

**Office of the President**

**TO MEMBERS OF THE ACADEMIC AND STUDENT AFFAIRS COMMITTEE:**

**DISCUSSION ITEM**

*For Meeting of March 15, 2023*

**STUDENT ACADEMIC PREPARATION AND EDUCATIONAL PARTNERSHIPS  
(SAPEP) FUNDING UPDATE**

**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). 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

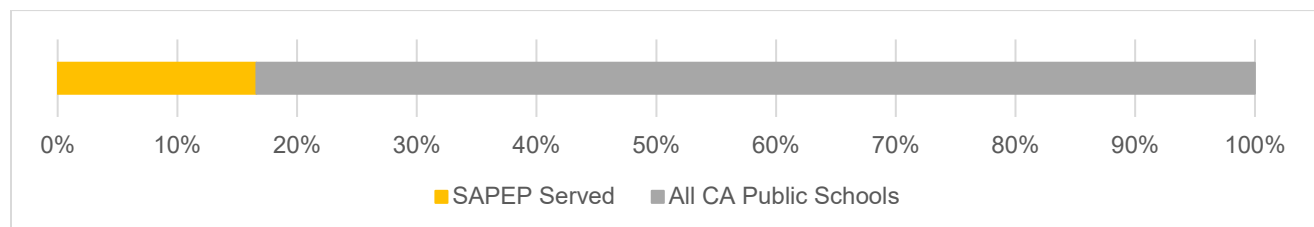
### UC's Role in Preparing Students for Higher Education

For more than fifty years, the University of California has been committed to supporting the highest academic achievement of students from underrepresented groups (URGs)<sup>1</sup> 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, preparing California students for postsecondary education, graduate and professional school opportunities, and success in the workplace. A description of the thirteen programs in the SAPEP portfolio is provided in Appendix A.

In 2020–21, SAPEP programs served over 162,000 students at more than 1,700 K–12 public schools and at all 116 California community colleges, raising college eligibility rates, increasing transfer from community college to four-year institutions, and preparing undergraduates for graduate or professional education. 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 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

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

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.

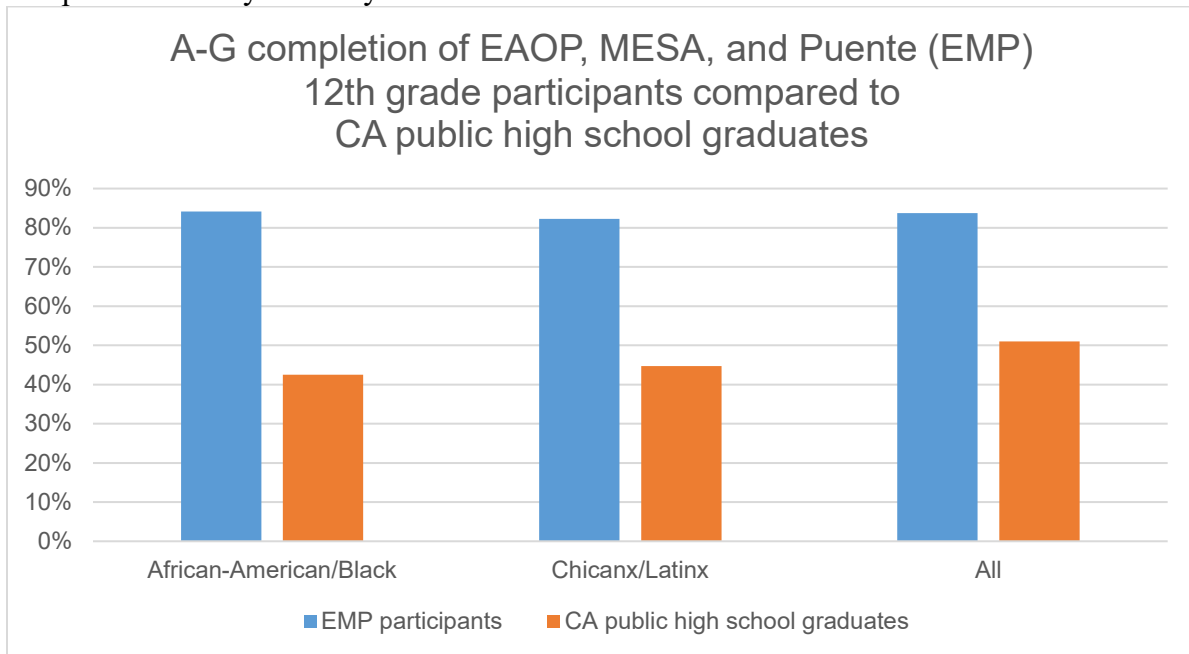
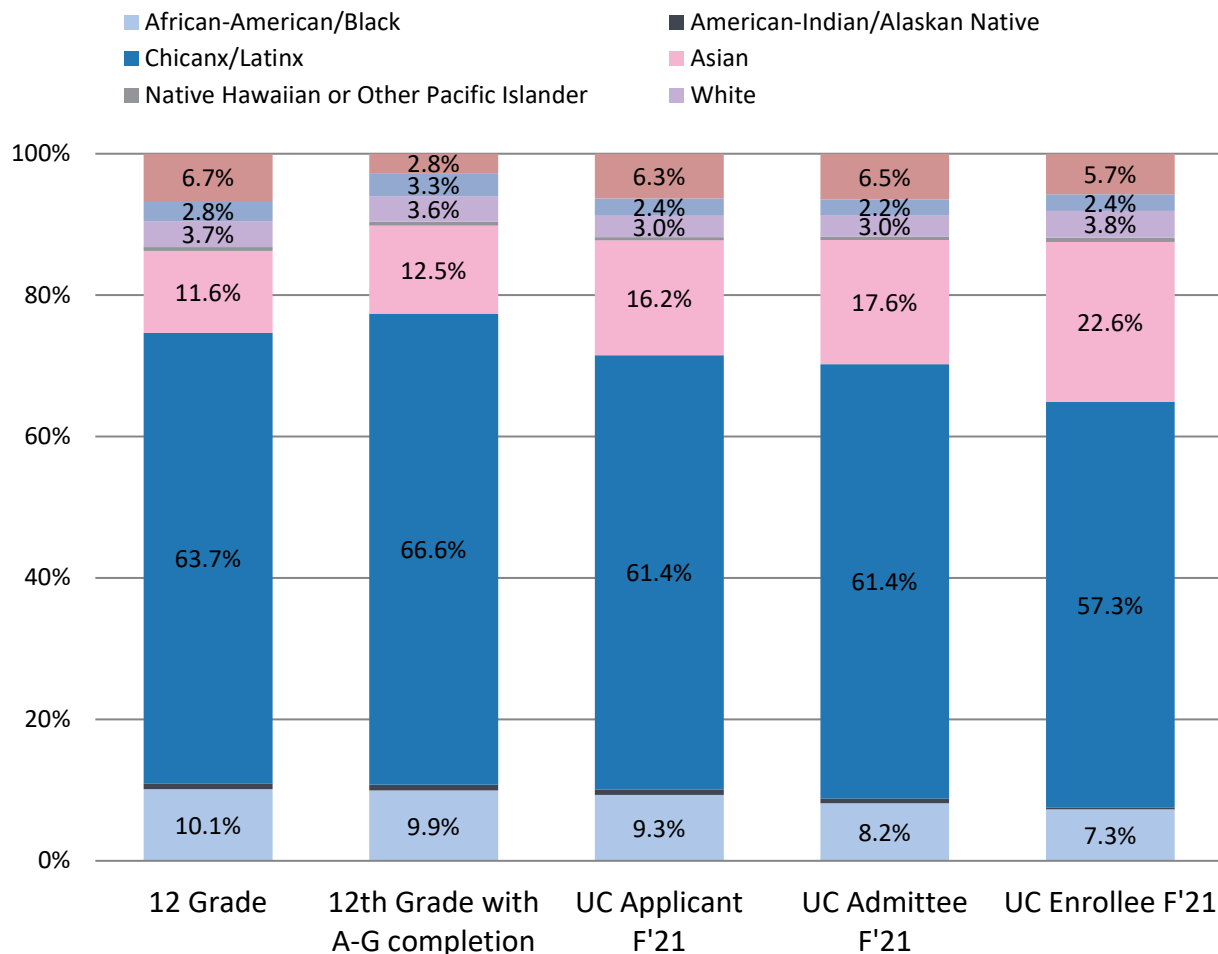


Figure 3: Early Academic Outreach Program (EAOP), MESA and PUENTE Pipeline by Ethnicity



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. (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 LCFF+ 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.

### **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 Local Control Funding Formula Plus (LCFF+)<sup>2</sup> 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 Prep at UC San Francisco, as well as specialized professional school and P–20 programming.

### **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.
- 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.

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<sup>2</sup> LCFF+ definition means 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.

- 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 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**

DCAC	Destination College Advising Corps
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).
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 prep 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.