

The Regents of the University of California

PUBLIC ENGAGEMENT AND DEVELOPMENT COMMITTEE

September 17, 2019

The Public Engagement and Development Committee met on the above date at Mann UCLA Community School, Los Angeles.

Members present: Regents Kieffer, Leib, Sherman, and Simmons; Ex officio member Pérez; Advisory members Bhavnani, Mart, Muwwakkil, and Stegura; Chancellors Block and Wilcox

In attendance: Regents Anguiano, Estolano, Park, Reilly, Um, and Weddle, Secretary and Chief of Staff Shaw, General Counsel Robinson, Senior Vice President Holmes, Interim Vice President Gullatt, and Recording Secretary Li

The meeting convened at 10:10 a.m. with Committee Chair Leib presiding.

1. REMARKS OF THE CHAIR AND LAUSD SUPERINTENDENT

Committee Chair Leib began the meeting by thanking Mann UCLA Community School (Mann) Principal Orlando Johnson for hosting the Committee and stated that this was the first time UC Regents have met in a public school. This was the first of a series of Committee meetings that would engage with the public. Regent Simmons had suggested that the first meeting be held at Mann and designed the agenda. Committee Chair Leib acknowledged several guests in attendance before inviting Los Angeles Unified School District (LAUSD) Superintendent Austin Beutner to make some remarks.

Mr. Beutner began his remarks by reporting that African American and Latino students represented 61 percent of students in California. In 2018, 2,763 African American students graduated from LAUSD and 62 entered into UCLA. Out of every 100 LAUSD students entering ninth grade, 12 would graduate from college. Shared goals must include enrollment, college success, and access and equity for students of color. All students should be able to envision entering and graduating from the UC system. Last year, LAUSD began administering the Scholastic Aptitude Test (SAT) during the school day, nearly doubling the number of students taking college placement tests. LAUSD has aligned its graduation requirements with the A-G entrance requirements, and grades in these courses have improved. Students were encouraged to take advanced math, science, foreign language, and Advanced Placement courses, as well as pursue college credit through dual enrollment programs. Efforts must begin earlier than high school to increase the number of students of color at UC. Eighty percent of African American students enrolled at UCLA were proficient readers by third grade. Children who were not proficient readers by third grade were four times more likely to leave school without a diploma, and African American and Hispanic third graders who were not proficient readers were twice as likely not to graduate from high school than white children. Early education centers were working to reduce the misidentification of students with skill or language deficits as having special needs.

LAUSD was starting a pilot program that placed a second teacher in 20 elementary schools to improve early literacy and mathematics skills. Chronic absence was reduced from 11 percent to three percent at Van Deene Elementary School when teachers, staff, and administrators built relationships with students and families. Before its partnership with UCLA, Mann had up to 50 percent “must-place” or substitute teachers. In the 2017–18 academic year, Mann was fully staffed with credentialed teachers. Through the partnership, students could participate in a seven-week summer youth program that included a residential outdoor experience. LAUSD was working with the County of Los Angeles to provide mental health services in elementary schools. Some middle schools had over 20 percent of students with suicidal ideations. Prevention in elementary school would help students focus on their studies. LAUSD was collaborating with community partners to reduce student arrests and provide supportive services, and it partnered with the Housing Authority of the City of Los Angeles to provide housing support to 500 students and their families. In some schools, housing insecurity has resulted in chronic absence, homelessness, and changing schools. LAUSD was incorporating a new data system to better show students’ needs, monitor progress, and improve services. The following ideas would be difficult to implement but had great potential to improve the situation. First, LAUSD wished to create an integrated data system with UC to better understand how to prepare students for college. Second, LAUSD wished to expand partnerships like the UCLA-LAUSD collaborative to create a sense of belonging and aspirations to attend UC. Third, California needed universal preschool to close achievement gaps. Finally, LAUSD wished to address K-12 funding inadequacy. California once led in K-12 achievement and funding, but Los Angeles currently invested \$16,000 per K-12 student per year while New York City invested \$29,000 per K-12 student per year. Mr. Beutner called on everyone to invest in students.

2. PUBLIC COMMENT

Committee Chair Leib explained that the public comment period permitted members of the public an opportunity to address University-related matters. The following persons addressed the Board concerning the items noted.

- A. Aidan Arasasingham, UCLA student and UC Student Association (UCSA) member, called for the funding of student-initiated outreach. Last year, UCSA partnered with the College for All Coalition to advocate for the continuation of the College Readiness Block Grant, which provided \$6 million to UC for outreach to underserved communities. UCSA has advocated for campus retention centers that helped underrepresented students succeed and worked with the Office of the President (UCOP) to add funding for access and retention into the UC budget. He encouraged the Regents to review UCSA’s budget consultation memo.
- B. Jamie Kennerk, UCLA alumna, was now working as a field representative for State Assemblymember Sydney Kamlager-Dove and presented herself as a liaison. She praised the passage of Assembly Bill 48.
- C. Jamya Maddox and Elijah Black, both juniors at Mann UCLA Community School

(Mann), shared their experience with the UCLA partnership. Mann had a bad reputation prior to the partnership; classes had long-term substitute teachers and students were not learning. Both Ms. Maddox and Mr. Black were in seventh grade when the partnership began and have observed the school's evolution. The school's relatively smaller population allowed for a better connection with the principal, faculty, and staff. UCLA professors and graduates were now teaching at Mann. Students now felt supported at school, which was important given the lack of support they felt at home or in their community. The opportunities made available through the partnership have helped students become more competitive beyond academic achievement and discover their capabilities. In one instance, Ms. Maddox discovered that she wanted to become a screenwriter during a trip to the UCLA School of Theater, Film and Television. Mr. Black has been a member of the drumline. Students recently toured colleges in Northern California. Still, students were concerned that they would not be viewed as equal to other UCLA applicants because of their backgrounds. Ms. Maddox suggested creating a pipeline for students from UCLA Community schools. Ms. Maddox and Mr. Black stated that the students at Mann were very grateful for the opportunities that the partnership with UCLA has afforded them.

- D. Amado Castillo, UCLA student and UCSA member, spoke about access and retention efforts by student groups like Movimiento Estudiantil Chicano de Aztlan (MEChA) after the passage of Proposition 209. Access was not only providing test preparation and advanced courses, but also providing the support that underserved students were not receiving at home, and student tutors were providing emotional support. Student groups were connecting underserved students to resources and worked to improve visibility and a sense of belonging. Mr. Castillo asked the Regents to continue their commitment to creating pathways.
- E. Parshan Khosravi, UCLA alumnus and UCSA member, spoke about retention gaps for students of color and underrepresented communities. UCSA believed that the long-term solution was the repeal of Proposition 209. Until then, other solutions included UCOP's Student Academic Preparation and Educational Partnerships, an umbrella program for many initiatives. UC Irvine's Student Outreach Retention Center was one of the centers funded by these programs.
- F. Michael Batee, UC Riverside alumnus, called for more to be done to help black students become proficient in mathematics. He believed that mathematics should be taught to children from zero to 48 months and that parents should be empowered. The UCLA had not achieved mathematics proficiency for students at Mann, and the lack of proficiency was preventing black students from participating in the 21st century economy.

3. **UNIVERSITY-ASSISTED COMMUNITY SCHOOLS: MANN UCLA COMMUNITY SCHOOL**

[Background material was provided to Regents in advance of the meeting, and a copy is on file in the Office of the Secretary and Chief of Staff.]

Interim Vice President Gullatt introduced Mann UCLA Community School (Mann) Principal Orlando Johnson, who would be speaking about the school's partnership with UCLA. This was the second such partnership for addressing historic educational inequity.

Mr. Johnson opened his remarks by thanking Regent Simmons for helping him feel a sense of belonging when he was a freshman at UCLA, as it built the foundation for his career in education. It was also his goal at Mann to create that same sense of belonging. Low enrollment at Mann five years ago signaled that families were not pleased with the quality of education there. Research revealed that families wanted improved safety and programs, so Mr. Johnson has worked with UCLA to bring programs and experiences. Mann needed to partner with UCLA to determine what students needed to enter UC or schools like UC and succeed. Mann focused on four goals for its students. First, students should be self-directed, motivated, and able to take ownership of their goals. Second, students should master course material and be prepared to succeed at next level. Third, students should have global and cultural competence through visits to colleges throughout California, historically black colleges and universities, and other colleges throughout the country. Fourth, students should be active participants and agents of change in their families and their community. Teachers and families have come together to make these changes. Mann has raised its mathematics proficiency from one student to five percent of students, which was significant given that more than half of mathematics and English faculty were previously substitute teachers. Over the past three years, Mann has started the academic year without substitute teachers, which has helped students build relationships with their teachers. Mr. Johnson acknowledged that work needed to be done but believed that Mann was moving in the right direction. His ultimate goal was to instill a passion in students to attend a school like UCLA and to take part in the American Dream.

Regent Kieffer asked how many students were enrolled. Mr. Johnson replied that about 500 were enrolled in sixth through 11th grades. Regent Kieffer asked how Mann reached out to parents of younger children. Mr. Johnson stated that Mann reached out to feeder and neighborhood schools through events on its campus. With UCLA's support, Mann's summer program was extended into a seven-week, full-day program that included UniCamp. Regent Kieffer asked how many years Mann has been in partnership with UCLA. Mr. Johnson replied that the partnership was in its third year.

Regent Pérez asked what schools families were choosing instead of Mann and what strategies were used to increase enrollment. Mr. Johnson responded that research had begun five years ago and showed many charter schools in the area, giving families more choices. Mann connected with families to determine what would make them choose community schools instead. Chair Pérez asked about the trajectory for educational outcomes compared with charter schools and UC partnership opportunities in

interventions. Mr. Johnson acknowledged that Mann was currently below charter schools in outcomes but outpaced them in growth. Through the partnership, Mann has become a popular choice of prospective teachers the UCLA Teacher Education Program and a place of professional development.

Chair Pérez commended the progress report and asked about Mann's goals. Mr. Johnson stated that Mann aimed for student mastery of content and decreasing the failure rate of upper level mathematics classes, especially for black male students, and boost confidence. There was a ten percent increase in English test scores and a four percent increase in mathematics test scores, the first increase in four years. Attendance has improved because students felt motivated to attend school. Mann aimed to beat the district average of graduation and acceptance into college.

Chair Pérez shared his concern about the lack of digital access for Mann students. Mr. Johnson responded that every child at Mann had access to a Chromebook in school. Mann was working to ensure that students were doing positive things and that teachers were taking full advantage of that access.

Regent Anguiano asked what top three things UC could do in the next five years to help achieve Mann's goals. Mr. Johnson replied that Mann needed more programs that match the "Learn, See, Do," method that connects the curriculum with the real world. For instance, students would learn English through the program with UCLA School of Theater, Film and Television, helping students see new career paths. These experiences would also expand the knowledge base for teachers according to industry standards.

Regent-designate Muwwakkil asked what students imagined they could gain from an education at UCLA or a similar school. Mr. Johnson responded that students imagine they could gain a career path and independence. Mann prepared students to be successful, perceive a college education as a right, and gain confidence to take full advantage of a college education, which in itself was a great experience.

Regent Weddle stated that it was a privilege to hear from Mann students and hoped the UC Regents would hold themselves accountable to increase engagement with K-12 and community college students. She asked how Mann retained qualified teachers. Mr. Johnson stated that one of his assistant principals was head of new teacher support and has provided mentorship and coaching for issues such as students' non-academic needs.

Regent Reilly asked about the biggest challenges that Mr. Johnson faced day-to-day. He replied that they were filling academic gaps while trying to stay on track, improving faculty effectiveness, and garnering support for more programs for more student experiences.

Regent Sherman asked what prevented students from applying to UC schools and how UC could help overcome that. Mr. Johnson stated that students did not feel a sense of belonging in college. They might feel like a minority on campus compared with their own communities. He wanted Mann students to know that their life experiences were an advantage in college.

Regent-designate Stegura asked what admissions counseling was available. Mr. Johnson stated that UCLA helped Mann write a grant for a college center. A counselor and staff assisted students with college and financial aid applications, meeting college representatives, and finding summer jobs. In this partnership, Mann would present a major issue or goal to UCLA, who would then help address it. As a result, students now had Princeton Review test preparation support and could take the Scholastic Aptitude Test (SAT) or Preliminary SAT (PSAT) in advance for practice. Students often qualified for free applications and were encouraged to apply to at least ten colleges.

Faculty Representative Bhavnani asked about teacher salaries, parental involvement, and students' community service. Mr. Johnson stated that Mann had no control over teacher salaries but provided additional support to teachers. Mann also created a larger governing body to include parents and community members. The parent center was expanded, and parents were surveyed often to determine their wishes. Teachers were working to update the online-based grading tool Passport, which allowed parents to access grades and attendance. Mann tried to provide great customer service and a welcoming environment to families.

4. UCLA OUTREACH, RECRUITMENT, RETENTION AND ALUMNI ENGAGEMENT

[Background material was provided to Regents in advance of the meeting, and a copy is on file in the Office of the Secretary and Chief of Staff.]

Interim Vice President Gullatt informed the Committee that this presentation was a response to the Regents request for an overview of the University's efforts to maintain an undergraduate student body that reflected California's diversity while complying with Proposition 209.

Chancellor Block congratulated Mann UCLA Community School (Mann) Principal Orlando Johnson for his achievements. He stated that UCLA's first partnership with Robert F. Kennedy Community School (RFK) led to a more productive partnership with Mann. UCLA needed pipelines and talent to build relationships and recruit the best students.

UCLA Vice Provost for Enrollment Management Youlanda Copeland-Morgan shared UCLA's progress in transforming how and where to recruit since 2012. In the last four years, UCLA enrolled the most diverse freshman and transfer classes in UCLA history by increasing the number of minority students who applied. To do this, UCLA created trust in students' communities by being present and demonstrating a commitment to success. UCLA also built strategic partnerships with community leaders, school districts, elected officials, faith communities, and community organizations whose missions align with UCLA's diversity goals. Ms. Copeland-Morgan saw the need to improve data and retrain staff on holistic admissions to address bias and provide context to test scores. UCLA gave principals data on students who applied to UCLA so they could use that information to prepare a more competitive body of students. UCLA also allocated more staff time,

resources, and expertise in minority communities and parent outreach. Minority students needed admissions and financial aid information earlier than was normally provided. Ms. Copeland-Morgan established the Office of Strategic Partnership Community Engagement in 2013, which helped prepare students in minority communities for college. She also led the creation of the UCLA–Los Angeles Unified School District (LAUSD) collaborative with goals of increasing the number African American students taking Advanced Placement (AP) classes, passing AP examinations, passing A-G courses, and graduating in their cohort by five percent, as well as increasing acceptance to four-year colleges. Leadership from the 28 schools who have joined the collaborative were trained by UCLA faculty and other experts. Four years later, the number of black students taking AP examinations increased by 27 percent, those who pass AP examinations by 37 percent, and those completing A-G courses by 11 percent. UCLA has partnered with Starbucks and Kaiser to provide workshops in local communities, as well as with Taste of Soul and Bruin Cubs. UCLA has also developed a faith-based initiative to reach more minority students, and the project has since expanded systemwide. UCLA has programs for foster youth and summer research. Project Welcome texted tips to students about preparing for college. UCLA transfer programs also helped build diversity. Diversity work took time, and staff must be in the community building trust as “culture coaches.”

Regent Um noted that efforts at RFK had a 99 percent college acceptance rate and was hopeful that Mann had similar potential. He asked for Mann’s applicant and acceptance numbers at UCLA and other campuses. Ms. Copeland-Morgan replied that she could provide that data. Students were encouraged to aim for acceptance into UCLA.

Faculty Representative Bhavnani asked why the number of first-year students was low. Ms. Copeland Morgan stated that affordability was a big challenge. Former foster youth at UCLA were fully funded past the summer of their graduation to help them transition into employment or graduate education. The yield of admitted minority students and graduation rates has increased significantly.

Chair of UCLA’s Afrikan Student Union Alexandria Davis stated that the Afrikan Student Union was founded in 1966 as a social, cultural, political entity. Projects included access, retention, and community service. The Afrikan Student Union served UCLA’s black students, which made up five percent of the student population, with the Higher Education Conference, the Afrikan Graduation, and other events stemming from its history.

Students Heightening Academic Performance through Education (SHAPE) coordinator Justine Hicks stated that SHAPE was one of UCLA’s first student-run, student-initiated programs that countered Proposition 209, which brought about a 44 percent decline of African American college applicants from 1999 to 2006. SHAPE brought black UCLA students into communities to offer peer advising, tutoring, and skill building and help youth feel that college is attainable. Senior Sunday brought SHAPE, financial aid, and admissions representatives to schools to talk to parents and help students complete UC applications. Shadow Day paired youth with UCLA students with similar majors or interests. Programs like SHAPE needed more support to reach more black students. An increase in State funding would allow SHAPE to hire more staff and increase programs. Ms. Hicks called

for SHAPE to be listed as an official educational program on UC applications. Ms. Hicks closed her remarks by sharing SHAPE participants' achievements and testimonials.

UCLA Academic Supports Program (ASP) Project Coordinator Marisa Dodd stated that black students experienced imposter syndrome and were both hyper-visible and isolated, leading to a decreased sense of agency. She underscored that programs must address a history of oppression and injustice. Founded in 1988 to address attrition, ASP's goal was 100 percent black student retention and readmission. While black students had a 27 percent graduation rate in 1981, 63.6 percent of black students who entered in 2014 graduated in four years and 79.8 percent who entered in 2013 graduated in five years. ASP peer counselors focused on academic success and holistic growth. Still, students were hesitant to return after readmission due to a lack of financial aid. ASP recently raised \$3,000 to establish a scholarship fund and needed support to continue the scholarship annually.

Ms. Davis shared the Afrikan Student Union's goals: creating a black student resource center; increasing engagement; restructuring UCLA's view of equity, diversity, and inclusion; and the formal recognition of the murders of John Huggins and Bunchy Carter.

Regent-designate Muwwakkil asked what college students could uniquely address as peer advocates and how students maintained balance. Ms. Dodd responded that students experienced the same conditions and could share this knowledge with their peers, which removes competition and builds community. Ms. Davis added that ASP helped her pursue leadership roles. She added that staying involved was challenging because it was unpaid and that she juggled schoolwork, activism, and employment. This has taught her management skills that she could transfer to future careers.

Regent Pérez ensured speakers that the Regents heard their concerns. He stated that the impact of student-initiated programs was tremendous, and he thanked the speakers for their presentation and the work they were doing. Regent Simmons noted that there about five or six outreach projects in different ethnic communities at UCLA.

Founder of Choices Mentoring Program (Choices) Edward Barnett shared that Mr. Johnson and now Mann Assistant Principal Carla Estes sought partners for student programs when they worked at Dorsey High School. Mr. Barnett and his business partner taught a 16-week restaurant management training program for high school students, teaching finance, marketing, operations, and business creation. The program culminated in a pop-up restaurant that received local media coverage, and some students who did not go to college were hired into Mr. Barnett's restaurant. At Mann, middle school students faced long-standing obstacles, so Mr. Barnett created a holistic program that provided select students with community role models, counselors to address mental health issues, college visits, and exposure to different career paths such as law, sports management, and media operations. Choices sought to change students' perceptions of their own potential.

Regent Simmons asked about college scholarships. Mr. Barnett replied that he was working to fully fund Choices students and ensure that they complete four years of college.

**5. THE ROLE OF POLICY IN CLOSING OPPORTUNITY GAPS AND BUILDING
HEALTHY COMMUNITIES**

[Background material was provided to Regents in advance of the meeting, and a copy is on file in the Office of the Secretary and Chief of Staff.]

Regent Simmons introduced State Senator Holly Mitchell, the first African American chair of the California Senate Budget and Fiscal Review Committee. She congratulated Senator Mitchell on her work to pass the Crown Act, which prohibits the discrimination of natural hairstyles in school and the workplace.

Senator Mitchell highlighted the importance of the University's and Legislature's shared commitment to the future of California and higher education. Recalling her own college experiences and how they helped shape her current career, she agreed that students should be paid for peer advocacy work. Senator Mitchell stated that the Regents needed to understand that today's students were experiencing obstacles such as basic needs insecurity, depression, violence, racism, government oppression, and disabilities. She believed that schools should provide digital access in the home. Students success was determined not by test scores, but rather their life experiences and communities. Students faced structural barriers to success, and leaders must acknowledge these realities and help students. Proximity was another issue; many of Senator Mitchell's constituents were not connected to institutions such as churches, schools, and social organizations. Leaders must ensure that students are connected to organizations and teachers to allow for opportunities and exposure. Her goal was to overwhelm students in her district with possibilities. She called on UC to take a chance on students who did not necessarily meet all criteria, acknowledging their survival against insurmountable odds and asked that the Regents continue to be a presence in these communities.

Committee Chair Leib, in light of State Assemblymember Shirley Weber suggesting revising Proposition 209 to address these issues, asked whether this should be pursued and what other goals UC should have. Senator Mitchell stated that previous attempts to repeal Proposition 209 fractured relationships among the ethnic caucuses. Research and polling were needed to determine whether Californians were prepared to repeal before the legislators would take action, and voter must be educated. Assemblymember Weber has advocated for revising the Local Control Funding Formula to redirect funds to the lowest performing students, often African Americans regardless of socioeconomic status. Karen Hill-Scott of Crystal Stairs, Inc. indicated that black students performed worse the longer they were in academic settings, so the cause must be determined.

Regent Park expressed her appreciation for the challenge Senator Mitchell presented and wished to see the synergy between government and communities grow. Senator Mitchell noted that the relationship between UC and the Legislature was better when the State had more money and that the State was currently in the position to invest in California and Californians. Regent Pérez thanked Senator Mitchell for being part of conversations about how to steer the University to its public mission of serving the entire State of California. UC should be creative in working beyond Proposition 209 and in increasing public

investment. He considered how the State could make up for years of lost investment. He thanked Senator Mitchell for holding UC accountable. Senator Mitchell wished to protect UC from the fluctuations of the State budget through secure funding and rainy day funds, and this was a partnership that she was interested in continuing with the Regents.

The meeting adjourned at 12:40 p.m.

Attest:

Secretary and Chief of Staff