

Office of the President

TO MEMBERS OF THE ACADEMIC AND STUDENT AFFAIRS COMMITTEE:

DISCUSSION ITEM

For Meeting of July 19, 2023

**STUDENT ACADEMIC PREPARATION AND EDUCATIONAL PARTNERSHIPS
(SAPEP) NEW ONGOING FUNDING UPDATE: FOCUS ON TRANSFER**

EXECUTIVE SUMMARY

This item provides an update to the 2022–23 Budget Act account of new ongoing funding for the Student Academic Preparation and Educational Partnerships (SAPEP), including efforts in 69 targeted community colleges. The SAPEP portfolio comprises 13 programs and services administered by the UC system. Together, they raise student achievement levels and close achievement gaps for students from first-generation, low-income, and other underrepresented groups throughout California.

Student participation in SAPEP programs is expected to grow by 30 percent as programs expand into currently underserved regions and more undergraduates participate in transfer and graduate preparation services. New program activities will reach additional K–12 schools, with 2025 goals to increase by 35 percent the number of participating California public schools and by 50 percent of all California public 9–12 schools. All campus-based California Community Colleges will receive expanded informational outreach services, with 69 of those colleges participating in enhanced direct student services and educational collaborations.

Collectively, SAPEP program effectiveness is measured by the following:

- California high school student participants who matriculate to two- and four-year postsecondary institutions compared to similarly situated students;
- California Community College students who transfer to four-year postsecondary institutions compared to similarly situated students; and
- Undergraduate students who pursue graduate and professional degrees as compared to similarly situated students.

BACKGROUND

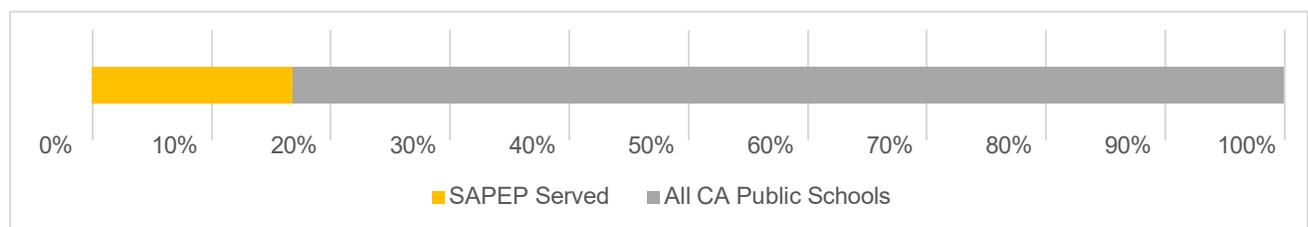
UC's Role in Preparing Students for Higher Education

For more than fifty years, the University of California has been committed to supporting the highest academic achievement of students from underrepresented groups (URGs)¹ by offering programs and strategies that improve college readiness for thousands of those students and ensure that the University's academic standards are within their reach. UC's primary approach to addressing educational disparities is 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, raising college admission and eligibility rates, increasing transfer from community college to four-year institutions, and preparing undergraduates for graduate or professional education and success in the workplace. A description of the thirteen programs in the SAPEP portfolio is provided in Appendix A.

The current reach of UC's direct-service SAPEP programs at all 116 California Community Colleges and more than 1,700 K–12 public schools is over 162,000 students. Outside of school settings, UC services also reach students and families served by numerous community-based organizations. Student participation in SAPEP programs is expected to grow by 30 percent as programs expand into currently underserved regions and more undergraduates participate in transfer and graduate preparation services.

In 2020–21, SAPEP served 1,766 of the 10,630 California K–12 public schools, which represent 17 percent of all California public schools and 38 percent of all public 9–12 schools. New program activities will reach additional K–12 schools, with 2025 goals to increase by 35 percent the California public schools served and by 50 percent the number of California public 9–12 schools.

Figure 1: Percentage of California K-12 Public Schools Served by SAPEP, 2020–21



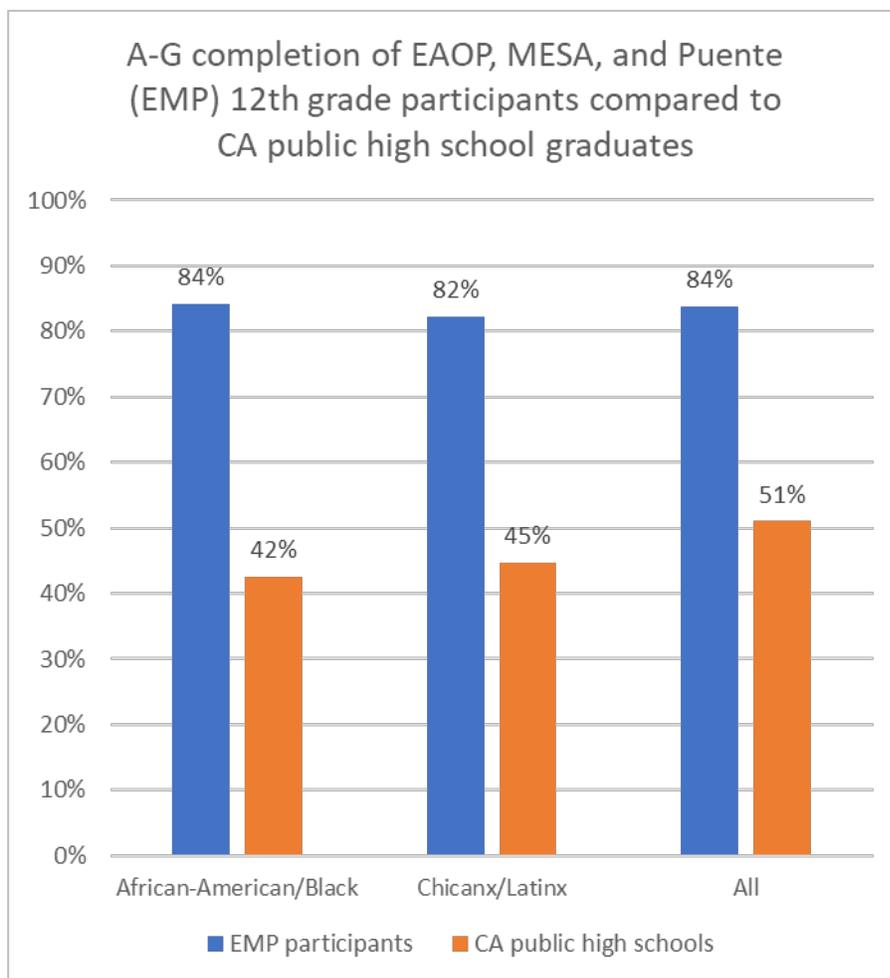
In addition, 75 percent of the high schools served by SAPEP's three largest high school programs (Early Academic Outreach Program [EAOP], MESA, and Puente Project) were those in which more than 60 percent of all students were eligible for free or reduced-price meals. By

¹ Underrepresented groups (URGs) are defined as African American, American Indian, or Chicano/Latino students.

contrast, 56 percent of all California public high schools in 2020–21 had a total student enrollment wherein more than 60 percent were eligible for free or reduced-price meals. The majority of schools served by SAPEP programs enroll high percentages of students from underserved groups, including those who are first-generation college-goers or those who qualify for federal free or reduced-priced meals under the National School Lunch Program.

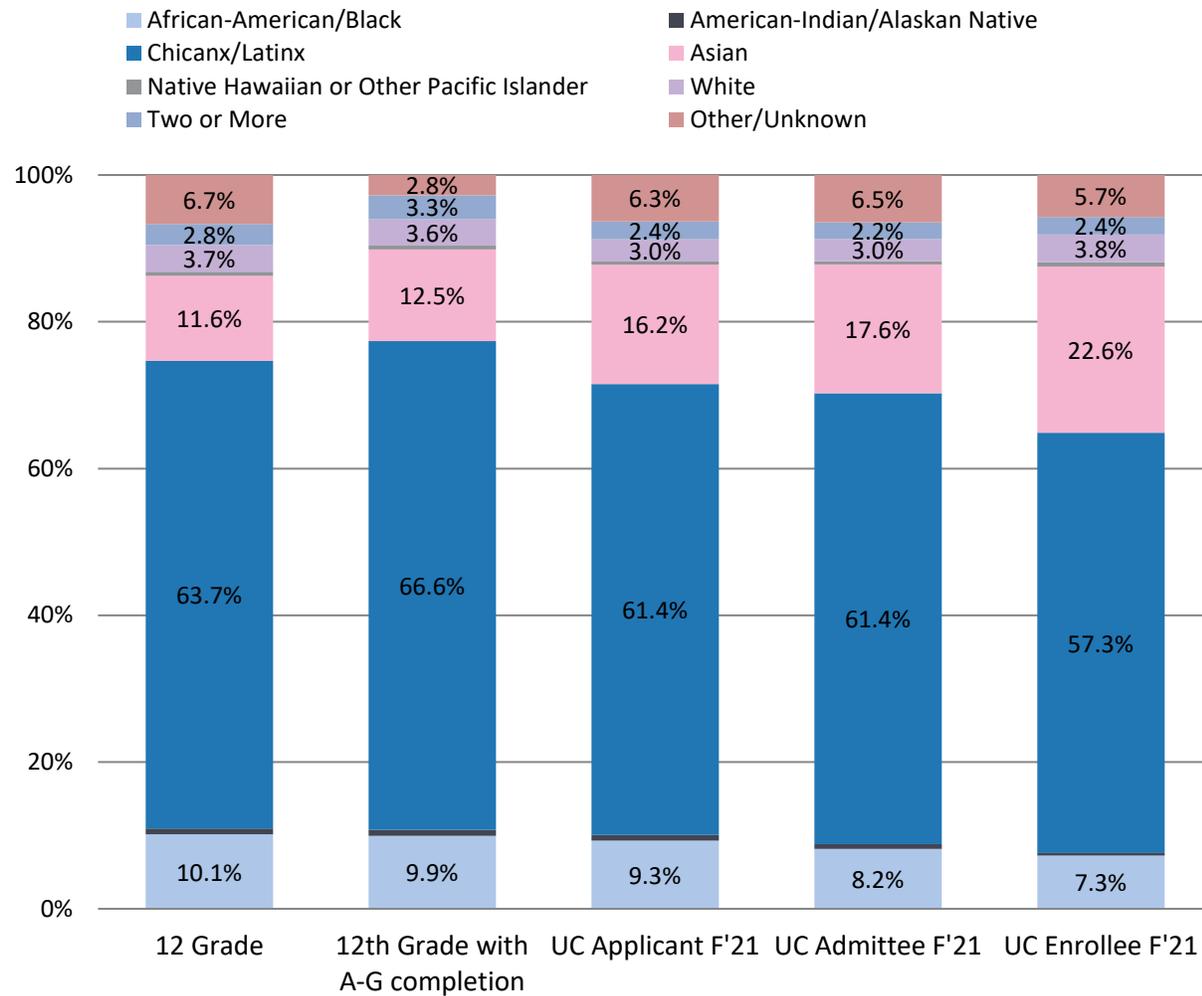
In 2020–21, 84 percent of 12th grade participants in Early Academic Outreach Program (EAOP), MESA, or Puente had completed A–G level coursework (compared with 51 percent of all California public high school graduates).

Figure 2: Early Academic Outreach Program (EAOP), MESA and Puente 12th Grade A–G Completion Rates by Ethnicity



Source: SAPEP Annual Data Collection, California Department of Education (<https://www.cde.ca.gov/ds/ad/filesacgr.asp>)

Figure 3: Early Academic Outreach Program (EAOP), MESA, and Puente Pipeline by Ethnicity



Source: SAPEP Annual Data Collection, UC Information Center
(<https://www.universityofcalifornia.edu/about-us/information-center/admissions-residency-and-ethnicity>)

These programs increase the diversity of UC; for example, in fall 2020, 11 percent of African American and 13 percent of Hispanic/Latino(a) new UC freshmen from California public high schools had been 12th grade participants in SAPEP programs in the prior year. The University’s K–12 academic preparation programs are part of a comprehensive strategy that contributes to college readiness in California, supports the University’s land grant mission, and upholds the Regents’ policies for outreach.

New Investment in SAPEP

The California 2022–23 Budget Act almost doubles SAPEP funding, adding \$22.5 million in new ongoing funds to the previous year’s ongoing funds of \$24.6 million, for a total of \$47.1 million.

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(This is down from a peak of more than \$80 million in permanent funding in the early 2000s.) This is the first major reinvestment in ongoing funding that SAPEP has received in over fifteen years. These funds will help support the multi-year Compact's and the University's 2030 goals for access and degree completion by more students from first-generation, low-income, and other underrepresented groups. In addition, these resources will enable unprecedented investments in programs that have a positive, life-changing impact on student preparation, recruitment, admissions, retention, and completion.

New funds will support expanding UC campus-based academic summer and year-round programs for prospective freshman and transfer students, including AP boot-camps, pre-college academies, and UC summer session, summer research, and graduate school preparation opportunities for community college students and current UC undergraduates.

They will also support increased access to UC's academic preparation services in underserved regions of California, including the Central Valley, the Inland Empire, and the North State, and will allow for a much-needed expansion of online courses through UC Scout and to expand to more schools' decision support tools to identify and address A–G course availability gaps and student access to the A-G coursework necessary for UC eligibility and future admission.

New funding will allow UC to greatly expand informational outreach and recruitment of students from Local Control Funding Formula Plus (LCFF+)² schools—in which more than 75 percent of the school's total enrollment (unduplicated) is composed of pupils who are identified as either English learners, eligible for a free or reduced-price meal, or foster youth—and community colleges that currently do not send large numbers of students to UC.

Finally, these funds will allow more UC students to contribute to the academic achievements of the next generation. UC students play an important role in SAPEP programs. They are not only employed across the full range of SAPEP programs, but within the SAPEP portfolio they have created and run student-initiated programs that help to increase college going rates and aid in the retention, graduation, and graduate school attainment of program volunteers and staff.

New Efforts in Targeted Community Colleges

UC campuses are expanding partnerships and transfer preparation services at 69 community colleges that currently send fewer students to UC than their counterparts. These community colleges are primarily located in high-need regions across the state, including colleges near the border of Mexico, in the Central Valley and Inland Empire, in the far northern part of the state, and on the northern coast. These community colleges have a high proportion of low-income students as determined by the reported proportion of students receiving College Promise Grants (formerly known as the Board of Governors Fee Waiver), which waives per-unit enrollment fees for eligible students. A list of the 69 community colleges is provided in Appendix B.

² LCFF+ means that 75 percent of all the students in a given school are eligible for free or reduced lunch meal prices or are foster youth and/or English language learners.

These partnerships and expanded services aim to address barriers that California’s transfer-intending students—in particular, those who are low-income, first-generation, or from underrepresented groups—cite in completing their transfer journey. Because many students attend more than one California Community College (CCC) to complete their general education and major preparation for transfer, they may receive inconsistent and/or conflicting information about transfer across those institutions. They rely, therefore, on transfer-receiving institutions like UC to provide accurate and consistent information and to support them as they complete their pre-transfer requirements. In addition, students are concerned about the cost differences between community colleges and universities and seek information and resources specific to their individual financial circumstances and needs. Finally, they value and seek university professionals to serve as information brokers and transfer advisors.

UC campuses have received additional SAPEP funding to address student needs in the following ways:

- Academic advising for prospective transfer students to support them in identifying academic interests, prepare transfer plans, and succeed in general education and major preparation courses. This includes supporting students to complete transferable math and English courses in their first year of community college enrollment.
- Early research experiences to support student transition to a research university and help them prepare for future graduate education.
- Residential academic programs to prepare students for success in upper-division coursework and to engage with faculty and other university professionals.
- Partnerships with faculty and counselors to support shared learning and best practices for transfer student success.
- Near peer advising and mentorship from UC undergraduate and graduate students.
- Individual and group opportunities for assistance with admissions and financial aid applications.
- Access to improved tools, including ASSIST and the UC Transfer Admissions Planner (UCTAP), to facilitate transfer planning.
- Data-sharing for outcomes and to refine approaches.

In addition, the new funding is enabling campuses to implement new outreach innovations through competitive grants that will inform future work and enable UC to scale successful models throughout the state.

Funding Allocations: Guiding Principles

The new SAPEP campus allocations were based on equity. Overall, they reflected four guiding principles:

- Access—A substantial portion of the ongoing funds (\$12.45 million) was allocated to campus-based programs that provide direct services to students, support student-initiated

outreach programming, support A–G course completion, promote graduate studies, and facilitate California Community College transfer to UC.

- **Innovation**—A portion of the funds (\$500,000) was devoted to competitive, one-time grants to develop innovative K–20 pilots to advance key strategic priorities such as transfer and graduate studies.
- **Accountability**—Campuses were required to submit spending plans with annual program outcomes.
- **Collaboration**—Campuses were encouraged to submit comprehensive, campuswide plans, encompassing all campus SAPEP efforts, which addressed the unique needs of the region and built upon existing and new efforts. Plans were developed in collaboration with each campus chief outreach officer and campus SAPEP leaders.

Each campus program received a base allocation, with additional funding awarded upon equity and impact factors that include the number of students served, the number of LCFF+ schools served, and undergraduate enrollment. Consideration was also given to ensuring parity within the portfolio to launch SAPEP programs that were not offered at their campuses, for example, new SAPEP program adoptions of Student-Initiated Programs (SIPs) at UC Merced and UC San Francisco and Transfer Preparation at UC San Francisco, as well as specialized professional school and P–20 programming.

Figure 4. UC Allocations for New Ongoing \$22.5 Million SAPEP Funding

Campus-based Programs (e.g., EAOP, Transfer Prep, Student-Initiated Programs)	\$12.5 million
Systemwide Programs (e.g., MESA, Puente, Transcript Evaluation Service, UC Scout)	\$5.2 million
Growing Our Own Initiatives and Innovation Grant Program (e.g., UC-HSI Doctoral Diversity Initiative)	\$3.5 million
K-14 SAPEP Transfer Innovation Grants	\$500,000
Statewide Infrastructure (e.g., evaluation)	\$140,000
UC Diversity Pipeline Initiatives, Coordination and Programming (e.g., Destination College Advising Corps)	\$660,000
GRAND TOTAL	\$22.5 million

SAPEP Campus Plans

Each campus submitted a SAPEP plan detailing their intended goals, outcomes. And metrics. The plans aligned to the SAPEP program impact framework and the following funding priorities:

- Increase the number of California Community College students who transfer to UC from 69 targeted community colleges.

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- Improve the academic preparation and college familiarity of students attending LCFF+ high schools and middle schools and that of students from first-generation and/or low-income backgrounds and/or from underrepresented groups.
- Increase the UC freshman application, admission, and enrollment of students attending LCFF+ high schools and regional priority high schools and middle schools.
- Increase the graduate/professional school preparation and enrollment for UC undergraduates who are from first-generation, low-income, and/or other underrepresented groups.
- Increase the engagement of UC students and alumni in peer mentoring, advising, coaching, tutoring, and other services to promote higher education aspirations.
- Increase the engagement of UC faculty—specifically those in researcher-practitioner and scholarship partnerships—in K–20 enrichment and academic preparation efforts that contribute to evidence-based programming and services for students from first-generation and/or low-income backgrounds and/or from underrepresented groups.
- Increase the engagement of community-based and nonprofit organizations, business/industry, and education partners with UC to improve undergraduate and graduate education opportunities.
- Expand the use of tools such as UC Scout and the UC Transfer Admissions Planner to enhance pre-University advising, high school and community college course completion, and UC eligibility.
- Expand UC’s outreach services and programs in high-need regions or communities (e.g., tribal schools, Central Valley, Inland Empire, and other areas).

SAPEP Accountability

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

The SAPEP Program Impact Framework (Attachment 1) describes 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 for individual programs;
- Gather information critical to the continuous improvement of SAPEP services and activities; and
- Ensure that program planning across the portfolio is informed by data and geared toward results.

The University publishes an annual report of SAPEP program outcomes (Attachment 2). This annual report provides descriptive information on the numbers of students served and their

progress in meeting program objectives set forth in the Program Impact Framework.

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

CONCLUSION

The California 2022–23 Budget Act provides new, ongoing Student Academic Preparation and Educational Partnerships (SAPEP) funds. This infusion of funds will make a profound difference for UC academic-preparation programs, allowing them to expand their reach and impact to K–20 students from low-income, first-generation, and underrepresented backgrounds. The Covid-19 pandemic significantly disrupted learning and educational opportunities for these, California’s most vulnerable students. The ongoing investment of an additional \$22.5 million reflects a strong commitment to California’s educational outreach at a critical time. The funds also support the employment of UC undergraduate and graduate students, whose labor provides pivotal support in the K–12 sector and in California Community Colleges as near-peer advisors, mentors, and tutors, to say nothing of helping them fund their own educations. Finally, the new funding ensures that UC maintains deep and sustained efforts in the state’s high-need schools and community colleges that will sustain access to student preparation and higher education for the state’s diverse student population.

KEY TO ACRONYMS

EAOP	Early Academic Outreach Program
LCFF+	Schools where more than 75 percent of the school’s enrollment comprises pupils who are identified as English learners or foster youth or who are eligible for free or reduced-price lunches (not connected to the California Department of Education’s Local Control Funding Formula process).
MESA	Mathematics, Engineering, Science Achievement
P–20	K–20 Regional Intersegmental Alliances
SAPEP	Student Academic Preparation and Educational Partnerships
SIP	Student-Initiated Programs
TES	Transcript Evaluation Service
URG	Underrepresented group; includes, but is not limited to, African American, American Indian, and Chicano(a)/Latino(a) students

ATTACHMENTS

1. [Student Academic Preparation and Educational Partnerships Program Impact Framework](#)
2. [Student Academic Preparation and Educational Partnerships \(SAPEP\) Annual Outcomes Report, January 2023](#)

Appendix A

Student Academic Preparation and Educational Partnerships (SAPEP) Portfolio of 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.

ASSIST: ASSIST serves as the state’s official repository of course articulation and transfer information, both current and historical.

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.

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.

Regional Intersegmental Alliances P–20: 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.

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.

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.

Transfer Prep: UC’s Community College transfer preparation programs increase opportunities for community college students to transfer to baccalaureate degree-granting institutions by providing comprehensive academic guidance, academic programs, 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.

UC Scout: UC Scout develops and delivers online A–G and AP classes and curriculum to middle and high school students. UC Scout courses are approved by UC, the National Collegiate Athletic Association (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.

UC Links: UC Links brings UC faculty and students together with local school and community partners in a statewide network of afterschool 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.

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

APPENDIX B

List of Targeted California Community Colleges

University of California campuses are expanding partnerships and transfer preparation services at 69 community colleges that currently send fewer students to UC than their counterparts. These community colleges are primarily located in high-need regions across the state, including colleges near the border of Mexico, in the Central Valley and Inland Empire, in the far northern part of the state, and on the northern coast.

1. ALLAN HANCOCK COLLEGE
2. AMERICAN RIVER COLLEGE
3. ANTELOPE VALLEY COLLEGE
4. BAKERSFIELD COLLEGE
5. BARSTOW COMMUNITY COLLEGE
6. BERKELEY CITY COLLEGE
7. BUTTE COLLEGE
8. CERRITOS COLLEGE
9. CERRO COSO COMMUNITY COLLEGE
10. CHAFFEY COLLEGE
11. CITY COLLEGE OF SAN FRANCISCO
12. CLOVIS COMMUNITY COLLEGE
13. COASTLINE COMMUNITY COLLEGE
14. COLLEGE OF ALAMEDA
15. COLLEGE OF THE DESERT
16. COLLEGE OF THE REDWOODS
17. COLLEGE OF THE SEQUOIAS
18. COLLEGE OF THE SISKIYOU
19. COLUMBIA COLLEGE
20. COMPTON COLLEGE
21. CONTRA COSTA COLLEGE
22. COPPER MOUNTAIN COLLEGE
23. COSUMNES RIVER COLLEGE
24. CRAFTON HILLS COLLEGE
25. CYPRESS COLLEGE
26. EAST LOS ANGELES COLLEGE
27. FEATHER RIVER COLLEGE
28. FOLSOM LAKE COLLEGE
29. FRESNO CITY COLLEGE
30. GROSSMONT COLLEGE
31. HARTNELL COLLEGE
32. IMPERIAL VALLEY COLLEGE
33. LANEY COLLEGE
34. LAS POSITAS COLLEGE
35. LASSEN COLLEGE
36. LONG BEACH CITY COLLEGE
37. LOS ANGELES SOUTHWEST COLLEGE
38. LOS ANGELES TRADE-TECH COLLEGE
39. LOS MEDANOS COLLEGE
40. MENDOCINO COLLEGE
41. MERCED COLLEGE
42. MERRITT COLLEGE
43. MODESTO JUNIOR COLLEGE
44. MOORPARK COLLEGE
45. MORENO VALLEY COLLEGE
46. MOUNT SAN JACINTO COLLEGE
47. NORCO COLLEGE
48. OXNARD COLLEGE
49. PALO VERDE COLLEGE
50. PORTERVILLE COLLEGE
51. REEDLEY COLLEGE
52. RIO HONDO COLLEGE
53. RIVERSIDE CITY COLLEGE
54. SACRAMENTO CITY COLLEGE
55. SAN BERNARDINO VALLEY COLLEGE
56. SAN DIEGO CITY COLLEGE
57. SAN JOAQUIN DELTA COLLEGE
58. SANTA ANA COLLEGE
59. SHASTA COLLEGE
60. SIERRA COLLEGE
61. SOLANO COMMUNITY COLLEGE
62. SOUTHWESTERN COLLEGE
63. TAFT COLLEGE
64. VENTURA COLLEGE
65. VICTOR VALLEY COLLEGE
66. WEST HILLS COLLEGE COALINGA
67. WEST HILLS COLLEGE LEMOORE
68. WEST LOS ANGELES COLLEGE
69. YUBA COLLEGE