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June 28, 2010

The Honorable Denise Moreno Ducheny
Chair, Joint Legislative Budget Committee
State Capitol, Room 5035
Sacramento, California 95814

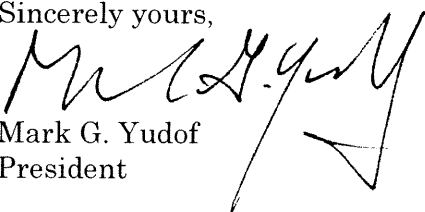
Dear Senator Ducheny:

I am pleased to submit the attached report, "*Student Academic Preparation and Educational Partnerships (SAPEP) for the 2008-09 Academic Year.*" Historically, this report was requested in budget bill language. Currently, there is no language or other statute that requires the University to submit this report to the Legislature. Given the value of the SAPEP programs to the State's efforts to raise achievement, however, and the University's own interest in demonstrating the effectiveness of these programs, the University is submitting the report this year.

If you have any questions regarding this report, Vice President Patrick Lenz would be pleased to speak with you. He can be reached by telephone at (510) 987-9101 or by e-mail at Patrick.Lenz@ucop.edu.

With best wishes, I am,

Sincerely yours,


Mark G. Yudof
President

Enclosure

cc: The Honorable Gloria Romero, Chair
Senate Budget and Fiscal Review Subcommittee #1
(Attn: Ms. Seija Virtanen)
(Attn: Ms. Cheryl Black)
The Honorable Wilmer Amina Carter, Chair
Assembly Budget Subcommittee #2
(Attn: Sara Bachez)
(Attn: Amy Rutschow)
Ms. Ana J. Matosantos, Director of Finance
Mr. E. Dotson Wilson, Chief Clerk of the Assembly
Mr. Gregory Schmidt, Secretary of the Senate
Ms. Diane Boyer-Vine, Legislative Counsel
Ms. Sara Swan, Department of Finance
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Table of Contents

Executive Summary

I.	Overview	1
	• Vision, Mission, Purpose, and Goals	
	• Emphasis on Academic Achievement and College-Readiness	
	• Strategies for Achieving Goals	
	• SAPEP Accountability Framework	
	• Service Population	
II.	Outcomes.....	8
	• Progress to Date on Accountability Framework Goals	
	• Progress Toward Objectives by Program	
III.	Budget.....	12
	• UC SAPEP Program Budgets: 1997-98, 2000-01, 2008-09, 2009-10	
	• UC SAPEP Programs: Estimated Cost Per Student	

Appendices

A.	Detailed Program Descriptions	16
B.	Research and Evaluation Findings	47
C.	SAPEP Accountability Framework, April 2005	53

List of Figures and Tables

Figure 1. High Schools Served by EAOP, MESA, Puente by Academic Performance Index.....	6
Figure 2. Estimated Median Family Income of UC SAPEP Service Schools.....	6
Figure 3. Comparison of EAOP, MESA, and Puente High School Participants and Service School Populations	7
Figure 4. College Preparation: SAT Reasoning or ACT Test Takers, EAOP, MESA, and Puente Participants.....	7
Table 1. Progress to Date on Accountability Framework Goals.....	9
Table 2. Progress Toward Objectives by Program	10
Table 3. UC SAPEP Programs Budgets: 1997-98, 2000-01, 2008-09, 2009-10.....	15
Table 4. UC SAPEP Programs: Estimated Cost Per Student	16
Figure 5. ArtsBridge: Improvement in Pre-Post Vocabulary Assessment Scores.....	18
Figure 6. ArtsBridge: UC Undergraduates Planning to Pursue a Career in Teaching, Education, or Community Service	19
Figure 7. Community College Transfer Program: Indicators for 2008-09 Compared to Baseline Indicators	21
Figure 8. EAOP College Preparation: SAT I or ACT Test Takers	26
Figure 9. EAOP: Postsecondary Enrollment, 2004-05 and 2008-09	27
Figure 10. Graduate and Professional Programs: Status of Former Participants, Fall 2009	30
Figure 11. MESA Community College Program: Postsecondary Enrollment of Students Seeking Transfer for 2008-09.....	34
Figure 12. MESA Schools Program: College Preparation: SAT I or ACT Test Takers.....	36
Figure 13. MESA Schools Program: Postsecondary Enrollment	37
Figure 14. Preuss School: Academic Performance Index, 2007-08 and 2008-09.....	38
Figure 15. Puente High School Program: Postsecondary Enrollment, 2004-05 and 2008-09	41
Figure 16. Puente High School Program: CAHSEE Passage Rates.....	42
Figure 17. Likelihood of Meeting ‘a-g’ Benchmarks for a Representative EAOP Student, 2005.....	51

**University of California
Report to the Legislature on Student Academic Preparation and Educational Partnerships,
2008-09 Academic Year**

EXECUTIVE SUMMARY

The University of California's Student Academic Preparation and Educational Partnerships (SAPEP) programs seek to raise student achievement levels generally and to close achievement gaps between groups of students throughout the K-20 pipeline. This annual report provides an assessment of SAPEP program outcomes for the 2008-09 academic year. This report contains:

- a description of SAPEP goals, activities, target audiences, and accountability structures;
- an assessment of progress toward achieving SAPEP goals;
- a status report on state and University funding of SAPEP programs and, as requested by the Department of Finance, an estimate of cost per student, by program; and
- individual program descriptions and highlights.

In this fifth year of reporting using the SAPEP Accountability Framework, most programs are meeting their objectives or continue to make steady progress toward achieving their SAPEP goals, which include the following outcomes:

- completion of college preparatory ('a-g') courses;
- readiness for 4-year colleges, not just UC;
- high school graduation and high school exit exam (CAHSEE) completion; and
- community college transfer-readiness.

2008-09 Highlights

Programs are serving the students, schools, and community colleges they are intended to serve.

- **Collectively, the SAPEP programs reach students at more than 700 K-12 public schools and 110 community colleges. Most high schools served by SAPEP programs need assistance;** the majority of high schools are among the lowest performing in the state, with 72% in the lowest half of Academic Performance Index rankings (API deciles 1-5).

Programs are effective at improving academic achievement, college-readiness, and enrollment.

- **Program participants graduate from high school better prepared for college.** In 2008-09, a higher proportion of Early Academic Outreach Program (EAOP), Mathematics, Engineering, Science Achievement (MESA), and Puente students took the SAT or ACT, than did non-participants in the same schools. Nearly two-thirds (64%) of EAOP-MESA-Puente students at API decile 1 and 2 schools took the SAT Reasoning or ACT compared to 36% of non-participants at those same API decile 1 and 2 schools.
 - **Program participants are prepared for and succeed in college-preparatory ('a-g') courses.** The 'a-g' completion rates of program participants is greater than 67% in each of the EAOP-MESA-Puente programs, well above the statewide UC/CSU completion rate (35%) reported by the California Department of Education.
 - **More students are passing the California High School Exit Exam (CAHSEE).** Ninety-three percent of Puente 10th graders (class of 2011) passed both portions of the CAHSEE in 2008-09.
 - **Data on the class of 2009 show high college-going rates.** About three-in-four (72%) EAOP-MESA-Puente graduates and almost all (99%) of Preuss Charter School graduates enrolled in a two- or four-year college, including private and out-of-state colleges. About one-third (36%)
-

program graduates enrolled in UC or CSU, compared to 21% of public high school graduates statewide.

Programs are helping community colleges and students reach their transfer goals.

- **With the support of \$2 million provided by the Legislature in 2006-07, UC instituted new programs to improve transfer.** Through the UC/CC transfer initiative, UC campuses have instituted new programs with community college campuses with low transfer rates, begun initiatives to support a transfer pipeline for high school students, streamlined the Transfer Admissions Guarantee program, and begun planning for online transfer preparation tools and services. Preliminary results from targeted community colleges indicate that most participating campuses experienced an increase in the number of transfers to UC.
- **More students are using ASSIST to help with the transfer process.** In 2008-09, over 1,500,000 visitors used ASSIST, the online source of course articulation data, two and a half times the 600,000 visitors in 2003-04.

UC's graduate and professional school programs are effective.

- **SAPEP programs prepare undergraduates for graduate and professional schoolwork.** Eighty percent of graduate and professional school academic preparation program participants have enrolled in a graduate/professional schools.
- Independent research confirms that UC's postbaccalaureate premedical programs improve applicants' chances of getting into medical school.

SAPEP programs are a worthwhile state investment.

- **SAPEP programs use state resources efficiently.** The cost per student of most of the SAPEP programs is substantially less than the cost per student of comparable federally funded programs.
 - **Programs have leveraged the state's investment in SAPEP.** In the aggregate, SAPEP programs have leveraged the State and University investment of \$31.3 million by raising an additional \$49 million over the next 3-5 years in support of K-14 efforts.
-

I. OVERVIEW

Although the Governor vetoed language in the 2008-09 Budget Act requiring the University to provide a comprehensive report on SAPEP programs, he left discretion to the University to submit a report if resources were available.

The language vetoed from the 2008-09 Budget Act follows:

It is the intent of the Legislature that the university report on the use of state and university funds provided for these programs, including detailed information on the outcomes and effectiveness of academic preparation programs consistent with the accountability framework developed by the university in April 2005. The report shall be submitted to the fiscal committees of each house of the Legislature no later than April 1, 2009.

This language did not appear in the 2009-10 Budget Act. However, given the value of the SAPEP programs to the State's efforts to raise achievement, the University is reporting these findings.

Vision, Mission, Purpose, and Goals

The vision of the University of California's SAPEP programs, as articulated in its mission statement, is to strengthen California's educational system in ways that will promote a vibrant economy by building a highly skilled and creative workforce.

The goal of Student Academic Preparation and Educational Partnerships (SAPEP) 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, socioeconomically disadvantaged and English-language learners, are prepared for postsecondary education, pursue graduate and professional school opportunities and/or achieve success in the workplace.

To achieve this mission, SAPEP programs work toward achieving the following goals:

- Increase the number of active program participants in K-12 who complete an 'a-g' course pattern.
- Increase the number of K-12 program participants who are college prepared, defined as completion of the 'a-g' course pattern and SAT Reasoning or ACT exam.
- Increase the number of active program participants who go to college and/or who transfer to a baccalaureate degree-granting institution within three years of their community college start date.
- Reach and maintain the University's goal for achieving complete major preparation articulation agreements with all community colleges.

- Increase the number of program participants who matriculate into graduate and professional schools.
- Increase the number of active program participants in K-12 programs and at schools served who graduate from high school.
- Increase the number of active program participants in K-12 programs and at high schools served who complete the CAHSEE exam by 10th grade.
- Increase the number of students from California Community Colleges who are transfer-ready.

Emphasis on Academic Achievement and College-Readiness

The University of California has a longstanding commitment to raising the academic achievement of educationally disadvantaged students, offering programs and strategies for approximately 40 years that improve college opportunity for thousands of students.

In recent years, the University has revamped many of these programs and strategies to ensure that they can continue to meet the academic preparation needs of California students. Upon the original recommendation of the Outreach Task Force (OTF), convened by the UC Board of Regents in 1997, the University focused its efforts on two goals: 1) improving opportunities for California students in educationally disadvantaged circumstances to achieve UC eligibility and competitive eligibility and be admitted to the University, and 2) contributing to the academic enrichment of UC campuses through a diverse student body.

Five years after the adoption of the OTF strategies, then-President Richard Atkinson convened the Strategic Review Panel (SRP) to recommend changes to the University's overall academic preparation plan that could better address the magnitude of the issues confronting California schoolchildren. The Panel recommended that the University work with other educational segments — especially K-12 — and with business and philanthropic partners to raise academic achievement and close achievement gaps between groups of students. As a result, the University established new goals for its programs that focus on academic achievement and college-readiness generally rather than UC eligibility exclusively.

As the Strategic Review Panel intended, the University's current goals, strategies and accountability expectations for its programs support K-12 goals for student academic achievement while ensuring rigorous and centralized accountability for all SAPEP programs.

Strategies for Achieving Goals

The University has positioned the SAPEP programs at all major levels of the educational continuum, from kindergarten through graduate and professional programs. Because education, as experienced by each student, is a long-term process involving progressively more complex and interrelated skills, the University's SAPEP programs are built to promote coherence of program services as a student progresses along the educational continuum. Programs share information about student development and about curriculum and assessments, from elementary schools to middle and high schools, to community college, and on to graduate and professional schools. The programs promote an alignment of instructional methods, content, and assessments across educational sectors, and link efforts for student success.

The University's programs also are designed to address issues identified as major influences bearing on K-20 educational success. Thus, for example, the portfolio of secondary school programs includes three direct student initiatives: the MESA, Puente, and EAOP programs. Each program focuses on a major public policy issue that represents a particular obstacle for educationally disadvantaged students preparing for college: 1) *MESA* seeks to raise the number of educationally disadvantaged students entering college with well-developed mathematics and science skills; 2) *Puente* focuses on college-preparatory English writing skills; and 3) *EAOP* seeks to broaden the pool of educationally disadvantaged students enrolling in and succeeding in college preparatory 'a-g' courses and ultimately gaining admission to college.

Successful transfer from community college to baccalaureate institutions is also a focus of the University's work. In addition to ongoing work on course articulation, the University has recently expanded its community college initiatives as a result of the UC-CCC Joint Transfer Initiative for College Access and Success. The Joint Transfer Initiative began in Fall 2006 and is aimed at identifying, preparing and enrolling more educationally disadvantaged transfer students from California Community Colleges at the University of California. Joint Transfer Initiative services and strategies include: 1) annual transfer enrollment targets; 2) augmented advising services at targeted community colleges with low transfer rates from this population; 3) early identification pre-transfer preparation programs for students in high school and/or in the first year of community college; 4) a transfer guarantee program that offers assurance of admission at a particular UC campus provided that students meet course and achievement expectations; 5) online transfer preparation tools and services; and 6) timely notification of admission to UC for California Community College transfer applicants.

Fostering K-20 regional alliances is another key University strategy. Experience over time with direct student programs such as MESA and EAOP has made evident the reality that opportunities and experiences beyond the reach of University efforts play an extremely important role in student success. These other factors include the individual's school environment, the quality and content of instruction, and the level of support from both the family and the local community of educational aspirations, to name just a few. To address this need, in 2003 the University established ten K-20 Intersegmental Alliances with the aim of creating ties between campuses, schools, and local community and business organizations to promote collaborative efforts to raise student achievement levels and address the barriers to educational equity.

Finally, several of the tools in the SAPEP portfolio are services rather than programs. For example, the UC College Prep Initiative (UCCP) delivers high-quality course content across the state to schools at which they would otherwise not be available.¹ ASSIST serves as the state's official online repository for community college transfer articulation information. In both instances, these services represent innovations prompted by ongoing work with schools and community colleges. University staff and faculty have developed these tools to address gaps and problems identified by a variety of educational partners.

SAPEP Accountability Framework

Each SAPEP program operates in accordance with the SAPEP Accountability Framework, which establishes common goals and assessment expectations for the programs. Consistent with the evolution of the University's programs described above, effective in 2005-06 SAPEP goals focus on student

¹ In 2007-08, UCCP restructured services to meet its core mission of developing high-quality courses to be available at no cost to California's public schools.

achievement across a broad range of academic preparation and college-readiness indicators, and not on the UC eligibility goals specified previously by the OTF.

Program assessment and evaluation is integral to all SAPEP programs, and significant investments have been made over time in data collection and systems, data analysis and external evaluations. All SAPEP programs are required to submit annual performance reports describing their progress toward meeting specific programmatic goals and objectives, and individual programs are subject to comprehensive summative evaluations by both internal and external evaluators as funding permits. The Accountability Framework is included in **Appendix C**. The SAPEP Accountability Planning and Oversight Committee, which includes policy staff from the Legislature and the Legislative Analyst's Office, staff from the Governor's Administration, and experts on program evaluation, developed the Accountability Framework.

Service Population

Collectively, the SAPEP programs reach more than 135,000 K-16 students in the state as well as large numbers of parents, teachers, and administrators.² Those reached include:

- 94,347 students in K-12 institutions,
- 38,912 community college students,
- 1,875 college and university undergraduates,
- more than 20,000 parents of K-12 students, and
- 2,541 teachers, counselors, and school administrators.

Characteristics of the schools and institutions include:

- over 700 public K-12 institutions, of which 51% are high schools,
- 110 community colleges, and
- a significant number of community and business organizations.

A review of the demographic characteristics of participants shows that UC is indeed reaching those students and schools in need of assistance. Notable examples include:

- Of the 340 high schools in California served by EAOP, MESA, and Puente (EMP), 72% are in the five lowest API deciles (Figure 1).
- UC works with schools that are located in communities where median family incomes are low. According to census tract data, 66% of EMP schools are in communities with median family incomes of less than \$50,000, compared to about 50% of high schools statewide (Figure 2).
- The ethnic composition of EMP program participants mirrors the ethnic composition of the schools they serve. Eighty-nine percent of EMP students are from underrepresented groups, nearly the same as the percentage of underrepresented students (87%) in the schools served by EAOP, MESA, and Puente (Figure 3).

² This count excludes students reached by UCCP, K-20 Intersegmental Alliances and school partnerships as well as users of ASSIST, the online community college course articulation system. UCCP was included in previous report counts, which accounts for the lower number of teachers in the summary statistics.

- EMP program participants are more likely to take the SAT Reasoning or ACT tests than non-participants, 64.5% for participants as compared to 39.4% for non-participants (Figure 4).

Figure 1: High Schools Served by EAOP, MESA, and Puente by Academic Performance Index (API) Decile for the 2008-2009 Academic Year (N=340 high schools)

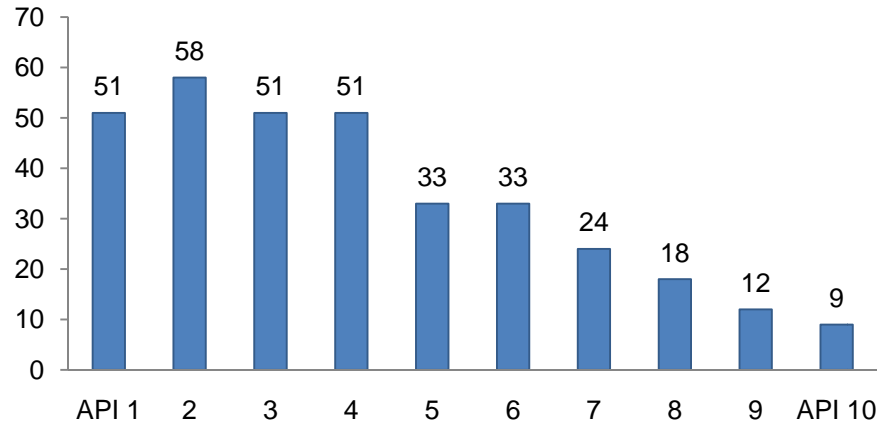


Figure 2: Estimated Median Family Income of EMP Service Schools, 2007-08 Compared to Other California Public High Schools, Census 2000 Median Family Income by Zip Code

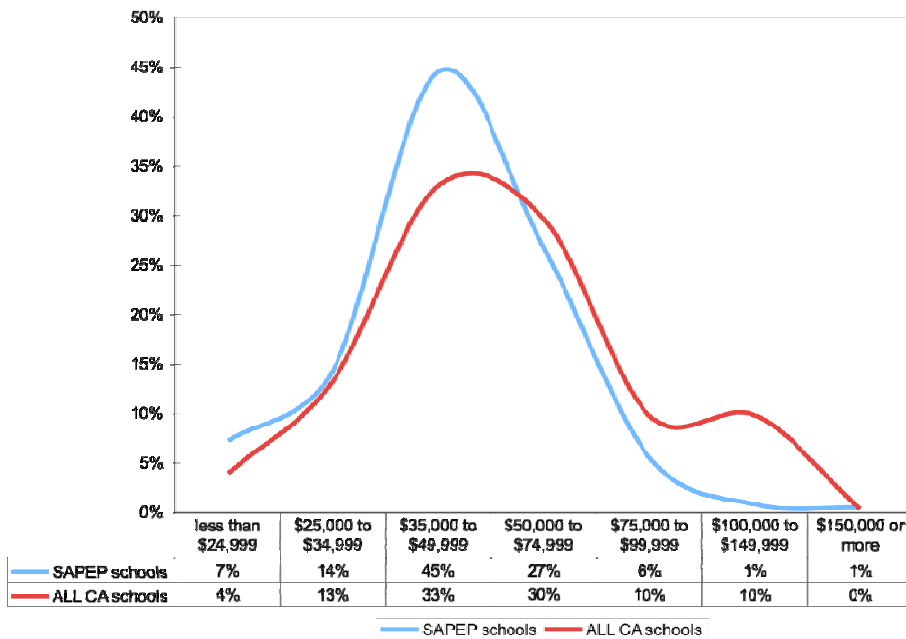
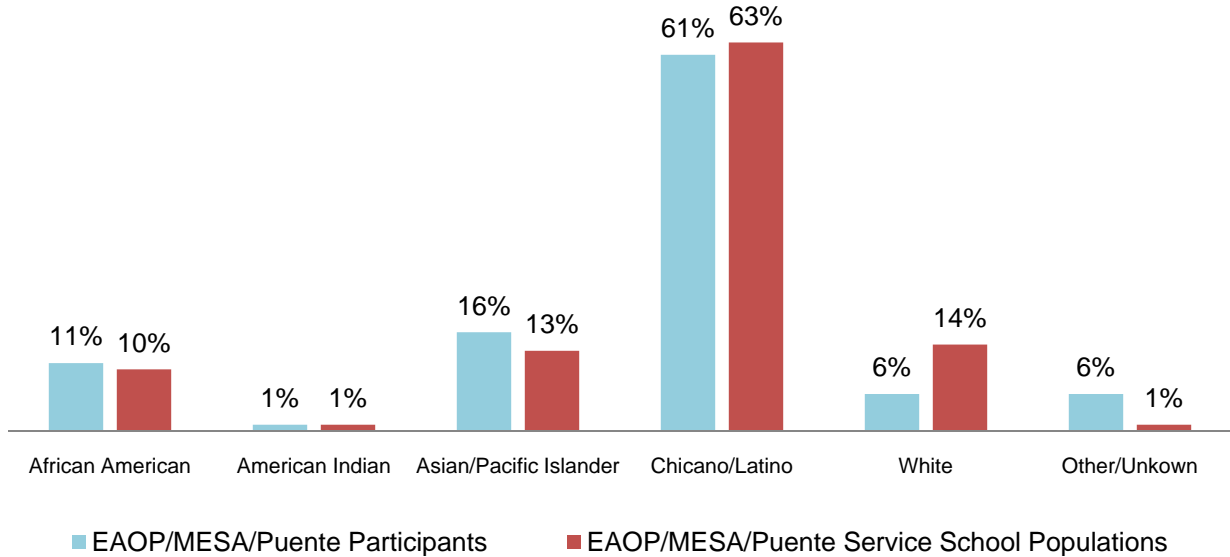
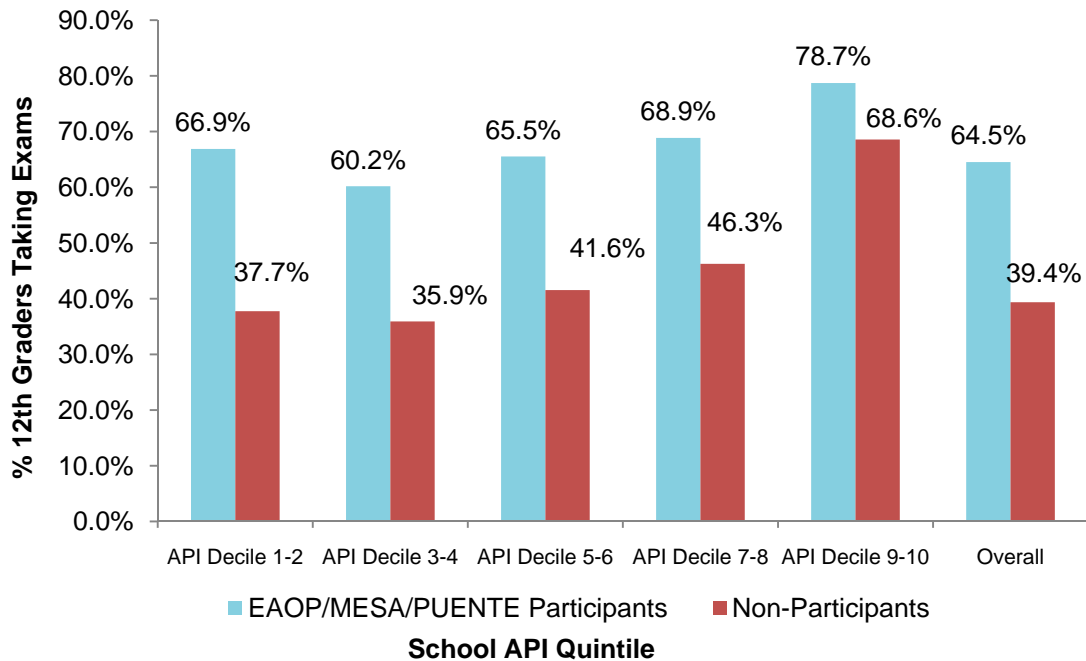


Figure 3: Comparison of EAOP, MESA, and Puente High School Participants and Service School Populations, 2008-09



Note: Other/Unknown category includes multi-ethnic students and decline to state.

Figure 4: College Preparation: SAT Reasoning or ACT Test Takers, EAOP, MESA, and Puente Participants, 2008-09



Note: Programs serve primarily low-performing schools. For schools with available data: 94 schools are in API quintile 1; 85 are in quintile 2; 43 are in quintile 3; 23 are in quintile 4; and 9 are in quintile 5.

II. OUTCOMES

This section describes progress to date on accountability goals by SAPEP program.

Despite the budget uncertainty of 2008-09 and prior years, most SAPEP programs are meeting or progressing toward meeting the goals outlined in the Accountability Framework. Within the accountability structure, each SAPEP program has adopted up to three goals against which progress is measured over the period from 2004-05 to 2009-10.

To achieve these goals, programs have established measurable objectives to guide their progress. When possible, comparisons have been made between program participants and non-participants. If no comparison group could be identified, participants' achievement was compared to the statewide (or school-wide rates) for comparable demographic groups (e.g., educationally disadvantaged students) for which data were available.

Tables 1 and 2 describe these measurable objectives. **Table 1** provides a brief assessment of each program's progress to date in achieving its overall objectives. As shown in **Table 1**, most programs are meeting, or making reasonable progress toward meeting, their measurable objectives.

Table 2 provides a summary report of each program's progress toward meeting its specific measurable objectives.

For programs such as Community College Transfer Programs, adoption of the Accountability Framework required the development of new data collection methods and, in some cases, program re-engineering. For most of these programs, the 2005-06 year was used to establish outcome measurements and data collection procedures. Where available, baseline data from 2004-05 for these programs is included.

Appendix A contains more detailed information about each SAPEP program, including a description of mission, services, and specific goals and outcomes for 2008-09.

Table 1: Progress to Date on Accountability Framework Goals, 2008-09 Academic Year

Program	Framework Goals	Progress To Date
ArtsBridge	Improve literacy/arts skills as preparation for 'a-g' course pattern and increase graduate/professional school enrollment	Meeting objectives in two of three indicators and progressing toward meeting objective in one indicator
Community College Transfer Programs	Increase transfer-readiness and successful transfer to 4-year colleges/universities	Meeting objectives in two of three indicators and progressing toward meeting objective in one indicator
Community College Articulation	Maintain CCC-UC articulation agreements for all majors	Meeting objective
Community College - ASSIST	Maintain complete ASSIST database, increasing usage, and improving usability	Meeting objectives Survey data not available in 2008-09
EAOP	Increase 'a-g' course completion, college-readiness, and college-going rates	Meeting objectives
Graduate and Professional School Academic Preparation	Increase graduate and professional school enrollment	Meeting objective
K-20 Intersegmental Alliances	Increase 'a-g' course completion and college-going rates by increasing school capacity	Progressing toward meeting objectives
MESA Community College Program	Increase transfer-readiness for 4-year colleges/universities in math/science-based majors	Meeting objectives
MESA School Program	Focusing on math/science-based disciplines, increase 'a-g' course completion, college-readiness, and college-going rates	Meeting objectives in two indicators and progressing toward meeting objectives in two indicators; decline noted in one indicator
Preuss School at UC San Diego	Maintain high rates of 'a-g' course completion, college-readiness, and college-going	Meeting objectives
Puente Project Community College Program	Focusing on English and language arts, increase transfer-readiness	Meeting objective
Puente Project High School Program	Focusing on English and language arts, increase 'a-g' course completion, college-readiness, and college-going rates	Meeting objectives in three indicators and progressing toward meeting objectives in two indicators
Student Initiated Programs	Increase college-going rates and graduate/professional school enrollment	Meeting objectives
UCCP (UC College Prep Online)	Increase 'a-g' course preparation	Meeting objective
UC Links	Increase preparation for 'a-g' course pattern and graduate/professional school enrollment	Meeting objectives
UCE (University Community Engagement) formerly Community Partnerships	Increase college-readiness and CAHSEE completion	Meeting objectives in one indicator and progressing in meeting objectives in one indicator; decline noted in one indicator

Table 2: Progress Toward Objectives by Program

Program	Measurable Objective	2004-05 Baseline Measure	2008-09 Measure	Status
ArtsBridge Goals: Improve literacy and arts skills as preparation for 'a-g' course pattern and increase graduate/professional school enrollment.	70% improved at least 20% on pre-post	64%	69%	Progressing
	95% teachers observe increased arts proficiency	100%	100%	Meeting objective
	50% undergrads will consider the teaching and education profession	80%	91%	Meeting objective
Community College Transfer Goals: Increase transfer-readiness and successful transfer to 4-year colleges.	10% increase in transfers to 4-year institution	52%	61%	Progressing
	10% increase in transferable math completion	52%	70%	Meeting objective
	10% increase in transferable English completion	52%	70%	Meeting objective
Community College - Articulation Goal: Maintain articulation agreements with all 110 CCC campuses	Maintain articulation agreements with all 110 CCC campuses	100%	100%	Meeting objective
Community College - ASSIST Goals: Maintain complete articulation with CCC in ASSIST, increase usage and improve usability.	Increase use of ASSIST	700,000 users 6.7 million reports	1.5 million users 13.5 million reports	Meeting objective
	Improve usability	75% positive	Data not available in 2008-09 ³	N/A
	Maintain accurate data	100% UC/CSU Articulation maintained	100% UC/CSU Articulation maintained	Meeting objective
EAOP Goals: Increase 'a-g' course completion, college-readiness and college-going rates	70% of 12th-graders will complete 'a-g'	74%	70%	Meeting objective
	80% complete algebra by 10th grade	91%	88%	Meeting objective
	70% of 12th-graders completing 'a-g' also completed SAT/ACT	56%	79%	Meeting objective
	70% of 12th-graders will enroll in postsecondary institutions	67%	70.5%	Meeting objective

³ In previous years, the ASSIST Board asked users to complete a voluntary survey regarding the usability of the site. Because of the survey's historically low-to-moderate response rates and an acute staff shortage, the Board elected not to conduct this survey in 2008.

Table 2 (Continued): Progress Toward Objectives by Program

Program	Measurable Objective	2004-05 Baseline Measure	2008-09 Measure	Status
Graduate/Professional Programs Goal: Increase graduate/professional school enrollment	60% in established programs enroll in graduate school 50% in new programs enroll in graduate school	78%	80%	Meeting objective
K-20 Intersegmental Alliances Goal: Increase 'a-g' course completion and college-going rates by increasing school capacity	Increase 'a-g' completion by 10%	30%	31% (2007-08 measure) ⁴	Progressing
	Increase college-going by 10%	27%	34% (2007-08 measure)	Progressing
MESA Community College Goal: Increase transfer-readiness for 4-year colleges in math/science-based majors	500 transfers/year	572 transfers	522 transfers	Meeting objective
	100% of those who transfer will major in math/science	100%	100%	Meeting objective
MESA Schools Program Goals: Focusing on math/science-based disciplines - increase 'a-g' course completion, college-readiness, college-going rates and CAHSEE completion.	75% of 12th-graders will complete 'a-g'	54%	68%	Progressing
	67% complete algebra by 10th grade	77%	87%	Meeting objective
	70% of 12th-graders completing 'a-g' also completed SAT/ACT	42%	59%	Progressing
	75% of 12th-graders will enroll in postsecondary	62%	78%	Meeting objective
	80% pass CAHSEE by 10th grade	74%	72%	Decline noted Program to review
Preuss School Goals: Maintain high rates of 'a-g' course completion, college-readiness and college going.	100% of 12th-graders will complete 'a-g'	100%	100%	Meeting objective
	90% of 12th-graders will complete 'a-g' and SAT/ACT	98%	99%	Meeting objective
	90% of 12th-graders will enroll in postsecondary	100%	99%	Meeting objective

Table 2 (Continued): Progress Toward Objectives by Program

⁴ 2007-08 data was used because 2008-09 data was incomplete due to budget cuts and staff shortages.

Program	Measurable Objective	2004-05 Baseline Measure	2008-09 Measure	Status
Puente Community College Goal: Focusing on English and language arts, increase transfer-readiness	Increase transfer-readiness by 10%	795 participants transfer-ready	936 participants transfer-ready	Meeting objective
Puente Project High School Program Goals: Focusing on English and language arts, increase 'a-g' course completion, college-readiness, college-going rates and high school graduation	65% of 12 th graders will complete 'a-g'	53%	67%	Meeting objective
	80% complete algebra by 10 th grade	72%	90%	Meeting objective
	65% of 12 th graders will complete 'a-g' and SAT/ACT	46%	53%	Progressing
	75% of 12 th graders will enroll in postsecondary	67%	69%	Progressing
	95% of 12 th grade participants will graduate from high school	95%	96%	Meeting objective
Student Initiated Programs Goals: Increase college-going rates and graduate/professional school enrollment	50% of 12 th grade participants will enroll in a postsecondary institution	69%	80% (2007-08 measure) ⁵	Meeting objective
	55% of graduating undergraduate volunteers will enroll in graduate school	45%	56% (2007-08 measure)	Meeting objective
UC College Prep Online (UCCP) Goal: Increase 'a-g' course preparation	75% AP/Honors pass rate	69%	77.5%	Meeting objective
UC Links Goals: Increase preparation for 'a-g' course pattern and graduate/professional school enrollment	70% perform at or above grade level in standardized tests	66%	72%	Meeting objective
	Improved test scores in comparison to similarly situated schools	66% (UC Links) vs. 44% (schools)	70% (UC Links) vs. 40% (schools)	Meeting objective
	70% of undergraduate UC Links volunteers apply, admitted or enroll in graduate school	76%	75%	Meeting objective
University Community Engagement (UCE) formerly Community Partnerships Goals: Increase 'a-g' completion, college-readiness and CAHSEE completion	60% of middle school students will improve by 20% on pre/post math exams	43% (2006-07 baseline measure)	45% (2007-08 measure) ⁶	Progressing
	50% of students will improve at least one grade level on BRIGANCE exam	27% (2006-07 baseline measure)	21% (2007-08 measure)	Decline noted Program to review
	75% of students will increase postsecondary awareness	79% (2006-07 baseline measure)	76% (2007-08 measure)	Meeting objective

⁵ 2007-08 data was used because 2008-09 data was incomplete due to budget cuts and staff shortages.

⁶ Data was used from 2007-08 because data was incomplete for 2008-09 due to budget cuts and staff shortages.

III. BUDGET

The University faces many challenges in carrying out the work of SAPEP, not the least of which is the effect of the State's ongoing fiscal crisis over the last decade and the resulting instability in these programs.

In 1997-98, after the adoption of SP-1 and Proposition 209, the Legislature considered the University's academic preparation programs to be an effective means by which to increase access to college for educationally disadvantaged students and promote diversity at UC. The University's budget for student academic preparation programs grew from \$18.1 million in State and University funds in 1997-98 to a high of \$85 million in 2000-01. Due to the State's fiscal crisis in the early part of this decade, the SAPEP budget was subsequently reduced by \$55.7 million over the next several years, bringing the total budget to \$29.3 million in 2005-06. In 2006-07, a \$2 million augmentation to expand community college transfer programs brought SAPEP's budget to \$31.3 million, consisting of \$19.3 million in State General Funds and \$12 million in University funds. The total budget remained at \$31.3 million through 2008-09.

From 2004-05 to 2007-08 – and again for 2009-10, as noted below – State funding for SAPEP programs was the subject of debate and negotiations during each budget cycle, contributing to uncertainty as to whether or not programs would be able to continue from year to year. The Governor's proposed budget for 2009-10 originally slated SAPEP programs for elimination, but the Legislature converted the cut to an unallocated reduction in UC's State support. The 2009-10 Budget Act permits UC to make reductions to SAPEP program budgets of up to 19%, equivalent to the overall cut to the University's State funds. However, the University determined that reductions to any program within the SAPEP program portfolio should be no greater than 10%. Table 3 shows the budget for each program in 1997-98, in 2000-01, in 2008-09, and in 2009-10.

As part of the negotiations on the Higher Education Compact with Governor Schwarzenegger, the University and the Governor agreed that \$12 million of existing University resources would be redirected to support high-priority, effective student academic preparation and educational partnership programs. The 2009-10 SAPEP budget reflects the continuing contribution of \$12 million of existing University resources. SAPEP programs have leveraged the State's and the University's \$31.3 million investment in 2008-09 by securing an additional \$49 million to be distributed over the next three to five years. External funds are being provided by the National Science Foundation, the U.S. Department of Education, numerous private and corporate foundations, and donors from business and industry. These funds, which are to be invested directly in California's K-14 schools and colleges, are raising achievements and outcomes for students and families. Without the State's investment, a dollar figure that is often used to seek matching funds from private and federal sources, UC campuses would have been far less successful in generating additional resources in support of UC's partner K-14 institutions.

Per participant, the cost of most SAPEP programs is substantially less than the cost per participant of comparable federally funded programs. In response to a request from the Department of Finance, Table 4 displays the cost per participant of UC SAPEP programs, where "cost" is defined as the 2008-09 budget allocation from State General and University funds and "participant" is defined as the number of student participants served during 2008-09, as reported by each program. Table 4 also shows the cost per participant of comparable federally funded student academic preparation or partnership programs such as Upward Bound, Educational Talent Search, and the McNair Scholars program. In nearly all cases, the

cost per participant of the UC SAPEP programs is less than the cost per participant of the comparable federally funded program.

Table 3: UC SAPEP Program Budgets: 1997-98, 2000-01, 2008-09, 2009-10
(Dollars in the Thousands)

This table shows the budget for each SAPEP program in 1997-98, prior to significant funding augmentations; funding in 2000-01, when SAPEP funding reached its peak; the 2008-09 budget for each program; and the 2009-10 budget for each program.

	1997-98	2000-01	2008-09	2009-10
	State &	State &	State &	State &
	UC Funds	UC Funds	UC Funds	UC Funds
Direct Student Services Programs				
Community College Transfer Programs *	\$1,718	\$5,295	\$3,279	\$3,058
EAOP	4,794	16,094	8,914	8,416
Graduate and Professional School Programs	1,893	8,575	2,661	2,623
MESA K-12 Programs	4,169	9,355	4,861	4,394
MESA Community College Programs	22	1,309	327	327
Puente High School	-	1,800	1,051	980
Puente Community College Programs	162	757	450	419
Student Initiated Programs	-	-	440	440
UC Links	-	1,656	694	622
Statewide Infrastructure Programs				
ASSIST	360	360	429	389
Community College Articulation	-	-	600	600
Longer-Term Strategies				
K-20 Regional Intersegmental Alliances (formerly School-University Partnerships)	-	15,591	1,395	1,361
Direct Instructional Programs				
Preuss Charter School	-	1,000	1,000	1,000
UC College Preparation (online courses)	-	8,400	3,106	3,059
Other Programs				
Evaluation	-	1,386	1,180	1,077
Other Programs (currently includes University- Community Engagement, ArtsBridge, Other)	203	3,887	936	829
Programs that have been eliminated or consolidated into others, including Test Preparation, Dual Admissions, Gateways, Informational Outreach and Recruitment, Central Valley Programs, UC ACCORD				
	<u>4,750</u>	<u>9,717</u>	<u>-</u>	<u>-</u>
Total	\$18,071	\$85,182	\$31,323	\$29,594
General Funds	[\$ 16,996]	[\$ 82,243]	[\$ 19,323]	[\$ 17,594]
University Funds	[\$ 1,075]	[\$ 2,939]	[\$ 12,000]	[\$ 12,000]

* Includes an additional \$2 million beginning in 2006-07 for the Community College Transfer Initiative for Access and Success.

Table 4: UC SAPEP Programs: Estimated Cost Per Student

Program	2008-09 State and UC Funds	2008-09 Number of Students Served	Average Cost Per Student 2008-09
<u>K-12 Student Academic Preparation</u>			
EAOP	\$8,914,000	55,179	\$161
MESA K-12 Programs	4,861,000	15,746	309
UC College Preparation (online courses)	3,106,000	193,439	16
Puente High School	1,051,000	4,144	254
Student-Initiated Programs	440,000	8,673	51
UC Links	694,000	4,435	156
<u>Comparable federal programs:</u>			
<i>Upward Bound Classic</i>			4,534
<i>Talent Search</i>			381
<u>Community College Programs</u>			
ASSIST	429,000	1,500,000	1
Community College Transfer Programs	3,279,000	27,002	121
MESA Community College Programs	327,000	3,244	101
Puente Community College Programs	450,000	8,673	52
<u>K-20 Educational Partnerships*</u>			
ArtsBridge	112,000	3,306	34
University Community Engagement	312,000	2,629	119
K-20 Regional Intersegmental Alliances	1,395,000	N/A	N/A
Preuss Charter School	1,000,000	755	1,325
<u>Comparable federal programs:</u>			
<i>GEAR UP</i>			279
<u>Graduate and Professional School Programs</u>			
<u>Comparable federal programs:</u>			
<i>McNair Postbaccalaureate Achievement Program</i>			9,965

*Includes all students at schools served.

Source of federal program costs per student: US Department of Education website.

APPENDIX A

Detailed Program Descriptions

ArtsBridge	17
Community College Transfer Programs.....	19
Community College Transfer Programs – Articulation of Courses	21
Community College Transfer Programs – ASSIST	22
EAOP	24
Graduate and Professional School Programs	27
K-20 Intersegmental Alliances.....	30
MESA Community College Program	32
MESA Schools Program.....	34
The Preuss School	37
Puente Project High School Program.....	39
Puente Community College Program	42
Student Initiated Programs.....	43
UC College Prep Online (UCCP).....	44
UC Links	45
University Community Engagement (formerly Community Partnerships).....	46

ArtsBridge

AY 2008-09, by the numbers:

- 3,220 K-12 students
- 86 undergraduate and graduate student scholars
- 107 K-12 classrooms served
- 55.6% of K-12 participants come from low-performing schools
- 40% of students were English language learners

Mission and Purpose

ArtsBridge America is a national network of university arts education programs originally founded at the University of California, Irvine in 1996. The mission of ArtsBridge America is to provide ongoing arts instruction for K-12 students; capacity building professional support for K-12 teachers to integrate the arts into traditional curricula; service learning opportunities and career pathways into teaching for top university arts students; and preparation for the successful completion of the 'a-g' Visual and Performing Arts requirement for California public four-year universities. A growing body of research supports the premise that an arts-integrated curriculum raises student achievement. For many K-8 students, ArtsBridge is the only arts instruction they receive during the academic year.

Services

ArtsBridge awards scholarships to UC's highest-achieving students in the arts to develop instructional residencies in dance, drama, music, visual and digital art, which are offered to low-performing and underserved K-12 public schools. The UC student-scholar collaborates with the host teacher to develop standards-based lesson plans and delivers instruction in the visual and performing arts directly to students. The classroom teacher is an active participant in planning and receives professional development support to continue independent arts instruction in the future.

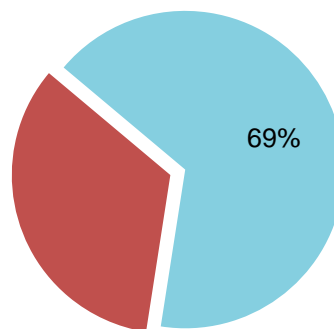
2008-09 Goals and Outcomes

Goal: *Improve student language and literacy ability, as measured by a pre-post project vocabulary assessment.*

Figure 5: Artsbridge: Improvement in Pre-Post Vocabulary Assessment Scores

Outcomes:

- In 2008-09, 375 pupils were given pre- and post-project vocabulary assessments. Of these students, 69% showed at least a 20% improvement and 62% of pupils scored 70% or higher on the post vocabulary assessment.



Sixty-nine percent of Artsbridge students showed at least a 20% improvement on the post-project vocabulary assessment

Goal: *Improve arts skills as prerequisite to successful completion of the visual and performing arts component of the 'a-g' curriculum, as measured by observed increased arts proficiency among students involved in ArtsBridge.*

Outcomes:

- 100% of surveyed teachers indicated that ArtsBridge helps students become more proficient in the arts using curriculum aligned with state standards for visual and performing arts.
- Additionally, 94% of surveyed teachers indicated a deficiency in arts instruction in their classrooms before ArtsBridge instruction.

Goal: *Teachers observe increased arts proficiency.*

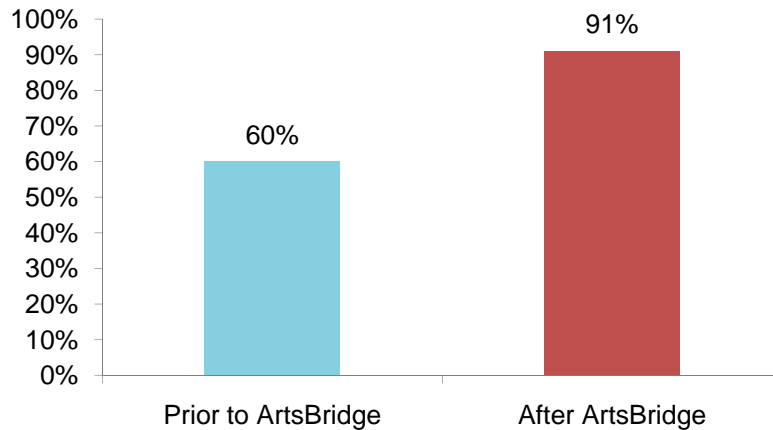
- In 2008-09, 100% of teachers observed increased arts proficiency.

Goal: *Increase graduate and professional school enrollment.*

Outcomes:

- Prior to their ArtsBridge experience, 60% of undergraduate survey respondents indicated their desire to be a teacher. After participating, 91% of ArtsBridge undergraduate survey respondents indicated their intent to pursue careers in teaching, education, or community service.

Figure 6: Artsbridge: UC Undergraduates Planning to Pursue a Career in Teaching, Education or Community Service, 2008-09



Community College Transfer Programs

AY 2008-09, by the numbers:

- 12,244 K-12 students
- 14,778 community college students
- 110 California Community Colleges
- 59% of students were English language learners

Mission and Purpose

UC's Community College Transfer Programs are charged with increasing opportunities for community college students to transfer to baccalaureate degree-granting institutions by providing comprehensive academic guidance and support to prospective transfers to the University of California and other four-year colleges.

In recognition of the importance of this effort, the 2006-07 State budget included an augmentation of \$2 million in State funds which, when added to the funds already provided for community college transfer programs, brought total funding available for these efforts to almost \$3.3 million. This initiative, the UC/Community College Transfer Initiative for Access and Success, was endorsed by then Assembly Speaker Nuñez, Assembly Member Dymally, UC President Dynes, and Chancellor Drummond from the California Community Colleges. This initiative was funded specifically to increase the number of transfer students to UC. During this augmentation period, UC campuses have instituted programs to work with community college campuses with low transfer rates, begun initiatives to support a transfer pipeline for high school students, and streamlined the Transfer Admissions Guarantee program. Preliminary results from a data sharing project with targeted community colleges indicate that most participating campuses experienced an increase in the number of transfers to UC.

Services

UC campuses offer a variety of services in support of transfer admission that fall into four broad categories:

- Individual academic advising and educational planning, including assistance with course selection and monitoring of student programs;
- Academic enrichment, including enrollment in UC summer session courses;
- Informational workshops on academic requirements for transfer admission; and
- Professional development and training for community college counselors and faculty.

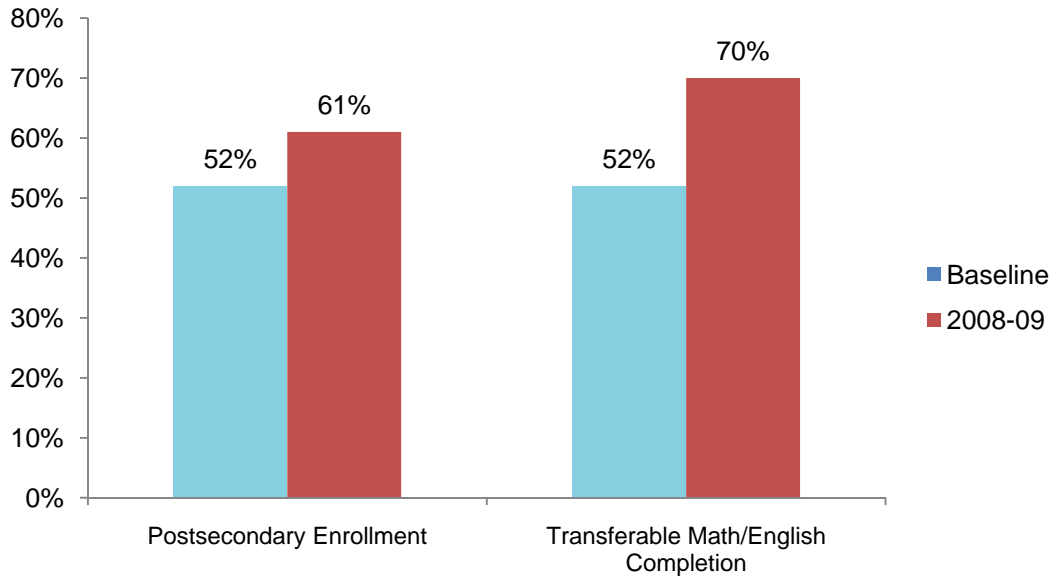
2008-09 Goals and Outcomes

The goals of the program are to increase the transfer-readiness of participants--as measured by completion of transferable English and math courses--and to increase the number and proportion of participants who actually transfer to a four-year institution. With the re-engineering of programs beginning in 2006-07, data collection efforts for these programs continue to improve through new data-sharing agreements with the National Student Clearinghouse for transfer information.

Outcomes:

- Data from the National Student Clearinghouse show that 61% of transfer-intent participants have enrolled in a four-year institution in 2008, compared with the baseline figure of 52%.
- Data show 70% of participants completed both the Math and English transfer requirements, compared to the baseline figure of 52%.

Figure 7: Community College Transfer Program: Indicators for 2008-09 Compared to Baseline Indicators



Community College Transfer Programs – Articulation of Courses

AY 2008-09, by the numbers:

- 112,554 current CCC-to-UC articulation agreements by major
- More than 179,000 current CCC-to-CSU articulation agreements by major
- Complete articulation for all top 20 UC majors and 98% of complete articulation for all available UC majors
- 28,547 CCC courses directly articulated with 2,728 UC courses
- 46,447 current CCC courses transferable for general credit to any UC campus
- 20,324 current IGETC-approved CCC courses

Mission and Purpose

University of California-California Community College (CCC) articulation agreements are formal understandings between individual community colleges and individual UC campuses, defining how specific college courses can be used to satisfy a subject matter requirement at a UC campus. Courses may be used to satisfy general education requirements, major preparation requirements, or elective credit. These articulation agreements are a critical planning guide for CCC students to make the most efficient use of their time at a community college, and to assure that they are well prepared upon transfer to a UC campus to complete a baccalaureate degree.

Services

The University of California Office of the President reviews individual course outlines from each of the California Community Colleges to determine whether the course is acceptable for credit at UC campuses (i.e., credit is *transferable* to UC) and whether the course can be used to satisfy Intersegmental General Education Transfer Curriculum (IGETC) standards.

Each UC campus reviews courses to determine whether the courses satisfy lower division academic preparation for individual majors, such as mathematics, English, psychology, and so forth. All UC campuses accept completion of IGETC for satisfying lower division general education requirements by transfer students, although a few majors do not recommend IGETC as the most efficient path.

In 2008-09, the University began organizing existing articulation agreements as preparatory paths (sequences), and is providing comparisons among UC campuses and majors so that students can be assured of authoritative information in selecting campuses and majors across California's public baccalaureate institutions. As of February 2009, 20 of 20 paths have been completed.

2008-09 Goals and Outcomes

Goal: *Establish and maintain UC major articulation agreements with all CCCs.*

Outcomes:

- Despite an ever-increasing number of courses and articulation agreements between CCC and UC (112,554 in 2008-09 compared with 88,021 in 2005-06), all UC campuses have successfully articulated their majors with all 110 community colleges. This includes complete articulation of all top 20 UC majors, as well as over 98% of all total available UC campus majors.

Community College Transfer Programs – ASSIST

AY 2008-09, by the numbers:

- Over 1.5 million different individuals used ASSIST to view over 13.5 million articulation agreements
 - 112,554 current CCC-to-UC articulation agreements by major were available in ASSIST, covering 9 UC general campuses and all 110 California Community Colleges
 - More than 179,000 current CCC-to-CSU articulation agreements by major were available in ASSIST, covering all 23 CSU campuses and all 110 California Community Colleges
-

Mission and Purpose

The Articulation System Stimulating Interinstitutional Student Transfer (ASSIST) is California's official repository of course articulation and transfer information. All CCC, CSU, and UC campuses maintain current and historic curricula and course articulation information in ASSIST for access by the general public, especially important to CCC students planning for transfer to UC and/or CSU campuses.

Services

ASSIST offers a variety of services related to the creation, maintenance, and dissemination of articulation and transfer information including:

- The public ASSIST website (www.assist.org) where any interested individual can view authoritative articulation information, with the assurance that course agreements displayed will be honored by the respective institutions.
- The ASSIST Exploring Majors website where individuals can learn about majors available across UC and CSU campuses, explore opportunities for transfer and view related course articulation to plan their transfer coursework.
- The ASSIST Curriculum Update System used by all CCC, CSU, and UC campuses to maintain current and historic information on transferable and articulated courses in ASSIST.
- The ASSIST Articulation Maintenance System used by all UC and CSU campus articulation staff to enter, update and publish articulation agreements.
- The Online Services for Curriculum and Articulation Review (OSCAR) website used by all CCC campuses to share course outline information used by CSU and UC for establishing course articulation.

2008-09 Goals and Outcomes

Since 1996, ASSIST has utilized a strategic planning process whereby successive two-year strategic plans are developed that establish the mission, vision, goals, objectives, and activities for ASSIST.

Goal: *Increase use of ASSIST.*

Outcomes:

- In 2008-09, over 1.5 million different individuals used ASSIST to view over 13.5 million articulation agreements. This is an increase from 2003-04 when 600,000 different individuals used ASSIST to view over 5.2 million articulation agreements.

Goal: *Improve the usability of ASSIST.*⁷

Outcomes:

- The University recognizes that potential students continue to face the challenge of understanding differences in requirements specific to degree-granting programs across UC campuses and within disciplinary areas. In 2006-07, the University began organizing existing articulation agreements as preparatory paths (sequences), and is providing comparisons among UC campuses and majors so that students can be assured of authoritative information in selecting campuses and majors across California's public baccalaureate institutions. As of February 2009, 20 of 20 paths have been completed.

Goal: *Maintain complete and accurate data in the ASSIST database.*

Outcomes:

- In 2008-09, 100% of the most current articulation agreements with all 110 CCCs established by the 23 CSU and 9 UC undergraduate campuses were available in ASSIST.
- All 23 CSU and 9 UC campuses commit to honoring all articulation information available in ASSIST.
- In 2008-09, 112,554 current CCC-to-UC articulation agreements by major were available in ASSIST covering all 9 UC general campuses and all 110 CCCs.
- In 2008-09, more than 179,000 current CCC-to-CSU articulation agreements by major were available in ASSIST covering 23 CSU campuses and all 110 CCCs.

Goal: *Ensure ASSIST is available 24 hours a day, seven days a week.*

Outcomes: In 2008-09, the ASSIST websites were available 99.99% of the time.

⁷ In previous years, the ASSIST Board asked users to complete a voluntary survey regarding the usability of the site. Because of the survey's historically low-to-moderate response rates and an acute staff shortage, the Board elected not to conduct this survey in 2008.

EAOP

AY 2008-09, by the numbers:

- 41,675 students in the cohort program
 - 242 high schools, 114 middle schools in both cohort and partner models
 - Over 14,000 families served in workshops, college visits, and family events
 - 13,504 students in Regional Academic Initiatives
-

Mission and Purpose

EAOP is the University's signature pre-college academic preparation program for middle and high school students. EAOP contributes to the SAPEP mission by increasing the number of educationally disadvantaged students who have the opportunity to enroll in college, thereby raising student achievement and helping to close achievement gaps between groups of students. EAOP designs and provides services to foster students' academic development, and delivers those services in partnership with other academic preparation programs, schools, other higher education institutions and community/industry partners.

The program's goal of increased access for educationally disadvantaged students to the University of California is grounded in the philosophy that preparing for success in college is not simply one of many options for young people; it is their right. Therefore, EAOP takes seriously the task of ensuring that all EAOP students acquire the skills and knowledge they will need to succeed at the University of California and at other institutions of higher education.

Services

EAOP provides academic enrichment and advising, test preparation, family information, and support for schools to help more students become college-ready. In EAOP partner schools, EAOP staff provides information regarding preparation, access, and University admissibility to school staff, students, and parents. Schools rely not only on program expertise in University preparation and admissions, but also on the assistance that EAOP provides to help them to establish school structures that have a direct link to students' completion of college preparatory course requirements and to enhancing college-going cultures.

EAOP efforts to enhance college-going cultures include the Regional Academic Initiatives (RAI) program. This program is a systemwide strategy to develop collaborative, comprehensive, regional approaches that increase student eligibility for admission to and enrollment at postsecondary institutions. RAI's two current and comprehensive efforts – the College Going Initiative (CGI) and the Summer Algebra Academies – focus on high schools in rural and remote regions of California.

2008-09 Goals and Outcomes

Goal: *Increase the number of active program participants in K-12 who complete an 'a-g' course pattern.*

Outcomes:

- In 2008-09, 70% of EAOP graduates completed 15 'a-g' units with a grade of C or better. In comparison, 35% of all California high school graduates complete 'a-g' with a grade of C or better.
 - Two studies (conducted in 2002 and 2005) of EAOP participants' 'a-g' completion rates found that EAOP participants were more than twice as likely to complete 'a-g' courses as their peers who did
-

not participate in EAOP. In a sample of 45 schools providing data to the Transcript Evaluation Service, EAOP participants were more than twice as likely to complete a 15 - unit 'a-g' pattern.

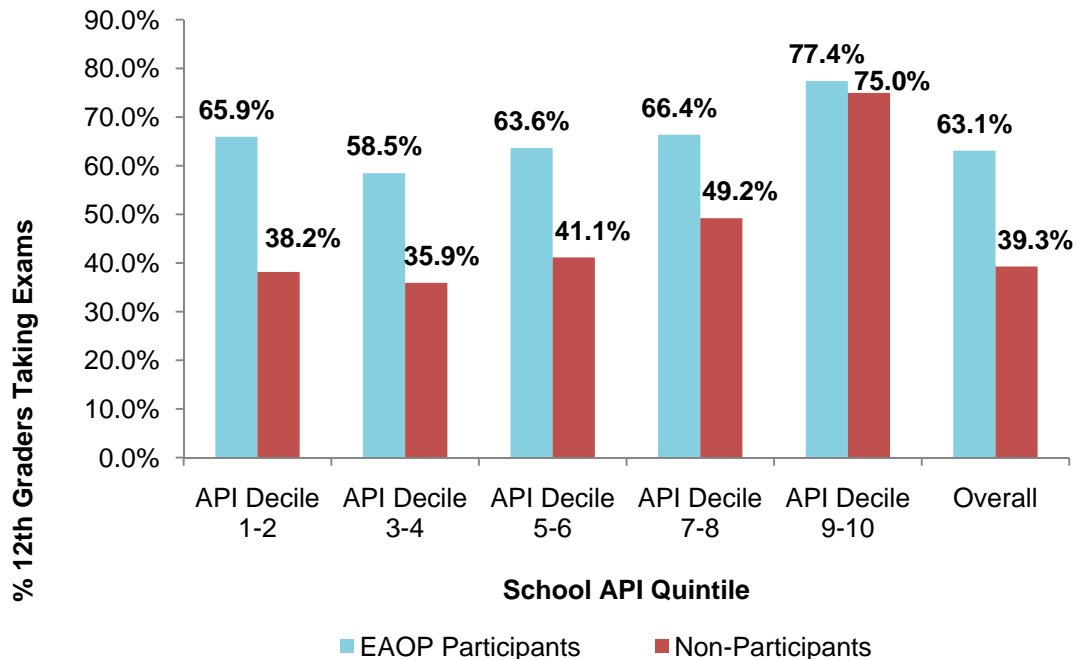
- In 2008-09, 88% of EAOP 10th-graders sampled had passed Algebra I by the beginning of 10th grade, an increase from 81.3% in 2002-03.

Goal: Increase the number of active program participants in K-12 who are college prepared, defined as 'a-g' course pattern and SAT Reasoning or ACT exam completion.

Outcomes:

- In 2008-09, EAOP students had much higher SAT test-taking rates than non-participants at the same school. For example, 65.9% of EAOP students at API 1 and 2 schools took the SAT Reasoning or ACT, compared to 38.2% of non-participants at the same schools.
- In 2008-09, 79% of 12th-graders who completed 'a-g' first also completed the SAT/ACT.

Figure 8: EAOP College Preparation: SAT I or ACT Test Takers Compared with Non-Participants in the Same Schools by School API Quintile, 2008-09



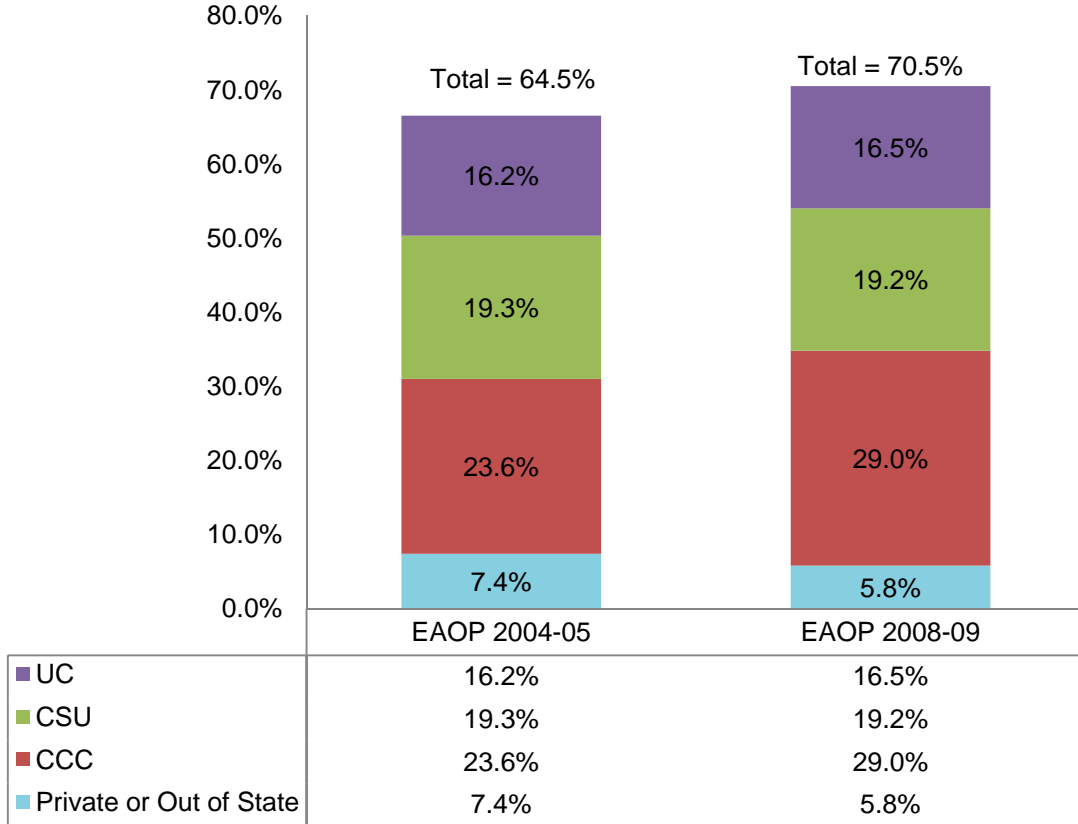
Note: Programs serve primarily low-performing schools. For schools with available data: 83 schools are in API quintile 1; 75 are in quintile 2; 32 are in quintile 3; 11 are in quintile 4; and 6 are in quintile 5.

Goal: Increase the number of active program participants who go to college directly from high school.

Outcomes:

- Of EAOP graduates in 2008-09, 70.5% enrolled in postsecondary institutions including UC, CSU, CCC and private and out-of-state colleges. Almost two-thirds (64.7%) of EAOP graduates enrolled in a UC, CSU or CCC, compared to 48% of public high school graduates statewide.

Figure 9: EAOP: Postsecondary Enrollment, 2004-05 and 2008-09



Graduate & Professional School Academic Preparation (GPSAP)

AY 2008-09, by the numbers:

- 1,021 undergraduates across five programs
 - 820 students enrolled in academic pre-graduate programs
 - 201 students enrolled in pre-professional programs
 - 100% of participants are socio-economically disadvantaged
 - 36% of participants are first in their family to attend college⁸
 - 55% of participants are English language learners⁹
 - 33% have participated in a previous academic preparation program
-

Mission and Purpose

Graduate and Professional School Academic Preparation (GPSAP) programs identify high-caliber economically and educationally disadvantaged students and prepare them for careers as future academics, researchers, specialists, practitioners, and leaders. These programs aim to raise student achievement levels and provide students with the skills and experience needed to be competitive for admission to graduate and professional schools. Each program has a unique mission, described below:

- Summer Research Internship Programs (SRIP) prepare undergraduates for graduate academic programs across all UC academic disciplines.
- UC Leadership Excellence through Advanced Degrees (UC LEADS) aims to produce diverse graduate students in the Science, Technology, Engineering, and Math (STEM) disciplines who become leaders in industry, academia, and government.
- Law School Preparation Programs are designed to encourage and prepare high-potential undergraduates and graduate students for law school and beyond.
- Post-baccalaureate Medical School Programs aim to increase the number of physicians who are likely to practice in underserved areas of California, and to increase the number of culturally competent and capable physicians practicing medicine in California.

Services

Academic preparation programs help undergraduates hone their academic skills and succeed in courses that are prerequisite to graduate and professional study. Typical academic and professional development activities include tutoring, mentoring, advising, coursework and standardized test preparation. Outcomes are measured by tracking program alumni as they apply to and matriculate in graduate or professional school.¹⁰

⁸ 86% of participants surveyed.

⁹ 81% of participants surveyed.

¹⁰ Because most G&PS AP program participants are in their junior year of college, they may take longer than four years to graduate, and/or may find it advantageous to obtain work experience or otherwise take a break before continuing their studies. The academic status of program alumni is tracked for as many years as possible to demonstrate the effectiveness of the program. SRIP program participants have been tracked three years after participation.

- SRIP programs provide summer academic research internships to juniors and seniors. Participants engage in 8-10 week research projects in a laboratory or other setting in a closely mentored relationship with faculty, graduate students, and other professionals.
- UC LEADS scholars engage in faculty-mentored research experiences over a two-year period. Students spend one summer at their home campus, and one summer at another UC.
- Law program participants focus, over the course of an academic year, on writing, analytical and logical reasoning skills, and LSAT preparation, and receive law school application advice and law career advising.
- Medical programs focus on science curricula, with participants receiving admissions application and interview assistance, regular advising and mentoring sessions, and intensive MCAT preparation. Programs include both the academic year and summer.
- Independent research confirms that UC's postbaccalaureate premedical programs improve applicants' chances of getting into medical school (Grumbach, Kevin, and Chen, Eric. "Effectiveness of University of California Postbaccalaureate Premedical Programs in Increasing Medical School Matriculation for Minority and Disadvantaged Students." *Journal of the American Medical Association* 296 (2006): 1079 - 1085. Print.).

2008-09 Goals and Outcomes

Goal: *Increase the number and percent of participants who enroll in graduate and professional schools.*

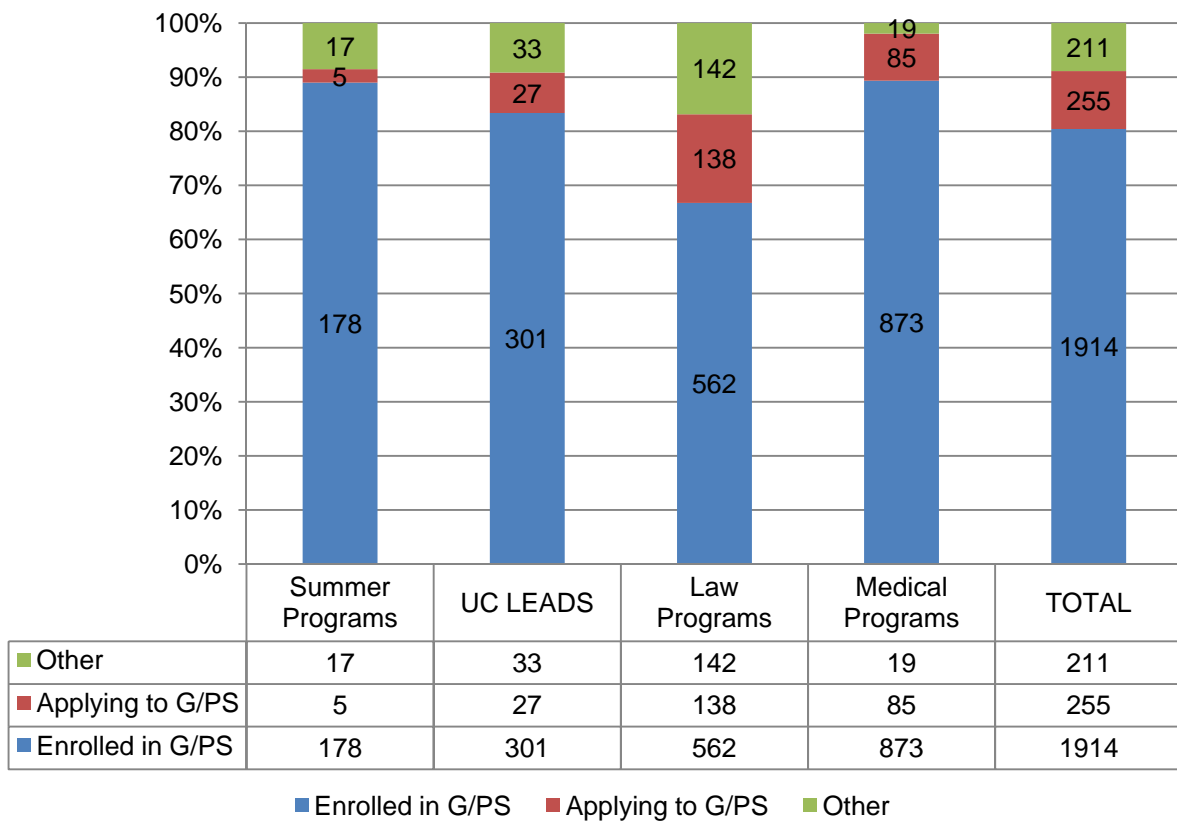
Outcomes:

More than three-quarters (80%) of GPSAP participants enroll in graduate and professional schools. Factoring in students who are in the process of applying to graduate and professional schools, 91% of program participants are seeking to enroll or have enrolled in graduate and professional schools. More specific program data follow:

- Of the 361 UC LEADS Scholars tracked since the first year of the program (Fall 2000), 26 are still undergraduates. Of the remaining, 301 (82%) have enrolled in graduate or professional school programs, and another 30 participants (8%) are in the process of applying or have been accepted. Thus, of the UC LEADS graduates tracked in this relatively young program, 90% are seeking to enroll or have enrolled in graduate study.
- Of the 200 SRIP alumni tracked from the summer of 2006, 178 (89%) have gone on to advanced study, and another 5 (3%) are in the process of applying. Thus, of the SRIP participants tracked, 92% are seeking to enroll or have enrolled in graduate study.
- Of the 842 Law Program participants tracked since the program's inception, 562 (65%) have entered graduate and professional school programs and another 156 (18%) are in the process of applying or have been accepted. Of the Law School program participants tracked, then, 83% are seeking to enroll or have enrolled in graduate and professional school programs.

- Of the 977 Medical School program alumni tracked since 1986, 873 (89%) have gone on to advanced study, and 85 (9%) more are in the process of applying. Of the Medical School program participants tracked, 98% are seeking to enroll or have enrolled in graduate and professional schools.

Figure 10: Graduate and Professional Programs: Status of Former Participants, Fall 2009



K-20 Intersegmental Alliances

AY 2008-09, by the numbers:

- 115,402 students served
 - 16,090 students received college application/financial aid assistance
 - 7,745 teachers, counselors, administrators served
 - 942 K-12 schools served
 - 26,497 English language learners served
-

Mission and Purpose

The University of California K-20 Intersegmental Alliances are state- and University-funded efforts to align campus SAPEP programs and their local and regional K-12, community college, educational, community and business partners. The purpose of these alliances is to create systemic change in educational institutions that result in raising student achievement levels generally and preparing students for postsecondary education and the workplace particularly.

Services

Activities and intervention strategies vary by region depending on the needs, priorities and capacities of partner schools, but may include:

- Direct student and parent/family services, including academic enrichment, supplemental learning opportunities, student academic advising and pre-college and career advising;
- Dissemination of research, evaluation and best practices on teaching and learning;
- Professional development and coaching in strengthening a school's college-going culture and college awareness;
- Development and/or dissemination of curriculum or college-awareness materials;
- Professional development and coaching for teachers in specific content areas; and
- Collaboration with schools/districts/community agencies on grant writing and resource development activities.

2008-09 Goals and Outcomes

Academic year 2004-05 was the baseline year for data collection and reporting under the SAPEP Accountability Framework for the K-20 Intersegmental Alliances. Data on a statewide or district level are often limited and frequently difficult to obtain on a year-over-year basis. It is worth noting that because some K-12 Intersegmental Alliances work with entire districts, comparison group data (aside from statewide data) are not available or necessarily applicable in many instances. When data are available, the outcomes for K-20 Intersegmental Alliances are notable.

Goal: *Increase the number of active program participants in K-12 who complete an 'a-g' course pattern.*

Outcomes:

- UC Berkeley: 32.5% of Cal Prep 2008 graduates met 'a-g' benchmarks with a C or better compared to 20.8% of 2007 graduates.
 - UC Davis: 53% of sophomores served through algebra interventions completed Algebra I with a C or better compared to 48% in 2007-08.
 - UC San Francisco: 72% of first-time CAHSEE 10th graders in Lake County passed math and 74.2% passed English
 - UC Santa Cruz: Four-point increase in the number of students completing a-g (39%, up from 35% in 2007-08).
-

Goal: *Increase the number of active program participants who go on to college and/or who transfer to a baccalaureate degree-granting institution.*

Outcomes:

- Available systemwide data indicate that 38.0% of 12th grade students graduating from schools in a UC K-20 Intersegmental Alliance have enrolled in a 2- or 4-year institution after high school graduation.
- UC Berkeley: In Vallejo, increase in matriculation to UC from 21 students to 32 at one high school.
- UC Santa Barbara: 94% of participants passed both CAHSEE sections by the end of 10th grade.
- UC Santa Cruz: Postsecondary enrollment from partner schools is 20.4%, exceeding the state average of 19.3%.

Goal: *Increase the number of active program participants in K-12 who complete the CAHSEE exam by 10th grade.*

Outcomes:

- UC San Diego: 63.9% of 10th graders from 18 small schools passed Math and 63.8% passed English compared to 55.4% (Math) and 57.1% (English) in 07-08.

MESA Community College Program

AY 2008-09, by the numbers:

- 3,244 community college students
 - 31 California Community Colleges
 - 522 transfer students
-

Mission and Purpose

The MESA Community College Program (one of three MESA programs) assists community college students academically so they can transfer to four-year institutions as majors in math-based fields. The MESA California Community College Program (MESA CCP) was founded in 1992 and is an intersegmental effort between the University of California and the California Community Colleges Chancellor's Office.

One of the country's most successful programs of its kind, the Mathematics, Engineering, Science Achievement (MESA) program provides academic support for thousands of educationally disadvantaged students so they can excel in math and science and graduate with baccalaureate degrees in science, engineering, computer science and other math-based fields. The program is a past winner of the prestigious Innovations in American Government Award. Several MESA programs have received grants from the National Science Foundation (NSF) and the Department of Education. Programs at Hartnell College and East Los Angeles College have each received grants from National Aeronautics and Space Administration (NASA) to support MESA students. In order to continue to support the endeavors of much needed future scientists and engineers, the NSF awarded MESA with the S-STEM Scholarship Program. This program supports eligible MESA Students at two-year and four-year colleges. Students who are "rising sophomores" are awarded scholarships while enrolled in MESA Community College Programs. When these students transfer, they will receive the remainder of this award. Even in an era of economic downturn, grant-giving agencies and industries recognize the value of the MESA Community College Program. With the dire need to produce more scientists and engineers as well as the need for more math and science teachers, MESA continues to be the leader in providing technical talent and preparing undergraduate students to meet that need.

Services

MESA CCP provides rigorous academic development for community college students who are pursuing transfer to four-year universities in majors that are calculus-based. All MESA CCP students are required to attend Academic Excellence Workshops (AEW), a student-led supplemental instruction/study group that emphasizes the most challenging aspects of classes within the student's major. Additional services include individualized academic planning, college orientation for math-based majors, career exploration and professional development, and summer internships in business, industry, and academia.

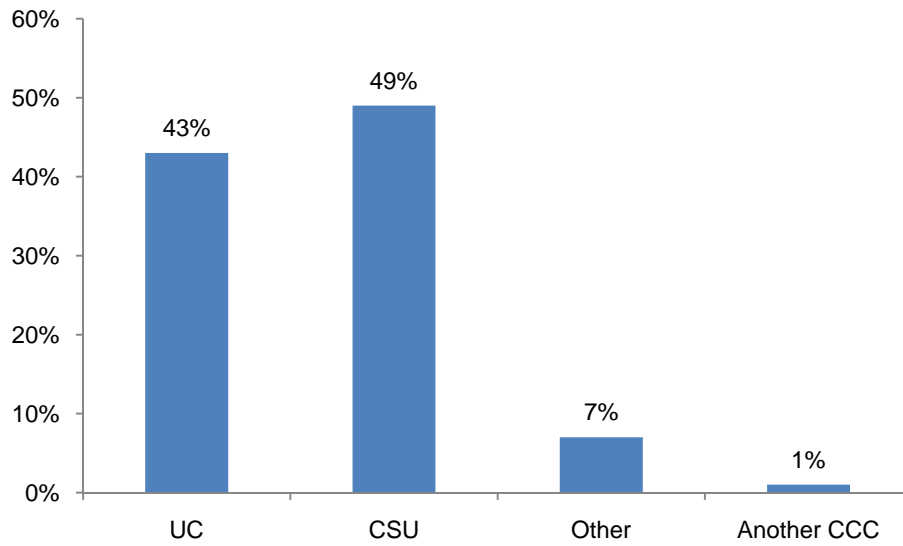
2008-09 Goals and Outcomes

Goal: Increase transfers to four-year institutions from community colleges.

Outcomes:

Of the 522 MESA Community College students who transferred to four-year institutions, 49% went to California State University, 43% to the University of California, 7% went to independent or out-of-state colleges, and 1% enrolled in a different community college. Of these students, 100% chose majors in STEM fields.

Figure 11: MESA Community College Program: Postsecondary Enrollment of Students Seeking Transfer for 2008-09



MESA Schools Program (MSP)

AY 2008-09, by the numbers:

- 15,748 K-12 students
 - 441 elementary, middle and high schools
-

Mission and Purpose

The MESA Schools Program (one of three MESA programs) supports pre-college students in 441 schools throughout the state to excel in math and science and go on to higher education. MESA Schools Program is a winner of the Presidential Award for Excellence in Science, Mathematics, and Engineering Mentoring. MESA was also cited by the Bayer Corporation as a national best practices program and by Excelencia in Education for its work in support of academic achievement for Hispanic students. In each of the last five years, a MESA teacher/advisor has been a recipient of the prestigious Carlton Family Foundation award for teaching.

Services

MESA provides a rigorous academic development curriculum that includes math and science coursework based on the California Math and Science Standards. MESA also offers individualized academic planning, tutoring, math workshops, study groups, career exploration and parent involvement. Due to funding from industry partners who value MESA's work, the program was able to expand into 137 additional schools between 2007 and 2009.

2008-09 Goals and Outcomes

Goal: *Increase the number of active program participants in K-12 who complete an 'a-g' course pattern.*

Outcomes:

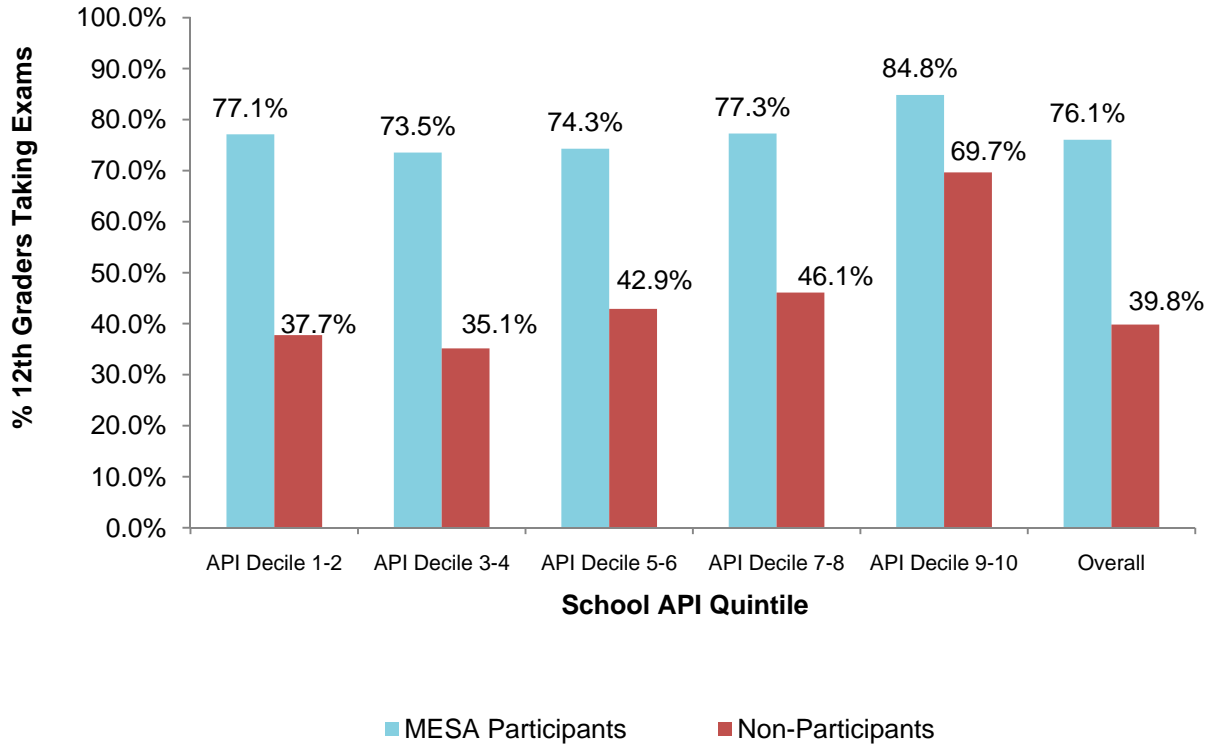
- 68% of MESA 12th grade participants completed the 'a-g' sequence with a grade of C or better, as compared to the baseline 54%. In comparison, 35% of all California high school graduates complete 'a-g' with a grade of C or better.
- 87% of MESA students completed Algebra I by the beginning of 10th grade, as compared to the 77% baseline and well above the measurable objective indicator.

Goal: *Increase the number of active program participants in K-12 who are college prepared, defined as completion of the 'a-g' course pattern and SAT Reasoning or ACT exam.*

Outcomes:

- MESA students have much higher SAT test-taking rates than non-participants at the same school. In 2008-09, 77.1% of MESA students at API 1 and 2 schools took the SAT Reasoning or ACT, compared to 37.7% of non-participants at the same schools.
 - 59% of MESA 12th graders completing 'a-g' also completed the SAT/ACT, compared to the 42% baseline.
-

Figure 12: MESA Schools Program: SAT I or ACT Test Takers: MESA Participants Compared with Non-Participants in the Same Schools by School API Quintile, 2008-09



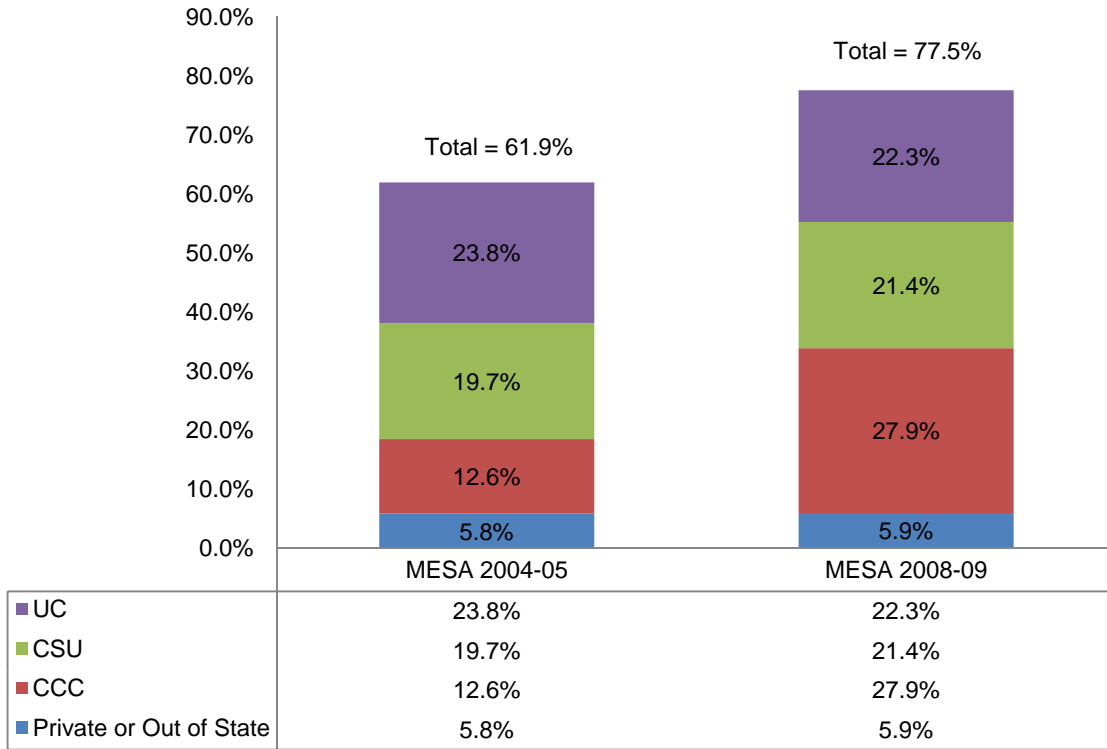
Note: Programs serve primarily low-performing schools. For schools with available data: 44 schools are in API quintile 1; 32 are in quintile 2; 16 are in quintile 3; 15 are in quintile 4; and 5 are in quintile 5.

Goal: Increase the number of active program participants who go to college directly from high school.

Outcomes:

- For 2008-09, 77.5% of MESA graduates enrolled in a two- or four-year college or university, higher than the previous three years.

Figure 13: MESA Schools Program: Postsecondary Enrollment, 2004-05 to 2008-09



Goal: Increase the number of active program participants who pass the CAHSEE by the 10th grade.

- In 2008-09, 72% of MESA participants passed the CAHSEE by the 10th grade.

The Preuss School

AY 2008-09, by the numbers:

- 755 students in grades 6 to 12
- 42 full-time teachers

Mission and Purpose

The purpose of the Preuss School, a charter school located on the UC San Diego campus, is to expand educational opportunities for students from low-income households. The school admits only students who qualify for federal meal assistance and whose parents or guardians have not graduated from a four-year college. The Preuss School also seeks students who show academic promise but who may not have lived up to their full potential.¹¹

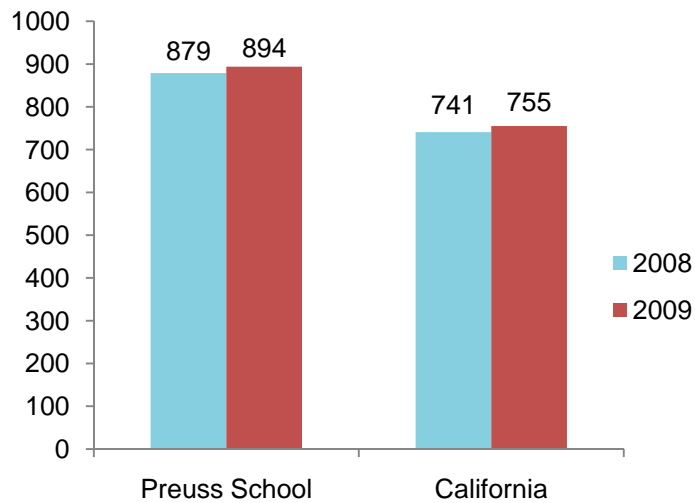
Services

The Preuss School offers all students a rigorous academic curriculum supported by a differentiated system of academic and social supports, including a longer school day, a longer school year, intensive tutoring, mentoring, counseling and parent education opportunities.

When the number of applicants to the Preuss School exceeds the available spaces, applicants are entered into a lottery and the results of that random drawing determine which applicants receive an offer of admission to the school. Students who are unsuccessful in the lottery are placed on a waitlist and these students serve as a control group, enabling comparisons directed at determining the effectiveness of the Preuss School.

Preuss School students have proven successful on several independent measures. In 2009, the Preuss School received an 894 on the State's Academic Performance Index (API), higher than the 879 it received in 2008. This API school score is among the highest in the State. The State scores were 755 in 2009 and 741 in 2008.

Figure 14: Preuss School: Academic Performance Index, 2007-08 and 2008-09



¹¹ After the issuance in 2007 of a UC San Diego report criticizing the Preuss School for poor record-keeping and other practices, Preuss instituted a series of corrective actions, including limiting access to student transcripts, changing personnel policies, and increasing UCSD's oversight of school administration. All transcripts for the class of 2008 have been verified as accurate.

In addition to this commendable college-enrollment and API record, the Preuss School has accumulated an impressive list of accolades, including:

- the best high school in California serving low-income youth (“America’s Best High Schools.” *Business Week*, January 2009: Web. January 2009);
- gold medal (“America’s Best High Schools.” *US News and World Report*, December 2009: Web. December 2009); and
- top 10 best schools in the U.S. (“The Top of the Class.” *Newsweek*, June 2009: Web. June 2009).

2008-09 Goals and Outcomes

Goal: *Increase the number of active program participants in K-12 who complete an 'a-g' course pattern.*

Outcomes:

- In 2008-09, 100% of Preuss students completed the ‘a-g’ sequence by the 12th grade with a grade of C or better.

Goal: *Increase the number of active program participants in K-12 who are college prepared, defined as ‘a-g’ course pattern and SAT Reasoning or ACT exam completion.*

Outcomes:

- In 2008-09, 99% of Preuss students completed the ‘a-g’ course sequence and the SAT Reasoning/ACT exam by 12th grade, exceeding the goal of 90% stated for the Accountability Framework.

Goal: *Increase the number of active program participants who go on to college and/or who transfer to a baccalaureate degree-institution within three years of their community college start date.*

Outcomes:

- In 2008-09, 99% of Preuss students enrolled in postsecondary institutions directly after graduation, exceeding the 90% goal stated in the Accountability Framework.

Puente Project High School Program

AY 2008-09, by the numbers:

- 4,144 students in grades 9-12
 - 29 high schools
-

Mission and Purpose

The Puente Project is a national award-winning academic preparation program that works to increase the number of educationally disadvantaged students who enroll in four-year colleges and universities, earn college degrees, and return to the community as mentors and leaders of future generations. The Puente High School Program (Puente also works in community colleges) is considered by educational researchers and experts to be a pioneer of the small-learning-community model. In 2004, Puente was chosen as one of six model programs nationwide to help guide policymakers to improve college access and success. Puente is a past winner of the prestigious Innovations in American Government Award. Puente is recognized in Dr. Patricia Gándara's entry in the 2008 collection, *Everyday Antiracism* (Pollock, Mica. *Everyday Antiracism: Getting Real about Race in School*. New York: The New Press, 2008. Print.) This year, Puente was awarded the Excelencia in Education Award, and was featured in the September issue of Edutopia (Yeung, B. "The Puente Project Prepares Hispanic Teens for College Success." Edutopia (2010): Web Sept. 2010).

Services

The Puente High School Program consists of an academically rigorous language arts course sequence combined with intensive academic counseling and the active engagement of parents, families and members of the local community. Students in the program study with the same Puente-trained English teacher for 9th and 10th grades in a college-preparatory English class; work closely with a Puente-trained counselor to prepare an academic plan and stay focused on their goals; participate regularly in community involvement activities; and attend field trips to college campuses. Parents of Puente students are actively involved in their children's education through parent workshops and other activities.

In addition, Puente's professional development program prepares teams of English instructors and academic counselors to implement the Puente model on their high school campuses. Puente's training model teaches innovative counseling and teaching methodologies for educationally disadvantaged students, strategies for integrating local communities into an academic program, and cross-functional teamwork. Puente's impact goes beyond their students, as Puente-trained teachers and counselors utilize Puente methodologies with all students with whom they work.

2008-09 Goals and Outcomes

Goal: *Increase the number of active program participants in K-12 who complete an 'a-g' course pattern.*

Outcomes:

- 67% of Puente 2008-09 graduates completed the 'a-g' course pattern, an increase from the 2004-05 baseline of 53% and compared with a 35% rate for all California high school graduates.
-

Goal: Increase the number of active program participants who complete algebra by the 10th grade.

Outcomes:

- In 2008-09, 90% of Puente participants completed algebra by the 10th grade.

Goal: Increase the number of active program participants in K-12 who are college prepared, defined as 'a-g' course pattern and SAT Reasoning or ACT exam completion.

Outcomes:

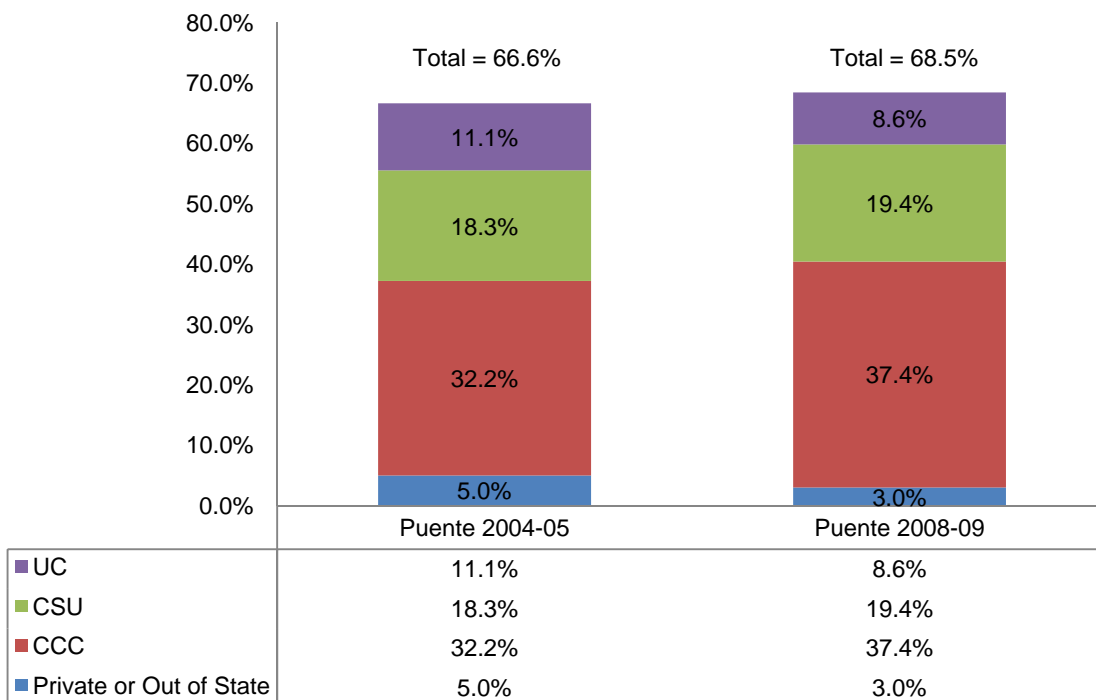
- In 2008-09, 53% of Puente 12th graders completed the 'a-g' course sequence and took the SAT/ACT compared to 46% in the 2004-05 baseline year.

Goal: Increase the number of participants who go on to college directly from high school.

Outcomes:

- In 2008-09, 68.5% of Puente 12th- graders enrolled in college in the fall 2009, as shown in Figure 15.

Figure 15: Puente High School Program: Postsecondary Enrollment for Participants, 2004-05 and 2008-09

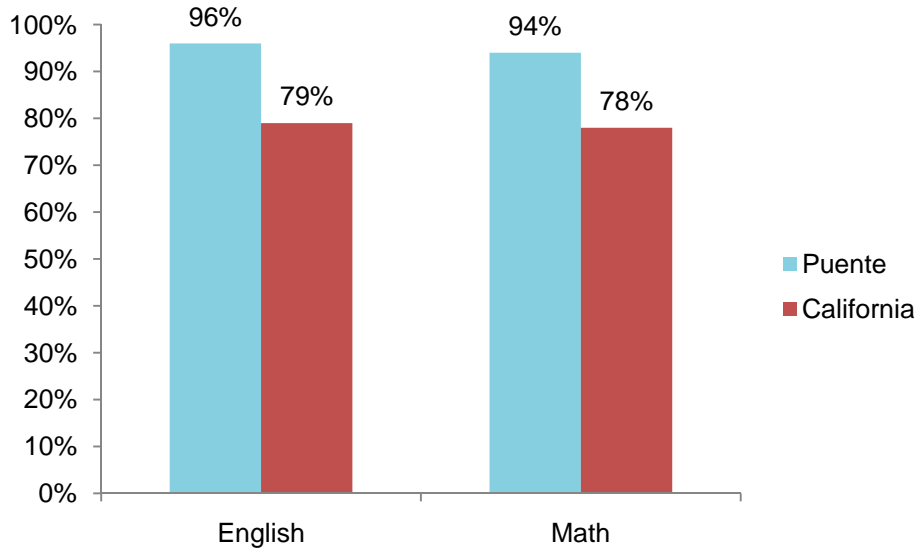


Goal: Increase the number of participants who complete the CAHSEE exam by 10th grade.

Outcomes:

- Puente students passed the California High School Exit Exam at a significantly higher rate than all students statewide – 96% of Puente students passed the English exam compared to 79% in the state, and 94% passed the Math exam compared to 78% in the state.

Figure 16: Puente High School Program: CAHSEE Passage Rate by 10th Grade, 2008-09



Puente Community College Program

AY 2008-09, by the numbers:

- 8,673 community college students
 - 62 California Community Colleges
 - 114 community college teachers and 54 community college counselors received professional development
-

Mission and Purpose

The Puente Community College Program (Puente also works at the high school level) is designed to improve the ability of students to transfer to a four-year university. In 2004, Puente was chosen by the Pathways to College Network as one of six model programs nationwide to help guide policymakers to improve college access.

Services

Students enrolled in the Puente Community College program take a rigorous two-course English sequence from a Puente-trained teacher, work closely with a Puente-trained counselor to prepare an academic plan for transfer to a four-year university, and meet regularly with a Puente-trained mentor from the professional community.

Teachers and counselors receive Puente training in innovative counseling and teaching methodologies for educationally disadvantaged students, strategies for integrating local communities into an academic program and cross-functional teamwork. In addition to serving Puente students, these Puente-trained teachers and counselors employ Puente methodologies with all of the students with whom they work.

2008-09 Goals and Outcomes

Goal: *Increase the number of students from Community Colleges who are transfer-ready.*

Outcomes:

- The number of transfer-ready students continues to increase: 936 Puente Community College participants were transfer-ready in 2008-09 from the baseline of 795 in 2004-05.
 - Between 1999 and 2008, Puente transfers to four-year institutions tripled, from 295 to 936.
 - Nearly 85% of students persist in community college for a year following participation in Puente; 72% persist two years after completing the program. According to the California Community College Chancellor's Office (CCCCO), the one-year persistence rate for all CCC students statewide is 68%.
-

Student Initiated Programs

AY 2008-09, by the numbers:

- 7,875 K-12 students
 - 80 community college students
 - 555 undergraduate students
-

Mission and Purpose

Student Initiated Programs (SIP) is a University of California student-led initiative that seeks to ensure access to higher education to those students labeled “at risk.” The mission of SIP revolves around student empowerment and academic development. SIP provides individual attention to K-12 students who might otherwise not attend a postsecondary institution like the University of California or California State University. SIP has a special connection to high school and community college students, having representatives who just graduated from high school or transferred from community college.

SIP face distinct challenges in collecting data because of turnover (as graduating students are replaced by new leaders), their lack of budget for data collection, and their decentralized nature. Several campuses have revamped their data collection processes and are collaborating with university research methods teams to develop a comprehensive database that can track program participants. This work has not been completed, however, and data collection remains a challenge for some of these programs.

Services

SIP provides resources and information on college planning to students from low-API schools. Services include college information days, campus tours, conferences, workshops, and cultural activities for students and their parents.

2008-09 Goals and Outcomes

Goal: *Increase the number of program participants who go to college and/or who transfer to a baccalaureate degree-granting institution from a community college.*

Outcomes:

- 80% of 2007-08 SIP 12th-grade participants from four campuses are now attending institutions of higher education.

Goal: *Increase the number of program participants (UC undergraduates) who matriculate into graduate and professional schools.*

Outcomes:

- Of the 2007-08 graduating seniors who participated in SIP, 56% matriculated into graduate and professional schools. Many others work in the public or non-profit sectors, or for educational institutions.
-

UC College Prep Online (UCCP)

AY 2008-09, by the numbers:

- 193,439 California student users of UCCP courses and content
- 11 courses and virtual web labs posted at program's open access website for use by teachers and students
- 65 partnerships with schools and colleges

Mission and Purpose

Founded in 1999, UC College Prep Online (UCCP) was created in response to a state mandate to provide equitable access to a rigorous curriculum to academically disadvantaged students in low-performing schools. UCCP began developing Advanced Placement (AP) courses only, then expanded to college preparatory or 'a-g' courses in 2004. By 2006-07, UCCP had evolved to provide an online infrastructure to enable every student in grades 7-12 to access online academic support in the form of online courses with a teacher, tutoring, college counseling tools and test preparation.

Due to dramatic budget cuts over several years, UCCP is in the process of transforming itself from a course and academic services provider into a publisher of college preparatory course materials for California educators and students. UCCP is returning to its core competency – developing engaging, high quality, standards-based courses and content, and making them available free to California public schools, with a special emphasis on helping underserved students gain college eligibility.

Services

In 2007-08, UCCP restructured services to meet its core mission of developing high quality courses that are available at no cost to California's public schools. Eleven courses and virtual labs became available in August 2007. In addition, UCCP's content is available on partner open access websites such as Hippocampus and Curriki. In 2008-09, there were 193,439 users from California. For teachers, UCCP provided professional development opportunities through training and technical support, such as creating online algebra sections for teachers. By providing access to these online services and resources, UCCP helps narrow the achievement gap among students in California living in rural, urban and the most remote areas of the state.

2008-09 Goals and Outcomes

Goal: *Increase the number of active program participants in K-12 who complete an 'a-g' course pattern, as measured by the percent of program participants who complete an honors and/or AP online course with a passing grade.*¹²

Outcomes:

- For 2008-09, the pass rate for students taking UCCP online AP courses was 77.4%.
- For 2008-09, the pass rate for students taking UCCP online honors courses was 100%.
- The overall pass rate for students taking UCCP online AP and honors courses was 77.5%

¹² Due to UCCP restructuring from a course and academic services provider into a publisher of college preparatory course materials, the 2008-09 goals and outcomes have been revised since the 2006-07 outcomes report.

UC Links

AY 2008-09, by the numbers:

- 3,503 K-12 students, 78 teachers, and 83 K-12 schools
 - 1,298 undergraduate and graduate students
-

Mission and Purpose

UC Links is a multi-campus, intersegmental faculty-based initiative, linking community and University partners in a network of after-school programs that provide academic preparation activities for K-12 youth, while offering quality educational opportunities for University undergraduates. UC Links seeks to provide K-8 students with the early academic support they need to enter and complete the 'a-g' high school course pattern and the path to college. In this way, UC Links intervenes early before students have fallen behind, and serves to increase the pool of students who are academically prepared for high school completion and college entry.

Services

University faculty teach academic college courses that place undergraduates at after-school programs where they help guide children through learning activities designed to promote literacy, math, science and computer skills, as well as collaborative social behavior and college-going identities. Program outcomes are measured by number and percent of K-12 participants who are at or above grade level on standardized test scores or pre-post student assessments. UC Links also tracks the number of undergraduate participants who seek graduate/professional school education.

2008-09 Goals and Outcomes

Goal: *Increase preparation for 'a-g' coursework.*

Outcomes:

- Overall, 72% of UC Links K-8 participants are performing at or above grade level in California Standard Tests for English Language Arts and Math standardized tests.

Goal: *Participating UC Links school sites will have improved test score in comparison to similarly situated schools.*

Outcomes:

- Overall, 70% of UC Links Elementary and Middle School students improved their scores on the California Standard Tests for English Language Arts and Math, compared to 40% of students at comparison schools.

Goal: *Seventy percent of undergraduate UC Links volunteers apply to, are admitted or enroll in graduate and professional school.*

Outcomes:

- In 2008-09, 75% of undergraduate seniors in UC Links classes reported they were applying to, admitted or enrolling in graduate and professional programs.
-

University Community Engagement (UCE) formerly Community Partnerships

AY 2008-09, by the numbers:

- 11 grant-funded, two-year university-community engagement projects
 - 2,722 K-12 students served in community settings
-

Mission and Purpose

University-Community Engagement (UCE) contributes to the SAPEP mission to raise student achievement and close achievement gaps by supporting UC campus-community collaborations dedicated to improving student learning and achievement. Through a biennial grants program, UCE brings together campus organizations with community partners in order to build the capacity of community organizations to develop, implement and sustain high-quality academic supports, as well as to infuse college culture into underserved communities. During the 2007-2008 calendar year, UCE identified and funded 11 campus-community collaborations for a two-year award cycle.

In order to meet Accountability Framework guidelines, services were re-engineered under the Community Partnerships program to the UCE model in 2006-07.

2008-09 Goals and Outcomes¹³

Goal: *Improve student performance in mathematics through community-based mathematics activities, as preparation for completion of the 'a-g' course curriculum.*

Outcomes:

- Of the students participating in community-based summer mathematics academies, 45% improved by at least 20% on pre- and post-math diagnostic exams in pre-algebra, algebra and geometry.

Goal: *Improve basic skills proficiency through community-based academic skills development activities, as preparation for CAHSEE exam passage.*

Outcomes:

- During the 2007-08 academic year, 21% of students participating in community-based academic skills development activities improved proficiency by at least one grade level as measured by a comprehensive inventory of basic skills.¹⁴

Goal: *Increase community and student awareness of postsecondary opportunity.*

Outcomes:

- In 2007-08, 76% of students participating in community-based college preparation activities indicated on post-program surveys that they wanted to obtain a bachelor's degree or higher as compared to 62% on pre-program survey.

¹³ Data from 2007-08.

¹⁴ In 2007-08, UCE program sites reported decreases from 2006-07 in skills proficiency improvement and in postsecondary opportunity awareness. Sites reported that in 2007-08 there was significant student transition because of the economy – e.g., foreclosed homes in outlying areas where many UCE projects are based.

APPENDIX B

Research and Evaluation Findings

Research and evaluation efforts continue to demonstrate the effectiveness of SAPEP programs. A review of recent literature in the area of college access suggests that the findings of program evaluations of SAPEP are authoritative, empirically based and statistically significant, and conclusive. For the most part, studies on SAPEP program outcomes have focused on more difficult but generally more rigorous longitudinal analyses of program participants. These studies clearly document the programs' effectiveness in promoting student achievement, in fostering rigorous course-taking patterns, and in promoting their college enrollment. Such studies have also suggested areas where improvement is needed.

Analytical Tools

The University of California developed the Transcript Evaluation Service (TES) for 'a-g' course-taking assessment, program evaluation, and comparison group studies. It is a key tool for helping programs focus academic interventions on areas that may potentially have the greatest impact on college-going students. Analyses using TES data quantify the impact of completing a college-preparatory course pattern, and identify exactly how close students are to meeting benchmarks. In a 2005 TES transcript analysis of 10,000 high school graduates from 30 schools throughout California, findings include:

- Nearly three out of four (72.7%) of SAPEP participants completing both the UC and CSU college-preparatory ('a-g') course pattern matriculated to a postsecondary institution, compared to less than 50% for non-participants in the sample. In addition, SAPEP students are at least twice as likely to matriculate to higher education as other students.
- Over a quarter (26.6%) of students were either 2 units and/or 0.2 GPA points away (i.e., "borderline") from completing either the UC or CSU college preparatory course pattern. Of these students on the borderline, 94% were missing course requirements, as opposed to missing the benchmark for the minimum GPA.
- For students close to meeting the UC benchmarks, the requirements most difficult to achieve were laboratory science (37.4% incompleteness rate), followed by English (35.8%), math (23.5%), and visual and performing arts (21.1%).

TES was conceived as a pilot project and permanent funding has not been identified. Future analyses using TES information will depend on funding for the project.

Findings Using TES Data

SAPEP programs have positive and significant impacts on students' completion of college-preparatory coursework. Statistical analysis based on the study undertaken in 2005 (described above), and expanded in 2006, confirm a previous study (Quigley, 2002) that EAOP students achieve significantly higher 'a-g' course completion rates than do non-EAOP students.¹⁵ In the 2006 study, to verify that the difference in rates was the result of EAOP participation, the University analyzed data from 20,416 individual student transcripts from 45 schools. This data was combined with external data from

¹⁵ The 2002 Quigley study found that EAOP participants were twice as likely to complete the UC-approved course pattern.

the 2000 Census and from the California Department of Education in order to add information on income and school API scores.

In both the 2005 and 2006 studies, data analysis utilized logistical regression, a statistical model which measures the likelihood that a causal relationship exists between a set of explanatory factors (independent variables) and one outcome measure (the dependent variable). In logistical regression, the dependent variable falls into one of two categories. In the analysis, students were characterized as "on-track" or "not on-track" for course-pattern completion.¹⁶

In order to properly measure the impact of EAOP participation on course completion, the analyses controlled for the following explanatory variables known to impact educational outcomes: school, student GPA, estimated household income, English-language learner status, gender, and ethnicity.¹⁷

The analyses show that EAOP participation is found to have a measurable and statistically significant impact upon completion of college preparatory coursework.¹⁸ Holding all other explanatory factors constant, the analyses found that:

- EAOP participants are 2.5 times more likely to complete the minimum 15-unit 'a-g' course pattern.
- EAOP participants are 3.0 times more likely to complete the CSU-approved course pattern.
- EAOP participants are 2.9 times more likely to complete the UC-approved course pattern.

These results are consistent with previous statistical analyses showing the impact of EAOP participation, specifically that by Quigley (2002), which found that EAOP students were twice as likely as non-EAOP students to complete their college-preparatory coursework by 12th grade. Other results from the current analyses reveal that:

- English Language Learner students were at least 70% less likely to finish any 'a-g' course pattern.
- Males are at least 15% less likely to complete the UC or CSU course patterns.

To further assess the impact of EAOP, the analyses examined how EAOP participation would affect the likelihood of college preparatory course completion for a representative EAOP student in the sample.

¹⁶ For purposes of the analysis, borderline students are treated as off-track. This produces more conservative estimates of EAOP's impact. The reported model utilizes a fixed-effects model where school is the fixed explanatory variable.

¹⁷ This model accounts for unobserved variables embedded within schools, such as access to counseling resources and access to a rigorous curriculum. GPA is calculated at the end of 9th grade. Assignment of a value for a student's progress level toward college course completion includes his or her GPA averaged over the 10th, 11th, and 12th grades. Income is measured against the average income for households in the same zip code as an individual student. A student was counted as an English Language Learner if he or she was enrolled in an ESL, ELL, ELD, or ELA high school course. Ethnicity is only reported for 26% of the students. The data were analyzed both with and without this variable, and the coefficient on EAOP was unchanged for the regressions on UC and minimum 15-unit on-trackness. For CSU, the model with fewer observations which included ethnicity increased the impact of EAOP from 3.0 to 3.3. Note that the model does not utilize API deciles as an explanatory variable. This is because 70% of students are from a low-API school (API deciles 1-3), and this lack of variability limits its potential as a meaningful explanatory variable.

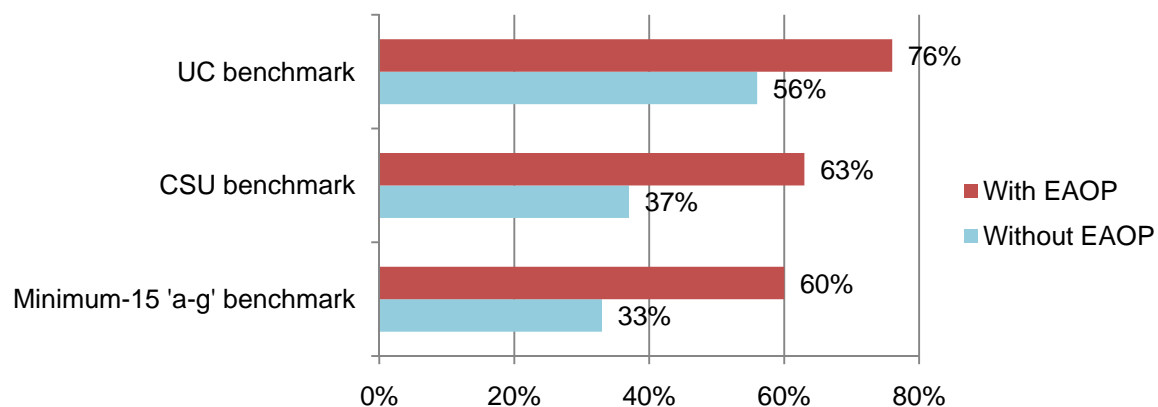
¹⁸ The results were statistically significant at the 95% confidence level. The results were consistent across multiple model specifications.

This hypothetical student would attend a school with an API decile of 2, and have the following characteristics: 9th-grade GPA of 3.25, household income of \$32,990, non-English Language Learner, female, unknown ethnicity.¹⁹ Using these characteristics, an analysis shows that:

- The likelihood that this student would be on-track for UC course completion is 33.3%. EAOP participation would increase the likelihood to 59.7%.
- The likelihood that this student would be on-track for CSU course completion is 36.6%. EAOP participation would increase that likelihood to 63.4%.
- The likelihood that this student would be on-track for achieving the minimum 15-unit 'a-g' course completion is 55.9%. EAOP participation would increase that likelihood to 75.9%.

Provided that funding for TES is made available, the University will continue to refine the analytical model as described above by including additional schools and adding other possible explanatory variables such as parental education level. While it is difficult to quantify all possible influences on academic outcomes, a reasonable effort has been made to account for other known factors affecting students' educational outcomes; and the results strongly support the contention that EAOP participation has a significant and positive impact on students' outcomes.

Figure 17: Likelihood of Meeting 'a-g' Benchmarks for Representative EAOP Student, 2005



Source: Transcript Evaluation Services, 2005

Additional Research Findings

- **SAPEP program activities increase the likelihood of enrollment into four-year universities and positively influence a participant's GPA.** In a cohort study of EAOP 2006 12th grade graduates in the Sacramento region, a graduate researcher found that the academic advising and college information components of the EAOP program had significant positive impacts on enrollment into postsecondary institutions and improving students' overall academic GPA. For each additional hour of involvement in academic advising and college information activities, the likelihood of attending a 4-year college increased by 6% and 7% respectively (Rico, 2007).

¹⁹ This representative student is derived by taking the median value of each of the explanatory variables over the population of EAOP students.

- **Preuss School students pass substantially more Advanced Placement (AP) exams than do most California students.** Preuss students have proven successful by several independent state and national measures. In 2006-07, Preuss students passed 1.49 Advanced Placement courses on average, more than five times the state average of 0.27. This pass rate exceeds the success Preuss had in 2005-2006, when Preuss ranked ninth among the state's high schools by this measure (Betts & Mehan, 2008).
- **SAPEP programs reach students who otherwise might not enroll as freshmen at the University of California.** In a cohort comparison study of 1999 EAOP graduates, a graduate student researcher found that 77% of UC freshmen who were EAOP graduates attended high schools in the API 1-5 range, while only 25% of the general UC freshmen population attended API 1-5 schools. Furthermore, in a comparison of EAOP participants to the general student population that controlled for a number of demographic and academic variables, data from a five-year period show that EAOP alumni are graduating from UC at the same rate as other students (Sanchez, 2007).
- **SAPEP's postbaccalaureate premedical programs are effective in increasing medical school matriculation for minority and disadvantaged students.** In an independent, retrospective cohort study assessing students enrolled in the five UC postbaccalaureate premedical programs, researchers found that the SAPEP programs appear to be an effective intervention in increasing the number of medical school matriculants from disadvantaged and underrepresented groups. By 2005, three times as many program participants as controls had matriculated into medical school (67.6% versus 22.5%; Grumbach & Chen, 2006).
- **Participants in SAPEP programs complete the 'a-g' college preparatory course pattern at significantly higher rates than do non-participants.** Comparison group studies using statistically rigorous evaluation methodologies have shown definitive evidence of positive program impact on participants' 'a-g' course pattern completion and enrollment rates at baccalaureate degree-granting institutions. As described elsewhere in this report, one study (Quigley, 2002) found that EAOP participants were twice as likely to complete college-preparatory coursework by 12th grade, as were non-participants. An earlier study (Gándara, et. al, 1998) found similar results: Puente students attended four-year colleges at almost twice the rate of non-Puente students.
- **SAPEP programs influence the college-going behavior of all students in a high school.** When program effect is examined on a school-wide level, statistics show that students in SAPEP partner schools stay on-track for college-readiness at higher rates (17.5% versus 12.4%) than do students in similarly situated non-partner schools (Choi & Shin, 2004). Likewise, at the lowest-performing schools, the presence of an EAOP program has been shown to influence the school's support of a college-going culture. Studies show that these are the conditions necessary to create systemic change in college eligibility rates at schools (Bookman, 2005; Barela & Eisenberg, 2002).
- **SAPEP programs serve the students and schools most in need of quality academic preparation assistance.** Studies analyzing the school environments in which SAPEP programs are most effective have found that SAPEP programs are deployed in low-performing schools, in rural regions and with large enrollment of first-generation, low-income, socioeconomically disadvantaged students (Bookman, 2005; Santelices, 2002; Timms & Aronson, 2001).
- **Studies on SAPEP programs have provided valuable information to help improve program delivery and increase program impact.** For example, while SAPEP programs primarily serve low-

and middle-performing schools, two programs, EAOP and UCCP, were found to have had a substantial effect and to be most effective at middle-performing schools (Bookman, 2005; Timms & Aronson, 2001).

- **Unstable funding threatens ongoing SAPEP program effectiveness.** Continued budget instability threatens to undermine the positive trajectory of the SAPEP programs. Despite the highly credible evidence of SAPEP program effectiveness, budget reductions have not taken into consideration the research and results that support SAPEP interventions (Torres, 2004). As a result, a significant impediment to ongoing program effectiveness is inconsistent financial support to keep programs sustainable. This budget uncertainty has led to varying degrees of cooperation and support for programs at targeted schools (Valadez & Snyder, 2002).

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Student Academic Preparation and Educational Partnerships

Accountability Framework



**Accountability Planning and Oversight Committee
Student Affairs – Student Academic Preparation and Educational Partnerships
University of California
Office of the President
April 8, 2005**

I. Purpose and assumptions of the framework

This accountability framework defines the way that Student Academic Preparation and Educational Partnerships assesses, evaluates and reports the effectiveness and efficiency of its programs. The framework identifies SAPEP goals and aligns them with accountability mechanisms.¹ Over time, use of the framework ensures that programs are managed efficiently and effectively and in accordance with a common set of principles, policies and stakeholder expectations. By placing emphasis on specific program goals, the framework also ensures that program planning across SAPEP is data-driven and results-oriented. As SAPEP develops and works toward the specific program goals outlined in this document, and as information sources are identified, the accountability framework will be reviewed and refined.

Seven assumptions underpin this framework:

- There is a sustained commitment to accomplishing the goals outlined in the framework.
- Each program in the SAPEP portfolio will identify in advance the program goals for which it will report progress; in identifying the specific goals, consideration will be given to program capacity and resources necessary to achieve specified outcome measures for at least three of SAPEP's goals.
- A comprehensive system of outcome measures will provide the necessary information for policy decisions at the campus, systemwide and State levels.
- Outcome measures for SAPEP programs are flexible and responsive to review, and can change to meet identified needs and future developments.
- Resources for enhancing student achievement vary across the state. Thus program operations will vary in how services are delivered but will be organized in such a way as to leverage regional intersegmental partnerships and alliances.
- Individual programs working within regional alliances are assessed for their unique contributions to the accomplishment of the overall mission.
- The data required to report SAPEP outcomes are available and can be collected efficiently and in a cost-effective manner.

¹ In describing the quality of change that will be produced over time through SAPEP interventions, the framework uses the terms *program goal* to describe the intended effect or results of services provided and *outcome measure* to describe the measurable and observable indicators that will be collected to document those results.

II. How SAPEP programs use the framework

SAPEP is composed of four types of programs: campus and intersegmental K-12 student academic preparation programs, community college programs, K-20 regional alliances, and graduate and professional school programs. Service delivery is planned in ways that capitalize on regional resources and avoid unnecessary duplication. Program assessment and evaluation undergird all SAPEP programs.

Going forward, each SAPEP program receiving State funds will prepare a strategic plan that aligns its services and expected outcomes with the overarching goals of the SAPEP accountability framework and connects the work of the program to regional needs. Individual programs will consult with SAPEP leadership to identify from among the SAPEP goals those to which their interventions align. They will also select a subset of outcome measures that are aligned with these goals. Programs are held accountable for progress and deliverables. Funded programs must meet and report annually on progress toward achieving three of SAPEP's goals.

III. Components of the framework

The framework contains four components: mission, target audiences, strategies and program goals.

A. SAPEP Mission

The goal 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, socioeconomically disadvantaged and English language learners, are prepared for postsecondary education, pursue graduate and professional school opportunities and/or achieve success in the workplace.

B. Target audiences

The target population of those served, and/or the characteristics of the schools they attend, meet two or more of the following criteria:

Students:

- Low family income;
- First generation college;
- Attendance at low-performing schools.

K-12 schools and community colleges:

- Low family income is a defining characteristic of the students who attend the school and/or of the neighborhood/community the school serves;
- Among the students who go on to a four-year college from high school or community college, a substantial proportion is first generation college students;
- Designation of the school as low-performing as indicated by the school's API score or by marked achievement differences among groups of students as identified by API and other federal and state assessments.

C. Primary strategies

Organizational strategies. To achieve its mission of raising student achievement and closing achievement gaps, SAPEP programs deploy their student academic preparation interventions within K-20 intersegmental regional alliances. K-20 regional intersegmental alliances are local and regional educational partnerships for improving educational achievement in California. The partnerships draw from all segments in education, the business community, philanthropic groups and community organizations. A key role of the University in these alliances is to leverage the investments of K-12 in ways that more effectively meet shared goals to increase student achievement.

Targeted interventions. SAPEP program interventions may include: building a college-going culture; academic advising; subject matter and study skills instruction; career, college, graduate and professional school exploration; research and mentorship opportunities; transfer assistance; and preparation for college, graduate and professional school admission examinations.

Assessment and evaluation. SAPEP conducts evaluation activities and is responsible at the campus and systemwide levels for formative and summative evaluation to judge the overall effectiveness and efficiency of programs.

D. Program goals

Going forward, SAPEP proposes to report progress toward achieving the following goals.

1. Tier one program goals (requires no new development of systems but may require further investment in existing systems)

- Increase the number of active program participants in K-12 who complete an “a-g” course pattern.
- ~~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.

- 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.
- Reach the University's goal for achieving complete major preparation articulation agreements with all 108 community colleges by 2005 and maintain these agreements.
- Increase the number of program participants who matriculate into graduate and professional schools.

2. Tier two program goals (requires development of new systems and creation of cross-institutional cooperative agreements)

- Increase the number of active program participants in K-12 programs and at schools served who graduate from high school.
- Increase the number of active program participants in K-12 programs and at high schools served who complete the CAHSEE exam by 10th grade.
- Increase the number of students from California Community Colleges who are transfer-ready.

IV. Accountability mechanisms

SAPEP accountability operates on an annual cycle. The cycle includes:

- Program strategic plans for improving student achievement;
- Annual SAPEP accountability contracts containing program description and measurable projected outcomes consistent with the goals stated in the framework;
- Program review conducted periodically for each program by a SAPEP-appointed review team; and
- Annual reports, including aggregate, formative and summative results.

Program strategic plans are used to develop the accountability contract for the year. The review team uses the program strategic plan and the accountability contract as the basis for its review. Demonstrable program progress toward meeting specified outcome measures will be considered when making funding decisions.

V. Reporting

The SAPEP reporting strategy contains three components: 1) annual aggregate reports; 2) annual formative evaluation conducted on each program locally and systemwide; and 3) a summative evaluation report conducted annually on a select number of programs in the portfolio.

1. *Annual aggregate reports.* SAPEP will disseminate systemwide and to the Legislature an annual End-of-Year report that includes aggregate program outcomes, narratives, performance data, budget information and fiscal match obligations for all State-funded SAPEP programs.
2. *Annual formative evaluation.* Formative evaluation conducted annually will focus on program design and implementation and the extent to which the program is likely to achieve its goals. This formative evaluation will be the responsibility of the campuses and systemwide programs with support from SAPEP.
3. *Summative evaluation.* Summative evaluation reports, conducted on programs on a rotating basis, will assess the extent to which a program has met its goals, describing success to date in meeting outcome measures and addressing issues of cost-effectiveness. General summative evaluation will be the responsibility of SAPEP, although individual programs may conduct their own internal summative evaluations.

**Student Academic Preparation and Educational Partnerships
Accountability Planning and Oversight Committee
Membership**

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