

UNIVERSITY
OF
CALIFORNIA

Diversity and
Engagement

Student Academic Preparation and Educational Partnerships (SAPEP)

2016–17 Program Outcomes

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SECTION 1. EXECUTIVE SUMMARY

The Student Academic Preparation and Educational Partnerships (SAPEP) portfolio administered by the University of California (UC) system comprises a number of educational programs and services. Their purpose is to raise overall student achievement levels and to close achievement gaps among targeted groups of students across California's public education continuum, from Pre-K to post-graduate study.

This report provides an assessment of SAPEP program outcomes for the 2016–17 academic year using data made available to the UC Office of the President (UCOP) during the 2017–18 academic year. The report includes highlighted program outcomes, an assessment of progress toward the goals established for each program in 2005, and a status report on funding from the state of California and UC.

Most programs are meeting — or making steady progress toward — their goals for student achievement as defined in the SAPEP Accountability Framework (see pages 15–18).

The overriding goal for students who participate in SAPEP programs is to complete all required college-preparatory requirements (including "a-g" courses) and to either

- **be prepared to transfer from a community college to any four-year postsecondary institution or**
- **graduate from high school fully prepared to directly enroll in any four-year postsecondary institution.**

Report: Legislative Background

Although the governor of California vetoed language in the 2008–09 Budget Act requiring UC to provide a comprehensive report on SAPEP programs, they gave the university discretion to submit a report if resources are available. The vetoed language is as follows:

It is the intent of the Legislature that the university report on the use of state and university funds provided for these programs, including detailed information on the outcomes and effectiveness of academic preparation programs consistent with the accountability framework developed by the university in April 2005. The report shall be submitted to the fiscal committees of each house of the Legislature no later than April 1, 2009.

Given the value of SAPEP programs to the state's efforts to raise achievement, UCOP is reporting these findings.

SAPEP Program 2016–17 Highlights

A Note on Data Limitations

The SAPEP goals and objectives included in this report were established more than 10 years ago. Since then, programs have modified their goals and services, and funding has been reduced. These changes make it difficult to compare findings over time and across programs. A more detailed explanation of data limitations can be found in Appendix A.

HIGHLIGHT: SAPEP programs reach the schools and community colleges they are intended to serve. Collectively, SAPEP programs reached students in nearly 1,500 K–12 public schools and all 114 California community colleges in 2016–17, as well as large numbers of parents, teachers and administrators. Most schools served by SAPEP programs are classified as high-needs, meaning they have high percentages of students who are eligible for free or reduced-price meals under the National Schools Lunch Program (NSLP).

HIGHLIGHT: SAPEP programs improve participants’ academic achievement and college-readiness. Program participants are prepared for and succeed in college-preparatory (“a-g”) courses at higher rates than non-participants statewide.

Percentage of California public high school seniors completing the “a-g” sequence in 2016–17:

EAOP participants	83 percent (an increase from 82 percent in 2015–16)
MESA participants.....	84 percent (an increase from 76 percent in 2015–16)
Puente participants	72 percent (the same as in 2015–16)
Program participants combined	82 percent (an increase from 80 percent in 2015–16)
All California public high school seniors ¹	47 percent (an increase from 43 percent in 2015–16)

HIGHLIGHT: SAPEP programs improve participants’ college eligibility. Program participants take the SAT or ACT at higher rates than non-participants in the same schools.

Percentage of California public high school seniors at SAPEP-served schools who took the SAT or ACT in 2016–17:

EAOP participants	67 percent (an increase from 64 percent in 2015–16)
MESA participants.....	84 percent (an increase from 81 percent in 2015–16)
Puente participants	71 percent (a decrease from 79 percent in 2015–16)
Program participants combined	70 percent (an increase from 68 percent in 2015–16)
Non-program participants.....	57 percent (an increase from 52 percent in 2015–16)

HIGHLIGHT: SAPEP programs improve high school participants’ rates of immediate matriculation to California public two- and four-year postsecondary institutions. Program participants enroll in college immediately after graduating from high school at higher rates than non-participants.

Percentage of Class of 2017 California high school seniors matriculating to California two- and four-year postsecondary institutions in fall 2017:

EAOP participants	66 percent (an increase from 62 percent in 2015–16)
MESA participants.....	72 percent (an increase from 69 percent in 2015–16)
Puente participants	72 percent (an increase from 70 percent in 2015–16)
Program participants combined	67 percent (an increase from 64 percent in 2015–16)
All California public high school seniors ²	41 percent

HIGHLIGHT: SAPEP programs help community colleges and community college students reach their transfer goals. During 2016–17, an estimated 1.6 million visitors generated more than 28.8 million CCC-CSU and CCC-UC articulation reports using ASSIST, SAPEP’s online source of course articulation information. This represents a slight decrease from 1.7 million visitors and a significant increase from 20.8 million reports in 2015–16.

¹ Comparison data are for the Class of 2017, the most recent year available from the California Department of Education’s DataQuest (see <http://dq.cde.ca.gov/dataquest/>).

² Comparison data are for fall 2009 enrollments by the Class of 2009, the most recent year available from the California Postsecondary Education Commission’s study of statewide college-going within California (see www.cpec.ca.gov/StudentData/CACGRCounty.asp).

HIGHLIGHT: SAPEP programs prepare undergraduates for graduate and professional schools.

More than 62 percent of undergraduate participants in SAPEP’s post-baccalaureate preparation programs (known collectively as Graduate and Professional Schools Programs, or GPSP) through 2016–17 have enrolled in graduate or professional programs, a slight decrease from 63 percent of participants tracked through 2015–16.

HIGHLIGHT: SAPEP programs are a cost-effective and worthwhile investment. SAPEP programs use state resources efficiently. The average cost per participant of most SAPEP programs is substantially less than that of comparable federally funded programs.

Average cost per participant among SAPEP’s three primary K–12 academic preparation programs in 2016–17:

EAOP	\$155
MESA Schools Program	\$222
Puente High School Program.....	\$149

Average cost per participant for comparable federal programs in 2016–17:

Upward Bound Classic ³	\$4,376
Talent Search ⁴	\$473

HIGHLIGHT: SAPEP programs leverage state and UC investment effectively. Since their inception, SAPEP programs have built upon state and university funding by seeking financial support from additional sources. In 2016–17, SAPEP programs collectively leveraged a combined state and university investment of \$24.6 million by raising nearly \$50.1 million in additional support of their K–20 efforts, an increase from \$39.2 million raised in 2015–16.

HIGHLIGHT: SAPEP programs offer easy-to-use online tools to expand service delivery. UC Scout provides internet-based middle school and high school classes statewide, including “a-g” and Advanced Placement courses. In 2016–17, UC Scout had 3,415 total direct enrollments from 1,104 students and 399 teachers at 258 California schools in a wide range of educational settings, including public schools, charter schools, independent study programs, juvenile justice facilities, adult education centers and community colleges. Assuming each of the teachers enrolling used UC Scout’s materials with at least 30 students, an estimated 12,000 students were also indirectly served. This is a decrease from 3,733 total direct enrollments from 1,880 students and 176 teachers in 2015–16, largely due to outdated curriculum being phased out in an effort to provide 45 new and updated courses, a process completed in early 2018.

SAPEP Vision, Mission, Purpose and Goals

As articulated in the SAPEP mission statement, UC’s vision is to strengthen California’s educational system, bringing forth a highly skilled and creative workforce to support a flourishing economy.

The collective goal of SAPEP programs is to work with educational institutions, the business sector, community organizations, and other groups concerned with higher education in order to raise achievement levels for all students, and to close achievement gaps between groups of students across the K–20 continuum. SAPEP programs aim to prepare a higher proportion of California’s young people — including those who are first-generation college aspirants, socioeconomically disadvantaged and English-language learners — to complete postsecondary education, to seek graduate/professional school opportunities and to succeed in the workplace.

³ See <https://www2.ed.gov/programs/trioupbound/funding.html>

⁴ See <https://www2.ed.gov/programs/triotalent/funding.html>

To achieve this mission, SAPEP programs work to increase the number of

- **K–12 program participants who graduate from high school and are college-prepared (i.e., completing the “a-g” sequence and taking the SAT or ACT);**
- **community college program participants who complete “transfer-ready” requirements and matriculate to a four-year postsecondary institution within three years of enrollment (assisted in part through articulation agreements maintained between the CCC, CSU and UC systems); and**
- **program participants who enroll in graduate and professional schools.**

UC’s Commitment to College Readiness for All Students

UC is committed to raising the academic achievement of educationally disadvantaged students, having offered programs and strategies for nearly 50 years to improve college opportunity for thousands of individuals. UC also continually revamps its many programs and strategies to adapt to the ever-evolving academic preparation needs of California students. Following the original recommendations of the Outreach Task Force (OTF) convened by the UC Board of Regents in 1997, the university focused its efforts on helping California’s disadvantaged students to fulfill UC eligibility requirements and compete for UC admission, thereby also contributing to the academic enrichment of UC campuses through a diverse student body.

In 2002, roughly five years after adopting these OTF strategies, then-President Richard Atkinson convened the Strategic Review Panel to recommend changes to UC’s overall academic preparation plan in order to better address issues confronting California school children. The panel recommended UC work with business and philanthropic partners and California’s other educational segments, especially K–12, to raise academic achievement and close achievement gaps among all groups of students. As a result, the university established new programmatic goals focusing on academic achievement and college readiness generally, rather than UC eligibility exclusively.

As the Strategic Review Panel intended, UC’s current programs involve in-depth partnerships with California’s other public education segments (K–12, the CCC system, and the CSU system), as well as private and nonprofit organizations. These partnerships support K–12 academic achievement and college preparedness through targeted assistance to disadvantaged students, helping them enroll and succeed at four-year postsecondary institutions — either directly after high school or as community college transfer students. Although UC’s programs operate intersegmentally across California, UCOP provides rigorous and centralized accountability for all SAPEP programs.

SAPEP Strategies for Achieving UC’s Goals

SAPEP programs operate across the educational continuum, from pre-kindergarten through graduate and professional programs, sharing information about student development and aligning instructional methods, curriculum and assessment with best practices spanning all educational segments.

Education is a long-term process, one that depends on educators with progressively complex and interrelated skills. Students need special interventions at important transitional milestones, such as the beginning of middle school, high school, four-year postsecondary institution and graduate/professional schools.

Three Primary SAPEP Student Initiatives

UC's programs are designed to address major issues influencing K–20 educational success, and SAPEP's portfolio includes the following three primary, direct student initiatives, each advancing a key development area for educationally disadvantaged students preparing for college:

- **Early Academic Outreach Program (EAOP) advances academic preparedness for admission to college.** EAOP seeks to broaden the pool of educationally disadvantaged students successfully completing college preparatory “a-g” coursework and enrolling at four-year postsecondary institutions.
- **Mathematics, Engineering, Science Achievement (MESA) Schools Program advances math and science skill development.** MESA seeks to raise the number of educationally disadvantaged students with well-developed mathematics and science skills who enroll at four-year postsecondary institutions. (MESA also directly serves postsecondary students through its MESA Community College Program and MESA Engineering Program.)
- **Puente High School Program advances writing skill development.** The Puente Project seeks to increase the number of educationally disadvantaged students with well-developed writing skills who enroll at four-year postsecondary institutions. (The Puente Project also directly serves postsecondary students through its Puente Community College Program.)

Through its SAPEP programs, UC helps ensure that all members of California's diverse citizenry gain the strong math, science and language skills necessary to become productive workers and well-informed citizens.

A. Joint Transfer Initiative for College Access and Success

UC also focuses on helping students transfer successfully from the California Community College (CCC) system to four-year postsecondary institutions. In addition to ongoing work on course articulation, the university expanded its community college initiatives in response to the 2006 UC-CCC Joint Transfer Initiative for College Access and Success.

The Joint Transfer Initiative was intended to identify, prepare and enroll an increased number of educationally disadvantaged CCC transfer students at UC campuses. These goals are achieved in part through academic advisers, guidance and support available from SAPEP's Community College Transfer Programs.

Community College Transfer Programs services and strategies:

- **The establishment and evaluation of annual transfer enrollment targets**
- **Advising services at community colleges with low transfer rates**
- **Pre-transfer preparation programs for high school and CCC students**
- **A transfer-guarantee program ensuring admission to specific UC campuses for CCC students meeting course and achievement expectations**
- **Online transfer-preparation tools and services**
- **Prompt notification of UC admission for CCC transfer applicants**

B. Cultivating Intersegmental and Community Collaborations

SAPEP's K–20 Regional Intersegmental Alliances (also known as K–20, or sometimes as P–20) bolster students' educational aspirations and successes by addressing factors outside of UC's control, including school environment, quality of K–20 instruction and the level of support available from students' families and local communities. To address these circumstances, the university established 10 regional alliances in 2003, aiming to create ties between campuses, schools, local communities and business organizations in order to raise student achievement levels and address barriers to educational equity.

The SAPEP program University-Community Engagement (UCE) similarly works to improve student achievement and close achievement gaps by supporting relevant UC campus-community collaborations. In 2015–16 and 2016–17, UCE's primary role was to enhance community-based partnerships within other SAPEP programs, including linking the work of EAOP and the Boys & Girls Clubs of America. No UCE-specific participant or outcomes data were collected for inclusion in this report.

C. Undergraduate, Graduate and Educator Preparation

SAPEP programs also provide support and services to educationally disadvantaged students once they reach postsecondary institutions, as well as offering opportunities for UC students to engage in outreach and explore teaching careers. Examples include the following:

- ArtsBridge provides a teaching-career path for UC undergraduates through involvement in service-learning outreach to K–12 schools, focusing on the “a-g” arts requirement.
- Graduate and Professional School Programs (GPSP) identify high-achieving undergraduate students from educationally disadvantaged backgrounds and prepare them for careers as academicians, researchers, specialists, practitioners and leaders.
- Student-Initiated Programs (SIP) facilitate college access for educationally disadvantaged K–12 and community college students by involving UC students as volunteers for academic development and individual attention.
- UC Links brings UC faculty and students together with community partners in a statewide network of after-school programs that prepare K–8 students for higher learning and benefits their undergraduate mentors through real-world practicum experience in community settings.

D. Additional SAPEP Services

Finally, the SAPEP portfolio provides a number of services in addition to the core programs described above. Examples include the following:

- ASSIST, which serves as the state's official online repository for CCC-CSU and CCC-UC transfer articulation information
- UC Scout, which offers online “a-g” and Advanced Placement classes to middle school and high school students statewide

These tools have been developed by UC staff and faculty to address college-preparation gaps identified by the university's K–12 and CCC educational partners.

SECTION 2. SAPEP SERVICE POPULATIONS

SAPEP programs collectively served nearly 220,000 California K–20 students in 2016–17, as well as large numbers of parents, teachers and administrators.

Program participants included the following:⁵

- 186,580 K–12 students
- 27,269 community college students
- 2,461 college/university undergraduates
- 301 graduate students
- 59,014 parents/guardians of K–12 students
- 12,185 teachers, counselors and school administrators

Participating schools and institutions included the following:

- 1,487 public K–12 institutions, of which 58 percent were high schools
- All 114 community colleges
- A large number of community and business organizations

A review of the demographic characteristics of program participants shows that UC is reaching those students and schools in need of assistance, as detailed in Section 3 below.

⁵ An additional 3,126 K–20 students with unknown grade-level information were also reported as having been served.

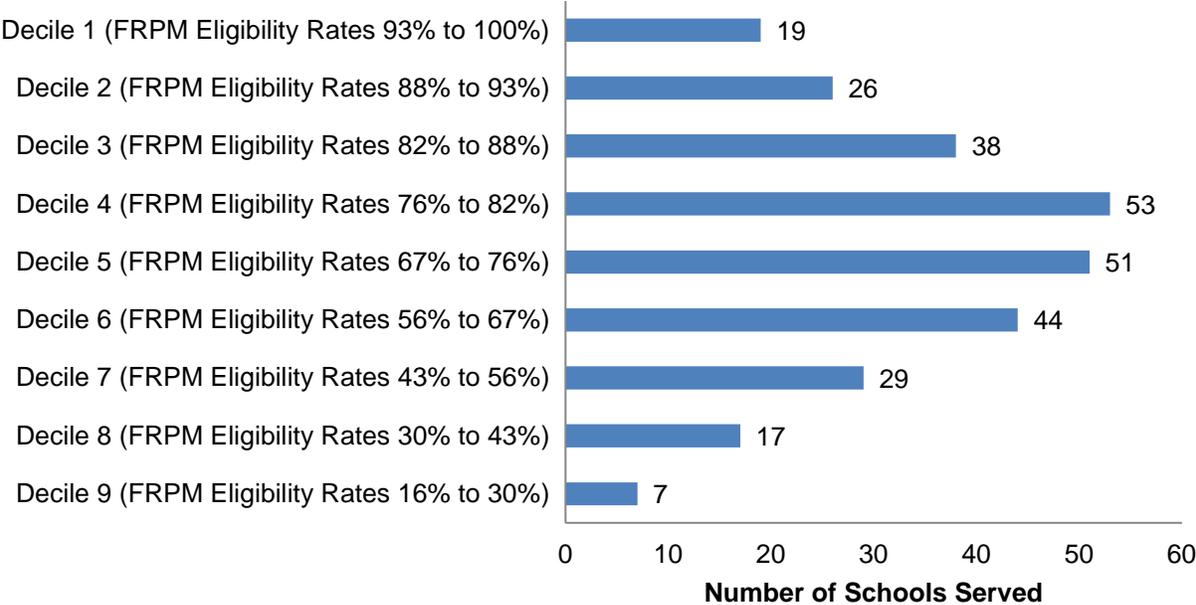
SECTION 3. NOTABLE SAPEP OUTCOMES

Selected College-Readiness Outcomes

The next five figures present demographic and outcomes data for EAOP, MESA Schools Program and Puente High School Program, which are SAPEP’s largest K–12 academic preparation programs. Figures 1–3 illustrate the programs’ collective secondary-school environment and target population, and Figures 4–5 demonstrate outcomes for 12th-grade participants.

As shown in Figure 1 below, UC is committed to serving students in under-resourced communities where median family income is low. In 2016–17, EAOP, MESA and Puente collectively partnered with 286 California public high schools, most of them high-needs as evidenced by high percentages of students being eligible for free or reduced-price meals under the National Schools Lunch Program (NSLP). Schools with high student-poverty levels require additional resources to meet or surpass academic standards set by the state. (See Appendix B for a description of the FRPM Eligibility Rate decile ranking system, which is determined using data provided by the California Department of Education.)

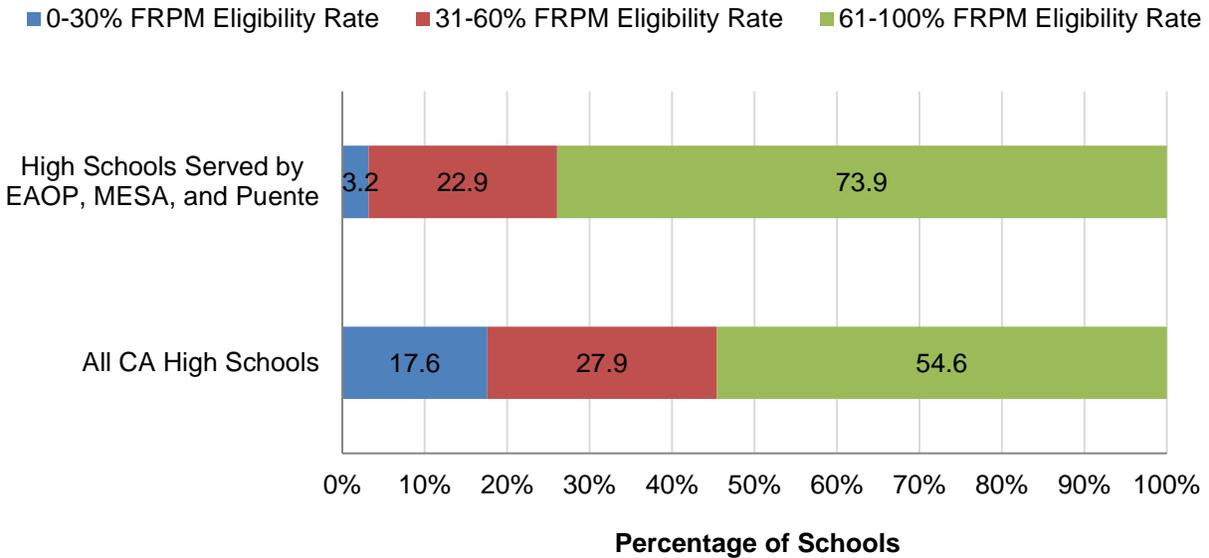
Figure 1. Number of High Schools Served by EAOP, MESA and Puente by Free/Reduced-Price Meal (FRPM) Decile Rank, 2016–17



Sources: SAPEP Annual Performance Reporting for 2016–17 and CDE Student Poverty Data for 2016–17. Note: Of the 286 California high schools reported as served by EAOP, MESA and Puente during 2016–17, two were excluded due to missing FRPM information.

As shown in Figure 2 below, 74 percent of high schools served by EAOP, MESA and Puente in 2016–17 had high poverty rates (meaning at least 60 percent of students were eligible for free or reduced-price meals), compared with 55 percent of all California public high schools.

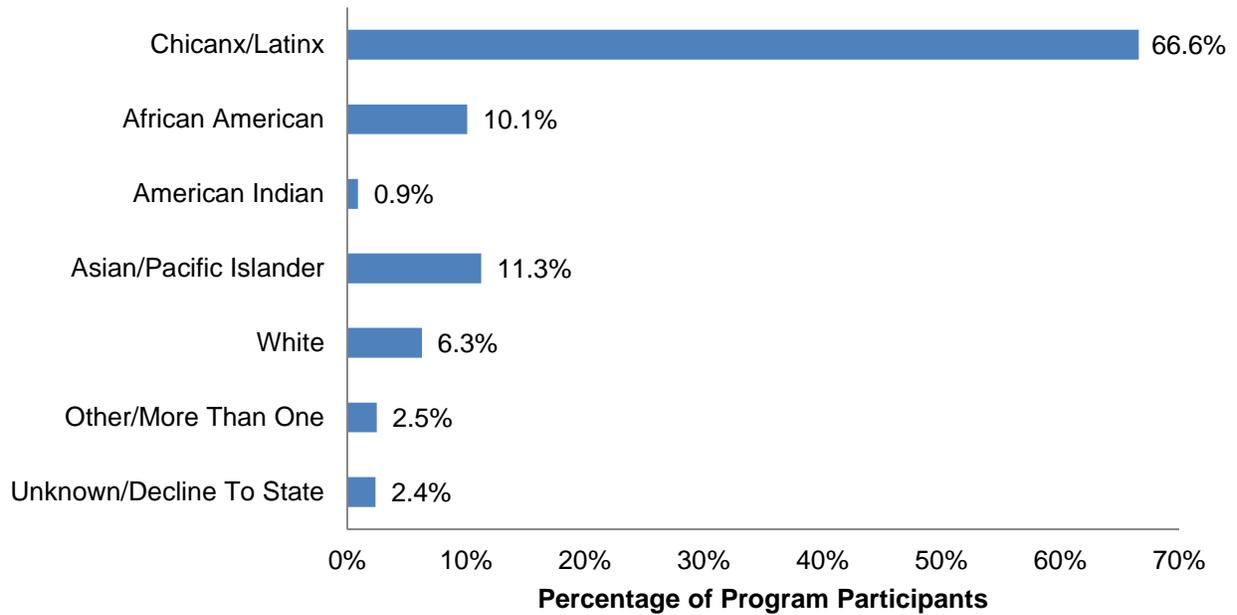
Figure 2. Distribution of High Schools Served by EAOP, MESA and Puente by Free/Reduced-Price Meal (FRPM) Eligibility Rate, 2016–17



Sources: SAPEP Annual Performance Reporting for 2016–17 and CDE Student Poverty Data for 2016–17. Note: Of the 286 California high schools reported as served by EAOP, MESA and Puente during 2016–17, two were excluded due to missing FRPM information.

As shown in Figure 3 below, UC is committed to fostering college-readiness for all California high school students, particularly those coming from historically underrepresented groups (URGs) with African American, American Indian, or Chicanx/Latinx heritage. More than 78 percent of high school students served by EAOP, MESA and Puente in 2016–17 were from URG backgrounds, a slight increase from 77 percent in 2015–16.

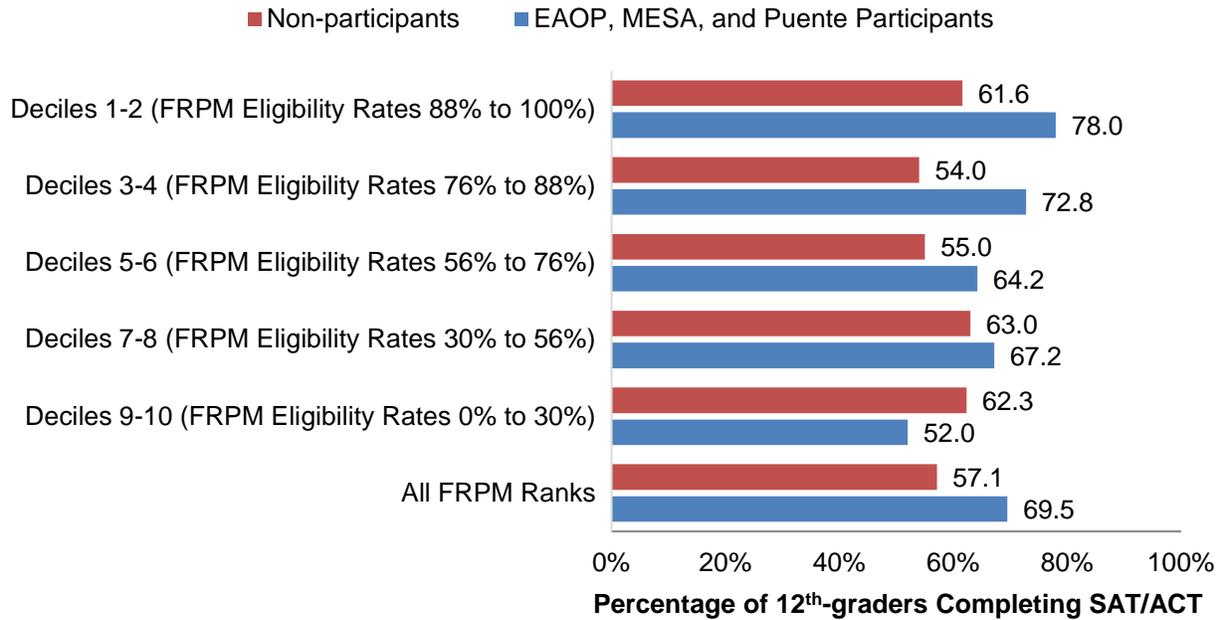
Figure 3. Distribution of EAOP, MESA and Puente High School Participants by Ethnicity, 2016–17



Source: SAPEP Annual Performance Reporting for 2016–17. Note: *Other/More Than One* includes students with multiethnic heritage.

As shown in Figure 4 below, 12th-grade participants in EAOP, MESA and Puente are more likely to take the SAT or ACT than their peers at the same schools, with nearly 70 percent of participants being test-takers in 2016–17 versus 57 percent of non-participants.

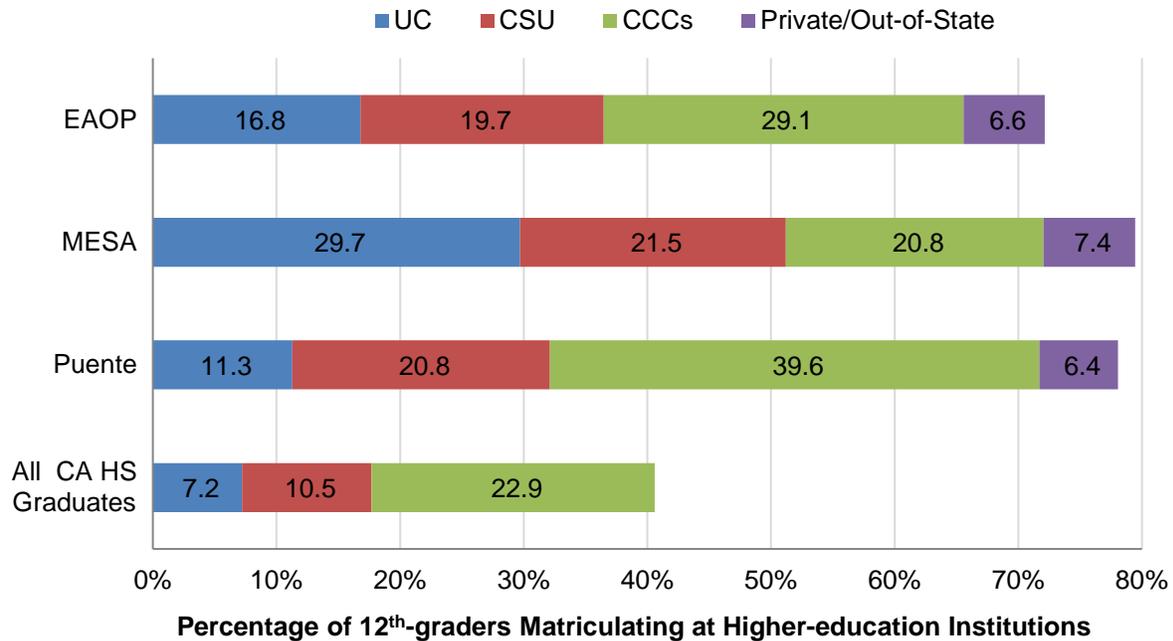
Figure 4. Percentage of EAOP, MESA and Puente 12th-Grade SAT/ACT Test-Takers by Free/Reduced-Price Meal (FRPM) Decile Rank, 2016–17



Sources: SAPEP Annual Performance Reporting for 2016–17, Student Poverty Data for 2016–17, CDE Statewide School Enrollment Data for 2016–17, and test-taking records of all 2016–17 California high school graduates from ACT and the College Board. Note: Of the 286 California high schools reported as served by EAOP, MESA and Puente during 2016–17, 48 were excluded due to missing FRPM information, missing test-taking data, and fewer than five 12th-grade program participants being reported as served; 39 of the included schools had FRPM Decile Ranks 1–2, 78 had FRPM Decile Ranks 3–4, 81 had FRPM Decile Ranks 5–6, 35 had FRPM Decile Ranks 7–8, and five had FRPM Decile Ranks 9–10.

As shown in Figure 5 below, 12th-grade participants in EAOP, MESA and Puente matriculate at the University of California (UC), California State University (CSU), California community colleges (CCCs), and private/out-of-state colleges/universities at high rates immediately after finishing high school. In fall 2017, 72 percent of 2016–17 EAOP seniors, 79 percent of 2016–17 MESA seniors and 78 percent of 2016–17 Puente seniors were enrolled at a higher education institution. This is an increase from 69 percent for EAOP, 76 percent in MESA and 76 percent for Puente in 2015–16.

Figure 5. Fall 2017 College-Going Rates by Destination for 2016–17 EAOP, MESA and Puente 12th-Graders



Sources: SAPEP Annual Performance Reporting for 2016–17, National Student Clearinghouse and UC Data Warehouse. Note: Of the 14,680 12th-graders reported as being served by EAOP, MESA or Puente during 2016–17, 10,780 were found to have achieved college enrollment during fall 2017; in addition, eight students with missing grade-level information were excluded from this analysis. Comparison data are for fall 2009 enrollments by the Class of 2009, the most recent year available from the California Postsecondary Education Commission’s study of statewide college-going within California (see www.cpec.ca.gov/StudentData/CACGRCounty.asp).

Progress toward Framework Goals and Objectives

SAPEP programs operate in accordance with the SAPEP Accountability Framework, which specifies common goals and assessment expectations. Consistent with the evolution of UC’s programs, the SAPEP goals established in 2004–05 focus on student achievement across a broad range of academic preparation and college-readiness indicators — not just UC eligibility. Assessment and evaluation are integral to all SAPEP programs, and UC has made significant investments in data collection, storage and analysis, as well as external evaluations. All SAPEP programs are required to submit annual performance reports (APRs) describing progress toward specific goals. Individual programs are subject to comprehensive summative evaluations by both internal and external evaluators, as funding permits.

Most SAPEP programs either continue to meet — or are in the process of meeting — their Accountability Framework goals as determined by the specific measurable objectives detailed below. When possible, programs directly compare outcomes for both participants and non-participants. Otherwise, programs compare their participants’ achievements to whatever statewide (or schoolwide) outcomes might be available for comparable demographic groups (e.g., educationally disadvantaged students).

Table 1. SAPEP Accountability Framework Goals and Objectives by Program

Program and Framework Goal	Measurable Objective(s)	2004–05 ⁶ Baseline Measure	2016–17 ⁷ Measure	Status ⁸
ArtsBridge⁹ Goal: Increase graduate/professional school enrollment.	50% of undergraduate participants will consider teaching and education professions.	80%	100%	Meeting objective
Community College Transfer Programs — Articulation Goal: Maintain articulation agreements between the CCC system and the CSU and UC systems.	Maintain articulation agreements with all CCC campuses.	100%	100%	Meeting objective
Community College Transfer Programs — ASSIST Goal: Facilitate access to articulation agreements between CCC system and the CSU and UC systems.	Increase ASSIST website users and articulation reports generated.	700,000 users and 6.7 million reports	1.6 million users and 28.8 million reports	Meeting objective
Community College Transfer Programs — Transfer Prep Goal: Increase transfer-readiness and successful transfer to four-year postsecondary institutions.	10% increase in transfers to four-year institutions	52%	35% ¹⁰ (2012–13)	Decline noted; program to review
	10% increase in math transfer requirement completion rates	52%	66%	Meeting objective
	10% increase in English transfer requirement completion rates	52%	59%	Improving from baseline
Early Academic Outreach Program (EAOP) Goal: Increase “a-g” course completion, college-readiness and college-going rates.	70% of 12th-grade participants will complete “a-g” sequence.	74%	83%	Meeting objective
	80% of participants will complete Algebra I by 10th grade.	91%	92%	Meeting objective
	70% of 12th-grade participants who complete “a-g” sequence will also complete the SAT/ACT.	56%	85%	Meeting objective
	70% of 12th-grade participants will enroll in postsecondary institutions.	67%	72%	Meeting objective

⁶ All programs in existence in 2004–05 established baseline measures, with the exception of Transfer Prep, which established measures in 2005–06. In some cases, the baseline measure exceeds the measurable objective because the latter was established prior to assessment of the former.

⁷ 2016–17 measures are presented in more detail within the individual program descriptions in Section 4 of this report.

⁸ *Meeting objective* means the program is meeting the measurable objective, even if the 2016–17 measure is below the 2004–05 baseline measure. *Improving from baseline* means the program has exceeded its 2004–05 baseline measure but not its measurable objective. *Decline noted; program to review* means that the 2016–17 measure is below both the measurable objective and the 2004–05 baseline measure and that the program is currently reviewing factors that contribute to the decline.

⁹ Data reported are for 2015–16; pre-post surveys were not administered in 2016–17 due to limited resources.

¹⁰ Data reported are for 2012–13; data provided for 2013–14 through 2016–17 lacked sufficient transfer-readiness information.

Table 1. SAPEP Accountability Framework Goals and Objectives by Program (continued)

Program and Framework Goal	Measurable Objective(s)	2004–05 ⁶ Baseline Measure	2016–17 ⁷ Measure	Status ⁸
Graduate and Professional School Programs (GPSP) Goal: Increase graduate/professional school enrollment.	50% of program participants will enroll in graduate or professional school.	78%	62% ¹¹	Meeting objective
K–20 Regional Intersegmental Alliances (aka P–20) Goal: Increase “a-g” course completion and college-going rates by increasing school capacity.	Increase “a-g” sequence completion by 10%.	30%	56%	Meeting objective
	Increase college-going by 10%.	27%	55%	Meeting objective
MESA Community College¹² Goal: Focusing on math/science-based disciplines, increase transfer-readiness for four-year postsecondary institutions.	500 transfers/year	572 transfers	726 transfers (2011–12)	Meeting objective
	100% of those who transfer will major in math/science.	100%	100% (2011–12)	Meeting objective
MESA Schools Program Goal: Focusing on math/science-based disciplines, increase “a-g” course completion, college-readiness and college-going rates.	75% of 12th-grade participants will complete “a-g” sequence.	54%	84%	Meeting objective
	67% of participants will complete Algebra I by 10th grade.	77%	91%	Meeting objective
	70% of 12th-grade participants who complete “a-g” sequence will also complete SAT/ACT.	42%	62%	Improving from baseline
	75% of 12th-grade participants will enroll in postsecondary institutions.	62%	79%	Meeting objective
Puente Community College Program Goal: Focusing on English and language arts, increase transfer readiness for four-year postsecondary institutions.	Increase transfer readiness by 10%.	795 participants are transfer-ready	1,082 participants	Meeting objective

¹¹ This percentage only counts post-graduate enrollment for which longitudinal information is available.

¹² Data reported are for 2011–12. No data were available from the California Community Colleges Chancellor’s Office for 2012–13 through 2016–17.

Table 1. SAPEP Accountability Framework Goals and Objectives by Program (continued)

Program and Framework Goal	Measurable Objective(s)	2004–05 ⁶ Baseline Measure	2016–17 ⁷ Measure	Status ⁸
Puente High School Program Goal: Focusing on English and language arts, increase “a-g” course completion, college-readiness, college-going rates and high school graduation rates.	65% of 12th-grade participants will complete “a-g” sequence.	53%	72%	Meeting objective
	80% of participants will complete Algebra I by 10th grade.	72%	90%	Meeting objective
	65% of 12th-grade participants who complete “a-g” sequence will also complete the SAT/ACT.	46%	66%	Meeting objective
	75% of 12th-grade participants will enroll in postsecondary institutions.	67%	78%	Meeting objective
	95% of 12th-grade participants will graduate from high school.	95%	96%	Meeting objective
Student-Initiated Programs (SIP) Goal: Increase college-going and graduate/professional school enrollment rates.	50% of 12th-grade participants will enroll in postsecondary institutions.	69%	72%	Meeting objective
	55% of graduating undergraduate volunteers will enroll in graduate school.	45%	63%	Meeting objective
University Community Links (UC Links) Goal: Increase “a-g” completion and graduate/professional school enrollment.	15% gain in literacy knowledge and skills from pre- to post-assessments during each academic year for Pre-K–8 participants.	15% (2013–14) ¹³	39%	Meeting objective
	70% of undergraduate volunteers apply, are admitted or enroll in graduate school.	76%	73%	Meeting objective
UC Scout¹⁴ Goal: Increase “a-g” completion, including for Advanced Placement (AP) and Honors courses.	75% AP/Honors pass rate	69%	92% (2011–12)	Meeting objective

¹³ UC Links switched to a new assessment model for PreK–8 participants in 2013–14, so no 2004–05 baseline measure exists for this objective.

¹⁴ Data reported are for 2011–12, the most recent year available. UC Scout has changed its delivery model and is in the process of developing new objectives.

SECTION 4. SAPEP PROGRAMS: DESCRIPTIONS AND OUTCOMES

ArtsBridge

ArtsBridge provides K–12 arts instruction and professional support for arts teachers through service-learning opportunities for UC arts students, with an emphasis on preparing K–8 students for “a-g” arts requirements and providing UC students with a teaching-career pathway. For many K–8 participants, ArtsBridge is the only arts instruction they receive during the academic year.

2016–17 Service Population:

- 801 total participants
- 774 K–8 students at 7 schools
- 27 UC undergraduate students
- 309 parents/guardians of K–12 students
- 18 K–12 teachers

2016–17 Outcomes

Outcomes data for ArtsBridge were not collected in 2016–17 due to resource limitations. Based on the most recent information available from 2015–16, all ArtsBridge undergraduate volunteers surveyed indicated their intent to pursue careers in teaching, education or community service in the arts, compared with 80 percent in the 2004–05 baseline measure.

Community College Transfer Programs — Articulation

Articulation establishes and maintains the many formal agreements between CCC and CSU and UC campuses that define how specific CCC courses can satisfy CSU and UC subject requirements.

2016–17 Service Population:

- 100,651 current CCC-to-UC articulation agreements by major
- 187,856 current CCC-to-CSU articulation agreements by major
- 49,713 current CCC courses transferable for general credit to any UC campus
- 22,047 current Intersegmental General Education Transfer Curriculum-approved CCC courses

2016–17 Outcomes

All nine undergraduate UC campuses and all 23 CSU campuses successfully articulated majors with all 114 California community colleges.

Community College Transfer Programs — ASSIST

ASSIST provides online access to California’s vast official repository of course articulation and transfer information, both current and historical, as established by the companion program Articulation. Used by millions of people throughout California, ASSIST is especially important to CCC students planning for transfer to UC and/or CSU campuses.

2016–17 Service Population:

- 1.6 million estimated website visitors

2016–17 Outcomes

To increase use of ASSIST:

- In 2016–17, an estimated 1.6 million different individuals used ASSIST to view more than 28.8 million articulation reports, compared with 700,000 website visitors and 6.7 million reports in the 2004–05 baseline measure.

To maintain complete and accurate data in the ASSIST database:

- In 2016–17, all agreements maintained by Articulation were available in ASSIST and were verified to be accurate. These include all 100,651 major-specific CCC-to-UC agreements among the 114 CCC campuses and the nine undergraduate UC campuses, as well as all 187,856 major-specific CCC-to-CSU agreements among the 114 CCC campuses and the 23 CSU campuses.

Community College Transfer Programs — Transfer Prep

Transfer Prep increases opportunities for community college students to transfer to four-year postsecondary institutions. Academic advisers provide guidance and support to prospective transfer students.¹⁵

2016–17 Service Population:

- 14,504 total participants
- 327 students at 41 high schools, supporting matriculation to community colleges
- 14,177¹⁶ students at 109 California community colleges
- 239 parents/guardians of K–12 and community college students
- 98 K–12 and community college teachers/instructors
- 51 K–12 and community college administrators
- 1,124 K–12 and community college counselors

¹⁵ Because a review of all participants’ academic records would be cost prohibitive, Transfer Prep sites employ differing sampling techniques to estimate outcomes data. While sample sizes varied due to available data and resources, samples were always randomly selected and representative of the entire population. See the Data Limitations section in Appendix A for more details.

¹⁶ An additional 2,352 participants with unknown grade-level information were also reported, presumably all community college students.

2016–17 Outcomes

In 2016–17, of 4,621 Transfer Prep participants' transcripts reviewed, 66 percent completed all necessary CSU/UC-transferable mathematics concepts/quantitative reasoning coursework with a grade of C or better, compared with 52 percent in the 2005–06 baseline measure. Similarly, of these same 4,621 participants, 59 percent had also completed all necessary CSU/UC-transferable English composition coursework with a grade of C or better, compared with 52 percent in the 2005–06 baseline measure.

Early Academic Outreach Program (EAOP)

EAOP is one of UC's signature academic preparation programs for middle school and high school students. EAOP designs and provides academic development services delivered in partnership with schools to provide educationally disadvantaged California students the skills and knowledge needed to succeed at UC and elsewhere.¹⁷

2016–17 Service Population:

- 47,551 K–12 participants at 246 schools
- 19,032 parents/guardians of K–12 students
- 313 K–12 teachers
- 232 K–12 administrators
- 796 K–12 counselors

2016–17 Outcomes

To increase the proportion of K–12 program participants who complete the “a-g” sequence:

- In 2016–17, of 7,642 12th-grade transcripts reviewed, 83 percent completed the “a-g” sequence with a grade of C or better in each course, compared with 74 percent in the 2004–05 baseline measure.
- In 2016–17, of 20,904 EAOP participants reviewed, 92 percent completed Algebra I by the beginning of 10th grade, compared with 91 percent in the 2004–05 baseline measure.

To increase the proportion of K–12 participants who are college-prepared (completing the “a-g” sequence and taking the SAT or ACT):

- In 2016–17, of 6,439 EAOP 12th-grade transcripts reviewed, 85 percent of participants who had completed the “a-g” sequence with a grade of C or better in each course also took the SAT or the ACT, compared with 56 percent in the 2004–05 baseline measure.
- In 2016–17, EAOP participants' transcripts also had much higher SAT/ACT test-taking rates overall than non-participants at the same schools, with 67 percent of EAOP participants taking either the SAT or the ACT, compared with 58 percent of non-participants. See Figure 6 below.

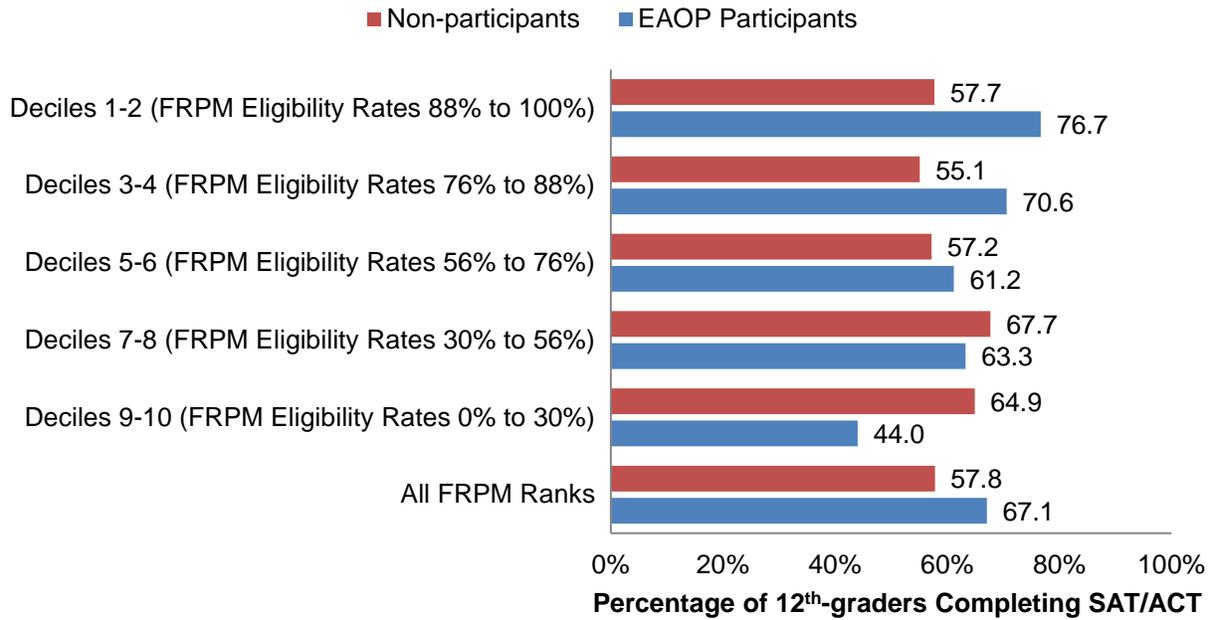
To increase the proportion of program participants who go directly from high school to college:

- In 2016–17, of 11,655 EAOP 12th-graders served, 72 percent enrolled in postsecondary

¹⁷ Because a review of all participants' academic transcripts would be cost prohibitive, EAOP sites employ differing sampling techniques to estimate outcomes data. While sample sizes varied due to available data and resources, samples were always randomly selected and representative of the entire population. See the Data Limitations section in Appendix A for more details.

institutions (including UC, CSU, CCC and private/out-of-state institutions) in fall 2015, compared with 67 percent in the 2004–05 baseline measure. See Figure 7 below.

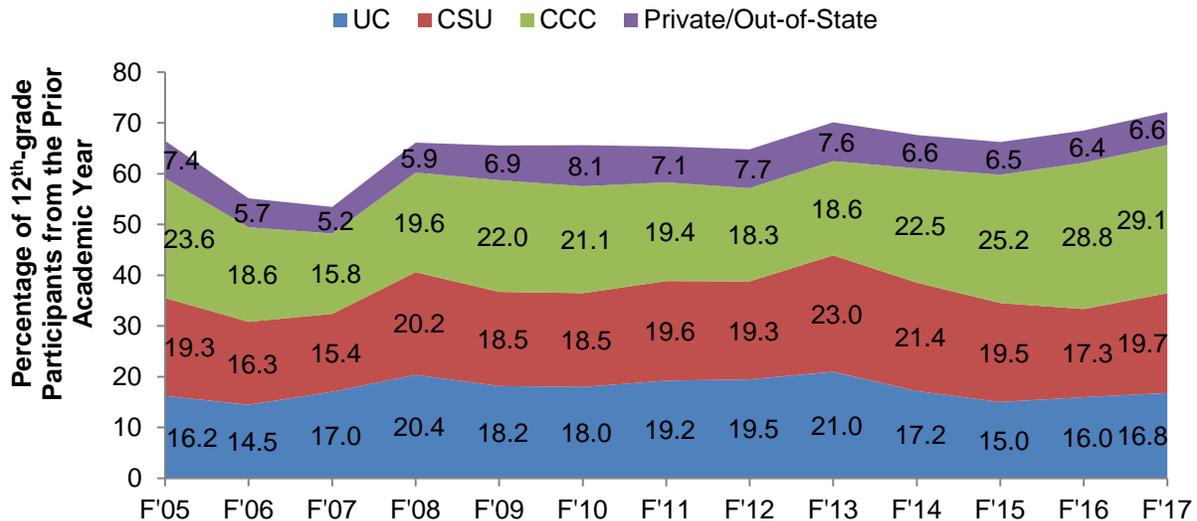
Figure 6. Percentage of EAOP 12th-Grade SAT/ACT Test-Takers by Free/Reduced-Price Meal (FRPM) Rank Decile, 2016–17



Sources: SAPEP Annual Performance Reporting for 2016–17, Student Poverty Data for 2016–17, CDE Statewide School Enrollment Data for 2016–17, and test-taking records of all 2016–17 California high school graduates from ACT and the College Board. Note: Of the 180 California high schools reported as served by EAOP during 2016–17, 24 were excluded due to missing FRPM information, missing test-taker data, and fewer than five 12th-grade program participants being reported as served; 26 of the included schools had FRPM Decile Ranks 1–2, 59 had FRPM Decile Ranks 3–4, 51 had FRPM Decile Ranks 5–6, 17 had FRPM Decile Ranks 7–8, and three had FRPM Decile Ranks 9–10.

As shown in Figure 7 below, EAOP college-going rates for UC and CSU have remained relatively stable since the fall 2005 baseline, with an overall upward trend since fall 2007. However, the rate of enrollment in the California Community College (CCC) system has fluctuated from a low of 16 percent in fall 2007 to the current 13-year high rate of 29 percent.

Figure 7. College-Going Rates for EAOP 12th-Grade Participants, Fall 2005 to Fall 2017



Sources: SAPEP Annual Performance Reporting through 2016–17, National Student Clearinghouse and UC Corporate Student System. Note: All data represent postsecondary enrollment in the fall following program participants' 12th-grade year; e.g., 16.8 percent of 2016–17 12th-grade EAOP participants enrolled at UC in fall 2017.

Graduate and Professional School Programs (GPSP)

GPSP identifies **high-achieving economically and educationally disadvantaged undergraduate students** and prepares them for careers as academicians, researchers, specialists, practitioners and leaders. The programs offer structured, mentored research experience and professional development to students in the arts, humanities, social science, STEM, medical and law fields.

2016–17 Service Population:

- 307 total participants
- 178 participants in academic pre-graduate programs
- 129 participants in pre-professional programs

2016–17 Outcomes

Of the 4,878 GPSP participants tracked over multiple years, 3,032 (62 percent) were known to have applied/been admitted to, enrolled in and/or completed a graduate or professional school degree program by 2017–18, compared with 78 percent in the 2004–05 baseline measure.

K–20 Regional Intersegmental Alliances

K–20 Regional Intersegmental Alliances (also known as P–20) serve to align campus SAPEP programs and their local and regional K–20, community and business partners to increase “a-g” course-completion and college-going rates.¹⁸

2016–17 Service Population:

- 100,890 total participants
- 98,582 K–12 students at 730 schools
- 2,308 college/university students
- 19,426 parents/guardians of K–12 students
- 6,211 K–12 teachers
- 475 K–12 administrators
- 874 K–12 counselors

2016–17 Outcomes

Some K–20 Regional Intersegmental Alliances work with entire school districts, and comparison group data are not available or applicable in many instances; however, when available, outcomes are notable.

To increase “a-g” sequence completion rates by 10 percent:

- In 2016–17, of 8,074 participants' transcripts reviewed, 56 percent completed the “a-g” sequence with a grade of C or better in each course, compared with 30 percent in the 2004–05 baseline measure.

To increase college-going rates by 10 percent:

- In 2016–17, of 6,944 participants sampled, 55 percent enrolled in postsecondary institutions (including UC, CSU, CCC and private/out-of-state institutions), compared with 27 percent in the 2004–05 baseline measure.

MESA Community College Program

Mathematics, Engineering, Science Achievement (MESA) Community College Program gives academic assistance to community college students as they prepare to transfer to four-year postsecondary institutions with majors in STEM fields.

2016–17 Service Population:

- 3,850 community college students
- 36 California Community Colleges

¹⁸ Because a review of all participants' transcripts and college-going outcomes would be cost prohibitive, K–20 Regional Intersegmental Alliance sites employ differing sampling techniques to estimate outcomes data. While sample sizes varied due to available data and resources, samples were always randomly selected and representative of the entire population. See the Data Limitations section in Appendix A for more details.

2016–17 Outcomes

Outcomes data for MESA Community College Program were not made available by the California Community College Chancellor's Office in 2012–13 through 2016–17 due to resource limitations. Based on the most recent outcomes information available, there were 726 transfer-ready MESA Community College Program participants in 2011–12, compared with 572 in the 2004–05 baseline measure. All 726 students in 2011–12 transferred to four-year institutions with a STEM major in 2012–13, with 46 percent enrolled at the California State University (CSU) system, 45 percent at the UC system and 9 percent at private/out-of-state institutions.

MESA Schools Program

Mathematics, Engineering, Science Achievement (MESA) Schools Program enables K–12 students throughout the state to excel in STEM fields and to pursue higher education.¹⁹

2016–17 Service Population:

- 17,137 K–12 student-participants at 373 schools
- 4,647 parents/guardians of K–12 students
- 921 K–12 teachers
- 260 K–12 administrators
- 191 K–12 counselors

2016–17 Outcomes

To increase the proportion of K–12 program participants who complete the “a-g” sequence:

- In 2016–17, of 1,658 MESA 12th-grade transcripts reviewed, 84 percent completed the “a-g” sequence with a grade of C or better in each course, compared with 54 percent in the 2004–05 baseline measure.
- In 2016–17, of 1,658 MESA 12th-grade transcripts reviewed, 91 percent completed Algebra I by the beginning of 10th grade, compared with 77 percent in the 2004–05 baseline measure.

To increase the proportion of K–12 participants who are college-prepared (completing the “a-g” sequence and taking the SAT or ACT):

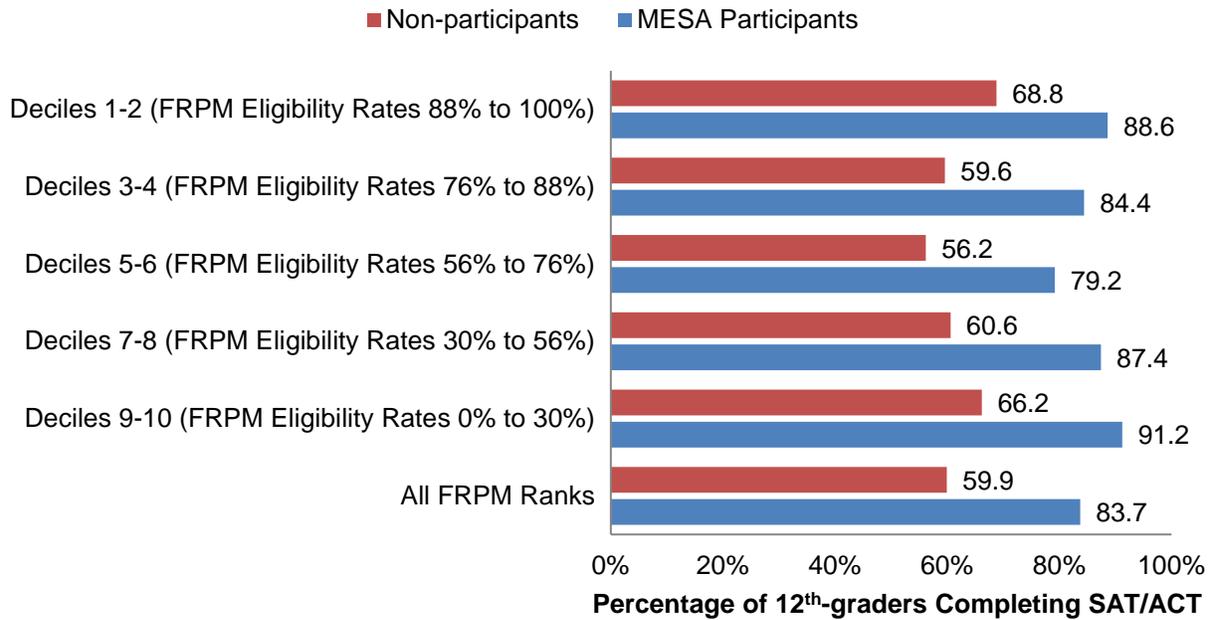
- In 2016–17, of 252 MESA 12th-graders transcripts reviewed, 62 percent of participants who had completed the “a-g” sequence with a grade of C or better in each course also took the SAT or the ACT, compared with 42 percent in the 2004–05 baseline measure.
- In 2016–17, MESA participants also took the SAT/ACT tests at higher rates than non-participants at the same schools, with 84 percent of MESA participants taking either the SAT or the ACT, compared with 60 percent of non-participants. See Figure 8 below.

To increase the proportion of program participants who go directly from high school to college:

¹⁹ Because of logistical issues, not all MESA participant transcripts can be reviewed, but the transcripts reviewed should be considered representative of the entire population. See the Data Limitations section in Appendix A for more details.

- In 2016–17, of 1,906 MESA 12th-graders served, 79 percent enrolled in postsecondary institutions (including UC, CSU, CCC and private/out-of-state institutions) in fall 2017, compared with 62 percent in the 2004–05 baseline measure. See Figure 9 below.

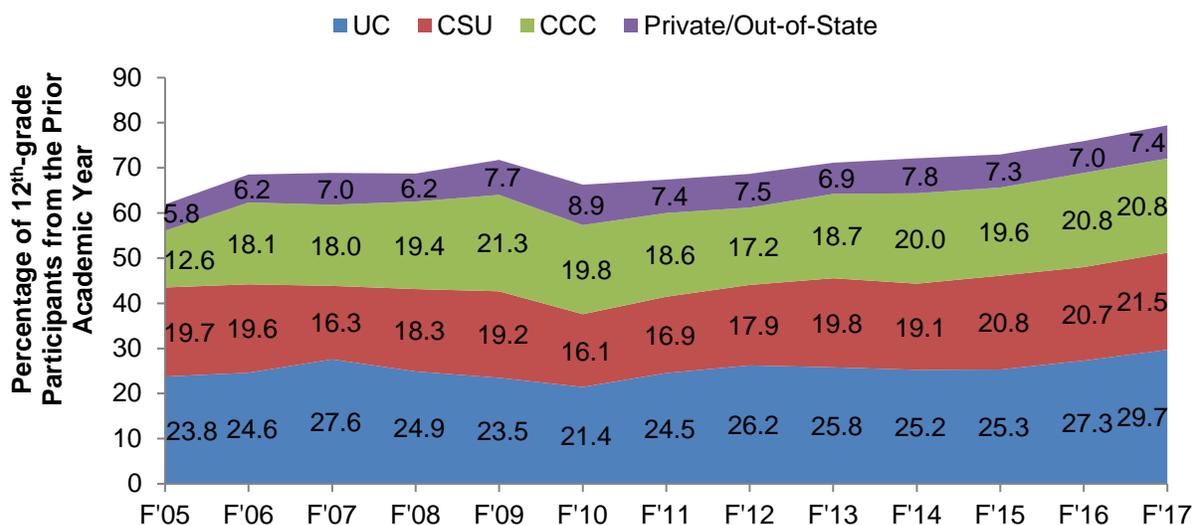
Figure 8. Percentage of MESA 12th-Grade SAT/ACT Test-Takers by Free/Reduced-Price Meal (FRPM) Decile Rank, 2016–17



Sources: SAPEP Annual Performance Reporting for 2016–17, Student Poverty Data for 2016–17, CDE Statewide School Enrollment Data for 2016–17, and test-taking records of all 2016–17 California high school graduates from ACT and the College Board. Note: Of the 141 California high schools reported as served by MESA during 2016–17, 39 were excluded due to missing FRPM information, missing test-taking data, and fewer than five 12th-grade program participants being reported as served; 15 of the included schools had FRPM Decile Ranks 1–2, 35 had FRPM Decile Ranks 3–4, 36 had FRPM Decile Ranks 5–6, 14 had FRPM Decile Ranks 7–8, and two had FRPM Decile Ranks 9–10.

As shown in Figure 9 below, MESA college-going rates for all three segments of California’s public higher education system have remained relatively stable since the fall 2005 baseline, despite an overall drop in fall 2010 and slow recovery to fall 2009 levels of postsecondary enrollment in fall 2016.

Figure 9. College-Going Rates for MESA 12th-Grade Participants, Fall 2005 to Fall 2017



Sources: SAPEP Annual Performance Reporting through 2016–17, National Student Clearinghouse and UC Corporate Student System. Note: All data represent postsecondary enrollment in the fall following program participants’ 12th-grade year, e.g., 29.7 percent of 2016–17 12th-grade MESA Schools Program participants enrolled at UC in fall 2017.

Puente Community College Program

Puente Community College Program is designed to improve the ability of community college students to transfer to four-year postsecondary institutions, earn college degrees and return to their communities as mentors and leaders of future generations.

2016–17 Service Population:

- 8,312 students at 71 community colleges
- 8,312 parents/guardians of community college students
- 71 community college instructors
- 240 community college administrators
- 69 community college counselors

2016–17 Outcomes

There were 1,042 transfer-ready Puente Community College Program participants in 2016–17, compared with 795 students in the 2004–05 baseline measure.

Puente High School Program

The **Puente High School Program** works with high school students on academic preparation, aiming to increase the number and proportion of underserved students who enroll in four-year postsecondary institutions and earn college degrees.

2016–17 Service Population:

- 5,329 K–12 participants at 38 schools
- 5,329 parents/guardians of K–12 students
- 84 K–12 teachers
- 67 K–12 administrators
- 42 K–12 counselors

2016–17 Outcomes

To increase the proportion of program participants who graduate from high school:

- In 2016–17, of 1,150 12th-grade Puente participants, 96 percent graduated from high school, compared with 95 percent of participants in the 2004–05 baseline measure.

To increase the proportion of K–12 program participants who complete the “a-g” sequence:

- In 2016–17, of 1,104 12th-grade Puente participants graduating from high school, 72 percent completed the “a-g” sequence with a grade of C or better in each course, compared with 53 percent of graduating students in the 2004–05 baseline measure.
- In 2016–17, of 1,104 12th-grade Puente participants graduating from high school 90 percent completed Algebra I by the beginning of 10th grade, compared with 72 percent of graduating students in the 2004–05 baseline measure.

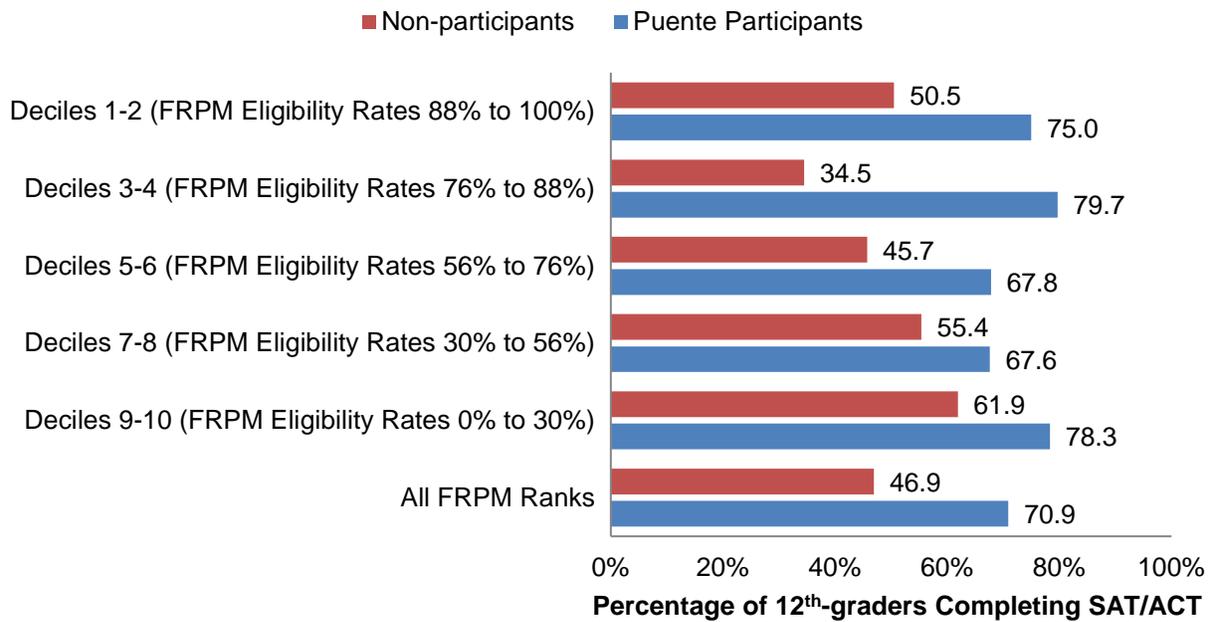
To increase the proportion of K–12 participants who are college-prepared (completing the “a-g” sequence and taking the SAT or ACT):

- In 2016–17, of 1,104 12th-grade Puente participants graduating from high school, 66 percent of participants who had completed the “a-g” sequence with a grade of C or better in each course also took the SAT or the ACT, compared with 46 percent of graduating students in the 2004–05 baseline measure.
- In 2016–17, Puente participants also had much higher SAT/ACT test-taking rates than non-participants at the same schools, with 71 percent of Puente participants taking either the SAT or the ACT, compared with 47 percent of non-participants. See Figure 10 below.

To increase the proportion of program participants who go directly from high school to college:

- In 2016–17, of 1,099 Puente 12th-graders served, 78 percent enrolled in postsecondary institutions (including UC, CSU, CCC and private/out-of-state institutions) in fall 2016, compared with 67 percent in the 2004–05 baseline measure. See Figure 11 below.

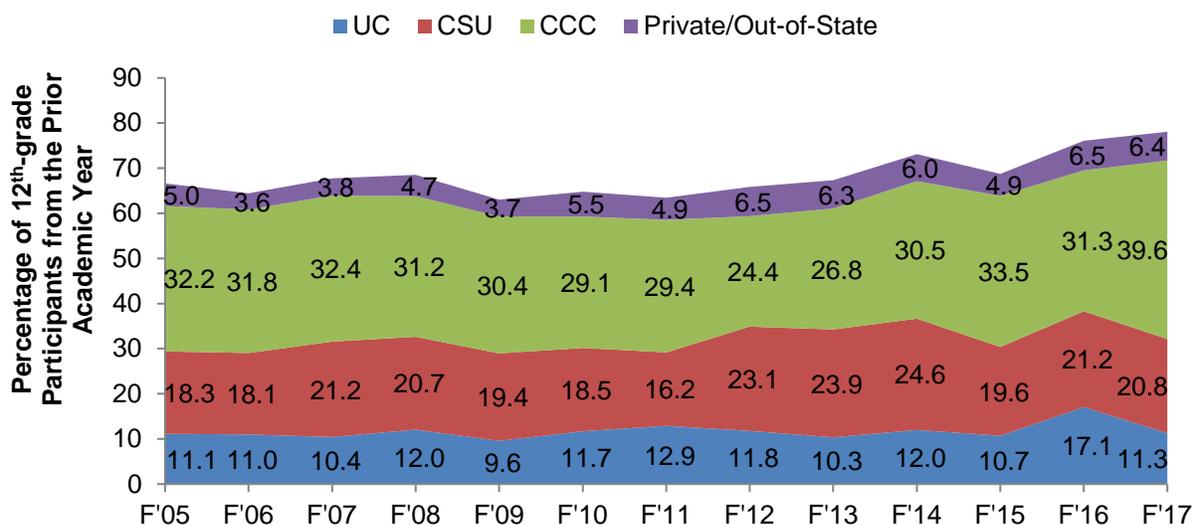
Figure 10. Percentage of Puente 12th-Grade SAT/ACT Test-Takers by Free/Reduced-Price Meal (FRPM) Decile Rank, 2016–17



Sources: SAPEP Annual Performance Reporting for 2016–17, Student Poverty Data for 2016–17, CDE Statewide School Enrollment Data for 2016–17 and test-taking records of all 2016–17 California high school graduates from ACT and the College Board. Note: Of the 27 California high schools reported as served by Puente during 2016–17, none were excluded due to missing FRPM information, missing test-taking data, or fewer than five 12th-grade program participants being reported as served; one of the included schools was in FRPM Decile Ranks 1–2, six had FRPM Decile Ranks 3–4, 14 had FRPM Decile Ranks 5–6, five had FRPM Decile Ranks 7–8 and one was in FRPM Decile Ranks 9–10.

As shown in Figure 11 below, Puente college-going rates for all three segments of the California public higher-education system have remained relatively stable since the fall 2005 baseline, despite an overall drop in fall 2009 and slow recovery to fall 2008 levels of postsecondary enrollment in fall 2017.

Figure 11. College-Going Rates for Puente 12th-Grade Participants, Fall 2005 to Fall 2017



Sources: SAPEP Annual Performance Reporting through 2016–17, National Student Clearinghouse and UC Corporate Student System. Note: All data represent postsecondary enrollment in the fall following program participants' 12th-grade year, e.g., 11.3 percent of 2016–17 12th-grade Puente High School Program participants enrolled at UC in fall 2017.

Student-Initiated Programs (SIP)

SIP facilitates college access for educationally disadvantaged K–12 and community college students through academic development and individual attention from UC student volunteers.

2016–17 Service Population:

- 16,272 total participants
- 12,845 K–12 students at 520 schools
- 220 students at 20 community colleges
- 360 undergraduate students
- 2,847 additional students with unknown grade level

2016–17 Outcomes

To improve data collection:

- Several UC campus programs continue to revamp their data collection procedures and are collaborating with researchers to develop comprehensive data systems for better tracking of program participants and outcomes.

To increase the number of program participants who go to college and/or transfer to a baccalaureate-degree-granting institution from a community college:

- In 2016–17, of 518 12th-grade SIP participants surveyed, 72 percent were either attending or planning to attend a postsecondary institution, compared with 69 percent in the 2004–05 baseline measure.
- In 2016–17, of 210 SIP undergraduates surveyed, 63 percent either matriculated or planned to matriculate at graduate and professional schools, compared with 45 percent in the 2004–05 baseline measure.

University Community Links (UC Links)

UC Links brings UC faculty and students together with local school and community partners in a sustainable 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.

2016–17 Service Population:

- 3,680 total participants
- 2,985 Pre-K–12 students at 42 schools
- 667 UC undergraduate and graduate students

2016–17 Outcomes

To increase the literacy knowledge and skills of PreK–8 students:

- In 2016–17, of 1,252 UC Links PreK–8 participants who were evaluated, the proportion of participants whose literacy knowledge and skills were assessed as grade-level proficient increased from 30 percent before program participation to 69 percent after program participation, a 39 percentage-point gain, compared with a 15 percentage-point gain in the 2013–14 baseline measure.

To increase the number of UC Links undergraduate students who apply to graduate and professional schools:

- In 2016–17, of 519 UC Links undergraduate participants surveyed, 73 percent reported that they were applying to, had been admitted to, or had enrolled in graduate and professional programs, compared with 76 percent in the 2004–05 baseline measure.

UC Scout

UC Scout (also known as Scout from University of California) facilitates college preparation through Internet-based middle school and high school courses, including Advanced Placement and “a-g” classes.

2016–17 Service Population:

- 1,503 total participants at 258 California K–12 schools, with 3,415 direct online course enrollments

- 1,104 students
- 399 teachers

2016–17 Outcomes

Outcomes data for UC Scout were not collected in 2012–13 through 2016–17 due to changes in delivery model and course offerings, resulting in many courses being retired and 45 new courses being developed as of early 2018. Based on the most recent outcomes information available, of 415 UC Scout participants reviewed, 92 percent successfully completed AP and honors classes, compared with 69 percent in the 2004–05 baseline measure.

Summary

UC faces many challenges in carrying out the work of SAPEP programs, not the least of which are ongoing fiscal instability, as discussed in Section 5 below. Nonetheless, as Sections 3 and 4 have highlighted, SAPEP programs continue to meet ambitious goals and objectives.

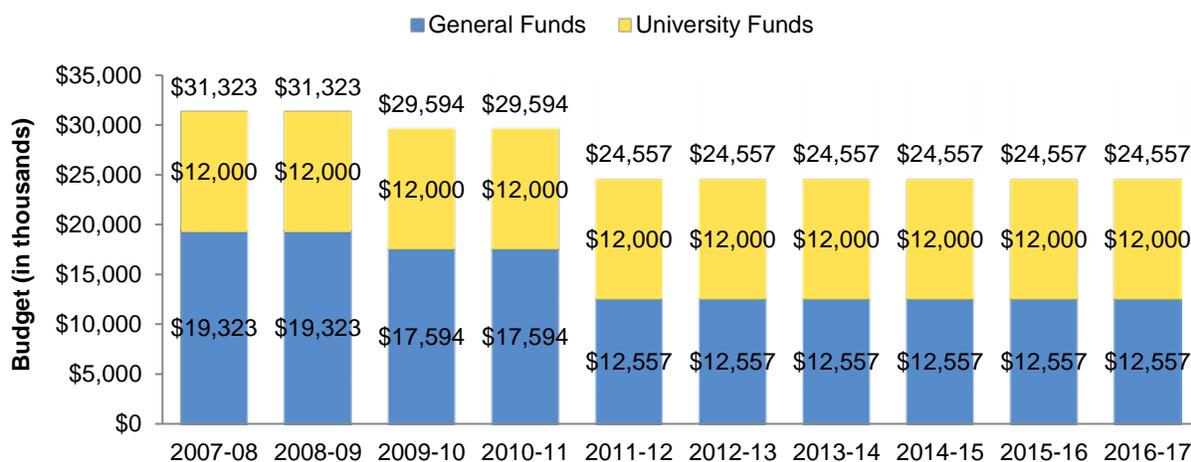
SECTION 5. BUDGET AND COSTS

In 1997–98, after the adoption of SP-1 and Proposition 209, the California Legislature intended for UC's academic preparation programs to be a primary means of not only promoting diversity at UC but also increasing access to college for educationally disadvantaged students statewide. Consequently, UC's budget for student academic preparation programs grew from \$18.1 million in state and university funds in 1997–98 to \$85.2 million in 2000–01, an increase of more than 350 percent.

However, due to the state's ensuing fiscal crisis, there were two key changes to SAPEP funding. As part of the Higher Education Compact with then-governor Arnold Schwarzenegger in 2004, UC agreed to annually redirect \$12 million of its own funds to support SAPEP programs. In addition, from 2004–05 to 2007–08 (and again from 2009–10 to 2011–12), state funding for SAPEP was the subject of significant debate and negotiations during budget cycles, with the SAPEP budget reduced significantly each time. Following a \$2 million augmentation intended to expand community college transfer programs, SAPEP funding became \$31.3 million in 2006–07 (\$19.3 million in state general funds and \$12 million in UC funds), and subsequent cuts in 2011–12 reduced the total SAPEP budget to \$24.6 million (\$12.6 million in state general funds and \$12 million in UC funds).

As shown in Figure 12 and Table 2 below, the overall decrease in SAPEP funding from 2007–08 to 2016–17 was \$6.8 million (or 21.6 percent of 2007–08 funding). However, these cuts could have been even more dramatic. While the 2010–11 Budget Act called for SAPEP funding to remain fixed at 2009–10 levels, UC was authorized during the following two years to reduce SAPEP funding in proportion with reductions in state general funds for other programs. Consequently, while state funding for SAPEP could have been reduced by as much as 21 percent in 2011–12, the SAPEP portfolio only experienced an overall budget reduction of 17 percent. Since then, state funding for SAPEP programs has remained constant.

Figure 12. SAPEP Budget by Funding Source, 2007–08 to 2016–17 (in thousands of U.S. dollars)



Source: UC Office of the President, Budget Analysis and Planning

SAPEP programs have had to leverage state and UC investment by securing additional funding from governmental organizations like the National Science Foundation and the U.S. Department of Education, as well as numerous private foundations, corporate foundations and donors from many different businesses and industries. These funds, which are earmarked for direct investment in California's K–12 schools and colleges, help raise achievement and outcomes for students and families. Without the state's investment, an amount often used to seek matching funds from private and federal sources, UC campuses would be far less successful in generating additional resources in support of UC's partner K–20 institutions.

Table 2. SAPEP Program Budgets, 1997–98 to 2016–17 (selected years; in thousands of U.S. dollars)

UNIVERSITY OF CALIFORNIA STUDENT ACADEMIC PREPARATION AND EDUCATIONAL PARTNERSHIPS 1997-98, 2000-01, 2008-09, 2009-10, 2011-12, and 2016-17 Budgets (DOLLARS IN THOUSANDS)						
	1997-98 State & UC Funds	2000-01 State & UC Funds	2008-09 State & UC Funds	2009-10 State & UC Funds	2011-12 State & UC Funds	2016-17 State & UC Funds ²
Direct Student Services Programs						
Community College Transfer Programs ¹	\$ 1,718	\$ 5,295	\$ 3,279	\$ 3,058	\$ 2,413	\$ 2,413
EAOP	4,794	16,094	8,914	8,416	7,356	7,356
Graduate and Professional School Programs	1,893	8,575	2,661	2,623	2,408	2,408
MESA K-12 Programs	4,169	9,355	4,861	4,394	3,806	3,806
MESA Community College Programs	22	1,309	327	327	327	327
Puente High School	-	1,800	1,051	980	793	793
Puente Community College Programs	162	757	450	419	340	340
Student-Initiated Programs	-	-	440	440	388	388
UC Links	-	1,656	694	622	622	622
Statewide Infrastructure Programs						
ASSIST	360	360	429	389	377	377
Community College Articulation	-	-	600	600	600	600
Longer-Term Strategies						
K-20 Regional Intersegmental Alliances (formerly School-University Partnerships)	-	15,591	1,395	1,361	1,209	1,209
Direct Instructional Programs						
Preuss Charter School	-	1,000	1,000	1,000	-	-
UC College Preparation (online courses)	-	8,400	3,106	3,059	2,411	2,411
Other Programs						
Evaluation	-	1,386	1,180	1,077	855	855
Other Programs (currently includes University-Community Engagement, ArtsBridge, Other)	203	3,887	936	829	652	652
Programs that have been eliminated or consolidated into othe including Test Preparation, Dual Admissions, Gateways, Informational Outreach and Recruitment, Central Valley Programs, UC ACCORD	4,750	9,717	-	-	-	-
Total	\$ 18,071	\$ 85,182	\$ 31,323	\$ 29,594	\$ 24,557	\$ 24,557
General Funds	\$ 16,996	\$ 82,243	\$ 19,323	\$ 17,594	\$ 12,557	\$ 12,557
University Funds	\$ 1,075	\$ 2,939	\$ 12,000	\$ 12,000	\$ 12,000	\$ 12,000

1 Includes an additional \$2 million beginning in 2006-07 for the UC/Community College Transfer Initiative for Access and
2 Budget levels for 2012-13 through 2016-17 are identical to 2011-12 budget levels, as no budget reductions were made in those years.

Source: UC Office of the President, Budget Analysis and Planning

SECTION 6. CONCLUSION

UC has made a commitment to delivering critical college preparation, access and support to SAPEP's target population of underserved California K–20 students. SAPEP programs address the whole spectrum of needs of under-resourced schools and students, including advising students on course selection and planning, improving practical living skills and financial literacy, assisting with transfer planning and major choice/preparation, and helping administrators and teachers enhance curricular relevance and level-appropriateness, whether at a UC or elsewhere. Once students are assisted with college readiness, they also are better prepared to enter the working world and become high-earning members of California's labor force.

APPENDIX A. DATA SOURCES AND LIMITATIONS

Data Sources

For this report, UC has primarily drawn from the following three information sources:

(1) SAPEP Annual Performance Reporting

- Four of the largest SAPEP Programs (EAOP, MESA, Puente and Transfer Prep) annually submit participant-level demographic and academic data to UCOP, including ethnicity, completion of “a-g” coursework, Algebra I completion and transfer-readiness.
- Each SAPEP program annually submits school-level data to UCOP, including the number of participants served.
- Each SAPEP program also submits an aggregate Annual Performance Reporting (APR) to UCOP, summarizing key demographic and outcomes data.

(2) Participant outcomes data

- UC primarily determined SAT/ACT test-taking rates by matching program-participant data to student-level data for all California test-takers provided by the College Board and ACT, Inc. Because of the lack of a universally used unique identifier, participants are matched to both data sources using factors like name, date of birth and school enrollment.
- UC primarily determined college-going outcomes by matching program-participant data to student-level data from the UC Data Warehouse and the National Student Clearinghouse. Because of the lack of a universally used unique identifier, participants are matched to both data sources using factors like name, date of birth and school enrollment.

(3) Comparison data

- The CDE provides numerous files of downloadable data files for California public schools, including demographic and outcomes data like grade level, ethnicity, gender, free/reduced-price meal (FRPM) eligibility rates and “a-g” sequence completion rates (see www.cde.ca.gov/ds/sd/sd/).
- The California Postsecondary Education Commission (CPEC) provides numerous reports on statewide educational outcomes, including postsecondary enrollment and community college transfer rates.

Data Limitations

Despite UC’s attempts to collect comprehensive, uniform and accurate data for all SAPEP programs and their participants, several important limitations should be noted.

The most serious problem is incomplete data. As a result of successive budget cuts, SAPEP programs have few resources to devote to carefully collecting, storing and analyzing data, with data systems that are often antiquated or have been discontinued in order to redirect funding. For the purposes of this report, missing data have been addressed using a combination of complete-case analysis, available-case analysis, and imputation methods.

In addition, because numerous independent data sources have been used, there is variation in data-field definitions, data-collection frequency, and statistical methodology, e.g., while some statistics are based

upon complete participant counts or census data, others rely on sampling methods. In addition, some data were collected from secondary sources intended for administrative purposes (e.g., school enrollments, graduation rates and Free/Reduced-Price Meal (FRPM) decile rankings), while other data were directly collected using techniques like surveying.

Finally, please note that the SAPEP goals and objectives included in this report were established more than a decade ago. During this time, some programs have modified their goals and services, and funding has shifted downward. This complicates the comparison of findings over time and across programs.

APPENDIX B. COMMON TERMS AND ABBREVIATIONS

A-G — 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.

ACT — The *ACT* is one of two standardized tests (the other being the SAT) used to assess high school achievement levels for college admissions in the United States. The ACT test is administered by ACT, Inc., a nonprofit organization.

Advanced Placement (AP) Courses — *Advanced Placement courses* are advanced high school classes satisfying curriculum requirements administered by the College Board, a nonprofit organization, with the goal of replicating college-level rigor within select subjects.

Articulation — *Articulation* is the means by which the UC and CSU define the content of community college courses that can be used to satisfy subject-matter requirements at UC and CSU campuses. This process enables community college students to transfer from community colleges to a university without experiencing delays or having to repeat coursework.

CCC — The *California Community College (CCC) system* is one of the three segments of California's public postsecondary system, the other two being the CSU and UC systems. The CCC system is the largest higher educational system in the United States and, for the period covered by this report, included 114 colleges in 72 districts that collectively served more than 2.3 million students.

CDE — The *California Department of Education (CDE)* oversees K–12 public education throughout California.

CDS — The *County/District/School (CDS)* of each California public school is a unique 14-digit identifier provided by the CDE; the first two digits identify a county, the next five a school district, and the last seven a specific school.

CSU — The *California State University (CSU) system* is one of the three segments of California's public postsecondary system, the other two being the CCC and UC systems. For the period covered by this report, the CSU system included 23 campuses serving more than 475,000 undergraduate and graduate students.

Intersegmental — Intersegmental refers to multiple segments of California's public education system, which includes K–12 schools/districts, the CCC system, the CSU system and the UC system. Private and not-for-profit sector entities periodically partner with these public education systems on intersegmental projects and initiatives.

K–8 — *Kindergarten through 8th-grade* refers to kindergarten, primary (elementary) school and middle school.

K–12 — *Kindergarten through 12th-grade* refers to kindergarten, primary (elementary) and secondary (middle and high) schools.

K–20 — *Kindergarten through graduate and professional education* refers to the entire education continuum, beginning with kindergarten and ending with post-baccalaureate graduate and/or professional education.

National School Lunch Program (NSLP) — The *National School Lunch Program* is a federally assisted meal program providing free or reduced-price meals in public and nonprofit private schools. (See <https://www.fns.usda.gov/nslp/national-school-lunch-program-nslp> for further details.)

PreK — *Pre-Kindergarten* refers to any type of education preceding kindergarten, such as preschool.

SAPEP — *Student Academic Preparation and Educational Partnerships (SAPEP)* is a portfolio of academic preparation programs and intersegmental partnerships administered by the UC system. SAPEP programs are designed to improve education outcomes for all California students, particularly those who are educationally disadvantaged.

SAT — The *SAT* is one of two standardized tests (the other being the ACT) used to assess high school achievement for college admissions in the United States. The SAT test is administered by the College Board, a nonprofit organization.

STEM — *STEM* is an abbreviation for "Science, Technology, Engineering, and Mathematics."

Transfer ready — *Transfer ready* refers to community college students who have met all of the academic requirements necessary for transfer to the CSU or UC system, meaning 60 transferable semester-system college units completed with a grade of C or better, including transferable English composition and mathematics concepts/quantitative reasoning courses.

UC — The *University of California (UC) system* is one of the three segments of California's public postsecondary system, the other two being the CCC and CSU systems. For the period covered by this report, the UC system included 10 campuses serving more than 270,000 undergraduate and graduate students.