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

Annual Performance Report for AY/FY 2009-10

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

Name of Statewide Program Director: Claudia Martinez, Director for Center for Education Partnerships (CEP)

Additional Contact Person: Lisa Figueroa, Evaluation Coordinator, CEP

Phone Number: (805) 893-3105

Email Address: claudia.martinez@apo.ucsb.edu_____
Email Address: lisa.figueroa@apo.ucsb.edu

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' Center for Education Partnerships (CEP), 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 2009-10 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 Center for Education Partnerships, 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 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 2009, UCSB sponsored six Summer

Advancement Academies (formerly known as "Summer Algebra Academies"). College-going initiatives for students are provided throughout the academic year.

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 Learners (EL). The South Coast Writing Project sponsors a Summer Institute for local teachers, has developed an EL 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

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 Advancement Academies (SAA) 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 SAA'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 SAA'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.

In 2009-10, we significantly strengthened our partnerships by ramping up capacity for data collection and evaluation of our academic preparation initiatives. In 2009, we 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 2009-2010 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.

In 2009-10 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. Oxnard College, one of our partner community colleges, is in its second year of the 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

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 2009-10, we continued to receive external financial support to sustain these efforts from Santa Barbara Botanical Garden, Santa Barbara Foundation, Santa Barbara Foundation/Orfalea Foundation, the Santa Ynez Band of Chumash Indians Foundation, Webster Family 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.

SECTION II: PROGRAM UPDATES

1.1 Program Updates – Provide information on any program changes or updates in the 2009-10 academic year.

Our P-20 Alliances are constantly working to develop a college-going perspective in communities that have little access to higher education. This past academic year, proved to be particularly challenging given the current budget situation. Despite budget reductions and early staff retirements, this became an opportunity to assess and modify our programs, strengthen our partnerships with existing entities, and strengthen our P-20 program portfolio to include one of UC's long standing programs, MESA.

The UCSB MESA merged with the Office of Academic Preparation. In a new location, mid-campus, MESA has become more integrated with other STEM departments and programs, including the Graduate School of Education, while retaining close links with the College of Engineering and developing ties with the College of Letters and Science and Environmental Science. As a partner in Oxnard College's STEM Grant, a MESA Coordinator role was created to help prepare MESA students in 5 high and 3 middle schools for college and career STEM pursuits. This merger reinforces the concept of centralized services, evaluation, and fiscal accountability.

In terms of building capacity with our partner school districts, we were able to bring the Transcript Evaluation Service (TES) to six high schools. Student transcripts were uploaded in spring 2010 to the University of California Office of the President (UCOP) and the Transcript Evaluation Service was officially launched in April 2010 with trainings conducted by UCOP staff. The trainings were well received and in attendance were the principals, assistant principals, all counseling staff, and UC program, staff. TES will also be an invaluable tool in assisting both UCSB academic preparation staff (e.g. CEP's Evaluation Coordinator, Dr. Lisa Figueroa) as well as school counseling staff to advise students as they matriculate through grade levels onto college.

SECTION II: ACCOMPLISHMENTS

1.2 Accomplishments – Provide program accomplishments beyond the measurable objectives.

The most successful aspects of our P-20 Alliances work include enhancement of student academic support programs and the strengthening of partnerships with education and community organizations through formal agreements. To date we have seven data sharing memoranda of understanding (MOU) in place and three TES mous with our partner school districts. It is anticipated that over time, we expect to build capacity that will impact school culture and college-going rates through the exchange of information about student performance.

Although our partner school districts faced financial hardship during the 2009-2010 school-year, we were still able to work with them and hold the **Summer Advancement Academies** (sponsored by MESA and EAOP). In 2010, we increased the number of school sites by 1 as compared to 2008. This speaks to the need and value of this program. Our leadership team is always looking for ways to improve the quality of the Academies and in the summer of 2010, we were able to partner with UCLA MDTP Center and Daskala for teacher professional development opportunities during the summer. Instructors indicated that they were able to adjust their instructional strategies in the context of the academy to facilitate greater learning outcomes for their students. The best part of on-line assessment is that student scores come back to teachers in 24 to 48 hours. Teachers were then able to use the diagnostic results immediately and adjust instructional strategies to focus on topic areas of the MDTP where students could use additional assistance with areas that prove to be challenging.

As a result of the positive feedback from several of the SAA teachers, EAOP has brokered an agreement with DASKALA/MDTP to secure a pilot project for SAA math instructors to continue using the DASKALA/MDTP system during the 2010-2011 school year. In addition, there will also be some limited professional development opportunities and support services provided by DASKALA/MDTP as part of the pilot project. This is a one year pilot project with SAA instructors at no cost for any of the participating teachers, school sites, or Districts.

In terms of strengthening ongoing collaboration, UCSB MESA partnered effectively with other MSP Centers, particularly in the Central Region, and MESA Community Colleges, particularly Ventura College and Allan Hancock College MCCPs, as well as Oxnard College's STEM Programs and students. Improved services and grant opportunities resulted. Oxnard College's STEM support helped spawn a dramatic increase in numbers of engaged MESA students, and integrated MESA with the Hueneme High School Engineering Academy. Santa Paula's Isbell Middle School provided 2 MESA classes, in addition to an after-school club, which contributed to Isbell achieving second place in California's Wind Energy Challenge. Four MESA Seniors were accepted to Ivy League Schools (1 MIT, 1 Princeton, 2 Harvard).

SECTION II: LEVERAGED FUNDS

1.3 Leveraged funds – Report on the total amount of funds raised for the 2009-2010 academic year. If a particular grant was awarded is to be spread across multiple years, divide that amount by the number of years before adding it in (example: $90,000 for 2009-2012, would be divided by 3, only count $30,000 for the 2009-2010 academic year).

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

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

	Current Yr
MESA	
- Oxnard College CCRAA HSI-STEM	93,448
- Google	10,000
American Indian Scholars Program	
- Santa Barbara Foundation	50,000
- Santa Ynez Band of Chumash Indians	10,000

Summer Advancement Academies
- UCOP Regional Academic Collaboratives   75,000
- Webster Family Foundation Grant   20,000
- Schools/Districts (In-kind and Cash)   92,000

Project Excel
- UCOP University-Community Engagement   28,000
- Faculty Outreach Grant (Chancellor's Office)   20,000

Kids in Nature
- Faculty Outreach Grant   20,000
- Gevirtz Graduate School of Education (UCSB)   22,500
- Santa Barbara Botanical Garden   500

Pathways (After School Homework Center)
- Santa Barbara Foundation/Orfalea Gift   12,000

TOTAL   **$453,448**

SECTION III: DEMOGRAPHIC DATA

2. DEMOGRAPHIC DATA

Core Program Participants (Direct Student Support)

In all cases, we are conducting analysis on the effect of the programs on the participants.

We are requesting a list of Core Program Participants who may share one or more of the following criteria:

- ♣ Longevity - the student has been in your program for a year or more.
- ♣ Depth - the student has received in-depth program services.
- ♣ Completion - the student has completed several components of your program.

Please note: If a student did not receive extensive services, do not include them on the participant list or total number served.

Participants[kan1]

	Number of Core Participants
2.1. Total Number of Core Program Participants (required) **High Contact**	**2,637**
2.2. Number of Core Program Participants Supported by SAPEP Funds (optional) **Medium Contact**	
2.3. Number of Core Program Participants Supported by Other Funds (optional) **Low Contact**, **Limited Partnerships**	

Schools Served[kan2]

Classify your school sites into three categories by level of intensity of services.

	Number of Schools
2.4. Total Core/Partnership Schools (required). (for EAOP cohort schools). These are the schools served with the highest level of intensity.	**36**
2.5. Schools with middle level of intensity of services, where you collaborate (optional)	
2.6. Schools with low level of intensity of services, where you may have a service agreement (optional)	

2.7. **Participant Distribution by Ethnic Background** (required)

Ethnicity	Number of Participants
American Indian or Alaska Native	14
Asian	60
Black or African American	26
Hispanic or Latino	2,185
White	44
Native Hawaiian or Other Pacific Islander	
Other or Unknown	308
Total (should match total above)	2,637

2.8. Participation by Gender (required)

Gender:	Number of Participants
Male	1,282
Female	1,335
Unknown/Other	20
Total (should match total above)	2,637

2.9. **Participant Distribution by Grade** (required)

Grade Level	Number of Participants
K-12	2,610
Community College	21
Four-Year Undergraduate	6
Graduate	
Unknown	
Total (should match total above)	2,637

2.10 **Participants with Limited English Proficiency**

	Number of Participants
Participants with Limited English Proficiency (Currently identified as English Learners) (required)	895
Number of Students Recently Re-designated to Fluent-English-Proficiency (optional)	125
Total (should match total above)	1,020

2.11 **Services Provided to Parents/Guardians**[kan3]

	Number of Parents/Guardians
Number of Parents/Guardians Who Received Services (required)	1,582
Parents/Guardians Served by SAPEP Funds (optional)	
Parents/Guardians Served by Other Funds (optional)	

2.12 **Types of Parent/Guardian Services** (required)

Type of Service	Number of Services
Workshops	226
College visits	35
Family events	44
Other (please specify)	29
Total	334

2.13 **Services Provided to Teachers, Administrators, and Counselors**[kan4]

	Number Served
Number of Teachers Served (required)	398
Number of Administrators Served (optional)	18
Number of Counselors Served (optional)	7

2.14 Types of Services for Teachers, Administrators, and Counselors (optional)

	Number of Services
Short Program (1-8 hours)	29
Long Program (8-40 hours or more)	27
Leadership Development	
Other	6

3. **SAPEP Outcomes** – Programs have a set of 1 to 5 measurable objectives/indicators. These have been provided to each program and the program needs to provide raw data for each measurable objective based upon transcripts reviewed.

P-20 reports on 'a-g' completion and college-going and nothing else. Some campuses do not report[kan5]**.**

Goal 1: Increase the number of active program participants in K-12 who complete an 'a-g' course pattern.	**Indicator**		**Number of 12th Grade Participants (2009-10)**	**Number of 12th Graders Completing '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		191	149
	Indicator		**Number of 10th Grade Participants (2009-10)**	**Number Completing Algebra 1 by beginning 10th grade**
	Number and percent of participants who complete Algebra 1 by the beginning of 10th grade		195	67
	Indicator	**Grade Level**	**Number of Participants by Grade Level (2009-10) That Tested**	**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	2-11	2,366	ELA – 209 Math – 127 Science - 139

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 (2009-10)	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
	191	61	99	86	76
	Number of Transfer Intent Participants	Number of Participants Enrolling in a 4-Year Institution (Fall 2010)			
	21	5			

Please note that data is still pending for Isbell Middle School, Oxnard Middle and High Schools.

4. **Attachments -**
4.1. All programs are **required** to upload participant service schools (K-12 and California Community College). You do not need to include schools that did not receive extensive services in this area.

School file (all) *CDS Code, *Partnership Service School Name, *City are required. Total Number of Students Served is requested, but not required.