

Office of the President

TO MEMBERS OF THE ACADEMIC AND STUDENT AFFAIRS COMMITTEE:

DISCUSSION ITEM

For Meeting of July 29, 2020

UNIVERSITY OF CALIFORNIA STUDENT ACADEMIC PREPARATION STRATEGIES

EXECUTIVE SUMMARY

This item provides an overview of the University's academic preparation approach to address educational inequities in California public schools and mitigate opportunity gaps for California students within a broad framework of educational partnerships. Closing opportunity gaps, improving access to baccalaureate degrees, and supporting greater campus diversity are key University priorities to which these efforts contribute.

Included in this discussion item is the role of the University's Student Academic Preparation and Educational Partnerships (SAPEP) portfolio of programs in helping the University address its goals, as well as other systemwide efforts such as California GEAR UP and educator preparation programs.

The goal of this discussion item is to support a renewed conversation on ways to expand UC's efforts to help more California students prepare for a UC education.

BACKGROUND

UC's Role in Preparing Students for Higher Education

Since its founding in 1868 as a land grant university, the University of California has made a commitment to ensuring that aspiring students in the state, regardless of background, can find a place at the University.

In 1997, California voters passed Proposition 209, a constitutional measure that prohibits the University from discriminating against, or granting preferential treatment to, an individual or group on the basis of race, sex, color, ethnicity, or national origin. Proposition 209 eliminated some of the tools that the University had previously employed to achieve diversity in its student body.

In response to the passage of Proposition 209, the Regents in 1997 established the Outreach Task Force (OTF) to determine how to achieve diversity in its student body within the parameters of

the law. Following the recommendations of the OTF, the University focused its K–12 academic preparation efforts on supporting educationally disadvantaged California students to fulfill the University’s eligibility requirements, compete for University admission, and contribute to the academic enrichment of UC campuses through a diverse student body. In 2002, then President Atkinson convened the Strategic Review Panel to conduct a midcourse review of the University’s efforts and to recommend changes to the University’s overall academic preparation plan in order to better address the magnitude of the issues confronting California and its students. The Strategic Review Panel commended the University for the success of their outreach programs¹ and recommended that existing programs be continued for both K–12 and undergraduate students. However, given the size of the opportunity gap in the state, the Panel recommended a broader focus and more strategic alliances. These alliances are collectively known as P–20 Regional Intersegmental Alliances that operate through UC campuses.

In conjunction with the 2005 adoption of the recommendations from the Strategic Review Panel, the Regents reaffirmed, in Regents Policy 2106: Policy Affirming Engagement in the Preschool Through Postsecondary Education System, as Fundamental to the University of California Mission as a Land Grant Institution, that a fundamental part of the University’s mission is to “engage in efforts to promote the academic achievement and success of all students.”² A 2007 Regents’ Study Group on Undergraduate Diversity further endorsed the Strategic Review Panel recommendations.

CALIFORNIA’S COLLEGE PREPARATION GAP

Faculty have established the A-G subject area requirements to convey to California high school educators and students the sequence of courses students must complete to be successful at the University. However, fewer than half of graduates from California public high schools complete the minimum A-G course pattern required for admission to UC and California State University (CSU).³ Among students from underrepresented groups, fewer than two in five complete these academically rigorous courses.

This A-G course completion equity gap is not merely an issue of students taking and completing classes. It represents a much larger structural issue on the availability of courses in under-resourced public high schools. While many students attend high schools where A-G courses are available, this does not mean all of the students have access to these courses. There is an important distinction between availability and access. Availability means that A-G classes exist within a school, even if there is only one course. Access means that all students can enroll in these classes and there are enough sections to accommodate all who want to take them. For many schools across California, A-G classes are available, but access to them may be impacted by institutional factors such as course placement, grading policy, institutional number of sections,

¹ The Strategic Review Panel reviewed Early Academic Outreach Program (EAOP), Mathematics, Engineering, Science Achievement (MESA), and the Puente Project for their report.

² *Regents Policy Affirming Engagement in the Preschool Through Postsecondary Education System, as Fundamental to the University of California Mission as a Land Grant Institution*, Committee on Educational Policy, approved January 21, 2005.

³ One-year graduation data for class of 2017 from CDE DataQuest (<https://dq.cde.ca.gov/dataquest/>).

prerequisite requirements, course counseling, and scheduling. Data reveal that schools with larger percentages of underrepresented racial minority students have fewer A-G classes available when compared to schools with lower percentages of these groups of students. To address and remedy this, the University engages with high schools and California Community Colleges throughout the state to align readiness standards and improve the percentage of students who are eligible for admission to UC and CSU campuses. The good news is that there has been improvement. In 2004, high schools with a majority of underrepresented racial minority students (50 percent or more) were only able to provide enough classes so that one-third of their students met the A-G minimum. Yet, in 2017, schools with the highest African American and Chicana/Latina enrollments improved and more than half of their students met the A-G minimum requirements.

Improvements such as these demonstrate the University of California's commitment to increasing opportunity and access for all students in the state. The increase in A-G course offerings and curriculum improvements may be due in part to the suite of Student Academic Preparation and Education Partnership programs (SAPEP) and outreach efforts, such as Eligibility in the Local Context (ELC) and UC Curriculum Integration (UCCI), initiated and managed by the University of California.

APPROACH

For over half a century, the University has made a commitment to enhance the academic achievement of students from underrepresented groups (URGs) by offering programs and strategies that improve college opportunity for thousands of students and ensure that the University's college readiness standards are within their reach.⁴ University programs focus on academic preparation and advising to ensure that students from underrepresented groups are prepared to do the following:

- Complete required UC and California State University (CSU) college-preparatory (A-G) courses in high school
- Apply to and enroll at baccalaureate degree-granting institutions (not just UC)
- Transfer successfully from California Community Colleges to baccalaureate degree-granting universities (not just UC)

UC's primary approach to addressing educational disparities comprises seven overarching strategies provided through a portfolio of programs, services, and supports collectively known as Student Academic Preparation and Educational Partnerships (SAPEP). The SAPEP portfolio of programs spans the education pipeline and prepares California students for postsecondary education and for graduate and professional school opportunities, as well as for success in the workplace.⁵ The majority of schools served by SAPEP programs enroll high percentages of

⁴ Underrepresented groups (URGs) are defined as African American, American Indian, or Chicana/Latina students.

⁵ In addition to SAPEP programs, campuses provide pre-college and other services in their respective regions, and the University of California administers the California State GEAR UP program for middle schools on behalf of the State.

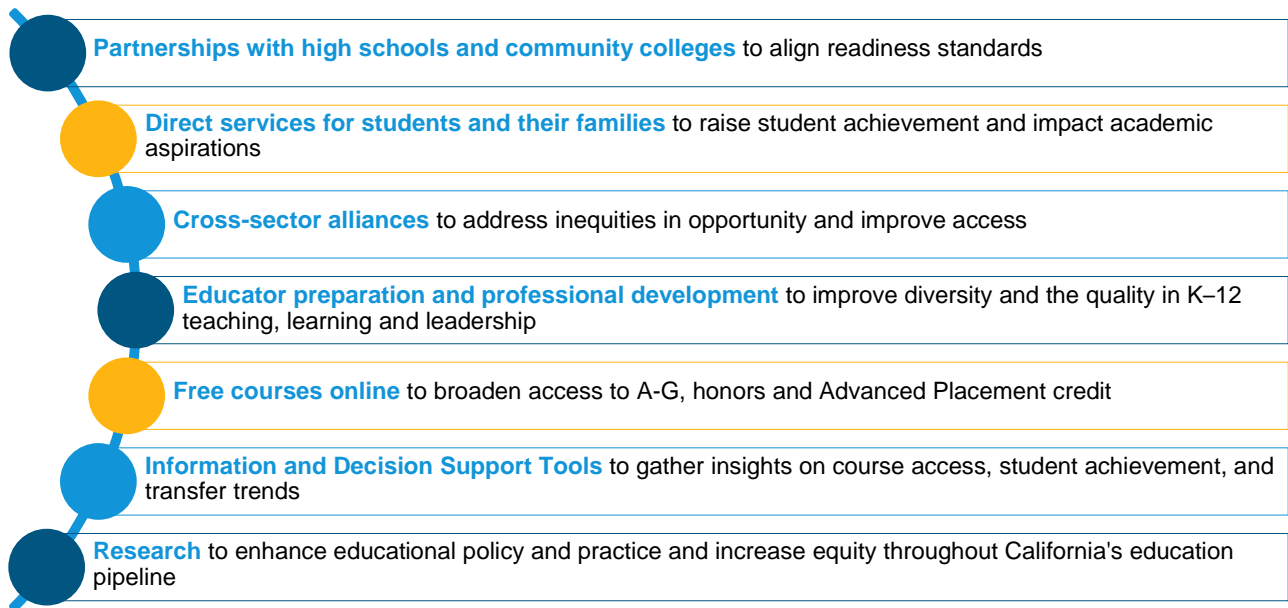
students who are from underserved groups, including those who are first-generation college-goers or those who qualify for federal free/reduced priced meals under the National School Lunch Program.

In addition to SAPEP programs, other efforts include the California GEAR UP program administered by UC on behalf of the State, which works with middle schools to develop college knowledge. UC also offers educator preparation programs, which advance K–12 teacher quality and curricular rigor. Campuses also administer local programs in their respective regions.

Through SAPEP and other efforts, the University engages in the following work:

- Partners with public and private high schools and every community college in California to align readiness standards (known as A-G courses for high school students, and UC-transferable courses for community college students)
- Provides direct services to students and their families at both secondary and postsecondary levels to raise student achievement and impact academic aspirations, particularly for students from underrepresented groups, who are low income and/or first-generation
- Engages in partnerships with secondary schools, other education sectors, community-based organizations, and business/industry partners to address inequities in opportunity and to improve access
- Provides high-quality educator preparation and professional development that contributes to diversity and quality in K–12 teaching, learning, and leadership
- Provides online courses for A-G, honors, and Advanced Placement credit that are UC-approved and available for free to any California pupil
- Participates with K–12 schools and community colleges in data-sharing agreements that provide feedback to K–12 schools on course access and student achievement through transcript analysis that would be aligned to UC/CSU readiness standards for K–12 students. These agreements also provide feedback to community colleges on transfer applicant characteristics, so campuses can increase the number of transfer students at UC.
- Conducts research that enhances educational policy and practice across California and is directly relevant to increasing equity along its education pipeline

UC's Efforts to Better Prepare California Students for Higher Education



The collective effort aims to achieve a crucial public good: providing opportunity and support to disadvantaged students so that they can become college-educated, productive citizens.

SAPEP Impact

In 2017–18 SAPEP programs collectively reached more than 210,000 K–20 students at more than 1,400 California public K–12 schools, 114 California Community Colleges, and other institutions.⁶ More than 400,000 high school transcripts were digitally evaluated for UC and CSU A-G progress and completion for students in grades 9–12. Of the 289 high schools served by the three largest academic preparation outreach programs—Early Academic Outreach Program (EAOP), Mathematics, Engineering, Science Achievement (MESA), and Puente—64 percent were categorized as Local Control Funding Formula plus (LCFF+),⁷ indicating that these programs are in schools with the largest need.

Although the schools served by the three largest programs are among the most under-resourced in the state, program participants achieve strong academic outcomes. Each year, participants are more likely than their peers to complete key college-going milestones, including completing A-G coursework and taking the SAT or ACT, and they are more likely to immediately enroll in college.⁸

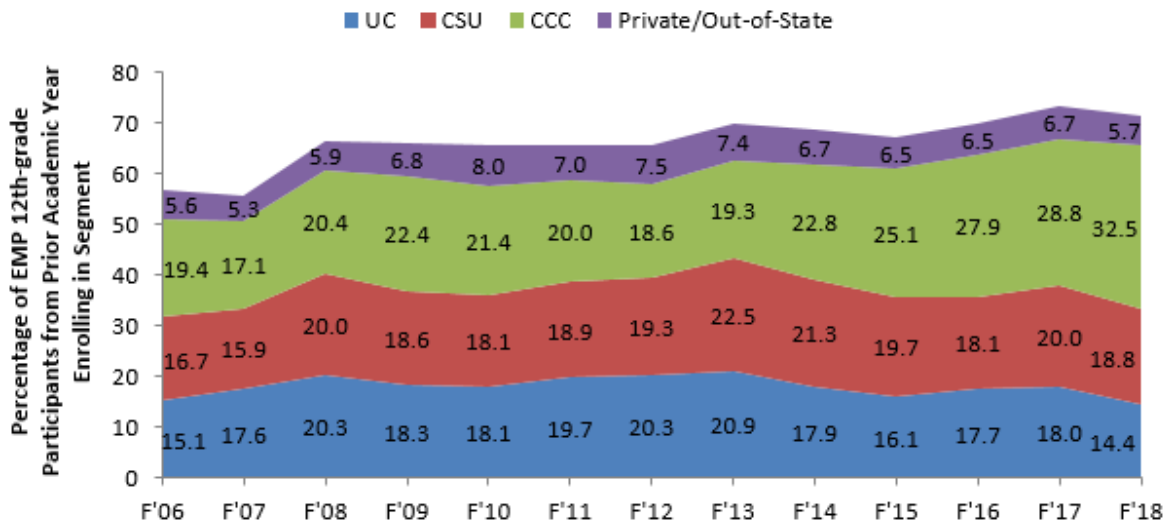
⁶ See Appendix I for list and description of SAPEP programs, as well as complementary efforts.

⁷ LCFF+ schools are schools where more than 75 percent of the school's total enrollment is composed of pupils who are identified as either English learners, eligible for free or reduced-price meal, or foster youth.

⁸ See Section 1 of the *SAPEP AY2017-18 Program Outcomes* report available at <https://ucop.edu/diversity-engagement/resources-publications/sapep.html>.

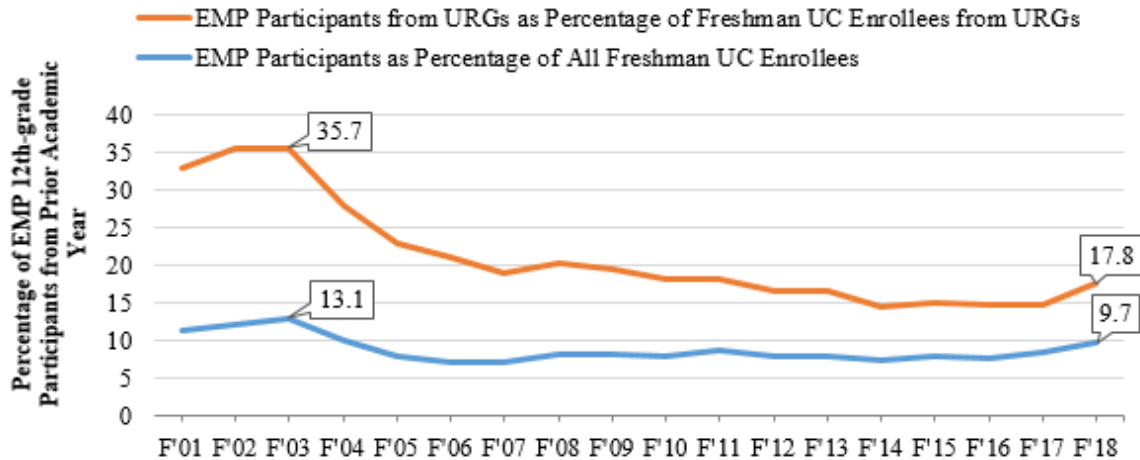
As shown in Figure 1 below, enrollment rates of EAOP, MESA, and Puente participants to the UC system have remained relatively stable over the last decade, dropping slightly in recent years as enrollment in the California Community College (CCC) system has nearly doubled. In addition, enrollment rates for participants to the CSU system have remained relatively the same, and rates to private and out-of-state schools have also stayed relatively constant.

Figure 1. Immediate Postsecondary Enrollment Rates by Segment for EAOP, MESA and Puente (EMP) 12th-Grade Participants Combined, Fall 2006 to Fall 2018



Among all 12,576 freshman UC enrollees from URGs from California public high schools in fall 2018, 2,236 (17.8 percent) were 12th-grade participants in EAOP, MESA, or Puente during the previous academic year. Even though these numbers reveal a positive impact, they represent a sharp decline from fall 2003, right after program funding was at its highest. At that time, more than one in three (35.7 percent) of all URG enrollees were program participants in the previous academic year, as shown in Figure 2 below.

Figure 2. Percentage of EAOP, MESA, and Puente (EMP) Participants among UC Freshman Enrollees from CA Public High Schools, Fall 2001 to Fall 2018



Despite the decrease in the share of program participants enrolling at UC from fall 2003, participants consistently remained as or more likely to be admitted to UC than their peers at California public high schools, as shown in Figure 3 below. In addition, participants have consistently remained more likely to enroll than their peers, as shown in Figure 4 below. This suggests that the early and frequent engagement that UC provides to these students in high-needs schools pays off for UC in enrollment of these students.

Figure 3. Admit Rates for UC Freshman Applicants from CA Public High Schools, Fall 2001 to Fall 2018

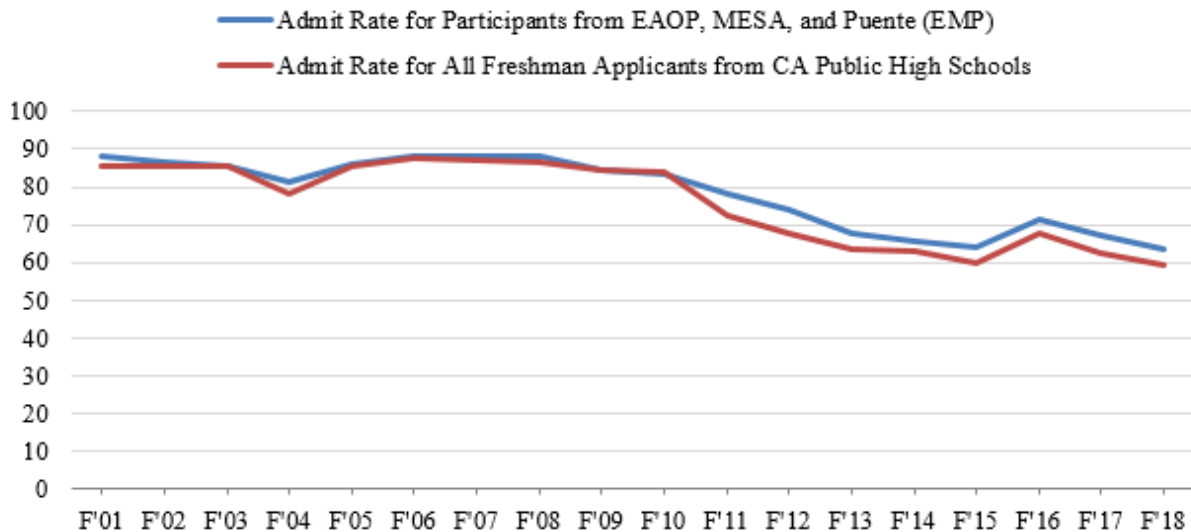
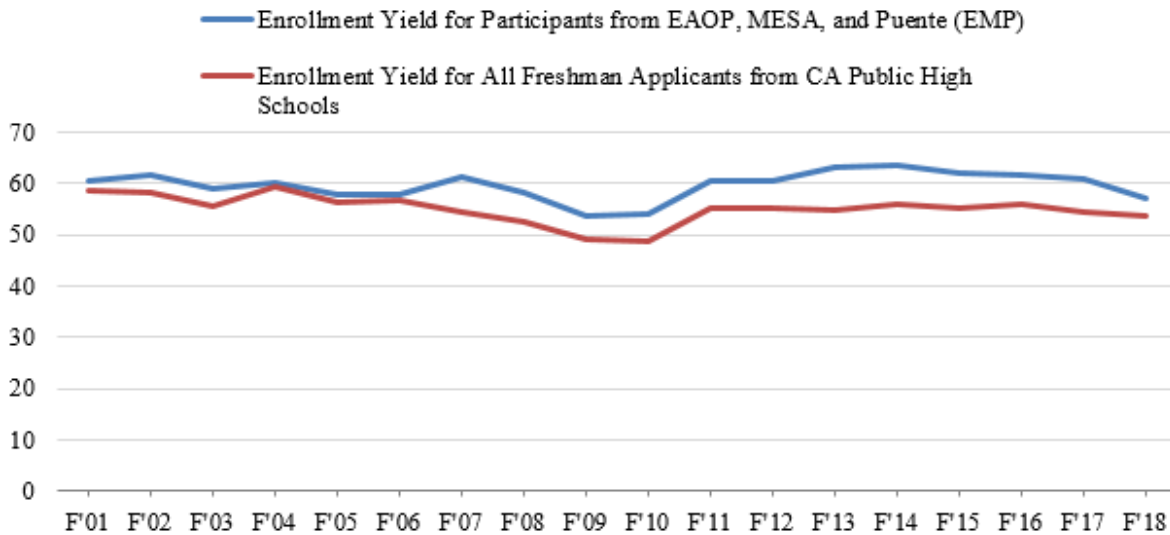


Figure 4. Enrollment Yield⁹ for UC Freshman Applicants from CA Public High Schools, Fall 2001 to Fall 2018



Accountability

Programs administered by UC report on an accountability schedule to program funders, including the California Legislature, the federal Department of Education (DOE), and the California Department of Education (CDE).

For SAPEP programs, the University publishes an annual report of program outcomes. This annual report provides descriptive information on the numbers of students served and their progress in meeting program objectives set forth in a multi-year program impact accountability framework. A program impact framework governs how program staff and University leadership should assess, evaluate, and report on SAPEP effectiveness in order to do the following:

- Measure the impact of the SAPEP portfolio as a whole and by individual program
- Gather information critical to the continuous improvement of SAPEP services and activities
- Ensure that program planning across the portfolio is informed by data and geared toward results¹⁰

A complementary relationship also exists with University researchers for the interventions employed in programming, which ensures that SAPEP programs use empirically tested strategies to support student success. University researchers help shape programming through their empirical research, policy advocacy, and practical application. University faculty conduct empirical research on the approaches and interventions utilized in programs, and these same programs are adjusted and improved based on findings from these studies. This reciprocal

⁹ Enrollment yield is defined as the percentage of admitted students who enroll.

¹⁰ For a more detailed description on the development of the SAPEP Impact Framework, see Appendix II.

relationship applies not only to SAPEP programs, but also to other programs administered by the University as well.

Although the reach and impact of SAPEP programs are significant, they are nevertheless insufficient to address the whole spectrum of need for under-resourced schools and students. State and University funding for SAPEP have remained constant since 2011–12 at \$24.5 million (from a high of \$85.2 million in 2000–01). The reach of SAPEP programs has not grown as a result, and the University is challenged in serving additional under-resourced schools and in reaching the growing number of K–12 charter schools that educate large numbers of students from underrepresented groups.

STRATEGIES

Academic Preparation Programs

In addition to aligning readiness standards and supporting students as they complete the A-G course sequence, prepare to transfer from a community college, or prepare for graduate or professional school, the University sponsors, administers, and engages in multiple academic preparation programs. These programs are designed to raise achievement levels for all students and close opportunity gaps between and across groups of students. Specifically, these programs aim to prepare a higher proportion of California’s young people to complete postsecondary education, seek graduate/professional opportunities, and succeed in the workplace.

For K–12 and community college students, Early Academic Outreach Program (EAOP), Mathematics, Engineering, Science Achievement (MESA), Puente, and Transfer Preparation programs provide advising, academic enrichment, and college preparation supports to help student develop the academic skills and knowledge they will need to succeed at UC campuses. These programs also build college knowledge among students and expose them to UC campuses and students to increase their exposure to a UC education. These programs have a strong advising mission as well, guiding students through the necessary steps to be prepared for and apply to college and for financial aid.

UC has embarked upon additional efforts to expand college advising to reach more students. Beginning in 2007, College Advising Corps launched its nationwide program, with UC Berkeley’s Destination College Advising Corps (DCAC) serving as one of the original chapters. DCAC places highly trained, recent college graduates in schools as full-time College Advising Fellows. DCAC is affiliated and administered through campus EAOP programs. In 2018, expansion to other UC campuses began, and UC Merced and UC Santa Barbara began administering their own DCAC programs in 2018 and 2019, respectively. Collectively, the three campuses are reaching 62 high schools previously underserved or not served by UC.¹¹ These programs also collectively employ 68 advisors who are predominantly UC graduates and first-generation college students, whose purpose is to increase the number of students from underrepresented groups who enter and complete higher education.

¹¹ 2019-20 academic year data, the most current available.

In addition to UC-sponsored programs, the University administers the California GEAR UP program on behalf of the state. GEAR UP is a federal program funded by the U.S. Department of Education to support faculty, counselors, administrators, and families of middle school and secondary school students. The purpose of GEAR UP is to increase the number of low-income students who are prepared to enter and succeed in postsecondary education. The University administers this program with the responsibility to lead systemic reform in K–12 education across the state.

At the undergraduate level, several interventions and programs support UC students' progress toward graduation, provide opportunities to participate in research projects, and prepare students for continued study in graduate school and/or professional school. Interventions such as the Graduate and Professional School Programs (GPSP), Student-Initiated Programs (SIP), and ArtsBridge allow undergraduate students not only to prepare for life after college, but also to serve as mentors and leaders for the next generation of diverse scholars in local secondary schools. While GPSP focuses on preparing students for graduate school and professional careers, both SIP and ArtsBridge feed the pipeline of UC undergraduate students preparing for teaching and other public service careers.

Student-initiated programming is an example of how UC strategies function both as a retention intervention for current undergraduate students and as a recruiting function for future University students. Student-initiated programs engage undergraduate leaders in the local community and support academic preparation for continued academic excellence among K–12 and community college students. Through these efforts, students lead outreach efforts to local pre-college youth from underrepresented groups in order to inspire, motivate, and guide them toward postsecondary ambitions, while also gaining valuable community leadership skills themselves.

Researcher-practitioner partnerships such as UC Links also support UC students to prepare for teaching and research careers. UC Links brings UC faculty and students together with local school and community partners in a statewide network of after-school programs that prepare K–8 students for higher learning and provide their undergraduate mentors with academic studies linked to real-world practicum experience in community settings.

Educational Partnerships

Across the UC system, educational partnership centers serve as campus and regional hubs for the University's collaborative work with other key constituencies to enhance the educational capacity of California's schools, to help close opportunity gaps that separate groups of students, and to enhance access to those who have been underserved by the University. Specifically, both the University-Community Engagement (UCE) program and P–20 Regional Intersegmental Alliances build partnerships with community-based organizations, local schools, school districts, and business partners to prepare more students for college and align UC programs with local and regional interests.

One exemplar is the Irvine P–20 Regional Intersegmental Alliance. A core component of UC Irvine's work includes regional partnerships in Santa Ana, Anaheim, Rio Hondo, Compton, and

other nearby areas. These partnerships not only include educational institutions from all sectors, but also incorporate the public library, credit unions, business associations, and parent groups. What stands out with this P–20 program are its accomplishments, including (but not limited to) a growth in scores in mathematics on the California Assessment of Student Performance and Progress (CAASPP) in the Compton Unified School District and an increase in the number of college applications submitted for and number of students admitted to UC Irvine from the Anaheim Union High School District. Schools served by this partnership also met or exceeded target program goals for all applicable metrics.

Educator Preparation and Development

Student learning is strongly correlated to the quality and qualifications of teachers and other educators. The University offers a full complement of teacher and administrative credential programs, as well as masters and doctoral degrees in education. UC credential programs are designed to prepare teachers and administrators to work with diverse students and provide pedagogical content knowledge and skills grounded in research. UC faculty conduct research in all aspects of the education field, including policy, teacher effectiveness, learning development, multicultural education, language and literacy, and many others. While CSU prepares the majority of teachers in California, UC has dramatically increased the number of teachers it trains, as well as programs to help teachers stay current in their disciplinary subject matter.

Educator development helps bring college readiness standards to life in the classroom, and it promotes rigor and relevance in the curriculum. UC provides subject-specific professional development in all A-G areas and helps teachers develop new courses that integrate academic rigor with career-technical education, which allows more courses to meet college-readiness standards. This effort is embodied in the California Subject Matter Project (CSMP), a network of standards-aligned K–12 teacher professional development programs organized into broad subject areas taught in K–12 schools. UC, in partnership with other education sectors, supports nine projects that align with the State curriculum and A-G subjects. These programs engage K–12 teachers with college and university faculty in the latest advances in disciplinary knowledge, in addition to supporting implementation of research-based instructional strategies to improve student achievement, especially in high-poverty, low-performing schools, as well as among English learners.

The Science and Mathematics Initiative, or CalTeach, helps undergraduate students majoring in science, technology, engineering, or mathematics (STEM) disciplines explore careers as K–12 math or science teachers. CalTeach provides a sequence of courses to introduce students to teaching while they simultaneously complete their undergraduate degrees. These courses, together with research opportunities and field experience in K–12 classrooms, complement participants’ discipline-specific studies and prepare them to seek a teaching credential while or after earning a bachelor’s degree.

Because school leadership is so critical to student success, UC offers Principal Leadership Institutes (PLI) that develop a new generation of urban school leaders. Principal Leadership Institutes at UC Berkeley and UCLA recruit, train, and support a diverse group of educational

leaders committed to the principles of academic excellence, equity, and integrity as a way to maximize achievement and opportunity in urban schools. Along with facilitating completion of the courses required for the California Tier 1 Administrative Credential, the PLI program grants at least a master's degree to participants.

UC hosts annual Counselor Conferences to provide K–12 school counselors with the latest information about UC admissions, policies and practices. In collaboration with the California Community Colleges, UC also hosts Ensuring Transfer Success institutes each year that provide community college counselors with comprehensive information about UC transfer admission policies and practices. These conferences are open to anyone who works with students as they prepare for higher education, and they include a wealth of knowledge and tips on the best ways to support college-going students.

Online Courses

For students who are limited in their opportunities to enroll and succeed in classroom-based courses, online A-G, honors, and Advanced Placement courses broaden access to rigorous college-preparatory classes for all students. UC Scout provides an opportunity for students to take courses that have been approved as meeting A-G standards.

Through UC Scout, students can enroll in free, internet-based (and mobile phone-optimized) middle and high school courses that can be delivered in a wide range of educational settings, including public schools, independent study programs, juvenile justice facilities, adult education centers, and community colleges. UC Scout expanded in 2017 to include 45 new A-G-approved courses as part of the AB 1602 A-G Success Initiative. This brought the total number of courses offered to 116, and enrollment in UC Scout courses has grown in the last year to reach more than 11,000 students.

Information Systems and Decision Support Tools

Streamlining and improving the efficiency with which students move between educational sectors is an integral element to removing barriers and enhancing student success across the entire educational pipeline. In the absence of a longitudinal dataset in California that spans all education sectors and uses the same definitions and metrics, education systems must rely on their own relationships and agreements. One important way to improve efficiency is through shared information systems and decision support tools. These types of services enable the University to provide information and support for A-G and community college transferable course development and approval, feedback to K–12 schools on UC eligibility and readiness, and support to community colleges with transfer eligibility standards and transfer pathways.

For K–12 schools, the online A-G Course Management Portal (CMP) serves as the official statewide repository for all approved A-G high school courses. Both the CMP and the A-G Policy Resource Guide support schools in submitting courses for A-G approval and in understanding A-G course policy.

Another key information and decision support tool for A-G access and completion is the Transcript Evaluation Service (TES) provided by the University. TES provides analysis of A-G course taking at the district, school, and student levels. These evaluations are used by districts and schools to track year-over-year progress, make data-informed course placements, and identify courses that may meet A-G readiness standards but have not been approved as such, and advise students with respect to their academic progress and next steps.

For student transfers from California Community Colleges to UC and CSU, the Articulation System Stimulating Interinstitutional Student Transfer (ASSIST) is the online student transfer information system that shows how course credits earned at one public California college or university can be applied when transferred to another. ASSIST is the official repository of articulation agreements for California's public colleges and universities, and it provides the most accurate and up-to-date information about transferable coursework in California.

Research

Research that focuses on equity in the full educational pipeline is instrumental to the development, maintenance, and improvement of University-sponsored programs. Studies conducted by University faculty on the importance of college knowledge, college culture, and college counseling in expanding access to students from low-income backgrounds inform SAPEP program interventions in these areas.¹² Similarly, UC faculty research on indicators of success in secondary school and community colleges informs program goals and the program impact framework for SAPEP.¹³ These research studies and the practical applicability of their findings inform all of the University programs and enhance educational policy related to improving the interventions within these programs.

As resources permit, the University also commissions independent evaluations to answer more complex questions about what works best for which participants and at what cost. For example, in 2012, the University commissioned a study of the Transcript Evaluation Service (TES) to examine its efficacy in partner high schools. One key finding shows that, by the fifth year of use, schools saw a 41 percent increase in graduates applying to UC when compared to baseline year applications to UC.

ISSUES FOR CONSIDERATION

The University's K–12 academic preparation programs have a strong impact on undergraduate diversity at UC. These programs, part of a comprehensive strategy to contribute to college

¹² McDonough, P. M. (1997). *Choosing colleges. How social class and schools structure opportunity*. Albany, New York: State University of New York Press; McDonough, P. M. (2005). Counseling and college counseling in America's high schools. *State of College Admission*, 107-121.

¹³ Kurlaender, M., Carrell, S., & Jackson, J. (2016). The Promises and Pitfalls of Measuring Community College Quality. *The Russell Sage Foundation Journal of the Social Sciences*, 2 (1): 174-190; Kurlaender, M., & Howell, J. S. (2012). Academic Preparation for College: Evidence on the Importance of Academic Rigor in High School. Advocacy & Policy Center Affinity Network Background Paper. *College Board Advocacy & Policy Center*.

readiness in California, support the University’s land grant mission and uphold the Regents’ policies for outreach.

Despite strong program outcomes, challenges remain in serving the State’s K–12 population at more schools, scaling undergraduate and graduation preparation programs, and, in particular, ensuring that greater numbers of African American, Chicanx/Latinx, and Native American students have the opportunity to engage with UC through one of its programs. In essence, the need for broader, more inclusive, and more equitable quality preparation is far greater than the scale of our current efforts.

Key to Acronyms

A-G CMP	A-G Course Management Portal
ASSIST	Articulation System Stimulating Interinstitutional Student Transfer
CAASPP	California Assessment of Student Performance and Progress
CCC	California Community Colleges
CSMP	California Subject Matter Project
CSU	California State University
DCAC	Destination College Advising Corps
EMP	EAOP, MESA, Puente
EAOP	Early Academic Outreach Program
GEAR UP	Gaining Early Awareness and Readiness for Undergraduate Programs
GPSP	Graduate and Professional School Programs
LCFF+	Schools where more than 75 percent of the school’s total enrollment is composed of pupils who are identified as either English learners, eligible for free or reduced-price meal, or foster youth. (Not connected to the California Department of Education's Local Control Funding Formula process)
MESA	Mathematics, Engineering, Science Achievement
OTF	Outreach Task Force
P–20	K–20 Regional Intersegmental Alliances
PLI	Principal Leadership Institute
SAPEP	Student Academic Preparation and Educational Partnerships
SIP	Student-Initiated Programs
TES	Transcript Evaluation Service
URG	Underrepresented group (includes African American, American Indian, or Chicano/Latino)

Appendix I: Systemwide University Programs

ArtsBridge: ArtsBridge provides K–12 arts instruction and professional support for arts teachers and service-learning opportunities for UC arts students. The program prepares K–8 students for A-G arts requirements and provides UC students with a pathway to a teaching career.

Articulation System Stimulating Interinstitutional Student Transfer (ASSIST): ASSIST serves as the state’s official repository of course articulation and transfer information, both current and historical.

California Subject Matter Project (CSMP): CSMP is a statewide network of nine discipline-based projects that provide rigorous professional learning for K–12 educators. The UC Office of the President administers CSMP, which has nearly 90 regional sites located across UC, CSU, and independent university and college campuses.

Destination College Advising Corps (DCAC): DCAC places recent UC graduates into high needs high schools to serve as full-time college advisor fellows who provide personalized, knowledgeable guidance on college admission, financial aid, and enrollment.

Early Academic Outreach Program (EAOP): The Early Academic Outreach Program (EAOP) increases access for educationally disadvantaged students to UC and other post-secondary institutions. Services include academic advising, academic enrichment and supplemental coursework, test preparation, and activities to promote a college-going culture in the family and in the school.

California GEAR UP: California GEAR UP focuses on academic excellence for all students in order to develop a college-going culture in middle schools. California GEAR UP provides professional development for the middle-grades adult community—the principals, teachers, counselors, and families—that impacts student development. Additionally, the program monitors student performance and collaborates with other direct student service efforts at school sites.

Graduate and Professional School Programs (GPSP): UC’s graduate and professional school academic preparation programs identify high-caliber economically and educationally disadvantaged students and prepare them for careers as future academics, researchers, specialists, practitioners, and leaders. Activities include academic research internships, tutoring, mentoring, and academic advising.

P–20 Regional Intersegmental Alliances: P–20 Regional Intersegmental Alliances align campuses with their local and regional schools, college, community, and business partners to increase rates of A-G course completion and college enrollment.

MESA (Mathematics, Engineering, Science Achievement): With a focus on STEM education and workforce preparation, the MESA program helps K–12, community college, and university students excel in math and science so that they can graduate from four-year institutions with degrees in science, engineering, computer science, and other math-based fields.

Principal Leadership Institute (PLI): Principal Leadership Institutes at Berkeley and UCLA prepare urban school leaders who are committed to academic excellence, equity, and increasing educational opportunities for underserved students. Upon completing the preparation program, graduates receive a master’s degree and a Preliminary Administrative Services Credential (PASC).

The Puente Project: The Puente Project works to increase the number of educationally disadvantaged students who enroll in four-year colleges and universities, earn college degrees, and return to the community as mentors and leaders to future generations. Serving high school and community college students, Puente is interdisciplinary in approach, with writing, counseling, and mentoring components.

Scout from the University of California (UC Scout): UC Scout develops and delivers online A-G and AP classes and curriculum to middle and high school students. Course materials are designed to prepare pupils of all backgrounds and education levels for an increasingly technological world where training and job skills are mobile, asynchronous, and self-directed. UC Scout courses are approved by UC, NCAA, the Western Association of Schools and Colleges (WASC), and the College Board and are aligned to the Common Core and Next Generation Science Standards.

Student-Initiated Programs (SIP): Student-Initiated Programs facilitate access to higher education for students labeled “at risk.” Through SIP programming, UC undergraduate and graduate students provide individual attention to K–12 students who might otherwise have little or no access to preparation for a postsecondary education.

Transfer Prep: UC’s Community College transfer programs increase opportunities for community college students to transfer to baccalaureate degree-granting institutions by providing comprehensive academic guidance and support to prospective transfers to the University of California and other four-year colleges.

Transcript Evaluation Service (TES): The Transcript Evaluation Service (TES) is a decision-support tool that provides district-, school-, and student-level reports of A-G progress, completion, and course development opportunities to support students’ successful completion of rigorous curriculum in high school—including honors and Advanced Placement (AP) courses.

University-Community Engagement (UCE): University-Community Engagement supports partnerships with community-based organizations to prepare more K–12 students for post-secondary education by increasing A-G course completion and college readiness.

UC-HBCU Initiative: Through the UC-HBCU Initiative, UC faculty actively engage in collaboration and cooperation with faculty and students at Historically Black Colleges and Universities (HBCUs). Such efforts serve to strengthen and enrich our mission of teaching, research and public service.

UC-HSI DDI Initiative: The UC-HSI DDI Initiative aims to enhance faculty diversity and pathways to the professoriate for underrepresented students from California Hispanic Serving

Institutions (HSIs) through competitive grant awards to faculty to support graduate student preparation for the professoriate.

University Community Links (UC Links): UC Links brings UC faculty and students together with local school and community partners in a statewide network of after-school programs that prepare K–8 students for higher learning and provide their undergraduate mentors with academic studies linked to real-world practicum experience in community settings.

Upward Bound: Upward Bound programs on UC campuses provide opportunities for participants to succeed in their precollege performance and, ultimately, in their higher education pursuits. Upward Bound programs serve high school students from low-income families and from families in which neither parent holds a bachelor's degree. The goal of Upward Bound is to increase the rate at which participants complete secondary education and enroll in and graduate from institutions of postsecondary education.