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August 5, 2011

The Honorable Mark Leno
Chair, Joint Legislative Budget Committee
1020 N Street, Room 553
Sacramento, California 95814

Dear Senate Member Leno:

I am pleased to submit the enclosed report on *Student Academic Preparation and Educational Partnerships (SAPEP) for the 2009-10 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, and the University's own interest in demonstrating the effectiveness of these programs, however, 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 email at Patrick.Lenz@ucop.edu.

With best wishes, I am,

Sincerely yours,

Mark G. Yudof
President

Enclosure

cc: Mr. Gregory Schmidt, Secretary of the Senate
        Ms. Jody Martin, Joint Legislative Budget Committee
        Ms. Tina McGree, Legislative Analyst's Office
        Ms. Sara Swan, Department of Finance
        Mr. Dotson Wilson, Chief Clerk of the Assembly
        Ms. Amy Leach, Office of the Chief Clerk of the Assembly
        Mr. Jim Lasky, Legislative Counsel Bureau
        Provost and Executive Vice President Lawrence Pitts
        Executive Vice President Nathan Brostrom
        Vice President Patrick Lenz
        Associate Vice President and Director Steve Juarez
        Associate Vice President Debora Obley
        Executive Director Jenny Kao

Report on Student Academic Preparation and Educational Partnerships
(SAPEP) for the 2009-10 Academic Year

Legislative Report

August 2011

An investment in UC pays
dividends far beyond what
can be measured in dollars.
An educated, high-achieving
citizenry is priceless.

UNIVERSITY *of* CALIFORNIA

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COMMON TERMS AND ABBREVIATIONS

'a-g' – The A-G courses are a series of 15 units that need to be taken in a specific order in high school to be eligible for admission to the University of California and California State University.

ACT – American College Testing is a standardized test for high school achievement and college admissions in the United States.

API – The Academic Performance Index is a summary of a school's or a local educational agency's (LEA's) academic performance and progress on statewide assessment. The API is used as an indicator for measuring federal Adequate Yearly Progress (AYP) requirements. The API ranges from 1-10, with 1 indicating lowest performing schools and 10 indicating highest performing schools.

Articulation – Articulation is the means by which the University of California defines the content of community college courses that can be used to satisfy subject matter requirements at UC campuses. This process enables community college students to transfer from community colleges to the university without experiencing delays or having to repeat coursework.

AY – Academic Year: The academic year generally begins July 1 and ends June 30.

CAHSEE – The California High School Exit Exam is a requirement for high school graduation in the State of California and was created by the California Department of Education.

CCC – California Community Colleges comprise the largest higher educational system in the nation. For the period covered by this report the CCC system included 72 districts and 111 colleges serving over 2.6 million students per year. (In 2011-12, the number of community colleges will grow to 112.)

CDE – The California Department of Education oversees K-12 public education in the State of California.

CDS – The CDS (County-District-School) code system provides the California Department of Education, the Department of Finance, and postsecondary institutions with a basis for tracking schools. This 14-digit code is the official, unique identification of a school within California. The first two digits identify the county, the next five digits identify the school district, and the last seven digits identify the school.

CSU – California State University is a public university system with 23 campuses serving over 400,000 students.

CY – Calendar Year begins January 1 and ends December 31.

Intersegmental – Intersegmental refers to the multiple segments of California's public education system, which includes K-12 schools and districts, the California Community College system, the California State University system, and the University of California. Private and non-profit sector entities periodically partner with these public education systems.

K-12 – Kindergarten through 12th grade refers to kindergarten, primary (elementary), and secondary (middle and high) schools.

K-20 – Kindergarten through graduate and professional education refers to the entire education continuum, beginning with kindergarten and ending with post-baccalaureate graduate and/or professional education.

SAPEP – Student Academic Preparation and Educational Partnerships is a portfolio of academic preparation programs and intersegmental partnerships administered by the University of California. SAPEP programs are designed to improve education outcomes for all California students, particularly those who are educationally disadvantaged. Among the key programs are EAOP (formerly known as the Early Academic Outreach Program), MESA (Mathematics, Engineering, Science Achievement), and Puente. These and other SAPEP programs are described in greater detail in Appendix A.

SAT – The Scholastic Aptitude Test (or Scholastic Assessment Test) refers to a standardized test for college admissions in the United States. The SAT is developed by the College Board, a not-for-profit organization.

Transfer-ready – Transfer-ready refers to community college students who have met the academic requirements to transfer to a four-year college or university. This includes completing 60 transferable college units with a grade of "C" or better, along with transferable math and English.

UC – The University of California is a public university system with 10 campuses serving over 220,000 students.

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 among groups of students throughout the K-20 pipeline. This annual report provides an assessment of the 16 SAPEP programs for the 2009-10 academic year. (For more detailed descriptions of these programs, please see Appendix A.) This report:

- describes SAPEP goals, activities, target populations, and accountability structures;
- assesses progress toward achieving the SAPEP goals established in 2005;
- provides a status report on state and University funding of SAPEP programs and, as requested by the Department of Finance, an estimate of the average cost per student, by program; and
- describes individual programs and highlights.

In this sixth year of reporting using the SAPEP Accountability Framework, most programs are meeting or making steady progress toward their goals for student achievement, which include:

- completing college preparatory ('a-g') courses in high school;
- graduating from high school and passing the California High School Exit Exam (CAHSEE);
- readiness to enter four-year colleges (not just UC) directly from high school; and
- readiness to transfer from community colleges to four-year colleges (not just UC).

2009-10 Highlights

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

- **Collectively, the SAPEP programs reach students at approximately 850 K-12 public schools and 111 community colleges**. **Most high schools served by SAPEP programs need assistance;** 71% are among the lowest performing in the state, with Academic Performance Index (API) rankings of 1-5. API rankings range from 1-10, with 1 indicating very low performing schools and 10 indicating very high performing schools. (See Figure 1.)

Programs improve participating students' academic achievement, college-readiness, and college enrollment.

- **Program participants are prepared for and succeed in college-preparatory ('a-g') courses.** A sampling of EAOP, MESA, and Puente program participants indicates that they complete 'a-g' courses at a far greater rate (71%, 69%, and 67%, respectively) than public high school students statewide. According to the California Postsecondary Education Commission, only 35% of public high school students completed 'a-g' courses in AY 2008-09, the last year for which data are available. (See Table 2.)

- **Program participants graduate from high school better prepared for college**. A higher proportion of EAOP, MESA, and Puente students took the SAT or ACT exams than did non-participants in the same schools. Two-thirds (66%) of EAOP, MESA, and Puente students at API decile 1 and 2 schools took the SAT Reasoning or ACT exams compared to 34% of non-participants at those same API decile 1 and 2 schools. (See Figure 4)

- **Data on the class of 2010 show high college-going rates.** Statewide, 52% of public high school graduates enrolled in two- or four-year colleges (excluding private and out-of-state colleges),

compared with 66% of EAOP graduates, 69% of MESA graduates, and 70% of Puente graduates. (See Table 2.)

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

- ▪ **The ASSIST system provides authoritative help to students seeking to transfer to four-year institutions.** Over two million visitors used ASSIST, the online source of course articulation information, nearly three times the 700,000 visitors in 2004-05.

UC's SAPEP programs prepare undergraduates for graduate and professional schoolwork.

- • Over three quarters (79%) of undergraduate students participating in postbaccalaureate preparation programs enroll in graduate or professional programs. (See Table 2.)

- ▪ Independent research confirms that UC's postbaccalaureate premedical programs improve applicants' chances of getting into medical school. (See Appendix B for these and other independent research and evaluation findings.)

SAPEP programs are a worthwhile state investment.

- ▪ **SAPEP programs use state resources efficiently**. The average cost per student of most SAPEP programs is substantially less than the cost per student of comparable federally funded programs. Among SAPEP's K-12 programs, the average cost per student was $176 for EAOP, $288 for MESA K-12, and $238 for Puente High School. By comparison, the average federal cost per student was $4,876 for the Upward Bound Classic program and $394 for the Talent Search program. (See Table 4.)

- ▪ **Programs have leveraged the state's investment in SAPEP**. In the aggregate, SAPEP programs have leveraged the state and University investment of $29.6 million by raising an additional $24.5 million in support of K-20 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 are 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 2010-11 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 to:

- Increase the number of K-12 program participants who complete 'a-g' courses.

- Increase the number of K-12 program participants who complete the California High School Exit Exam (CAHSEE) exam by 10th grade.

- Increase the number of K-12 program participants who graduate from high school.

- Increase the number of K-12 program participants who are college prepared, defined as both completing 'a-g' courses and taking the SAT Reasoning or ACT exam.

- Increase the number of program participants who go to college or transfer to a baccalaureate degree-granting institution within three years of their community college start date.

- Maintain complete major-preparation articulation agreements between the University and all community colleges.

- Increase the number of students from California Community Colleges who are ready to transfer to four-year baccalaureate degree-granting institutions (that is, increase the number of "transfer-ready" students).

- Increase the number of program participants who matriculate into graduate and professional schools.

Data Sources

In this report, the University draws on three types of information: (1) SAPEP program data, (2) data on program participants' outcomes, and (3) comparison data. Below are brief descriptions of the principal sources for each of these three types of data.

SAPEP program data – UC compiles program data from three primary sources: the "*23-element file*," the *SAPEP Schools Report* and the *Annual Performance Report*. All SAPEP programs submit an *Annual Performance Report* (*APR*) and the *SAPEP Schools Report*. These data sources include the following information:

- The *"23-element file"* is an annual file of program participants submitted by the four largest SAPEP programs, EAOP, MESA, Puente, and Community College Transfer Preparation (CCTP). This file of student-level data includes demographic, grade level, academic course, and graduation information. In particular, students' ethnicities, their completion of 'a-g' courses and Algebra 1, and transfer readiness are drawn from this source.

- The *SAPEP Schools Report* is an annual file of all schools served by the 16 SAPEP programs. All SAPEP programs are required to submit a list of school names and County-District-School (CDS) codes. Data from this file are used to report Academic Performance Index (API) rankings of SAPEP schools and to provide an accurate count of schools served by each program.

- The *Annual Performance Report* (APR) aggregates data submitted by each of the 16 SAPEP programs. This report includes a detailed program description, demographic data on participants, and summary data on outcome indicators.

Participant outcomes data – UC compiles participant outcomes data for this report from three main sources: the *National Student Clearinghouse* file tracking students' postsecondary enrollment, the *College Board* data on SAT test scores, and American College Testing, Inc. for ACT test scores.

- The *National Student Clearinghouse* file provides postsecondary enrollment information for all high school seniors and transfer-ready community college students enrolled in the four SAPEP programs that submit student-level data (MESA, Puente, EAOP, and CCTP). UC submits student names and dates of birth to the Clearinghouse and the Clearinghouse returns a file of all postsecondary enrollments that UC staff analyze to determine the college-going rates included in this report.

- The *College Board* and *American College Testing* files provide SAT and ACT test-taking rates and test scores for all California students taking these exams. UC matches SAPEP program participants with these files and extracts their SAT and/or ACT test scores. In this report, we use these data to determine the rates at which SAPEP students take these exams.

Comparison data – UC compiles comparison data for this report from two primary sources: The California Department of Education's *California Basic Educational Data System (CBEDS)* and the *California Postsecondary Education Commission's* data reports.

- The *California Basic Educational Data System* (CBEDS) files provide comprehensive aggregated school-, district-, county-, and state-level data. These files include demographic variables such as grade level, ethnicity, and gender. These files also provide API rankings for public schools, rates for students passing the California High School Exit Exam (CAHSEE), rates for students completing 'a-g' courses, and other performance indicators.

- The *California Postsecondary Education Commission's* (CPEC) data reports compile data from more than 20 public, private, state and national databases. Data in these custom reports include degrees awarded, socioeconomic data, postsecondary enrollment, high school graduation rates, 'a-g' course completion rates, and community college transfer rates.

Data Limitations

Despite UC's attempts to collect comprehensive, uniform, and accurate data for all SAPEP programs and their participants, several important limitations exist.

First, the data in this report come from many sources: UC systemwide and campus-based SAPEP program databases, national and state educational data centers that collect and issue statistics as their principal activities, government agencies, and private organizations (such as the College Board). Consequently, the data can vary considerably as to definitions of terms, the time periods for which data are collected, and the frequency with which data are reported.

In the same vein, statistics that UC staff obtain from these sources are calculated by various methods. Some statistics are based on complete participant counts or census data, while other data are drawn from samples. Some information is extracted from records kept for administrative purposes (school enrollments, graduation rates, and API rankings), while other information is obtained from surveys or self-reported data.

The most serious problem is incomplete data. Even in the best of times, it is impossible to collect 100 percent of the data sought. With successive budget cuts, many of the SAPEP programs have fewer resources to devote to careful data collection and storage. Data systems are old; some data systems have been discontinued to save money. Reductions in program staff affect the quality of data collection and data entry. For purposes of this report, when confronted with incomplete data, analysts used sample data and employed established methods for handling missing records, such as complete-case analysis, available-case analysis, and imputation.

Finally, the SAPEP goals and objectives included in this report were established over five years ago. During this time, some programs have modified their goals and services, making it difficult to compare findings over time and across programs.

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.

Over the 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. Following 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) helping disadvantaged California students fulfill UC eligibility requirements and compete for UC admission, and (2) contributing to the academic enrichment of UC campuses through a diverse student body.

In 2002, roughly five years after the adopting these OTF strategies, then-President Richard Atkinson convened the Strategic Review Panel to recommend changes to the University's overall academic preparation plan in order to 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 among groups of students. As a result, the University established new programmatic goals, focusing on academic achievement and college-readiness generally rather than UC eligibility exclusively.

As the Strategic Review Panel intended, the University's current programs involve in-depth partnerships with California's other education segments (K-12, California Community Colleges, and the California State University system), and with the private and non-profit sectors. The ongoing programs support K-12 student academic achievement, preparation for college, and targeted assistance to help disadvantaged students successfully enter college directly from high school or to transfer to four-year degree-granting colleges or universities from community colleges. Although UC's programs operate across systems and across the state, the University provides rigorous and centralized accountability for all SAPEP programs.

Strategies for Achieving Goals

The University has SAPEP programs operating all along the educational continuum, from kindergarten through graduate and professional programs. Because education is a long-term process involving progressively more complex and interrelated skills, the University's SAPEP programs promote coherent program services as students progress 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 colleges, to four-year colleges and universities, and on to graduate and professional schools. The programs seek to align instructional methods, content, and assessments across educational sectors, as well as to link efforts to promote student success.

The University's programs also are designed to address major issues that influence K-20 educational success. For example, the portfolio of secondary school programs includes three direct student initiatives: MESA, Puente, and EAOP. Each program focuses on 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. Each of these educational obstacles has significant implications for the social and economic well-being of California. In addressing these problems through the SAPEP programs, the University helps to ensure that California's future labor force – including California's diverse citizens – will have the language, math, and science skills to become productive workers and citizens.

The University also focuses on helping students transfer successfully from California's Community Colleges (CCC) to baccalaureate institutions. In addition to ongoing work on course articulation, the University expanded its community college initiatives in response to the 2006 UC-CCC Joint Transfer Initiative for College Access and Success. This initiative is aimed at identifying, preparing and enrolling at

UC campuses increasing numbers of educationally disadvantaged CCC transfer students. Joint Transfer Initiative services and strategies include: (1) annual transfer enrollment targets; (2) augmented advising services at community colleges with low transfer rates from target populations; (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 ensures admission to 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 CCC transfer applicants.

Fostering K-20 regional alliances is another key University strategy. A variety of factors beyond the University's direct control can profoundly influence students' educational aspirations and success. These other factors include a student's K-12 school environment, the quality and content of K-12 instruction, and the level of support from both the family and the local community. To address these circumstances, 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, SAPEP provides a number of services in addition to the core programs (e.g., MESA, Puente, EAOP) it coordinates. For example, the UC College Prep Initiative (UCCP) delivers high-quality course content to schools across the state which would otherwise be unable to develop such materials on their own. ASSIST serves as the state's official online repository for community college transfer articulation information. In both instances, University staff and faculty developed these tools to address gaps and problems identified by UC's K-12 and CCC 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, the SAPEP goals established in 2005-06 focus on student achievement across a broad range of academic preparation and college-readiness indicators, and not on UC eligibility alone.

The University has made program assessment and evaluation integral to all SAPEP programs, but declining resources have slowed our ability to upgrade data collection, systems, and analysis, and limited our ability to engage external evaluators. Nevertheless, all SAPEP programs are required to submit annual performance reports describing their progress toward specific programmatic goals, and individual programs are subject to comprehensive summative evaluations by both internal and external evaluators as funding permits. The Accountability Framework, as last modified in April 2005, 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, Executive Branch staff, and experts on program evaluation, developed the Accountability Framework.

Service Populations

Collectively, the SAPEP programs reach nearly 130,000 K-20 students in the state as well as large numbers of parents, teachers, and administrators. Those participating in SAPEP programs include:

- 94,662 students in K-12 institutions,
- 31,819 community college students,
- 3,432 college and university undergraduates,
- 56 graduate students,
- more than 32,000 parents of K-12 students, and

- 1,543 teachers, counselors, and school administrators.

The participating schools and institutions include:

- 845 distinct public K-12 institutions, of which 53% are high schools,
- 111 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:

- EAOP, MESA, and Puente serve 326 high schools in California. Of those 323 schools for which we have data, 232 (72%) are in the five lowest Academic Performance Index (API) deciles. (See Figure 1.)

- UC works with schools that are located in communities where median family incomes are low. According to U.S. Census Bureau tract data, 73% of EAOP, MESA, and Puente schools are in communities with median family incomes of less than $50,000, compared to 50% of high schools statewide. (See Figure 2.)

- The ethnic composition of EAOP, MESA, and Puente program participants mirrors the ethnic composition of the schools they serve: 74% of EAOP, MESA, and Puente students are from underrepresented groups, nearly the same as the percentage of underrepresented students (73%) in the schools served by EAOP, MESA, and Puente. (See Figure 3.)

Figure 1: High Schools Served by EAOP, MESA, and Puente by API Decile, 2009-10
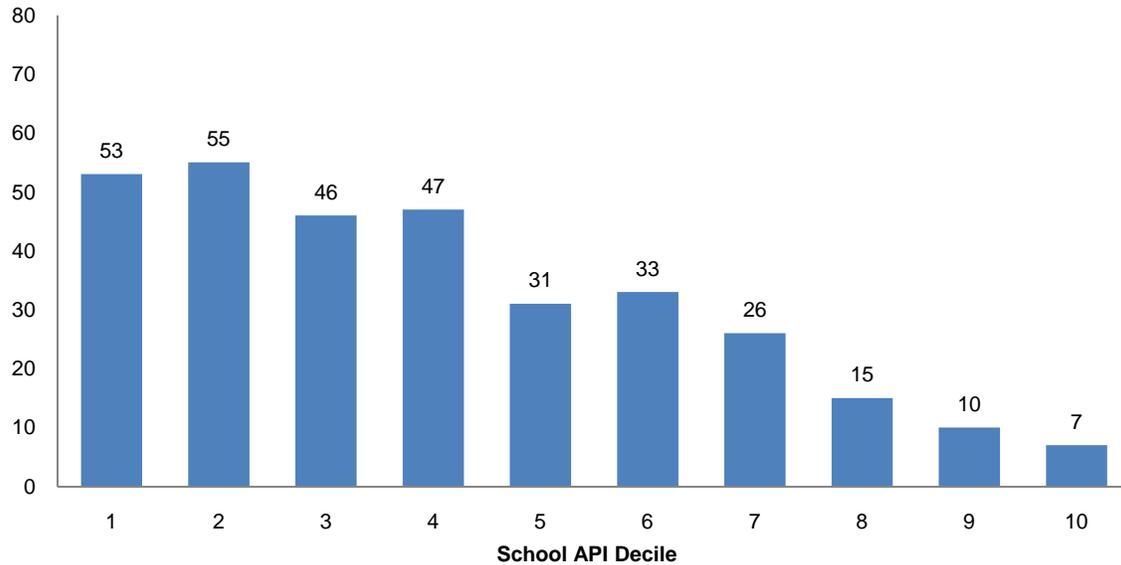
Source: 2009-10 SAPEP Schools Report and 2009 API data from the California Department of Education.
<u>Note</u>: EAOP, MESA, and Puente serve 326 high schools, but three schools were missing County-District-School (CDS) codes and were not included in the analysis.

Figure 2: Estimated Median Family Income of Schools Served by EAOP, MESA, and Puente, 2009-10
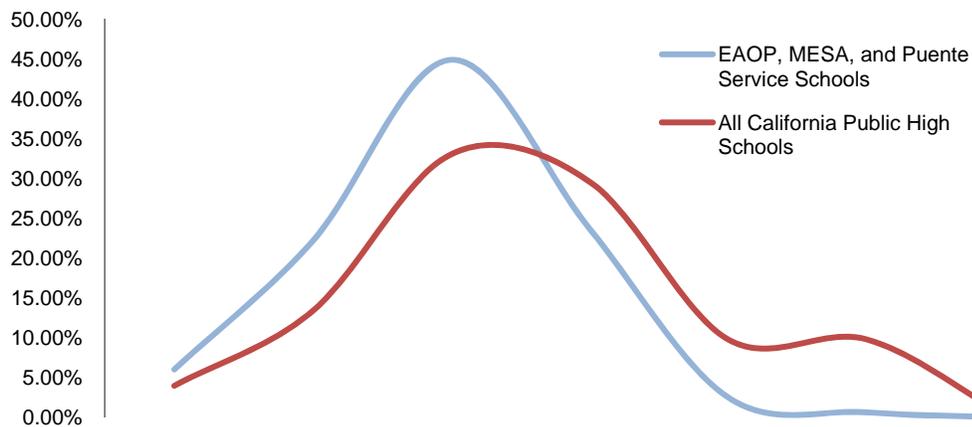
	less than $24,999	$25,000 to $34,999	$35,000 to 49,999	$50,000 to 74,999	$75,000 to 99,999	$100,000 to $149,999	$150,000 or more
EAOP, MESA, and Puente Service Schools #	19	70	142	75	8	2	-
EAOP, MESA, and Puente Service Schools %	6.01	22.15	44.94	23.73	2.53	0.63	-
All California Public High Schools #	59	199	492	441	146	146	5
All California Public High Schools %	3.97	13.37	33.06	29.64	9.81	9.81	.34

Source: 2009-10 SAPEP Schools Report and March 2000 U.S. Census Bureau supplemental data file. At this writing, relevant 2010 Census data have yet to be released.
<u>Note</u>: Figures may not add to 100% due to rounding. Out of the 326 EAOP, MESA, and Puente schools, 316 schools had income data matched to school zip codes. Three schools did not have CDS codes and seven did not have income data matched to zip codes in the 2000 Census data. As a result, these 10 schools were excluded from this analysis.

Figure 3: Ethnicity of EAOP, MESA, and Puente High School Participants, 2009-10
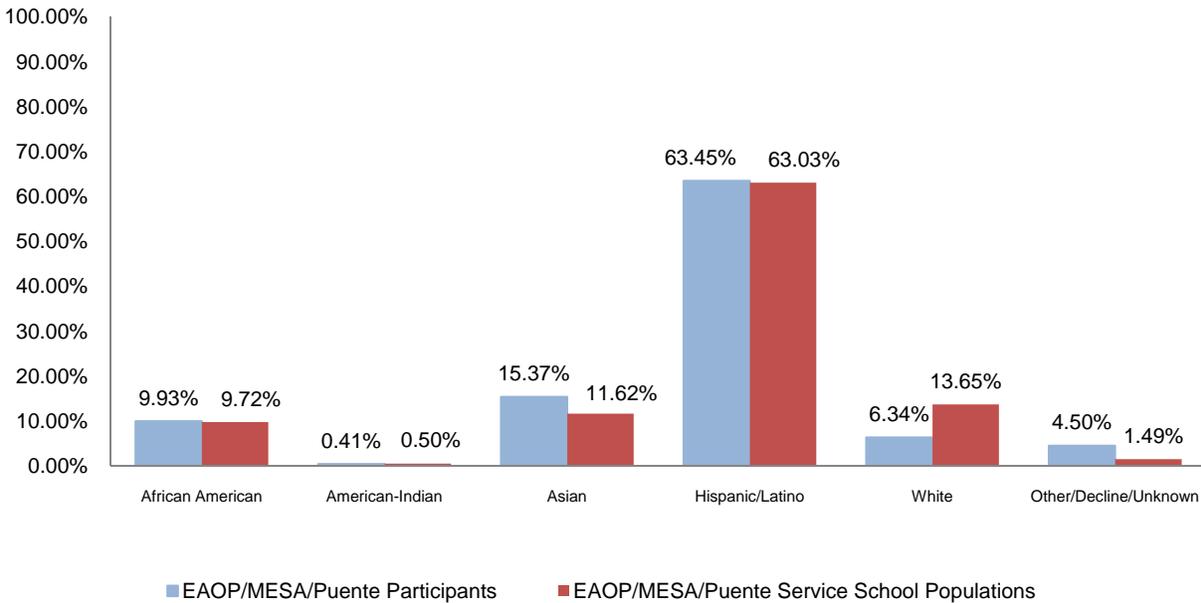
Source: 2009-10 SAPEP 23-element file and 2009 API data from the California Department of Education.
<u>Note</u>: Other/Unknown category includes multi-ethnic students and decline to state. Figures may not add to 100% due to rounding.

Figure 4: EAOP, MESA, and Puente SAT or ACT Test-Takers by API Decile, 2009-10
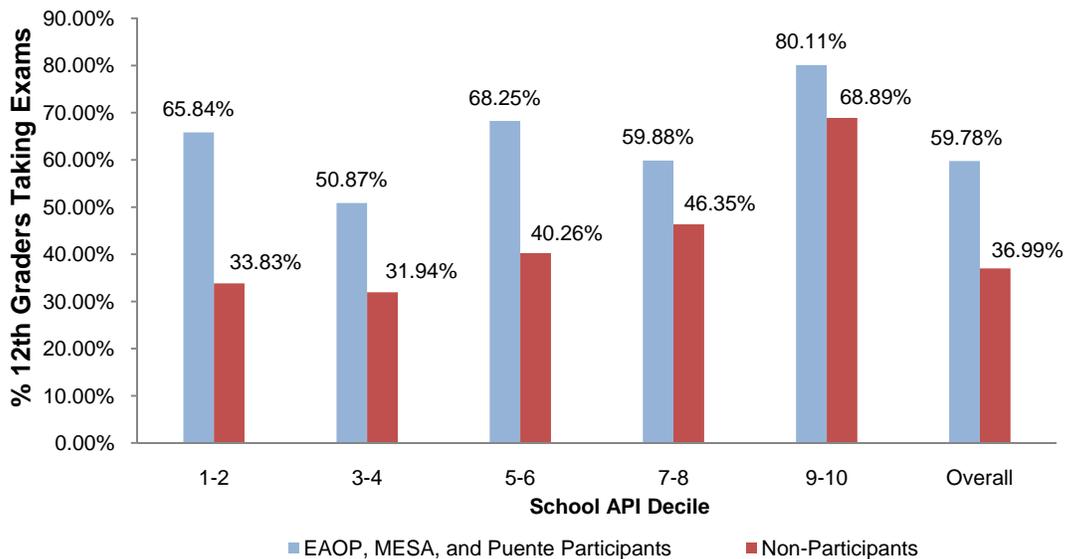
Source: 2009-10 SAPEP 23-element file and 2009-10 SAT and ACT data files from College Board.
<u>Note</u>: Programs are primarily operating in low-performing schools. For schools with available student test-taking data (261 of the 326 schools participating in EAOP, MESA, and Puente): 94 schools are in API quintile 1; 85 are in API quintile 2; 45 are in API quintile 3; 24 are in API quintile 4; and 13 are in API quintile 5.

II.   OUTCOMES

This section describes SAPEP programs' progress to date on meeting accountability goals.

Despite the budget uncertainty of 2009-10 and prior years, most SAPEP programs are meeting or progressing toward meeting the goals outlined in the Accountability Framework. Each SAPEP program has adopted up to three of the framework goals against which the programs and the University measure progress.

When possible, the programs compare participating students' outcomes against the same outcomes for non-participants. If comparison groups are unavailable, programs compare participants' achievements to the statewide (or school-wide rates) for comparable demographic groups (e.g., educationally disadvantaged students) for which data are available.

Tables 1 and 2 provide summary information on the framework goals and each program's progress toward meeting its specific objectives. The first table provides an overview of the more detailed information shown in the second table.

Table 1 lists the general framework goals for each program and the extent to which the program is meeting its goals in academic year 2009-10. Most programs are meeting, or making reasonable progress toward meeting, their objectives.

Table 2 provides more detailed information on each program's measurable objective(s) and its progress toward meeting those objective(s) in academic year 2009-10, relative to the baseline measures. Academic Year 2004-05 data serve as the baseline, except where noted.

For programs such as Community College Transfer Programs, adopting the Accountability Framework required the programs to develop new data collection methods and, in some cases, to re-engineer how they conducted their work. Most of these programs established their outcome measures and data collection procedures in 2005-06. Except where noted, programs include baseline data from 2004-05.

Appendix A contains additional information about each SAPEP program, including a description of each program's mission, services, and specific goals and outcomes for 2009-10.

Table 1: Progress to Date on 2005 Accountability Framework Goals		
Program	**Framework Goals**	**Progress To Date**
ArtsBridge	Increase graduate/professional school enrollment	Meeting objective
Community College Transfer Programs	Increase transfer-readiness and successful transfer to four-year colleges/universities	Meeting objectives
Community College Articulation	Maintain CCC-UC articulation agreements for all majors	Meeting objective
Community College - ASSIST	Maintain complete ASSIST database and increase usage	Meeting objectives
EAOP	Increase 'a-g' course completion, algebra completion by 10th grade, college-readiness, and college-going rates	Meeting two objectives and making progress toward another objective, decline noted in one objective
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	Meeting objectives
MESA Community College Program	Increase transfer-readiness for four-year colleges/universities in math/science-based majors	Meeting objectives
MESA Schools Program	Focusing on math/science-based disciplines, increase 'a-g' course completion, college-readiness, and college-going rates	Meeting one objective and making progress toward meeting three other objectives; decline noted for one objective
Preuss School at UC San Diego	Maintain high rates of 'a-g' course completion, college-readiness, and college-going	Meeting one objective; decline noted for two 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 two objectives and making progress toward meeting three objectives
Student Initiated Programs	Increase college-going rates and graduate/professional school enrollment	Meeting one objective; decline noted in another objective
UCCP (UC College Prep Online)	Increase 'a-g' course preparation	Meeting objective
UC Links	Increase preparation for 'a-g' courses and graduate/professional school enrollment	Meeting objectives
UCE (University Community Engagement) formerly Community Partnerships	Increase college readiness and CAHSEE completion	Meeting objectives

Table 2: Progress Toward Objectives by Program				
Program	**Measurable Objective**	**2004-05 Baseline Measure**	**2009-10 Measure**	**Status**
ArtsBridge Goal: Increase graduate/professional school enrollment.[1]	50% of undergrads will consider the teaching and education profession	80%	84%	Meeting objective
Community College Transfer Goals: Increase transfer-readiness and successful transfer to four-year colleges.	10% increase in transfers to four-year institutions	52% (2005-06)	62%	Meeting objective
	10% increase in transferable math	52% (2005-06)	66%	Meeting objective
	10% increase in transferable English	52% (2005-06)	72%	Meeting objective
Community College - Articulation Goal: Maintain articulation agreements with all 111 CCC campuses	Maintain articulation agreements with all 111 CCC campuses	100%	100%	Meeting objective
Community College - ASSIST Goals: Maintain complete articulation with CCC in ASSIST[2]	Increase use of ASSIST	700,000 users 6.7 million reports	2 million users 13.8 million reports	Meeting objective
	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' courses	74%	71%	Meeting Objective
	80% complete algebra by 10th grade	91%	88%	Meeting objective
	70% of 12th-graders completing 'a-g' also completed SAT/ACT	56%	69%	Progressing
	70% of 12th-graders will enroll in postsecondary institutions	67%	66%	Decline noted; program to review

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[1] ArtsBridge provides service-learning opportunities and career pathways into teaching for top university arts students. The program's accountability framework goal is to increase graduate/professional school enrollment. In previous years, ArtsBridge also reported on improved literacy and improved arts proficiency in classrooms, goals which no longer align with the program's core mission.

[2] In previous years, the ASSIST Board asked users to complete a voluntary survey regarding the user-friendliness of the site. Because of the survey's historically low-to-moderate response rates and an acute staff shortage, the Board elected to discontinue the survey in 2008-09.

Table 2 (Continued): Progress Toward Objectives by Program				
Program	**Measurable Objective**	**2004-05 Baseline Measure**	**2009-10 Measure**	**Status**
Graduate and Professional School Academic Preparation Goal: Increase graduate/professional school enrollment	60% in established programs enroll in graduate school; 50% in new programs enroll in graduate school	78%	79%	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%	42%	Meeting objective
	Increase college-going by 10%	27%	58%	Meeting objective
MESA Community College Goal: Increase transfer-readiness for four-year colleges in math/science-based majors	500 transfers/year	572 transfers	564 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' courses	54%	69%	Progressing
	67% complete algebra by 10th grade	77%	87%	Meeting objective
	70% of 12th-graders completing 'a-g' also completed SAT/ACT	42%	54%	Progressing
	75% of 12th-graders will enroll in postsecondary institutions	62%	69%	Progressing
	80% pass CAHSEE by 10th grade	74%	66%	Decline noted; program to review
Preuss School Goals: Maintain high rates of 'a-g' course completion, college-readiness and college going. **Note:** Anomalies in the Preuss School's initial reporting resulted in overstated baseline measures. Beginning in 2008, the program's administrators corrected these reporting errors.	100% of 12th-graders will complete 'a-g'	100%	71%	Decline noted; program to review
	90% of 12th-graders will complete 'a-g' courses and take SAT/ACT exam	98%	71%	Decline noted; program to review
	90% of 12th-graders will enroll in postsecondary institutions	100%	97%	Meeting objective

Table 2 (Continued): Progress Toward Objectives by Program

| Program	Measurable Objective	2004-05 Baseline Measure	2009-10 Measure	Status
Puente Project Community College Goal: Focusing on English and language arts, increase transfer-readiness	Increase transfer-readiness by 10%	795 participants transfer-ready	910 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 12th graders will complete 'a-g'	53%	67%	Meeting objective
	80% of students will complete algebra by 10th grade	72%	79%	Progressing
	65% of 12th graders will complete 'a-g' and SAT/ACT	46%	58%	Progressing
	75% of 12th graders will enroll in postsecondary institutions	67%	70%	Progressing
	95% of 12th grade participants will graduate from high school	95%	97%	Meeting objective
Student Initiated Programs Goals: Increase college-going rates and graduate/professional school enrollment	50% of 12th grade participants will enroll in postsecondary institutions	69%	70%	Meeting objective
	55% of graduating undergraduate volunteers will enroll in graduate school	45%	43%	Decline noted; program to review
UC College Prep Online (UCCP) Goal: Increase 'a-g' course preparation	75% AP pass rate	69%	86%	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
	70% of undergraduate UC Links volunteers apply, are admitted, or enroll in graduate school	76%	77%	Meeting objective
University Community Engagement (UCE), formerly Community Partnerships Goals: Increase 'a-g' completion, college-readiness and CAHSEE completion	75% of students will increase postsecondary institution awareness	79% (2006-07)	75%	Meeting objective
	60% of students will improve on pre/post math exams	43% (2006-07)	65%	Meeting objective

III. BUDGET and COSTS

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 programs would be able to continue from year to year. Figure 5 shows an 11.5% increase in State funding from 2005-06 to 2006-07 and an 8.9% decrease in State funding from 2008-09 to 2009-10.

Figure 5: UC SAPEP Program Budgets, 2004-05 to 2009-10
(Dollars in Thousands)
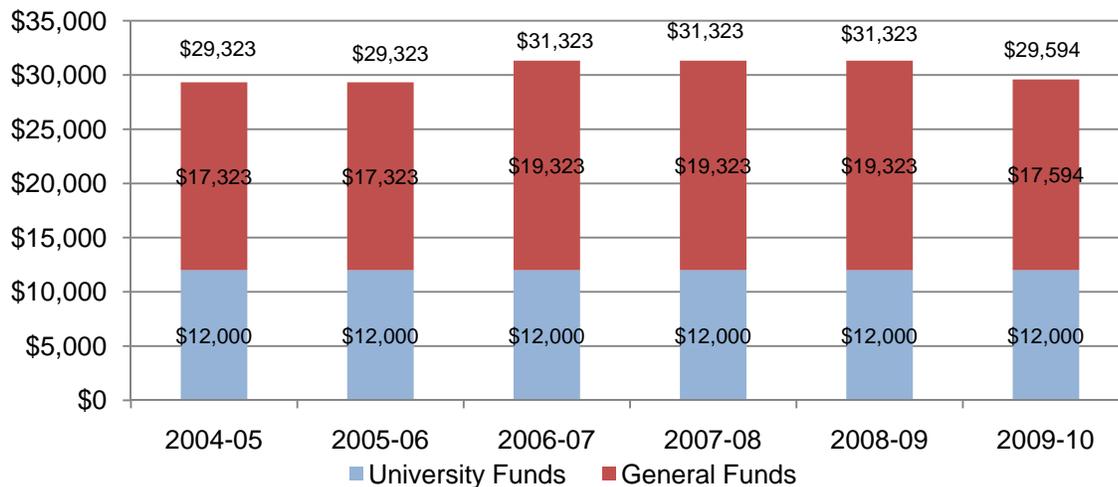
The Governor's proposed budget for 2009-10 originally slated SAPEP programs for elimination, but the Legislature converted the cut to an unallocated reduction in UC's state support. The 2009-10 Budget Act permitted UC to make reductions to SAPEP program budgets of up to 19%, equivalent to the overall 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%; the SAPEP portfolio ultimately experienced an overall budget reduction of 6% in 2009-10, bringing the total budget that year to $29.6 million, where it remains in 2010-11. Table 3 shows the budget for each program in 1997-98, in 2000-01, in 2008-09, in 2009-10, and in 2010-11.

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 and 2010-11 SAPEP budgets reflect the continuing contribution of $12 million of existing University resources. SAPEP programs leveraged the state's and the University's $29.6 million investment in 2009-10 by securing an additional $24.5 million. 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 average cost of most SAPEP programs is substantially less than the average 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 2009-10 budget allocation from state General and University funds and "participant" is defined as the number of student participants served during 2009-10, 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, 2010-11
(Dollars in 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; and the program budgets for 2008-09, 2009-10, and 2010-11.

	1997-98 State & UC Funds	2000-01 State & UC Funds	2008-09 State & UC Funds	2009-10 State & UC Funds	2010-11 State & UC Funds
Direct Student Services Programs					
Community College Transfer Programs *	$1,718	$5,295	$3,279	$3,058	$3,058
EAOP	4,794	16,094	8,914	8,416	8,416
Graduate and Professional School Programs	1,893	8,575	2,661	2,623	2,623
MESA K-12 Programs	4,169	9,355	4,861	4,394	4,394
MESA Community College Programs	22	1,309	327	327	327
Puente High School	-	1,800	1,051	980	980
Puente Community College Programs	162	757	450	419	419
Student-Initiated Programs	-	-	440	440	440
UC Links	-	1,656	694	622	622
Statewide Infrastructure Programs					
ASSIST	360	360	429	389	389
Community College Articulation	-	-	600	600	600
Longer-Term Strategies					
K-20 Regional Intersegmental Alliances	-	15,591	1,395	1,361	1,361
(formerly School-University Partnerships)					
Direct Instructional Programs					
Preuss Charter School	-	1,000	1,000	1,000	1,000
UC College Preparation (online courses)	-	8,400	3,106	3,059	3,059
Other Programs					
Evaluation	-	1,386	1,180	1,077	1,077
Other Programs (currently includes University-Community Engagement, ArtsBridge, Other)	203	3,887	936	829	829
Programs that have been eliminated or consolidated into others include: Test Preparation, Dual Admissions, Gateways, Informational Outreach and Recruitment, Central Valley Programs, UC ACCORD.	4,750	9,717	-	-	-
Total	**$18,071**	**$85,182**	**$31,323**	**$29,594**	**$29,594**
General Funds	$16,996	$82,243	$19,323	$17,594	$17,594
University Funds	$1,075	$2,939	$12,000	$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, 2009-10

Program	2009-10 State and UC Funds ($$)	2009-10 Number of Students Served	Average Cost Per Student 2009-10 ($$)
K-12 Student Academic Preparation			
EAOP	8,416,000	47,924	176
MESA K-12 Programs	4,394,000	15,259	288
UC College Preparation (online courses)	3,059,000	193,439	16
Puente High School	980,000	4,111	238
Student-Initiated Programs	440,000	20,529	21
UC Links	622,000	4,437	140
Comparable federal programs:			
Upward Bound Classic			*4,876*
Talent Search			*394*
Community College Programs			
ASSIST	389,000	2,000,000	Less than 20 cents
Community College Transfer Programs	3,058,000	21,805	140
MESA Community College Programs	327,000	3,694	89
Puente Community College Programs	419,000	7,725	54
K-20 Educational Partnerships*			
ArtsBridge	112,000	1,711	65
University Community Engagement	281,000	453	620
K-20 Regional Intersegmental Alliances	1,361,000	80,313	17
Preuss Charter School	1,000,000	755	1,325
Comparable federal programs:			
GEAR UP			*285*
Graduate and Professional School Programs	2,623,000	903	2,905
Comparable federal programs:			
McNair Postbaccalaureate Achievement Program			*8,742*

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*Includes all students at schools served.

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

APPENDIX A

Detailed Program Descriptions

ArtsBridge

AY 2009-10, by the numbers:

- 1,711 total students served
- 1,659 K-12 students served[3]
- 45 undergraduate students participated
- 7 graduate students participated
- 62 K-12 classrooms served
- 64% of K-12 participants come from low-performing schools
- 22% of students were English language learners

Mission and Purpose[4]

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. For many K-8 students, ArtsBridge is the only arts instruction they receive during the academic year.

Services

ArtsBridge recruits, trains, and provides scholarships to UC's highest-achieving arts students to develop instructional residencies in dance, drama, music, visual and digital art. In 2009-10 these residencies provided over 1,900 hours of arts-integrated curriculum to 1,659 participants in low-performing and underserved K-12 public classrooms. ArtsBridge scholars collaborated with 62 host teachers to develop experiential, cross-curricular, standards-based arts projects. In 2009-2010, ArtsBridge augmented the state allocation with $27,450 raised from foundations, corporations, private donors, and opportunity funds.

ArtsBridge has developed unique interdisciplinary partnerships with other campus units, such as the UC Davis School of Education, UCLA's Urban Intern Program in the Graduate School of Education and Information Sciences (GSEIS), and UC San Diego Education Studies (EDS). These partnerships support UC undergraduates with multi-layered training and community service experiences, and create a strong, collaborative network promoting practices that remove barriers to student learning and foster high-achieving and learning communities.

Program Goals

The goal of the program is to increase graduate and professional school enrollment among university students interested in teaching the arts and/or providing broader community access to the arts for California's K-12 children.

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[3] UC Irvine no longer has an ArtsBridge program, but instead has started a new program called Creative Connections; in 2008-09, UC Irvine served 610 students who are not included in this report. The number of UC San Diego participants declined markedly from 1,358 in 2008-09 to 277 in 2009-10 because the program was suspended for most of the year pending a departmental move; the leadership of ArtsBridge expects the program will stabilize next year and that participant numbers will remain steady or increase.

[4] ArtsBridge provides service-learning opportunities and career pathways into teaching for top university arts students. The program's accountability framework goal is to increase graduate/professional school enrollment. In previous years, ArtsBridge also reported on improved literacy and improved arts proficiency in classrooms, goals which no longer align with the program's core mission.

2009-10 Outcomes

- In 2009-10, 52 ArtsBridge undergraduate students (i.e., each undergraduate participant in the program) participated in a survey. Of those 84% indicated their intent to pursue careers in teaching, education, or community service in the arts. This represents a four percentage point increase compared to the baseline measure of 80% in 2004-05, but a decline compared to the past three years, when survey responses ranged from 88% to 91%. (See Figure 6.) Such a decline is not unexpected given the reduction in K-12 teaching positions and ongoing budget uncertainty for K-12 education in California.[5]

Figure 6: UC Undergraduate ArtsBridge Participants Planning to Pursue Careers in Teaching, Education, or Community Service, 2004-05 to 2009-10
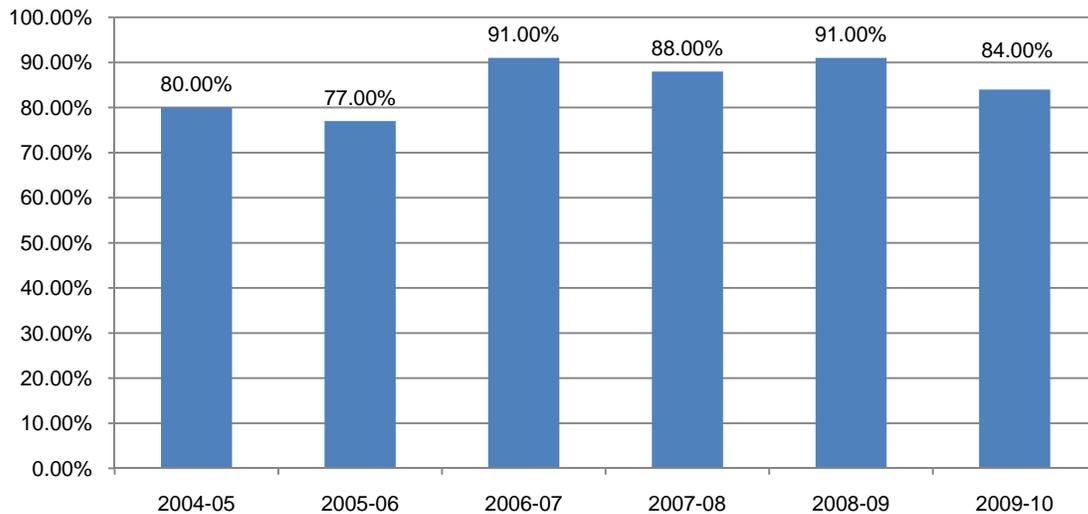
Source: SAPEP APR

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[5] From 2007-08 to 2008-09, California's overall teacher workforce declined one percent, from 310,000 to 307,000. Since 2003-04, the number of enrollees in teacher preparation programs in California has dropped 34%, from approximately 68,000 to approximately 45,000, and the number of new teaching credentials issued by the state is down 37%, from nearly 27,000 to nearly 17,000 (Center for the Future of Teaching and Learning, 2010). Whether this represents a downward trend due to labor market conditions for teachers is unclear at this point.

Community College Transfer Programs

AY 2009-10, by the numbers:
- 21,805 total students served
- 2,561 K-12 students served
- 19,244 community college students served
- 111 California Community Colleges participating

Mission and Purpose

UC's Community College Transfer Programs (CCTP) are charged with increasing opportunities for community college students to transfer to baccalaureate degree-granting institutions. Academic advisors provide comprehensive expertise, guidance and support to prospective transfers to the University of California and other four-year colleges.

The 2006-07 State budget included an augmentation in State funds to strengthen partnerships with K-12, business, community organizations, and other postsecondary institutions and to improve student access to a baccalaureate degree through the transfer pathway.

Services

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

- Individual academic advising and educational planning, including assistance with course selection and monitoring of student progress;
- 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.

Program Goals

The transfer programs have two key SAPEP-related goals: (1) to increase the transfer-readiness of participants, as measured by completion of university-accepted, transferable English and math courses, and (2) to increase the proportion of participants who successfully transfer to four-year institutions. Underlying both of these programmatic goals, the programs also strive to improve their data collection efforts.

2009-10 Outcomes

To improve data collection:

- New data-sharing agreements have been established with institutional partners to obtain more complete and accurate transfer information.

- The Transfer Admission Guarantee (TAG) application process, to enable community college students to apply to transfer to four-year institutions, was streamlined through a new system that provides a single online form for all TAG applications to the eight participating campuses.[6] During Fall 2011, California community college students submitted more than 46,000 TAG applications. By allowing students to

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[6] TAG campuses include: UC Davis, UC Irvine, UC Merced, UC Riverside, UC San Diego, UC San Francisco, UC Santa Barbara, and UC Santa Cruz.

enter and record online the college courses they are taking, beginning with their first term at a California community college, the new TAG tool allows community college counselors to better track students' course preparation and to advise them earlier about how to improve their chances of transferring to four-year institutions.

To increase the proportion of participants enrolling at four-year institutions:

- In 2009-10, of the 5,463 transfer-ready CCTP students, 62% enrolled in a four-year institution, compared to 52% (N=3,184) in the 2005-06 baseline measure. (See Figure 7.)

To increase the transfer readiness of participants:

- In 2009-10, of the 14,591 CCTP students for whom UC had data, 66% completed the math transfer requirement, compared to 52% in the 2005-06 baseline measure.

- In 2009-10, of the 13,914 CCTP students for whom UC had data, 72% completed the English transfer requirement, compared to 52% in the 2005-06 baseline measure.

Figure 7: Community College Transfer Program Postsecondary Enrollment of Transfer-Ready Students, 2005-06 to 2009-10
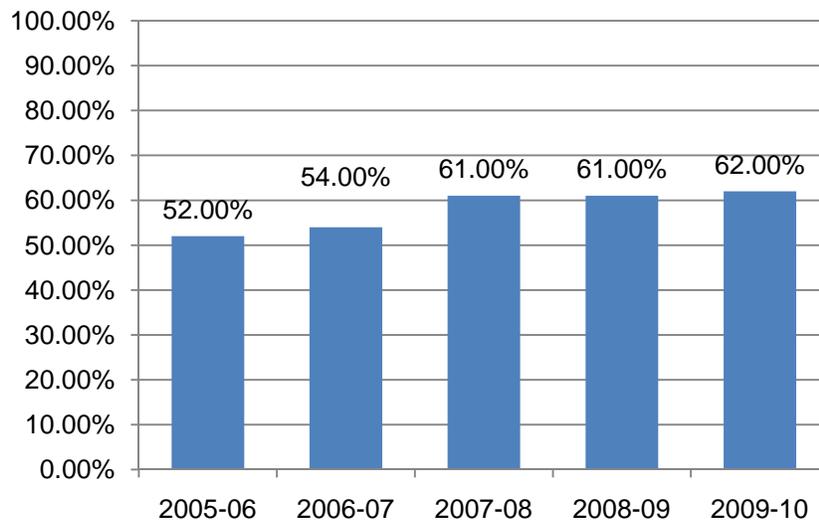
Source: SAPEP 23-element file and the National Student Clearinghouse

Community College Transfer Programs – Articulation of Courses

AY 2009-10, by the numbers:
- 110,264 current CCC-to-UC articulation agreements by major
- More than 172,000 current CCC-to-CSU articulation agreements by major
- Complete articulation for all top 20 UC majors and 98% articulation for all UC majors
- 28,806 CCC courses have been articulated with 3,075 UC courses
- 46,730 current CCC courses can be transferred for general credit to any UC campus
- 21,003 current Intersegmental General Education Transfer Curriculum-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 community college courses can be used to satisfy subject matter requirements at a UC campus. Courses may be used to satisfy general education requirements, major-preparation requirements, or elective credits. These articulation agreements are a critical planning guide for CCC students to make the most efficient use of their time at community colleges, and to assure that are well prepared to transfer to a UC campus to complete a baccalaureate degree.

Services

The University of California 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 IGETC-approved courses for satisfying lower-division general education requirements by transfer students, although a few majors do not recommend IGETC as the most efficient path.

Program Goals

The program's goal is to establish and maintain UC major articulation agreements with all California Community Colleges.

2009-10 Outcomes

- Despite an ever-increasing number of courses and articulation agreements between CCC and UC (110,264 in 2009-10 compared with 78,522 in 2004-05), 100% of UC campuses have successfully articulated their majors with all 111 community colleges. This includes complete articulation of all top 20 UC majors, as well as over 98% of all UC majors.

- In February 2009, the University completed organizing existing articulation agreements as preparatory paths (sequences) and is comparing the paths across UC campuses and majors. This authoritative information should help students select UC campuses and majors.

Community College Transfer Programs – ASSIST

AY 2009-10, by the numbers:
- Over two million different individuals used ASSIST to view over 13.8 million articulation reports
- Over 110,000 current CCC-to-UC articulation agreements by major were available in ASSIST, covering nine UC general campuses and all 111 California Community Colleges
- Over 172,000 current CCC-to-CSU articulation agreements by major were available in ASSIST, covering all 23 CSU campuses and all 111 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. Such information is especially important to CCC students planning for transfer to UC and/or CSU campuses. In addition to the course articulation agreements UC and CSU maintain with the community colleges, ASSIST provides online reports on any of the agreements between community college campuses and UC or CSU campuses. By checking these online reports, ASSIST site-users and CCC students can verify how courses taken at one campus can be used to satisfy subject matter requirements at another.

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.

Program Goals

Since 1996, ASSIST has developed successive two-year strategic plans that refresh the program's mission, vision, goals, objectives, and activities. The program has three ongoing goals: (1) to increase use of ASSIST; (2) to maintain complete and accurate data in the ASSIST database; and (3) to ensure ASSIST is available 24 hours a day, seven days a week.

2009-2010 Outcomes

To increase use of ASSIST:

▪ In 2009-10, over two million different individuals used ASSIST to view over 13.8 million articulation reports. This is a sharp increase from 2004-05 when 700,000 different individuals used ASSIST to view over 6.7 million articulation reports. (See Figure 8.)

To maintain complete and accurate data in the ASSIST database:

▪ In 2009-10, 100% of the most current articulation agreements with all 111 CCCs were available in ASSIST. These include all of the agreements established by the 23 CSU and nine UC undergraduate campuses.

▪ In 2009-10, 110,264 current CCC-to-UC articulation agreements by major were available in ASSIST covering all nine UC general campuses and all 111 CCCs.

▪ In 2009-10, more than 172,000 current CCC-to-CSU articulation agreements by major were available in ASSIST covering all 23 CSU campuses and all 111 CCCs.

▪ All 23 CSU and nine UC campuses committed to honoring all articulation information available in ASSIST.

To ensure ASSIST is always available:

▪ In 2009-10, the ASSIST websites were available 99.99% of the time.

**Figure 8: Community College Transfer Program – ASSIST:
Number of Reports and Users, 2004-05 to 2009-10**
(In Millions)
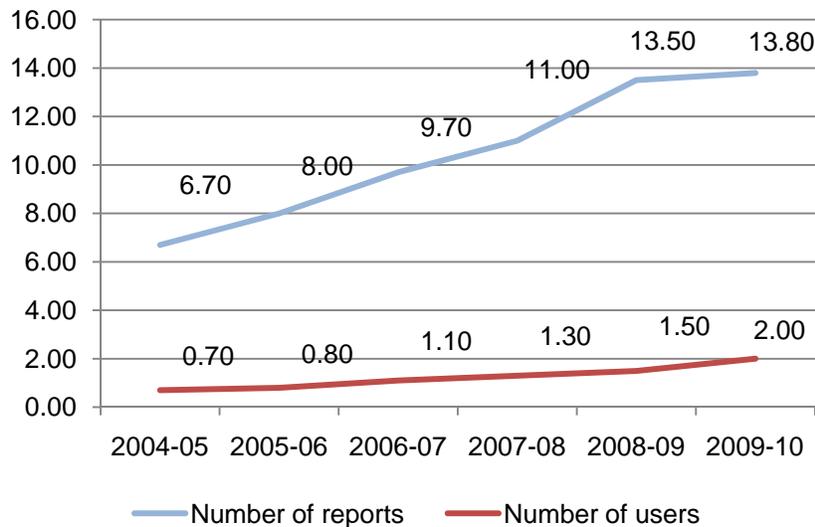
Source: SAPEP APR

EAOP

AY 2009-10, by the numbers:
- 47,924 total students served by the cohort model[7]
- Of the nearly 48,000 total students served, 11,661 participated in Regional Academic Initiatives
- 255 schools participated in both the cohort and whole-school models[8]
- Over 20,000 parents/guardians participated in workshops, college visits, and family events

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 promote students' academic development, and delivers these services in partnership with other academic preparation programs, schools, other higher education institutions, and community/industry partners.

EAOP seeks to ensure that all disadvantaged students acquire the skills and knowledge they will need to succeed at the University of California and at other institutions of higher education.

Services

In order to help more students become college-ready, EAOP provides academic enrichment and advising, test preparation, family information, and support for partner schools. In partner schools, EAOP staff provide information regarding preparation, access, and University admissions to school staff, students, and parents. EAOP staff also advise partner schools' personnel on how to establish school procedures and operations that can help students complete required college preparatory courses and enhance their schools' 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 comprehensive, collaborative, regional approaches that increase student eligibility for admission to, and enrollment at, postsecondary institutions. RAI's two current efforts – the College Going Initiative (CGI) and the Summer Algebra Academies – focus on high schools in rural and remote regions of California.

Program Goals

EAOP has three overarching goals: (1) to increase the proportion of K-12 participants who complete an 'a-g' course pattern; (2) to increase the proportion of K-12 participants who are college prepared (i.e., complete an 'a-g' course pattern *and* take the SAT Reasoning or ACT exam); and (3) to increase the proportion of program participants who go to college directly from high school.

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[7] EAOP's cohort model (grades 7-12) emphasizes continued, progressive and increasingly advanced academic preparation that enables individual students to succeed in challenging courses and achieve their academic goals. All cohort students receive individualized academic advising services, in addition to other services.

[8] The whole-school model (grades 7-12) delivers services to the entire school through workshops and assemblies, sometimes in partnership with other academic preparation programs. The work is focused on providing information on college knowledge, exam preparation, college entrance requirements, and financial aid.

2009-10 Outcomes

To increase the proportion of K-12 participants completing 'a-g' courses:

- In 2009-10, of the 8,314 12th grade transcripts reviewed, 71% of students completed 15 'a-g' units with a grade of C or better, compared to 74% in the 2004-05 baseline measure. Although this completion rate has slipped, it is much higher than the statewide 'a-g' completion rate of 35% for Academic Year 2008-09, the most recent year for which statewide completion rates are available.[9]

- In 2009-10, of the 5,625 EAOP 10th graders sampled, 88% had passed Algebra I by the beginning of 10th grade, compared to 91% in the 2004-05 baseline measure.

To increase the proportion of K-12 participants who are college prepared (complete 'a-g' courses *and* take the SAT Reasoning or ACT exam):

- In 2009-10, of the 5,775 EAOP 12th graders transcripts reviewed, 69% of students who completed 'a-g' coursework also took SAT/ACT exams, compared to 56% in the 2004-05 baseline measure.

- In 2009-10, EAOP students had much higher SAT/ACT test-taking rates than non-participants at the same schools. Of the 4,836 EAOP students at API 1 and 2 schools, 66% took SAT /ACT tests, compared to 32% of non-participants at the same API 1 and 2 schools. Of the 12,313 EAOP students at API 1 to 10 schools, 59% took the SAT/ACT tests, compared to 35% for non-participants at the same API 1 to 10 schools. (See Figure 9.)

To increase the proportion of program participants who go to college directly from high school:

- In 2009-10, of the 12,354 EAOP 12th graders, 66% enrolled in postsecondary institutions including UC, CSU, CCC, and private and out-of-state colleges, compared to 67% in the 2004-05 baseline measure. (See Figure 10.)

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[9] California Postsecondary Education Commission – Custom Data Report, available at http://www.cpec.ca.gov/OnLineData/GenerateReport.ASP (Enrollment of First-Time Students age 19 and under in Public Institutions for 2009 Where High School County is All Known in California **Including** Total of Public High School Graduates, Total of Private High School Graduates and Total of Public A-G Completions. Last visited May 10, 2011).

Figure 9: EAOP SAT or ACT Test-Takers by API Decile, 2009-10
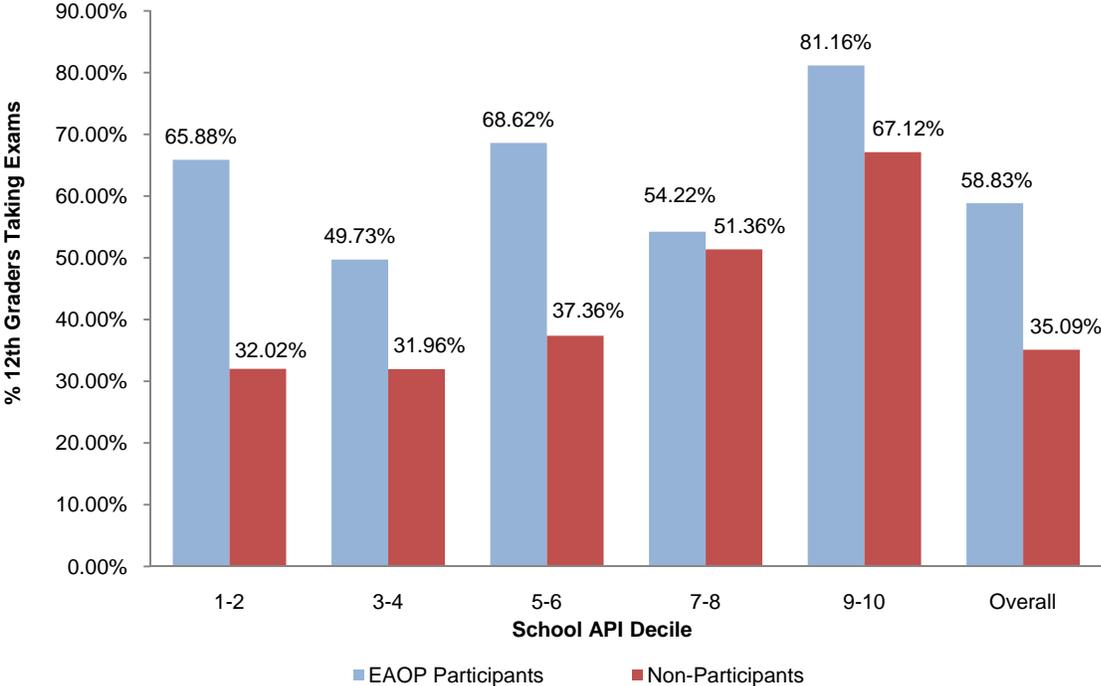
Figure 10: EAOP Postsecondary Enrollment, 2004-05 to 2009-10

■ UC ■ CSU ■ CCC ■ Private / Out of State
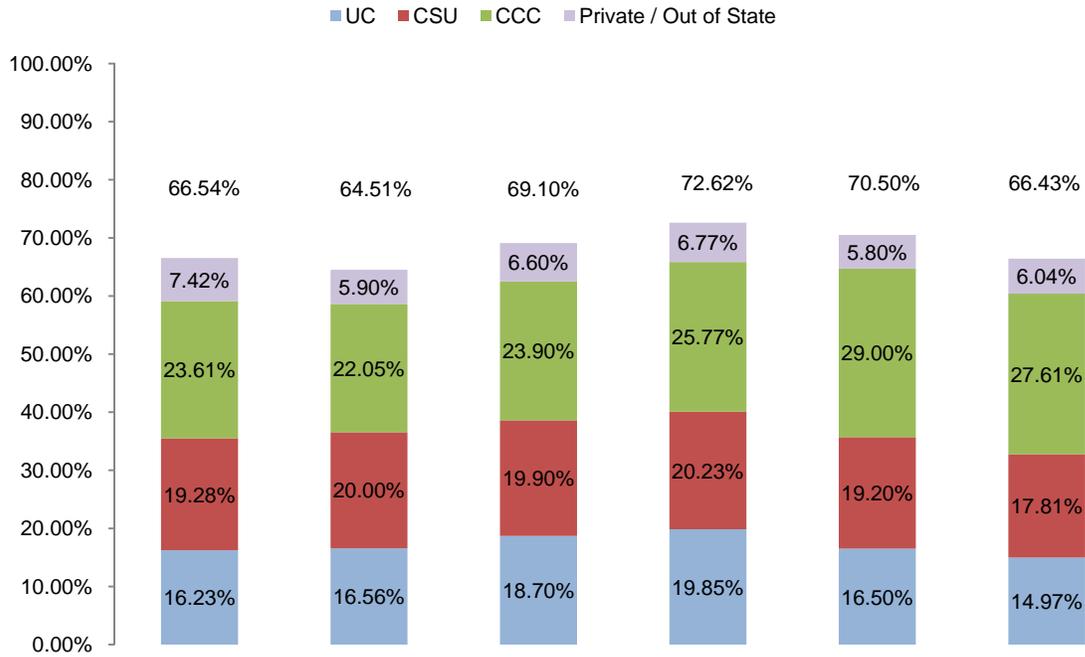
	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Total Number	14,573	12,841	11,541	11,343	14,711	12,354
Percentages	%	%	%	%	%	%
UC	16.23	16.56	18.70	19.85	16.50	14.97
CSU	19.28	20.00	19.90	20.23	19.20	17.81
CCC	23.61	22.05	23.90	25.77	29.00	27.61
Private / Out of State	7.42	5.90	6.60	6.77	5.80	6.04

Source: 2009 SAPEP 23-element file and 2009-10 College Board SAT and ACT, Inc. Test-Taking Data

Graduate and Professional School Academic Preparation (GPSAP)

AY 2009-10, by the numbers:
- 903 total undergraduate students across four programs
- 719 students enrolled in academic pre-graduate programs
- 184 students enrolled in pre-professional programs
- 57% of participants are first in their family to attend college
- 54% of participants are underrepresented minority students (Native American, African American, and Chicano/Latino)
- 33% of the students 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 compete for admission to graduate and professional schools.

Each of the four major GPSAP programs has a unique mission:

- Summer Research Internship Programs 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 schools.

- Summer Research Internship Programs provide summer academic research internships to juniors and seniors. Participants engage in 8-10 week research projects in laboratories or other settings and are closely supervised and mentored by faculty, graduate students, and other professionals.

- UC LEADS scholars engage in faculty-mentored research over a two-year period. Students spend one summer on their home campus and one summer at another UC campus.

- Law program participants focus, over the course of an academic year, on writing, analytical and logical reasoning skills, as well as LSAT preparation. In addition, their faculty and other mentors advise them on how best to apply for law school and provide career advice.

- Medical programs focus on science curricula. Faculty and other mentors help students prepare for the MCAT exams, assist with medical school applications, and help students prepare for medical school interviews. Programs operate during both the academic year and summer.

Program Goals

All of these programs intend to increase the proportion of participants who enroll in graduate and professional schools.

2009-10 Outcomes

Of the 2,748 GPSAP participants tracked over multiple years, 2,179 (79%) enrolled in graduate and professional schools. Factoring in the additional 327 students who are in the process of applying to graduate and professional schools, 2,506 (91%) of program participants are seeking to enroll or have enrolled in graduate and professional schools. More specific program data follow. (See Figure 11.)

- Of the 301 Summer Research Internship Programs alumni tracked from the summer of 2007, 252 (84%) have gone on to advanced study, and another 23 (8%) are in the process of applying. Thus, of the SRIP participants tracked, 275 (91%) are seeking to enroll or have enrolled in graduate programs.

- Of the 470 UC LEADS Scholars tracked since the first year of the program (Fall 2000), 44 are still undergraduates. Of the remaining 426 LEADS students, 347 (82%) have enrolled in graduate or professional school programs, and another 29 participants (7%) are in the process of applying or have been accepted. Thus, of the 426 post-BA graduates tracked, 376 (88%) are seeking to enroll or have enrolled in graduate study.

- Of the 980 Law Program participants tracked since the program's inception in 1997-98, 664 (68%) have enrolled in graduate and professional school programs – 478 (49%) in law school and 186 (19%) in other graduate and professional school programs. Another 177 (18%) are in the process of applying or have been accepted – 168 (17%) applied or were accepted at law school and 9 (1%) applied or were accepted at other graduate and professional school programs. Overall, 841 (86%) have enrolled or are seeking to enroll in graduate and professional school programs.

- Of the 1,041 Medical School program alumni tracked since 1986, 916 (88%) have enrolled in graduate and professional school – 841 (81%) in medical school and 75 (7%) in other graduate and professional school programs. Another 98 (9%) are in the process of applying to medical school. Overall, 1,014 (97%) have enrolled or are seeking to enroll in graduate and professional schools. [10]

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[10] Independent research confirms that UC's postbaccalaureate premedical programs improve applicants' chances of getting into medical school. Grumbach, K., & Chen, E. (2006). Effectiveness of University of California postbaccalaureate premedical programs in increasing medical school matriculation for minority and disadvantaged students. *JAMA: The Journal of the American Medical Association, 296*(9), 1079 - 1085.

Figure 11: Graduate and Professional Programs: Status of Former Participants, Fall 2010
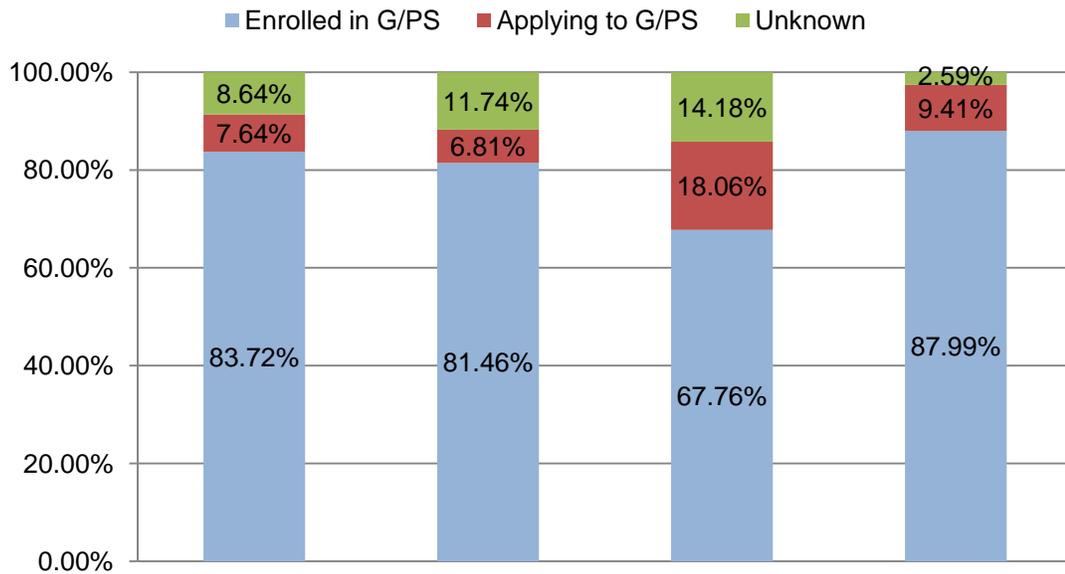
	Summer Internship		UC Leads		Law Programs		Medical Programs	
	Number	%	Number	%	Number	%	Number	%
Enrolled in G/PS	252	83.72	347	81.46	664	67.76	916	87.99
Applying to G/PS	23	7.64	29	6.81	177	18.06	98	9.41
Unknown	26	8.64	50	11.74	139	14.18	27	2.59
Totals	301		426		980		1,041	

Source: 2009 SAPEP APR
Note: Percentages may not add to 100 due to rounding.

K-20 Intersegmental Alliances

AY 2009-10, by the numbers:
- 80,313 total students served
- 16,826 English language learners served
- 4,525 teachers, counselors, administrators served
- 213 K-12 schools 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;

- Development and/or dissemination of curriculum or college-awareness materials;

- Professional development and coaching for teachers in specific content areas;

- Collaboration with schools/districts/community agencies on resource development activities; and

- Building infrastructure to leverage resources and enhance services to students and teachers.

Program Goals

The program has two key goals: (1) to increase 'a-g' course completion rates by ten percent and (2) to increase college-going rates by ten percent.

2009-10 Outcomes

Some K-20 Intersegmental Alliances work with entire districts, and comparison group data are not available or applicable in many instances; when they are available, the outcomes are notable.

To increase 'a-g' course completion rates by ten percent:

- In 2009-10, of the 209 of K-20 Intersegmental Alliances students sampled, 42% completed 15 'a-g' units with a grade of C or better, compared to 30% in the 2004-05 baseline measure.[11]

To increase college-going rates by ten percent:

- In 2009-10, of the 230 of K-20 Intersegmental Alliances students sampled, 58% enrolled in postsecondary institutions including UC, CSU, CCC, compared to 27% in the 2004-05 baseline measure.[12]

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[11] Based on data from UC Berkeley, UC Irvine, UC Riverside, UC San Diego, and UC Santa Barbara.
[12] Based on data from UC Berkeley, UC Irvine, UC Riverside, and UC Santa Barbara.

MESA Community College Program

AY 2009-10, by the numbers:
- 3,694 community college students served
- 33 California Community Colleges served/participating
- 564 transfer students served

Mission and Purpose

The MESA Community College Program (one of two MESA programs supported by SAPEP state funds and included in this report) 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.[13]

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 their awards.

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.

Program Goals

The goal of this program is to increase transfers to four-year institutions from community colleges.

2009-10 Outcomes

- Of the 564 MESA Community College students who transferred to four-year institutions, 45% went to California State University, 45% to the University of California, and about five percent each went to private and out-of-state colleges. Of these students, 100% chose majors in STEM fields. (See Figure 12.)

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[13] From 2001-2011, the MESA Community College Program received a series of awards. MESA 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.

**Figure 12: MESA Community College Program Postsecondary Enrollment
of Transfer-Ready Students for 2009-10**
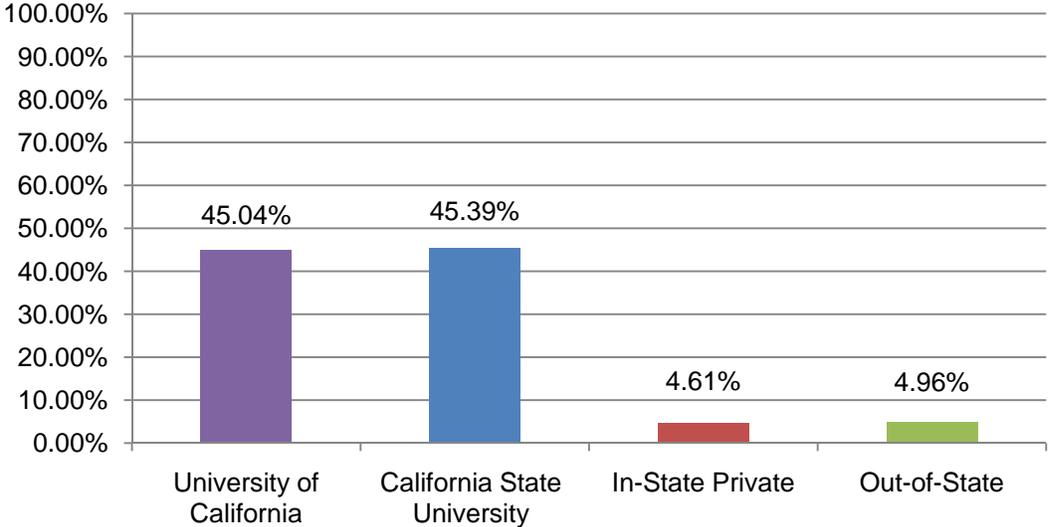
Source: 2009 SAPEP 23-element file

MESA Schools Program (MSP)

AY 2009-10, by the numbers:
- 15,259 K-12 students served
- 429 participating elementary, middle and high schools
- 7,233 workshops, college visits, and family events hosted by participating schools

Mission and Purpose

The MESA Schools Program (one of two MESA programs supported by SAPEP state funds and included in this report) helps pre-college students in 429 schools throughout the state excel in math and science and go on to higher education.[14]

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.

Program Goals

The program has four key goals: (1) to increase the proportion of program participants in K-12 who complete an 'a-g' course pattern; (2) to increase the proportion of program participants in K-12 who are college prepared, defined as completing the 'a-g' course pattern and taking the SAT Reasoning or ACT exam; (3) to increase the proportion of program participants who pass the CAHSEE by the 10th grade; and (4) to increase the proportion of program participants who go to college directly from high school.

2009-10 Outcomes

To increase the proportion of K-12 participants completing 'a-g' courses:

- In 2009-10, of the 1,600 MESA 12th grade transcripts reviewed, 69% of completed the 'a-g' course sequence with a grade of C or better, compared to 54% in the 2004-05 baseline measure.

- In 2009-10, of the 1,600 MESA 12th grade transcripts reviewed, 87% completed Algebra I by the beginning of 10th grade, compared to 77% in the 2004-05 baseline measure.

To increase the proportion of K-12 participants who are college prepared (completing 'a-g' courses *and* taking the SAT Reasoning or ACT exam):

- In 2009-10, of the 580 MESA 12th graders sampled, 54% completing 'a-g' courses also took the SAT and/or ACT exams, compared to 42% in the 2004-05 baseline measure.

- In 2009-10, MESA students had much higher SAT/ACT test-taking rates than non-participants at the same schools. Of the 797 MESA students at API 1 and 2 schools, 71% took the SAT or ACT tests, compared to 38% of non-participants at the same schools. Of the 2,024 MESA students at API 1 to 10

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[14] From 2000-2011, the MESA Schools Program received a series of awards. The program was a winner of the Presidential Award for Excellence in Science, Mathematics, and Engineering Mentoring, and 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.

schools, 68% took the SAT/ACT tests, compared to 40% for non-participants at the same API 1 to 10 schools. (See Figure 13.)

To increase the proportion of program participants who pass the CAHSEE by the 10th grade:

▪ In 2009-10, of the 1,600 MESA transcripts reviewed, 66% of passed the CAHSEE by the 10th grade, compared to 74% in the 2004-05 baseline measure.

To increase the proportion of program participants who go to college directly from high school:

▪ In 2009-10, of the 2,024 MESA graduates, 69% enrolled in a two- or four-year colleges or universities, compared to 62% in the 2004-05 baseline measure. (See Figure 14.)

Figure 13: MESA Schools Program SAT or ACT Test-Takers by API Decile, 2009-10
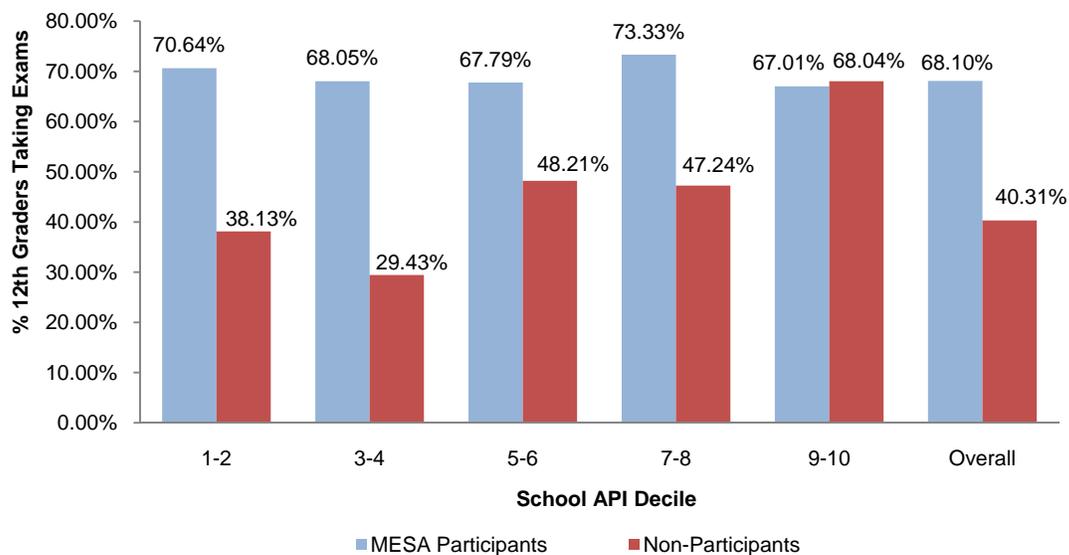
Source: 2009 SAPEP 23-element file and 2009-10 College Board SAT and ACT, Inc. Test-Taking Data

Figure 14: MESA Schools Program Postsecondary Enrollment, 2004-05 to 2009-10

■ UC ■ CSU ■ CCC ■ Private / Out of State
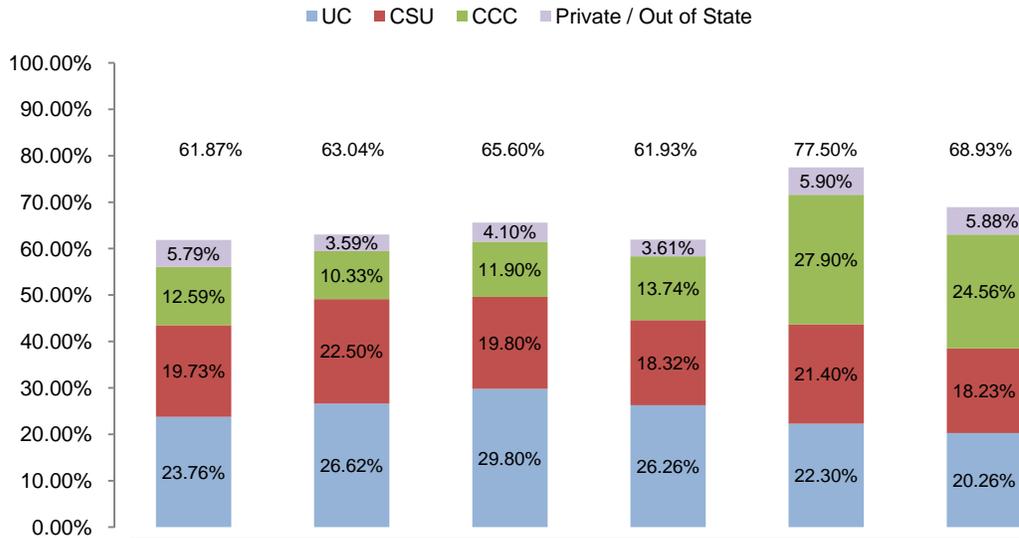
	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Total Number	1,191	1,142	1,166	1,550	1,556	2,024
Percentages	%	%	%	%	%	%
UC	23.76	26.62	29.80	26.26	22.30	20.26
CSU	19.73	22.50	19.80	18.32	21.40	18.23
CCC	12.59	10.33	11.90	13.74	27.90	24.56
Private / Out of State	5.79	3.59	4.10	3.61	5.90	5.88

Source: 2009 SAPEP 23-element file and the National Student Clearinghouse

The Preuss School

AY 2009-10, by the numbers:
o   755 students served in grades 6 to 12
o   47 full-time teachers participating

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.[15]

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.[16]

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.

Program Goals

The program has three overarching goals: (1) to increase the proportion of program participants in K-12 who complete an 'a-g' course pattern; (2) to increase the proportion of program participants in K-12 who are college prepared, defined as completing the 'a-g' course pattern and taking the SAT Reasoning or ACT exam; and (3) to increase the proportion of 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.

2009-10 Outcomes

To increase the proportion of K-12 participants completing 'a-g' courses:

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[15] After a 2007 UC San Diego report criticized 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 and subsequent years have been verified as accurate, but prior years' data, including baseline data, are likely overstated.

[16] The Preuss School has accumulated an impressive list of accolades, including:
- National Blue Ribbon School by the U.S. Department of Education;
- California Teacher of the Year: Kelly Kovacic, history and social studies teacher (Fourth place in the National Teacher of The Year Competition);
- Ninth Best Charter School in the Nation (America's Best High Schools, December 2010, *US News and World Report.*);
- America's Best High School in California serving low-income youth (America's Best High Schools, January 2009, *Business Week.*); and
- Top 10 Best Schools in the U.S. (The Top of the Class, June 2009, *Newsweek*).

- In 2009-10, 96 of the 100 Preuss 12th grade transcripts were reviewed. Of the 96 reviewed, 71% completed the 'a-g' course sequence by the 12th grade with a grade of C or better, compared to 100% in the 2004-05 baseline measure.

To increase the proportion of in K-12 participants who are college prepared (completing 'a-g' courses *and* taking the SAT Reasoning or ACT exam):

- In 2009-10, of the 96 Preuss 12th grade transcripts reviewed, 71% completed the 'a-g' course sequence and took the SAT or ACT exams by 12th grade, compared to 98% in the 2004-05 baseline measure.[13]

To increase the proportion of 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:

- In 2009-10, of the 96 Preuss 12th grade transcripts reviewed, 97% enrolled in postsecondary institutions directly after graduation, compared to 100% in the 2004-05 baseline measure. [13]

In addition to these program outcomes, Preuss School students have proven successful on several independent measures. In 2010, the Preuss School received an 886 on the State's Academic Performance Index (API). This API school score is among the highest in the state. The average statewide API score was 767 in 2010. (See Figure 15.)

Figure 15: Preuss School API, 2009-10
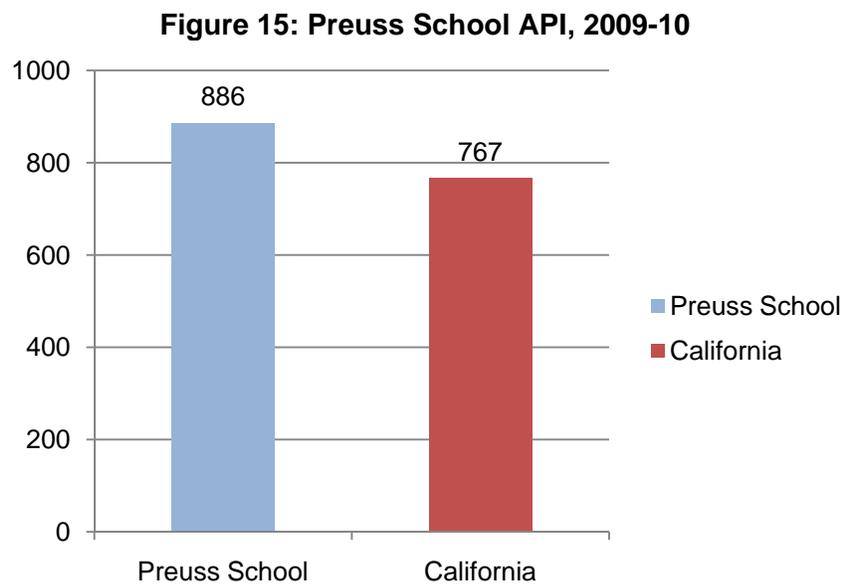
Source: California Department of Education

Puente Project Community College Program

AY 2009-10, by the numbers:
- 7,725 community college students served
- 58 California Community Colleges participating
- 59 community college teachers and 60 community college counselors received professional development

Mission and Purpose

The Puente Project is a national award-winning academic preparation program that works to increase the number and proportion 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 Project works with both community colleges and high schools.

The Puente Community College Program is designed to improve the ability of students to transfer to a four-year university. (Puente also works at the high school level.)

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.

Puente provides teachers and counselors with innovative counseling and teaching methods designed for educationally disadvantaged students, strategies for integrating local communities into academic programs, and cross-functional teamwork. Puente-trained teachers and counselors employ the innovative techniques they learn not only with Puente students, but with all students with whom they work.

Program Goals

The program's principal goal is to increase the number and proportion of students from Community Colleges who are ready to transfer to four-year colleges or universities.

2009-10 Outcomes

- The number of transfer-ready students continues to increase: 910 Puente Community College participants were transfer-ready in 2009-10 compared to 795 from the 2004-05 baseline measure, an increase of 18%.

Puente Project High School Program

AY 2009-10, by the numbers:
- 4,111 students in grades 9-12 served
- 29 high schools participated

Mission and Purpose

The Puente Project is a national award-winning academic preparation program that works to increase the number and proportion 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. (Puente also works with community colleges.)

The Puente High School Program is a pioneer of the small-learning-community model, and aims to serve disadvantaged high school students.[17]

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 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.

Program Goals

The Puente High School program has four key goals: (1) to increase the proportion of K-12 program participants who complete 'a-g' courses; (2) to increase the proportion of program participants who complete algebra by the 10th grade; (3) to increase the proportion of program participants in K-12 who are college prepared, defined as completing the 'a-g' course pattern and taking the SAT Reasoning or ACT exam; and (4) to increase the proportion of participants who go on to college directly from high school.

2009-10 Outcomes

To increase the proportion of K-12 program participants who complete 'a-g' courses:

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[17] In 2010, Puente was awarded the Excelencia in Education Award and was featured in the September issue of Edutopia (Yeung, B., September 2010, The Puente Project Prepares Hispanic Teens for College Success, *Edutopia*). Puente is recognized by Dr. Patricia Gándara in the 2008 collection, *Everyday Antiracism* (Pollock, M., 2008, *Everyday Antiracism: Getting Real about Race in School*). 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.

- In 2009-10, of the 881 12th grade Puente participants, 97% graduated from high school, compared to 95% in the 2004-05 baseline measure.

- In 2009-10, of the 881 12th grade Puente participants, 67% completed 'a-g' courses, compared to 53% in the 2004-05 baseline measure.

To increase the proportion of program participants who complete algebra by the 10th grade:

- In 2009-10, of the 881 12th grade Puente participants, 79% completed algebra by the 10th grade, compared to 72% in the 2004-05 baseline measure.

To increase the proportion of program participants in K-12 who are college prepared, defined as completing the 'a-g' course pattern and taking the SAT Reasoning or ACT exam:

- In 2009-10, of the 881 12th grade Puente participants, 58% completed 'a-g' courses and took the SAT and/or ACT tests, compared to 46% in the 2004-05 baseline measure.

- Puente students have much higher SAT or ACT test-taking rates than non-participants at the same schools. In 2009-10, of the 202 12th grade Puente participants at API 1 and 2 schools, 60% took the SAT or ACT exam, compared to 33% of non-participants at the same schools. (See Figure 16.)

To increase the proportion of participants who go on to college directly from high school:

- In 2009-10, of the 881 12th grade Puente participants, 70% enrolled in college, compared to 67% in the 2004-05 baseline measure. (See Figure 17.)

Figure 16: Puente High School Program SAT or ACT Test-Takers by API Decile, 2009-10
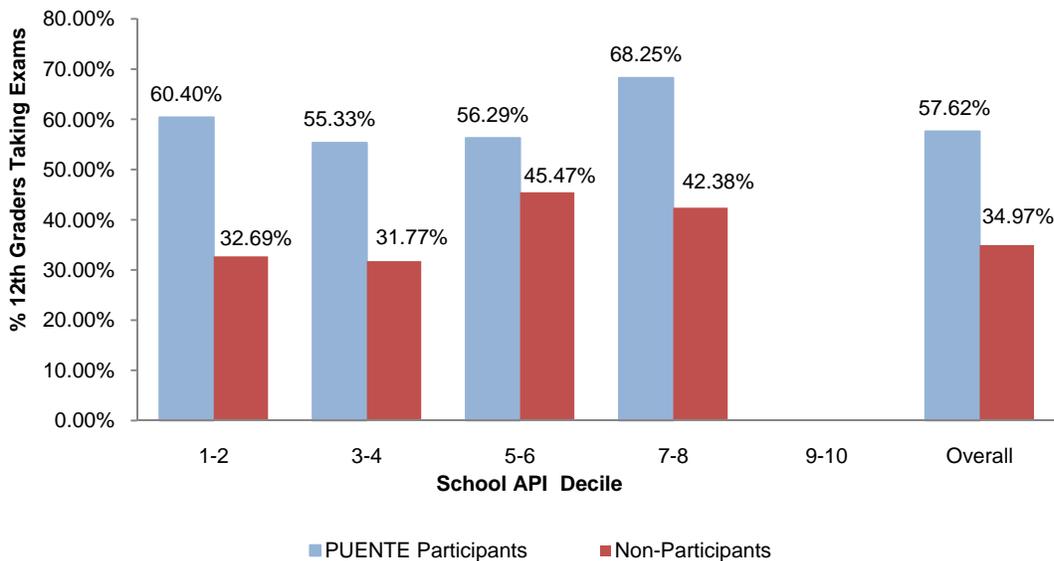
Source: 2009 SAPEP 23-element file and 2009-10 SAT and ACT data files from College Board Test-Taking Data
Note: No schools in API deciles 9-10 participate in Puente.

Figure 17: Puente High School Program Postsecondary Enrollments, 2004-05 to 2009-10
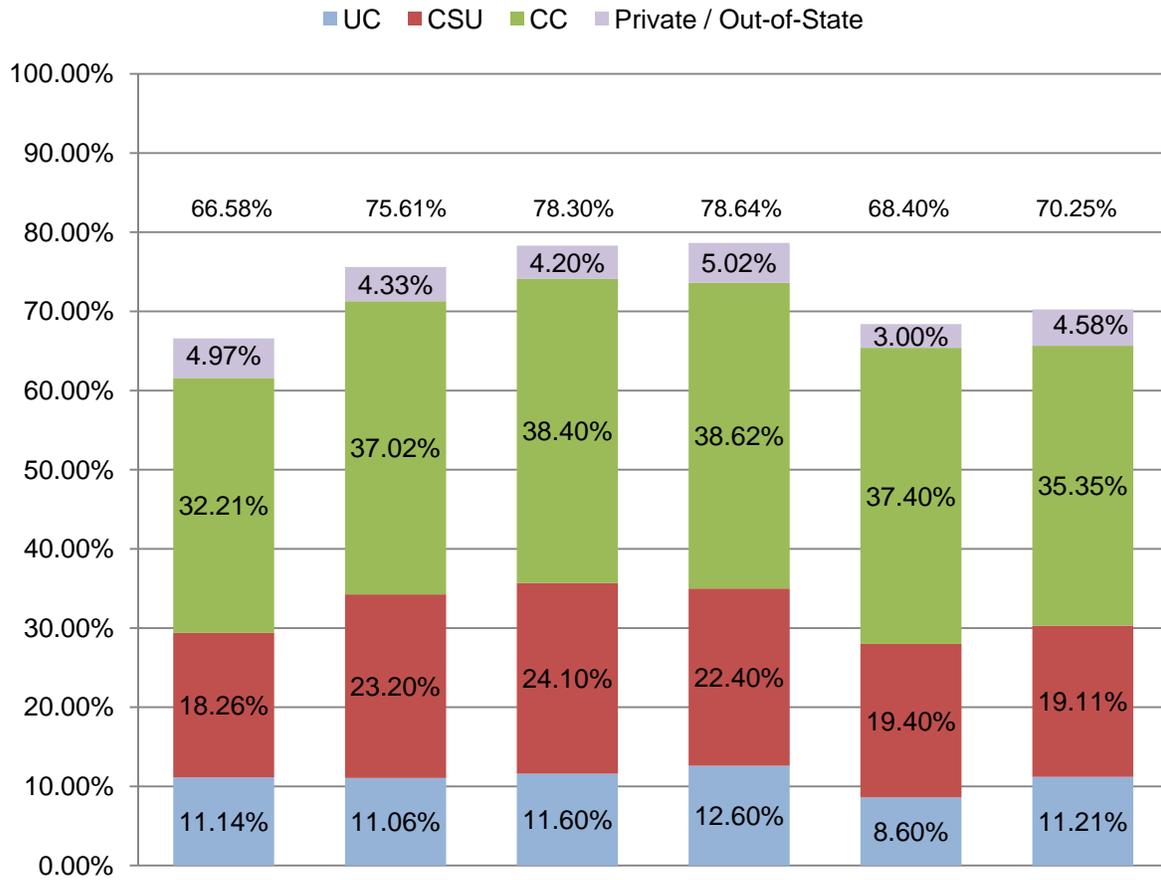
	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Total Number	745	832	816	857	778	874
Percentages	%	%	%	%	%	%
UC	11.14	11.06	11.60	12.60	8.60	11.21
CSU	18.26	23.20	24.10	22.40	19.40	19.11
CCC	32.21	37.02	38.40	38.62	37.40	35.35
Private / Out-of-State	4.97	4.33	4.20	5.02	3.00	4.58

Sources: SAPEP23-element file and the National Student Clearinghouse

Student Initiated Programs

AY 2009-10, by the numbers:
- 20,529 total students served
- 17,981 K-12 students served
- 1,089 community college students served
- 1,459 undergraduate students served

Mission and Purpose

The University of California administers a student-led initiative that seeks to ensure access to higher education to those students labeled "at risk." These Student Initiated Programs (SIP) both empower students and help them develop academically. SIP provides individual attention to K-12 students who otherwise might not attend a postsecondary institution like the University of California or California State University, and employs students who recently graduated from high school or transferred from community colleges to help reach these vulnerable students.

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.

Program Goals

The Student Initiated Programs have two key goals: (1) to increase the number of program participants who go to college and/or transfer to a baccalaureate degree-granting institution from a community college; and (2) to increase the number of UC undergraduate program participants who matriculate into graduate and professional schools. In addition, the program is striving to improve data collection. SIP faces distinct challenges in collecting data because of decentralization, frequent staff turnover (as graduating students are replaced by new leaders), and insufficient funding for data collection.

2009-10 Outcomes

To improve data collection:

- Several UC campus programs have revamped their data collection procedures and are collaborating with researchers to develop a comprehensive database that can better track program participants. Data collection improved in the past year, and the programs were able to capture information on more participating students than ever before. Improved reporting explains, in part, the increase in students served from 14,473 in the 2004-05 baseline year to 20,439 in 2009-10, a 29% increase.

To increase the number of program participants who go to college and/or transfer to a baccalaureate degree-granting institution from a community college:

- In 2009-10, of the 968 SIP 12th grade participants from five UC campuses, 70% are attending or plan to attend institutions of higher education. This compares with 69% from the 2004-05 baseline measure.

To increase the number of UC undergraduate program participants who matriculate into graduate and professional schools:
- In 2009-10, of the 350 SIP undergraduates surveyed, 43% matriculated or plan to matriculate into graduate and professional schools. This compares with 45% from the 2004-05 baseline measure.

UC College Prep Online (UCCP)

AY 2009-10, by the numbers:
o 323,337 California students and teachers used UCCP online courses and content
o 663 participants received direct services provided by UCCP staff
o 11 courses and virtual web labs posted at program's open access website for use by teachers and students
o 35 partnerships with secondary 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 open-access partner websites, such as Hippocampus and Curriki. For teachers, UCCP provides 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 intends to help narrow the achievement gap among California students living in urban, rural, and the most remote areas of the state.

Program Goals

The program's primary goal is to increase the number of high school students who complete 'a-g' courses, as measured by the percent of program participants who complete one or more AP online courses with a passing grade.[18]

2009-10 Outcomes

▪ In 2009-10, 323,337 California students and teachers accessed UCCP online courses and content, compared with 20,680 in the 2005-06 baseline measure (online courses were not available in 2004-05).

▪ In 2009-10, of the 305 UCCP student transcripts reviewed, 86% passed the UCCP online AP courses, compared to 69% in the 2004-05 baseline measure.

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[18] Due to UCCP's restructuring from a course and academic services provider to a publisher of college preparatory course materials, the 2008-09 and 2009-10 goals and outcomes were revised from those in the 2006-07 outcomes report.

UC Links

AY 2009-10, by the numbers:
- 4,437 total students served
- 3,298 K-12 students served
- 67 Community college students served
- 1,023 undergraduate students served
- 49 graduate students served
- 39 teachers participated
- 14 K-12 schools participated
- 1,072 undergraduate and graduate students participated

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 behaviors and college-going identities.

Program Goals

The program has two key goals: (1) to increase the number and percent of K-12 participants who are at or above grade level on standardized test scores or pre-post student assessments, and (2) to increase the number of undergraduate participants who seek enroll in graduate/professional schools of education.

2009-10 Outcomes

To increase the number and percent of K-12 students testing at or above grade level:

- Overall, of the 1,604 UC Links K-8 participants, 72% are performing at or above grade level on the California Standard Tests for English Language Arts and Math, compared to 66% in the 2004-05 baseline measure.

To increase the number of UC Links undergraduate students who apply to, are admitted to, or enroll in graduate and professional school.

- In 2009-10, of the 648 undergraduate seniors in UC Links classes, 77% reported they were applying to, had been admitted to, or had enrolled in graduate and professional programs, compared to 76% in the 2004-05 baseline measure.

University-Community Engagement (UCE), formerly Community Partnerships)

CY 2010, by the numbers:
o 8 grant-funded, two-year university-community engagement projects
o 453 K-12 students and 188 parents served in community settings, involving partnerships with more than 19 community-based organizations and consortiums

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. In order to meet Accountability Framework guidelines, services were re-engineered under the Community Partnerships program to the UCE model in 2006-07. Outcomes and measurable objectives reflect the goals of the current cycle of grants.

Services

Through a biennial grants program, UCE brings campus organizations together 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 2010 calendar year, UCE's award cycle focused on train-the-trainers models, where UC served partnerships of community-based organizations, schools, and districts. In addition, many projects both worked to build the capacity of community-based organizations and also continued to serve students directly.

Program Goals

While the overarching goals of improving student learning and college access remain the same over time, specific measurable objectives are reviewed every two years along with each new two-year grant cycle.

During the 2010 calendar year, UCE continued to pursue three specific goals: (1) to increase community and student awareness of postsecondary opportunities; (2) to improve student performance in mathematics through community-based mathematics activities, as preparation for completing of relevant 'a-g' courses; and (3) to improve basic skills proficiency through community-based academic skills development activities, as preparation for passing the California High School Exit Exam (CAHSEE).

2010 Outcomes

In 2010, UCE identified and funded eight new campus-community collaborations focused on these three cycle-specific goals. To gauge progress, participating students were surveyed or tested before and after program participation.

To increase community and student awareness of postsecondary opportunities:

- In 2009-10, of the 453 students participating in a community-based college awareness program, 75% reported they would consider going to college, compared to 79% in the 2006-07 baseline measure.

To improve student performance in mathematics through community-based mathematics activities, as preparation for completing of relevant 'a-g' courses:

- In 2009-10, of the 453 students participating in a community-based summer mathematics academy, 65% scored, at the basic, proficient, or advanced levels on the post-test, compared to 43% in the 2006-07 baseline measure.

To improve basic skills proficiency through community-based academic skills development activities, as preparation for passing the California High School Exit Exam (CAHSEE):

- In 2009-10, of the 453 students participating in a community-based language-skills development academy, 47% showed overall improvement on the California English Language Development Test (CELDT).

APPENDIX B

Research and Evaluation Findings

Research and evaluation efforts continue to demonstrate the effectiveness of SAPEP programs. A prior literature review 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 (73%) 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 (27%) 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% incompletion rate), followed by English (36%), math (24%), and visual and performing arts (21%).

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

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

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.[20]

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.[21]

The analyses show that EAOP participation is found to have a measurable and statistically significant impact upon completion of college preparatory coursework.[22] 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. 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.[23] 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 60%.

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[20] 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.

[21] 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.

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

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

- The likelihood that this student would be on-track for CSU course completion is 36.6%. EAOP participation would increase that likelihood to 63%.
- The likelihood that this student would be on-track for achieving the minimum 15-unit 'a-g' course completion is 56%. EAOP participation would increase that likelihood to 76%.

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 18: Likelihood of Meeting 'a-g' Benchmarks for a Representative EAOP Student
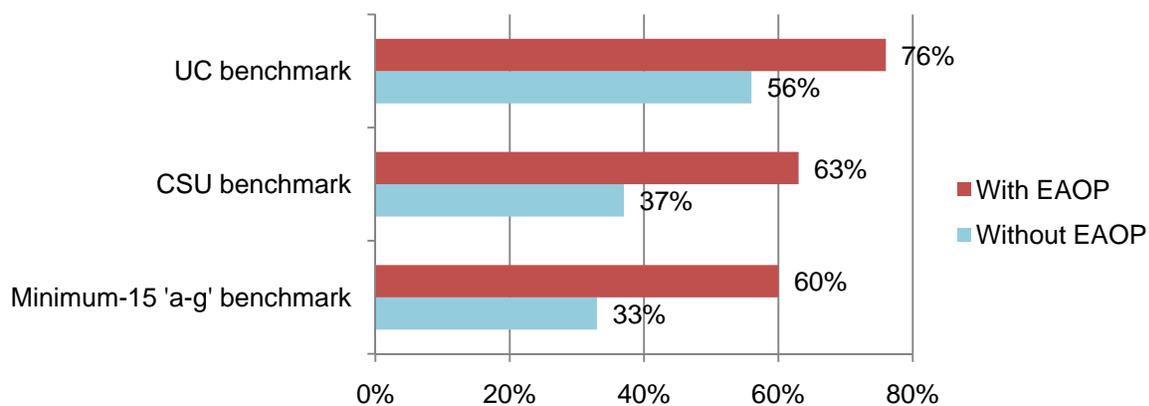
Source: Transcript Evaluation Services, 2005

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).

- **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 (68% versus 22%; 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 (18% versus 12%) 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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APPENDIX C

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.

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[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

Committee Chairperson: Harold Levine, UC Davis School of Education

Marvin Alkin	*UCLA School of Education*
Danny Alvarez	*Senate Budget and Fiscal Review*
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