

**Office of the President**

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

**DISCUSSION ITEM**

*For Meeting of September 16, 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. These efforts contribute to key University priorities, including closing opportunity gaps, improving access to baccalaureate degrees, and supporting greater campus diversity.

The first part of this item provides background on educational opportunity and access trends for low-income, first-generation and historically underrepresented groups (URGs).<sup>1</sup> This is followed by an overview of the University’s portfolio of programs and services collectively called Student Academic Preparation and Educational Partnerships (SAPEP). Discussion will focus on the approach and impact that campus regional education partnerships have on bolstering student academic preparation for college.

Through its programs for pre-baccalaureate students and K–12 educators, the University is also committed to mitigating the unprecedented effects of school closures brought on by the COVID-19 pandemic and to ensuring equity and opportunity for students during this time. Deploying these resources to support the pandemic crisis raises a number of considerations for broadening ongoing outreach efforts and furthering UC’s access and equity goals.

**BACKGROUND**

**UC’s Role in Preparing Students for Higher Education**

Since its founding in 1868 as a land grant institution, the University of California has remained committed to ensuring that aspiring students within the state and of all backgrounds can find a place at UC.

In 1996, California voters passed Proposition 209, a constitutional measure prohibiting the

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<sup>1</sup> Includes African American, American Indian, and Chicano/Latino.

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 the University had previously employed to achieve diversity in its student body.

In response, the Regents established the Outreach Task Force (OTF) in 1997 to determine how to achieve diversity within the parameters of the law. Following the recommendations of the OTF, the University focused its K–12 academic preparation efforts around 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. The Strategic Review Panel commended the University for the success of its outreach programs and recommended existing programs be continued for both K–12 and undergraduate students.<sup>2</sup> However, given the size of the opportunity gap in the state, the Panel recommended a broader focus and greater emphasis on strategic alliances. This resulted in educational partnerships collectively known as P–20 Regional Intersegmental Alliances, which now operate out of each UC campus.

In conjunction with the 2005 adoption of the recommendations from the Strategic Review Panel, the Regents reaffirmed a fundamental part of the University’s mission is to “engage in efforts to promote the academic achievement and success of all students.”<sup>3</sup> A 2007’ Study Group commissioned by the Regents on Undergraduate Diversity further endorsed the Strategic Review Panel recommendations.

### **K–16 Opportunity Context**

UC programs operate within a larger context of K–16 opportunities in California, which affects students from low-income, first-generation, and underrepresented backgrounds seeking freshman and transfer access to UC (and to baccalaureate degree-granting institutions in general).

The analysis of opportunity trends below demonstrates increasing access to college-preparatory coursework for high students in California, including A–G, Advanced Placement, and UC-approved honors courses. However, despite these improvements, significant opportunity gaps remain, and UC efforts alone cannot completely eliminate the underlying educational or socioeconomic inequities reflected in the overall freshman and transfer pipelines to UC.

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<sup>2</sup> The Strategic Review Panel reviewed Early Academic Outreach Program (EAOP); Mathematics, Engineering, Science Achievement (MESA); and the Puente Project for their report.

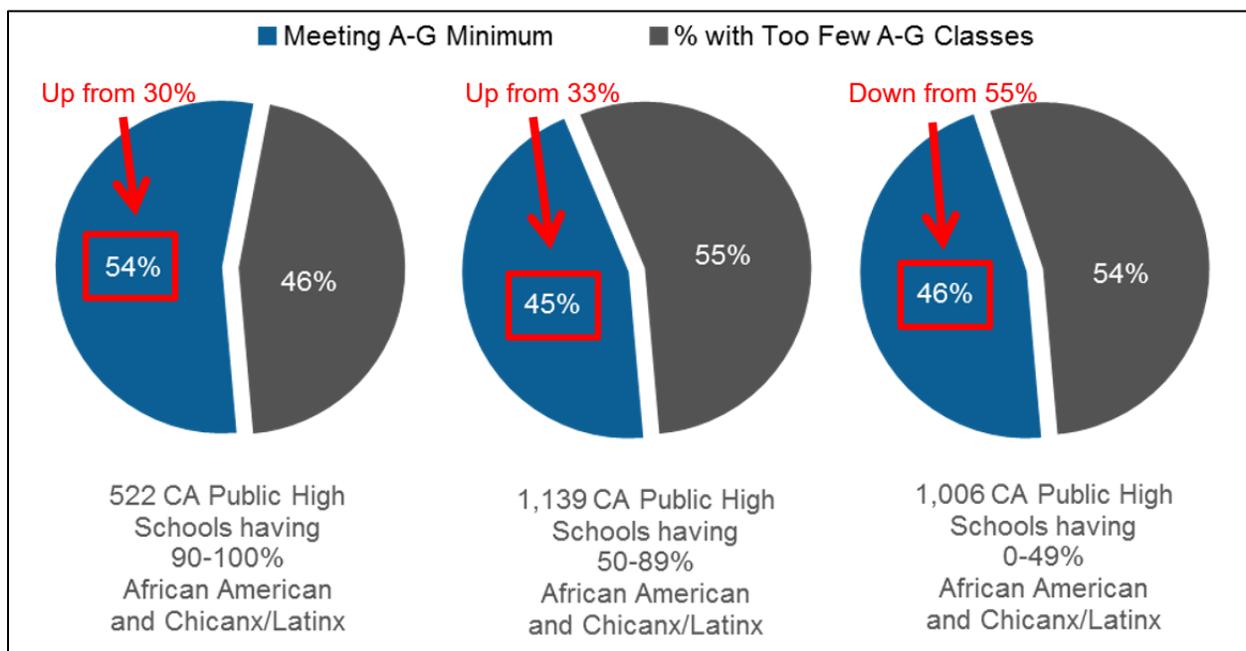
<sup>3</sup> *Regents’ Policy Affirming Engagement in the Preschool Through Postsecondary Education System, as Fundamental to the University of California Mission as a Land Grant Institution*, Committee on Educational Policy, approved January 21, 2005.

A–G course access and completion rates

California students who take a pattern of courses in high school that are not aligned with UC and California State University (CSU) college entrance requirements (known as “A–G” courses) have a lower likelihood of enrolling in college.<sup>4 5</sup> The opportunity gap doesn’t merely reflect students taking and completing classes; it represents much larger structural issues surrounding the availability of courses. Schools with larger percentages of students from URGs have fewer A–G classes available when compared to schools with lower percentages of students from these groups.

There has been some improvement over time: In 2004, only 30 percent of schools with high enrollment of students from URGs offered enough courses to meet the A–G minimum requirements, increasing to 54 percent in 2017 (see Figure 1 below). Yet there is still room for improvement, as only about half of all high schools in California currently provide sufficient A–G classes.

**Figure 1. A–G Coursework Access at CA Public High Schools by URG Enrollment Rate, 2004-05 (values in red) compared to 2017-18**



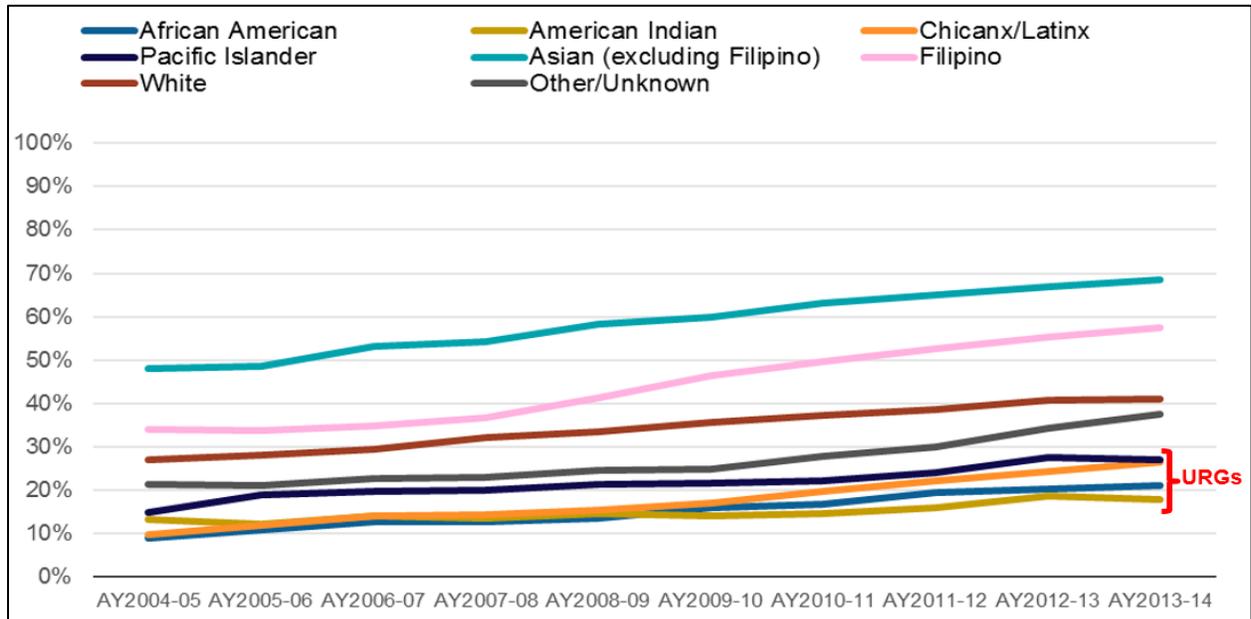
Source: CDE Enrollment and Graduation Data

<sup>4</sup> The A-G coursework sequence comprises 15 high school classes that students must take in order to be eligible for freshman admission to both the UC and CSU systems.

<sup>5</sup> Kilchan Choi & Edward Shin, “What are the Chances of Getting into a UC School? A Look at the Course-Taking Patterns of High School Students for UC Admissions Eligibility” Center for the Study of Evaluation (UCLA), CSE Report 623 (2004), available at [http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content\\_storage\\_01/0000019b/80/1b/9d/ec.pdf](http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/1b/9d/ec.pdf).

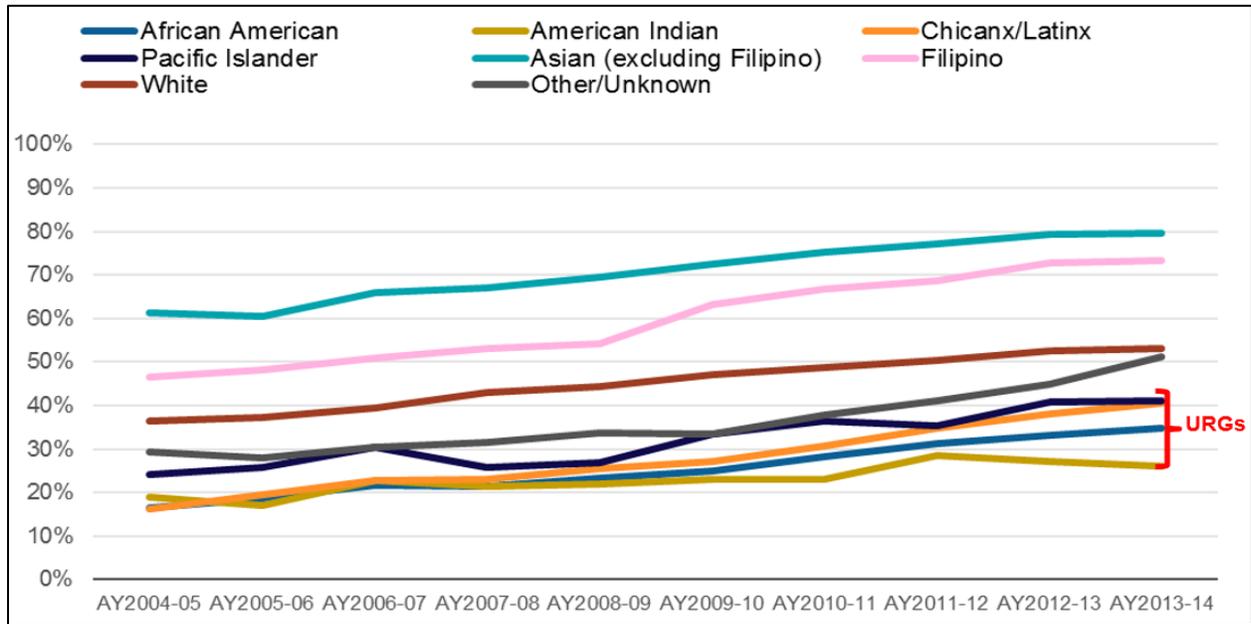
Student completion of A–G coursework has also increased over time across all racial/ethnic groups, as well as for both males and females (see Figures 2 and 3 below). However, the gap between completion rates for students from URGs compared to White and Asian students has remained around 20 percent over the past decade.

**Figure 2. A–G Completion Rates of CA Public High School Ninth Graders for Males by Ethnicity, 2004–05 to 2013–14**



Source: CDE Enrollment and Graduation Data

**Figure 3. A–G Completion Rates of CA Public High School 9<sup>th</sup> Graders for Females by Ethnicity, 2004–05 to 2013–14**



Source: CDE Enrollment and Graduation Data

Advanced Placement and UC-approved honors course access

In addition to A–G courses, students have unequal access to other types of rigorous coursework, including Advanced Placement (AP) and UC-approved honors courses.

Across California, the average number of AP courses offered by public high schools has slightly increased over the last decade. However, opportunity gaps remain: High schools with higher proportions of students eligible for free/reduced price lunch tend to have fewer AP courses available (see Figure 4 below).

There are also similar regional discrepancies in access to UC-approved honors courses (see Figure 5 below), with students at rural and urban high schools tending to have fewer courses available than students at suburban schools.

**Figure 4. Average Number of AP Courses at CA Public High Schools by Free/Reduced-Price Meal (FRPM) Eligibility Rate Range, 2017–18, with all values having slowly risen over the last decade**

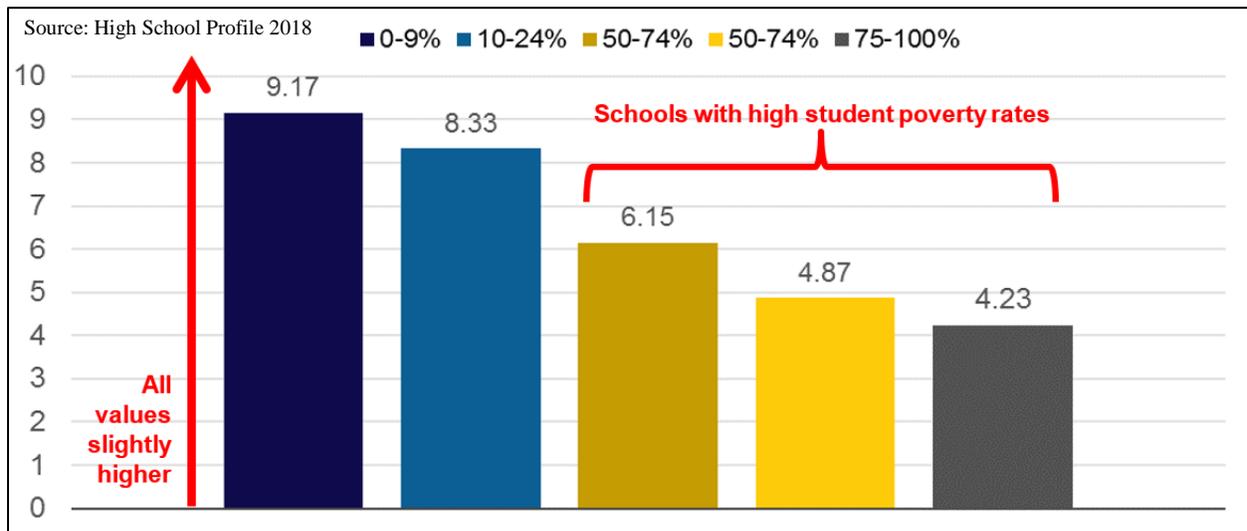
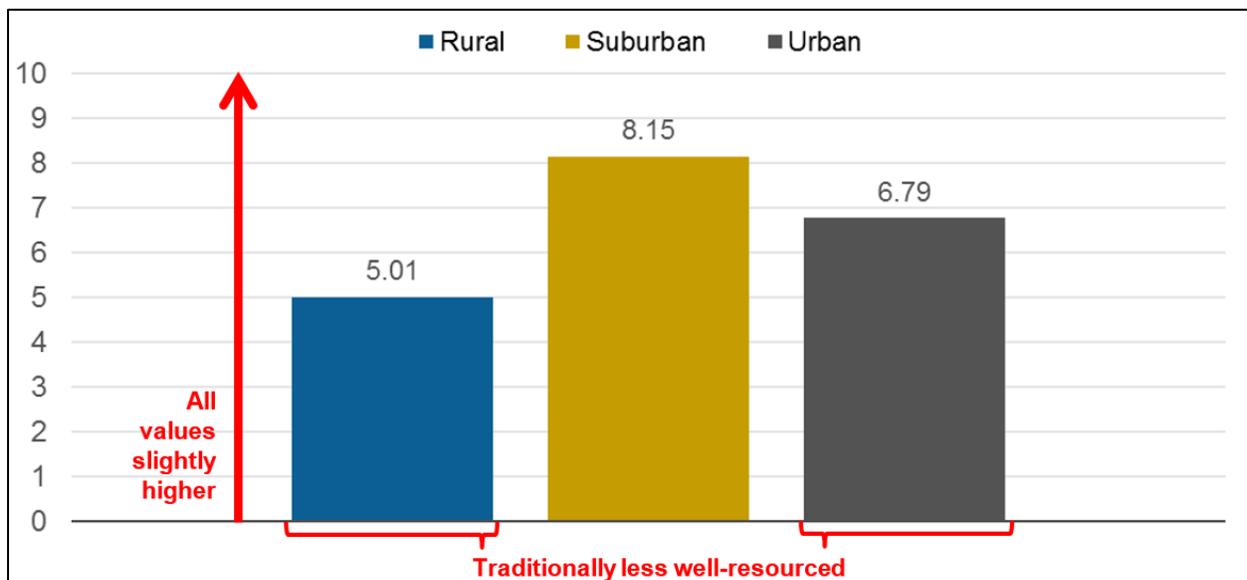


Figure 5. Average Number of UC-Approved Honors Courses at CA Public High Schools by School Area Type, 2017–18, with all values having slowly risen over the last decade



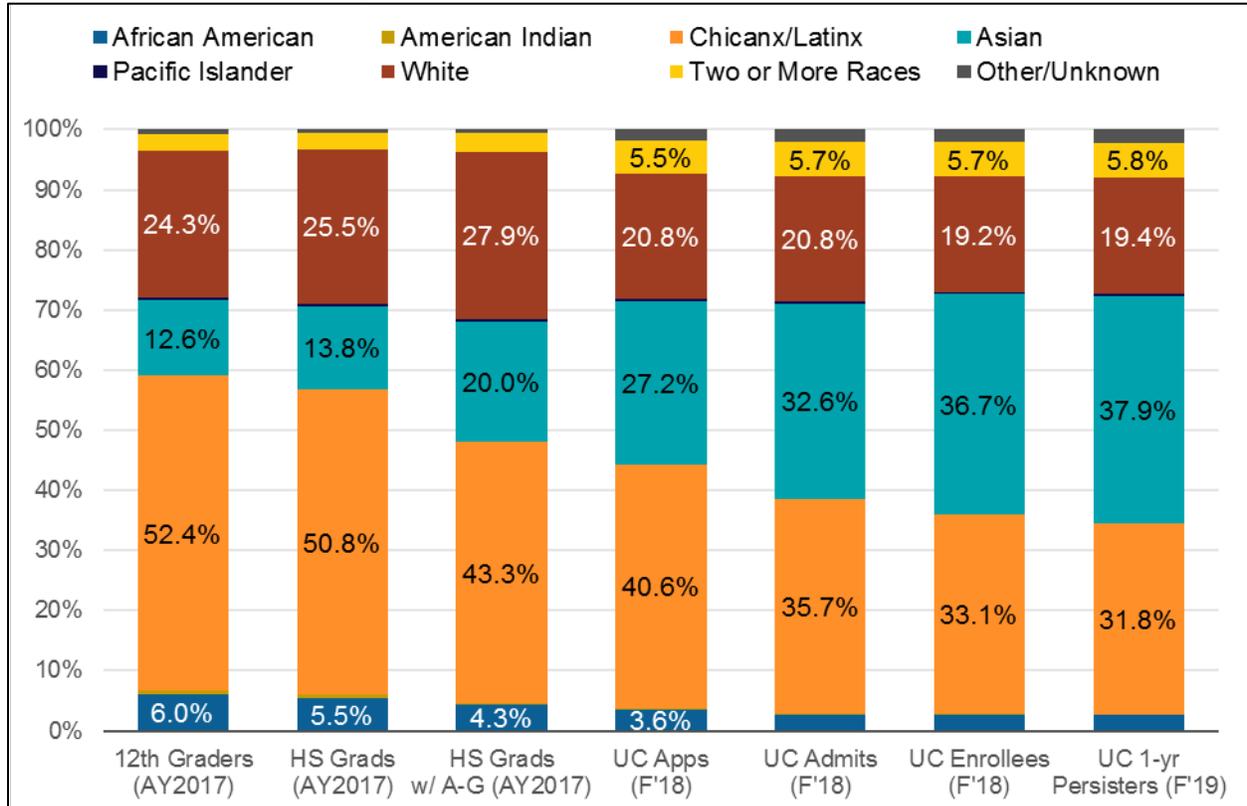
Source: High School Profile 2018

Pipeline from CA public high schools to UC freshman enrollment/persistence

At almost every point in the UC eligibility and enrollment/persistence pipeline, the representation of students from URGs drops. In 2017–18, about six in ten California public high school 12th-graders were from URGs. However, less than four in ten of these 12th-graders who enrolled in UC and persisted past their first year were from URGs (see Figure 6 below).

**Figure 6. Race/Ethnic Distribution of UC Undergraduate Pipeline, University-wide, Fall 2018 Cohort**

Source: UC's K-12 Outreach Programs, UC Infocenter. Most recent data available.

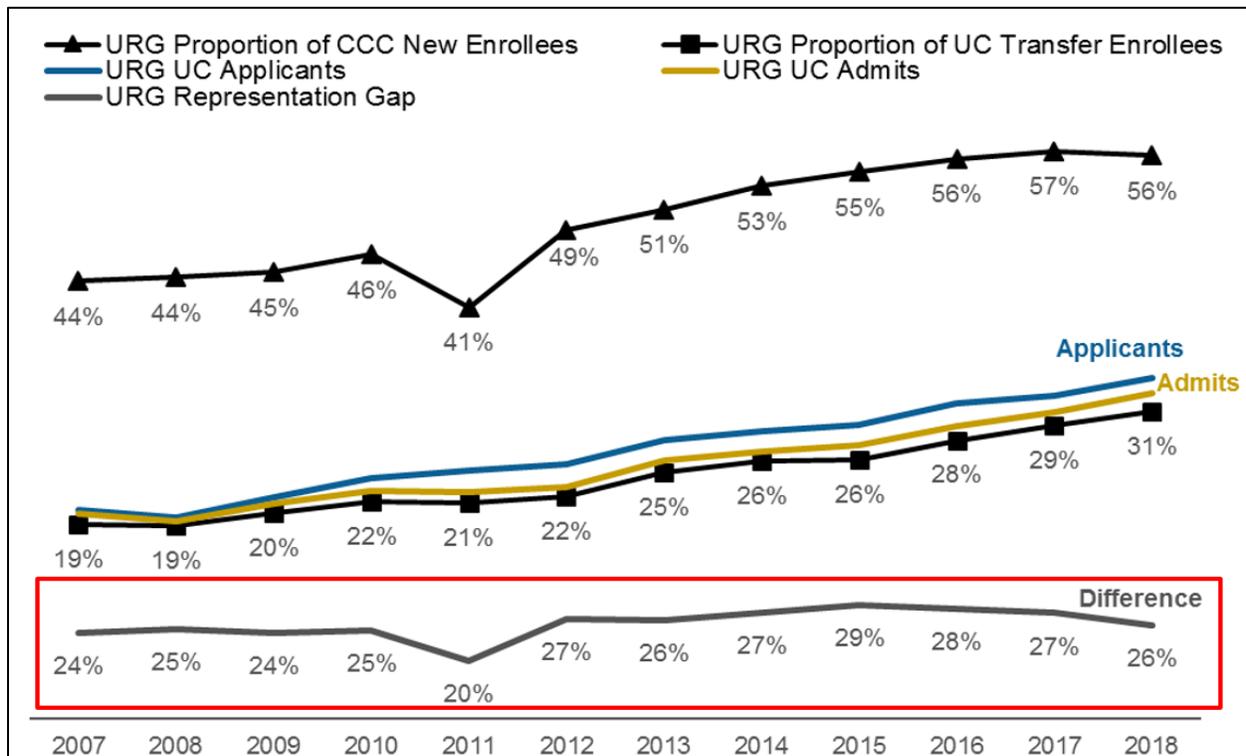


Source: UC's K-12 Outreach Programs, UC Infocenter. Most recent data available.

Pipeline from CA Community Colleges to UC transfer enrollment

Transfer enrollment has also not kept pace with increased diversity at California's community colleges (see Figure 7 below). In fall 2016, less than one of three transfer students were from URGs, compared to more than half of students at California Community Colleges (CCCs) being from URGs.

**Figure 7. URGs as Percentage of New UC Transfers from CCCs and as Percentage of New CCC Freshmen Two Years Earlier, Fall 2007 to Fall 2018**



Source: For 2007 to 2010, we used UC ethnicity since the CCC data for 2005 to 2008 did not have a multi-racial category. For 2011 to 2018, we used IPEDS ethnicity, to be consistent with CCC data.

### UC EFFORTS TO BETTER PREPARE CALIFORNIA STUDENTS FOR HIGHER EDUCATION

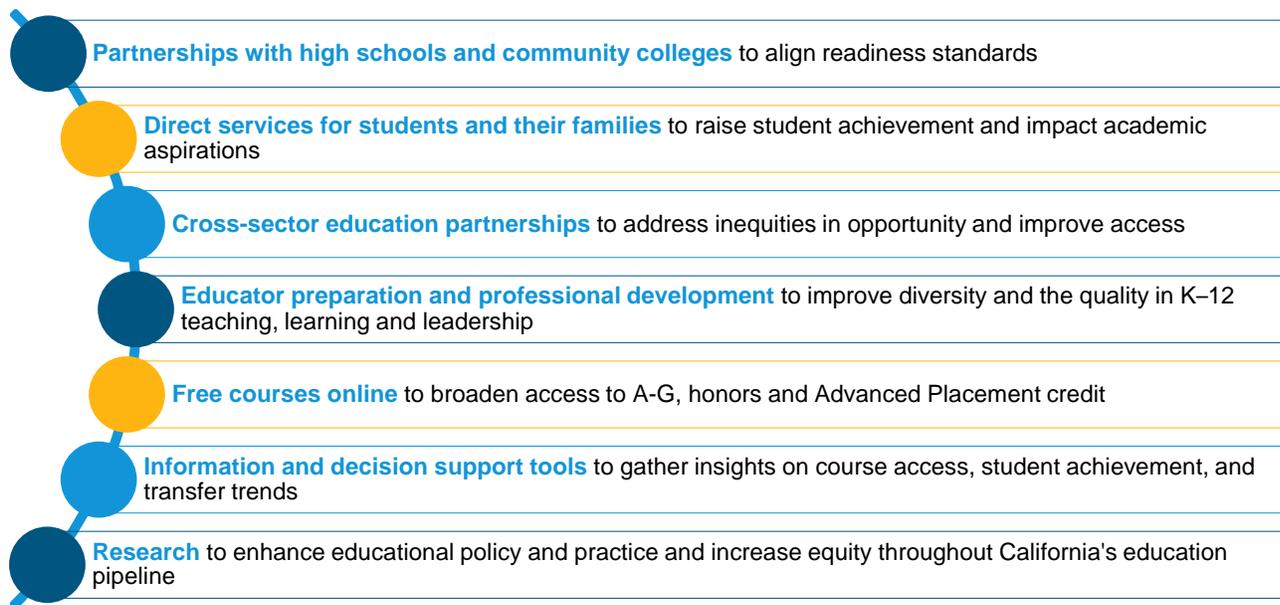
For over half a century, the University has offered programs and strategies ensuring UC college-readiness standards are within reach of students at high-needs schools. This collective effort aims to achieve a vital public good: Providing opportunity and support to disadvantaged students so that they may become productive, college-educated citizens. The remainder of this item focuses on UC’s portfolio of programs and services collectively called Student Academic Preparation and Educational Partnerships (SAPEP), with brief descriptions of each provided in Appendix I.<sup>6</sup>

To address educational disparities and foster greater K–16 opportunities, SAPEP programs and services are guided by seven overarching strategies:

<sup>6</sup> In addition to SAPEP programs, individual campuses provide pre-college and other services in their respective regions, including advancing K–12 teacher quality and rigor. UCOP also administers the California State GEAR UP program for middle schools on behalf of the State.

- (1) 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)
- (2) 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 (URGs), who are low-income and/or first-generation
- (3) 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
- (4) Provides high-quality educator preparation and professional development that contributes to diversity and quality in K–12 teaching, learning, and leadership
- (5) Provides online courses for A–G, honors, and Advanced Placement (AP) credit that are UC-approved and available for free to any California public school student
- (6) 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/California State University (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.
- (7) Conducts research that enhances educational policy and practice across California and is directly relevant to increasing equity along its education pipeline

Figure 8. UC's efforts to better prepare California students for higher education



In AY2018–19, UC programs reached 32,000 prospective and current educators, more than 211,000 K–12 students and families from URGs, 1,410 public K–12 schools, and nearly 28,000 prospective transfer students at 114 California Community Colleges. More than 2,000 UC undergraduates are preparing for future teaching careers in science, technology, engineering and mathematics. A catalogue of 65 online A–G and AP courses is available for schools and students through UC Scout.

The current reach of UC's direct service programs represents an estimated 11 percent of California teachers, 15 percent of the state's public K–12 schools, five percent of K–12 students from URGs, four percent of full-time California community college students, and nearly nine percent of undergraduate STEM majors.<sup>7</sup> Outside of school settings, UC services reach students and families served by numerous community-based organizations.

For AY2018–19, of the 338 high schools served by the three largest academic preparation outreach programs (Early Academic Outreach Program [EAOP], Mathematics, Engineering, Science Achievement [MESA], and Puente), 53 percent were categorized as Local Control Funding Formula plus (LCFF+), indicating that these programs are in schools with the largest need.<sup>8</sup>

<sup>7</sup> California Department of Education, CalEd Facts, 2018–19. For the purposes of this brief, K–12 public schools are defined as elementary, junior high, middle school, K–12, and comprehensive high schools.

<https://www.cde.ca.gov/ds/sd/cb/ceffingertipfacts.asp>. Full-time community college enrollment defined as 12 units or more: [https://datamart.cccco.edu/Students/Unit\\_Load\\_Status.aspx](https://datamart.cccco.edu/Students/Unit_Load_Status.aspx). UC STEM degree production: [https://www.ucop.edu/institutional-research-academic-planning/\\_files/stem\\_degree\\_brief.pdf](https://www.ucop.edu/institutional-research-academic-planning/_files/stem_degree_brief.pdf)

<sup>8</sup> 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.

Educational partnerships, online courses, decision support tools, and information systems extend UC's impact to additional students and schools. Data tools available through the Transcript Evaluation Service (TES) evaluate more than 400,000 high school transcripts to provide analysis of A–G progress and completion at 425 public high schools (40 percent of California comprehensive high schools). More than two million users access the Articulation System Stimulating Interinstitutional Student Transfer (ASSIST), the repository of community college transfer information. Students are able to complete a full sequence of A–G courses completely online through UC Scout.

### **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. These campus-level partnerships with community-based organizations, local schools, school districts, and business partners help 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 mathematics scores 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 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.

### **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, 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.

#### Constraints on impact

Although the impact of UC’s programs and services is significant, it is nevertheless insufficient to address the whole spectrum of need for schools and students; these funding constraints are magnified by COVID-19. As an example, 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 direct service programs has not grown as a result, and the University is challenged in serving additional students from URGs and the schools they attend.

#### **Program Accountability**

Programs administered by UC provide regular accountability reports to program funders, including the California Legislature, the federal Department of Education (DOE), and the California Department of Education (CDE). UC has evolved its portfolio of SAPEP programs and services over time, eliminating those that were less effective, developing decision support tools to advance A–G access and completion, and refining accountability standards.

For SAPEP programs, the University publishes an annual report of program outcomes and maintains program outcomes data.<sup>9</sup> This annual report provides descriptive information on the numbers of students served and program progress in meeting 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

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<sup>9</sup> The 2017-18 SAPEP Annual Report can be found here: [https://www.ucop.edu/outreach-educational-partnerships//\\_files/sapep-program-outcomes-report-ay2017-data.pdf](https://www.ucop.edu/outreach-educational-partnerships//_files/sapep-program-outcomes-report-ay2017-data.pdf)

- 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 results

The Office of the President maintains dashboards and websites with additional data and information on UC programs, students and outcomes.<sup>10</sup>

- Public high school pathway to freshman enrollment (<https://www.universityofcalifornia.edu/infocenter/uc-undergraduate-admissions-pipeline>)
- K–12 schools directory (<https://www.universityofcalifornia.edu/infocenter/k-12-directory>)
- UC programs directory (<https://k12programs.universityofcalifornia.edu/>)
- UC’s K–12 outreach programs dashboards (<https://www.universityofcalifornia.edu/infocenter/uc-k12-outreach>)

The first dashboard provides pipeline data by legislative district and associated high schools, including the number currently served by UC outreach programs. The second dashboard provides additional detail by high school, including demographic information on those completing A–G courses, along with UC application, admission and enrollment rates. A website of student and educator programs across all campuses serves as a directory of UC efforts and is inclusive of the systemwide programs referenced in this item.

The map below (Figure 9) is from the K–12 outreach programs dashboard. The map shows the locations of the schools served by EAOP, MESA and Puente. These three programs are focused in schools with higher percentages of URGs and high levels of poverty as measured by the percentage of students eligible for free and reduced price meals. *Regents’ Policy for Outreach* (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), approved in 2005, affirms that a fundamental part of the University’s mission is to “engage in efforts to promote the academic achievement and success of all students.”<sup>11</sup> As the map shows, programs serve schools across the state, yet there are many regions where there are gaps in programming as well.

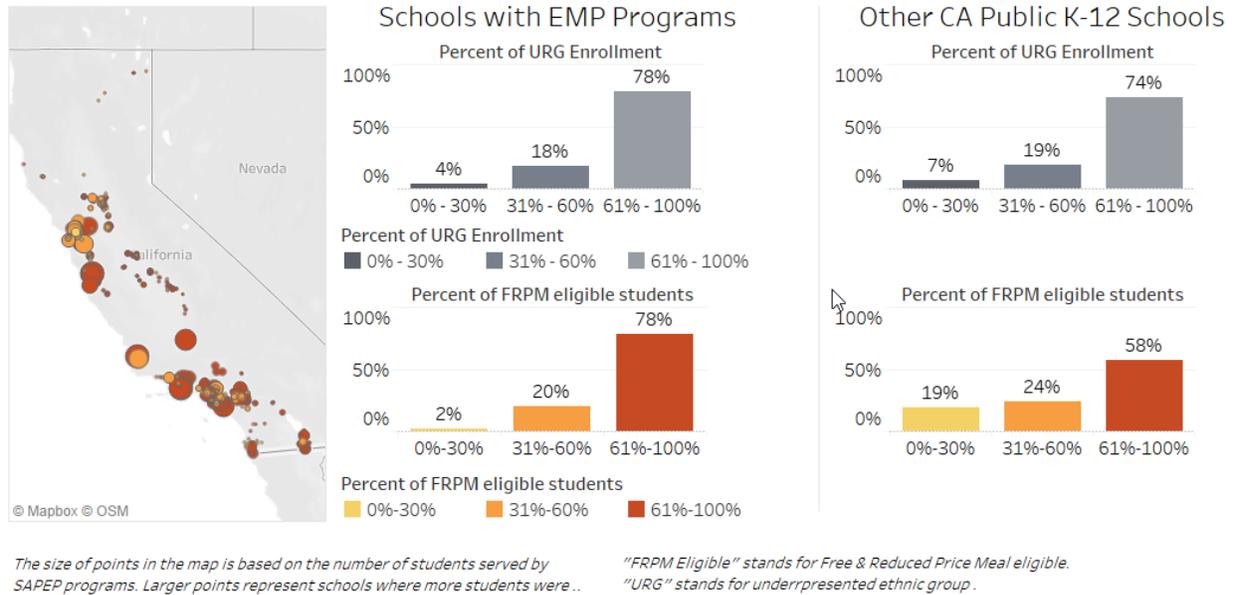
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<sup>10</sup> The academic pipeline leading to UC was presented to the Academic and Student Affairs Committee at the January 2020 Regents meeting, item A1: <https://regents.universityofcalifornia.edu/regmeet/jan20/a1.pdf>.

<sup>11</sup> *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 20, 2005.

Figure 9. Schools Served by EAOP, MESA and Puente in AY2018–19

Schools served by EAOP, MESA and Puente in AY2018-19



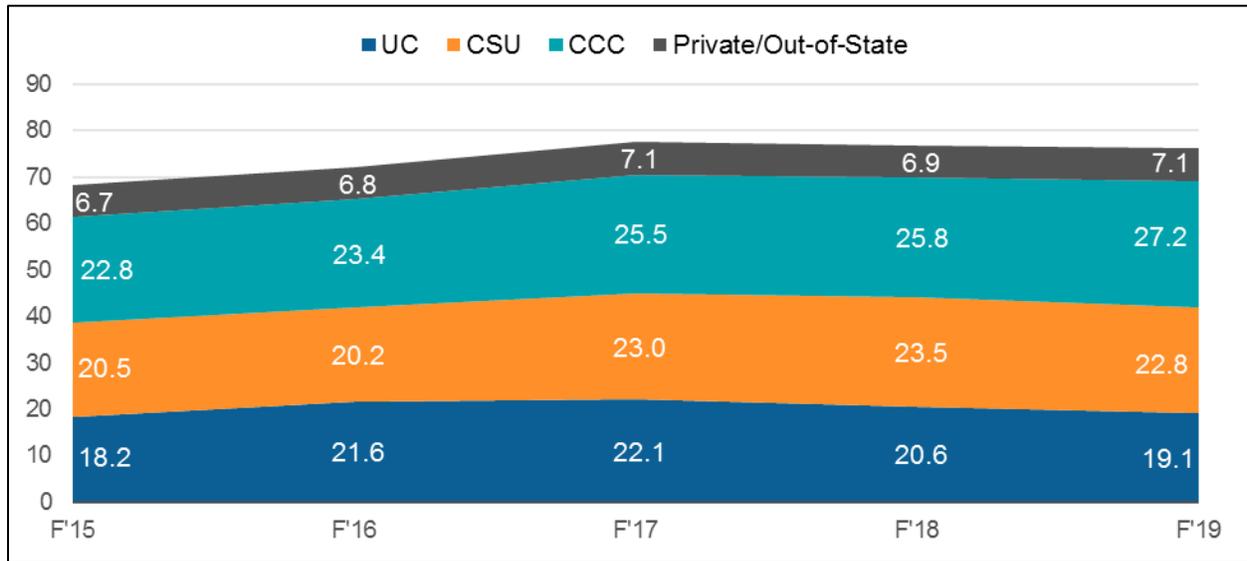
Although the schools served by the three largest programs are among the most under-resourced in the state, program participants achieve strong academic outcomes. Each year, participants are more likely than their peers to complete key college-going milestones, including completing A–G coursework and taking the SAT or ACT, and they are more likely to immediately enroll in college.<sup>12</sup>

As shown in Figure 10 below, enrollment rates of EAOP participants to the UC system have remained relatively stable over the last five years. Enrollment at the California Community College (CCC) system has increased the most, followed by CSU and other/out-of-state enrollment.

<sup>12</sup> See Section 1 of the SAPEP AY2017-18 Program Outcomes report available at <https://ucop.edu/diversity-engagement/resources-publications/sapep.html>.

**Figure 10. Immediate Postsecondary Enrollment Rates by Segment for EAOP 12th-grade Participants, Fall 2015 to Fall 2019**

Source: UC’s K–12 Outreach Programs, UC Information Center

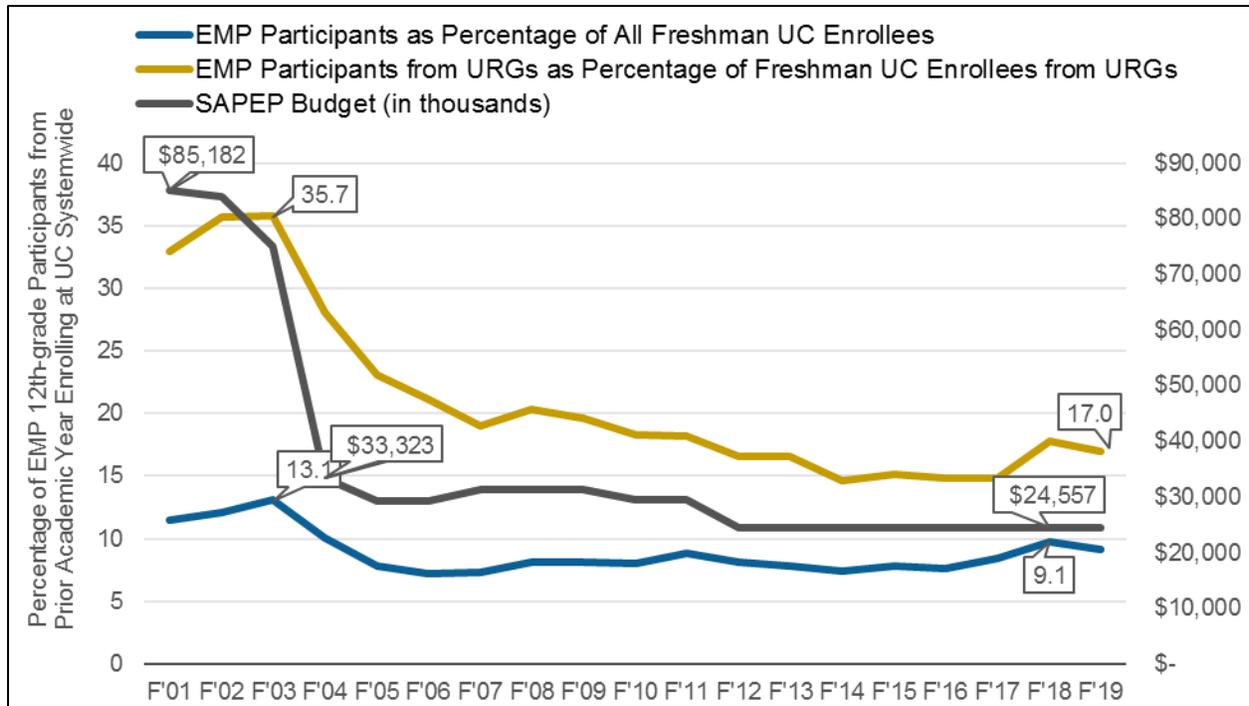


Source: UC’s K–12 Outreach Programs, UC Infocenter

EAOP, MESA, and Puente program participants enroll in college immediately after graduating from high school at higher rates than their peers. Among all 12,374 freshman UC enrollees from URGs from California public high schools in fall 2019, 2,100 (17 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 UC enrollees from URGs were program participants in the previous academic year, as shown in Figure 11 below.

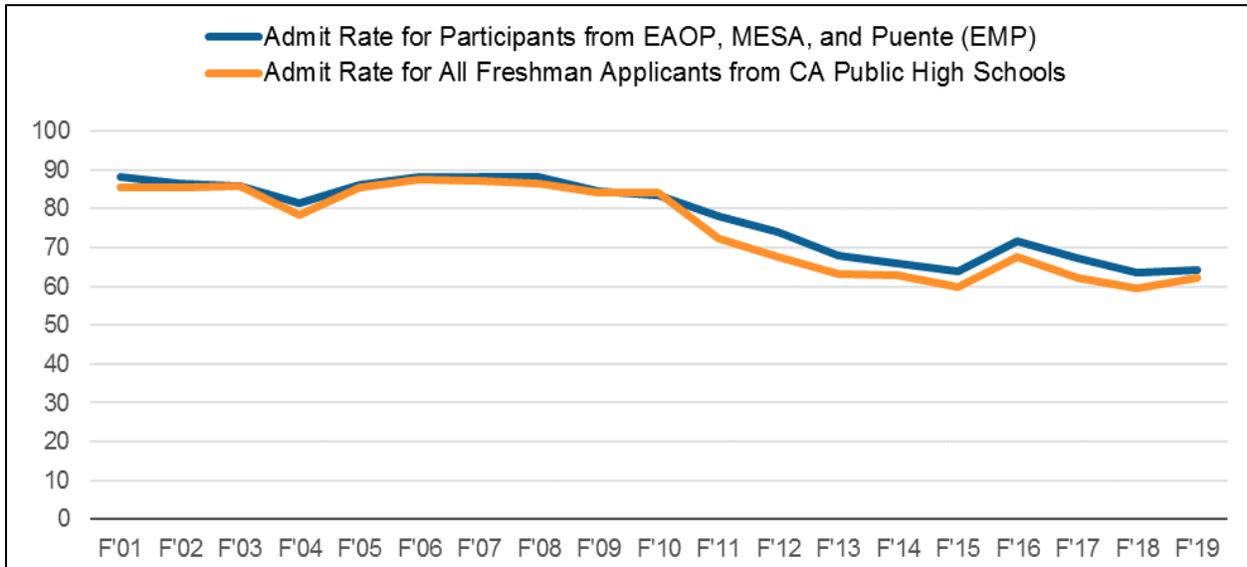
As program budgets declined, the overall number of participants applying to, being admitted to, and enrolled at UC declined. At the same time, UC enrollees generally became more diverse, with more students and higher percentages of students from URGs enrolling. Specifically, as program participants have gone from being roughly 50 percent to about 70 percent from URGs during this time, and the share of students from URGs among all UC enrollees has increased from roughly 20 percent to about 40 percent.

**Figure 11. Percentage of EAOP, MESA and Puente (EMP) Participants among UC Freshman Enrollees from California Public High Schools and SAPEP Budget, Fall 2001 to Fall 2018**

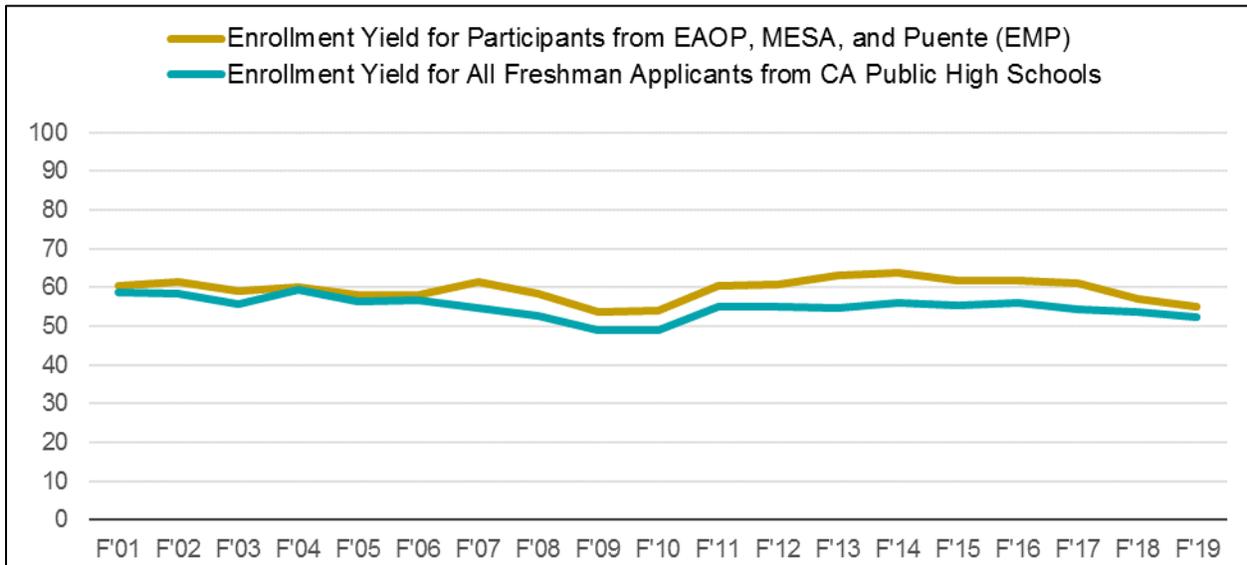


Despite the decrease in the share of program participants enrolling at UC from fall 2003, participants consistently remained as or more likely to be admitted to UC than their peers at California public high schools, as shown in Figure 12 below. In addition, participants have consistently remained more likely to enroll than their peers, as shown in Figure 13 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 12. Admit Rates for UC Freshman Applicants from California Public High Schools, Fall 2001 to Fall 2019**



**Figure 13. Enrollment Yield for UC Freshman Applicants from California Public High Schools, Fall 2001 to Fall 2019<sup>13</sup>**



<sup>13</sup> Enrollment yield is defined as the percentage of admitted students who enroll.

## 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.<sup>14</sup> Similarly, UC faculty research on indicators of success in secondary school and community colleges informs program goals and the program impact framework for SAPEP.<sup>15</sup> 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 pre-baccalaureate academic preparation programs have a strong impact on undergraduate diversity at UC. These programs, part of a comprehensive strategy to contribute to college readiness in California, support the University's land grant mission and uphold the Regents' policies for outreach.

### Responding to COVID-19

In light of COVID-19, UC is helping to ensure that California students who are low-income, first-generation and/or from underrepresented groups (URGs) continue to advance academically and prepare for higher education, and that California teachers can provide high-quality instruction remotely. Using its existing resources, UC has been able to support students, teachers, families, and schools during this time by transitioning in-person services to remote format.

To support schools during the pandemic, UC is providing them with free access to premium online classroom tools, A–G curricula, and Advanced Placement (AP) courses through UC Scout. For students who are limited in their opportunities to enroll and succeed in classroom-based courses, online A–G, honors, and AP courses broaden access to rigorous college-

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<sup>14</sup> 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.

<sup>15</sup> 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*.

preparatory classes for all students. UC Scout provides an opportunity for students to take courses that have been approved as meeting A–G standards.

Use of these online resources has been substantial, although somewhat limited relative to the size of the K–12 student population in California and constrained by University resources. Nevertheless, UC Scout experienced a 241 percent growth in online course enrollment between March and July 2020, compared to the same timeframe a year before. In 2019, between March and July, over 3,200 students enrolled in UC-facilitated online courses; yet during the same period in 2020, and in response to the COVID 19 pandemic, that number increased to nearly 11,000 students. Additionally, there has been significant remote participation in informational webinars, individual A–G academic advising, freshman, and transfer recruitment/yield activities, online instruction for prospective teachers, and online professional development for current educators. Online content, including lesson plans and college planning activities, has been downloaded hundreds of thousands of times since March 2020.

UC is also adjusting its high school transcript evaluation systems to accommodate the temporary changes to UC and California State University admissions policies (e.g., accepting a “pass” grade to fulfill A–G subject area requirements).

As we undertake COVID-19–related activity and planning, and consider the long-term and likely inequitable impacts of the pandemic on the populations served through UC’s programs, additional scaling of UC efforts is further affected by:

- Technology-related equity and access issues for K–12 students and educators, including access to laptops equipped with the appropriate software and tools such as webcams built into the hardware
- Policies related to minors that protect privacy, including data privacy and certification/credentialing requirements when advising students virtually
- Training to equip school leaders and students with the skills and knowledge to use technology-based approaches successfully

Strong partnerships with other educational sectors, business and industry, and community organizations are key to an impactful COVID-19 response and for accomplishing UC’s overarching goals.

**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
EAOP	Early Academic Outreach Program
GEAR UP	Gaining Early Awareness and Readiness for Undergraduate 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
SAPEP	Student Academic Preparation and Educational Partnerships
TES	Transcript Evaluation Service
URG	Underrepresented group (includes African American, American Indian, and Chicano/Latino)

## Appendix I: Academic Preparation 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 (Articulation System Stimulating Interinstitutional Student Transfer) 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. UC Office of the President administers CSMP, which has nearly 90 regional sites located across UC, California State University, 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 benefits 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 Advanced Placement (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, 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.

**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 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 Doctoral Diversity 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 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.

**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.