UNIVERSITY OF CALIFORNIA
Student Academic Preparation and Educational Partnerships (SAPEP)

Annual Performance Report for AY/FY 2008-09

Name of Program: UC Santa Barbara P-20 Intersegmental Alliances

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SECTION I: EXECUTIVE SUMMARY

1. Please provide a brief, one page description of your program (4,000 character limit). Describe: 1) your program's purpose and mission, 2) program goals and objectives, and 3) the extent to which you have implemented program activities to meet these purposes and goals.

UC Santa Barbara's P-20 Intersegmental Alliances, administered through our campus' Office of Academic Preparation, are comprised of local and regional educational partnerships serving students in selected schools and districts in Santa Barbara, Ventura, and Kern Counties. The primary purpose and mission of UCSB's P-20 Alliances is to provide high-quality, academic preparation programs that lead to improved academic achievement and increased college-going rates among those students in our region who are primarily low-income and those who would be the first in their families to attend college. Assessment of the region's educational needs shows too many students, including a disproportionate number of underrepresented students, are ill-prepared for higher education. Our SAPEP Program Goals and Objectives for 2008-09 included increasing the number of K-12 students who complete an "a-g" course pattern and increasing the number of program participants who go to college and/or who transfer to a baccalaureate degree-granting institution within 3 years of their community college start date.

Alliances focus on improving academic preparation, college awareness and planning for students and their parents, enhancing parental leadership, strengthening partnerships between the University, partner K-12 schools, community colleges, and community based organizations, and expanding opportunities for effective teacher professional development. Services are targeted to students with the greatest need and schools where large achievement gaps exist between student groups based on income, ethnicity, language, and parent educational attainment levels. Programs are strengthened by significant involvement of UCSB faculty across disciplines and engagement with communities and families. The following UCSB P-20 Alliances programs and partners are represented in this report:

Santa Barbara Pathways/ENLACE: An educational initiative, in partnership with the Santa Barbara School District and Goleta Union School District, focused on increasing the number of first-generation, Latino and other underrepresented K-12 students to become academically prepared for higher education. Program services follow students and spans from elementary school through community college and four year institutions of higher education.

American Indian Scholars Program: An academic preparation program working primarily with American Indian students and families in the Santa Ynez Valley to enhance their academic preparation for higher education. (formerly named the "Chumash Scholars Program")

The Santa Paula Partnership (MESA): A K-16 partnership between UCSB's MESA program, the Office of Academic Preparation, the Santa Paula High School District and Ventura College to increase the number of students from this rural Ventura County community who are academically prepared for higher education.

Summer Academic Advancement Academies/College-Going Initiative (UCOP/MESA/EAOP): An academic preparation program designed to help prepare middle school students to take and pass Algebra no later than the 9th grade and to introduce students and parents to college planning and preparation. In summer 2008, UCSB sponsored nine Summer Academic Advancement Academies (formerly known as "Summer Algebra Academies"). Due to the budget enforced closure of summer school at several of our partner schools, in summer 2009, UCSB sponsored five Summer Academic Advancement Academies. College-going initiatives for students are provided throughout the academic year. Data for both summers are included in Section III of this report.

Kids in Nature (UCSB's Cheadle Center for Biodiversity and Ecological Restoration): A hands-on, placed based educational program for 5th graders in northern Santa Barbara County which supports the California Science Standards and assists teachers in developing innovative and experiential approaches to teaching science. KIN is the 2007 recipient of the Governor's Environmental and Economic Leadership Award in the category of Children's Environmental Education, one of only two winning programs selected.

South Coast Writing Project (Gevirtz Graduate School of Education): Provides teacher professional development programs in the Goleta and Santa Barbara School Districts focused on improving the teaching practice of teachers working with English Language Learners. The South Coast Writing Project sponsors a Summer Institute for local teachers, has developed an ELL Inquiry Team, and has established a network dedicated to increasing diversity and leadership within their programs.

Teacher Education Literacy Project (Gevirtz Graduate School of Education): A UCSB faculty-led program that works to transform literacy training for secondary education student teachers to enhance teacher professional development in the Santa Barbara School Districts.

Project Excel (Center for Black Studies): A UCSB-sponsored, community-based academic preparation program that supports primarily African American and American Indian 5th-12th grade students in the greater Santa Barbara area through mentoring, academic advising, campus visits, parent involvement, family support and summer programs.

SECTION II: NARRATIVE INFORMATION

Please respond to each of the following questions. **Limit your response in this section to no more than one page per question (or 4,000 characters per question) or eight pages in total.**

   1.   Briefly describe how your project is furthering the SAPEP mission (see below):

> "The goal [mission] of the University of California's Student Academic Preparation and Educational Partnerships programs is to work in partnership with K-12, the business sector, community organizations and other institutions of higher education to raise student achievement levels generally and to close achievement gaps between groups of students throughout the K-20 pipeline so that a higher proportion of California's young people, including those who are first generation, socio economically disadvantaged and English language learners, are prepared for postsecondary education, pursue graduate and professional school opportunities and/or achieve success in the workplace."
> *Student Academic Preparation and Educational Partnerships Accountability Framework, p. 2.*

     The UCSB P-20 Intersegmental Alliances work within a framework of partnerships forged between the region's K-12 and institutions of higher education, community-based organizations, foundations, tribal communities, government agencies, community leaders, and families to foster college-going in Santa Barbara, Ventura, and Kern Counties. They seek to reduce the achievement gap within K-12 schools and to help increase the number of underrepresented students who are academically prepared for UC Santa Barbara and other higher education institutions. Our campus' P-20 efforts benefit from the guidance of our Chancellor's Outreach Advisory Board (COAB), which is comprised of key faculty and administrators from multiple academic and student services departments and units across the campus.

     The UCSB Alliances advance the SAPEP mission by removing barriers and expanding opportunities for students to become academically successful at key points along the entire P-20 pathway. Our alliances have a particular focus in the areas of *math*, *science*, and *literacy* for first-generation, socio-economically disadvantaged and English Learner students by providing intensive services to students, parents, teachers, counselors, schools and districts. Additionally, all P-20 academic support services and educational partnerships and programs are deeply infused with college planning, advising and family engagement services at all grade levels.

     In addition to exposure to math curriculum designed to prepare for success in Algebra by the 9th grade, students participating in UCSB's Summer Academic Advancement Academies (SAAA) receive in-depth information about colleges and career exploration, financial literacy, and courses needed to enter into an institution of higher education. Importantly, our participating partner schools view the SAAA's as a bridge to other UCSB academic preparation programs (EAOP, MESA, KIN, SCRWP, etc.) already existing at the schools. Providing support to students as they transition from middle school to high school is critical to their academic success and social adjustment, and the SAAA's are serving an important role in making this transition for students and strengthening our school partnerships.

     Another continuing effective strategy for our P-20 alliances has been to locate UCSB staff at selected school sites. This has worked especially well for our one of our oldest partnerships which is with the Santa Paula Union High School District. For example, through our Santa Paula Partnership, led by MESA, the school site coordinator has been a highly effective liaison through her communication of needs of students and families in the Santa Paula schools and community. Through her expertise and advocacy, the Coordinator has consistently generated applications to higher education by assisting students to gain admission to community colleges and 4 year institutions. Not only are students applying in greater numbers to college, but there is a significant group of students from this region applying to math, science and/or engineering majors. Despite the serious financial challenges to both our K-12 partner schools and our university campus, we have both remained committed to the continuing success of the model for fostering a stronger and more effective partnership in that region of Ventura County where

access to higher education resources has been historically limited. This model is also employed in our Santa Barbara Pathways program which has been serving students at every level of the educational continuum (elementary – middle – high school) in two feeder districts with similar success in supporting multiple pathways to higher education.

Our professional development-focused programs served teachers and schools using cutting-edge techniques to effect change at the classroom level as well as to promote on-going teacher professional development as methods for preparing students for higher education and for affecting institutional change.

Our resource development efforts to support P-20 Initiatives continued to expand as we established new and strengthened existing (formal) agreements with those school districts and other institutions of higher education, community, and non-profit agencies which share the goals of creating a *college-going initiative* in our region. In 2009, the Office of the Executive Vice Chancellor and the Vice Chancellor of Student Affairs jointly committed to fund a two-year grant writer position to support campus wide academic preparation efforts. This pledge of support from UCSB top administrative leadership during these difficult economic times is a testament to the high value our campus places on the current and future work of supporting college-going in our region, and an important piece of our strategy for short- and long-term sustainability of our programs. We are happy to report that this position was filled as of November 2009.

In 2008-09, we significantly strengthened our partnerships by ramping up capacity for data collection and evaluation of our academic preparation initiatives. In 2008, we entered into a formal agreement (MOU) with CalPASS through which we expect to increase our capacity to share student data in order to track performance and improve student achievement across the preschool – higher education pipeline. We also began the process of finalizing an agreement through the UCOP to bring the Transcript Evaluation Service (TES) to several of our local high schools. These formal agreements have strengthened partnerships with the Santa Barbara, Santa Ynez, and Oxnard Union High School Districts and have led to improvements in collaboration and coordination of the quality of academic supports for students in these districts. During the 2008-2009 academic year, we entered into formal data sharing and TES agreements in six school districts throughout Santa Barbara and Ventura Counties, that will assist with data collection and reporting needs, and more importantly, strengthening the partnership and communication between UCSB and K-12 school districts. It is anticipated that we will enter into more formal agreements with our partner school districts for the 2009-2010 academic year.

In 2008-09 UCSB continued to participate as a members of the Ventura County P-16 Council, a coalition of educational institutions and community organizations in the region, and in the more recently established Santa Barbara County P-20 STEM Council. In fall 2008, Oxnard College, one of our partner community colleges, received a two-year HSI STEM Grant from the U.S. Department of Education that will support increased transfer rates among Hispanic/Latino students who are interested in pursuing careers in the sciences, technology, engineering and mathematics fields. Several UCSB academic preparation partners, including MESA, the Marine Science Institute, the CA Nanosystems Institute and the Graduate School of Education are participating in this collaborative effort. This past summer, through the auspices of the HSI-STEM partnership, Oxnard College participated as a full partner in the Hueneme High School SAAA, the only Summer Academic Advancement Academy that occurred in the Oxnard Union School District.

Educational institutions that are actively engaged in our P-20 Alliances include the Santa Barbara School Districts, Goleta Union School District, Santa Barbara County Office of Education, Ventura County Office of Education, Fillmore Unified School District, Santa Paula Union High School District, Santa Maria-Bonita School District, Oxnard Elementary School District, Oxnard Union High School District, Ventura College, Oxnard College, Santa Barbara City College, and California State University, Channel Islands. Community and statewide partners include Casa de la Raza, Isla Vista Youth Projects, Santa Ynez Band of Chumash Indians, the Alliance for Regional Collaboration to Heighten Educational Success (ARCHES), the Brotherhood of Santa Barbara, the American Association of University Women (CA) and the Mexican American Legal Defense and Educational Fund (MALDEF). In 2008-09, we

continued to receive external financial support to sustain these efforts from the W.K. Kellogg Foundation (Bridging Multiple Worlds Alliance, through University of California, Santa Cruz), ARCHES (grant to the Ventura County P-16 Council), Santa Barbara Foundation, Santa Barbara Foundation/Orfalea Foundation, the Santa Ynez Band of Chumash Indians Foundation and Oxnard College (CCRAA HSI-STEM). We also received funds from the UC Office of the President through the Regional Academic Collaboratives and University-Community Engagement programs.

2. What aspects of your program do you think are most successful (have the greatest impact) in achieving the SAPEP mission? Why?

The most successful aspects of our P-20 Alliances work include enhancement of student academic support programs, expansion of teacher professional development initiatives, engagement of UCSB faculty in nearly all academic preparation efforts, and the strengthening of partnerships with education and community organizations through formal agreements.

Although the number of middle school students served by the 2009 **Summer Academic Advancement Academies** (sponsored by MESA and EAOP) was reduced by 45% (compared to the number served in Summer 2008) due to the financial hardships our partner school districts faced during 2008-2009, we were still able to provide a 9th grade transitions course to continue supporting students beyond the 8th grade and into high school for a second year in a row, provided professional development and training for participating teachers and counselors, created a new academy through a partnership with a local community center in Santa Barbara, and greatly enhanced our Summer Academic Advancement Academy evaluation efforts.

This past year, our evaluator, Dr. Lisa Figueroa, participated in the first SAAA Research and Evaluation (R & E) Summit in an effort to improve our program evaluation efforts. Members of this group consisted of researchers and evaluators from UC Santa Cruz, UC Davis, UC Santa Barbara, and Imperial County's Office of Education. The R & E Group established criteria that would hold each academy responsible for delivering at least ten mandatory College Readiness Seminars to all participants during the program. In addition, a pre and post test was developed that examined student college knowledge, aspirations, homework habits, and peer influences. Lastly, the Mathematics Diagnostic Testing Project (MDTP) was incorporated into all five our 2009 SAAA. In support of these efforts, the Office of Academic Preparation established a relationship with UCLA's MDTP office which provided free technical assistance to our program evaluator and SAAA staff.

This past summer, over 330 middle school students participated in our SAAA programs. EAOP, which provided leadership for 4 of the 5 SAAAs we sponsored, launched the first (to our knowledge) SAAA to have a combination of Math and English instruction. It was a pilot program that lasted three weeks and was well received by school and district administration. The MESA sponsored Summer Academic Advancement Academies served approximately 45 students at their Santa Barbara site. This initiative continues to be very effective as it provides an intervention strategy that includes tutoring/mentoring, academic planning, study skills, parent orientations, and motivation to continue to become academically All SAAAs include a strong parent component designed to enhance parental knowledge base (social capital), awareness levels, and participation rates for parents in the college preparation process. Most of these programs *require* parent participation in the form of parent orientations, college prep workshops, and culmination activities (graduation ceremonies). The greatest impact in all cases is that "hundreds" of students received tangible academic skills and content knowledge that improved their academic abilities, facilitated academic achievement, and prepared them for college eligibility.

Programs that help young students connect subject matter (e.g. science) to real life learning have been particularly effective. In **Kids in Nature** (KIN), an environmental education program for 5th graders, teachers reported that students were learning science standards by making the subject matter more realistic. Notably, the KIN program received the 2007 Governor's Environmental and Economic Leadership Award in the category of Children's Environmental Education, one of only two winning programs selected that year.

Through the **American Indian Scholars Program** (AISP) we have deepened our partnerships with the American Indian community and with schools and districts in the Santa Ynez Valley. AISP provided expanded services (mentorship, academic preparation, cultural/college awareness, campus visits) for up to 90 K-12 students and parents in 2008-09. The program's efforts will be greatly enhanced with a $150,000 3-year grant from the Santa Barbara Foundation that allows for the hiring of a 50% program coordinator. Having additional support will assist us with student recruitment goals and creating enrichment programs that serve to complement the school curriculum.

The **SCWriP** (South Coast Writing Project), part of the National Writing Project, provides quality professional development for teachers focused on helping teachers and their students build a strong writing program within their school and to increase literacy skills in general. This past year, twelve Writing Project teachers, representing grades K- Community College, have been working with a facilitator to better understand the various elements that need to be in place to create classrooms that are most supportive of all children's learning. Within the small group, ways to spread this knowledge to the larger body of Writing Project teachers are being identified, as well as to teachers in our service area. This past summer, SCWriP offered a three-day open institute for teachers interested in learning about Diversity and Equity in the English Learner classroom. SCWriP faculty also utilized teacher workshops to reinforce teaching strategies for English Learners, classroom demonstration lessons and opportunities for team teaching.

Our teacher professional development efforts have been enhanced with the third year initiative led by the Teacher Education Program (TEP) within the Gevirtz Graduate School of Education. The **TEP Literacy Project** is designed to improve the support student teachers are able to provide the students and teachers in cooperating classrooms, in their student teaching placements, and the value of those experiences in student teachers developing those skills they will need in their teaching careers. The integration of middle and high school teachers, student teachers, and UCSB faculty and graduate students in a collaborative to transform the literacy training provided student teachers so that regardless of the content they teach, they will have deep understandings of how to promote literacy and writing as learning tools in their content.

One of our greatest strengths comes from the significant number of faculty from across disciplines who are actively involved in supporting and leading academic preparation work. UCSB's Cheadle Center for Biodiversity and Ecological Restoration (CCBER) sponsors **The Kids In Nature** program that allow faculty and undergraduate students to participate in academic preparation programs in a local dual language immersion charter school in Santa Barbara's eastside. This program is just one example that demonstrates the number of faculty that actively participate in the communities where many of our families live providing enriched opportunities to engage directly with students and parents.

3. What challenges have you encountered in reaching the SAPEP goals from the SAPEP Accountability Framework and how have you addressed these problems?

Challenges that exist in all P-20 Alliances programs include lack of sufficient staff and financial resources to serve the great array of academic preparation needs of our local students. We have worked aggressively to address these issues through increased grant proposal submissions to local foundations and federal agencies. We were successful in receiving several grants from local foundations, as well as a federal department of Education grant via the HIS-STEM partnership with Oxnard College, to support Santa Barbara Pathways, American Indian Scholars Program, KIN, Project Excel, MESA, and the addition of one new Summer Academic Advancement Academy at a local middle school.

Although implementing a uniform data collection and program evaluation process across all of our P-20 programs continues to be a challenge, there has been a tremendous amount of work done in the 2008-09 to systematize data collection efforts across our partner schools. Few of our campus programs have an individual on their staff whose time may be solely or even partly directed to the collection and reporting of data and there is a wide amount of diversity among programs as to how they implement and evaluate their respective program goals and outcomes.

Having a full-time Program Evaluator, Dr. Lisa Figueroa, we have enhanced our capacity to address this challenge more effectively during 2008-09. This past year, our office has worked with university staff and partner school district administration to implement data sharing memoranda of understanding to access student data to inform our campus SAPEP goals and objectives. To date, our campus has formally entered into six data sharing MOUs with partner school districts. In addition, our evaluator will be visiting other UC campus to share, learn, and exchange ideas about data collection and reporting practices. As stated earlier, utilizing the TES, our P-20 programs are implementing practices where data collection and analysis become integrated into our campus academic preparation programs in order to better track our effectiveness.

We are developing data templates for the gathering of information and assisting programs with the development of logic models through individual consultation. The templates are intended to create an organized and user-friendly way of requesting data from the individual programs. The templates assist all programs in a way that helps them understand what is being requested such that they are able to provide direction to their staff. Quarterly meetings have been instituted will all programs to ensure that data planning and collection are happening throughout the year. Lastly, direction is being taken to create and organize a central location to store and compile all data from the various P-20 Alliance programs.

4. Describe how your program selects its target populations of students and/or schools/colleges/communities.

Recruiting our target population in Santa Barbara, Ventura, and Kern Counties is based on the following: schools that have traditionally prepared relatively few students for UCSB and other colleges and universities, schools with low-test scores on state achievement tests, and schools with a high percentage of low-income, first-generation and English Learner students. In addition, we serve schools and communities with large populations of underrepresented students whose parents have little formal education and in which there are large achievement gaps between Latino and white students.

Our programs target students in the K-16 pipeline, as early as the lower elementary grades, in order to provide them with access to a strong academic preparation foundation that will be supported all along the pathway leading to higher education. Thus, targeted populations identified in the future will not necessarily be "at-risk", but rather, viewed as assets who will benefit from high quality educational programs as early as possible.

5. Using one or two specific examples, describe how your program has functioned as a change agent in the schools, community colleges, other IHE's, and/or communities it serves. Please also discuss how your program collaborates with other UC SAPEP programs and other academic preparation programs.

Our P-20 Alliances are working to develop a college-going perspective in communities that have little access to higher education. Through partnerships with **MESA and EAOP**, who conduct **UCSB's Summer Academic Advancement Academies** in our region, we have greatly enhanced our campus' ability to identify and remove common barriers to higher education, with particular focus on improving early access to "gatekeeper" courses such as Algebra I. Key features of our campus' Academic Advancement Academy model go far beyond the summer experience through the integration of college-readiness seminar activities (campus visits, college information workshops, study and test preparation, counselor, teacher and administrator trainings, and teachers, mentoring, etc.) and forging strong connections with parents. MESA conducted an Academy in the city of Santa Barbara. UCSB's Early Academic Outreach Program (EAOP) sponsored 4 Academies this past summer serving hundreds of students in partnership schools in Santa Barbara and Ventura Counties to facilitate their potential for success in Algebra.

EAOP's four Algebra Academies and related College-Going activities are designed with the intent of affecting large numbers of students and their families on multiple grade levels

simultaneously. Students served through the Academies range from 30 to 100 incoming freshmen and their parents per partnership school. The vision of the College-Going activities is that they will continue to occur as students progress through all high school grade levels, leading to thousands of student contacts regarding college preparation. Partner schools that host these academies are now considering adding a writing component and freshmen transitions into high school.

   The success of the SAAA at Santa Paula High School (SPHS) over the years (last year was the first year SPHS did not have a SAAA) led to the continuation of a *9th Grade Transition Class* at the high school in 2006. This new component is now in its third year and is aimed at increasing a-g course completion rates, increasing school retention, and preparing more students for enrollment in a 4-year institution. This initiative engages the entire school and enables all freshmen to learn about college majors, requirements, and ways in which to help pay for a quality education. It is anticipated that within 4 years, the school will yield a considerable number of applicants to higher education. The Summer Academic Advancement Academy, called the Santa Barbara Academy, recruited middle school students from Santa Barbara Junior High School with the ultimate goal of increasing the number of students who will be academically prepared to attend a community college or 4yr university.

   Our professional development programs for teachers and student teachers, in collaboration with the **Gevritz Graduate School of Education**, are especially focused on becoming change agents at the school sites and university. The model of staff development utilized by faculty within the **SCWriP** and the **Teacher Education Program** (TEP) focuses on strengthening educational partnerships across the K-16 pipeline. By working in schools that are struggling to meet the challenges of statewide testing, addressing the needs of English Learners, and working collaboratively with teachers, these programs directly impact professional development within the schools while simultaneously integrating improved delivery of services to students. TEP will further its systemic work in the schools in 2007-08 by bringing interested Cooperating Teachers together with TEP faculty and supervisors to develop professional learning communities around AVID, SCWriP, and literacy. In addition, TEP is discussing with the Santa Barbara School District the possibility of USCB offering advanced certification in Reading for secondary "Reading Coaches." SBSD would like to have teachers in residence who work exclusively as coaches for other teachers in areas of literacy.

   6. Aside from the SAPEP goals your program selected, what other goals does your program pursue, and to which agency is this information reported?

   We are actively involved in statewide and national initiatives that showcase the importance of parent and community engagement in education and participate in leadership capacities in several initiatives addressing policy barriers to higher education for our underrepresented students.

   The work we did through the **CA ENLACE** (Engaging Latino Communities for Education) initiative, for which we played a co-leadership role with Santa Ana College/UC Irvine/Cal State Fullerton, our goals were to disseminate best practices in the areas of student academic achievement and parental and community engagement throughout the state and nation. Our work in this initiative is designed to build statewide capacity to improve Latino students' preparation and access to college through enhanced student and family support services, new regional networks providing services, policy advocacy, mini-grants, and the leveraging of additional funding.

   Through this effort, we continue to partner with the new statewide academic achievement initiative known as **ARCHES/ENLACE**. The partnership created by ARCHES/ENLACE has helped found more than a dozen P-20 regional consortia bringing together K-12 schools, colleges, community and business agencies, and parent groups to collaborate on outreach projects preparing students for college. This consortium has been instrumental with respect to creating systemic change for parent programs throughout the state. We are also active participants in the UC Santa Cruz-led **"Bridging Multiple Worlds Alliance"** which provides

resources to our partnership that supports graduate students working in our parent-engagement program, *Padres Adelante*.

We report our work in these initiatives to a wide array of stakeholders including the W.K. Kellogg Foundation and to a number of local, statewide and national policymakers, legislators and advocacy and research organizations including State Assemblymember Pedro Nava, the National Caucus of Hispanic State Legislators, the National Council of State Legislatures, the National Association of Latino Elected and Appointed Officials, the College Board, the National Council for Community and Educational Partnerships, Tomas Rivera Policy Institute, American Educational Research Association, American Association of Hispanics in Higher Education, the Hispanic Association of Colleges and Universities, and our campus leadership.

We also work through our P-20 Alliances to strengthen relations between UC Santa Barbara and local communities of color in order to make the university more accessible to diverse populations. For example, the community-based model utilized by Project Excel has become extremely effective in reaching pockets of African American, American Indian and other underrepresented students and families living throughout Santa Barbara.

We are also responsible for submitting 6 month and annual progress reports to the Santa Barbara Foundation and the Santa Ynez Band of Chumash Indians Foundation about the Santa Barbara Pathways and the American Indian Scholars programs and the number of student participants "on-track" for higher education.

The UCSB Office of Academic Preparation participates as a core council member of the recently established **Ventura County P-16 Council** allowing us to participate in a broader network of educational and community partners that collectively aim to increase the number of first-generation, college going students. During the 2008-09 year, we continued collaborating with other campus units, in particular, the Gevirtz Graduate School of Education (GGSE), to begin dialogue about creating a P-16 Council in Santa Barbara County. This past year, the GGSE secured a $25,000 from the Santa Barbara Education Foundation to launch a P-16 STEM Council for SB County. The Director of the Office of Academic Preparation sits on this council. Creating this body will ultimately affect the quality of the academic preparation programs in our local area by creating a forum that allows communication related to STEM and college-going to occur on a regular basis.

7. Describe your program's success at leveraging funds or resources in support of K-12 and community college education. Types of resources might include: a) financial resources, including matching funds; b) technical expertise including collaborative grant-writing or exchange of staff or personnel; c) other in-kind contributions, including the use of facilities, supplies or services.

   7a) Please report on total amount of funds raised for the 2008-09 academic year and for the short term (e.g., next three to five years).

Our P-20 Regional Alliances are supported by a significant amount of funds from private foundations and individuals. A list of recent private grants and gifts:

External (non-UCSB) Funds (2008-09)

Oxnard College – CCRAA HSI-STEM (2yr subcontract)	$186,896
Santa Barbara Foundation (AISP – 3yr request)	$150,000
UCOP Regional Academic Collaboratives (Algebra Academies)	$ 88,500
UCOP University-Community Engagement (Project Excel)	$ 29,500
Santa Ynez Band of Chumash Indians Foundation (AISP)	$ 25,000
*W.K. Kellogg Foundation (SB Pathways/Padres Adelante)	$ 20,000
UC Santa Cruz "Bridging Multiple Worlds Alliance"	$ 2,000
Santa Barbara Foundation/Orfalea Gift	$ 9,000
TOTAL 2008-09	**$510,000**

External (non-UCSB) Funds (Secured 2009-10)

UCOP Regional Academic Collaboratives (Algebra Academies)	$ 75,000
UCOP University-Community Engagement (Project Excel)	$ 29,500
Santa Ynez Band of Chumash Indians Foundation (AISP)	$ 10,000
Santa Barbara Foundation (AISP – 3yr request)	$ 50,000
Santa Barbara Foundation/Orfalea Gift	$ 12,000
TOTAL	**$176,000**

External (non-UCSB) Funds (Pending 2010-11)

UCOP University-Community Engagement (Project Excel)	$20,000
TOTAL	**$20,000**

*The W.K. Kellogg Foundation grant was awarded to a consortium of higher education institutions, including UC Santa Barbara.

7.c) other in-kind contributions, including the use of facilities, supplies or services.

We receive a considerable amount of in-kind services from Partnership schools and community organizations that provide dedicated office space for UCSB staff (e.g. Pathways Program Coordinators, EAOP and MESA site coordinators, etc.) and for program activities.

8. Please provide any additional information about your program that you think would be helpful to UCOP in understanding the contents of your annual report.

The UCSB Office of Academic Preparation fosters faculty involvement in academic preparation programs in our partner schools through a very successful competitive grants opportunity. The Faculty Outreach Grants (FOG) program, now in its 10th year, provides seed grants to ladder-rank faculty to engage in interdisciplinary approaches to strengthening partnerships between the university and local schools for the purpose of increasing the college-going rates among low-income, first-generation students. Since 1999, the Chancellor's Outreach Advisory Board (COAB) has awarded over 65 Faculty Outreach Grants (FOG) to faculty from over 20 UCSB academic departments. All FOG grants are required to include an evaluation component and to align their outreach goals with those of SAPEP. Our challenge has been in monitoring this aspect of the grants program. With our new campus-wide data sharing agreements, evaluation workshops offered, and evaluation capacity, we will be able to support greater collaboration between FOG initiatives and P-20 Alliances.

SECTION III: DEMOGRAPHIC DATA

Data Submission
EAOP, MESA, Puente, UCCP, and Community College Transfer Programs are required to submit student-level data using the "Student Program Reporting Template" (also known as the 23-element report). Student level data for the 2008-09 academic year are due to the Office of the President by October 23, 2009.

Other SAPEP programs are encouraged to submit student-level data using the 23-element report format. For technical assistance on submitting student-level data, please contact Arthur Gong at claudiavon.vacano@ucop.edu or (510) 987-9526.

Summary Data

Please provide summary data on program participants, schools, and services. If your program does submit the 23-element file, the data provided here should complement that data submission (e.g., the number of participants in the data submission should equal the number of participants summarized below). Please provide explanatory notes, if any, at the end of the APR regarding answers (e.g., if the data are unavailable, please explain why).

1. **Demographic Data:** Please complete the following tables requesting demographic data on participants.

   A. **Students Served:** Please complete the following table indicating the number of students served by your program.

	Number of Participants
Actual number of participants during the reporting period (*i.e.*, number of students served)	Students – 3,958F Teachers - 365

B. Participant Distribution by Ethnic Background: The following table regarding the ethnic background of participants is not mandatory, but is extremely helpful. These race/ethnicity categories are defined as follows:

Ethnicity	Number of Participants
American Indian or Alaska Native	14
Asian	29
Black or African American	20
Hispanic or Latino	2,646
White	147
Native Hawaiian or Other Pacific Islander	
Other or Unknown	1102
Total	3,958

C. Participation by Gender: Complete the following table regarding gender of participants.

Gender:	Number of Participants
Male	1,482
Female	1,576
Unknown	900
Total Students Served	3,958

D. Participant Distribution by Grade: Please complete the following table indicating the number of participants in each grade.

Grade Level	Number of Participants
K-4	204
5	223
6	163
7	394
8	293
9	1,480
10	417
11	379
12	378
Community College	21
Four-Year Undergraduate	6
Graduate	
Unknown	
Total	3,958

E. Participants with Limited English Proficiency (English learners): Please complete the following table indicating the number of participants with Limited English Proficiency (English learners) served by your program during the reporting period.

	Number of Participants
Participants with Limited English Proficiency (English learners)	1,358

2. Participating Schools or Colleges:
   a. Please complete the following table indicating the number of K-12 schools, post-secondary institutions, and community agencies served by your program. A participating school/college/agency is a partner in which program services are provided.

Type of School/College/Agency	Number of schools/colleges/agencies
Pre-K	
K-5	
K-8 (excluding K-5 listed above)	9
Middle Schools (excluding K-8 listed above)	4
High Schools	14
California Community Colleges	1
4-year colleges/universities	1
Other postsecondary institutions	
Community agencies/CBOs	2
Other	
Total Number of Schools/Colleges/Agencies	30

   b. Attach a .csv file containing a list of all the K-12 schools and/or community colleges participating in your program. Include this list, with all identified fields, as a separate appendix in your APR submission. The list must include the following fields for each school/community college:
   - Name of School/Community College
   - CDS Code (available at: http://www.cde.ca.gov/re/sd/)
   - City

3. **Services Provided to Students:** Please identify the types of services provided to students by indicating the number of students who received that service. If the listed service is not offered, leave the field blank.

Type of Service	Number of Students Who Received the Service
Tutoring/homework assistance	588
Academic enrichment/supplemental learning	1123
Mentoring	571
Counseling/advising/academic planning/career counseling	1,554
College visit/college student shadowing	127
Standardized test preparation/study skills development	2,280
College Application assistance/financial aid assistance	5,452
Educational field trips	231
Cultural events	13
Other (please specify)	

4. **Services Provided to Parents:** Please identify the types of services provided to parents and guardians by indicating the number of parents and guardians who received that service. If the listed service is not offered, leave the field blank.

Type of Service	Number of Parents/Guardians Who Received the Service
Workshops on college preparation/financial aid	479
Workshops on academic preparation	500
College visits	130
Family events	199
Other (please specify) – Family Leadership Programs	48

5. **Services Provided to Teachers:** Please identify the number of teachers receiving professional development. If the service is not offered, leave the field blank.

Type of School	Number of Teachers Who Participated in Program-sponsored Professional Development
Pre-K	
K-5	
K-8 (excluding K-5 listed above)	190
Middle Schools (excluding K-8 listed above)	168
High Schools	
California Community Colleges	
4-year colleges/universities	
Other	
Total Number of Teachers	358

6. **Services Provided to Schools**: Please identify the types of services provided to schools by indicating the number of schools that received that service. If the listed service is not offered, leave the field blank.

Type of Service	Number of Schools That Received the Service
Curriculum development	
School reform efforts	1
Professional development	10
Technology development/assistance	
College preparation activities (school-wide)	10
Research and evaluation	4
Resource development	
Other (please specify)	

SECTION IV: SAPEP OUTCOMES

Special Instructions: This Section addresses the Accountability Framework goals that your program selected. ***All programs are required to answer Question 1***. For Question 2, you are required to fill in only those tables that pertain specifically to the approved Accountability Framework goals for your program. See **Appendix B** for the Accountability Framework goals your program selected.

Please provide summary data on benchmark and outcome indicators based on your approved SAPEP goals. The data provided here is <u>separate</u> from any electronic data submissions sent to UCOP (e.g., the 23-element student file submission). If your program does submit the 23-element file, the data here should complement that data submission.

The data requested in this section refer specifically to the SAPEP goals and indicators outlined in the Accountability Framework. Describe only those goals and indicators for which your program has been approved. This section of the report requests outcome information for 2008-09 participants.

In the table on the following page, please list your SAPEP goals and indicators in the table below, activities that have taken place, baseline data, results thus far, and actions required (what, if any, changes do you intend to make in response to the results that you have seen).

SAMPLE -- SAMPLE -- SAMPLE -- Fill in the table on the next page.

Goals: List the approved SAPEP goals from the Accountability Framework your program has adopted.	Indicators: List the indicator(s) on which the goals are measured.	Objectives: Identify the objective you plan to pursue in meeting the goal. Include baseline data if available.	Activities: List the activities that have been conducted to meet the objective.	Results: What progress have you made in reaching the objective? Include previous years of data if available.	Actions required: What changes (if any) are you planning to make in order to meet your SAPEP goals?
Example: Goal: Increase the number of active program participants in K-12 who complete an 'a-g' course pattern.	Example: Indicator: Number and percent of program participants who complete 15 'a-g' units with a grade of C or better by the end of 12th grade.	Example: Objective: 65% of program participants complete 15 'a-g' units with a C or better by the end of 12th grade. 2004-05 baseline: 50% of 12th grade graduates complete 15 'a-g' units with a C or better.	Example: Instructional support services, staff development to improve instruction.	Example: The Percentage of 12th graders completing 15 'a-g' units increased from 48% (960 of 2000) in 2004-05 to 50% (1,025 of 2,050) in 2005-06. From 2005-2006 to 2006-2007 there was a 4% increase to 54% (1,121 of 2,075) of 12th graders completing 15 'a-g'.	Example: Continue to identify students needing intervention services. Add algebra component to after school tutoring program.

All programs must complete Question 1 below.

1. **SAPEP Goals and Indicators**: Please list your SAPEP goals and indicators in the table below, activities that have taken place, baseline data, results thus far, and actions required (what, if any, changes do you intend to make in response to the results that you have seen). *You may have multiple indicators for each goal – if so, please report on each indicator separately*. You may extend this table on to another page as needed. The character limit for each response is 1,000 characters.

Goals: List the approved SAPEP goals from the Accountability Framework your program has adopted.	Indicators: List the indicator(s) on which the goals are measured.	Objectives: Identify the objective you plan to pursue in meeting the goal. Include baseline data if available.	Activities: List the activities that have been conducted to meet the objective.	Results: What progress have you made in reaching the objective? Include previous years of data if available.	Actions required: What changes (if any) are you planning to make in order to meet your SAPEP goals?
1.**Goal 1:** To increase the number of active program participants in K-12 who complete an "a-g" course pattern.	Long Term Indicator: Number and percent of students who complete the minimum 15 "a-g" by the end of 12th grade with a grade C or better. Short Term Indicators: a) Algebra I completion rates by 10th grade; b) CAHSEE completion rates; c) high school graduation rates; d) CST performance (Proficient or higher) on English language arts, Math and Science; e) Amount of leveraged funding from partners; f) Number of participating university	Objective: 70% of program participants complete 15 "a-g" units with a C or better by the end of 12th grade. Objective: 10% increase of program participants will complete Algebra I with a C or better by the end of the 10th grade. Objective: 10% increase of program participants will pass both the English language arts and math sections of the CAHSEE by high school graduation. Objective: At least 80% of 12th grade	Academic advising, transcript evaluation, teacher-staffed after-school homework centers, tutorials, parental involvement and college awareness workshops, test preparation services, grant writing/resource development. Faculty Outreach Grants (FOG) are used to engage university faculty in P-20 efforts working with SAPEP programs and students.	20% of 12th grade program participants are currently "on-track" for UC/CSU eligibility. 94% of program participants have passed both sections of the CAHSEE at end of 10th grade. High school graduation rates among participating students was 95%. 40% of participating students scored proficient or higher on the ELA/Math/Science sections of the CST Princeton Review and other test	Continue to identify students needing academic advising, supplemental academic support (tutorials, study skills, etc.), and summer enrichment activities. Support newly established SB County P-20 STEM Council to focus on increasing college going in the region.

faculty and graduate students in P-20 efforts.	program participants will graduate successfully from high school. Objective: At least 25% of K-8 and 9-12 program participants will score Proficient or higher on English language arts, Math and Science. Objective: Raise $1 million in leveraged funding to support program sustainability.		preparation classes were introduced as one of the services provided to students in the Santa Barbara Pathways, Project Excel, American Indian Scholars Program, and Santa Paula Partnership programs. Successful recruiting of targeted student population into regional P-20 academic preparation programs. We were successful in securing $500,000 in external funds for our P-20 academic preparation programs. Have applied for another $176,000 in funds for 2009-10. Helped to establish a P-20 Council in Ventura County through partnerships with the GGSE. Over 60 UCSB faculty participate in campus sponsored P-20 efforts, primarily through the FOG program and as PIs	

				in a number of academic preparation initiatives.	
2. **Goal 3:** To increase the number of active program participants who go to college and/or who transfer to a baccalaureate degree-granting institution within 3 years of their community college start date.	Long Term Indicator: Number and percent of program participants who have enrolled in a post-secondary educational institution (directly from high school and/or transfer from CC). Short Term Indicators: a) Algebra I completion rates by 10th grade; b) CAHSEE completion rates; c) high school graduation rates; d) CST performance (Proficient or higher) on English language arts, Math and Science;	Objective: 70% of students enrolled in a post-secondary educational institution (directly from high school and/or transfer from CC). Objective: 10% increase of program participants will complete Algebra I with a C or better by the end of the 10th grade. Objective: 10% increase of program participants will pass both the English language arts and math sections of the CAHSEE by high school graduation. Objective: At least	Academic advising, transcript evaluation, teacher-staffed after-school homework centers, tutorials, parental involvement and college awareness workshops, test preparation services, grant writing/resource development.	20% of 12th grade program participants are currently "on-track" for UC/CSU eligibility. 94% of program participants have passed both sections of the CAHSEE at end of 10th grade. High school graduation rates among participating students was 95%. 40% of participating students scored proficient or higher on the ELA/Math/Science sections of the CST Expanded mentoring component in Project Excel, SB Pathways, American Indian	Develop greater partnerships and services for community college students. Sustain and expand number of MOU's with partnership schools in Santa Barbara and Ventura Counties.

		80% of 12th grade program participants will graduate successfully from high school. Objective: At least 25% of K-8 and 9-12 program participants will score Proficient or higher on English language arts, Math and Science		Scholars Program, and MESA/Santa Paula Partnership. Enhanced case management of student participants. Established MOU with Cal-PASS and TES. Data sharing MOUs and TES mous implemented in six partner school districts. Expanded and continued academic advising and assessment activities.	

2. On the following eight (8) tables, ***fill in only those tables that specifically pertain to the Accountability Framework goals for which your program has been approved***. For all other questions, leave the field blank.

If the data for one or more of your goals or indicators are unavailable, please explain why in the Explanatory Notes section at the end of the APR.

	Indicator		Number of 12th Grade Participants (2008-09)	Number of 12th Graders Completing 'a-g' Course Pattern
Goal 1: Increase the number of active program participants in K-12 who complete an 'a-g' course pattern.	Number and percent of participants who complete 15 'a-g' units with a grade of C or better by the end of 12th grade		378	75
	Indicator		Number of 10th Grade Participants (2008-09)	Number Completing Algebra 1 by beginning 10th grade
	Number and percent of participants who complete Algebra 1 by the beginning of 10th grade		417	549
	Indicator	Grade Level	Number of Participants by Grade Level (2008-09)	Number Scoring At or Above Grade Level in Tests
	Number and percent of participants academically prepared to enter and successfully complete the 'a-g' pattern, evidenced by scoring at or above grade level in standardized tests or pre-post student assessments	K-8	1,277	226
		9-12	2,654	1339

Goal 2: Increase the number of K-12 program participants who are college prepared, defined as 'a-g' course pattern and SAT Reasoning or ACT exam completion.	Grade Level	Number Completing 'a-g' Course Pattern	Number Completing ACT Exam	Number Completing SAT Reasoning	Number Completing 'a-g' AND ACT or SAT
	12th Grade				
	Graduates				

Goal 3: Increase the number of active program participants who go on to college and/or who transfer to a baccalaureate degree-granting institution within 3 years of their community college start date.	Number of 12th Grade Participants (2008-09)	Number of Participants Enrolling in a community college	Number Applying to a 4-Year Institution	Number Admitted to a 4-Year Institution	Number Enrolling in a 4-Year Institution
	378	165	80	36	23
	Number of Transfer Intent Participants	Number of Participants Enrolling in a 4-Year Institution (Fall 2009)			
	Data Pending	Data Pending			

Goal 4: Reach the University's goal for achieving complete major articulation agreements with all 108 community colleges by 2005 and maintain these agreements.	Number of Completed Articulation Agreements (2006-07)	Number of Missing / Incomplete Articulation Agreements (2006-07)	Percent Completed Articulation Agreements (2006-07)
	To be provided by ASSIST	To be provided by ASSIST	To be provided by ASSIST

Goal 5: Increase the number of program participants who matriculate into graduate and professional schools.	Sub-Program Name	Indicator	Number of Participants (2006-07)	Number Applying to Grad/Prof Program	Number Admitted to Grad/Prof Program	Number Enrolled in Grad/Prof Program
	Law Programs	Number and percent of participants who apply to and are admitted to a grad/professional degree program				
	Medical Programs	Number and percent of participants who apply to and are admitted to a grad/professional degree program				

		Number and percent of participants who apply to and are admitted to a grad/professional degree program					
	Summer Research Institutes	Number and percent of participants who apply to and are admitted to a grad/professional degree program					
	UC LEADS	Number and percent of participants who apply to and are admitted to a grad/professional degree program					
	Other, specify	Number and percent of participants who apply to and are admitted to a grad/professional degree program					

	Indicator	Number of 12th Grade Participants (2006-07)	Number Receiving High School Diploma at the End of 12th Grade
Goal 6: Increase the number of active program participants in K-12 programs and at schools served who graduate from high school.	Number and percent of participants who receive a high school diploma by the end of 12th grade		
	Indicator	**Number of 11th Grade Participants (2006-07)**	**Number Completing Algebra 1 by the End of 11th Grade**
	Number and percent of students on track for high school graduation by completion of Algebra 1 by end of 11th grade		
	Indicator	**Number of 12th Grade Participants (2006-07)**	**Number Passing CAHSEE math and English by End of 12th Grade**
	Number and percent of students who pass CAHSEE in mathematics and English by the end of 12th grade		

Goal 7: Increase the number of active program participants in K-12 programs and at high schools served who complete the CAHSEE exam by 10th grade.	Number of 10th Grade Participants (2006-07)	Number Passing CAHSEE Math Section by End of 10th grade	Number Passing CAHSEE English Section by End of 10th grade	Number Passing CAHSEE Math AND English by End of 10th grade

Goal 8: Increase the number of students from California Community Colleges who are transfer ready.[1]	Number of CCC Participants (2006-07)	Number Completing Transfer Math by End of 3rd Year	Number Completing Transfer English by End of 3rd Year	Number Completing 30 Transferable Units by End of 3rd Year	Number Who are Transfer-Ready*

Explanatory Notes: If needed, please provide any explanatory notes regarding the data submitted in Sections III or IV (e.g., if data were not available, please explain why). Please limit your response to no more than 1 page (4,000 characters).

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[1] Transfer-ready defined as: a) completion of 60 transferable units and b) minimum 2.0 GPA. See **Appendix C**.

Data pending for completion rates for CST performance, transfer intent, and enrollment in 4-yr institution because we're waiting on some of our program partners to submit their data.