empowerment,” stated Ms. Blanc-Gennell. Still, the site coordinator is “extremely effective” in her opinion: “Dolores goes beyond the call of duty to reach out and inform [the students] about programs.”

Another direction in which Ms. Blanc-Gennell recommended that UCSB and Channel Islands High School collectively focus their efforts was on programs and principles that support the students’ acculturation and empowerment. Ms. Blanc-Gennell, for example, thinks that it is particularly important for students to be aware of the essence of the high caliber of students that UC and other universities are looking to admit. She also demands that her students take responsibility for their reality—and for their failures. An inherent problem in the school, in her opinion, seems to be the way students masquerade their failures as something else—racism or poverty, for example. While Ms. Blanc-Gennell was not saying that racism does not exist, she does not believe students should use it to justify their own inadequacies or defeats. She said, “My students

“[Dolores Corral] overextends herself in trying to help students... It’s not her fault. The situation is too demanding of her time and efforts.”

-- Imelda Blanc-Gennell,
Spanish teacher

“Poverty is not an impediment to learning; it does not make [students] handicapped people. We need to do as much as we can for them without coddling them too much. Children need to stumble to learn.”

-- Imelda Blanc-Gennell,
Spanish teacher

don't indulge in self pity. They accept responsibility for their actions. They hear me say that poverty is not an impediment to learning; it does not make them handicapped people. We need to do as much as we can for them without coddling them too much. Children need to stumble to learn.” Ms. Blanc-Gennell continued by discussing the tendency for Latino students to be “tracked” into a “comfort zone”—a zone where they are surrounded by people of similar backgrounds and/or indulging in too many support services. For example, she has students in her honors class that are getting straight As, yet they do not pass the AP exam—while D students do. She attributes this to their overall philosophy of life and learning, and she wonders, for example, “How much is Dolores supposed to do to help seniors with their applications?” Again, Ms. Blanc-Gennell reflected on her own background in living in Anglo neighborhoods—a fact that her “kids don’t understand. Students get intimidated by numbers of Anglos. I think, for instance, that Chicano Studies should be presented as *one* option” to study in college, “not the only option.” Ms. Blanc-Gennell believes that the message to students should be, instead, that they should not subscribe to these labels; rather, they should reach out to all people as human beings. She encouraged, “UCSB should create this impression as a program. Empower students to feel comfortable with *any* ethnic group. If not, in the long run, students will be disenchanting, point fingers when they fail to achieve, and continue to feel threatened by Anglo society in the workforce.”

Ms. Blanc-Gennell wants her students to be fully acculturated—to feel that there is “a whole world out there ready to embrace them. It doesn’t matter if you are Latinos or not. We’ve all suffered prejudice.” Most critically, we must break down this cultural barrier for society to succeed. Ms. Blanc-Gennell whole-heartedly supports the empowerment of students with “the power of thinking and knowledge—not racism and activism.” She believes that activism can be valuable, but it can also be self-defeating and camouflage incompetence. “Activists have a place, but it is not in the classroom. Don’t give a weapon to a person who doesn’t know how to use it.” In fact, Ms. Corral’s position, she declared, should be to work with freshmen at Channel Islands High to “empower them with assurance to see beyond color, to focus on goals, and to have firm ground to stand on—to be better equipped to open doors with meaningful tools, not just empty sounds.”

Alternatively, other teachers, namely Emelina Coronado and Bill Terrazas, put the fundamental onus on the teachers and administrators of CIHS and UCSB to change the school climate and their expectations. When queried about how UCSB Outreach might facilitate this positive change in the teachers, Mr. Terrazas offered productive suggestions:

1. Encourage teacher attendance at the outreach summer institutes.
2. Increase the diversity in faculty at the high school and university.

3. Support leaders with experience with culture, racism, and pedagogy that is effective with oppressed populations.
4. Teach a curriculum that empowers, not oppresses.
5. Share a discourse that is nurturing, particularly curriculum.

Furthermore, Mr. Terrazas recommended that UCSB outreach as well as the staff and community of Channel Islands High School recognize and delve deeper into volatile political and social issues impacting on the Latino community and their education. He believes that our society is perpetuating the status quo, focusing too much on the economics of capitalism and competition. Most races who have been oppressed are more cooperative than competitive. These populations need a curriculum that is cooperative, too. Mr. Terrazas stated, “Traditional education and methodologies have never served populations of color. We need pedagogy other than ‘drill and kill’ that will empower young people to overcome their history of oppression.” He continued by describing the nature of such a curriculum: “Cooperative learning, projects, investment, dialogue, discourse of America... how to accept the American way of life to be successful. Nurturing, caring, and loving.” Education, in his perspective, is the way to save society. Currently, he cited statistics that demonstrated how Latinos have a higher chance to enter the prison system than they do to enter the higher education system. But the students that graduate from UC, in his opinion, “are the ones who will change society.” Mr. Terrazas believes that their high school principal, Mr. Martinez, encourages these ideas. He has supported a lot of positive models, but there continues to be reluctance of the teachers. The teachers must believe that the students can make it, Mr. Terrazas implored, and the faculty’s low expectations, disinterest in conferences, and indifference to books on these issues that can open their minds are serious challenges to outreach. In his opinion, the teachers need training on educational equity to support a “pedagogy building cultural capital.” But he and Ms. Coronado discussed the reluctance of their colleagues to discuss racism: “It’s like an elephant in their classroom. They don’t like to talk about it. There is no dialogue or discourse about it.”

UCSB outreach programs that support teacher efforts and training across content areas, Mr. Terrazas and other CIHS staff confirmed, should include more workshops—particularly on writing, educational equity, and college-bound curriculum. Ms. Ramirez, for example, attended multiple workshops and conferences on campus through the outreach programs. In these, she affirmed, the most valuable experiences were the opportunities to meet with teachers from all different disciplines to discuss hard issues and to “know that we’re not alone.” When asked about gaps in the teacher-support efforts of the partnership, Mr. Martinez referred to the training provided that encourages “thinking outside the box. But the problem is, we’re still in the box!” He described the difficulty UCSB experiences in conducting trainings with his staff. “I’m not sure if they are

“Traditional education and methodologies have never served populations of color. We need pedagogy other than ‘drill and kill’ that will empower young people to overcome their history of oppression.”
-- Bill Terrazas,
Social Science
teacher

“[UCSB professional development programs] encourage thinking outside the box. But the problem is, we’re still in the box!”

-- Mike Martinez,
CIHS Principal

“It’s hard to do in two to three years what has not been done in twelve years!”

-- Imelda Blanc-Gennell,
Spanish teacher

exhausted or can’t take advantage of it because of their daily conflicts.” The time factor is a serious one, and both Ms. Karney and Mr. Martinez encouraged a lobbying campaign to the legislature to increase the number of Positive Attendance Days/Staff Development Time that partnership schools could implement. (The legislated number of permitted days has decreased from 10 to 8 to 6 to 3 in the preceding years.) “Our teachers want and need training, but with high stakes testing, they don’t have time,” said Mr. Martinez. The administrators encouraged UCSB to provide opportunities to teachers across departments to spend entire days on the UC campus. “Everybody should be involved—entire departments, not selected teachers,” admonished Mr. Martinez. Generally, the Principal and Vice Principal believed, those teachers who are quite eager are identified for staff development enrichment activities. “So those with busy schedules or other interests don’t get the chance,” they explained.

Furthermore, many teachers and administrators recommended heightened efforts in articulation between departments at the high school as well as with teachers in the middle schools. While articulation has proven to be extremely difficult in the region due to multiple feeder school districts, it is critical to ensure the proper preparation and placement of their students at CIHS. Ms. Blanc-Gennell described her impression of the elementary schools’ progress with their students: “The elementary schools are not doing an effective job. Student already come to the high school with the ideas and barriers that are very hard to break down.” She attributes this reaction to the climate of the school. “We want to give kids options. Not all will go to college, but we want to give them choices. Some come with a self-defeating attitude. I say don’t indulge in self pity. It brings failure.” Ms. Blanc-Gennell believes it would be wonderful if UCSB could reach out to lower grade levels so that those students would be more successful at higher grade levels. She recognizes that middle school can be an extremely difficult environment for almost all kids, and boys especially need extra attention. Moreover, Mr. Jaquez recognized the tension between the junior highs and high school. “The junior high thinks that the high school is telling them what to do, but the junior high thinks they know the kids. Their recommendations are not always good, though.” For example, Mr. Jaquez cited an example when an “A” student was placed in the standard Western Civilization course that is not college prep, so the student now has to retake a college prep course to meet the requirement. As a consequence, Ms. Blanc-Gennell also discussed her struggles in her honors Spanish classes due to the students’ lack of preparation and the ineffective articulation. “It’s hard to do in two to three years what has not been done in twelve years!” she exclaimed. The university, she believes, could help to facilitate articulation in the school districts. One important justification for the university’s role in this activity, she suggested, would be the elementary schools’ very low performances on standardized test scores.

Conclusion

Despite the recognition of UCSB Outreach's thorny initiation process into Channel Islands High School, differences in political persuasions among the staff, and the challenges and demanding work ahead for the Partnership, there remained irrefutable support of the students' potential to excel among all of those individuals interviewed at CIHS. To maximize student aptitudes and the opportunities for sustainability of outreach, Channel Islands students, teachers, counselors, and administrators recommended that UCSB adhere to a number of critical principles: persistent leadership and integrity, unyielding attention to issues of educational equity and racism, support of student acculturation, and steadfast commitment to parent involvement.

When asked about the enduring attitude of the CIHS campus concerning the UCSB outreach programs, many teachers and counselors affirmed that the leadership of the administration is a key factor: if the Principal embraces the outreach program, then the teachers will, too. Currently, most believe that the general teaching staff has low expectations for the students. But proponents of outreach also recognize that a way to increase test scores is to increase the expectations of the teachers while respecting students and their culture. For UCSB outreach programs to thrive within the wider community, the school leadership's commitment to the process and the outcome must be clear and unwavering.

Some teachers also reflected on the bigger picture, recognizing that the current political climate creates a moral imperative for all educators to increase their attention to outreach issues. Mr. Terrazas pointed toward the negative legislative actions in recent years: Affirmative Action was overturned, and bilingual education was disintegrated. "The climate is going back 30 years. We are losing our civil rights. The schools reflect what is occurring in society," he declared. Consequently, CIHS and the university have seen a decrease in the number of students going to four-year institutions. Multiple initiatives have set us back, Mr. Terrazas claimed, and so the importance of outreach has increased. "The education system is not good to people of color. We as teachers need help. With the State's standards focus, we have no time to motivate kids." Mr. Terrazas firmly believes that high stakes testing is not a solution. Outreach, on the other hand, targets low income, disenfranchised populations and goes into their homes. This contact with parents and families is critical, he believes, to explain to them the benefits of college and why their children should be encouraged along this path. According to research referenced by Mr. Terrazas, there is a disproportionate number of Latinos in alternative educational and juvenile justice programs, from low-income households, and challenged with drugs, gangs, and unwanted pregnancies. Mr. Terrazas implored, "If you want to save a society dealing with marginalization and oppression, you

CIHS students and staff affirmed that leadership, equity, student empowerment, and parent involvement are all critical components of an effective, sustained outreach program.

UCSB is encouraging Channel Islands student by constantly sending the message “You are good college material. You have the ability.”

-- Paco Reynoso,
CIHS Counselor

need these [outreach] programs.” Yet Ms. Blanc-Gennell, with similar passion, cautioned UCSB Outreach programs against “catering too much, cushioning for all groups—it can backfire.” She also admonished that lack of achievement should not be correlated with the fact that students are Spanish speaking. Rather, she implored UCSB to empower students with responsibility: “Students respect me because of those beliefs. Don’t make excuses! Why do we have to think we are not able?”

In conclusion, most of the participants in the Channel Islands interviews affirmed the importance of the presence of UCSB on their high school campus, and they ardently believed in the budding potential of their student body. The high school counselor Mr. Reynoso, in fact, believes that “the UCSB presence alone can change the mentality of kids. It says ‘UCSB cares for us.’” He confirmed that UCSB’s presence in the community and provision of outreach services is a “worthwhile investment. Like research, it can produce positive outcomes.” Mr. Reynoso said that the outreach efforts are sending the message that “high school is not the end. It’s important, but it’s not the end. You need to establish long-term goals.” In addition, UCSB is encouraging Channel Islands students by constantly sending the message, “You *are* good college material. You have the ability.”



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