

***NEW DIRECTIONS FOR OUTREACH***

***Report of the University of California***

***Outreach Task Force***



**A Report by the Outreach Task Force  
for the Board of Regents of the  
University of California  
July, 1997**

## ***EXECUTIVE SUMMARY***

The University of California has a long-standing commitment to the goal of enrolling a student body that encompasses the diversity of the state of California. The University values and seeks diversity. Diversity at the University contributes in a direct and positive way to the educational experience, and also serves to provide opportunity and social mobility to all sectors of society.

In its earliest years, the University focused on geographic diversity by recruiting students from around the state to attend the Berkeley campus. In the 1960s and '70s, the focus on diversity shifted primarily to academic development among racial and ethnic minority groups with low rates of University eligibility.

In July 1995, the University of California Board of Regents passed resolution SP-1, a policy eliminating consideration of race, ethnicity, and gender in admissions. Recognizing the potential impact of SP-1 on diversity in future student enrollment, The Regents established the Outreach Task Force to identify ways in which outreach -- programs to help make prospective students aware of, and prepared for, the educational opportunities of the University -- could be employed to assure that the University remains accessible to students of diverse backgrounds. The charge to the Task Force as specified in SP-1 is

*... to develop proposals for new directions and increased funding for the Board of Regents to increase the eligibility rates of those [who are] disadvantage[d] economically or in terms of their social environment ....<sup>1</sup>*

In SP-1, The Regents indicated that this Task Force should include broad statewide representation.<sup>2</sup> Thus, the Task Force is comprised of 35 members, including representatives from the UC Board of Regents; faculty, staff, and student representatives from all UC campuses; representatives from business and industry; representatives from the state's major educational sectors, including K-12, California Community Colleges, and the California State University; and officials from state of California agencies, including the California Postsecondary Education Commission and the California Department of Education.<sup>3</sup>

### **A. Task Force Findings**

The Task Force began its deliberations in February 1996 and immediately initiated a review of the University's current outreach goals, strategies, programs, and activities. In the course of this review, the Task Force collected both statewide and national data on student achievement and the effects of outreach programs aimed at college readiness.<sup>4,5</sup>

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<sup>1</sup> See Appendix A for the full text of SP-1.

<sup>2</sup> SP-1, Section 1.

<sup>3</sup> See Appendix B for a roster of Task Force members.

<sup>4</sup> See Appendix C for a description of specific Task Force activities.

<sup>5</sup> See Appendix D for a list of briefings and presentations given before the Task Force.

**1. Educational Disadvantage:** The data reviewed by the Task Force revealed that a significant obstacle to expanding minority enrollment in higher education is *educational disadvantage*. Review of performance indicators, school-by-school, shows a continuing pattern of differing outcomes for racial and ethnic groups in California's school system, with groups least represented in higher education remaining most concentrated in the lowest-performing schools. Almost 4 out of every 5 students in these schools are either African American, American Indian, or Latino<sup>6</sup> - groups with historically low rates of UC eligibility and enrollment. While factors outside of the schools also influence these outcomes, it is clear that the role of the schools is critical and that school improvement provides the most effective single means by which the University can assist in providing equitable opportunities for UC access by all students. These findings suggest that University outreach programs must develop a comprehensive, well integrated plan coordinated with schools if these programs are to continue to be a force for diversity within a post-SP-1 environment. Elements of this plan should address school culture broadly, including instruction, curriculum, advising, student engagement in learning, and parent involvement. Early intervention also was identified as an important element to be emphasized in this process.

**2. Goals for University Outreach:** Drawing upon its study and discussions, the Task Force adopted two central goals for UC outreach: 1) *Contribute to the academic enrichment of UC campuses through a diverse student body;* and 2) *Improve opportunities for California students in disadvantaged circumstances to achieve eligibility and to enroll at UC campuses.* Members of the Task Force, in particular members representing the private sector, stressed the importance of diversity at the University because of its potential for promoting economic development in the state through a well-educated management and work force.

## **B. Four-Point Strategy for UC Outreach**

In response to these findings, the Task Force proposes a four-point outreach strategy that includes short-term, intermediate-term and long-term efforts to assist students in overcoming educational disadvantages while also attracting to the University a student body broadly representative of the state:

1. ***School-centered Partnerships:*** Each UC campus should work intensively with a select number of regional partner schools to help improve opportunities for college preparation and to foster a school culture that promotes academic success and high educational standards. This effort also should include a partnership in the Central Valley. Partner schools (including high schools and associated "feeder" junior high and elementary schools) should be selected based on evidence of significant educational disadvantage, such as limited availability of college preparatory courses or low college-going rates, but also based on their potential for improvement and their willingness to participate in collaborative efforts. School-centered outreach is a long-

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<sup>6</sup> For purposes of this report, the term "Latino" is used to refer collectively to Chicanos, Mexican Americans, Puerto Ricans, and all other students of Hispanic origin.

term strategy designed to deal with the underlying causes of low UC eligibility and enrollment rates among students in disadvantaged circumstances.

2. ***Academic Development Programs:*** As an intermediate-term strategy, the Task Force proposes expansion of existing effective academic development programs such as the Early Academic Outreach Program (EAOP), the Puente Project, and the Mathematics, Science, Engineering Achievement program (MESA).<sup>7</sup> These programs provide special academic enrichment opportunities for K-12 students and have a record of success, as measured by the number of program participants who subsequently become eligible for, and enroll at, UC and other postsecondary education institutions. In addition to K-12 outreach, the academic development model can be successfully applied in community college as well as undergraduate and graduate student outreach and merits expansion in these areas.
3. ***Informational Outreach:*** Primarily as a short-term strategy, the Task Force recommends an aggressive program of informational outreach to provide better and more timely information to students, families, teachers and counselors to improve planning and preparation for college. Using a variety of media -- publications, videos, computer technology -- the University should provide materials to alert students and their families, especially during the critical early stages of planning for college, to the course work, achievement levels, and type of individual engagement required for sound preparation. This media program also should address the perception in many communities that the University has lessened its commitment to diversity. Students and families must hear that commitment reaffirmed and receive information on the University's new plans for outreach supporting this commitment.
4. ***University Research and Evaluation:*** The University is charged as the public research institution of the state of California and this research expertise should be brought to bear in a much more coordinated and focused way on the educational needs identified by the Task Force. Thus, as a final component of its proposed strategy, the Task Force recommends harnessing the University's research expertise more systematically in: 1) identifying the root causes of educational disparity within California's school system from K-12 through postsecondary education; and 2) evaluating the effectiveness of the University's outreach programs and suggesting modifications of these programs to the administration.

The Task Force recommends a comprehensive framework for implementing these four outreach approaches. In addition to the system of regional partnerships noted above, this framework includes: 1) specific numerical outcomes for each approach; 2) assignment of responsibility for results; and 3) a resource plan, including identification of new resources required to implement the outreach strategies proposed herein.

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<sup>7</sup> See Appendix E for a description of these and other outreach programs and activities.

### **C. The Critical Role of Faculty and Teachers**

While additional financial resources will be required, the Task Force believes that one of the most important factors for the success of the outreach approaches proposed involves human resources, particularly faculty and teachers. UC faculty participation in outreach efforts is essential for two reasons. The first involves evaluation and assessment of outreach programs. A problem the Task Force has encountered during its work is the lack of rigorous research and evaluation of outreach program methodology and outcomes. To address this problem, the Task Force recommends charging faculty-based research units, new or existing, to coordinate research, development, and evaluation of University outreach programs. Establishment of such research units also could go far in addressing a second problem noted by the Task Force, namely, the fact that outreach often is viewed as a peripheral, rather than a core, University function. By involving UC faculty more centrally in research and in intellectual inquiry focused on the continuum of learning from K-12 through undergraduate and graduate instruction, the Task Force believes that the proposed research units could help elevate the importance of outreach both within the faculty reward system and within the University as a whole.

For "school-centered" outreach to be effective at the K-12 level, teachers, counselors, and principals in partner schools must be centrally involved at each stage of the process. Teachers are the key to building a school culture that supports high academic standards, and the UC/K-12 partnership efforts will depend in the long run on an enhanced commitment to recruit, develop, and retain this key group of educators, as well as to support and carry out research and development efforts in teacher education.

### **D. Statewide Educational Convocation**

The Outreach Task Force recognizes that its work is only one element in the broader context of national and state educational reform. In view of the many different K-12 efforts now beginning or underway, the Task Force recommends a convocation of the State's educational, governmental, and business leadership. As a result of this convocation, leadership should survey the full range of ongoing educational innovation and reform, and move to better coordinate these efforts in a collaborative way. The convocation should seek to promote consensus on priorities for enlarging and developing the interest and involvement of all sectors of society in the higher levels of academic achievement that are an imperative to meet the distinctive challenges the new century presents.

### **E. Conclusion**

The Outreach Task Force believes that the comprehensive plan proposed, comprising a balanced set of short-, medium-, and long-range outreach activities along with focused research and continuous evaluation, will best enable the University to achieve its goal of a diverse student body. If fully implemented, the plan can help to fulfill The Regents' charge to increase the preparation and enrollment of students in disadvantaged circumstances at the University.

## **I. MEETING THE NEEDS OF A DIVERSE POPULATION: A UNIVERSITY OF CALIFORNIA POLICY IMPERATIVE**

The University of California welcomes and seeks diversity. The University has long supported outreach programs designed to enhance opportunities for students from diverse backgrounds to enroll at the University. The importance of enrolling a student body that reflects the diversity of the state was recognized as early as 1868 in the Organic Act founding the University of California: "It shall be the duty of the Regents . . . to so apportion the representation of students, when necessary, that all portions of the State shall enjoy equal privilege therein."<sup>8</sup> Over a century later in 1974, the California Legislature, in a statement of Legislative intent, extended this concept to include not only geographic but other dimensions of diversity: "Each segment of California public higher education shall strive to approximate . . . the general ethnic, sexual and economic composition of the recent high school graduates."<sup>9</sup> In 1988, The Regents expanded this mandate still further to apply not only to the University as a whole, but to each campus of the University: "The University seeks to enroll, on each of its campuses, a student body that, beyond meeting the University's eligibility requirements, demonstrates high academic achievement or exceptional personal talent, and that encompasses the broad diversity of cultural, racial, geographic, and socio-economic backgrounds characteristic of California."<sup>10</sup>

### **A. K-12 Outreach: Addressing the Academic Preparation Gap**

In practice, however, diversity has remained an elusive goal. The main obstacle to achieving a more diverse student body stems from the gap between the high standard of academic preparation required for admission to the University of California, on the one hand, and the very different rates at which eligibility is achieved among high school graduates from different social backgrounds, on the other. Figure 1, for example, shows UC eligibility rates across different racial and ethnic categories.<sup>11</sup>

Just as there are substantial differences in UC-eligibility rates across racial and ethnic groups, so too there are significant disparities in eligibility rates among high school graduates from different income groups and from different geographic regions. Figure 2 illustrates differences in UC eligibility rates across the major regions of California.

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<sup>8</sup> Organic Act, Section 14, 1868 (cited in *Centennial Record of the University of California*, 1967, p. 381.)

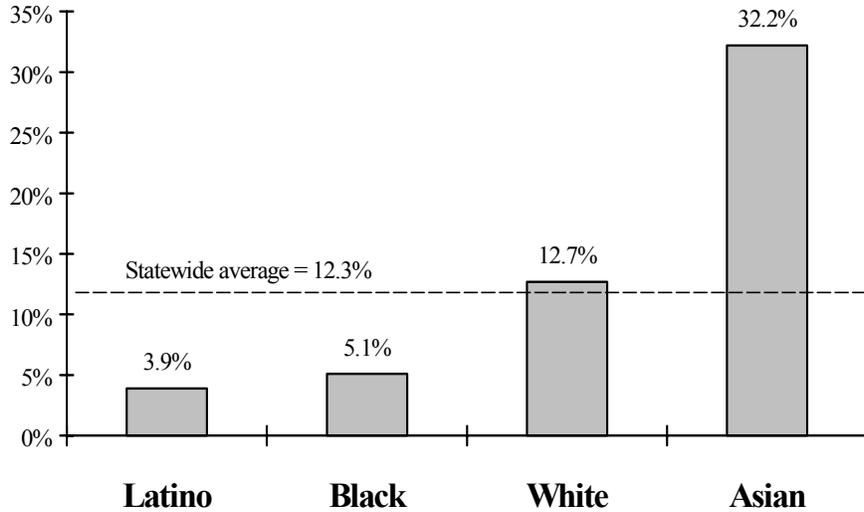
<sup>9</sup> See Assembly Concurrent Resolutions 150 & 151, California State Legislature, 1974.

<sup>10</sup> Regents' Item, May 19, 1988.

<sup>11</sup> For purposes of the following graphs, the term "Latino" is used to refer collectively to Chicanos, Mexican Americans, Puerto Ricans, and all others of Hispanic origin. Similarly for African Americans and Asian Americans, the shorter terms "Black" and "Asian" are used for purposes of brevity.

**Figure 1<sup>12</sup>**

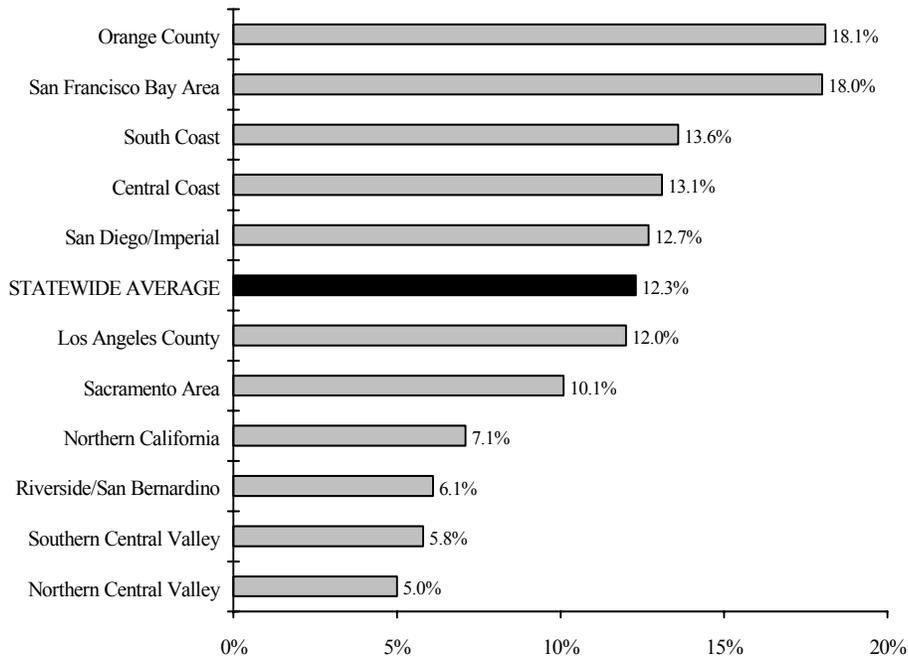
**Percent of CA Public High School Graduates Fully Eligible for UC by Race and Ethnicity**



Source: California Postsecondary Education Commission, 1990. Sample size = 13,641.

**Figure 2**

**UC Eligibility Rates by Geographic Region**



Source: CPEC 1990 Eligibility Study.

<sup>12</sup> Figure 1 was derived from data obtained via the 1990 CPEC eligibility study, which included transcript evaluations of 13,641 California public high school students.

These disparate eligibility rates illustrate the magnitude of differences in academic preparation among groups and the limited opportunities for students in some groups to enroll at UC; University outreach programs were developed as a means to address this fundamental inequity. During the 1970s and '80s, a variety of new programs were established to provide services directly to K-12 students, including academic enrichment and support, counseling, parental involvement, and motivational activities. These efforts included Universitywide programs such as the Early Academic Outreach Program (EAOP) and the Mathematics, Engineering, Science Achievement (MESA) program; campus-specific programs such as "Break the Cycle" at UC Berkeley; and non-University programs such as Advancement Via Individual Determination (AVID).<sup>13</sup> Outreach services focused especially on students from groups with below-average UC eligibility and enrollment rates – particularly minorities with historically low college-going rates, but also including low-income students, those from rural and other underserved geographic regions, and women in certain academic fields such as math and engineering – in order to "level the playing field" and improve college preparation. While many of these programs initially focused on students at the high school level, later efforts were increasingly aimed at the junior high/middle school level and even earlier in the educational "pipeline," recognizing the vital importance of early academic preparation in setting students on the path to college.

## **B. Outreach to Community Colleges**

In addition to K-12 outreach, University outreach programs also were established during the 1970s and '80s to serve students at California's community colleges. Under the California Master Plan for Higher Education (1960), the University has a responsibility to provide an additional opportunity for students who may not be eligible for UC upon high school graduation to establish their eligibility through specified coursework at a community college and subsequently transfer to the University.<sup>14</sup> Outreach at the transfer level is especially important because of the diversity of community college enrollment. Nearly 1.12 million students attend a California community college and over 300,000 students, or approximately 30 percent of the total, are African American, American Indian, or Latino.<sup>15</sup> The transfer function thus has the potential to become a critical element in California's commitment to educational equity for all segments of the population.

Outreach programs for community college students, such as Puente and MESA, have helped to increase diversity among transfer students to UC.<sup>16</sup> Still, the growth of a diverse transfer student population at the University has been modest to date, especially among African American, American Indian and Chicano transfer students, indicating a need to expand current efforts and/or develop new initiatives.

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<sup>13</sup> See Appendix E for a description of these and other outreach programs and activities.

<sup>14</sup> Currently over 80 percent of all community college students who transfer to the University are individuals who were ineligible to be admitted directly from high school. See *Report on University of California Undergraduate Admissions and Enrollment* (Oakland: University of California, Office of the President), 1996.

<sup>15</sup> See the American Association of Community College's *AACC Annual, 1995-96: State-by-State Analysis of Community College Trends and Statistics*, 1995.

<sup>16</sup> See Appendix E for a description of these community college outreach programs.

### **C. Graduate/Professional School Outreach**

A third area of outreach that emerged during the 1970's and '80s was graduate and professional school outreach. The focus of these activities has been on enhancing both the quality and diversity of the University's graduate and professional programs. A primary concern underlying graduate and professional outreach is the narrowing of the academic pipeline, especially for students from disadvantaged groups, as students complete their baccalaureate degrees and advance to graduate and professional school. Though relatively small in scope, graduate and professional outreach programs have assumed increasing significance over the past two decades given their role in helping diversify the pool from which the next generation of UC faculty will be drawn.

## **II. THE HEIGHTENED IMPORTANCE OF OUTREACH: IMPACT OF REGENTS' RESOLUTION SP-1**

In July 1995, the UC Regents approved SP-1, eliminating consideration of race, ethnicity and gender in University admissions. Though SP-1 dealt primarily with UC admissions, its implications for University outreach also were significant.

First, by eliminating consideration of race, ethnicity and gender as “plus factors” in admissions, SP-1 greatly magnified the role of outreach as the primary means for achieving a demographically diverse student body. Without use of racial or ethnic criteria in admissions procedures, the University must develop its outreach programs to serve as its central and primary tool for achieving racial, ethnic and gender diversity within its student body. Recognizing this need, The Regents established the Outreach Task Force “... *to develop proposals for new directions and increased funding for the Board of Regents to increase the eligibility rate of those disadvantaged economically or in terms of their social environment.*”<sup>17</sup>

As this language suggests, a second noteworthy feature of SP-1 was its emphasis on economic and other forms of “disadvantage.” Guided by this intent, the concept of disadvantage has figured prominently in the Task Force’s deliberations. As used in this report, the term “disadvantage” or the phrase “disadvantaged circumstances” is defined broadly to include not only economic forms of disadvantage such as low family income, but other forms of educational and social disadvantage as well, including but not limited to: attending a school with a limited college preparatory curriculum; being the first generation in one’s family to attend college; residence in a community with low college-going rates; enrollment in a school with below-average SAT/ACT exam scores; and/or belonging to a group with below-average UC eligibility and enrollment rates. None of these circumstances in and of themselves is insurmountable, as numerous individual cases illustrate, but all are frequently associated with low probability of college attendance.

In the course of Task Force discussions, considerable attention was given to the questions of student eligibility for outreach services. The University’s outreach programs are open to all but, to the extent possible under the law, should emphasize increases in underrepresented<sup>18</sup> racial and ethnic minority participation in postsecondary education.

Finally, a third important feature of SP-1 is the last section of the resolution:

*Believing California’s diversity to be an asset, we adopt this statement: Because individual members of all of California’s diverse races have the intelligence and*

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<sup>17</sup> UC Regents Resolution SP-1, Section 1, July 20, 1995.

<sup>18</sup> At the undergraduate level, a group is said to be “underrepresented” when the proportion of students from this group within UC’s eligibility pool or student body is substantially less than its proportion among recent high school graduates. Although the concept of underrepresentation often is associated with racial and ethnic minorities, in fact the concept applies to socioeconomic groups (e.g., low-income students) and geographic groups (i.e., rural students) as well.

*capacity to succeed at the University of California, this policy will achieve a UC population that reflects this state's diversity through the preparation and empowerment of all students in this state to succeed rather than through a system of artificial preferences.*<sup>19</sup>

The key element of this section is the distinction it draws between ends and means. It distinguishes between the general *goal* of diversity, on the one hand, and the specific *means* used to achieve that goal, on the other. While rejecting racial, ethnic, and gender preferences in admissions as a means for achieving a diverse student body, SP-1 nevertheless upholds the general principle that the University should strive to be inclusive and to reflect the diversity of the state it serves. The challenge SP-1 poses for University outreach, in short, is how to achieve the broader goal of diversity even as the means for realizing that goal have been changed. As a first step in meeting that challenge, the University also must make clear its continuing commitment to diversity, reassuring students and communities concerned by recent changes in admission and other policies. Because practices used to promote diversity in the past are now changing, many have concluded that UC's commitment to diversity is waning. Although admission criteria are changing, the objective of a diverse student body must remain a firm and demonstrable commitment of The Regents. Moreover, the University must make clear that practices promoting diversity are a means to an end and that changes now underway represent an evolution whose aim is unfaltering -- to provide broad access for all groups to UC campuses and programs.

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<sup>19</sup> UC Regents' Item SP-1, Section 9, July 20, 1995.

### **III. FOCUS ON EDUCATIONAL DISADVANTAGE: AN APPROACH TO ACHIEVING DIVERSITY THROUGH OUTREACH**

It is sometimes assumed that racial and ethnic diversity can be achieved by focusing outreach activities strictly on prospective students who are economically disadvantaged. Based on the extensive body of data it has reviewed, however, the Task Force is persuaded that racial and ethnic disparities in college preparation and eligibility are not simply a reflection of economic disadvantage or low family income alone, but also reflect *educational disadvantage*. Thus, the Task Force believes that UC outreach in the future should focus primarily on helping to ameliorate this barrier to academic achievement.

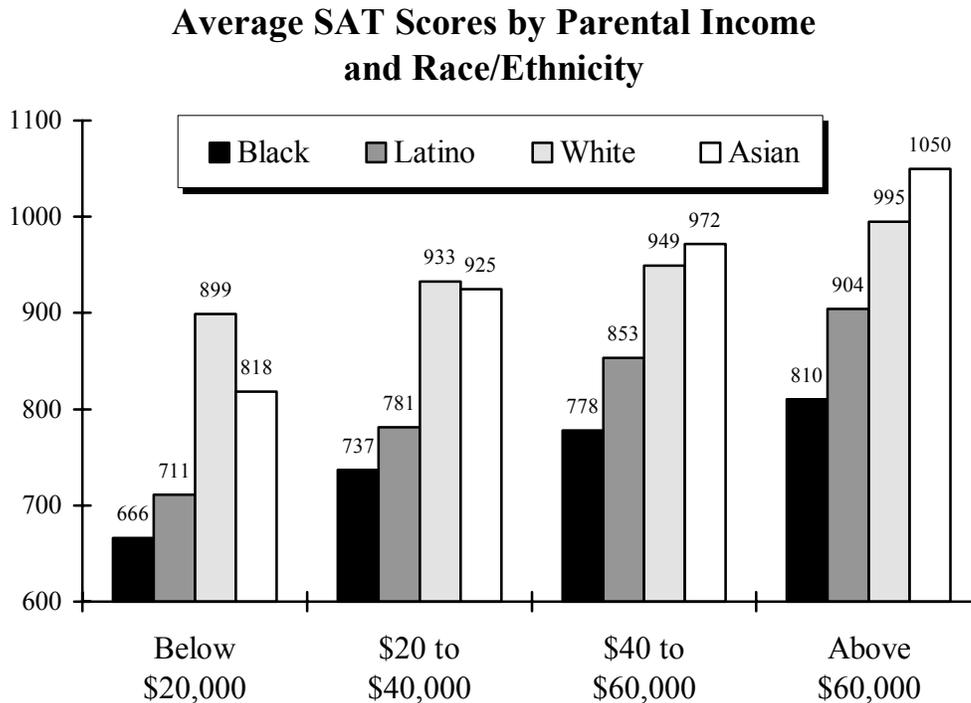
Available evidence reveals the impact of educational disadvantage when income is held constant. Figure 3 below summarizes test results for all California high school graduates who took the SAT Test in 1995, with the test scores broken down simultaneously by race and income. (Although controversial, the SAT is the most widely available yardstick of students' preparation for college; SAT data are presented here not to draw distinctions between groups, but to suggest the relative educational advantages and disadvantages typically experienced by students from different social backgrounds.<sup>20</sup>)

As the data indicate, there are substantial differences in college preparation across different racial and ethnic groups -- *even for students at the same income levels*. Within every income category from lowest to highest, African American and Latino students average substantially lower on the SAT than Asian Americans and Whites. In fact, the differences are so large that the average SAT score for African Americans in the highest income category is actually below that of Whites and Asian Americans from families with the poorest incomes. (When similar studies are carried out on the pool of UC applicants only, the same result emerged.)

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<sup>20</sup> The SAT is just one of many measures of academic performance (see Figure 5) and does have flaws. However, it is the measure for which we have the most information available. As used in this report and in University admissions generally, SAT scores are employed as an indicator of *students' preparation for college-level coursework*. It is important to emphasize this point insofar as the SAT is sometimes viewed mistakenly as a measure of students' academic potential or even intellectual aptitude. As a standardized test, the SAT does not claim to measure students' inherent potential in this sense, but to measure the level of academic preparation students have actually achieved by the time they graduate from high school and apply to college. The SAT is the most widespread tool available for assessing not only individual students' preparation for college, but also the performance of schools themselves. In the absence of national standards in education, the SAT comes closest to a national "yardstick" for comparing educational outcomes across different regions and school systems. Across the nation about 2 out of every 5 high school graduates take the SAT each year, and in California the proportion is closer to half, making the SAT by far the largest single database for comparing different regions and schools on measures of academic preparation. The SAT data are useful as a check against high school grade point averages (GPA), since grading standards can vary widely from school to school.

**Figure 3**



*Source: 1995 College Board data on California SAT takers.*

But if income or economic factors do not fully account for these differences, what does? Clearly, many factors influence student achievement. Students who excel usually value achievement and devote large amounts of time to mastery of subject matter at a high level. To strive for success, students must understand the value of education, believe in themselves and their ability to gain admission to a selective institution, and have a realistic sense of what will be required of them to attain that goal.

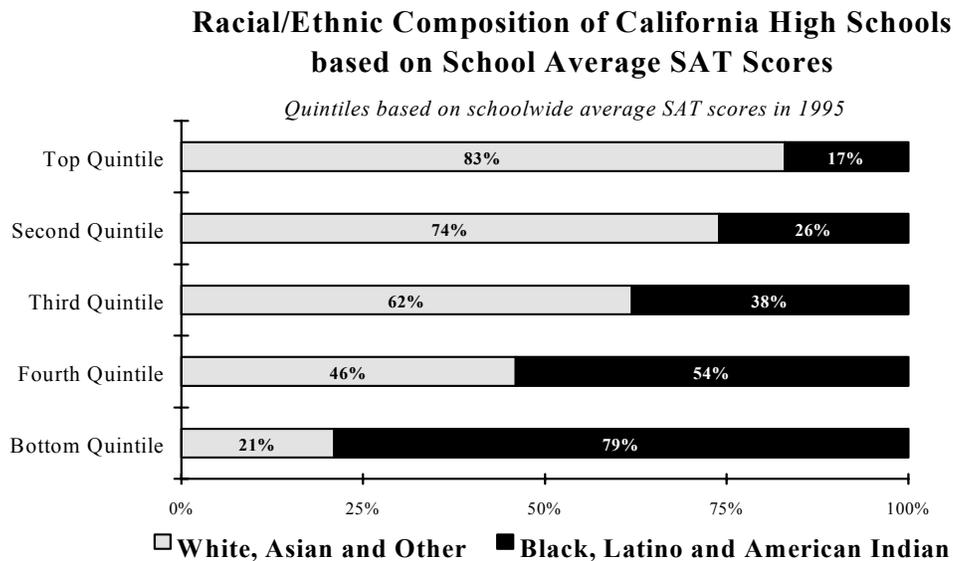
Family support also is a crucial variable. Families must provide a supportive environment that emphasizes the value of education. Wherever possible, families should involve themselves in monitoring their children's educational progress through daily supervision of assignments, help in course selection, school visits, and frequent conversations with teachers and other school personnel. In addition, the role of peer culture in student success can be important. Academic achievement sometimes is viewed as a liability rather than an asset among adolescents. Finally, stereotyping of groups is sometimes pervasive (by the general population as well as the media, teachers, counselors, and even sometimes by family members), and leads to lower expectations that can have a very debilitating effect on some students' achievement level.

These factors must be taken into account in understanding UC eligibility and enrollment patterns. At the same time, however, differences between schools -- including every level from pre-kindergarten to high school -- can significantly contribute to or detract from students' academic aspirations and achievement. Broad structural patterns are apparent in the data. Most prominent are school-by-school differences in academic preparation. Data

collected by the Task Force show a continuing pattern of racial and ethnic differences within California’s school system today: *Those groups who are least represented in higher education remain most concentrated in the bottom tier of K-12 schools, as measured by a variety of academic performance indicators.*

To illustrate, Figure 4 shows the proportion of those with lower-than-average UC eligibility and enrollment rates -- African American, American Indian and Latino students -- within each quintile of public high schools in California. The quintiles are based on school-wide average SAT scores in 1995, and each quintile represents approximately 150 schools. As Figure 4 demonstrates, the proportion of African American, American Indian and Latino enrollments increases sharply at each level as one moves from the top to the bottom tier of schools. These minority groups account for just 17% of enrollments among schools in the top quintile, but represent 79% -- almost 4 out of every 5 enrollments – within the bottom quintile of California public high schools.

**Figure 4**



*Source: College Board and California of Department of Education data.*

From a structural point of view, it is this continuing concentration of minority students within the most disadvantaged learning environments that appears to contribute to a considerable extent, to group differences in college preparation and eligibility.<sup>21</sup> The gap between the top and bottom schools -- and the very different learning environments they provide -- is illustrated graphically in Figure 5. Taking the top and bottom quintiles from Figure 4, Figure 5 compares these two groups of schools along a variety of social and educational indicators.

<sup>21</sup> Another indicator of minority concentration within the bottom tier of schools is the percentage of *total* minority enrollments in these schools: of all African American, American Indian, and Latino enrollments in California public high schools in 1995, 63% were enrolled in the bottom two quintiles of schools, and 81% were enrolled in the bottom three quintiles.

As Figure 5 shows, the profiles of the top and bottom schools differ sharply on almost every indicator. Geographically, schools in the top quintile tend to be located in suburban areas, while those in the bottom quintile are most often found either in urban or rural areas. Socially, a much higher proportion of students in the bottom quintile of schools receive Aid to Families with Dependent Children and have limited English proficiency than is the case among students in the top quintile of schools. Especially noteworthy is the difference between the two groups of schools in the proportion of fathers who possess a high school diploma or greater – a factor known to correlate strongly with college attendance for the next generation. Within the top quintile of schools, 90% of students' fathers possess at least a high school degree, compared to 36% in the bottom quintile of schools. (Data on father's education are from the California Department of Education's database, which unfortunately does not provide data on mother's education.)

Most significant for the Task Force's purposes, all of the academic performance indicators in Figure 5 reveal substantial differences among the two groups of schools on measures such as 4-year completion rates, enrollment in "a-f" courses required for University admission, and qualification for Advanced Placement credits at the college level. The differences on standardized tests are particularly dramatic: only 33% of seniors within the bottom quintile of schools take the SAT, compared to 56% in the top quintile. And among those who do take the SAT, the average (combined) score in the bottom quintile is just 715, compared to 1007 in the top high schools. There can be little doubt about the differences in the learning environments the two groups of schools provide, and these differences, in turn, are reflected in college-going rates: 15% of graduates from the top quintile of schools go on to attend UC, compared to only 4% from the bottom quintile. Given the heavy concentration of African American, American Indian, and Latino children in the bottom tier of our public schools, their comparatively low UC eligibility and enrollment rates should come as little surprise.

What these findings suggest, in short, is that learning environments experienced by the students who are in these schools do not set them on a path to postsecondary education. Of course, students' lives outside the school also play an important role in these patterns and cannot be ignored in efforts to improve educational outcomes. However, it is through schools (and with schools as the instrument and the path) that UC can have the most powerful influence in equalizing educational opportunities. University outreach efforts must focus primarily on *educational disadvantage*, not merely low income or economic disadvantage, if these programs are to continue to serve the goal of racial and ethnic diversity within a post-SP-1 environment. *By focusing on areas of greatest educational disadvantage, University outreach can contribute most to the broader goal of diversity at the same time.*

**Figure 5**

**Selected Characteristics of Top and Bottom Quintiles  
of California Public High Schools**

*Quintiles based on 1995 school-wide average SAT scores*

	Top Quintile	Bottom Quintile
Number of schools	151	151
Percent urban	12%	54%
Percent suburban	69%	19%
Percent rural	19%	27%
Percent receiving Aid to Families with Dependent Children	5%	28%
Percent limited English proficiency	7%	31%
Percent father with high school diploma or higher <sup>22</sup>	90%	36%
4-year completion rate	91%	78%
“a-f” enrollment rate	61%	48%
Percent of seniors taking SAT	56%	33%
Average SAT (combined) score	1007	715
Percent scoring 900+ on SAT	43%	6%
Percent scoring 3 or more on Advanced Placement exams	27%	6%
Percent of graduates attending UC	15%	4%
Combined percent Latino, Black and American Indian	17%	79%

*Source: Derived from College Board, California Department of Education, and UC application data*

<sup>22</sup> Database does not include information about high school or college completion rates of mothers.



## IV. TWO GOALS FOR UNIVERSITY OUTREACH

Based on its findings, the Outreach Task Force recommends the following two goals to reshape and expand University of California Outreach:

### ***A. Contribute to the academic enrichment of UC campuses through a diverse student body.***

A first priority is to reaffirm the importance of diversity as a core institutional value and as a continuing goal of University outreach programs. During its deliberations, the Task Force encountered the perception among many minority students and educators that, following Regents' resolution SP-1, the University of California may no longer place as great a value on diversity as it once did. But diversity, including racial and ethnic diversity, remains a core institutional value for UC for two main reasons: first, because of its importance within the educational and academic environment, and second, because of the University's responsibility as a public, land grant institution to serve all of the population of the state of California.

The educational rationale for diversity was first articulated in 1852 by John Henry Newman, while Rector of Dublin's Catholic University. Newman urged bringing students from diverse backgrounds together because under such circumstances:

*... they are sure to learn from one another, even if there be no one to teach them; the conversation of all is a series of lectures to each, and they gain for themselves new ideas and views, fresh matter of thought, and distinct principles for judging and acting, day by day.<sup>23</sup>*

Appreciation for the role of diversity in the educational environment has grown over the past century for several reasons. Diversity provides students a "laboratory experience" in pluralism. When students from a wide variety of locations, socioeconomic strata, ethnicities, races, experiences, and beliefs come together in a learning environment, the quality and texture of debate gains substantially in scope, energy, and strength. The "give and take" among students whose differing views grow out of varied experiences creates a fundamentally richer learning environment -- more engaging, more demanding, and more complex -- than when students are merely "taught" about human differences.

In addition, diversity is vital to the education of citizens in a democratic society. It provides for development of leadership from the many different strands that make up society, cultivating appreciation and respect among students for the variety of assumptions, experiences, expectations, and talents characteristic of the people of this state.

Beyond the educational rationale for diversity, moreover, there is also a compelling institutional rationale that stems from the University of California's status as a public, land

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<sup>23</sup> John Henry Newman, *The Idea of a University* (Notre Dame, Indiana: University of Notre Dame Press, 1852/1982), p. 110.

grant institution. UC was established as a public trust, and its original charter, as set forth in the Organic Act of 1868, requires the University "... to so apportion the representation of students ... that all portions of the State shall enjoy equal privilege therein."<sup>24</sup> Implicit in this charter was the recognition that the University must serve all of the population of California in order to receive public funding and support.

As the University looks now to the 21<sup>st</sup> Century, this implicit social contract will once again be tested as it has over the past century. Projections indicate that that "Tidal Wave II" – the demographic bulge of additional new students now entering the K-12 "pipeline" who will reach college age over the next 10 to 15 years – will impact California higher education soon after the turn of the new century. Compared with the previous "baby boom" following World War II, however, "Tidal Wave II" will be far more diverse from a demographic standpoint. Projections indicate that growth in the number of new high school graduates will be greatest precisely among those minority groups whose current UC-eligibility and enrollment rates are lowest. Viewed from this perspective, the University's continuing commitment to diversity – and the effectiveness of UC outreach programs in realizing this commitment – will be an increasingly important factor affecting the level of public funding and support for the University in the future.

Beyond this, it is important for the economic and social well-being of California that a diverse and highly skilled workforce be available. California's economy cannot remain strong and competitive unless a broad cross-section of its population is trained for management and leadership.

***B. Improve opportunities for California students in disadvantaged circumstances to achieve eligibility and to enroll at UC campuses.***

For the University to achieve its aim of enrolling a student body that meets high academic standards and encompasses the broad diversity of California, students from all segments of the state's population must be provided the resources needed for good academic preparation. Ideally, all students, regardless of where they live, and irrespective of race, ethnicity, gender, or family economic circumstance, should have the opportunity to develop their full educational potential.

For students to develop this potential and to gain the skills necessary to participate in the University's programs, young people need strong, well informed family involvement and support; excellent elementary and secondary school preparation; and personal initiative, drive, discipline, and motivation for college attendance. In fact, students in disadvantaged circumstances have far less access than others to all these educational resources; they and their families have less access to information about higher education, their schools are less well equipped to serve them, and the students themselves often lack experiences that promote educational aspirations.

Moreover, helping students in disadvantaged circumstances to become *minimally eligible* to enter the University will not allow them to enroll at or participate in the University's most

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<sup>24</sup> Organic Act, Section 14, 1868 (cited in *Centennial Record of the University of California*, 1967, p. 381.)

selective campuses and programs. Within the University, different levels of competition prevail for admission to various academic programs and to various campuses. To participate in these academic arenas, students must make themselves *competitively eligible* – earning grades and completing coursework well beyond minimum admissions criteria. Given this, a significant commitment also will be required to provide the educational support that allows California’s most talented students to develop their potential so that they can compete for admission to all of the University’s programs, including those that are most demanding.

Providing students in disadvantaged circumstances access to all the necessary tools to equip them not only for UC eligibility but for admission to the University’s most selective programs and campuses, requires a fundamental reshaping of current patterns of educational opportunity. Such a task is daunting, and acting alone, the University cannot make a significant difference for any substantial part of California’s K-12 population, nor is it charged with doing so. The University does, however, have a strong interest in, and capacity for, stimulating and contributing to improvement in the state’s educational system. And the University *can* provide unparalleled educational expertise and considerable resources for such an effort. Most importantly, it also can act as a catalyst for mobilizing groups and institutions in California with whom the University shares common concerns on this issue: families, schools, postsecondary institutions, community groups, the business sector, and students themselves.

Thus the Task Force has concluded that, despite the challenge represented by this goal, the University must structure outreach programs that address the full breadth of forces and activities that contribute to student aspiration, motivation, and learning, and it must aim for full access for every student in California to excellent college preparatory programs. UC’s outreach programs must be at once: 1) broader, reaching more students and influencing their preparation in multiple ways; and 2) deeper and more far reaching, setting higher academic aims for students’ achievement levels to allow for choice in enrollment among UC campuses and programs.



## V. ACHIEVING OUTREACH GOALS: A PROPOSED PLAN

In developing a plan to meet the outreach goals described above, the Task Force commissioned research and reviewed the extant literature to assess the strengths and weaknesses of the University's current outreach efforts.

### A. Independent Evaluations of Current UC Outreach

Two research reports were especially influential: the California Postsecondary Education Commission's (CPEC's) *Progress Report on the Effectiveness of Collaborative Student Academic Development Programs* (1996) and a report commissioned by the Task Force and conducted by the Policy Analysis for California Education (PACE) titled, *Higher Education Outreach Programs: A Synthesis of Evaluations*.

CPEC conducted a comprehensive evaluation of nine existing intersegmental academic development programs whose common purpose was to increase the eligibility and college-going rates of students from groups that have evidenced consistently low rates in the past. CPEC's review included University efforts such as EAOP, MESA, and the Urban School Community Collaborative. CPEC concluded that these programs were effective in preparing students from groups with low eligibility and college-going rates for admission and success in higher education and noted that

*... the proportion of students in these programs -- most of whom are from groups with documented low eligibility rates -- who enrolled in higher education was 21 percent higher than graduates statewide -- the majority of whom are from backgrounds and communities with a tradition of college attendance.<sup>25</sup>*

PACE synthesized research on state and national outreach programs and was commissioned to provide Task Force members a broader, more in-depth review of outreach programs in California and across the country.<sup>26</sup> PACE noted that outreach programs

*... can make a difference in the lives of young people and in the quality of curriculum and teaching in K-12 schools. Overall, the programs reviewed ... have increased the numbers of underrepresented, disadvantaged students going on to higher education. The professional development activities of various programs have also helped teachers and schools do a better job of educating all students.<sup>27</sup>*

PACE concluded, however, that there is little systematic, longitudinal research on the effectiveness of either student-centered and school-centered outreach programs, concluding that

*... current evaluation data do not enable us to conduct a definitive analysis [of University outreach programs]. Few program evaluations have been conducted with rigorous designs and data collection. No evaluations of the student-centered*

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<sup>25</sup> CPEC Report, 1996, p. 48.

<sup>26</sup> Appendix F presents the Executive Summary from the PACE Report.

<sup>27</sup> PACE Report (G. C. Hayward, et. al.), 1996, p. 30.

*programs have systematically investigated the differential effects of one program component versus another...School-centered strategies and programs are even more challenging to evaluate...It is much more difficult to establish a causal link between school-change strategies and the longer-term goal of preparing greater numbers of disadvantaged students for college.<sup>28</sup>*

Both the PACE and CPEC reports note the lack of data evaluating the substantive and long-term impact of University outreach programs, and recommend strongly that such on-going evaluation be made a more integral part of all University academic development programs.

In addition to the lack of longitudinal data and control group data regarding program effectiveness, the University's outreach programs, as presently configured and taken as a whole, are not organized to address systematically the array of interlocking challenges that students and families in disadvantaged circumstances face in preparing for college. Individual programs do not, for example, address underlying school, community, and environmental factors that often impede learning. In addition, current outreach programs have resources to enroll only a small fraction of the great number of students who could benefit from their services.

## **B. Elements for Future UC Outreach**

In addition to reviewing the recommendations of the PACE and CPEC reports the Task Force relied upon analyses conducted by its five subcommittees, which focused on specific outreach issues and student constituencies.<sup>29</sup> From this review emerged three basic concerns: 1) the need for long-term research evaluating outreach and teaching outcomes; 2) insufficient outreach capacity; and 3) the lack of crucial educational resources.

With these concerns in mind, the Task Force developed a core of elements or cornerstones to help guide its development of a comprehensive plan that would meet the fundamental challenges of achieving diversity and assisting students in educationally disadvantaged circumstances. These elements provide that the University's outreach efforts should seek to:

- *address the major factors that influence student learning, including achievement, and aspirations: schools and teacher expertise, families, and the students themselves [Pre-K-16, Community College, Communication and Technology, and Assessment];<sup>30</sup>*
- *aim for statewide change, beginning at a regional level, and drawing upon the expertise of educators across segments and levels, which will benefit all students [Pre-K-16, Community College, Graduate, and Assessment];*
- *grow and develop over time, and result in a steady narrowing of the gap in achievement between students in disadvantaged circumstances and others, employing short term,*

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<sup>28</sup> PACE report, 1996, p. 31-32.

<sup>29</sup> For a portion of its deliberations, the Task Force conducted its work in five subcommittees. Appendix G presents each subcommittee's charge and membership.

<sup>30</sup> The subcommittee(s) for which the recommendation was a particular focus of discussion is noted in brackets.

*intermediate-term, and long-term strategies [Pre-K-16, Assessment, and Communication and Technology];*

- *include active and high-level participation of UC faculty to direct a strong research, training, and evaluation component to provide academic leadership and direction to outreach programs (including programs that have as a principal focus the preparation of new teachers to work effectively with students in educationally disadvantaged circumstances and low performing schools), and to assure that program practices are educationally sound and outcomes rigorously evaluated [Pre-K-16];*
- *recognize significant faculty contribution to outreach activities in the traditional University faculty reward structure [Pre-K-16];*
- *involve teachers and faculty as partners in University outreach [Pre-K-16, Graduate];*
- *produce increases in levels of both UC eligibility and competitive eligibility (admissibility at the most selective UC campuses) among students in disadvantaged circumstances [Pre-K-16 and Assessment];*
- *build upon existing outreach program efforts demonstrated to have been successful in the past, recognizing that these programs will need to reshape their goals and methodology to set higher expectations for students to adjust to the competitive climate, and coordinate efforts with programs addressing school and family needs [Pre-K-16, Assessment, and Graduate]; and*
- *consider the full scope of students' educational progress from kindergarten to graduate programs, and draw upon the capacity of all segments -- K-12, community colleges, and universities -- to develop students' skills, employing a broader range of institutional resources, including University students and alumni, in outreach efforts [Pre-K-16, Community College, and Graduate].*

### **C. Proposed Plan**

What follows is an outline of the plan developed by the Task Force to meet its two major goals of student diversity and assistance to students in disadvantaged circumstances. The plan proposes a four-point strategy addressing a broad range of issues influencing student achievement (as illustrated in Figure 6). Moreover, each strategy has a specific time-frame within which results are to be achieved: long-term, intermediate-term, or short-term:

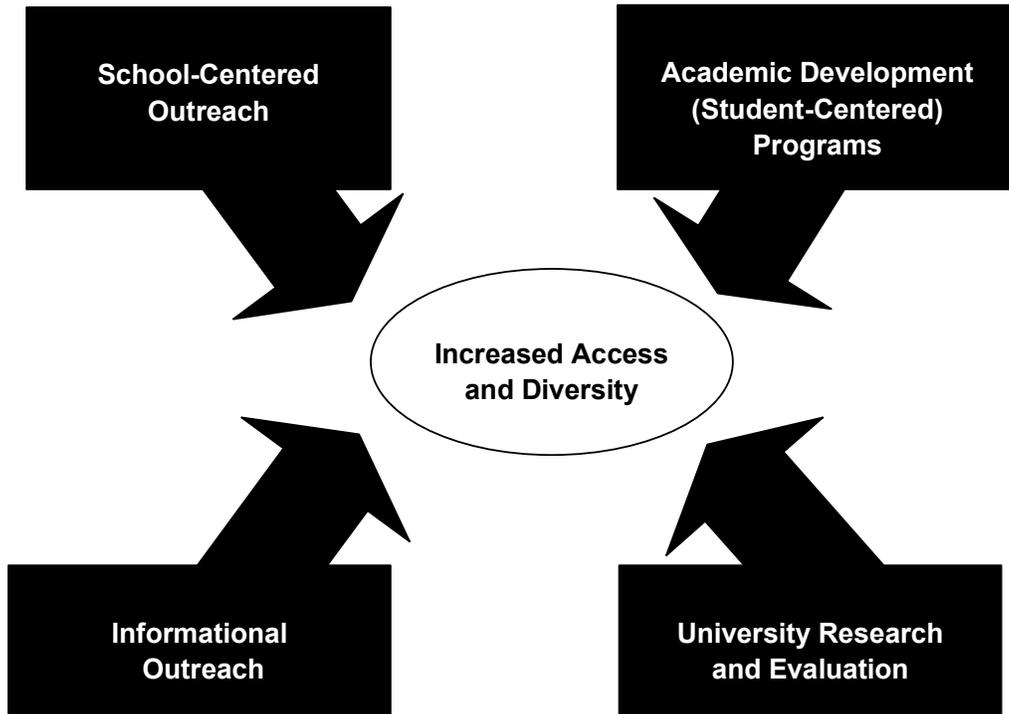
1. *School-Centered Partnerships*: Establish partnerships with a limited number of school systems in cooperation with local colleges and universities (especially community colleges and CSU) in regions served by UC campuses (including the Central Valley), with the aim of achieving major improvements in student learning outcomes in these partner schools. The partnerships will seek to effect broad scale changes in school culture and practice such that the college preparation and college-going rates of students attending these partner schools improve very substantially. An important element of this

strategy involves organizing a consortium of all major educational institutions in a region to invest in school change at a limited number of sites, leveraging from all consortium members resources for maximum outcome in partner schools.

2. *Academic Development*: Expand successful current academic development programs to increase the number of students in disadvantaged circumstances who are eligible and competitively eligible to attend the University; and
3. *Informational Outreach*: Aggressively identify and educate families, early and throughout the academic process, to involve them much more deeply in their children’s planning and preparation for college and to encourage family support for school improvement. This process will be linked with intensive recruitment of students in disadvantaged circumstances for enrollment at UC, keeping in mind the role of families as key participants and decision makers in the educational process.
4. *University of California Research Expertise*: Bring the University’s research expertise to bear in a much more coordinated and focused way, first, to understand better the root causes of educational disparity within California’s educational “pipeline” from K-12 through undergraduate and graduate instruction, and second, to evaluate and assess outreach efforts and monitor and improve program effectiveness.

**Figure 6**

**Proposed Plan: A Four-Point Strategy**



This proposal addresses the elements established by the Task Force as noted in part A above. Grounded at all of the University's campuses and encompassing all regions of the state, it will build upon already proven efforts. The proposal is multi-dimensional with a long-term component addressing the root causes of under-achievement and linking all major educational sectors in California in a common purpose. It addresses the needs of California youth from an early age until University enrollment and aims to prepare students not just for University eligibility, but for academic competition at the most exacting levels. Finally, it draws on the expertise of University faculty in new and important ways and looks to the development of programs for recruitment and support of teachers in ways that the University is best equipped to effect.

## **1. School-Centered Partnerships**

### **a. Establish and/or Strengthen Existing Regional Consortia**

In order to effect broad and long-term change in the achievement patterns of students in disadvantaged circumstances, the Task Force recommends that each UC campus take a leadership role in establishing a regional consortium of educational institutions, community organizations, and families to address the needs of a manageable number of local partner school systems (K-12) where preparation and college-going rates are low and where substantial potential for improvement exists. In addition to partnerships with schools in the local area of each campus, an organization of UC campuses and the University's systemwide office will establish partnerships with selected schools located in the Central Valley.

The intent of the regional organization is to leverage resources by connecting and concentrating multi-institutional efforts and directing them to a limited number of schools. Via the consortium organization, priorities can be established, information shared, and joint strategies pursued. The consortia will include public schools, other postsecondary institutions (such as local community colleges and CSU campuses), community-based agencies, local business and corporate agencies, and/or UC alumni, staff, and students to nurture improvement in college preparatory school programs. Efforts promoted by the consortium may include, for example, curricular enrichment, instructional enhancement, and expansion of college preparatory counseling.

In particular, UC faculty on each campus, other postsecondary faculty involved in the consortium, and UC alumni and staff would act as a resource to regional groups and advise on strategies for addressing educational issues and problems. To support these efforts throughout the state, the University would work with regional consortia in securing outreach resources from public sources, including school-based funds in partnership with K-12, while individual campuses seek funds from individual and corporate donors. During the coming year, the University should work with other universities and with K-12 and community colleges to sponsor a major statewide conference on educational partnerships.

The primary aim of regional consortia is to effect changes in the academic culture within partner schools, creating and sustaining a school environment that promotes educational achievement and high academic standards. To achieve such whole-school changes, partnerships will need to provide a comprehensive array of resources and programs involving not only students, but families, teachers, counselors and administrators at each school site. Student-centered academic development programs such as EAOP and MESA will be continued and expanded, but partnerships also will go beyond these traditional types of outreach efforts to incorporate teacher-centered and curriculum-based programs aimed at training and developing teachers and improving the academic curriculum within partner schools. As described later in this section, a variety of exemplary programs involving teacher development and curricular reform, such as the California Subject Matter Projects, are already available across the state. What is needed for each UC campus, in collaboration with cooperating organizations and institutions, is to mobilize these programmatic resources and focus them more systematically on improving teaching and learning in partner schools.

While school-centered partnerships appear promising as a long-range strategy to assist K-12 students from disadvantaged circumstances, it should be acknowledged at the outset that many elements of this proposal cannot easily be transported to the graduate and professional school setting. There is no specific analog to the school-centered concept at the graduate level. The long-term aim is that by assisting low-performing schools, students in those schools will gain the essential academic grounding they will need to prepare for successful graduate or professional school careers. At the graduate and professional level, therefore, greater emphasis must be given to informational outreach activities and academic development programs, described later in this report, such as CAMP and campus-based research and professional programs designed to provide undergraduates with the experience and knowledge needed for postgraduate work.<sup>31</sup>

## **b. Develop Partnerships with Individual School Systems**

*Identification and Selection of Partner Schools:* Using data from the California Basic Education Data System (CBEDS), as well as College Board and University admissions data, campuses should identify by January 1, 1998, high schools and feeder schools (i.e., junior high schools and elementary schools) for participation in the regional consortia. Campuses will have flexibility to use a variety of indicators of educational disadvantage in identifying partner schools. These indicators may include, *inter alia*, graduation or dropout rates, UC “a-f” course availability and completion rates, Advanced Placement and honors course availability and completion rates, standardized test-taking rates and scores, and/or percentage of students in disadvantaged circumstances applying and enrolling at UC.

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<sup>31</sup> The University administers a variety of programs at the undergraduate level that help students prepare for graduate and professional school. CAMP (California Alliance for Minority Participation in Science, Engineering, and Mathematics) and UCLA’s Student Research Program are just two of many exemplary programs in this regard (see Appendix E for a description of these and other programs).

These partner schools also must have the potential to improve through participation in a K-12/University Partnership. A partner school's potential to benefit from the partnership may include such factors as:

- a motivated administration committed to making significant improvement in student performance;
- a dedication to high academic standards and the development of evaluation methods that measure desirable outcomes;
- a core group of teachers who are willing to participate in K-12/University sponsored curriculum and professional development;
- a cadre of counselors and teachers who are willing to serve as key contacts for University outreach staff, and participate in postsecondary education outreach activities to schools ( e.g., as program advisors or classroom teachers, participants in counselor conferences, and visits to University campuses, and participants on University committees);
- a willingness to help seek new funding for school improvement projects and to provide matching resources for K-12/University partnerships;
- a commitment to acquire the tools for full access and use of the Internet;
- a motivated parent group willing to recruit other families to participate in school improvement activities; and
- a group of community-based organizations (churches, businesses, nonprofits) in close proximity who are willing to work to improve student academic performance.<sup>32</sup>

In light of the fact that these comprehensive partnership approaches will be a relatively new endeavor for the University as a whole, it is important to be clear about the intent of these partnerships and their relationship to outreach. University/school partnerships are meant to be authentic collaborations, characterized by mutual trust and respect among the partners, the development of common goals, and shared responsibility and accountability. While the emphasis from a University perspective must be to enable capable students in disadvantaged circumstances to prepare for and enroll at the University, it must be recognized that mutually beneficial goals for all partners must be developed if these efforts are to be successful. Each partner must gain. Developing common outcomes and defining the methodologies to best accomplish these outcomes are essential aspects of creating successful results. The linking of long term systemic change efforts with

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<sup>32</sup> The University's Urban Community-School Collaborative provides an effective model for how these relationships can be fostered. See Appendix E.

the desired outcomes of outreach is a new conceptualization for these partnerships. It is the approach, however, that the Task Force perceives has the best chance of meeting, in the long run, the pressing challenges of preparing students in disadvantaged circumstances to enroll and succeed at the University.

**c. Working with Teachers in Partner Schools**

One of the most important factors for the success of the “school-centered” strategy proposed here is the *involvement of teachers in partner schools*. Teachers in partner schools must be centrally involved at each stage of a long-term school improvement process. In particular, resources need to be focused more systematically on three issues related to teachers and teaching: 1) recruitment and preparation of new teachers; 2) retaining teachers and reducing turnover; and 3) providing ongoing professional development opportunities for teachers in partner schools.

*Preparation and Recruitment of New Teachers:* A major issue for the teaching profession is the enormous growth in the numbers of young people for whom teachers will be needed. Recent estimates indicate that California will need anywhere from 17,000 to 30,000 new teachers per year over the next decade as a result of retirements in the current teacher corps and increases in the student population.<sup>33</sup> In schools serving students in disadvantaged circumstances, the need for new teachers is especially acute because of high rates of turnover in the teacher corps. Teachers in these schools are much more likely to be young and inexperienced and much more frequently teach outside their area of training. Mathematics and science teachers are in especially short supply for disadvantaged schools. In light of the above, the University recognizes that it must work, jointly with the CSU system and other institutions engaged in teacher preparation, to encourage the expansion of 1) programs of formal instruction -- including part-time graduate programs -- for preparing new teachers and administrators who can work effectively with students in educationally disadvantaged circumstances, and 2) programs for retaining these teachers and administrators as University partners within efforts to improve low performing schools.

Although higher education responsibility for teacher preparation rests primarily with CSU and independent colleges and universities, the University historically has provided close to 10 percent of teacher candidates licensed in California through its campus school of education programs. However, in recent years, as other postsecondary education institutions have increased substantially their teacher preparation candidates' programs due to unprecedented demand for new teachers in California, such has not been the case with the University (in fact, some campuses actually have decreased their teacher education preparation programs). As a result, the University's percentage of teacher preparation candidates has declined today to below 5 percent of the total new teachers in California.

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<sup>33</sup> See California State Department of Education, *Shaping the Profession that Shapes California's Future: The California Statewide Teacher Recruitment Action Plan*, 1996 and M. Feller, *Where Have All the Teachers Gone?* 1996.

To insure that the University maintains its role as a postsecondary education partner in teacher training programs, the Task Force recommends that each campus maintain or expand its current participation in teacher preparation efforts and that the overall University rate of preparing new teachers consists of between 5 percent and 10 percent of all teachers trained in California. In addition, University teacher preparation programs ought to provide student teaching and internship opportunities especially in disadvantaged schools: partnership schools described in this section would be ideal locations for these clinical training experiences to occur.

As campuses develop their teacher training programs to reach this level, they may wish to take into consideration work completed in 1993 that addresses the distinctive UC mission in teacher education.<sup>34</sup> An advisory committee studying the University's potential intellectual and professional contributions to the field of education identified five core values to guide development:

- Integration of educational theory, research, and practice;
- Scholarship that identifies and responds to the needs and problems of schooling and is of value to both the academic community and the field;
- Collaboration across communities, institutions, and agencies;
- Collaboration within the University; and
- Responsible learning communities.

An example of a new and growing program embodying these values is the Community Teaching Fellowship (CTF), which recruits new teachers in mathematics and science to work in low-income, urban areas. At UCLA this program recruits mathematics students to tutor K-12 students and provides a stipend for supervised internships in urban schools. To date, 65 new math and science teachers have entered disadvantaged schools in Los Angeles by virtue of this program.

*Retention of Teachers at Partner Schools:* Research shows that half or more of new teachers in low-performing schools leave within one year. In addition to preparation and recruitment, therefore, it is essential to provide ongoing support for teachers in these schools.

The Beginning Teacher Support and Assessment (BTSA) program is an example of a programs that has proven effective in reducing attrition among teachers and that also might be usefully expanded in support of school-centered outreach efforts. BTSA is a competitive grants program sponsored by the California Department of Education. The program employs veteran teachers to advise new teachers and assist with short and long-term planning, demonstrate classroom management strategies, provide curriculum resources, and so forth. Several UC campuses, in collaboration

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<sup>34</sup> See *A Call to Action: Educational Initiatives for Troubled Times* (Report of the Advisory Committee for Planning Professional Programs in Education, J. Oakes, Chair). Oakland: University of California Office of the President, 1993.

with local county offices of education, have already established BTSA programs. The UC Santa Cruz BTSA program, for example, has achieved a 92% retention rate among the 450+ new teachers it has served.

*Professional Development for Teachers in Partner Schools:* In addition to efforts to recruit and retain teachers in partner schools, providing on-going professional development and training opportunities for teachers in these schools is perhaps most vital. To have any substantial impact on the academic environment of these schools, programmatic efforts must focus particularly on professional development programs aimed at improving teaching and learning in the subject areas required for University admission.

The California Subject Matter Projects are strategically positioned throughout the state (on both UC and CSU campuses) to support teachers' professional development needs in this regard. The projects are discipline-based (in the "a-f" subject areas), involve faculty from education as well as other academic departments, and draw heavily on expert teachers (K-12) from the local regions as leaders to teach and support their colleagues. The Projects have substantial capacity and experience in developing and deepening teachers' content knowledge, expanding their range of effective teaching practices to meet the needs of a diverse student population, and supporting teachers' needs for collegiality and professional enrichment outside of the school environment and culture. The project sites collectively and individually represent an existing statewide infrastructure -- already supported by state funds -- that could play a vital role in working with a single partner school or a cluster of schools over the course of several years.

In addition, the University must work towards providing increased opportunities for elementary and secondary school teachers, whether teaching at partner schools or elsewhere, to make better use of the University's resources -- for example, through increased access to UC courses, library and other information resources, research expertise, and consultation with faculty and staff -- within their own efforts to reduce the educational disadvantages of their students.

As this brief review suggests, a variety of models and resources for teacher recruitment, retention and development already are in place across the state. While new approaches and designs should be encouraged, a concerted effort is needed now to mobilize and expand agreed-upon successful programs as part of a comprehensive array of services in support of teachers within partner schools.

#### **d. Productive Partnerships**

Collaborations among educational institutions for improvement of student performance are, of course, not new. What is most innovative is the involvement of heads of all major sectors of the educational community in a region, with families and business leaders to focus their collective efforts on well-defined standards of student achievement among all students in partner schools. In addition, the success of these programs is linked with specific Universitywide outcomes such as increasing significantly the number of UC-eligible and competitively-eligible students produced by University outreach efforts.<sup>35</sup> In both breadth and depth, the proposed collaborative aims well beyond most previous efforts.

The Education Trust, located in Washington, DC, has pioneered this type of collaborative model as a means of attaining large-scale educational improvement. Projects undertaken in the early 1990s in several sites around the country are now beginning to show results.<sup>36</sup> To take one example, the El Paso Collaborative for Academic Excellence, which includes as members civic, business, and educational leaders from throughout El Paso County, has recently issued a report based upon its last five years of work.

The report notes that the collaborative has enhanced the capacity of El Paso schools to offer a high quality mathematics and science curriculum and instruction program to all students, turning around low achievement patterns in those key subject matter areas among a student population that is largely minority and that come from disadvantaged circumstances. Recent data reveal dramatic improvement in mathematics and science teaching and learning in El Paso schools. Significant gains have been made in the proportion of students taking and passing algebra and geometry in 9th and 10th grades; fewer students have been identified as "low-performing" by the Texas Education Agency; and many more students have passed all Texas Assessment of Academic Skills tests.

What are some of the tactics adopted by the collaborative that have brought about this improvement? First, the collaborative has established content standards in mathematics and science that are uniformly high for all students and that are based on the best national standards. Second, it has invested significant resources in assisting teachers at the elementary level to provide high quality mathematics and science teaching and learning. Third, recognizing the importance of assessing student progress, the collaborative has advocated on behalf of richer, standards-based assessments. And fourth, the collaborative has engaged a wide set of community members in the education improvement process, with particular emphasis on ensuring that families understand the standards and how well their

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<sup>35</sup> See Chapter VI for a description of the numerical outcomes expected of University outreach programs.

<sup>36</sup> See *Education Watch: The 1996 Education Trust State and National Data Book*. (Washington DC: The Education Trust, 1996).

children are doing in reaching the standards, and in learning how families can help their children, and the schools, do better.

California also has examples of promising partnerships, such as the Monterey Bay Educational Consortium (MBEC). MBEC brings together educational institutions (UC, CSU, California community colleges, and K-12) to further collaborative inquiry and joint problem-solving and to develop additional cooperative initiatives directed toward improving curriculum, pedagogy, policy, and the public's understanding and support of education. MBEC's priorities include early literacy efforts, teacher and administrator training, expansion of technology and communications in the service of education, and increasing public understanding and support of educational programs.

A second example, just getting underway, is the San Diego K-16 Executive Council, which was established this past year to provide a forum for higher education leaders to exchange ideas and work on common projects with K-12 superintendents, community college presidents, and the San Diego County Office of Education. As an initial project, of interest to all members, the Council chose to address the issue of student performance on college placement tests in English and mathematics.

## **2. Enhancement and Expansion of Academic Development Programs: An Essential Intermediate Outreach Approach**

While the development of University/school-centered partnerships is a long-term strategy, modification and expansion of current academic development programs is an intermediate one, designed to increase the number of students in disadvantaged circumstances already in the educational "pipeline" who will qualify for University admission and enrollment. It is anticipated that this modification and expansion effort will begin to show results in two to three years. This strategy builds upon established undergraduate outreach programs such as EAOP, MESA, and Puente, and such graduate outreach programs as summer and year-round traineeships, that have proven successful in the past. In addition to expanding its own outreach efforts, the University of California should form closer working relationships with effective outreach efforts operated by K-12 schools. For example, in recently years there has been a dramatic expansion in California secondary schools associated with AVID (*Advancement Via Individual Determination*), a K-12 sponsored program whose exclusive purpose is to identify marginally performing secondary students and to see that they enter four year colleges and universities (including the University of California) upon graduation from high school. Given the documented success of AVID and its operation in all parts of the state, UC campuses are encouraged to seek out formal working relationships with AVID in assisting students from disadvantaged secondary schools to become eligible for UC and CSU. The primary factor which has limited the growth of AVID class sections is the cost of providing college tutors. UC campuses may wish to consider establishment of a student community service tutor pool to work with AVID programs.

**a. Current Academic Development Programs**

The contribution of academic development programs for individual students is essential to the success of the proposed plan. These programs have infrastructures in place and are positioned to assist a large number of students from disadvantaged circumstances within a short timeline, especially if they can expand their presence within California schools. Currently, the University's academic development programs have a significant presence in only about 7.5 percent of California public schools.

The Task Force recommends that successful current University-wide academic development programs be enhanced and expanded to serve more students. The PACE report recommended that the following characteristics be embedded in student-centered academic development programs. Unlike the criteria described earlier which apply to *all* outreach programs (see Section VI. A.), these characteristics are unique to academic development programs and have been found to be especially effective in assisting students in disadvantaged circumstances: early information about preparing for college; family involvement; academic counseling; tutoring and mentoring; study skills and specific academic skills; preparatory summer academies and residential bridge programs; and college admissions and placement test preparation. Those current academic development programs that have, or will adopt, the above characteristics and that are shown to be most effective by assessment measures will be eligible for expansion.

**b. Expansion of Academic Development to Primary School Students**

Currently, the primary focus of UC academic development programs is on students in middle and senior high schools. Research shows that many disadvantaged students begin to perform below the norm as early as the third and fourth grade, and the achievement gap increases as they move through the educational pipeline. It is thus critical that academic development programs begin to provide outreach services to students and their families in primary schools.

Research also shows that families have a greater influence on students' education at the primary than at the secondary level. Academic development family components should assume greater responsibility for informing families of the need for high standards of academic achievement, early academic preparation and financial planning for college and link them with programs designed to develop strong language arts and mathematics skills in K-6. Families in disadvantaged circumstances often understand the value of higher education and its relationship to financial betterment but frequently lack a clear sense of what is required for admission and success in college work. When appropriate, staff also should make family and student referrals to social services, health care agencies, and adult education centers.

**c. Expansion of Academic Development Programs to California Community College Students**

Academic development models have not generally been used to recruit large numbers of community college transfer students. The University uses mostly short-term efforts such as school visits and counselor training programs, and has lacked a substantive strategic vision about how best to recruit these students. Yet academic development models have been applied in a limited way and have proven effective. For example, the Puente Program has been successful in preparing students in community colleges for transfer to the University for the past 16 years. More recently, MESA has created a hybrid from two of its student program divisions (the K-12 model and the industry-oriented outreach and support effort for undergraduates) and implemented this new model at eleven community colleges. This has resulted in an increase in the number of transfers studying math- and science-based majors.

Expanding academic development activities to students attending community college is an appropriate extension of a model that has proven successful in high schools and, on a smaller scale, within community colleges themselves. At the core of this model is the identification of promising and committed students who could benefit from completing a baccalaureate degree; provision of information about the type and extent of preparation they will need to attend a four-year college; and counseling and support services, such as academic excellence workshops and tutorial services, that boost academic achievement.

Several promising ideas have been suggested that might, in combination, prove successful in aligning academic development programs with community colleges and, in doing so, address Task Force goals:

- *Expansion of the Puente and MESA models to a greater number of community colleges.* Currently Puente and MESA are established at 39 and 11 community colleges, respectively. The University needs to work with the California Community College Chancellor's Office to sponsor the establishment of these programs at a significantly greater number of community college campuses.
- *Extension of EAOP to community colleges.* A significant proportion of EAOP students do not enroll in baccalaureate programs, opting instead to attend a community college. In 1994, for example, 30 percent of seniors in EAOP enrolled in California community colleges. These students choose to attend a community college instead of the University for a variety of reasons (proximity, access, affordability, etc.) and it would be wrong to label such decisions as anything other than "successful" since the express aim of EAOP is to help students make the transition to college. The Task Force recommends that the University continue to follow-up with these students during their community college careers. Such follow-up would include the type of activities that EAOP currently does well -- informational workshops, tutoring, and counseling, for

instance -- but it would be devoted to helping students transfer to the University after completing their lower-division curriculum in a community college.

- *Closer coordination with community college transfer centers.* The Task Force proposes that the University more closely align its high school academic development programs, such as EAOP and High School Puente, with community college transfer centers. The University would share with the transfer centers information about the students in its high school programs. These centers, in turn, would direct their activities to these students during their tenure at the community college, providing information and guidance about the transfer process to a UC campus.
- *UC/Community College Transfer Alliance:* A new program should be developed jointly by the University and California community colleges to help students make a timely and smooth transition from a community college to a UC campus. The goal of this alliance is to increase the UC transfer rate of students who participated in high school or community college academic development programs. The alliance also could be developed as one of the options available to regional partnerships.
- *Enhanced intersegmental student-information exchange:* Technology-based efforts, such as Gateways, Pathways, Project ASSIST, and Nexus, should play a central role in helping to expand academic development programs to the community colleges by providing a database warehouse for outreach staff, enabling them to track students, monitor their academic progress, and provide strategically timed counseling and UC information.<sup>37</sup>
- *Improvement of articulation procedures:* Programs such as ASSIST have made very substantial progress in improving the accuracy and timeliness of articulation information and have given students and others much greater access to the data. Nevertheless, lack of accurate and timely articulation information continues to represent a hindrance to students in the transfer process, and efforts to refine articulation procedures should continue. These efforts should focus in particular on ways of alerting students to the requirements of the academic major they wish to pursue.

#### **d. Academic Development Programs for Graduate and Professional School Students**

Proper academic preparation is no less important for the student considering graduate or professional school than it is for the high school student applying to college for the first time. And not surprisingly, the University's outreach model for attracting students in disadvantaged circumstances to its graduate and professional schools is similar to that of its outreach to high school and community college

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<sup>37</sup> See Appendix E for a description of Project ASSIST, Gateways, Nexus, and Pathways.

students. While differing substantively in intellectual emphasis and academic skills to be developed, the outreach aims are nonetheless similar: identify prospective students; provide exposure to, and information about, the University's academic programs; and offer assistance in academic skill enhancement. Therefore, the Task Force believes that the virtues inherent in academic development programs described above are equally important for the University's graduate and professional school outreach activities.

With this outreach model in mind, the Graduate/Professional School Outreach Subcommittee surveyed a variety of campus programs, evaluating their programmatic content, disciplinary focus, students served, faculty participation, and linkages with other types of outreach programs. The Subcommittee recommends that the University expand its pre-graduate summer research internship/traineeship programs. In programs held both during the academic year and the summer, promising juniors and seniors are paired with faculty mentors in graduate-level research designed to expose them to the opportunities of graduate-level study and to prepare them for eventual enrollment in graduate or professional school. Students in these programs typically spend 30 or more hours per week working on research in a laboratory or library. Faculty and students are matched according to mutual research interests, and faculty work closely with students as mentors. In addition, seminars, lectures, and workshops provide skills enhancement and essential information about graduate study.

Expansion of these pre-graduate research internship programs has several advantages over other types of post-graduate outreach:

- *Outreach Success:* These programs have a record of successful outcomes. A recent survey of the University's summer programs indicated nearly 80 percent of all students who participate in these programs enroll in graduate or professional school within three years. In addition, these programs have been found to be attractive both to currently enrolled UC undergraduates and to students nationally;
- *Faculty Involvement:* These pre-graduate programs involve a significant degree of faculty participation, both in the design of the programs and in their administration. More importantly, faculty are involved in a day-to-day advising and mentoring role with participating students and, as a result, are able effectively to model the graduate research experience to promising students;
- *Diminishing Federal Support:* As successful as these programs are, support from the Federal government has been slashed by 60 percent, with additional cuts proposed for the future. Thus, the need for increased University support is critical; and

- *Focus on Academic Development:* The development of academic skills is a model that has been used successfully at all levels of University outreach and is no less effective at the graduate and professional school level.

**e. Other New Academic Development Initiatives**

In addition to the recommendations above that apply generally to academic development activities throughout the University, individual campuses and programs may also wish to consider the following specific initiatives on an experimental, pilot, or expanded basis:

- *High School Puente:* In 1993 Puente expanded its successful community college program to 18 high schools. The program, like its community college counterpart, provides intensive writing instruction, academic counseling, community mentors, parent workshops, and professional development components for teachers.
- *Business MESA:* The MESA undergraduate model, which currently focuses on students' academic development within math- and science-based fields, should be extended to other fields of study. The current MESA model has helped to boost retention and academic advancement of students in science and engineering and appears to be applicable to other fields of study. The Task Force favors an initiative that would orient students toward business-oriented disciplines such as accounting and economics, which are areas of interest to many students.
- *Advanced Placement courses:* The University should work with the state and the Department of Education to support development of a full array of Advanced Placement courses (including means for teacher training and costs of test administration) for all public high schools. Availability of these courses and support for students paying the costs of testing could provide an important tool in promoting higher standards of achievement. Such a program also could promote improvement in college preparatory instruction broadly and allow more students in disadvantaged learning environments to achieve “competitive eligibility.”
- *Charter schools:* Campuses also may wish to experiment with charter schools as a means of accelerating academic development efforts for students in disadvantaged circumstances. Some UC campuses already have developed links with charter schools or have plans to establish one. The Task Force recommends that these efforts be assessed as an additional means of expanding access to higher education for these students.
- *Electronic delivery of "a-f" and honors courses to students in underserved schools:* A key obstacle to UC eligibility for some students is the absence in their schools of “a-f” courses required for admission to UC, as well as honors

courses that also can enhance students' admissibility. To address this problem, the University should extend its experimentation with "distance learning" techniques to seek to provide these courses to students who might not otherwise be able to take them.

### **3. Informational Outreach**

The third major strategy proposed by the Task Force is to make more intensive use of new information and communications technologies and other means to provide better and more timely information about UC programs to students, families, teachers, and counselors.

#### **a. Informational Outreach to Students**

The PACE report emphasizes the importance of early, sustained, and strategically timed intervention. It is crucial that students in primary and middle schools, and their families, be informed of the need to develop strong basic language and mathematics skills necessary to enroll in "a-f" subjects in the ninth grade. It is equally important to provide high school students timely information on UC admissions requirements, undergraduate majors, special programs, financial aid and scholarships, and SAT registration dates. Information to students and their families should be user-friendly, engaging, and informative. Informational outreach to students may include: television and radio public service announcements on youth oriented stations; publications and videos; UC calendars highlighting campuses, admission requirements, test dates, admissions and financial aid deadlines; campus visitations; UC websites; presentations at schools, churches, and youth service organizations; and special student conferences (e.g., UC Admissions Preparation Program).

To be effective, informational outreach to students should use a variety of media to provide earlier and more complete information about the University on a regular basis. Academic development programs should use Gateway and Pathways to monitor the number and types of contacts with students.

#### **b. Informational Outreach to Families**

Families, especially those from disadvantaged populations, need to be informed early (K-4) that a college education for their children is both attainable and affordable, but that good study habits, individual engagement, and determination are essential. With this information, families can assist their children to prepare academically and consider ways to finance a college education. A comprehensive information dissemination and outreach effort, using print, radio, video, and television, should be focused on families with children in primary and middle schools. These grades are crucial junctures in the educational process, where academic decisions are made that affect choices after high school.

**c. Informational Outreach to Counselors and Teachers**

Counselors and teachers play a critical role in students' education choices. They often determine the courses students enroll in, and influence their majors, career choices, and the colleges to which they apply and eventually enroll. The Office of the President, in cooperation with UC campuses and the Lawrence Berkeley National Laboratory, is currently developing systemwide initiatives in the area of instructional technology. Two initiatives in particular, Nexus and Gateway, have the potential to enhance counselors' and teachers' understanding of the vast array of University outreach-related information and educational opportunities available.<sup>38</sup>

**d. Financial Aid Outreach to Students and Families**

In addition to the academic support and encouragement that students need in order to engage in college preparatory work, they also need consistent, age- and income-appropriate information about the financial aspects of planning for college. Families need information about financial aid and financial planning, not only because their views about college affordability will influence their children's academic decisions, but also because they must plan and prepare for their own responsibilities in this area.

Financial aid plays a key role in making college accessible to students who are economically disadvantaged. Federal, state, and University grant programs focus their awards on students whose families are unable to make a substantive financial contribution toward college costs. An undergraduate education at the University of California is not out of reach for low-income students: more than 25% of UC's undergraduate student body come from families with annual incomes of less than \$30,000, and these students receive larger than average grant awards than financial aid recipients with greater family resources. However, the University's informational outreach activities are not as effective as they could be in carrying this message to students and their families, especially in the early years when families make crucial decisions about their children's educational future.

The cost of a college education and the complexities of financial aid and financial planning can be daunting prospects for students and families at all income levels; financial aid outreach is important for all college-bound students and their families. A coherent, strategic, accessible information campaign about issues of education financing is imperative if the University is to combat widespread misapprehensions about college costs and convince students who are economically disadvantaged and/or first-generation college students to prepare themselves for postsecondary education.

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<sup>38</sup> Appendix E provides a description of the Nexus and Gateway programs.

**e. Enhancement of Existing Recruitment Efforts**

In addition to the new, three-point outreach strategy described, the Task Force believes it also is essential for the University to continue and expand existing recruitment programs and activities. Recruitment, or as it is sometimes called, “immediate outreach,” involves efforts to solicit applications and recruit eligible students from disadvantaged backgrounds to UC. Unlike most other outreach programs described above, recruitment focuses on those already eligible or potentially eligible for the University but does not actually aim to enhance college preparation among these students. Recruitment is the critical last step in the outreach “pipeline” whose purpose is to ensure that students who have earlier participated in outreach programs and enhanced their academic preparation subsequently apply to UC and if accepted, enroll at the University.

For groups of students with low UC enrollment rates, data indicate a pattern in which students apply to the most selective UC campuses only, but do not consider applying to less competitive campuses. If they are not admitted to their first-choice campus, many choose to go outside the UC system for their college work. In addition, data on current outreach programs such as EAOP indicate that, while about half of all program graduates become UC-eligible, only about a quarter actually enroll at a UC campus. These findings underscore the continuing importance of recruitment efforts focused on students from disadvantaged backgrounds who are eligible or potentially eligible for UC, but for one reason or another do not apply to or enroll at the University. For the short term, recruitment, in particular campus-based activities promoting enrollment of admittees, will be critical to maintaining diversity.

*Proposed recruitment/marketing campaign:* The Task Force recommends that recruitment efforts be systematically coordinated within the framework of a vigorous Universitywide and campus-based marketing campaign. Two key objectives of such a campaign would be: 1) to broaden the applicant pool by focusing on high school graduates from disadvantaged backgrounds who may be UC eligible or potentially eligible but do not apply to UC; and 2) to encourage students from these groups to consider applying to other UC campuses in addition to the campus of their first choice. The Office of the President should develop an overall marketing plan, including appropriate themes and media to reach intended audiences. Building on the systemwide marketing efforts, campuses would work with partner schools and systemwide outreach programs – EAOP, MESA, Puente, Pathways, and Gateway – to identify individual students for recruitment efforts.<sup>39</sup> The Task Force believes strongly that, while there are many other areas where the “corporate model” may not be appropriate for higher education, immediate outreach and recruitment is one area where the University could benefit substantially from a business-like marketing communications plan. This will include conducting additional market research, building upon results obtained from focus groups

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<sup>39</sup> See Appendix E for a description of these and other outreach programs and activities.

commissioned by the Task Force's Technology and Communications Subcommittee. These focus groups measured perceptions and beliefs held by the University's primary target audiences (students, families and teachers/counselors) and revealed additional communication strategies and tools that should be incorporated into existing outreach efforts.<sup>40</sup>

The goal of the marketing communications plan is twofold: 1) improving the image of the University of California in the minds of the target audiences, and 2) increasing the number of students in educationally disadvantaged circumstances who enroll at the University of California. The plan will include:

- a review and analysis of existing data on students in educationally disadvantaged circumstances and their families;
- an analysis of the demographics of targeted student populations that apply to, are accepted by, and enroll in, the University of California;
- an examination of existing outreach strategies that result in students enrolling in the University after acceptance;
- an evaluation of existing communication activities and publications used by the campuses and by other postsecondary institutions, and the development of new materials that support, enhance, and expand upon these existing efforts;
- development of messages that are sensitive to cultural, ethnic, and racial backgrounds and age groups, using a mix of media; and
- transmission of messages that the University is "affordable, attainable and welcoming" to the target audiences in appropriate languages.

Finally, it is important that the University widely disseminate its message of encouragement to pursue postsecondary education, and in particular to urge preparation for University enrollment, to young people and their families. This message must be emphasized in communities that have sent small numbers of students to UC in past years and may perceive changes in admissions and outreach policies as discouraging.

#### **4. Harnessing the University's Research Expertise**

The University of California has unparalleled research expertise and accomplishments. The University already has many research efforts that bear in various ways upon the needs addressed by this Task Force. There is, however, insufficient coordination and focus to these activities. Consistent with its role as the state's public research university, the University should make it a high priority to augment substantially these research efforts and to bring them to bear in a much more coordinated way on the complex and poorly understood factors that underlie the differing degrees of educational attainment within our society. Research topics might include the following: What are the root

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<sup>40</sup> A complete description of the methodology and findings from these focus groups can be found in *The Focus Group for the University of California Outreach Task Force* by the research firm of Stoorza, Ziegau, Metzger & Hunt, 1996.

causes underlying the differences displayed in Figures 1, 2, 3 and 4 earlier in this report? What other societal and cultural factors influence them? What are the avenues of intervention through which these causes can be addressed? How can what is learned through research be put into practice in classrooms and schools? While it is recognized that significant and substantive research already has been completed in this area (for example, the work of the University's Task Force on Black Student Eligibility and the Latino Eligibility Task Force <sup>41</sup>), our aim is to extend these findings, open up new avenues of inquiry, and conduct research on UC-specific concerns and issues. Given a more complete understanding of these issues gained through research, it should be possible for the University to learn what more can be done to address and overcome these differential rates of educational achievement. That knowledge can, in turn, inform our outreach efforts in ways that are not now possible.

Research in these areas is inherently multidisciplinary. There are elements that stem from Sociology, Public Policy, Economics, History, Public Health, Psychology, Social Welfare, Anthropology, Ethnic Studies, City and Regional Planning and, of course, Education, among other disciplines. The established method within the University of California for focusing research on multidisciplinary areas is organized research, e.g., Organized Research Units (ORUs) on campuses and Multicampus Research Units (MRUs) involving multiple campuses or the entire University. Indeed, several ORUs and MRUs already exist that bear upon some of the elements central to this report, but no ORU or MRU provides a one-to-one match with all of these issues or even most of them.

The University should make it a high priority to examine the ways in which it can most effectively increase and coordinate its research that bears upon differing degrees of educational attainment and achievement. UC should examine its own structures for this line of research, set priorities, and develop a strategy to recruit and retain faculty who will be active in these areas and who will enhance the availability of research support funds. Creation of an appropriate organized research structure will, of course, contribute to all three of these objectives. An MRU is a logical goal that could in principle be achieved either by creation of a new unit or by amalgamation and/or redefinition of one or more existing units.

One very desirable component of this organized research effort would be to develop a methodology to determine the effectiveness, efficacy, and success of outreach activities in the short-term and long-term. One task that might be appropriate for such an effort is the bringing together of research expertise from across UC, CSU, independent institutions, CPEC, and K-12 to identify instructional, organizational, mentoring, and other support strategies that can address different components of systemic reform that can influence curriculum, assessment, preparation, and professional development of teachers and administrators, and the capacity of schools to engage in organizational change. By involving UC faculty more centrally in research and intellectual inquiry focused on the continuum of learning from K-12 through undergraduate and graduate

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<sup>41</sup> See *Making the Future Different: Report of the Task Force on Black Student Eligibility* (University of California, Office of the President), 1989 and *Latino Student Eligibility and Participation in the University of California* (University of California, Santa Cruz), 1993, 1994, 1995 (Reports 1-3).

instruction, the Task Force believes such a Universitywide research unit can serve several functions: 1) elevate the importance of UC outreach to K-12 schools within the academic and intellectual life of the University; 2) provide practical evaluation data of both a formative and summative kind on the effectiveness of University outreach programs; and 3) integrate outreach activities within the fabric of the University's research mission. With greater faculty commitment in this regard, activities related to outreach should be given substantially more weight in faculty advancement consideration.



## **VI. NUMERICAL OUTCOMES FOR UNIVERSITY OUTREACH**

The Task Force believes it is essential for the University to establish desired numerical outcomes for all UC outreach programs in order to assess the effectiveness of programmatic efforts and measure progress toward outcomes. To this end, the Task Force recommends striving for the following numerical outcomes for each of the three strategic elements of outreach outlined immediately above. Although different programs and regional partnerships may wish to set other specific outcomes in addition to those identified here, the Task Force believes that the numerical outcomes set forth below should apply broadly to all University outreach programs. The outcomes are based generally on rates of improvement achieved by University outreach programs such as EAOP, MESA, and Puente over the past decade, extrapolated to the future. While we acknowledge that achieving these objectives requires and is contingent upon finding ways to enhance substantially the resources and efforts of each campus and the University as a whole, and that the efforts and priorities of institutions other than UC also are involved, the Task Force nevertheless believes these outcomes are realistic and worthy of good-faith efforts.

### **A. Numerical Outcomes for UC/K-12 School-Centered Partnership Programs**

Each UC campus, in collaboration with participating K-12 school districts and other regional partners, shall work to increase the number of UC-eligible graduates from partner high schools by 100% -- or to increase the UC-eligibility rate in these schools by 4 percentage points, whichever is greater -- between 1997 and 2002. For example, if in 1997 a given partner school graduates 25 students who are UC-eligible, the desired outcome would be to produce 50 UC-eligible graduates by 2002. Alternatively, if the UC eligibility rate at this same school were 2% in 1997, the desired outcome would be to increase that rate to 6% by 2002 if achieving this outcome resulted in a larger number of UC-eligible graduates than the first goal.

Each UC campus, in collaboration with participating schools and other regional partners, will work to increase the number of competitively eligible students (i.e., students eligible for admission at the most selective UC campuses) from partner schools by 50% -- or the competitive eligibility rate in these schools by 2 percentage points, whichever is greater -- between 1997 and 2002.

Detailed plans regarding the ways in which the regional partnerships will implement the Universitywide framework for outreach are to be submitted by each Chancellor to the President by January 1, 1998.

### **B. Numerical Outcomes for Academic Development Programs**

Statewide UC academic development programs will work to increase the number of UC-eligible program graduates from disadvantaged backgrounds by 100% between 1997 and 2002.

Statewide UC academic development programs will work to increase the number of competitively eligible program graduates from disadvantaged backgrounds by 50% between 1997 and 2002.

**C. Numerical Outcomes for Informational Outreach**

Each UC campus will seek to increase the number of outreach contacts with elementary, middle school, high school, and community college students and families from disadvantaged backgrounds by 200% between 1997 and 2002. These contacts may include, but are not limited to, such activities as counseling/advising, informational workshops, school visits, and tutoring.

Each UC campus, in collaboration with its regional partners, shall establish ongoing systems to assess the qualitative effectiveness of information outreach programs by January 1, 1998.

## **VII. RESPONSIBILITY AND EVALUATION**

The outcomes proposed will only be realized if a fundamentally new compact can be struck among the University of California, the California Department of Education, and others such as the California Community Colleges and the California State University, along with the sustained support of the Governor and the Legislature; a compact whose implementation will require partnerships and new definitions of responsibilities among UC campuses and their neighboring K-12 schools. New levels of faculty and staff will be necessary to reach the outcomes proposed, as will the availability of designated resources to support this new level of commitment. Further, the continuing involvement of faculty only can be ensured if their successful involvement in these efforts is appropriately reflected in the academic personnel process by which the faculty activities are judged.

### **A. Managerial Responsibility for Achieving Numerical Outcomes**

It is important first to assure that all participants in this effort feel a sense of commitment and responsibility toward achieving the outcomes described above. But responsibility cannot be limited simply to outreach program directors or managers alone. The importance of the issues addressed in this report suggests the need for support at the highest levels of responsibility for the public trust, including The Regents of the University of California, members of the State Board of Education, and local school boards. Beyond these, support of elected officials, executive and legislative branches, as well as the people of California, is needed. Within the University of California the burden of responsibility for attainment of outcomes properly rests with the President of the University and the Chancellors of the campuses, working in partnership with the leadership of Divisional Academic Senates. The Task Force recognizes, of course, that there are many factors in the K-12 school environment outside the control of individual campuses or Chancellors, and that regional partnerships necessarily presuppose a framework of shared responsibility for results. At the same time, however, we believe that Chancellors, as leaders in these partnerships, have the ability to help create and sustain the kind of collaborative relationships needed for success, and to the extent that this is true, Chancellors and the President must bear the primary burden of responsibility for results.

Outcomes for statewide academic development programs will be the responsibility of the program directors. Again, the commitment of K-12, community colleges, and other educational partners will affect significantly the ability of these programs to achieve the intended results.

Finally, the Office of the President will be responsible for: 1) seeking and obtaining public resources so that campuses can support the basic infrastructure for regional outreach efforts; 2) establishing and overseeing a systemwide evaluation mechanism to assess progress toward outreach outcomes; 3) seeking support for academic development programs; and 4) developing and implementing, in conjunction with campuses, new and expanded informational outreach efforts.

## **B. Evaluation**

As the PACE report makes clear, effective evaluation of outreach programs both nationally and within California is much more the exception than the rule, and the Task Force believes that the University must give far more systematic attention to this vital function. One of the key evaluation issues that emerges from the PACE report is the problem of self-evaluation: in most outreach programs, program administrators also are responsible for program evaluation. As a result, evaluation often tends to get short shrift in competition with other administrative pressures and priorities.

As was noted earlier (see Chapter V), the organized research structures of the University should be used to provide research on outreach and the methodology by which outreach activities can be evaluated. Researchers from this area are logically among those persons who should carry out the actual evaluations and assessments of outreach programs, while administrators would utilize the results of the evaluations to determine what is working and to enhance program effectiveness.

## **VIII. OUTREACH RESOURCES**

The following sections provide initial cost estimates to implement the Task Force's recommendations in five main areas: (1) school-centered outreach, (2) academic development programs, (3) informational outreach, (4) university research and evaluation, and (5) infrastructure needs, including costs related to program evaluation, administration, and information technology. Extrapolating from experience with existing outreach programs, the figures presented here are intended as preliminary estimates of the additional costs, beyond the costs of existing outreach efforts, to implement the full range of recommendations proposed in this report. It should be emphasized that these estimates reflect not just the University's costs, but the overall costs of implementation, including costs that might be borne by K-12, Federal and state programs, as well as the private sector. The issue of how these additional costs might actually be funded is taken up in Section E below.

### **A. School-Centered Outreach**

A key focus of school-centered outreach will involve working with teachers, counselors, and administrators in partner schools. To have any substantial impact on the academic environment of these schools, programmatic efforts must focus particularly on professional development programs aimed at improving teaching and learning in the subject areas required for University admission, together with enhanced recruitment and retention efforts for teachers in these schools.

In estimating the potential costs involved, the University has relied primarily on cost data from existing programs of this type. For teacher development programs, for example, the estimates are based on the California Subject Matter Projects; for teacher recruitment programs, the Community Teaching Fellowship program was used as a model; and for retention programs, the Beginning Teacher Support Assessment program. These programs have been described earlier in the report. It should be emphasized, however, that use of these programs for cost-estimation purposes does not preclude campuses and their regional partners from utilizing other programs to achieve similar ends. These programs are presented only as examples of the type of programmatic activities involved and because there are reasonably good data on them.

Teacher development is the largest single cost category under school-centered outreach, as shown in Figure 7 (next page). Based on experience with the California Subject Matter Projects (CSMP), an estimated total cost has been determined for each participating high school and eight associated "feeder" schools (two middle schools and six elementary schools), for providing a full array of professional development programs for teachers in each of the "a-f" subject areas required for University admission. These programs include intensive summer (or intersession) institutes, typically four weeks with follow-up, to support the enhancement of content knowledge and the improvement of teaching strategies within each partner school; a special focus for summer institutes is on developing teacher leadership.

**Figure 7**

**ESTIMATED ANNUAL COSTS TO IMPLEMENT  
TASK FORCE RECOMMENDATIONS**

**School-Centered Outreach**

Teacher Development Programs	\$18,500,000
Teacher Recruitment and Retention Programs	\$6,200,000
Scholarship Program	\$2,500,000
Subtotal, School-Centered Outreach	\$27,200,000

**Academic Development (Student-Centered) Outreach**

Expansion of Academic Development Programs	\$17,900,000
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**Informational Outreach**

Programs for Students	\$2,700,000
Programs for Families	\$1,850,000
Programs for Teachers and Counselors	\$1,450,000
Expansion of Existing Recruitment Programs	\$1,900,000
Subtotal, Informational Outreach	\$7,900,000

**University Research and Evaluation** \$1,550,000

**Infrastructure Needs**

Program Administration	\$1,500,000
Information Technology	\$4,500,000
Subtotal, Infrastructure Needs	\$6,000,000

**Grand Total** \$60,550,000

In addition, CSMP programs include school-based in-service training in the a-f subject areas during the regular academic year. For cost-estimation purposes, it is assumed that in-service programs would be offered as a series of seven to ten coordinated sessions held after school and/or on professional development release days. Altogether, these activities -- including summer institutes, in-service programs, and funding for release time and salary support for teachers to attend these activities -- yield a cost estimate of \$370,000 per year to support professional development activities within each partner high school and its associated “feeder” system; multiplied across 50 partner high schools and associated “feeder” systems, the total cost of professional development programs for teachers is calculated at \$18.5 million annually. These programs would serve an estimated 17,250 teachers in 450 schools statewide (50 high schools, 100 middle schools, and 300 elementary schools).

The second major cost item under school-centered outreach involves recruitment and retention of teachers at partner schools. Two promising programs now offered on most UC campuses have demonstrated success in recruiting and retaining new teachers in schools serving large numbers of students in disadvantaged circumstances. The Community Teaching Fellowship (CTF) program awards one-year fellowships to junior and senior mathematics and science majors at UC to work as tutors and mentors in selected schools, typically five hours per week. At the conclusion of the fellowship year, students are recruited to enroll in university teacher preparation and credential programs. The cost of the program, including the fellowship stipend, support seminars and related expenses is about \$8,000 per fellow per year. For purposes of this resource plan, support for eight fellows within each cluster of partner high schools and associated “feeder” schools has been included, for a total of \$64,000 per cluster. Extrapolated across 50 partner clusters, the total cost for teacher recruitment programs of this kind is estimated at \$3.2 million per year.

Retention of teachers in low-performing schools also is a critical problem, and Beginning Teacher Support and Assessment (BTSA) is a program that has proven effective in addressing this problem. BTSA provides on-going support for new teachers in their first or second year of teaching. Support includes regular seminars on selected high interest topics with university faculty and staff, as well as experienced teachers. Based on current program costs, an estimate of the total cost for each UC campus to implement this program to serve teachers at five partner school clusters (including “feeder” middle and elementary schools) would be about \$300,000 per year. Extended across all UC campuses and the Central Valley site, the total cost for teacher retention programs is estimated at \$3 million annually.

In addition to these programs directed toward teachers in partner schools, student-centered academic development programs such as EAOP and MESA also would continue, both within partner schools and in other schools statewide. These costs, however, are dealt with separately under the section on academic development programs below.

Finally, one other small but important category of costs included under school-centered outreach is a scholarship program, modeled on the successful experience of the Berkeley Pledge. This program provides complete scholarships to UC, including student fees and room and board, to the top graduate each year from partner high schools. The program has proven an extremely effective symbol of UC’s commitment to the schools, in addition to helping foster a culture of educational achievement and high academic standards, and has

been included in the resource plan for these reasons. At approximately \$50,000 per student for a 4-year scholarship, this adds \$2.5 million annually to the total for school-centered outreach when extended across 50 partner high schools statewide.

The overall total for school-centered outreach – including teacher development, recruitment and retention programs together with the scholarship program – is estimated at \$27.2 million per year.

## **B. Academic Development (Student-Centered) Outreach**

The Task Force proposes, as one of its goals, to double the number of UC-eligible participants from existing, student-centered academic development programs over the next five years. To estimate the potential costs that might be required to achieve this goal, available data on the per-student costs of each of these programs were used. In the case of MESA, for example, program funding from all sources was \$5,449,000 in 1994-95, and a total of 14,604 students participated in this program, yielding an average cost of \$373 per student. Per-student cost data for MESA and other programs were calculated from information published by the California Public Postsecondary Education Commission in its report, *Progress Report on the Effectiveness of Collaborative Student Academic Development Programs* (CPEC, December 1996, Commission Report 96-11). In addition to UC-based programs such as EAOP, MESA, and Puente, data for major non-UC programs such as AVID and Cal-SOAP were included in the calculations, since these programs also help produce many UC-eligible students.

Taking the per-student costs of each of these programs, the total additional cost was calculated based on the assumption that doubling the number of successful program outcomes would require at least a doubling of the number of program participants. In fact, this assumption may be conservative, for two reasons. First, broadening the base of program participants may result in some decline in program yields. Also, the comparatively low per-student costs of these programs reflect the fact that many participants are involved primarily in informational and motivational activities, and relatively few participate in more intensive – and costly – academic development activities such as summer programs. Stronger emphasis on the development function, as recommended in this report, could therefore be expected to increase per-student costs. On the other hand, expansion of these programs also will create economies of scale, counteracting some of these cost pressures. Given the uncertainties involved, the most prudent current assumption for purposes of estimating future program costs is to assume that the number of program participants will need to be at least doubled in order to achieve the Task Force’s proposed goals.

Based on this assumption together with published cost figures for each major program – EAOP, MESA, Puente, AVID and Cal-SOAP – the total cost of expanding these programs to achieve the Task Force’s proposed goal is estimated at \$17.5 million. This amount would provide funding for 115,000 additional program participants, raising the proportion of students who participate in these programs from 2% to about 4% of the total of 5.5 million students now enrolled in public K-12 schools in California.

In addition to academic development at the undergraduate level, the Task Force subcommittee on graduate outreach programs also has recommended increasing resources to expand academic development efforts at the graduate level. Taking together this amount with the estimated costs of the undergraduate programs, the overall cost of scaling up academic development programs to the level proposed by the Task Force is estimated at \$17.9 million.

### **C. Informational Outreach**

Informational outreach includes four main areas: (1) programs for students, (2) programs for families, (3) programs for teachers and counselors, and (4) expansion of existing recruitment programs. It should be emphasized that the programs considered here focus primarily on students in educationally disadvantaged circumstances, their families, teachers and counselors, above and beyond the University's general communications programs for the public at large. As recommended by the Task Force, these programs are intended as part of an aggressive communications campaign to provide better and more timely information to students in disadvantaged circumstances and their families about UC admissions requirements and to provide a clear message to these students that the University is attainable, affordable and welcoming to them.

Programs for students would involve a variety of media appropriate to those at different grade levels. At the elementary school level, for example, media such as newspapers for K-8 students, computer learning games, flash cards and special events programs would be emphasized, whereas at the high school and Community College levels, CDs, videotapes, brochures, and a Community College website would be developed. Based on current costs for these types of activities, the resource plan includes \$2.7 million for student information programs, the largest expense category under informational outreach. (Note that the costs of information technology, per se, are considered in the following section on infrastructure costs.)

Programs for families would utilize booklets, videotapes, calendars and other multi-ethnic, multi-racial, and/or multi-language media to reach families of students in disadvantaged circumstances -- particularly at the critical, early stages of planning for college -- to provide better information about the kind of academic preparation needed for admission to UC. The resource plan includes \$1.85 million annually for this purpose.

Programs for teachers and counselors would involve statewide and regional conferences, workshops and institutes aimed primarily at improving academic advising in disadvantaged schools. Based on the costs of other counselor conferences currently sponsored by UC, \$1.45 million annually has been included in the resource plan for this purpose.

Finally, \$1.9 million per year is earmarked for expansion of existing recruitment programs. These programs focus particularly on students in disadvantaged circumstances at the end of the K-12 "pipeline" -- those nearing graduation from high school -- to ensure that, among those who do achieve UC eligibility, the University exerts every possible effort to maximize the number of these students who apply to, and enroll at, UC. In addition to generalized

media such as brochures and booklets, recruitment programs also involve more individualized activities such as family nights and campus visit programs for top students from disadvantaged schools. Overall, adding together recruitment costs with programs for students, families, teachers and counselors described above, the total cost associated with informational outreach is estimated at \$7.9 million annually.

#### **D. University Research and Evaluation**

Improving evaluation of University outreach programs is one of the Task Force's highest priorities. The estimate of \$1.55 million within the category of program evaluation shown in Figure 7 reflects two main types of costs. First, as recommended by the Task Force, the resource plan includes costs of \$750,000 annually to support a multi-campus research unit (MRU) for UC faculty to design and direct program evaluation efforts. Second, the resource plan also includes \$800,000 annually to provide staff support to facilitate data-collection efforts at the campus and regional levels, working in conjunction with program and school staff in partner schools. The expectation is that these staff would perform day-to-day data collection and database maintenance, whereas overall responsibility for evaluation design and analysis would rest with MRU faculty.

#### **E. Infrastructure Needs**

Infrastructure needs are broken down into two main areas: (1) program administration and (2) information technology.

The program administration category primarily reflects the cost at each campus for a regional administrative coordinator and staff responsible for coordinating outreach programs within and among partner schools. At each UC campus and the Central Valley, \$150,000 is budgeted for this purpose, for a total of \$1.5 million annually.

The largest cost item under infrastructure needs is information technology. The resource plan includes \$4.5 million annually for information technology in support of K-12 outreach efforts. It should be re-emphasized that this figure includes not only UC's costs, but the overall costs associated with information technology, some of which may be borne by the University's regional partners including those in the private sector. The costs shown here reflect infrastructure needs related to hardware, software, training and systems support in order to extend outreach efforts to K-12 via new computer and internet technologies. Included, for example, are the costs of providing, maintaining and upgrading computer and internet access within disadvantaged schools. It is recognized that there are likely to be large initial costs as well as ongoing costs in this area; the \$4.5 million estimate for this purpose is intended as an approximate annual cost averaged over the first ten years of the resource plan. Altogether, including costs associated with program evaluation and administration as well as information technology, total infrastructure costs for the resource plan come to \$7.55 million annually.

## **F. Funding the Plan**

Overall, the total cost shown in Figure 7 to implement the Task Force's recommendations – including school-centered, academic development programs, and informational outreach programs, together with program evaluation and related infrastructure needs – is estimated at \$60.5 million. Currently, combined UC and state spending on these same types of programs is estimated at \$59 million per year (including approximately \$14 million from federal and private sources). Thus, to fully implement the plan proposed here would require approximately a doubling of current UC and state spending in this area.

While it is premature, even before The Regents have approved the Task Force's recommendations, to put forward a funding plan with any degree of specificity, some general remarks are in order. The Task Force recognizes that implementing its recommendations will require a significant increase in funding for outreach and that, by itself, the University would have great difficulty in securing these resources. The thrust of the approach proposed here, however, is that partnerships are the key to significant impact on disadvantaged environments. Though the costs of the proposed approach may be much greater than the cost of the University's existing outreach programs, these costs can and should be borne by all of those who have a stake in a revitalized K-12 system.

As a starting point, the President of the University has made \$2 million in permanent funds available to the Outreach Task Force to serve as a catalyst for its work. In addition, the Legislature and the Governor have added \$1 million to the University's budget for the 1996-97 fiscal year (\$250,000 of which is provided for outreach in the Central Valley area) and have proposed at least another \$1 million, and perhaps as much as \$2 million, for the 1997-98 fiscal year (again, with at least \$250,000 of that amount directed to the Central Valley). Assuming the latter resources are, in fact, allocated, the University will have \$3.5 million to \$4.5 million per year for allocation.

It is vital that this initial funding be leveraged to the maximum possible extent in seeking the additional resources necessary to support the proposed plan. Once the Task Force plan is reviewed and finalized, a large-scale fundraising effort must get underway. This campaign should coordinate requests from all major sectors, both public and private. Additional state funds will be sought to support University activities and at the same time funds to allow participating K-12 schools to match University money must also be acquired. Foundation and corporate support will also be sought, with primary responsibility for this effort focused in local communities where the most substantial benefits of the plan will be realized.

Obviously, new funds currently available represent only minimal support for the first steps of this new initiative. For the plan to be successful, it must be supported, not just by the University, but by families and students, by all segments of education, by the business community, and by foundation sources. A significant improvement in the achievement levels of students in disadvantaged circumstances is of incalculable value to the economic and social health of California. The Task Force invites all segments of the state to join with it in this broad renewal of educational purpose and commitment.



## **IX. AFTERWORD: CALL FOR A STATEWIDE EDUCATIONAL CONVOCATION ON STUDENT ACHIEVEMENT**

In the course of its deliberations, the Outreach Task Force has become forcefully aware of the importance of education in the globalized, technology driven, and knowledge-based economy now clearly emerging. The Task Force also has confronted the grave social implications of educational disparities among groups, especially along lines of race, ethnicity, class, and gender. The Outreach Task Force plan represents an innovative and far-reaching commitment on the part of the University of California to involve itself, to the greatest extent possible, in the length and breadth of the educational process experienced by California's young people, especially those with least access to high quality learning resources.

Throughout California and the nation, the realization is taking hold every day that better education for all the young people of our society is a core value needing attention. National leaders have proposed clearly drawn academic standards that every student and school should meet and have undertaken new efforts to measure and monitor student achievement. In California, educational and governmental leaders are engaged in multiple reform programs that aim to renew and strengthen the subject matter presented to students, refine instructional methods, and upgrade the tools available to teach children. Business leaders, also, are contributing to an unprecedented degree to education, providing both human and financial resources, in part because of the increasingly strong link between high levels of education in the workforce and the strength of the State's and nation's economy. The Outreach Task Force recognizes that its work is only one element in this broader context.

In view of the many different K-12 efforts now beginning or underway, the Task Force recommends a convocation of the State's educational, governmental, and business leadership. As a result of this convocation, leadership should survey the full range of ongoing educational innovation and reform, and move to better coordinate these efforts in a collaborative way. The convocation should seek to promote consensus on priorities for enlarging and developing the interest and involvement of all sectors of society in the higher levels of academic achievement that are an imperative to meet the distinctive challenges the new century presents.



## **X. SUMMARY OF RECOMMENDATIONS**

Below are listed a summary of the Task Force's recommendations.

### **A. Recommended Overall Goals for University Outreach**

- *Contribute to the academic enrichment of UC campuses through a diverse student body.*
- *Improve opportunities for California students in disadvantaged circumstances to achieve eligibility and to enroll at UC campuses.*

### **B. Proposed Plan: Recommended Strategies**

#### **1. School-Centered Partnerships**

- *Establish and/or strengthen existing regional consortia.*
- *Develop partnerships with individual school systems.*
- *Assist in recruiting, preparing, and retaining teachers in partner schools.*
- *Work with other universities and with K-12 and community colleges to sponsor a major statewide conference on educational partnerships.*
- *Maintain or expand current campus participation in teacher training efforts, preparing, Universitywide, between 5 and 10 percent of all new teachers trained in California.*

#### **2. Academic Development Programs**

- *Design and enhance methodology for assessing program effectiveness.*
- *Expand academic development programs that meet "best practices" criteria to additional middle and high schools, as well as selected primary schools and California community colleges.*
- *Extend academic development programs to graduate/professional outreach.*
- *Promote other innovative academic development initiatives, such as "Business MESA," High School Puente, charter schools, and electronic delivery of "a-f" honors courses to students in underserved areas.*

#### **3. Informational Outreach**

- *Expand informational outreach to students, families, counselors, and teachers.*
- *Enhance existing recruitment efforts.*

#### 4. University Research and Evaluation

- *Focus the University's research expertise on both basic and applied research, first, to better understand the underlying factors that contribute to differential rates of educational achievement among various groups, and second, to evaluate and assess outreach programs in order to continuously improve the effectiveness of intervention strategies.*

### **C. Numerical Outcomes**

The Task Force recommends that:

- *each UC campus work to increase the number of UC-eligible graduates from partner high schools by 100% -- or the UC-eligibility rate in these schools by 4 percentage points, whichever is greater -- between 1997 and 2002.*
- *each UC campus seek to increase the number of competitively eligible students (i.e., students eligible for admission at the most selective UC campuses) from partner schools by 50% -- or increase the competitive eligibility rate in these schools by 2 percentage points, whichever is greater -- between 1997 and 2002.*
- *statewide UC academic development programs work to increase the number of UC-eligible program graduates from disadvantaged backgrounds by 100% between 1997 and 2002.*
- *statewide UC academic development programs seek to increase the number of competitively eligible program graduates from disadvantaged backgrounds by 50% between 1997 and 2002.*
- *each UC campus strive to increase the number of outreach contacts with elementary, middle school, high school and community college students and families from disadvantaged backgrounds by 200% between 1997 and 2002.*
- *each UC campus establish ongoing systems to assess the qualitative effectiveness of information outreach programs by January 1, 1998.*

#### **D. Responsibility and Evaluation**

The Task Force recommends that:

- *the President of the University, the Chancellors, and the leadership of the Divisional Academic Senates be responsible for the attainment of outcomes, in partnership with regional K-12 and postsecondary partners.*
- *outcomes for statewide academic development programs be the responsibility of the program directors.*
- *the Office of the President be responsible for: a) seeking and obtaining public resources so that campuses can support the basic infrastructure for regional outreach efforts; and b) establishing and overseeing a systemwide evaluation mechanism to assess progress toward outreach goals and outcomes.*
- *the University establish a new multi-campus research activity whose mission would include, but not be limited to, evaluation of UC outreach efforts on a statewide basis.*

#### **E. Resources**

The Task Force recommends that:

- *additional funding required to implement the expanded outreach programs proposed here, estimated at \$60.5 million annually, can and should be provided by all of those who have a stake in a revitalized K-12 system, including not only the University, but K-12, state and federal government, and the private sector, and the University should mount an aggressive fund-raising effort for this purpose.*

#### **F. Statewide Educational Convocation on Student Achievement**

Finally, the Task Force recommends that:

- *a convocation of the state's educational, governmental, and business leadership be convened. The convocation should seek to promote consensus on priorities for enlarging and developing the interest and involvement of all sectors of society in the higher levels of academic achievement that are an imperative to meet the distinctive challenges the new century presents.*



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*APPENDIX A*

**Text of SP-1  
Outreach Task Force  
University of California**

**OFFICE OF THE SECRETARY  
July 12, 1995  
TO THE BOARD OF REGENTS:**

**ITEM FOR ACTION**

**For Meeting of July 20, 1995**

**ADOPTION OF RESOLUTION: POLICY ENSURING EQUAL TREATMENT—  
ADMISSIONS**

Regent Connerly recommends that the following resolution be adopted:

WHEREAS, Governor Pete Wilson, on June 1, 1995, issued Executive Order W-124-95 to “End Preferential Treatment and to Promote Individual Opportunity Based on Merit”; and

WHEREAS, paragraph seven of that order requests the University of California to “take all necessary action to comply with the intent and the requirements of this executive order”; and

WHEREAS, in January 1995, the University initiated a review of its policies and practices, the results of which support many of the findings and conclusions of Governor Wilson; and

WHEREAS, the University of California Board of Regents believes that it is in the best interest of the University to take relevant actions to develop and support programs which will have the effect of increasing the eligibility rate of groups which are “underrepresented” in the University’s pool of applicants as compared to their percentages in California’s graduating high school classes and to which reference is made in Section 4;

NOW, THEREFORE, BE IT RESOLVED AS FOLLOWS:

Section 1. The Chairman of the Board, with the consultation of the President, shall appoint a task force representative of the business community, students, the University, other segments of education, and organizations currently engaged in academic “outreach.”

Board of Regents  
July 20, 1995

-2-

SP-1

The responsibility of this group shall be to develop proposals for new directions and increased funding for the Board of Regents to increase the eligibility rate of those currently identified in Section 4. The final report of this task force shall be presented to the Board of Regents within six months after its creation.

Section 2. Effective January 1, 1997, the University of California shall not use race, religion, sex, color, ethnicity, or national origin as criteria for admission to the University or to any program of study.

Section 3. Effective January 1, 1997, the University of California shall not use race, religion, sex, color, ethnicity, or national origin as criteria for "admissions in exception" to UC-eligibility requirements.

Section 4. The President shall confer with the Academic Senate of the University of California

to develop supplemental criteria for consideration by the Board of Regents which shall be consistent with Section 2. In developing such criteria, which shall provide reasonable assurances that the applicant will successfully complete his or her course of study, consideration shall be given to individuals who, despite having suffered disadvantage economically or in terms of their social environment (such as an abusive or otherwise dysfunctional home or a neighborhood of unwholesome or antisocial influences), have nonetheless demonstrated sufficient character and determination in overcoming obstacles to warrant confidence that the applicant can pursue a course of study to successful completion, provided that any student admitted under this section must be academically eligible for admission.

Section 5. Effective January 1, 1997, not less than fifty (50) percent and not more than seventy-five (75) percent of any entering class on any campus shall be admitted solely on the basis of academic achievement.

Section 6. Nothing in Section 2 shall prohibit any action which is strictly necessary to establish or maintain eligibility for any federal or state program, where ineligibility would result in a loss of federal or state funds to the University.

Section 7. Nothing in Section 2 shall prohibit the University from taking appropriate action to remedy specific, documented cases of discrimination by the University, provided that such actions are expressly and specifically approved by the Board of Regents or taken pursuant to a final order of a court or administrative agency of competent jurisdiction. Nothing in this section shall interfere with the customary practices of the University with relating to the settlement of claims against the University relating to discrimination.

Section 8. The President of the University shall periodically report to the Board of Regents detailing progress to implement the provisions of this resolution.

Board of Regents  
July 20, 1995

-3-

SP-1

Section 9. Believing California's diversity to be an asset, we adopt this statement: Because individual members of all of California's diverse races have the intelligence and capacity to succeed at the University of California, this policy will achieve a UC population that reflects this state's diversity through the preparation and empowerment of all students in this state to succeed rather than through a system of artificial preferences.



## *APPENDIX B*

### **Members of the Outreach Task Force**

#### **Outreach Task Force University of California**

C. Judson King, Co-Chair	Provost & Senior Vice President	Academic Affairs, UC Office of the President
Richard C. Clarke, Co-Chair	CEO & Chairman of the Board (Retired)	PG&E
Robert Amparan	Principal	San Diego Senior High School
Del Anderson	Chancellor	City College of San Francisco
Clifford Attkisson	Associate Vice Chancellor, Student Academic Affairs & Dean of Graduate Studies	UC San Francisco
Michael Beasley	Chief Operating Officer	Icing Software, IBM
Caroline Boitano	President & Executive Director	Bank of America Foundation
Robert Collins	Vice President for Instruction	Los Angeles Unified School District
Warren Fox	Executive Director Commission	California Postsecondary Education
Eugene E. Garcia	Dean, Graduate School of Education	UC Berkeley
Manuel N. Gomez	Vice Chancellor, Student Services	UC Irvine
Gary Hart	Co-Director	CSU Institute for Education Reform
Francisco J. Hernandez	Vice Chancellor, Student Services	UC Santa Cruz

*APPENDIX B: OTF Members*

Sonia Hernandez	Deputy Superintendent, Curriculum & Instructional Leadership Branch	California State Department of Education
Jerry Hume	Chairman of the Board	Basic American, Inc.
Jere Jacobs	Assistant Vice President	Pacific Telesis Group
David Jolly	Manager, Intersegmental Relations Office	California State Department of Education
Meredith Khachigian	Regent	University of California
David S. Lee	Regent	University of California
Arnold Leiman	Professor, Psychology	UC Berkeley
Cecil Lytle	Provost, Thurgood Marshall College	UC San Diego
Cornell Maier	Chairman & CEO (Retired)	Kaiser Aluminum & Chemical Corporation
Theodore R. Mitchell	Vice Chancellor, Academic Planning & Budget	UCLA
Velma Montoya	Regent	University of California
Rodney Ogawa	Academic Council Representative	UC Riverside
Rosemary Papalewis	Executive Director, Inter-institutional Relations	California State University
Joel Ruiz	Student Representative	UC Irvine
Richard Russell	Regent	University of California
Robert Saldich	President & CEO (Retired)	Raychem
Daniel Santillano	Student Representative	UC Berkeley
Sidney Thompson	Superintendent	Los Angeles Unified School District

**APPENDIX B: OTF Members**

Chang-Lin Tien	Chancellor	UC Berkeley
Michelle Tsui	Student Representative	UC Irvine
Larry Vanderhoef	Chancellor	UC Davis
David Warren	Executive Vice Chancellor	UC Riverside
Michael Young	Vice Chancellor, Student Affairs	UC Santa Barbara

**Principal Support to the Task Force**

Elliot Brownlee	Professor, History	UC Santa Barbara
Dennis Galligani	Assistant Vice President	Student Academic Services, Office of the President
Saul Geiser	Manager, Research & Planning	Student Academic Services UC Office of the President
Stephen J. Handel	Assistant Director, University Outreach & Student Affairs	Student Academic Services, UC Office of the President
Margaret Heisel	Director, University Outreach & Student Affairs	Student Academic Services, UC Office of the President
Karl Pister	Chancellor-Emeritus	UC Santa Cruz
Robert Tacconi	Administrative Assistant Supervisor	Student Academic Services, UC Office of the President
Ben Tucker	Manager, Early & Immediate Outreach	Student Academic Services, UC Office of the President

**Additional Support to the Task Force**

Michael Aldaco	Executive Director	Statewide MESA Program
Justin C. Chang	Manager of Computer & Network Services	UC Office of the President

*APPENDIX B: OTF Members*

Hardy Frye	Executive Director, Urban Community-School Collaborative	UC Office of the President
Felix Galaviz	Co-Director	Puente Project
Bill Goedecke	Administrative Assistant	UC Office of the President
Clinton Haden	Principal Analyst	UC Office of the President
James Holst	General Counsel	UC Office of the General Counsel
Mike Lassiter	Director, News & Communications	UC Office of the President
Stuart Lynn	Associate Vice President, Institutional Resources & Computing	UC Office of the President
Laura McCormick	Specialist	UC Office of the President
Patricia McGrath	Co-Director	Puente Project
Gary Morrison	Deputy General Counsel	UC Office of the General Counsel
Robert Polkinghorn	Executive Director, ACE	UC Office of the President
John Smail	Programmer/Analyst, Student Academic Services	UC Office of the President
Kelvin Strange	Administrative Assistant	UC Office of the President
Mary Taylor	Executive Secretary	UC Office of the President
Mark Westlye	Coordinator, Graduate Student Personnel & Affirmative Action	UC Office of the President

## *APPENDIX C*

### **Scope of Task Force Deliberations and Data-Gathering Activities Outreach Task Force University of California**

The Task Force began its deliberations in February 1996 and immediately initiated a review of the University's outreach goals, strategies, programs, and activities. Data gathering activities included the following:

#### **1. Testimony on the California Educational Landscape and Infrastructure**

The Task Force heard testimony from experts who have studied issues of college preparation and enrollment. In particular, the Task Force received information on levels of University of California eligibility among graduating California high school seniors and how various measures of academic achievement leading to postsecondary enrollment correlate with different income levels, parent education, geography, race, and ethnicity.<sup>42</sup>

#### **2. Surveys of Outreach Programs and Methods**

Outreach program directors provided testimony regarding the goals of their individual programs, as well as methods employed in assisting students, in enriching pre-college curriculum, and in promoting the best instructional practices. Directors also discussed program evaluation and outcomes, areas of greatest need, and areas for expansion.

#### **3. Evaluations of Program Effectiveness**

A major point of concern on the part of the Task Force was outreach program effectiveness and outcomes. The Task Force reviewed evaluations of University outreach programs and of similar programs state and nationwide; it also heard expert testimony on program methodology and the match between program focus and issues to be addressed in preparing a diverse student population.

#### **4. Task Force Subcommittees<sup>43</sup>**

At its meeting on April 15, 1996, the Task Force divided into five subcommittees:

- *Pre-K-16 Outreach;*
- *Community College Outreach;*
- *Graduate/Professional School Programs;*

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<sup>42</sup> Appendix D provides a list of the briefings and presentations given before the Task Force.

<sup>43</sup> Appendix G presents the charge and membership of each subcommittee.

**APPENDIX C: Deliberations and Data Gathering**

- *Assessment and Evaluation of Outreach Programs; and*
- *Communication and Technology in Outreach.*

Each subcommittee worked independently in defining outreach issues related to its particular subject matter, holding focus groups and meetings, consulting experts in the field, and preparing recommendations to advance thinking and practice on the individual topics.

## **5. Commissioned Research**

The Task Force commissioned several studies. Two of these studies were conducted by independent consultants: 1) *Higher Education Outreach Programs: A Synthesis of Evaluations*, conducted by a research agency, Policy Analysis for California Education (PACE);<sup>44</sup> and 2) *The Focus Group Report for the University of California Outreach Task Force*, conducted by the firm of Stoorza, Ziegau, Metzger and Hunt to measure the understanding, and define the perspective, of potential students, their families, and their high school counselors regarding the University's policies and programs. A third study, conducted by the Community College Outreach Subcommittee, compiled the views of community college officials regarding the transfer function and how it could be strengthened to serve disadvantaged students. Finally, a survey of graduate and professional school outreach programs was conducted by the Graduate/Professional School Subcommittee to determine the most substantive and cost-effective outreach programs for this student constituency.

## **6. Testimony from State and National Outreach Practitioners**

National experts in outreach and preparation for postsecondary education spoke to the Task Force regarding educational outcomes at the secondary level among different groups of students, highlighting particular issues that must be addressed in order to achieve equality of educational opportunity. In addition, the Outreach Task Force was informed by a conference on outreach issues at UC Santa Cruz. This conference was designed to help frame the work of the Task Force by consulting with 200 outreach practitioners from throughout the State representing all major California outreach programs -- K-12 teachers, principals, and counselors; community college and University faculty; and outreach staff. Following extensive discussion, conference attendees prepared a series of recommendations for improvements in pre-college preparation of disadvantaged students.

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<sup>44</sup> Appendix F presents the Executive Summary of the PACE report.

## **7. Public Comment Period**

The draft Report dated May 16, 1997 of the Outreach Task Force was sent out for public comment to over 2,700 groups and individuals internal and external to the University, including all major educational segments, all California public high school principals and superintendents, appropriate government officials, numerous community organizations, and others. In addition, the Report was posted on the University of California Office of the President website (<http://www.ucop.edu/acadaff/otf.html>). In response, a large number of comments were received, the substance of which was incorporated to the extent possible into subsequent versions of the Report.



## *APPENDIX D*

### **Briefings and Presentations Given Before the Task Force Outreach Task Force University of California**

Aldaco, M., Executive Director, *Mathematics Engineering Science Achievement (MESA) Program in California*, March 5, 1996.

Doby, W., Vice Chancellor, Student Affairs, University of California, Los Angeles, April 15, 1996.

Fox, W. and Edgert, P., California Postsecondary Education Commission, *Progress Report on the Effectiveness of Collaborative Student Academic Development Programs*, June 11, 1996.

Frye, H., Executive Director, *The UC Urban Community-School Collaborative*, March 5, 1996.

Galligani, D., Assistant Vice President, Student Academic Services, Office of the President, University of California, *A Proposed Framework for University Outreach*, January 13, 1997.

Galaviz, F. and McGrath, P., Co-Directors, *The Puente Project*, March 5, 1996.

Geiser, S., Planning Group, Office of the President, University of California, *The Context for UC Outreach*, February 1, 1996.

Greenwood, M.R.C., Chancellor, University of California, Santa Cruz, *University and K- 12 Regional Partnerships*, January 13, 1997.

Haycock, K., Director, Education Trust, American Association for Higher Education, *A National Perspective on Outreach in the 1990s*, June 11, 1996.

Hayward, G. C., Policy Analysis for Higher Education (PACE), *Higher Education Outreach Programs: A Synthesis of Evaluations*, October 24, 1996.

Hernandez, S., Chief Advisor and Policy Coordinator, California Department of Education, *The Challenge School District Reform Initiative*, March 5, 1996.

Pister, K., Chancellor Emeritus, Office of the President, University of California. *UC Nexus*, January 13, 1997.

*APPENDIX D: OTF Briefings and Presentations*

Polkinghorn, R., Jr., Academic Affairs, Office of the President, University of California, *Overview of University of California Outreach*, February 1, 1996.

Tien, C., Chancellor, University of California, Berkeley, *The Berkeley Pledge*, June 11, 1996.

Tucker, B., Student Academic Services, Office of the President, University of California, *The Early Academic Outreach Program*, March 5, 1996.

## *APPENDIX E*

### **Glossary of Outreach Programs and Activities Outreach Task Force University of California**

#### **Student-Centered Outreach Programs**

**The programs below represent a sampling of the University’s outreach programs that focus directly on students and their families. Services typically provided include academic enrichment and support, academic counseling, tutoring, parental involvement, and motivational activities. One of the key objectives of these programs is to provide students with a broad range of educational experiences outside the classroom -- visits to university campuses, internships with local companies and businesses, community service work -- with the expectation that these opportunities will make students’ classroom instruction and interactions with teachers and peers more relevant. UC’s student-centered programs also work to raise K-12 students’ aspirations for college.**

*Advancement Via Individual Determination (AVID):* Begun in San Diego by a high school English teacher, AVID operates in 265 California middle and senior high schools. AVID enrolls educationally disadvantaged students in rigorous college preparatory classes and provides the academic support necessary for them to be successful in those classes and in preparing for college.

*Break the Cycle Program:* Provides individualized instruction to underrepresented and disadvantaged elementary school students to increase their mastery of math, using UC Berkeley undergraduates as tutors.

*California Alliance for Minority Participation in Science, Engineering, and Mathematics (CAMP):* CAMP includes programs designed to prepare high school students from underrepresented groups for successful pursuit of a baccalaureate degree in the sciences, as well as to recruit, prepare, and support students from underrepresented groups for K-12 science and mathematics teaching credentials. CAMP has the participation of the nine UC campuses, additional public and private institutions, and business and industry.

*Early Academic Outreach Program (EAOP):* Established in 1975, EAOP is a University-wide program which operates on each UC campus and in 452 California middle and senior high schools. EAOP is designed to increase the UC eligibility and enrollment rates of disadvantaged students.

*Mathematics, Engineering, Science Achievement (MESA):* Established in 1970, MESA is partnered with UC, CSU, California community colleges, and independent Universities. MESA operates in 242 California middle and senior high schools and 11 community colleges. MESA is designed to increase the number of disadvantaged students who attend

*APPENDIX E: Glossary*

college and pursue majors and careers in math, engineering, computer science, and other science-based fields.

*Puente Project:* Established in 1981, Puente operates in 39 Community Colleges. The goal of the Puente program is to increase the transfer rate of Puente students to four-year colleges and universities.

*High School Puente:* Established in 1993, High School Puente currently operates in 18 California high schools. The goal of the High School Puente program is to assist students in high school so they are prepared to enroll in four-year colleges and universities and ultimately return to the community as mentors and leaders.

*UCLA Student Research Program (SRP):* This program provides opportunities for undergraduates to become directly and fully involved in the University's research community through opportunities to participate in faculty research projects. Undergraduates gain valuable research experience, acquire in-depth knowledge of a specific field or discipline, and establish partnerships with faculty.

### **School-Centered Outreach Programs**

**UC's school-centered programs build upon the expertise of educational professionals who are working in K-12 schools. These programs focus on assisting and enhancing K-12 schools by providing teacher training in the University's schools of education, providing professional development activities for teachers and administrators, conducting education-related research and policy analyses, developing curricular reforms.**

*Advanced Reading Leadership Program:* Located on the Berkeley campus, this program provides professional development for teachers in the following subject areas: English as a second language, mathematics, science, and computer applications.

*Beginning Teacher Support Assessment (BTSA):* BTSA's goal is to reduce attrition within the teaching profession. The program employs veteran teachers to advise new teachers and provides a series of structured seminars.

*California Subject Matter Projects: (CSMP):* This program offers on-going teacher professional development through intensive institutes and other programs and workshops in nine different subject areas. In addition to helping teachers deepen their understanding of the subjects they teach, CSMP provides them with an opportunity to analyze relevant research and to share good instructional practices with colleagues.

*Center X:* Located in the Graduate School of Education and Information Studies at UCLA, Center X conducts educational research and practice relating to urban education. By blending theory and practice related to teacher education and school reform, the Center links its various academic and non-academic professional development programs in collaborative efforts with low-income, urban schools.

*APPENDIX E: Glossary*

*Center for Research and Extension Services to Schools (CRESS):* Located on the Davis campus, CRESS education extension specialists, education faculty, and California Subject Matter Project Directors work closely with regional schools to build on local expertise and address local issues through innovative programs.

*Community Teaching Fellowships (CTF):* This project recruits mathematics teachers for schools in low-income, urban areas. In addition, CTF recruits undergraduate and graduate mathematics majors to tutor K-12 students in these schools.

*Nexus:* Sponsored by the UC Office of The President, in cooperation with the Lawrence Berkeley National Laboratory, Nexus is a new initiative designed to enhance the use of instructional technology by more closely linking campus programs and resources to teachers and counselors through use of computers and the Internet.

*The Puente Project Training Institute:* For 16 years, the Puente Project has provided initial and on-going training to teachers and counselors to work effectively with students from families with no college experience. Among the methodologies that Puente has pioneered are strategies for linking academic programs to local communities, methods of integrating cultural literature into the core curriculum, and strategies for successfully teaching students reading and writing in untracked, mixed-skill classes.

**Application of Emerging Technologies to Outreach**

**The programs described below take advantage of recent advances in computer and Internet technology to help students and their families obtain information about, and prepare for, the University.**

*Articulation System Stimulating Interinstitutional Student Transfer (ASSIST):* ASSIST is a computer software program and a database of transfer-related information for California's colleges and universities. The ASSIST software is used to display and maintain the transfer information in the database. The goal of the Project is to provide students and counselors with an easy way to access accurate and complete information about transferring from one California college or university to another.

*Gateway:* Gateway is designed to provide more efficient access to outreach program data for UC campuses, and access to UC information for middle school and high school students and their families.

*Pathways:* Based at the UC Office of the President, Pathways is a new electronic guidance and admissions system providing prospective students with an opportunity to gain information about, and apply to, the University over the Internet.

**Partnerships and Collaborations**

**The programs below represent initiatives that link the University and K-12 more closely in meeting mutual outreach aims such as student preparation.**

*APPENDIX E: Glossary*

*The Berkeley Pledge:* Established in 1995, the Berkeley Pledge is designed to maintain student diversity on the Berkeley campus. The Berkeley Pledge has four primary goals: 1) expand recruiting efforts targeted at disadvantaged students; 2) make Berkeley affordable for every student; 3) renew and expand commitment to working with K-14 schools and teachers; and 4) enhance academic support/enrichment programs designed to help undergraduates succeed at Berkeley.

*El Paso Collaborative for Excellence:* This collaborative includes civic, business, and educational leaders from throughout El Paso county. The collaborative focuses the capacity of El Paso schools to offer a high quality mathematics and science curriculum and instruction program to all students.

*Monterey Bay Educational Consortium (MBEC):* Established on the Santa Cruz Campus, the purpose of the MBEC is to bring together K-12 and postsecondary educational institutions in the Monterey Bay Area across levels (K-18) to further collaborative inquiry as well as develop additional cooperative initiatives directed toward improving curriculum, pedagogy, policy, and the public's understanding and support of education.

*San Diego K-16 Executive Council:* Established to provide a forum for higher education leaders to exchange ideas and work on common projects with K-12 superintendents, community college presidents, and the San Diego County Office of Education.

*Urban Community-School Collaborative:* Sponsored by the University of California Office of the President, the purpose of the Urban Community-School Collaborative is to help develop and coordinate collaborative efforts of the nine UC campuses with local communities, school districts, and other institutions and agencies throughout California.

### **Recommended Outreach Programs**

**The programs described below are in the planning stage, but represent new ways for the University to meet its outreach goals and obligations.**

*Business MESA:* An extension of the MESA model to encourage and guide students toward business-oriented disciplines such as business, accounting, and economics.

*Charter Schools:* In 1992, the California legislature passed legislation allowing entities to establish charter schools, allowing teachers, parents, business, and/or higher education institutions to petition local school districts for funds to run a public school. Several UC campuses are considering the establishment of charter schools as a way to accelerate the academic development of disadvantaged students.

*Electronic a-f:* This Universitywide and campus-based initiative is designed to address the problem of limited UC "a-f" course offerings in educationally disadvantaged schools. The University proposes using "distance learning" technology to provide "a-f" courses to students who might not otherwise have access to them.

*APPENDIX E: Glossary*

*UC/Community College Transfer Partnership:* A Universitywide partnership with California community colleges. The goal of the partnership is to increase the UC transfer rate of students who participated in high school or community college academic development programs.



## *APPENDIX F*

### **Executive Summary** ***Higher Education Outreach Programs: A Synthesis of Evaluations*** **Policy Analysis for California Education**

#### **Outreach Task Force** **University of California**

This report by Policy Analysis for California Education (PACE) was commissioned by the University of California to inform deliberations of the Outreach Task Force on strategies to enhance University participation by students who are disadvantaged or from groups that have been historically underrepresented. The report reviews evaluations of current outreach programs, identifies effective practices, and makes recommendations for the improvement of programs and of the methods used to evaluate programs.

The report presents an analysis of what has been learned about outreach programs in order to inform deliberations relative to the following questions:

1. What do we know about the effectiveness of current efforts to increase the numbers of underrepresented and disadvantaged students who are well-prepared for higher education? Are there certain practices of program components that rate most effective in college preparation programs?
2. How might the evaluations of outreach programs be improved?
3. What essential principles should be considered in designing college preparation programs for disadvantaged students?
4. What are the implications of these findings for policy decisions on strategies of future outreach efforts?

Chapter II of the report presents information on the flow of students in the K-17 education "pipeline." This information provides parameters on the problem of improving college preparation of disadvantaged students. The data shows that as students reach high school, the performance gap between Black and Latino students and their white and Asian counterparts continues to widen, and their chances for admission to four-year institutions continue to diminish.

Also in Chapter II is a discussion of the "barriers" to University participation of disadvantaged students. The following are frequently cited barriers: lack of information about higher education opportunities; insufficient counseling and advisement; tracking of students in courses that do not prepare them for college; admissions test requirements;

*APPENDIX F: PACE Report Executive Summary*

course-taking patterns; under-prepared teachers; low aspirations/expectations/motivation; and the costs of higher education.

Chapter III provides a broad review of programs, focusing on the evaluation findings pertaining to program effectiveness and efficiency. The review is organized by clusters of programs with brief summaries of evaluation findings for examples of various types of programs -- University of California systemwide programs as well as other programs in California and nationally. Four clusters of programs are included: 1) programs which are primarily student-centered; 2) programs which combine student-centered approaches with enhanced student financial aid; 3) programs which combine student-centered and school-centered strategies; and 4) programs which are school-centered.

In Chapter IV we discuss effective practices and suggest essential principles for designing student-centered and school-centered programs. The following essential principles about student-centered strategies are discussed:

1. Student-centered programs provide a "bridge" to higher education for minority students.
2. Strategically timed interventions can make a difference.
3. Comprehensive student-centered interventions seem more effective than single-component strategies.
4. Student-centered interventions are more effective when sustained over time.
5. Outreach programs are more effective when they are well-integrated with K-12 schools, instead of operating at the margins.
6. Some components of student-centered programs seem effective and especially feasible for higher education institutions to provide. These include the following:
  - a) early information about preparing for college;
  - b) family involvement;
  - c) academic counseling;
  - d) tutoring and mentoring;
  - e) study skills and specific academic skills;
  - f) transitions programs and summer residential programs; and,
  - g) college admissions and placement test preparation

The following essential principles are discussed about school-centered strategies:

1. School-centered programs can provide staff development that helps teachers support students' success in college-preparatory courses;

*APPENDIX F: PACE Report Executive Summary*

2. School-centered programs can improve the quality of curriculum and teaching in core academic subjects;
3. School-centered strategies can help enhance the academic culture of K-12 schools;
4. Professional development programs can help improve the quality of teaching in low-performing schools.

In Chapter V is a review of current program evaluation strategies with suggestions to improve future evaluations. Five essential principles about evaluation of outreach programs are discussed. These are:

1. A student information system is needed for program evaluation.
2. Program goals and intended outcomes must be defined. It is suggested that a useful distinction can be made between short-term, intermediate-term and long-term outcomes.
3. Program interventions must be clearly described and implemented.
4. Evaluations must be carefully designed to attribute results to interventions.
5. Evaluations should connect outcomes and cost.

Chapter V also recommends a research agenda for evaluating program effectiveness that includes a multi-level, multi-method approach.

In Chapter VI we discuss implications for the University's outreach policies. Strategies to enhance diversity at the University are discussed in terms of short-term, intermediate-term and long-term strategies. Four short-term strategies are suggested. These are: 1) increasing the eligibility pool by focusing on students who are "almost" eligible for admissions and encouraging these students to take admissions tests; 2) focusing recruitment efforts on underrepresented students who already meet eligibility requirements; 3) increasing community college transfer; and 4) better feedback to high schools about postsecondary performance of their students.

Intermediate-term strategies would focus on enhancing the effectiveness of current student-centered programs, especially EAOP and MESA, which are the University's largest programs, but also some of the other promising comprehensive programs' such as AVID and High School Puente. It is recommended that the University institute professional development activities focusing on the effective implementation of key components of student-centered programs.

Long-term strategies should focus on school-centered programs including professional development efforts and assistance to low-performing schools in an improvement strategy.

*APPENDIX F: PACE Report Executive Summary*

The state of California needs to mount a massive effort to build the capacity of the K-16 education system to provide an “opportunity to learn” to all students. The University needs to define its systemwide role within that plan, and each of the University's campuses needs to play a part. The University must develop a framework for program coordination and service delivery as well as a framework for program evaluation so that there will be a coherent approach to increasing the number of underrepresented, disadvantaged students who attend and are successful at the University.

## *APPENDIX G*

### **Subcommittee Charge and Membership Outreach Task Force University of California**

- ***Pre- K-16 Outreach***

Charge: To investigate the various stages of the educational process students follow in Pre- K-16; examine the linkages among segments; and recommend changes needed to raise the level of educational success of California’s youth, particularly disadvantaged students.

Membership: C. Boitano (Vice Chair), G. Garcia (Chair), S. Geiser (Staff), S. Hernandez, T. Mitchell, D. Santillano, S. Thompson, C. Tien, M. Young.

- ***Community College Outreach***

Charge: To examine ways of strengthening the partnership between community colleges and the University through outreach, building upon the “transfer function” framework as defined in the California Master Plan for Higher Education.

Membership: R. Amparan, D. Anderson (Chair), S. Handel (Staff), J. Ruiz, R. Russell (Vice Chair), M. Tsui, L. Vanderhoeff.

- ***Graduate and Professional School Outreach***

Charge: Given that outreach to graduate and professional school students is qualitatively different from outreach to undergraduates because of the narrower purpose of these programs and the varying criteria that students must meet for admission, this subcommittee will: review graduate and professional school outreach programs, assess their level of success, and recommend strategies to maintain student diversity.

Membership: C. Attkisson, A. Leiman, D. Warren (Chair), M. Westlye (Staff).

- ***Assessment and Evaluation of Outreach Programs***

Charge: To recommend methodologies for effective evaluation of outreach programs; review both current outreach programs and proposed outreach activities to determine the most effective outreach components across programs; and develop recommendations to inform the work of the other subcommittees as they develop proposals for their unique constituencies.

*APPENDIXG: OTF Subcommittees*

Membership: M. Beasley (Chair), W. Fox, G. Hart (Vice Chair), F. Hernandez, J. Hume, M. Khachigian, C. Lytle, V. Montoya, B. Tucker (Staff).

- ***Communications and Technology in Outreach***

Charge: To recommend strategies for use of modern telecommunications and digital networks in outreach programs for students throughout the State and to develop strategies for more effective use of the media to a broader group of students and parents regarding preparation for, and admission to, the University of California.

Membership: D. Lee, M. Gomez (Vice Chair), J. Jacobs (Chair), C. Maier, R. Papalewis, R. Saldich, R. Tacconi (Staff).

## *APPENDIX H*

### **Executive Summary UC Systemwide Outreach Retreat Report (October, 1996)**

#### **Outreach Task Force University of California**

The University's Vice Chancellors for Undergraduate and Student Affairs organized the UC Systemwide Outreach Retreat to help develop outreach strategies best suited for new and emerging circumstances. The retreat focused on identification of specific outreach problems and development of new and more ambitious outreach strategies for the University of California.

Retreat participants were individuals from K-12, community-based organizations, and representatives from the nine UC campuses. Together these individuals formed an experienced, knowledgeable group on outreach to, and preparation of, underrepresented and educationally disadvantaged students for postsecondary education. Eight groups of 10 - 13 individuals, under the guidance of trained facilitators, devoted eight hours to the discussion of underlying causes of low eligibility and academic competitiveness rates of underrepresented students for UC admission, and strategies to address these two issues.

Nine major themes emerged from the UC Systemwide Outreach Retreat:

1. Distinguish eligibility from academic competitiveness, but also recognize the similarities between the two.
2. Evaluate and reform, where necessary, UC eligibility criteria.
3. Raise expectations of underrepresented and educationally disadvantaged students and their teachers and families.
4. Reach out to students and families by disseminating user-friendly information earlier in the child's school career.
5. Institute K-12 systemic changes, school reform, and professional and curricular development.
6. Expand effective and efficient outreach and preparation programs.
7. Evaluate existing outreach and preparation programs.
8. Foster collaboration with UC campuses, K-12 schools, community-based organizations, and other interested parties.
9. Examine, expose and eliminate institutional racism and discriminatory practices (i.e., unfair tracking practices).

*APPENDIX H: Retreat Report*

The problem and strategies discussed at the Retreat have been organized into a set of matrices which appear as appendices A, B, and C at the end of the report. These matrices are the result of eight hours of intensive discussions by a diverse group of knowledgeable individuals with different perspectives regarding outreach to underrepresented and disadvantaged students. As such, they represent the views of no particular institution or individual. Instead, they represent the collective knowledge and understanding of educators, students, parents, and community activists committed to a single goal: increasing the college-going rates of underrepresented students. These documents will be used to inform the work of the Regents' Outreach Task Force, the Board of Admissions & Relations with Schools (BOARS), and others. The matrices can also be used as a framework for further discussions and in the planning and development of future outreach efforts

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Inquiries regarding the University's student-related nondiscrimination policies may be directed to Margaret Heisel, (510) 987-9572.

***Outreach Task Force  
University of California  
300 Lakeside Drive  
Oakland, Ca. 94612  
[www.ucop.edu/acadaff/otf/otf.html](http://www.ucop.edu/acadaff/otf/otf.html)***